



مدرستنا الثانوية الإنجليزية، الشارقة
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
A GEMS SCHOOL



INCLUSION POLICY

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INCLUSION POLICY

GEMS standards set a clear baseline of expectations for professional practice and conduct related to Inclusion/DETERMINED ONES for GEMS schools. The 11 standards given below are supplementary to both the GEMS Schools standards and GEMS teacher's standards:

- 1.0 Staff- Student Relationships
- 1.1 Identification of Student Need
- 1.2 Support
- 1.3 Progress
- 1.4 Assessment
- 1.5 Parental Engagement
- 1.6 Curriculum accommodations, modifications and/or exemptions
- 1.7 Inclusion/DETERMINED ONES policy
- 1.8 Leadership of Inclusion/DETERMINED ONES
- 1.9 Premises and facilities for students with DETERMINED ONES
- 1.10 Care and Welfare – attitudes and behavior

According to MOE, Sharjah- Inclusive Education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided.

Philosophy: OOEHS, Sharjah is a diverse learning organization, comprising of educators, students and parents who share mutual trust and high expectations, striving to achieve great standards of holistic education and learning for life. We provide an inclusive education to our DETERMINED ONES, which means school leaders and teachers are committed to dedicating the resources and services necessary to produce a least restrictive environment where individuals are fully integrated in the classroom setting. However, in all cases, admission procedures laid down by the Ministry of Private Education have to be adhered to. Admission guidelines are subject to current MOE regulations and are subject to change.

Ensuring the right to Education for All (EFA)

Steps from Exclusion to Inclusion

Step 1 - Denial-Exclusion



Step 2 - Acceptance (*compassion*) – Segregation



Step 3 - Understanding- Integration/ Special Needs Education



Step 4 - Knowledge- Education for All (Inclusion in Education)

Teachers, parents, student support team, curriculum planners, school authorities, external agencies and community are the key stakeholders that can serve as valuable resources in support of Inclusion.

Inclusion: is a process of *addressing* and *responding* to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education.

Inclusion involves changes and modifications in *content, approaches, structures and strategies*, with a *common vision* which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

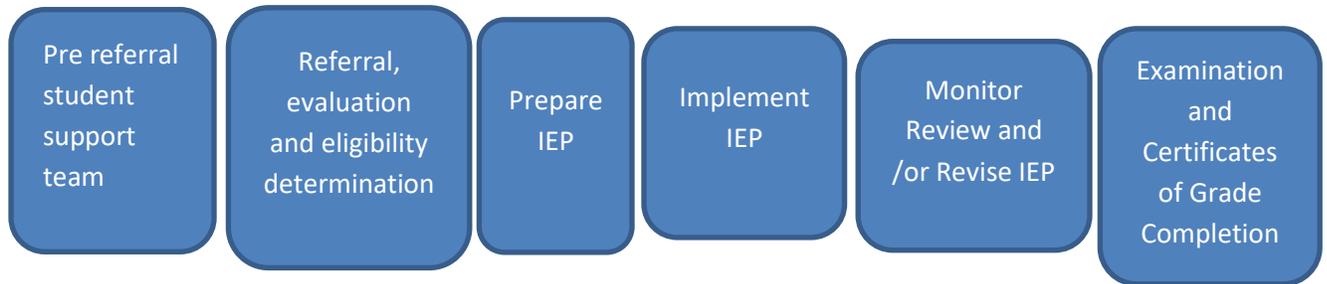
DETERMINED ONES and Gifted & Talented

DETERMINED ONES- “Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.”

DETERMINED ONES CLASSIFICATIONS (as per KHDA classifications)

- General Learning Disabilities
- Specific Learning Difficulties (Dyslexia, Dyspraxia, Dysgraphia & Dyscalculia)
- Physical Disability
- Medical Conditions or Health Related Disability
- Sensory (Hearing Impairment & Visual Impairment)
- Speech and Language Disorders
- Communication & Interaction (Autism Spectrum Disorders)
- Emotional, Social and Behavioral Disorders

Figure 3: Procedures for Identification and Eligibility Determination



The school has developed expertise in meeting the *needs of children with learning difficulties* and will draw up Action Plans and Individual Education Plans (IEP) for those children whose needs cannot be met without additional individualized provision.

Identification:

Pre-Referral is received from the Teacher/Parent/ Supervisor or Self. *The needs are identified by means of:*

- Baseline Checklist for Academic
- Baseline checklist for Behavior
- Identification at entry level
- Parental concern
- Concern expressed by the Class Teacher through normal assessment procedures;
- Analysis of Progress Tracking
- Counselor/Special Educator: consultations, observations and assessments;
- Maintenance and analysis of children's records:

INCLUSION FLOW CHART

Students with severe difficulties will go to WAVE 3 directly

WAVE 1 - IDENTIFICATION

Quality Education is ensured to all students. Teacher observes the entire class based on the parameters set by the Baseline Checklist. Observation time approximates for one month during which teacher may use general classroom techniques to strengthen lesson delivery and group/ individual response.

Post 1 month

WAVE 2- UNDER OBSERVATION

- Teacher observes students identified as per the baseline checklist.
- The Supervisor is informed.
- The CT/ST makes the ILP with the input of the Supervisor.
- Counselor maybe approached for suggestions/to quality assure.
- Initial correspondence by teacher with parents, in consultation with Supervisor over student concerns take place.
- ILP to be shared with parents

Needs Met.
Goes to
WAVE 1

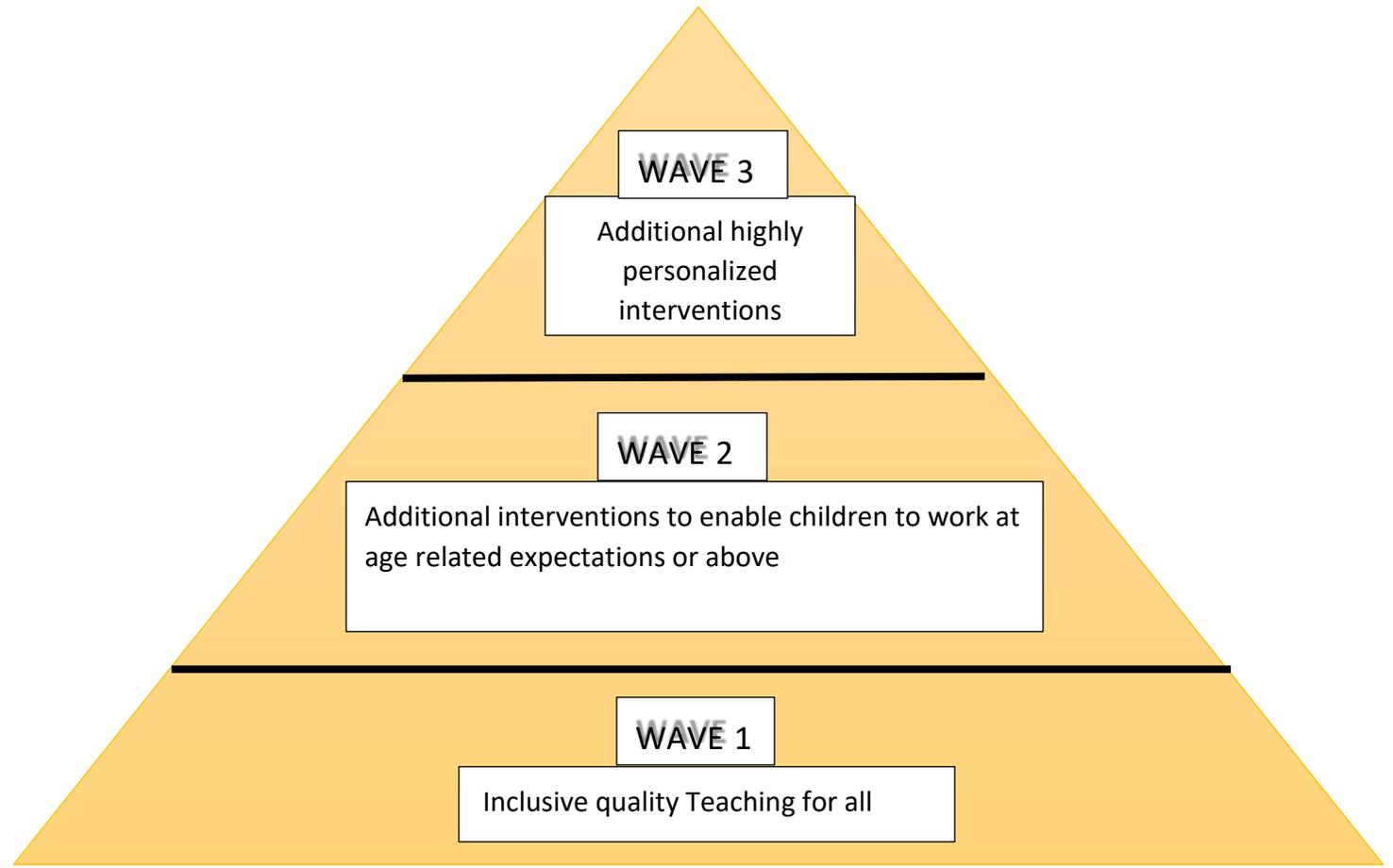
ILP to be monitored for 6 weeks
(Grade Supervisors to review the ILP
after 6 weeks)

Needs met partially- stays in
WAVE 2 for another 6 weeks

Needs
not
met

WAVE 3 - AT RISK & DETERMINED ONES

- Consist of students who have been identified with significant difficulties – may or may not have undergone clinical assessment
- The process of informal evaluation/ external assessment is carried out.
- Needs are classified based on DSIB categories.
- Individualized Educational Program (IEP) is developed by the ST/Counselor/Sp.Ed keeping in mind the child's strengths and areas of concern.
- Final IEP is shared with Teachers, Parents and Supervisor.
- Provisions and Accommodations vary with student needs.
- Inclusion into mainstream for students performing at grade level expectations, based on the feedback taken from all stake holders.



WAVE 1- Quality teaching

The majority of children achieve well through high quality classroom teaching.

WAVE 2- Small groups and one to one interventions

Some children require additional Support to achieve well. This can Often be provided through small group, time limited intervention Programmes like ILP (Individualized Learning Plan) delivered by the concerned teacher that will advance children's progress and help them achieve in line with their peers.

WAVE3 - Intensive support

This is for those children who require the personalized approach of a programme that is tailored to their needs and difficulties. IEP (Individualized Educational Plan) and IAP (Individualized Accommodation Plan) are provided. One to one support is provided by the specialized staff to some students based on their needs.

WAVE 3

If the student's progress doesn't match grade level expectations, parents are called again and a comprehensive evaluation of the case is done. Upon completion, the formal assessment report is shared with the Counselor and the recommendations mentioned on the report are implemented in classroom and at home. If the report suggests significant learning difficulties then an *Individualized Educational Program (IEP)* is developed by the ST/Counselor/Sp.Ed keeping in mind the child's strengths and areas of concern. An Individualized Accommodation Plan (IAP) is formulated by the Sp.Ed/Counselor, which includes all the accommodations and provisions to be provided to the child within the School Environment. A copy of the IEP and IAP is also given to the Parent, Class Teacher, Supervisor and External Professional (if any), so the goals and objectives can be reinforced at home. IEPs are provided to students with special educational needs till Grade 8. **Subject Exemptions for students of Grade 9 & 10 can be availed if they meet the criteria mentioned on the CBSE manual.*

However, support for students with special educational needs without a formal diagnosis is also provided as it's the school's responsibility to identify the nature and impact of the difficulties faced by the child. The school provides IEPs and IAPs to students who are identified under this model too.

Monitor & Review: The IEP objectives and targets are reviewed during the academic year and modifications are made accordingly. To maintain consistency and to attain progress, unachieved targets are carried forward to the next term or academic year. Weekly/Monthly feedback is taken from parents and teachers to review the success of IEP.

EXEMPTIONS AND PROVISIONS

Language Exemptions:

MOE permits students diagnosed with special educational needs, to avail the provision of exemption in Arabic and 2nd language if the formal diagnosis, Academic Report (2 years) of the child and Counselor's report suggests the same.

This exemption is valid only up to Grade 8. To avail the provision in Grade 9 and 10, parents have to send the application to CBSE along with the required documents and latest diagnosis. This procedure should be initiated from the month of April itself.

Subject Exemptions:

Grade 9 & 10 students with diagnosed learning difficulties can avail subject exemptions if they meet the CBSE eligibility standards.

The application from the parent to the Principal/Supervisor has to clearly mention the requirements

- Subject to be exempted

- Request for extra time
- Overlooking of spelling errors
- Scribe/reader/use of page magnifiers etc.

A copy of the License of the assessor has to be enclosed along with the other documents. In case of medical conditions, the report has to be endorsed by the Chief Medical Officer / Chief Surgeon.

For Grades 11 & 12, provision of a wider array of subject options especially for the Commerce Department has been made available.

GIFTED AND TALENTED

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 students, 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.

Identification

Gifted and Talented children are identified with the help of class screens and assessments. These include: Gifted & Talented Checklist, teacher assessment and observation, results of standardized tests (e.g. CAT4, Formative & Summative Assessments, public examinations/ achievement in music, drama, dance, sport, peer nomination, parent or pupil nomination).

At OOS, we see these gifts and talents in relative terms that are measurable in our school context and not against set national norms. We are conscious that our GT school record is a reflection of our own pupil population and is fairly representative of all groups. We accept that different children at different stages of their education may enter or leave the record for a variety of reasons.

Intervention

- 1) GT children are elected for leadership roles (Prefectorial /school parliament) to demonstrate their skills and abilities.
- 2) In the classroom, GT children assist the Teacher by mentoring students
- 3) In order to challenge their “Higher-Order” thinking skills, HOTS questions are incorporated in their School Assessments and opportunities are provided for participation in External Assessments such as Duke Tip catering specifically to G & T children.
- 4) Differentiated worksheets are given in the classroom to provide higher levels of learning opportunities
- 5) Opportunities are provided to these children for Co-Scholastic Inter & Intra school activities such as Drama/Music/Dance/Sports.