



مدرسة البراعم العامة Buds Public School

Inclusion Policy

1. Aims of inclusion

At Buds Public School we are committed and dedicated to nurturing and educating young minds to create an inclusive, tolerant ethos for all students. The goal of the Inclusion Department is to promote a holistic approach to identifying, planning, implementing and monitoring support for learners with a specific learning need, difficulty or disability. This is accomplished by minimizing barriers to learning through individualized teaching strategies and accommodations that enables learners to reach their best potential. At Buds, we strive to create lifelong learners.

“Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met”. KHDA.

“Determination, strategy and vision for the future are our real resources in the quest for excellence and success.” H. H. Sheikh Mohammed.

1.1 Our aims are to:

- Identify and provide for students who have special educational needs.
- Ensure early identification of students with additional educational needs, and to monitor their progress
- Provide support and training to all staff.
- Improve levels of achievement for all students with additional educational needs.
- Ensure successful transition of students with additional educational needs into each consecutive phase of learning to maximize their full potential.
- Actively work with parents and fully involve them in their child's education.

1.2 Vision for Inclusion in School

At Buds Public School, we ensure that all learners of any age are provided with equal, meaningful, high-quality educational opportunities alongside their friends and peers.

‘The concept of inclusive education lies at the heart of effective education. It encompasses the principles of diversity, personalization, equity, respect, acceptance and enrichment. When we improve the quality of inclusion within our schools, we improve education for all.’ Dr. Abdulla Al Karam

1.3 Rationale

This policy document is to establish the process and considerations that guide the institution in providing inclusive education and support to students of determination. Buds Public School aims at facilitating safe, supportive, engaging, appropriately challenging common learning environments ensuring full participation, equitable access and rights based inclusive environment to all students. It aims to maximize the potential of all students with special needs, gifted and talented in scholastic and co-scholastic areas.

1.4 Policy Statement

Buds Public school is committed to the vision for Dubai to become a fully inclusive city and strives towards the same. The Inclusion policy is drafted, agreed upon and shared among all stakeholders and is aimed at providing dignity, respect and impartial rights to all students without any discriminations what so ever. The policy is based upon *Dubai Inclusive Education Policy Framework (2017)*, the *Federal Law 29 of 2006* and the *Dubai Law 2 of 2014*, the *School Inspection Framework, General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)*, the *Knowledge and Human Development Authority (KHDA) guidelines and best international practices*.

This policy is implemented through a detailed procedure which clearly states the identification process of the students of determination, the categories, the kind of support and intervention provided for each category and the role and responsibility of all concerned at various levels, headed by the Governor for Inclusive Education. There is a provision for admitting all students (refer to the *Admission Policy*) & parents are encouraged to declare the same while applying for admission.

1.5 Strategic Goals

BPS aims at achieving the following goals to attain the desirable vision of the school.

- To provide rigorous and accurate identification process for the students of determination – including the SEN (Special Educational Needs), Medical disabilities, and Gifted and talented (G&T).
- To provide appropriate and relevant adaptation, accommodation and modifications of curriculum and instruction in school to cater to the needs of all children.
- To ensure that individual attention is provided to students of determination and teachers to make the learning effective and in achieving their potential attainment.
- To devise a periodic and thorough system of monitoring and reviewing progress of all students of determination.
- To identify the needs, aspirations and learning profiles of different groups of students based on standardized testing like; CAT-4 and IBT.
- To modify the lessons, curriculum and enrichment provisions to respond to the needs and/or opportunities identified by such assessment results.

1.6 Implementation of Strategic Goals

1.6.1 Identification Process

The identification process for students of determination at the Buds Public School is thorough and based on objective assessment tools. It is also prompt in providing support and intervention as required.

1.6.2 Provisions for students of determination

- **Modified Instruction** - The instructions, goals and targets are modified for students of determination in class. The teachers meet the specialist educators periodically to modify lesson plans and assist in provision of differentiated work to be given to the students of determination.
- **Resource allocation** – Manipulatives, links, and presentations are used by teachers to support students based on their individual needs.
- **One-on-one support for the students of determination** - The specialist staff have one-on-one/group support session based on a pre-planned schedule and the number of sessions depends on the student's requirement.
- **Extra-curricular** - The school ensures that the students of determination take part in various co-curricular activities through the school year.
- **Participation in student bodies** - The school provides opportunities for students of determination to be a part of the student representative bodies and take on various leadership roles.
- **Attainment and progress** - The attainment and progress of the students of determination are tracked against academic, IEP/IAP targets and skills periodically to ensure all areas of their development are supported.

2. Specialist Support – Inclusion

The management nominates a Governor for Inclusive Education who works with the school leaders to ensure the implementation of the Inclusion policy, suggests provisions for improvement and evaluates the quality of education provided by the school with common inclusive education standards.

The head of Inclusion and Wellbeing works as a bridge between the Counselling and Special Education Department and the Mainstream classrooms to ensure that the modalities of the procedure are carried out and specifically modifications and concessions granted reflect in the IEPs of students with special needs.

Parents and guardians are given the opportunity to be involved in many aspects of their child's education. Class teachers alongside Special educators and Phase heads have the responsibility to involve parents and guardians to discuss their child's progress, targets their child are working towards, and the support their child is receiving.

Special educators work collaboratively with the concerned teachers, parents, and students to set targets for all students of determination and take measures to ensure learners are involved in understanding their targets and how they can achieve them.

2.1 Inclusion Support Team

In view of furthering the National Agenda Parameter set by the Government of Dubai, Buds Public School mandatorily established an Inclusion Support Team comprising of the following members:

Governor for Inclusive Education	Dr. Alka Kalra
Principal	Mr. Donald Weilson
Head of Inclusion and Wellbeing, school counsellor and wellbeing champion	Ms. Anjali Murali
Social worker	Ms. Priya Nunna
Special Educators	Ms. Jothi Dhanasekaran, Ms. Joshina Gopinath, Ms. Priya Nunna
Learning Support Assistants	Ms. Marwa, Ms. Ayesha, Ms. Moza, Ms. Hezza, Ms. Amani, Ms. Maha
Parent Representative	Ms. Poonkodi (Yuthran 4B), Mr. Paul (Jeet Paul 9B)

2.2 Roles and responsibilities of Inclusion Support Team

The Inclusion Support Team meets frequently to discuss plans and concurrently monitor the implementation of inclusion activities. The Inclusion Support Team is responsible for developing action plans and executing the same.

The members of the Inclusion Support Team:

- Work in close collaboration with classroom teachers and other educational staff to support the education of students of determination in common learning environments.
- Meet with teachers on a regular basis, typically once a week
- Maintain minutes of the meetings and utilize effective systems to follow up on specific actions and strategies.
- Assign learning support assistants to individual students of determination and / or class groups as needed.
- Where appropriate, develop partnerships with special center's and external professionals who work with individual students. These partnerships will be responsible to the needs of students of determination and their families to ensure access to high quality inclusive education.
- Demonstrate and apply knowledge and understanding of inclusive education values and principles.

- Be proficient in inclusive education techniques, curricular modification, personalization of learning objectives and assessment strategies.
- Work with parents, caregivers and professionals to develop appropriate individual education plans for individual students of determination.
- Collaborate effectively with parents, other teachers, specialized professionals and other service providers, including those working as members of a multi-disciplinary team.
- Seek opportunities to support using appropriate technologies, including ‘assistive technology’ where possible as a tool to empower students of determination.
- Collaborate with stakeholders to create opportunities that facilitate the meaningful participation of all students in the common learning environment (e.g., lesson planning, classroom set up, purposeful student groupings)
- Prioritize student relationship building, followed by familiarity with the student’s learning characteristics, performance levels, and personalized learning outcomes.
- Apply formative assessment, differentiation and other learner centered activities, so that students can pursue and achieve curricular based learning goals.

2.3 Special Educators

2.3.1 Special educators provide support through:

- The identification of the specific needs of individual students
- The development of specific and personalized individual education plans.
- The development of instructional and educational strategies
- The modification and adaptation of curriculum structures
- The development of appropriate assessment procedures
- Modelling appropriate teaching strategies such as co-teaching or group teaching with the classroom teacher.

2.3.2 Their responsibilities include:

- Working directly with students to determine individual needs and collect information about the student’s strength and weaknesses necessary to complete an IAP/IEP.
- Providing instruction to students individually or in a small group outside the common learning environment.
- Dealing with social, emotional, behavioral and or family situations (e.g., housing, food, health and mental health conditions) of students.
- Working closely with the school principal to ensure the effective administration and operation of the Inclusion Support Team.
- Maintaining effective communication with parents as well as any service providers working with the family or the child.
- Facilitating the transition of students of determination from segregated into mainstream settings, engage in class wide monitoring of student learning (e.g., independent or small group

work) identified and planned by teachers and the Inclusion Support Team.

- Collect formative assessment data on student performance and progress, based on systems designed by teachers or Inclusion Support Team.
- Facilitate peer interactions based on guidance from the teacher and Inclusion Support Team. Invite students to help each other and as required, also engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and the Inclusion Support Team.
- Supporting teachers in an active and sustained manner across the year in accordance with the time allocation guidelines given in the ‘Dubai Inclusive Education Policy Framework’.

2.4 Learning Support Assistants

2.4.1 Responsibilities of learning support assistants:

- Work closely with class teachers to ensure IEP targets link to, and support class-based targets where possible.
- Work with students to ensure that they understand the next steps in their learning and how they can achieve their targets.
- Contribute to the education of students in inclusive schools and classrooms by implementing individual instruction.
- Apply current best practices and strategies learned through professional development courses, in-service training or workshops.

3. Inclusive Culture and Climate

An ethos of positive classroom culture & inclusive education is found in all aspects of the school.

- School provides training to educators at all levels, to sensitize them and increase their awareness about the experience of students of determination and how to identify and support learners who have difficulties.
- Provide opportunities for parents and caregivers to better understand the needs of the students of determination, and the resources and support mechanisms available to them and their families.
- Develop 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 of determination.
- Increase the representation of all types of learners, particularly students of determination, in education and promotional materials including print and on-line platforms and other relevant sources of information to highlight the abilities and capacities of individuals with special needs.
- Exercise a positive admission policy which welcomes a diverse range of learners.
- Safeguarding the health, safety and welfare of all stakeholders.

4. Inclusive Admission Practice

School welcome students of determination and has a learning support program, addressing the individual needs of all students including special needs, gifted and talented. In the case 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 to address his/her needs within their existing level of provision. We expect parents to work closely with us if a particular educational need is identified during or following the admission process.

School adopts an admission process that below:

- Ensures that students who experience special needs 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 of determination subject to availability of seats.
- Ensures compliance with the requirements of 'Dubai Inclusive Education Policy Framework'.
- Parents of those candidates who have made use of provision for SEND (Special Education Needs and Disabilities) in the registration form shall be admitted.
- Admission test for students of determination will be waived off when they provide an assessment report from an authorized testing agency approved by MOH and DHA.

5. Identifying Students of Determination

We aim to identify children with difficulties as early as possible, so that appropriate support can be given at the earliest. Screenings for inclusion are done at the time of admissions and various assessment tools are used to identify students through the year.

The staff is sensitized with the knowledge and definition of the various categories of SEND through regular workshops, reading material, case studies and hands-on classrooms experience. Parents are encouraged during the orientation program in the beginning of the academic year to share the information about their ward with medical and physical issues that need special care, learning deficits they may know off or behavioral and emotional concerns.

6. Inclusive Curriculum

We endeavor to underpin a high level of expertise and training of staff to support students of determination by:

- Following the systems and procedures outlined in the Inclusive Education Framework.
- School leaders at all levels; including Principal, Governor for Inclusion, Section Supervisors, Head of the Departments and Support Teachers, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalized to match the needs of the pupils.
- Establishing Individual Education Plans (IEPs) and Behavior Modification Plan (BMIP) are specifically tailored to the unique need of individual students of determination.
- Regularly evaluate the effectiveness of provisions made for all students of determination and ensure that specialist expertise is secured where necessary.

- All teachers are proficient with inclusive education techniques, curricular modification, personalization of learning objectives and assessment strategies.
- Provisions are continually monitored throughout the whole school by special educators and Support Teachers.
- Learning walks take place frequently and pupils also have the opportunity to express their views to the special educators.
- Setting suitable learning challenges at all levels (determined through comprehensive analysis and assessment)
- Emphasizing the importance of, and creating opportunities to develop, a holistic learner profile, this helps all individuals to become responsible members of local, national and global communities.
- Modified curriculum is planned for students having severe needs on level 3 and having a formal diagnosis by the subject teachers in collaboration with the special educators.
- Depending upon curriculum modification effective interventions through counselling support, support from LSA or special educator is provided.

7. Inclusive Teaching

We 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 wellbeing, and behavior.
- Establishing Individual Education Plans (IEPs) and Individual Learning Plans (ILPs), specifically tailored to the unique needs of individual students of determination.
- Utilizing differentiated teaching strategies to accommodate the needs of students with diverse learning styles, abilities, and experiences.
- Offering additional, systematic, targeted small group and 1:1 instruction in the Inclusion department as well as push-in support in classrooms.
- Planning and monitoring differentiation throughout the school in order to ensure that pupils' different learning styles and learning needs are taken into account.
- Analysis of data, focusing on the progress made by various identified groups of students.
- Rigorous self-evaluation and action planning.

8. Inclusive Assessment

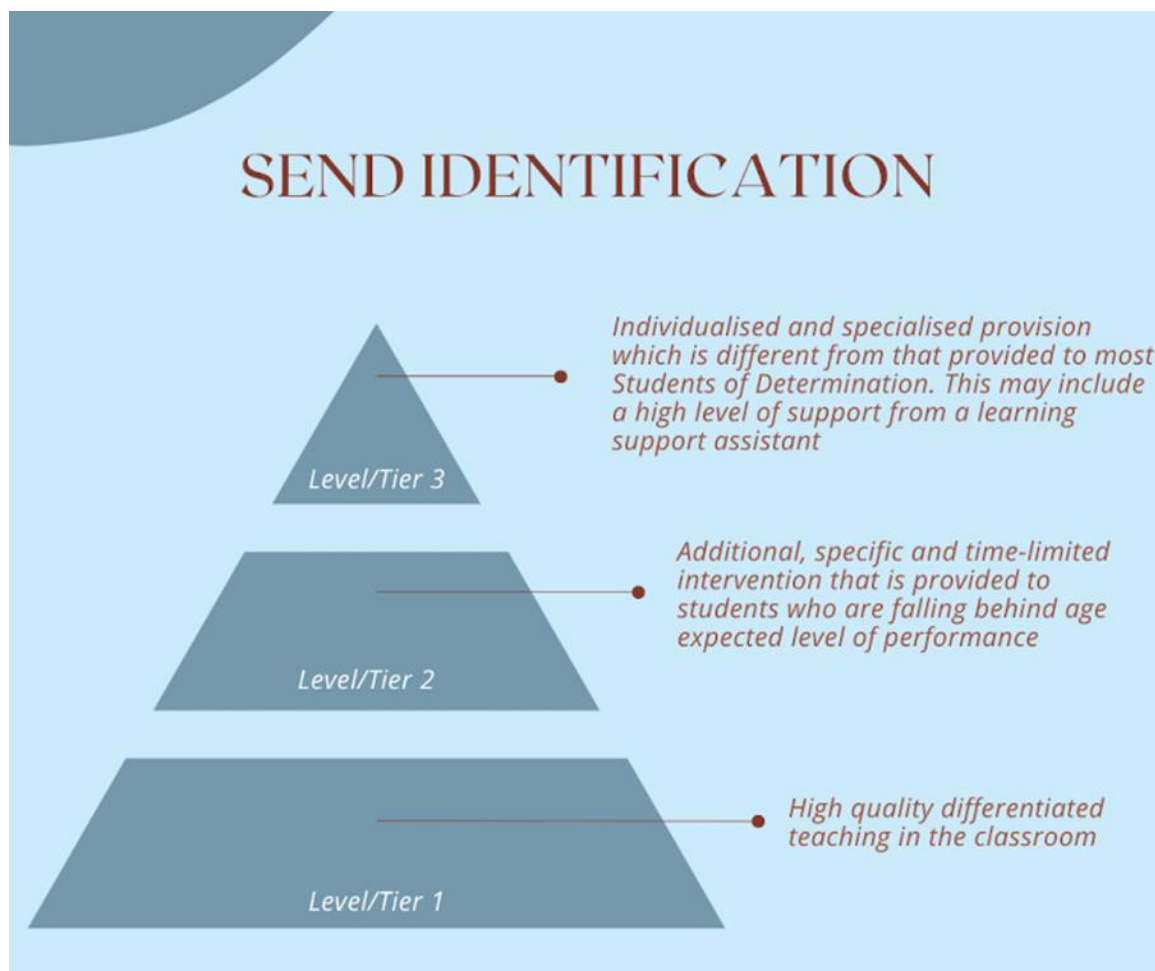
Assessment and its associated feedback are essential to student learning. Timely and appropriate identification and assessment are important factors in ensuring that appropriate intervention commences as soon as is feasible.

- Assessment happens at every stage routinely as an integral part of teaching and learning.

- Formative assessment shows progress and summative assessment demonstrates attainment.
- The triangulation between different kinds of assessment i.e. attainment, CAT4, IBT to help in leading students to work to the best of their ability.
- Self and peer assessment enables students to better understand assessment expectations and work towards improving their own performance.
- Modified assessment and exam accommodations/provisions are planned for levels 2 and 3 students based on assessment reports and in coordination with the Inclusion team and Senior Leadership Team.

9. Intervention/Support:

The graduated approach of the level system is followed for students who are identified with special educational needs to ensure that appropriate interventions and support are provided based on student's specific needs.



10. Attainment and progress

Monitoring and tracking of students of determination are done systematically through IEP/IBP

reviews, modified curriculums, LSA daily log reports, school assessment reports, and the special educators recording sheets including feedback from teachers and parents. Transition meetings and assessment results discussions enable better planning and improved support for students with special needs.

11. Gifted and Talented Students

Keeping in line with the Buds Core values, we plan our teaching and learning so that each student can *Arise, Aspire and Achieve* to the highest level of holistic development. Our ethos is to value the uniqueness, Gifts and Talents of all our students.

The KHDA 2015-16 Inspection Framework definitions take account of the '*Differentiation Model of Giftedness and talent*' and align with international best practice.

The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.

The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

Our aim is to know our students well and help them reach their full potential. They are identified across different phases and effective interventions are put in place to maximize the student's learning at school. Following are the four domains of human ability, which are pivotal in guiding the identification of Gifted and talented students:

- Intellectual Abilities
- Creative Abilities
- Socio-Affective Abilities
- Sensorimotor Abilities

11.1 Identification of the gifted and talented

The school identifies student abilities via different channels. A summary of them is listed below:

- Identification through referrals. During the year, teachers, parents, and other members of the school can refer any student with gifted and talented traits. The teachers are also provided with training sessions for the same. The inclusion team, in partnership with teachers, uses a suite of tests and checklists designed for investigating specific ability:
 - Teacher Observation/Checklists/Survey
 - Internal assessment results (School based summative and formative assessments)
 - Parent nomination with supporting documentation

- Previous school records, at time of admission
- Data from CAT-4 Assessment
 - Students with a CAT4 score of 127 in one or more batteries.
 - Students with a CAT4 score of 119 in two or more batteries.
 - Students achieving a 9 in the PT (Progress test)
- The following screening tools are used:
 - South Australian Spelling Test
 - <https://www.psy-ed.com/wpblog/gifted-assessments/> (for parents-online free test)
 - <http://www.testmycreativity.com/> (online creativity test)
 - <https://www.education.vic.gov.au/school/teachers/teachingresources/high-ability-toolkit/Pages/identifying-high-potential.aspx> (identifying high ability)

11.2 Non-academic gifted and talented students

Students are being identified in the areas of Performing Arts, Physical Education and Visuals Arts.

11.3 Provisions for Gifted and Talented students

- Students are given opportunity at school and outside school.
- They are provided with challenging differentiated tasks in lessons. Opportunities are provided for problem-solving, hypothesizing and developing thinking skill. Teachers use a range of teaching and learning strategies and effectively differentiate class and homework tasks.
- Upon being identified, extension and enrichment opportunities for our Gifted and talented students are provided to reach their full potential.

11.4 Monitoring of Gifted and Talented students

Gifted and Talented students will be monitored through:

- Work scrutiny
- Lesson observations
- Staff, student, and parent questionnaires
- Formative and summative internal as well as external examination data
- Data analysis of gifted and talented students' exam results compared to rest of the school should see at least 75% scoring above average progress.

12. SEND Medical Records

Students have reports/records from medical/health professionals. These are maintained by the school nurse who passes on any relevant information to teachers and Inclusion team.

References

- Dubai Inclusive education Policy Framework (2017)
- https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf
- UN Convention on the Rights of Persons with Disabilities and Optional Protocol
 - <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
- Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
- <https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination>
- Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai, Retrieved from <https://www.cda.gov.ae>.

Effective and revision dates

Review date: March 2024

Next review: March 2025