



Inclusion Policy- Students of determination (October 2019)

Based on the revised categorization framework for students of determination 2019-20

Students of determination:

A student of determination is a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.

Students of determination are identified through one or both procedures listed below:

- Through the work of a specialist and/or a knowledgeable school team, as displaying almost all the characteristics of a particular category of impairment, delay or disorder
- Formally diagnosed by a qualified and licensed medical professional as having a long-term difficulty, impairment or disorder.

The following framework is based upon the UAE unified categorization of disability.

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

Aim:

- Support and enhance the learning experience of every learner in the school
- Provide a safe, caring and stimulating learning environment where no child is left behind





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- Comply with the Federal Law No. 29/2006: The Rights of People with Disabilities and Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai

Objectives:

- To identify children with specific learning difficulties and make appropriate provisions to support the child's identified learning needs
- To plan and implement an Individual Education Plan (IEP) /Behaviour Intervention Plan (BIP)/Learning support plan (LSP) and Individual Accommodation Plan (IAP)
- To design and implement a modified curriculum for children with learning challenges, and to improve accessibility to the general curriculum
- To support students with severe learning challenges through the inclusion unit, and a parallel curriculum
- To involve and work in close partnership with teachers and parents in the identification and review of goals set in the IEP/BIP/LSP
- To consult with outside agencies, where appropriate, to support the needs and provisions for students of determination.

Learning Support Team

- Principal and Senior Leadership Team (SLT):
The Principal, along with the Assistant Principals and the SLT, is responsible for the implementation and monitoring of Learning Support provisions.
- The support team includes Special Educators, Curriculum Coordinator- SEND and Counsellors
The team is responsible for the day-to-day implementation of the learning support provisions:
 - Conduct assessments to identify child's learning needs and share the finding with parents and teachers
 - Ensure timely and appropriate intervention strategies, in class and outside
 - Plan, develop and evaluate learning support programs to meet identified learning and adjustment needs.





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- Advise staff and parents to support the implementation of the learning goals.
 - Coordinate the range of support available to children with learning challenges
 - Enhance the inclusive ethos within the school through awareness and sensitization campaigns
 - Liaise with outside agencies whenever required.
 - Contribute to the continuous professional development (CPD) of staff
- Class Teachers:
Teachers make every effort to ensure that all children, including those with special difficulties, are fully involved in all the class activities. The teacher, Assistant teacher (AT) or Specialist staff, may provide children additional support in the classroom. They may be withdrawn from class in small groups to reinforce basic concepts to better access to expected grade level learning goals.
- Additional support provided by:
 - Teachers – in their respective subjects through enhancement classes
 - Student mentors- as designated by the SLT or Learning Support team
 - Parent volunteers working under the guidance of the Learning Support team.
 - Learning Support Assistants for identified students- they may be with the child all the time or offer partial support during designated periods only
 - Student may receive extra support (Speech/ Occupational Therapy, etc.) outside of school, or receive the same in school from the visiting therapists identified by the school

Referral Procedure

Step 1: Identification

-Teacher/Supervisor/Parent

-Low scores in CAT4 or any other performance test reports

-Formal assessment report at the time of admission (if any)

Step 2- Referral

-Teacher informs Supervisor and Learning Support Department;





- Classroom observation is conducted- strategies may be suggested OR further investigation may be recommended
- Informal assessment with parent's consent

Step 3: Documentation

- Intake session with parent
- Plan the support programme (IEP/ LSP/ IAP/BIP) for the student with teacher and parent input
- Share plan with Teacher and SLT

Step 4: Support

- Push-in and Pull-out sessions with the Special Educators
- Teacher/Class orientation
- Buddy support in class, if required
- Learning Support Assistants may support the child in class full-time, or part time, ONLY when recommended by the Special Educator/ Counsellor
- Peer mentoring- Senior students support students with learning challenges with the regular class curriculum
- Enhancement classes- teacher goes over concepts with the student on a one on one basis or in a small group setting
- Parent Volunteers or student volunteers (mostly ex-students of the school) may support the child in the regular class
- Academic concessions/modifications granted by the school and the council

Step 5- Formal Diagnosis

- Student may be referred for a formal psycho-educational assessment to confirm or gain clarity about nature of difficulties
- Curriculum concessions, as required, will be requested for afterwards. However, learning support and in-class modifications will not be dependent on this. ¹

Curriculum access and Modification

All students with learning challenges will be actively supported in their learning. They will be encouraged to access the regular curriculum with a scaffolded approach if required and offered alternate curriculum pathways when needed.





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- Modified Curriculum may be offered to students who need a scaffolded approach to learning and meeting classroom goals. The modifications are arranged in a tiered system with effective tapering down, to ensure that the student learns and makes progress with his/her peers, and the student is readied to meet the assessment requirements at the final examinations of Grade 10.
- Access to assessments is in accordance with those granted by the CISCE Council for the Grade 10 examinations. However, there may be some internal allowances to ensure that the student's active participation in the learning process.
- Alternative curriculum pathways are also offered to students with severe cognitive deficits so they may continue to learn in common learning environments.

Concessions offered during assessments and examinations:

The Council grants the following concessions to students who have been formally diagnosed as having Special Educational Needs:

- Extra time for completing written assignments:

The student gets extra time during written assessments and examinations (15 minutes per hour - 25% additional time)

Student may be given additional time to complete homework, assignments and projects.

- Use of a Computer and Calculator:

Students with severe physical or writing difficulty are allowed the use of a computer to complete written work

Student is allowed to submit typed work in lieu of written work.

Students with challenges in numeracy are allowed the use of a calculator

- Exemption from studying additional languages:

Students with learning challenges, from Grade 8 upwards are exempted from learning the Second Language.

Students are also exempted from learning Arabic on a case to case basis as granted by the Ministry of Education, Dubai.

- Use of a reader:





Students with reading difficulty can have the assessment/question paper read out to them.

The questions must only be read out aloud and not explained to the student.

- Use of an amanuensis:²

Students with motor or writing difficulty are allowed the use of a scribe during examinations

The scribe must be a student from a lower grade for e.g., if the student is from the 9th grade, the scribe should be from the 7th or 8th grade.

The scribe and the student should have time to practice working together before the examination/assessment.

Other Accommodations and Modifications:

- Enlarged print and/or change in font/ bigger question paper/worksheet may be used for a student with visual/writing issues.
- 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
- Quantum of written work may be reduced for a student with writing difficulty or handouts may be given in lieu of copywriting

Evaluating Progress:

- Progress for students in KG will be evaluated on the IEP goals and teacher anecdotal records to assess effective transfer of learning.
- Students on Wave 1 and Wave 2 will be evaluated by tracking their progress on the skill-based Pupil tracker, assessing performance in formative and summative classroom assignments that may be conducted during and at the end of every term.
- Students on Wave 3, and those accessing alternate curriculum pathways will be evaluated on the progress they make in their IEP goals.