



INCLUSIVE EDUCATION POLICY

April 2019

Vision:

Create an inclusive, tolerant, sustainable environment that nurture and groom global citizens.

Rationale:

- Students of determination as learners with potential to succeed and flourish alongside peers of the same age.
- Professional monitoring and support by fully empowered teachers to ensure students of determination are encouraged and supported to become life long learners.

Inclusive Role:

Students are valued and benefit from interventions that lower barriers to learning and engage in meaningful learning activities.

Admission:

- Committed to admission of students of determination with a preference to registration of siblings of existing students.
- The inclusive Education policy with the sibling priority is posted through school website and marketing materials.

Access:

- Provision of appropriate support in all learning centres and participation in all school events and activities.
- Reduce and remove barriers to learning by adequately training and providing support to teachers.

Assessment and Identification:

School assessment system includes the following procedures.

1. Teacher assessment and internal process to identify students making slow or no progress from a common baseline.
2. Identify students with a wide gap in attainment, when compared to peers of same cohort.

Screening tools:

The following screening tools are used to help identify ADHD and learning difficulties.

1. Vanderbilt Assessment Scales to diagnose ADHD,
2. Checklist to assess dyslexia and dysgraphia
3. Oppositional Defiant Disorder Checklist
4. Vineland Social Maturity Scale
5. Childhood Autism Rating Scale
6. Teacher Observation Checklist
7. Gifted and Talented Checklist



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Formal screening tools are recommended for those students with specific difficulties with learning such as ADHD, Dysgraphia, dyslexia through external expert support.

Such external screening support is carried out in consultation with parents to help the school to validate its findings and to provide appropriate planning for intervention support.

Diagnostic Assessment:

School based diagnostic assessment include outcome of internal and external benchmarking examinations. Triangulation of data obtained from annual academic performance, ASSET and CAT4 help the school to identify barriers to learning and devise methods to provide monitoring and support to remove the barriers.

Intervention:

Students are identified based on required intervention and classified as belonging to Level 1, 2 and 3.

Level 1 students – Identified on the basis of internal assessment, external ASSET performance and behavior and provided appropriate differentiated instruction in classrooms.

Level 2 students are screened based on learning difficulty experienced in classrooms also testified by expert evaluation and provided with Learning Support Teachers, curriculum modification, professional coaching and monitoring.

Level 3 – Use of IEP, withdrawal to Learning Support Centre in the school, to help them achieve their potential.

Strategies used to Support Level 1, 2 and 3:

Employ tracking system to ensure progress from starting point, ongoing monitoring and review to refine the process.

IEP prepared based on triangulation of assessment data, identification of barriers to learning and to ensure impact on student's personal, social and educational outcome.

Targeted professional support and training through suitably qualified professional.

Individual Educational Plan:

Class teachers and subject teachers prepare and implement IEP to ensure progress achieved by students of determination, guided by the Leader of Provision for Students of Determination.

Inclusion Support Team:

Inclusion support team comprises the following members and their specific roles.

Governor for Inclusive Education	Ms.Geetha Murali	Academic Director responsible for: School vision that spells out strategic direction Develop checklist to ensure implementation of the inclusive education policy by the support team Provide resources and monitor the attainment and progress of SEND student
Principal	Ms.Joyeeta Bhattacharya	Communicate vision of inclusion to entire school community. Identify best practice to improve further Design an Inclusive Education Improvement Plan



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		Provide support to teachers through CPD's and develop rigorous monitoring system to track progress.
Inclusion Champion	Mr.Robert Retna Singh	Engage with the parent community through positive relationship. Establish a link between parents and senior leaders
Leader of Provision for Students of Determination	Mr.P.Saleel Kumar	Work collaboratively with teachers and psychologist to promote student learning, development and well being. Ensure inclusion of all types of students in meaningful learning activity. Suggest strategies to reduce barriers to learning
Learning Support Teachers	Ms. Jenisha Jaya Dass Ms. Jini Nadarajan Ms.Tintu Ms. Sigi Sherlith M Ms. Esther Adlin Prema Ms. Sudha Prabakaran	Help teachers to develop practices to meet the needs of diverse population by providing model lessons and designing IEP. Lesson Observation Review of student achievement Co-teaching Gradual withdrawal from responsibilities as and when it is identified
Classroom Teachers	Class Teachers	Work as a collaborative team that include parents support teachers, LSAs and specialists. Prepare and Implement the goals set in IEP and communicate the same to parent. Supervising and coordinating with LSA to promote student well being
Learning Support Assistants	Ms.Sharon Ms.Sasikala Ms.Selvi Ms.Rakhi R.	Work in collaboration with classroom teacher and maintain records of lesson plans, assessment and records. Support the classroom teachers to reduce barrier in learning. Individual support to specific students. Promote access to learning support centre outside the class room Facilitate differentiated activities for students Liasing with Leader of Provision of students of determination to develop learning. Monitor the progress of students. Supporting intervention, therapy sessions.

Resourcing:

The school with the strength of 425 provides support in the form of 4 support teachers and 4 LSAs in addition to one Leader of Provision for Students of Determination.



Learning support centres both in the area of academic and co-scholastic is funded by schools operational budget. (Learning Centre, Music, Art and Craft)

Inclusive Network:

Parents and Family:

Obtain parent feedback and suggestion to ensure favourable student outcome.

Ensure active participation of children and their parents in all activities.

Optimize the quality of support provided in the school.

Effective engagement of parents to ensure that disability need not be a barrier to learning.

Professional Partnership:

Develop system to ensure early identification process for students of determination.

Connect with higher education institution such as of Sterling University, Manipal Academy of Higher Education, Dubai to enable students of determination to engage in relevant and meaningful learning pathways.

Use of therapeutic strategies within class room settings with the help of specialists.

Moving Forward:

Providing Inclusive Education is an ongoing and progressive process for the school based on self evaluation, planning, implementing and reviewing actions and their impact.

Work towards achieving an inclusive culture across the school by following guidelines and measures provided by KHDA.