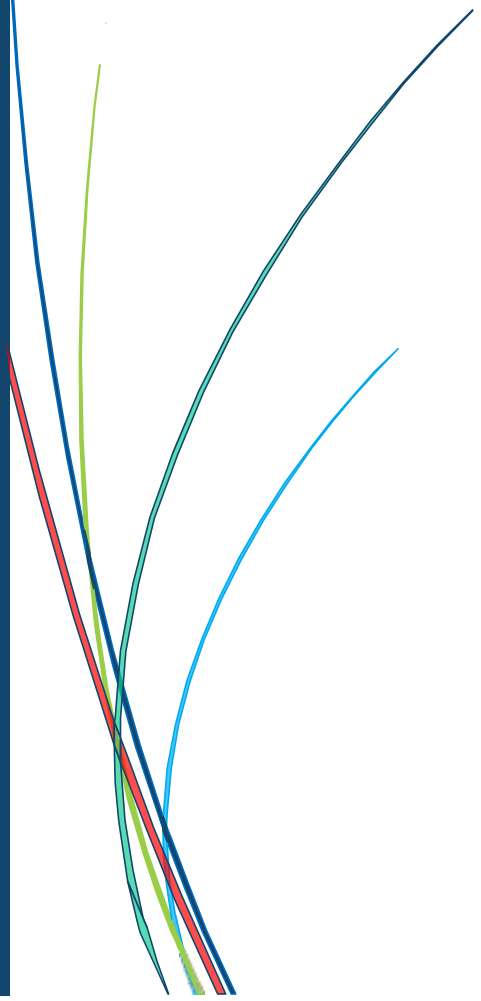
مدرسة ديوفال
DEWVALE SCHOOL
AL QUOZ

INCLUSION POLICY



INCLUSION POLICY

Policy Name	**Inclusion Policy**	**Policy No.**	**DWS_PLC_002**
Effective Date	**April 2025**	**Date of Last Review**	**26th March 2025**
Date of Next Review	**March 2026**	**Person in-charge**	**Head of Inclusion**

Rationale

This policy outlines the principles and procedures for providing inclusive education and support to Students of Determination (SofD). We're committed to ensuring that every student, regardless of the barriers they face or their exceptional abilities, receives the support needed to maximize their potential in all aspects of their learning journey.

Scope

This policy applies to all students, from Pre-KG to Grade 7, who require specialized support, accommodations, or personalized learning and assessment strategies within the regular classroom setting. This includes Students of Determination who need special assistance to thrive academically and personally.

Objectives

- **Early Identification & Support:** To proactively identify, assess, and provide support for any child with special educational needs.
- **Staff Empowerment:** To equip staff with the knowledge and strategies to effectively meet the diverse needs of all students.
- **Shared Responsibility:** To empower all staff to play an active role in identifying SofD and taking responsibility for addressing their individual needs.
- **Positive School Culture:** To foster a school-wide culture that embraces and celebrates diversity and promotes a positive attitude toward SofD.
- **Progress Monitoring:** To regularly monitor and review the academic and personal progress of students on the SofD register.
- **Effective Partnership:** To build a strong partnership with parents, creating a collaborative approach to support student learning both at home and at school.
- **External Collaboration:** To engage with external agencies when necessary to provide specialized support for students.
- **Skill Development:** To provide targeted strategies that help students develop foundational skills and competencies.
- **Realizing Potential:** To help every student reach their full potential, build self-esteem, and feel empowered in their learning.
- **Student Voice:** To encourage and support students in participating in decisions about their education, ensuring their views are heard and respected.

INCLUSION POLICY

Policy Statement

The primary goal of this policy is to ensure that all Students of Determination (SofD) have full access to education. We are dedicated to identifying and eliminating any barriers that may prevent them from participating in a challenging and relevant school environment. Our inclusive education values and standards, developed through thoughtful discussion, It is shared with all members of our school community.

Guiding Principles

This policy is based on key documents and frameworks that guide inclusive education, including**:**

Directives and Guidelines for Inclusive Education (Jan. 2020)

A Revised Categorization Framework for Students of Determination (2019-2020)

Implementing Inclusive Education: A Guide for Schools (2019)

Dubai Inclusive Education Policy Framework (2017)

Advocating for Inclusive Education: A Guide for Parents (March 2021)

Federal Law 29 of 2006

Dubai Law 2 of 2014, the School Inspection Framework, General Rules for the Provision of Special Education Programs and Services, and Knowledge and Human Development Authority (KHDA) guidelines.

Implementation Procedures

This policy will be implemented through a clear, multi-step process:

- **Identification**: We will use comprehensive methods to identify students of determination based on the revised categories.
- **Support & Intervention:** The Head of the Inclusive Education Department will oversee the implementation of specific support and intervention strategies for each student category. All staff members will have a defined role in providing this support.
- **Admissions & Fees**: Students of determination will be admitted according to the school's general admission policy. There will be no additional fees for the support provided. Parents are required to disclose their child's needs when applying for admission.
- **Entry Point Assessment:** The Inclusion Department will use an entry point assessment to pinpoint each student's special educational needs and tailor a specific inclusion plan with appropriate support.
- **Tracking Progress:** to get a real-time understanding of a student's development. This approach allows us to see how a student is learning, what challenges they face, and how they respond to support on a day-to-day basis.

Roles and Responsibilities of the Inclusion Support Team

School Principal

The Principal acts as the central advocate and ensures the school's commitment to inclusion is upheld across all operations.

- **Vision & Culture:** Establish and clearly communicate the school's vision on inclusive education to all stakeholders (students, parents, and staff).
- **Stakeholder Link**: Serve as the strong, connective link between the Inclusion Department and the entire school community.
- **Staff Development**: Train and sensitize all stakeholders to promote inclusive behaviors and practices.
- **Quality Assurance**: Ensure the adoption of best practices, propagate successful staff initiatives, and actively identify areas requiring improvement.
- **Leadership Appointment:** Appoint a Well being and Happiness Coordinator to champion student achievement, progress, and provide essential counseling support to all students, including the Gifted and Talented.

Inclusion Governor

The Inclusion Governor is responsible for strategic oversight and ensuring accountability at the governance level.

- **Policy & Oversight**: Review and monitor the effectiveness of the Inclusion Policy and ensure compliance with the Students of Determination (SofD) Code of Practice.
- **Resource Allocation**: Ensure the governing body is informed about inclusion systems and practices, and verify that the budget for SofD is appropriately allocated to support students.
- **Curriculum Access:** Ensure all SofD have access to a broad and balanced curriculum.
- **Enrolment Commitment**: Ensure smooth enrolment procedures and clearly set out the school's commitment to providing the necessary resources and services to aid the participation, engagement, and progress of SofD.
- **Monitoring**: Visit the school to consult with the Leader of Provision and monitor the overall progress of Students of Determination.

Head of Inclusion / Inclusion Champion (HOI)

The HOI provides strategic leadership, guidance, and coordination for all inclusion initiatives.

- ✧ **Policy Development**: Collaborate closely with school leadership, teachers, and parents to develop a comprehensive and effective Inclusion Policy.
- ✧ **Strategy & Vision:** Oversee the creation of tailored strategies to meet diverse student needs, ensuring alignment with the school's overall vision for inclusive education.
- ✧ **Guidance & Monitoring**: Lead inclusion initiatives, offer expert guidance on best practices, and monitor the policy's impact to ensure a supportive learning environment for all students.
- ✧ **Community Empowerment**: Empower the school community to embrace inclusivity as a fundamental value**.**

School Counsellor

The School Counsellor focuses on the psychological, emotional, and social needs of the students.

- ✧ **Transition Support:** Assist students and parents with settling into the new school, classroom, or managing educational transitions.
- ✧ **Emotional & Social Development:** Facilitate the development of positive friendships and peer relationships.
- ✧ **Needs Identification:** Help identify learning and Psycho-Social-Emotional (PSEM) support needs through classroom observations and screening tests.
- ✧ **Intervention & Referral:** Provide immediate individual or small-group counselling (with parental consent) and recommend external therapists or specialists as required.
- ✧ **Case Management**: Maintain confidential files (e.g., Behavior Management Plans, child abuse and neglect reports).
- ✧ **Collaboration**: Liaise with classroom teachers regarding new referrals and collaborate on strategies based on observations and screening findings.

Special Educator

- ✧ The Special Educator is responsible for the direct implementation of support and the development of specialized educational plans.
- ✧ **Policy Implementation:** Oversee the day-to-day implementation of the inclusion policy and proactively remove learning barriers for SofD.
- ✧ **Assessment & Planning:** Identify and assess students with special educational needs. Design and refine assessment tools and techniques to track progress.

- **Individualized Plans:** Develop, oversee, and regularly update Individualized Education Plans (IEPs) or Advanced Learning Plans (ALPs) in collaboration with parents and teachers.

- **Intervention Delivery:** Decide and deliver the appropriate type of intervention (in-class support or withdrawal) and regularly track student progress against IEP goals (e.g., bi-weekly).

- **Instructional Support:** Plan for differentiation with class teachers and Learning Support Assistants (LSAs). Model teaching strategies such as co-teaching or team teaching.

- **LSA Supervision:** Observe and guide LSAs in class, review daily log books, and develop instructional and behavioral strategies to support their assigned students.

- **Record Keeping:** Maintain comprehensive, up-to-date records of all students with special educational needs.

- **Communication**: Maintain regular communication with parents, teachers, and the Head of Inclusion.

Learning Support Assistants (LSAs)

- Learning Support Assistants (LSAs) play a crucial role in the day-to-day implementation of student support plans. Their responsibilities focus on direct support, communication, and progress monitoring to help students succeed.

- **Support & Implementation:** LSAs produce materials and implement strategies to accommodate individual student learning needs and styles. They reinforce learning activities and strategies developed by the teacher and the Learning Support team, helping students master concepts and skills.

- **Progress Tracking:** They are responsible for documenting and monitoring progress toward Individualized Education Program (IEP) and Behavioral Management Intervention Plan (BMIP) goals. LSAs provide regular updates to the class teacher and the Learning Support team on a student's performance and behavior.

- **Data Collection & Assessment:** LSAs assist in collecting data for evaluating student progress and carry out formative assessment activities to help teachers develop comprehensive learner profiles.

- **Student Engagement & Well-being**: They facilitate learning for individual students and small groups. LSAs also provide support to students with emotional or behavioral challenges, helping them develop social skills and confidence by encouraging positive peer interactions.

- **Communication:** LSAs maintain ongoing communication with the class teacher, Learning Support team and the Parents to ensure consistent application of plans and to provide timely feedback on student progress and challenges. They work within established structures and plans, ensuring a consistent approach to student expectations.

Categories of disability and barriers to learning

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability ([1]including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. [2]*Chronic or acute medical conditions*

This section provides a detailed breakdown of the **12 categories of disability,** offering specific examples of associated conditions and disorders. It also highlights common barriers to learning that students in each category may face.

This information is a vital reference for all teachers. It will support the consistent implementation of procedures for assessing and identifying the needs of students of determination. By understanding these specific challenges, educators can develop tailored provisions that maximize learning opportunities and promote truly inclusive practices.

Cognition and Learning

1. **General barriers to learning (Intellectual disability)**

   Mild intellectual disability (Mild barriers to learning)

   Moderate intellectual disability (Moderate barriers to learning)

2. **Multiple disabilities (Multiple barriers to learning)**
3. **Developmental delay (Barriers with typical development)**

   Global developmental delay (Global developmental barriers)

   Specific developmental delay (Specific developmental barriers)

4. **Specific learning disorder (Specific barriers to learning)**

   Dyslexia (Specific barriers with reading)

   Dysgraphia (Specific barriers with writing)

   Dyscalculia (Specific barriers with mathematical concepts)

   Dyspraxia (Specific barriers with coordination)

5. **Communication and Interaction**

   Communication disorders (Communication barriers)

   Expressive language disorder

   Receptive language disorder (Specific barriers with understanding verbal language)

   Global language delay (General barriers with language)

   Speech fluency disorder (Specific barriers with speech fluency)

   Speech sounds disorder (Specific barriers with speech sounds)

   Social communication disorder (Barriers with social communication)

6. **Autism spectrum disorder** (Barriers with social interaction, communication and flexibility)

   Autism spectrum disorder – level 1 (Mild barriers with social interaction, communication and flexibility)

   Autism spectrum disorder – level 2 (Moderate barriers with social interaction, communication and flexibility)

   Autism spectrum disorder – level 3 (Extremely complex barriers with social interaction, communication and flexibility)

7. **Social, Emotional and Mental Health**.

   Psycho-emotional disorders (Emotional and psychological barriers)

   Depression (Significant barriers with feeling positive and motivated)

   Bi-polar disorder (Signification and persistent barriers regulating mood)

   Oppositional Defiance Disorder (Significant Barriers with being cooperative and staying calm)

   Obsessive/Compulsive disorder (Barriers with managing thoughts and compulsions)

   Post-traumatic stress disorder (PTSD) (Barriers dealing with trauma and arousal)

8. **Attention Deficit and Hyperactivity Disorder (Barriers with attention and self- regulation**)

   ADHD – inattentive type (Barriers with maintaining focus and attention)

   ADHD – hyperactive type (Barriers with managing hyperactivity and impulsivity)

   ADHD - combined type (Barriers with focusing attention and managing hyperactivity)

9. **Physical, Sensory and Medical**

   Sensory impairments (Barriers with using the senses)

   Hearing impairment (Barriers with hearing)

   Visual impairment (Barriers with vision)

   Deaf-blind (Barriers with seeing and hearing)

10. **Physical disability (Barriers with physical movement**)

    Muscular dystrophy (Barriers with muscle size and strength)

    Cerebral Palsy (Barriers with posture, movement and coordination)

    Spina Bifida (Barriers with leg movement)

11. **Chronic or acute medical conditions (medical barriers)**

Inclusive Culture and Climate

- ✧ Positive classroom culture and inclusive education will be reflected all aspects of the school system aligned to school vision.
- ✧ Admission policy ensures admission access to a diverse range of learners.
- ✧ Continuous professional development training will be provided to leaders and teachers at all levels to sensitize and increase awareness on methods of identification and support to be provided to students with learning difficulties.

- ✧ Provide opportunities for parents and guardians to better understand barriers to learning, and the resources and support mechanisms available to them and their families.
- ✧ Develop and use promotional materials within the school to raise awareness and reduce stigma on issues relating to inclusion and promote the inclusion of students of determination.
- ✧ Incorporate and integrate a monitoring and evaluation plan to track and measure any impact on attitudes, beliefs and experiences of students who experience barriers to learning.

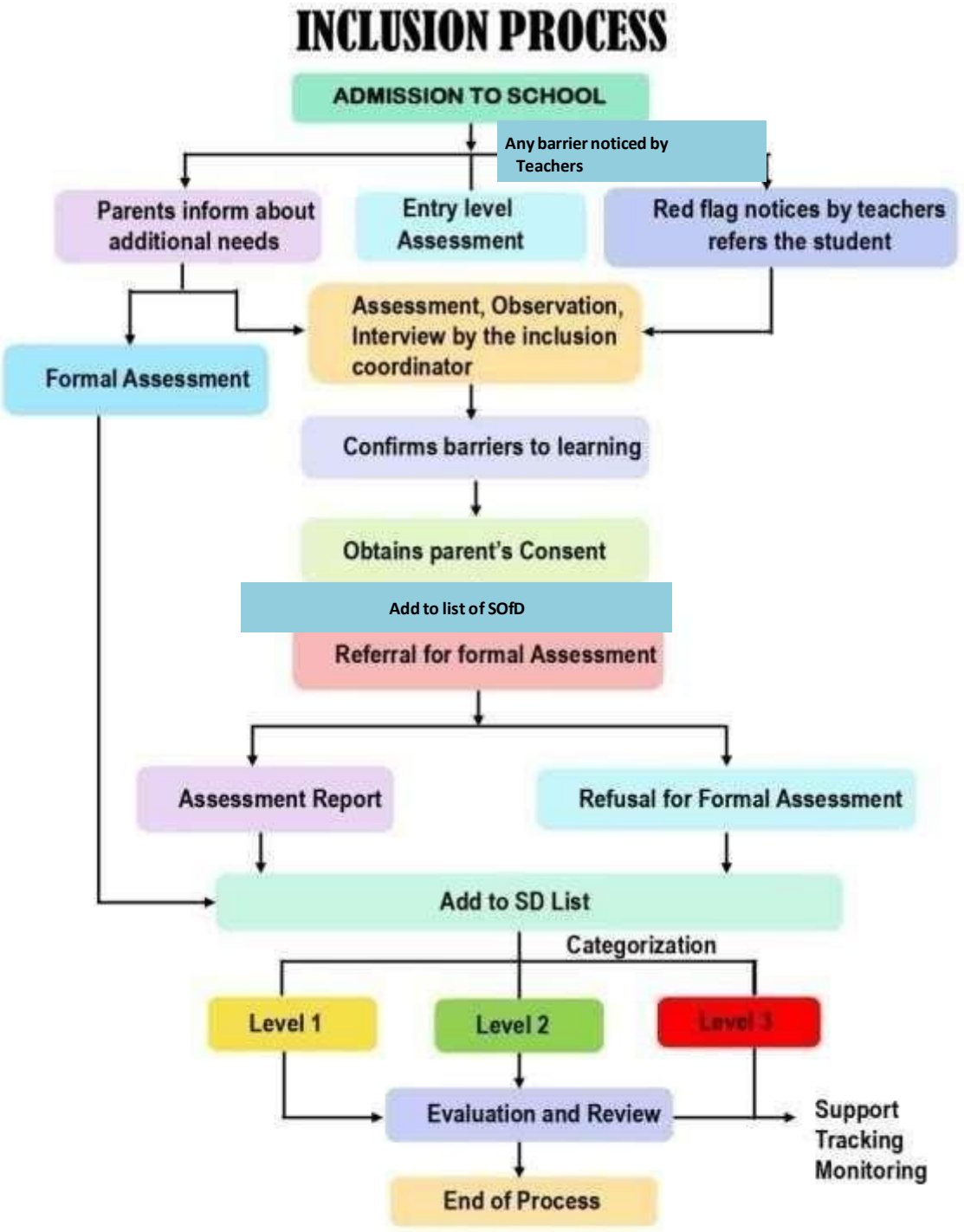
Inclusive Admission Procedure

- ✧ Students of determination will be welcome in the school and they will be provided with a learning support program, addressing the individual needs of all students of determination including gifted and talented.
- ✧ In those instances, where a child's specific need has not been previously identified, the school reserves the right to review the situation in order to assess the capacity of the school provision to meet his/her needs.
- ✧ Parents are required to work closely with us if a particular educational need is identified during or following the admission process

The following procedures will be adopted during the admission process:

- ➢ Any new applicant with identified special educational needs and disabilities (SEND) will be referred to the Head of Inclusion.
- ➢ The Learning Support team will study the reports, observe and assess the child and make appropriate recommendations to the Admissions Department.
- ➢ The final decision regarding the new admission will be taken collaboratively between the Head of Inclusion and Principal.
- ➢ Ensures that students who experience barriers to learning will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities.
- ➢ Preference for "sibling priority" will be given to students who experience barriers to learning subject to availability of seats.
- ➢ Will be inclusive at all-time unless it is difficult to fully support the particular child due to constraints beyond our control e.g., infrastructure or personnel

- Will ensures compliance with the requirements of 'Dubai Inclusive Education Policy Framework'
- Admission test for students of determination will be waived off provided parents indicate the same on the registration form and provide assessment report from an authorized testing agency approved by MOH and DHA.
- In exceptional circumstances, an enhanced level of provision may be registered through an individualized service agreement with KHDA including a stated individualized service fee.


INCLUSION PROCESS
ADMISSION TO SCHOOL
Any barrier noticed by Teachers
Parents inform about additional needs
Entry level Assessment
Red flag notices by teachers refers the student
Assessment, Observation, Interview by the inclusion coordinator
Formal Assessment
Confirms barriers to learning
Obtains parent's Consent
Add to list of SOfD
Referral for formal Assessment
Assessment Report
Refusal for Formal Assessment
Add to SD List
Categorization
Level 1
Level 2
Level 3
Evaluation and Review
Support
Tracking
Monitoring
End of Process

INCLUSION POLICY

Identifying students with barriers to learning

- School aims to identify children who have any difficulties as early as possible so that appropriate support can be given from an early age.
- All information provided to the school at the time of admission will be used along with several assessment tools to identify students and their learning difficulties if any.
- All members of staff will be sensitized with the knowledge and definition of the various categories for students of determination through regular workshops, reading material, case studies and hands-on classrooms experience.
- Parents with concern in regard to their ward's behavioral, academic, developmental or social emotional issues will be required to complete an online parent referral form.
- Teacher Referral Form provides timely and effective support to initiate an appropriate plan of action for students at various levels of need.
- Pre-referral intervention will help to identify, develop, and implement alternative education strategies for students who have recognized problems in the classroom before the student is referred to special education.

Criteria to include a student's name to be included in the 'Students of Determination' record Phase 1:

- Before the start of the new academic year, all teachers are updated with the previous year SD list during handing over process. School will share data on yearly performance, detained/retest list, suspected cases of students experiencing barriers to learning based on CAT4 analysis with the teachers to cross check and ensure a credible tracking system.

Phase 2: Within first month of the new academic year all class teachers along with subject teachers submit teacher referral form with details of the students who experience barriers to learning.

Phase 3:

- Leader of Provision follows up for internal assessment and in case the symptom is mild then a pre referral meeting is scheduled with the parent to gain clarity. Monitoring and tracking of children with barriers to learning is through the same methods as identification.
- Assessment will be ongoing, with a more formal one each term.
- Identified needs are evaluated and discussed during staff meetings.
- The subject Heads of departments meet to develop, review and revise the educational program and services for students with disabilities who are eligible for special education and present their findings to the Leader of provision for Inclusion.

<u>Sequential steps involved in providing support to the Students of Determination</u>

KG 1

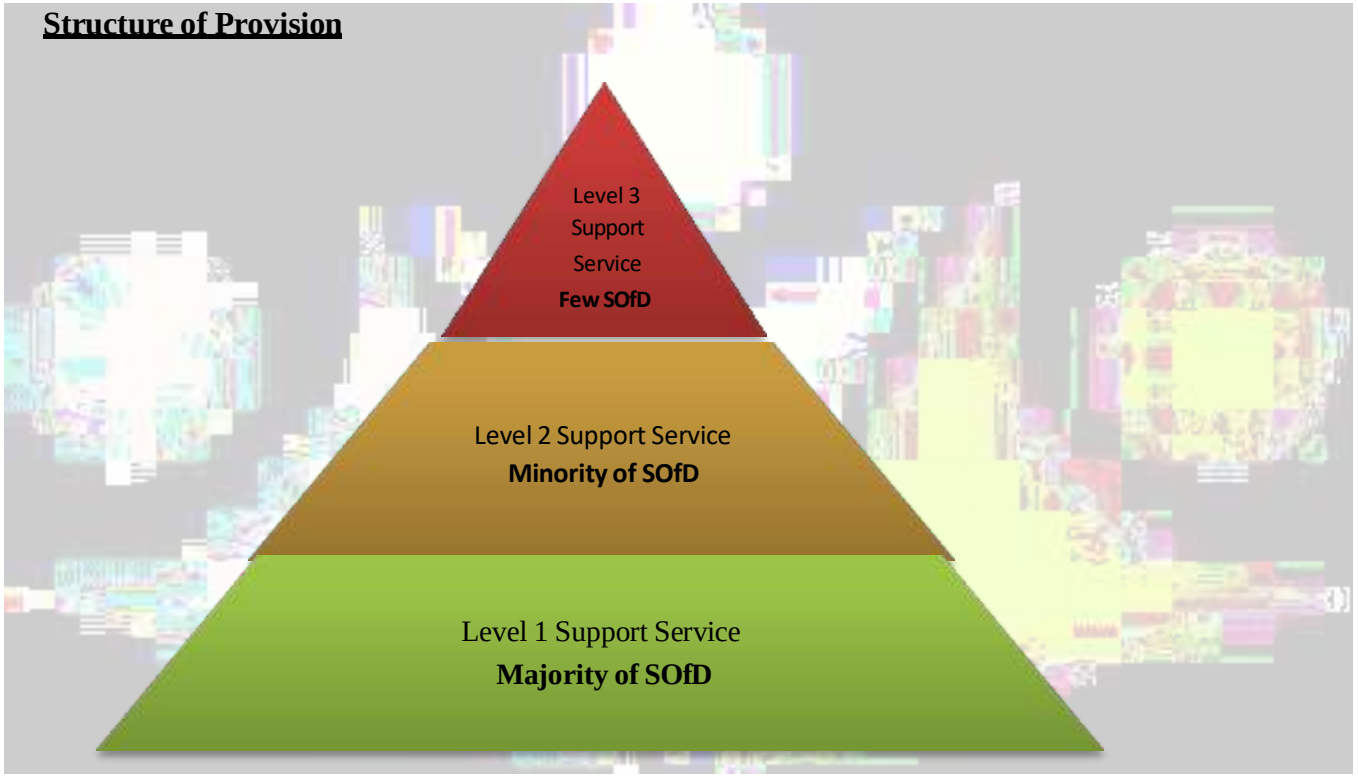
1. Additional needs are confirmed by the parent, identified by the Counsellor during admission screening.
2. Assessment and observation by counsellor confirms report and student included in SD list.
3. Teacher identifies areas of concern and refer the student to counsellor who in turn confirms "At risk" based on assessment and observations.

4. Those students confirmed as "Not at risk" by the counsellor are considered for closed files.
5. "At risk" categories are assessed to classify their levels and appropriate support given by members of department.
6. End of term evaluation and review is conducted to decide continuation of support or closure of case.
7. Level 1 support is given by Inclusion champion and SEND Cos and class teachers.
8. Level 2 support is given by Counsellor, Sp Ed, speech therapists as the case may be.
9. Level 3 support is given by Counsellor, teachers, IC, SpEd and SENDCos

GRADUATED APPROACH FOR STUDENT OF DETERMINATION

We have implemented a comprehensive Assess, Plan, Do, Review system, collaboratively involving teachers, parents, and external agencies, when necessary, to identify students who require additional support. Our commitment to a personalized approach ensures that we welcome students of all abilities and provide tailored interventions to facilitate their success.





LEVEL 3 - INDIVIDUALISED SUPPORT SERVICE INCLUSION POLICY

- Individualized and specialized provisions for students who needs intensive intervention.
- Students who need full time support from an LSA and /or students who need therapies such as ABA, speech therapy or occupational therapy.
- All students have an Individualized Education plan.
- Many students have a Full-time LSA and may avail therapy.
- The students also get additional strategic teaching (pullout sessions) by special educators or scaffolding for learning (push in support) t by the LSA.
- High Involvement of HOI and Special Needs Counsellor
- Curricular adaptation and modification as required.

LEVEL 2 - TARGETED SUPPORT SERVICE

- Specific and timed intervention/strategic intervention for students who are falling behind age expected level of performance.
- All students have an Individualized Support plan.
- Special Educator provide (pull-out sessions) strategic intervention.
- Teachers provide differentiated instructions

- Consultation with HOI
- Counselling and therapy services if required.
- Curricular adaptation and modification on need basis

LEVEL 1 - GENERAL SUPPORT SERVICE

- High quality differentiated teaching and learning and assessments in the classroom with accommodation.
- Students may have an Individualized Support plan or 504 Plan.
- Consultation from Inclusion team to implement teaching and learning.
- Strategies are given to lower barriers to learning.
- Scaffolding for learning (push in support) t by the LSA
- Teachers provide differentiated instructions.
- Consultation with HOI/SPEd/Counsellor
- Counselling and therapy services if required.

EMPOWERMENT PROGRAMME FOR THE STUDENTS OF DETERMINATION

1. **Whole school approach**
   As an inclusive school, DWS assures us that the needs of each and every child should be met in the classroom by the teacher. Teachers differentiate their lessons and meet the parents every month to discuss progress. Teachers schedule 1:1 meeting with parents and share feedback and strategies. Guiding the parent about the role of the teacher and role of parent to support the child and narrow the gap.
2. **Push-in approach**
   When the needs of the child are not met in the classroom, the teacher will approach SMC for support. SMC will identify the needs of the child and will suggest strategies/ accommodation to the teacher so that the needs of the child can be met in the classroom along with peer's student will be supported in the classroom itself where the teachers accommodate individual differences in ability, learning style and behaviour through effectively differentiated classroom practices
3. **4. Individualized approach**
   Individualized approach focuses on individualized programs to accelerate progress and enable students with complex learning needs to achieve their potential. This includes specialist approaches, intervention, and support services.

IEP, AND IEP DEVELOPMENT TEAM

The comprehensive assessments conducted during identification forms a basis on which IEP barriers are identified. The Special Educator may conduct further assessments to develop the present level of performance in areas of need/barriers which is followed by the development of IEP.

Individual Education Plan (IEP)

IEP serves as a core component of their educational program. Based on the graduated system, all students accessing level 3 support and some students accessing level 2 will be provided with an Individual Education Plan. IEP consists of SMART targets in areas of barriers that the student has in learning or development which forms the basis for intervention. It has accommodations and modifications as per the child's needs. IEP is reviewed every term and periodic IEP meetings are conducted with the stakeholders.

Behavior Modification Plan:

A written document that includes positive strategies program modifications and supplementary aids that attempt to replace a student's disruptive behavior with positive behavior in order to allow the child to be educated in the least restrictive environment.

504 plans:

A written document that includes accommodations that will ensure their academic success and access to the learning environment. It is developed for those students who do not have a formal Individual education plan but need accommodations for academic success.

Individual / Small group support

Individualized instructions or small group based instructions are given to students of determination by LS teachers and LSAs based on their individual needs. Students may receive this support provision by missing lessons from their regularly scheduled classes or during subject exempted periods, this can take place in the quiet study room/ therapy room / sensory room. The decisions regarding the withdrawals from classes are made collaboratively by the Head of Inclusion, LS teacher, parents, subject teachers, therapists and students.

Individual Learning Support in the classroom setting

At Dewvale School parents are responsible for arranging and funding for the Individual Learning Support Assistant for their child. The Head of Inclusion and LS teachers collaborates with the parents, subject teachers to ascertain the smooth functioning of this individualized support system. The ILSAs are monitored by the Head of Inclusion and the LS teachers through review of daily logs and observations. The goal of providing individual Learning Support Assistant (ILSA) is to support the child to become independent learners in the least restrictive school settings. ILSAs allow the child to function in a mainstream school setting successfully by supporting the academic and/or behavioural goals taken from the IEP. This individualized support also ensures that the child's behaviour does not diminish the educational opportunity of other students.

Parents Supporting Children in Mainstream Classes

- On a case by case basis to be approved by IST.
- Time frame for duration of support will not exceed a total of 10 days.
- Teacher to manage parent support in class following Head of Inclusion's guidelines.

Inclusive Curriculum

The school's CBSE/NCERT, Early years Curriculum are our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

  School will be tap expertise from experts and provide training to staff to support students of determination by taking proactive measures as listed below:
- Adopt the systems and procedures outlined in the Inclusive Education Framework.
- School leaders at all levels, including Principal, Section Supervisors, Head of the Departments, leader of Inclusion and Support Teachers, will be held responsible for ensuring that the curriculum in its narrow and broadest senses, is personalized to match the needs of the pupils.
- Teachers to identify a comprehensive list of barriers to learning, restriction to engagement within the curriculum & the ultimate impact on students' personal, social & educational outcomes
- Establish Individualized Education Plans (IEPs) and Individualized Learning Plans (ILPs), specifically tailored to the unique need of individual students with barriers to learning.
- Ensure that all teachers are proficient with inclusive education techniques, curricular modification,

personalization of learning objectives and assessment strategies.

Curriculum modification

- ✧ Students with significant difficulties will receive a modified curriculum in specific subjects this is subject to join recommendation by the Inclusion support team parents and teachers. This is done with an extended view to help the student bridge the gap and meet the minimum set criteria for next grade level.
- ✧ Students who have severe learning gaps and are academically performing more than 1 year below their peer level are considered for parallel curriculum. This is done after a joint approval of the IST and parents.
- ✧ Students who are facing challenges with a parallel curriculum will be considered for an overlapping curriculum with substitute curriculum accreditation. The pathway to the substitute curriculum will be identified by the end of lower school (grade 3 or grade 5).
- ✧ Students with severe behaviour concerns will be considered for an integrated schooling focusing on their primary needs. This is done with an intention to gradually prepare them for full inclusion in class.

Inclusive Teaching

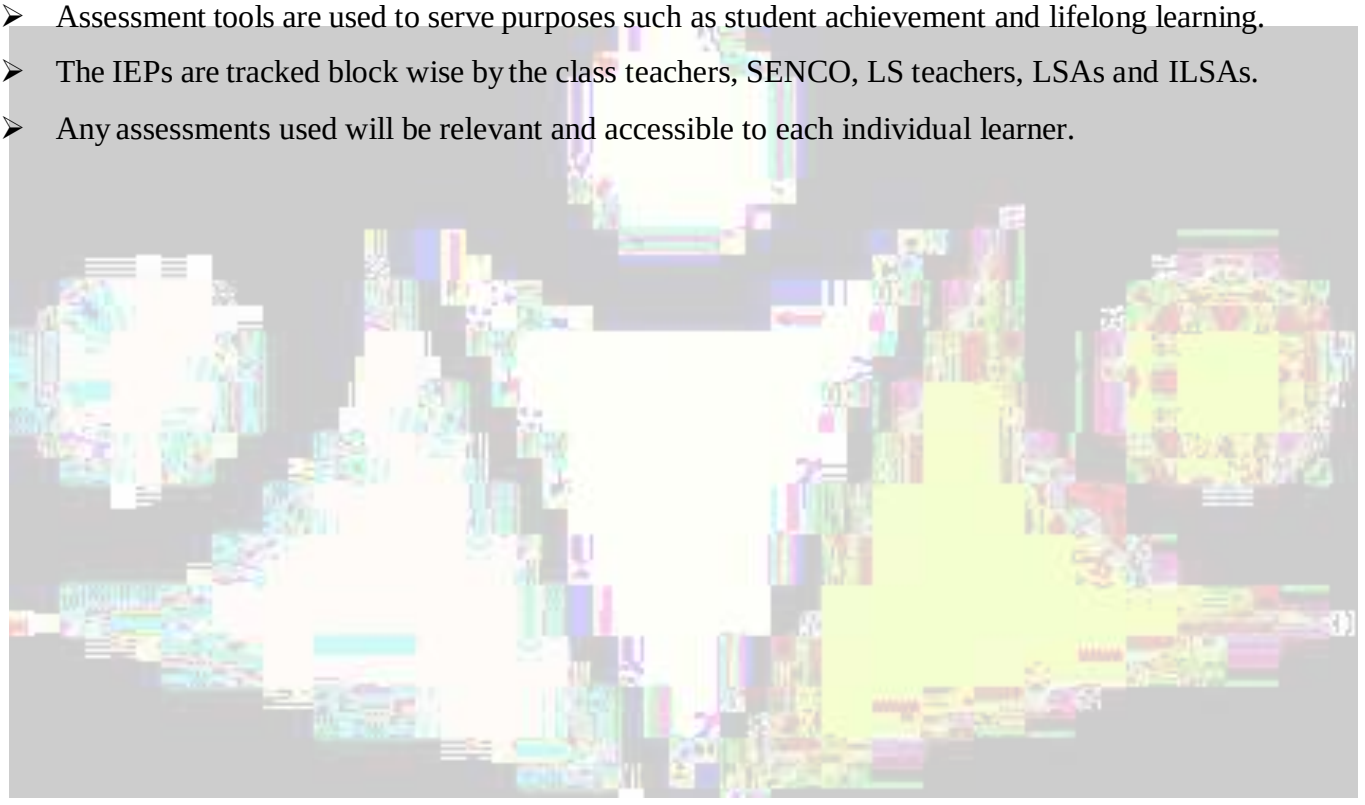
School will ensure that the needs of all groups of learners are effectively met by:

- ➢ Following the systems and procedures outlined in the Inclusive Education Framework
- ➢ Maintaining clear and effective whole-school systems for accurate and timely identification of individual needs in relation to communication, learning, social-emotional well-being, and behaviour.
- ➢ Employ a variety of teaching strategies, activities, and assignments that accommodate the needs of students with diverse learning styles, abilities, and experiences.
- ➢ Monitor the planning and differentiation process across the school in order to ensure that pupils' different learning styles and learning needs are taken into account.

Inclusive Assessment

Assessment and its associated feedback are essential to student learning. Timely and appropriate identification and assessment are important factors in ensuring that appropriate intervention commences as soon as is feasible. Key features of assessment and feedback process are listed below:

- Assessments will be planned and executed as an integral part of teaching and learning.
- Formative and Summative assessments are used to prove progress and attainment.
- Problem-based learning is carried out as group work composed of students with mixed abilities, experiences, academic aptitude and motivation.
- Assessment tools are used to serve purposes such as student achievement and lifelong learning.
- The IEPs are tracked block wise by the class teachers, SENCO, LS teachers, LSAs and ILSAs.
- Any assessments used will be relevant and accessible to each individual learner.



Provisions for students with determination

- Additional time to complete homework, written assignments, assessments and projects.
- Students with severe physical or writing difficulty are allowed the use of a computer to submit written work.
- Exemptions of second languages are based on a formal diagnosis by the Ed psychologist and are subject to the guidelines by CBSE.
- Arabic exemption will require approval by the KHDA.
- Differentiated question paper keeping in mind the level of the class is given.
- Students with reading difficulty are allowed to have the assessment /question paper read out to them.
- Students with fine motor issues are allowed the use of keyboards.
- Students with physical or writing difficulty are allowed the use of a scribe during the examination. The scribe must be from a lower grade e.g. If the student is from grade 7, the scribe should be from grade 6 or 5. Both student and scribe should have time to practice working together before the examination/ assessment.
- Dyslexic students are provided special fonts (comic sans/ dyslexia)
- The language in the question paper/ worksheet may be rephrased for students with severe comprehension difficulties.
- Spelling errors are not penalized at every instance- content is looked for rather than presentation and neatness.
- Students with Attention difficulties are seated in front of the classroom.
- A student may be allowed to photocopy notes when there has been a significant accumulation of incomplete work.
- Quantum of written work may be reduced for a student with writing difficulty or handouts may be given in lieu of writing.
- Access to sensory room

Criteria for exiting from the Learning Support program

Exiting the Learning support programme will be a collaborative decision made by the Head of Inclusion, SENCO, LS teacher, classroom / subject teacher, parents, students and therapist if any after evaluating the progress made in two consecutive terms. This will usually be taken at the end of the school term or year. The student shall remain on the register for monitoring.

Consideration for Alternative schooling

The school will advise for alternative schooling or integrated schooling when the severity of behavioural concerns result in disrupting the teaching and learning of other students or when it is hazardous to student themselves and others.

Student Participation

At Dewvale School we have student inclusion ambassadors, who is a part of our regular IST meeting. Students are also involved in decisions wherever it is feasible to do so. They are encouraged to make judgments about their own performance against their IEP targets. Their input is considered vital in making Behaviour Modification Plans, they fill in a self- reflection log every fortnightly basis as a way of communicating their needs to relevant teachers.

Partnership with Parents

Parents are included in all the important decisions regarding the child. The school regards liaison with parents as very important and recognizes that they play a key role in enabling our determined ones to achieve their potential. We acknowledge that parents often hold important information about their child and have rich experience that could benefit our inclusive services.

Regular feedback is taken by the LS teachers regarding their service to the students and parents. This is done annually and during PTMs with an intention to improve further. The school works closely with parents in the support of those students with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for students with special educational needs. Apart from our regular IEP meetings every term, parents are always welcome to drop in for school visits.

Identifying Gifted & Talented Students

Gifted and Talented Criteria

- **Based on CAT4**

Students who score in any two batteries greater than or equal to 126 or Score in any one battery greater than or equal to 141

- **Highly Abled/ Probable Gifted Grade 1-10 Academic**

Achievers of the previous Academic Year

- **Based on External Benchmark Tests**

ASSET STANINE ISA LEVEL ENGLISH 8&9

MATHEMATICS 8&9

SCIENCE 8&9

G&T students must meet criteria 1,2 and 3 as applicable.

Support to G&T students:

Gifted and Talented students will be supported by specific ALP developed by subject experts and GT trained coach in consultation with parents.

Opportunities for challenges are embedded in classroom planning through leadership, creative and collaborative project based learning topics.

Evaluation and Review

This policy has been drafted January 2023 and it will be next reviewed in March 2025 or whenever the regulatory bodies like DSIB make changes in the regulation.