# Inclusion Policy

## Purpose

At Buds Public School we are committed and dedicated at 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.**

## 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.

## 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

## 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

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facilitating safe, supportive, engaging, appropriately challenging common learning environment 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.

## 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 experiencing SEND, 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.

## 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, 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.

## Implementation of Strategic Goals

### 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



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required.

**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/BMIP targets and skills periodically to ensure all areas of their development are supported.

**Specialist Support – Inclusion Department**

**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** | **Ms. Priya Nunna** |
| **Counsellor and Wellbeing champion** | **Ms. Thehila Lotus** |
| **Special Educators** | **Ms. Thehila Lotus, Ms. Vaishnavi** |
| **Learning Support Assistants** | **Ms. Keerthana, Ms. Shabana, Ms. Shravani, Ms. Vinodhini, Ms. Anitha, Ms. Kripa, Ms. Mridula, Ms. Kalai, Ms. Jaya, Ms. Soumya, Ms. Savitha, Ms. Nayara, Ms. Shijith, Ms. Shruthi.** |
| **Parent Representative** | **Ms. Anitha Parmesha** |

**Responsibilities of Inclusion Support Team**

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The Inclusion Support Team meets frequently to discusses 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 who experience SEND 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 who experience SEND and / or class groups as needed.
- Where appropriate, develop partnerships with special centres and external professionals who work with individual students. These partnerships will be responsible to the needs of students who experience SEND 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 who experience SEND.
- 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 who experience SEND.
- 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 centred activities, so that students can pursue and achieve curricular based learning goals.

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**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.

**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, behavioural 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 who experience SEND 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'.

**Responsibilities 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.

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- 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.

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, concessions granted reflect in the IEP of SEND case with learning difficulties. The concerned takes onus of bringing about more awareness towards the entire program which leads to cultural transformation and streamlining of the entire process.

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 invite parents and guardians to discuss their child's progress, the targets their child is working towards, and the support their child is receiving.

Class teachers and subject teachers 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.

## 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 SEND and how to identify and support learners who have learning difficulties.
- Provide opportunities for parents and caregivers to better understand SEND, 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 who experience SEND.
- Increase the representation of all types of learners, particularly those who experience SEND, in education and promotional materials including print and on-line sources, literature, toys, the media and other relevant sources of information to highlight the abilities and capacities of individuals who experience SEND.
- Exercise a positive admission policy which welcomes a diverse range of learners.
- Safeguarding the health, safety and welfare of all pupils, with a particular focus on vulnerable groups.

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## Inclusive Admission Practice

School adopts an admission process that:

- Ensure 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 who experience SEND 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 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.

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.

## Identifying Students of Determination

The identification process is based on objective assessment tools. 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 issues that need special handling, learning deficits they may know of or behavioural and emotional issues.

Monitoring and Tracking of children with SEND is through the same methods as identification. Assessment is ongoing, although more formal once each term. Identified needs are evaluated and discussed in light of assessment results and through staff discussion.

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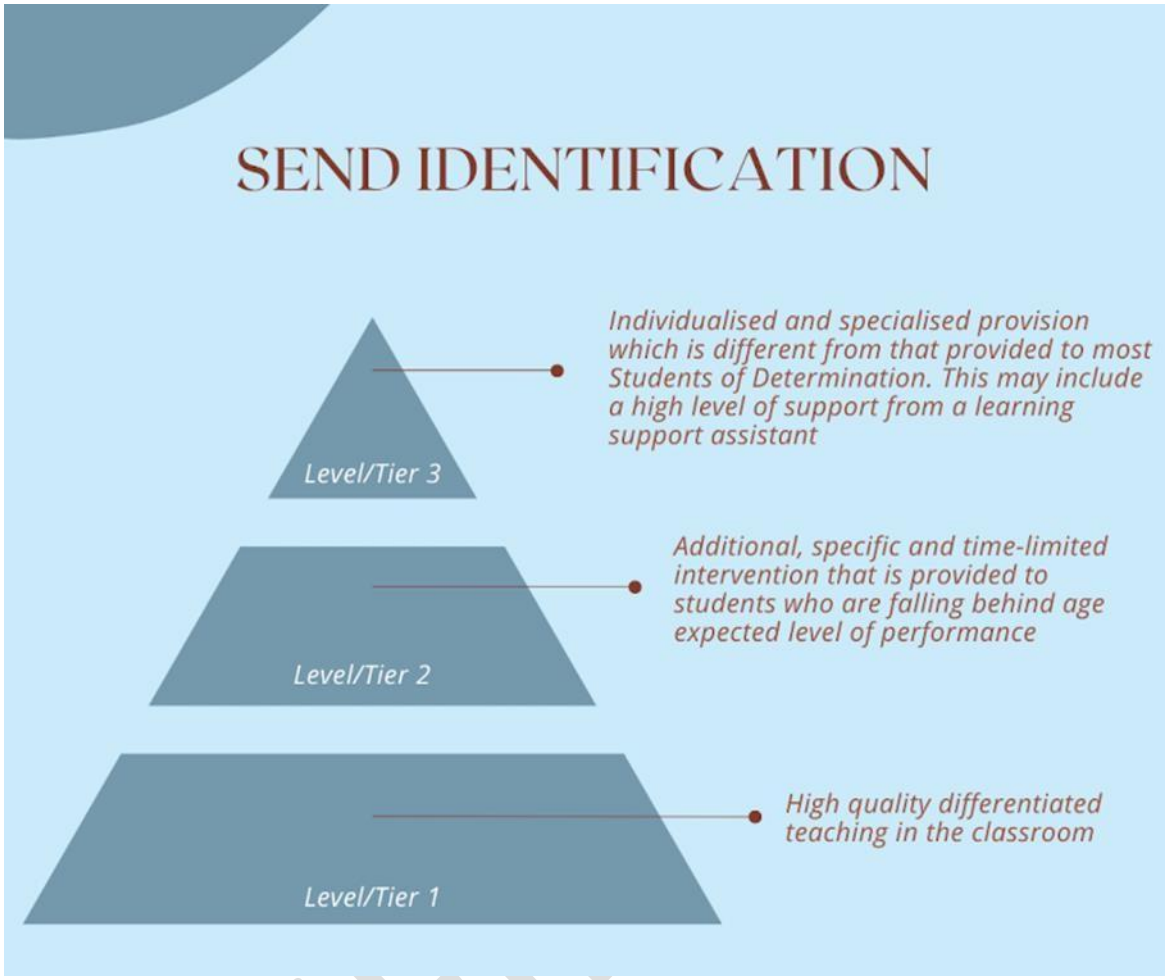
**Levels:**




**Identifying Gifted and Talented Students**

The school led by the inclusion team identifies the various gifts and talents of students across different phases. We ensure that identification of students' individual abilities are prompt and accurate to ensure that effective interventions are put in place swiftly to maximise the student's learning in school. Following are the four domains of human ability, which are pivotal in guiding the identification of G&T.

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

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

- Identification through referrals. During the year teachers, parents and other members of the school can refer any student for 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.

- 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/Documents/school/teachers/teachingresources/diversit y/saylerteach.pdf (KG)
- https://www.edb.gov.hk/attachment/en/curriculum-development/major-level-of-edu/gifted/guidelines-on-school-based-gifted-development-programmes/selection_11- eng.pdf (Checklist for Grade 3-11)

- Data from CAT-4 Assessment

**Inclusive Curriculum**

We endeavour 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 Behaviour Modification Plan (BMIP) are specifically tailored to the unique need of individual students with SEND.
- Regularly evaluate the effectiveness of provision made for all students who experience SEND 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 members of IST including Support Teachers.
- Learning walks take place frequently and pupils also have the opportunity to express their views to members of IST.
- 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 for level 2 and 3 students is planned by the subject teachers in coordination with IST and HoDs.
- Depending upon curriculum modification effective interventions through counselling support, support from LSA or special educator is provided.

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## 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 behaviour.
- Establishing Individual Education Plans (IEPs) and Advanced Learning Plans (ALPs), specifically tailored to the unique need of individual students with SEND.
- Empowering the class teacher as a highly effective lead practitioner in the support of students with SEND.
- Utilizing a variety of teaching strategies, activities, and assignments that accommodate the needs of students with diverse learning styles, abilities, and experiences.
- Offering additional, systematic, targeted small group (Level 2) and 1:1 instruction (Level 3) within the Learning Centre.
- Embedding extension and enrichment opportunities for our G&T students throughout the curriculum and school.
- Monitoring how planning and differentiation is undertaken 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.

## 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, and ASSET 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.
- Problem-based learning frequently involves elements of group work composed of students with mixed abilities, experiences, academic cultures and/or motivations.
- Assessment satisfies a number of different purposes in addition to student learning, such as classifying achievement, quality assurance and supporting lifelong learning

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- Modified assessment and accommodations are planned for level 2 and 3 students based on assessment reports and in coordination with HoDs and IST members.

## SEND Record Keeping

In addition to the SEND register, students of determination have a Learning Support Log, which is regularly updated by LS staff to record all information about a child. (E.g. meetings with parents, detailed summary of the support the child is receiving.)

Students receiving individual support from LSA have an Individual Education Plan. The IEP is planned with the class teacher and shared with parents and the learner. The IEP is linked to the student's class based individual targets where possible. The IST monitors progress towards the IEP target regularly with the student and class teacher. Formal meetings with the parent to review the IEP take place twice per year.

Concerned teachers, section supervisors and section heads maintain assessment reports from outside agency and teachers have access to the records for the children they teach only as these records are confidential.

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

## Resourcing for Inclusive Education

Inclusive education refers to a wide range of strategies, activities and processes that seek to make a reality of the universal right to quality, relevant and appropriate education.

We enhance the development of inclusive education by:

- Collaboration between all stakeholders to develop strategies.
- Listen to and involve all learners in planning and implementing.
- Identify, unlock and use resources in the community.
- Allocate resources to support the learning of all students.
- Listen to teachers, offer support, promote team teaching, and offer relevant practical training.
- Develop and implement policy to respond to diversity and combat discrimination.
- Develop child-to-child and peer tutoring approaches.
- Create links with community organizations and programs.
- Develop whole school approach – joint responsibility and problem-solving.
- Providing expertise and sharing their knowledge and experience of working with students who experience SEND.

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- Providing specialist advice, support and educational services to students and families who experience SEND.
- Development and delivery of individual educational plans in common learning environments.
- Providing external support to individual students as requested by parents or guardians.
- Support the identification of students who experience SEND, and assist in the development and provision of related interventions.
- Maintaining data and other information about students who experience SEND from early years to senior secondary.
- Networking with local service providers to improve the quality of support.
- Facilitate parental access to services needed by their child who experience SEND.
- Monitor and evaluate the quality of education provided by special education centres in accordance with common inclusive education standards

**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.


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**Approved By: Mr. Donald Weilson (Principal)**

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