



SHARJAH INDIAN SCHOOL

INCLUSION POLICY



VERSION DATE	SEPTEMBER 2018
NEXT REVIEW	JANUARY 2024

Purpose

To establish a nurturing and supportive educational environment at Sharjah Indian School that values every student, regardless of their abilities or backgrounds, and provides them with the opportunity to succeed. We are dedicated to implementing inclusive practices aligned with the UAE Ministry of Education's criteria, ensuring that all students—including those of determination and the gifted and talented—can achieve their fullest potential academically, emotionally, and socially. Through collaboration, respect, and understanding, we aim to create a cohesive school community that empowers every learner.

Objectives

- We aim to ensure that all students, regardless of their abilities or backgrounds, have access to a high-quality education and the necessary resources at SIS.
- We are committed to providing tailored educational plans and specialized support for students with special educational needs and disabilities, fostering their academic and personal growth.
- SIS strives to create a nurturing and accepting school culture that promotes respect, understanding, and collaboration among students and staff.
- We aim to cultivate an environment where all students feel valued and encouraged to actively participate in all aspects of school life.
- SIS is dedicated to providing ongoing professional development for educators and staff on inclusive practices, strategies for differentiation, and support for diverse learners.

Definitions

Inclusive education is the process through which schools develop systems, classrooms, programmes and activities so that all students are able to learn, develop and participate together (NB: Pg. 117,118-UAE Inspection Framework 2015-2016).

Gifted & Talented - As per SPEA inspection framework, Giftedness refers to the students who is in a possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability. These domains will include intellectual, creative, social and physical abilities.

Talented refers to the students who has been able to transform their giftedness into exceptional performance. They will always demonstrate exceptional levels of competences in the specific domains of human ability

SEND - As per UAE inspection framework (p.117) Special educational needs are defined as 'Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder.' Identifying a student with special educational needs may indicate that they require specialized support, tailored curriculum modifications, or individualized planning to ensure they achieve the expected levels of progress based on their unique starting points.

Categories for Disabilities/Special Educational Needs

The categories of special educational needs and disabilities (SEND) that children may experience are defined in the School Inspection Framework 2015-16. Outlined in Appendix A, these categories include detailed descriptions and potential provisions tailored to each specific need.

Cognition and learning difficulties	Attention, use of language, memory, perception, problem solving and thinking. Specific learning difficulties and general learning difficulties general learning difficulties
Communication needs	Expressive, receptive, interaction, pragmatic and social communication. Speech language and communication needs and autistic spectrum disorders.
Sensory and physical needs	Sensory: proprioception, vestibular, tactile, auditory, visual and gustatory. Physical: fine and gross motor This can be visual, hearing, multi-sensory impairment and physical difficulties.
Social, emotional, and mental needs	Personal identity, cooperation, sense of community and self-efficacy. difficulties to manage emotions and behavior.

Inclusion Framework

Sharjah Indian school inclusion policy framework ensures all students meet their academic, emotional and social development needs.

Below chart depicts the inclusion framework, the three waves of provisions for Students.



WAVE 1

- It is the targeted provision to reduce the number of children who need extra help with their learning or behavior.
- This includes inculcating high quality teaching. For example, based on clear objectives that are shared with the children, use of lively interactive teaching styles that make maximum use of sensory learning.

WAVE 2

- It is targeted provision for a group of children with similar needs. It is a specific, additional and time limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age related expectation.
- Individualized Learning Programme (ILP) will be delivered by concerned teacher to advance children's progress.

WAVE 3

- It is targeted provision for a minority of children where it necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This includes one-one or specialist interventions.
- IEP (Individualized Education Plan), IAP (Individualized Accommodation Plan, and Advanced Learning Plan (ALP).

Personalized provisions for inclusive education

Individualized Education Plan (IEP)	It is a personalized written document for wave 3 students to meet individual outcomes or goals beyond his or her current skills. It includes all the academic and developmental areas (like reading, writing, spelling, social behaviour, self-help skills).
Individualized Learning Plan (ILP)	It is a written document designed for students in Wave 2. It addresses specific areas of difficulty and provides targeted strategies to support their learning within the classroom environment.
Advance Learning Plan (ALP)	It is a curriculum and educational pathway that supports the gifted and talented learners to achieve their full in academic, personal and social potential. Ensures their overall well-being.

Individualized Accommodation Plan (IAP)	It is a plan provided to teachers to accommodate students of determination within the classroom setting. Changes are mainly made in physical or environmental setting.
Individualized Behaviour Plan (IBP)	It is a plan designed to change a particular undesirable behaviour using proactive strategies. Student learns the correct set of responses.

Roles and Responsibilities

Teachers will

- Take responsibility for the progress and development of every student in the class, including those with Special Educational Needs and Disabilities (SEND) as well as Gifted and Talented (G&T) students.
- Develop a classroom atmosphere that allows all students to engage with the curriculum effectively, ensuring that appropriate accommodations or modifications are in place to support their learning needs.

School counsellors will –

- Evaluate the needs of students with diverse backgrounds and learning abilities to identify those who may require additional support.
- Develop personalized plans that address the unique challenges and strengths of each student, promoting their emotional, social, and academic growth.
- Work closely with teachers, and parents to create a cohesive support system.
- Provide a safe space for students to express their feelings, helping them navigate challenges related to identity, peer relationships, and academic pressures.

Medical staff will

- Medical staff will collaborate with all personnel to support the inclusion of every child, including the development of healthcare plans as needed.

Parents will –

- Maintain open lines of communication with teachers, counsellors, and school staff to discuss their child's progress, needs, and any concerns.
- Work collaboratively with educators to develop and implement Individualized Education Plans (IEPs) or support strategies that cater to their child's unique requirements.
- Advocate for their child's needs and rights, ensuring they receive appropriate support and resources within the school system.
- Regularly monitor and review their child's progress, celebrating successes and addressing any emerging challenges with the school team.

Identification and Early Intervention

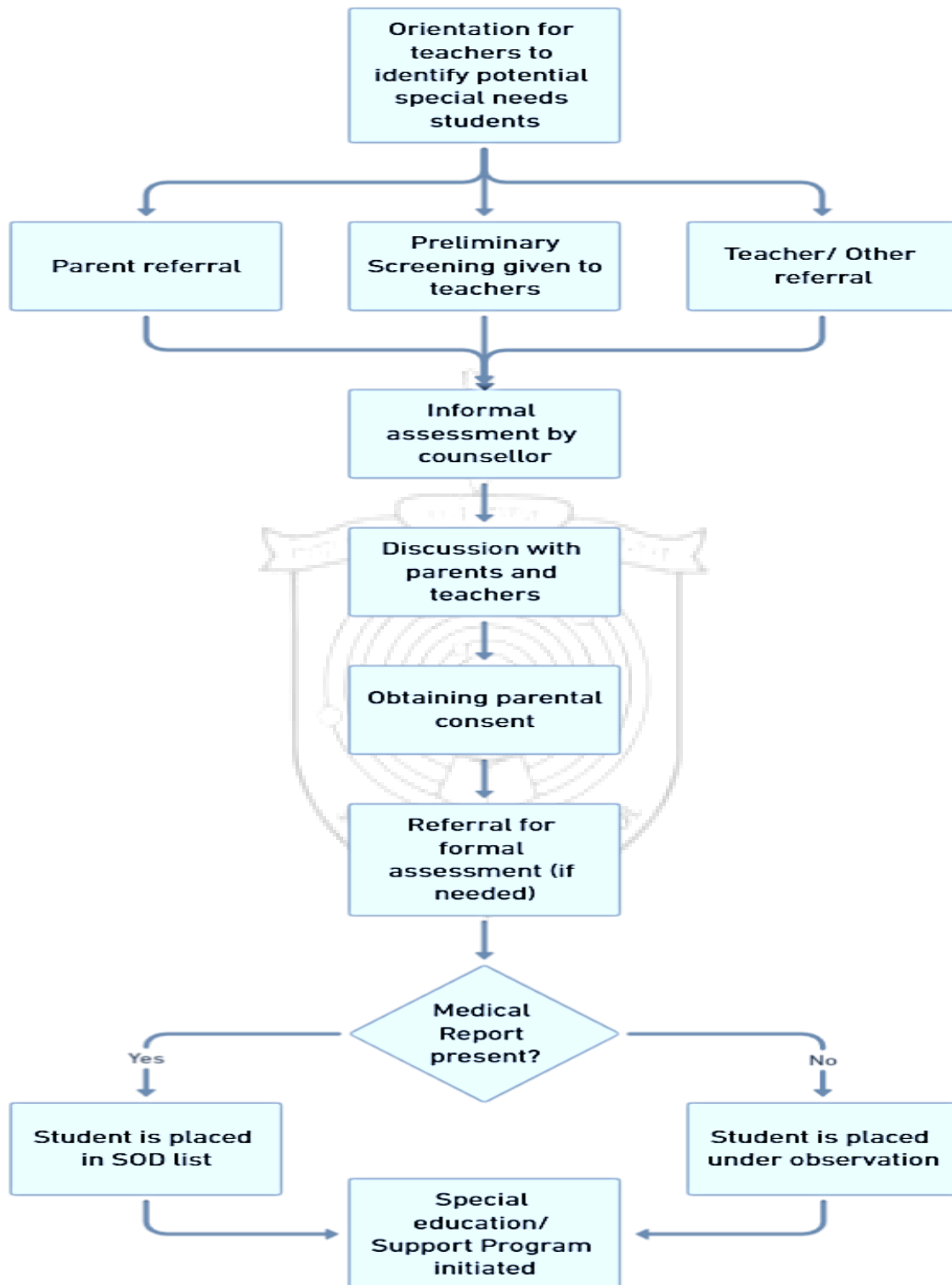
To ensure that appropriate identification procedures are consistently implemented for early years students, the school is dedicated to upholding high educational standards. We aim to support all students in achieving their full potential

ADMISSION OF SEND

1. During the time of admission, if the admission team including the supervisor and teacher finds that the child is not performing in par with the other students in the same grade level, then the child will be referred to the counsellor for further assessments. The student counsellors conduct a discussion with the parent and grade level assessments and observations of the particular child. The findings are reported to the supervisor and the ultimate decisions regarding whether the admissions are to be given or not are taken by the higher authorities of the School.
2. Students with the SEND are given admission in the school based on the nature of the concern of the students and the provisions available at school to support the child.
3. Admission procedure for students who are identified as SEND and other disadvantaged group:

The school public relation officer receives all necessary documentations (any medical, educational, or psychological assessment report, any relevant documents previous school including other documents required for admission procedure.

Below chart depicts the procedure of the identification of wave 2 & 3 students.



Documents Maintained by the Department

1. Psycho educational/ medical reports.
2. Referrals made by teachers through screening checklist and observation sheets.
3. Individual Accommodation Plans (IAP) and Individualized Education Plans (IEP).
4. Class observation report.
5. Parents' consent and meeting forms.
6. Assessment reports.
7. Interventions reports.
8. Feedback forms

Evaluating Success

The schools policy will be kept under regular view and evidence regarding progress will be collected and reviewed.

References

1. Ministry of Education. Special Education Department. *General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)*.
<https://www.moe.gov.ae/Ar/Legislation/Documents/English%20Side%20Final.pdf>
2. Education for People of Determination - the Official Portal of the UAE Government.
UAE, u.ae/en/information-and-services/education/education-for-people-with-special-needs.
3. School inspection framework, UAE. retrieved
from <https://www.moe.gov.ae/Ar/ImportantLinks/Inspection/PublishingImages/frameworkbooken.pdf>
4. E.Sarton(2019): The challenge of inclusion for children with disabilities, retrieved
from https://www.unicef.org/esa/sites/unicef.org/esa/files/2019-04/EducationThinkPieces_7_DisabilityInclusion.pdf

APPENDIX A

United Arab Emirates School Inspection Framework type of needs category and description.

Type of Need	Description
Behavioural, Social, Emotional	Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.
Sensory	Visual impairment Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated "special need". These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
Speech and Language Disorders	Expressive language disorder – problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both

	receptive and expressive language. Global language disorders affect both the understanding and use of language.
Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.
General Learning Difficulties	
Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
Profound and Multiple Learning Difficulty (PMLD)	Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
Assessed Syndrome	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome.
Specific Learning Difficulties	
Dyslexia -reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.

Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
Dyscalculia - using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia – fine and gross motor skills	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

