مدرستنا الثانوية الإنجليزية ، الشارقة - بنات
Our Own English High School, Sharjah-Girls

INCLUSION POLICY

Implemented : April 2014

Reviewed : April 2026

Next Review : April 2027

Compiled by : SLT & SMT

Approved by: Ms. Asma Gilani, Principal & CEO

P. O. Box 2676
SHARJAH - U.A.E.
Our Own English High School, Sharjah

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 Ministry of Education (MOE), UAE- 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: ***Our Own English High School, Sharjah(Girls)*** 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.

Legislation and Guidance Inclusive Education Provision

Federal Law (29) 2006 and 2009 ***Guarantees equal opportunities in education for Persons of Determination within all Educational Institutions.***	https://www.abudhabi.ae/portal/public/en/citizens/re ligion-and-community/people-of-determination- le/federal-law-no-29-of-2006-concerning-the-rights-of- people-of-determination Guarantees a person of determination access to equal opportunities of education within all educational institutions
The United Nations Convention on the Rights of Persons with Disabilities ***International framework emphasizing the rights of persons with disabilities.***	Convention on the Rights of Persons with Disabilities (CRPD) | Division for Inclusive Social Development (DISD)
Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education. ***Establishes a policy framework for inclusive education***	https://u.ae/en/information-and- services/education/education-for-people-with- special-needs/inclusive-education-for-people-of-determination
Federal Decree Law No. (31) of 2021 Promulgating the Crimes and Penalties Law. ***Addresses legal aspects related to inclusive education.***	https://www.wam.ae/en/details/1395303086458#:~:text=31%20of%202021%2C%20promulgating%20Penal,such%20a%20seal%20shall%20be
Ministry of Education (2010) School for All: General Rules for the Provision of Special Education Programs and Services (Public & Private Schools). ***Sets firth rules for providing special education programs and services.***	https://www.moe.gov.ae/English/SiteDocuments/Rule s/SNrul esEn.pdf
Department of Education and Knowledge Inclusion Policy (2023). ***Outlines the commitment to inclusive education.***	See handbook
Abu Dhabi Strategy for People of Determination 2020-2024 'We are One'. ***Promotes a culture based on the social and human-rights perspective of disability. Supports equal and improved access to rights, opportunities, and services across all life stages.***	https://www.addcd.gov.ae/-/media/Project/DCD/DCD-v2/POD-Booklet/Abu- Dhabi-Strategy-for-POD-Booklet---English.pdf
Abu Dhabi Education Council (ADEC). Child Protection. ***Emphasises child protection measures within the educational context*.**	https://www.adek.gov.ae/en/Education- System/Private-Schools/Child-Protection
National Child Protection Policy in Educational Institutions in United Arab Emirates. ***Emphasises child protection measures within the educational context*.**	https://www.moe.gov.ae/En/Legislation/Documents/National%20Child%20Protection%20Policy-EN.pdf
U.A.E Universal Design Code. ***Promotes universal design principles for inclusivity.***	https://www.bimmates.com/regulation/uae-universal- design-code

The National Policy for Empowering People of Determination ***Based on six pillars including health, education, vocational rehabilitation, accessibility, social protection, and family environment***	https://u.ae/en/about-the-uae/strategies-initiatives- and-awards/policies/social-affairs/the-national-policy- for-empowering-people-with-special-needs

'We are the UAE 2031' Vision	https://u.ae/en/about-the-uae/strategies-initiatives- and-awards/strategies-plans-and-visions/innovation- and-future-shaping/we-the-uae-2031-vision
UAE Centennial 2071 Long Term Government Plan	https://uaecabinet.ae/en/details/news/mohammed- bin-rashid- launches-five-decade-government-plan- uae-centennial-2071
Abu Dhabi Economic Vision 2030	https://www.actvet.gov.ae/en/media/lists/elibraryld/e conomic-vision-2030-full-versionen.pdf
Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016). ***Establishes quality standards for services catering to persons with disabilities***	https://government.ae/information-and- services/education/education-for-people-with- special-needs
The National Project for Inclusion for People of Determination (2008) ***A national initiative promoting inclusive practices***	https://www.abudhabi.ae/portal/public/en/homep age/religion- and-community/people-of- determination-le/the-national-project- for-inclusion-of-people-of-determination
Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012) ***Outlines the commitment to inclusive education.***	http://dbkschool.net/wp- content/uploads/%D 9%83%D8%AA%D9%8A%D8%A8-%D8%A7%D8%AC%D8%B1%D8%A7%D8%A1%D8%A7%D 8%A A-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8 %A 9-%D8%A7%D9%84%D8%AE%D8%A7%D8%B5%D8%A9- 2012-%D8%A7%D8%AC%D9%84%D9%8A%D8%B2%D9%8A.pdf
The IB Access and Inclusion Policy ***Guides the implementation of inclusive practices within the IB education framework.***	https://resources.ibo.org/ib/topic/Access- and-inclusion/works/edu_11162- 53587?lang=en
The IB Learning Diversity and Inclusion in IB Programmes Guide ***Guides the implementation of inclusive practices within the IB education framework.***	https://resources.ibo.org/ib/works/edu_1116 2-38434?lang=en&root=1.6.2.2.5

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.

Inclusion should not come at the cost of the exclusion of others.

DETERMINED ONES

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."

Categories of SEND and barriers to learning

The following framework is based upon the S.P.E.A. Categories of Need and UAE unified categorization of disability. It provides schools with an important structure to support the identification of students of determination.

COMMON BARRIERS TO LEARNING	SPEA CATEGORIES OF DISABILITY	UAE CATEGORIES OF DISABILITY	IDENTIFICATION
Cognition and Learning	Intellectual disability	» Intellectual Disability	» Academic Delay » Delayed Phonological Processes
	Disability Intellectual	» Specific Learning Disorders	» Dyslexia » Dyscalculia » Dysgraphia » Mathematical Barriers
	Multiple disabilities	»Multiple disabilities	» Multiple Learning Difficulties » General Learning Difficulties
	Multiple disabilities	»Developmental Delay (applicable to children under 5 years of age)	» Global Developmental Delay
	Physical- Gross and Fine Motor		» Physical- Gross and Fine Motor
Communication and Interaction	Communication Disorder	Communication Disorders	» Delayed Expressive Language

			» Delayed Receptive Language » Delayed Social Behaviour » Delayed Social Communication » Selective Mutism
	»Autism Spectrum Disorders	»Autism Spectrum Disorders	»Autism Spectrum Disorder (mild)
		»Attention Deficit Activity Disorder	»ADHD (Hyperactive) » ADHD (Interactive) » Attention and Concentration Concern
Social, Emotional and Mental Health	»Psycho/ Emotional disorders	» Psycho-emotional disorders	» Specific Psychological Concerns – Anxiety (including Panic Attacks) » Specific Psychological Concerns–Depression »Psychological/Emotional Concerns » Counsellor Referral » Oppositional Defiant Disorder
Physical, Sensory and Medical	» Visual Impairment – Low Vision	» Sensory Impairment » (Deaf – blind disability)	» Physical – Visual Impairment
	» Hearing Impairment		» Physical – Hearing Impair

	» Physical disability	» Physical disability	» Dyspraxia » Physical – Loss of Limb » Physical – Other » Physical – Spina Bifida
	» Diseases and other health conditions (That affect the educational process)	» Chronic or acute medical conditions.	» Chronic or acute medical conditions.
	» Sensory Processing Disorder	» Sensory Impairment	» Sensory Processing Difficulties
Other (Unspecified)	» English Language Barriers		» English Language Barriers

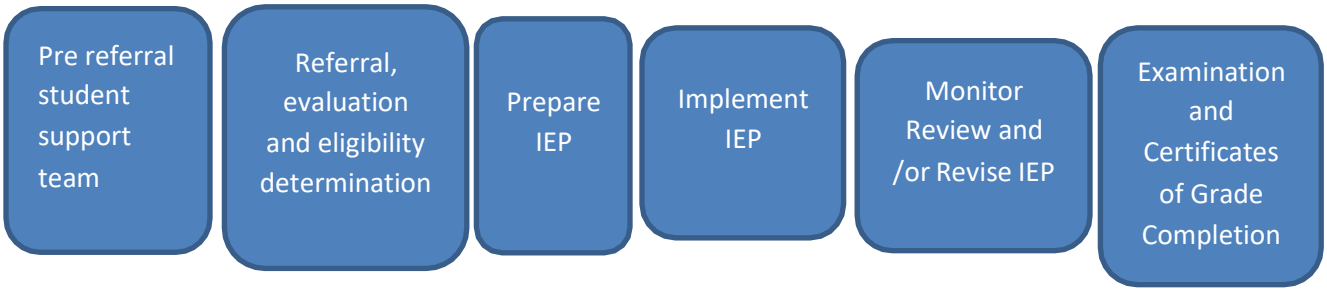
Cognition and learning
Intellectual disability is a disability characterized by significant limitations in both intellectual functioning (reasoning, learning, problem-solving) and in adaptive behaviour, which cover a range of everyday social andpractical skills. When a person over the age of five is unable to participate in an appropriate assessment thatmight otherwise identify a diagnosis of an intellectual disability, a diagnosis of *unspecified intellectual disability* may be provided. Based on the severity of intellectual disability, mild, moderate, or severe barriers to learning may be present.
Developmental Delay: There are many different types of developmental delays in infants and young children. These include problems with language or speech, vision, movement/motor skills, social andemotional skills and thinking/cognitive skills.
Multiple disabilities: A student who experiences a number of severe barriers to learning, such as a sensory disability and a physical disability, may be identified as having a multiple disability. Students are identified with multiple disabilities when severe barriers caused by more than one type of disability, disorder or condition are present. The combination of challenges experienced by a student who experiencesmultiple barriers to learning will vary but will always have a very significant impact upon their personal and educational functioning. This may mean that they make tiny steps of progress over time.
A specific learning disorder is a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. The disorder may manifest itself in an impaired abilityto listen, think, speak, read, write, spell or understand mathematical calculations. Dyslexia (Specific barriers with reading): Some students who experience specific barriers with reading,despite expected or above expected levels of cognitive ability, may be diagnosed with dyslexia. Dysgraphia (Specific barriers with writing): Some students who experience specific barriers with writing, despite expected or above expected levels of cognitive ability, may be diagnosed with dysgraphia. Dyscalculia (Specific barriers with mathematical concepts): Some students who experience specific barrierswith mathematical concepts, despite expected or above expected levels of cognitive ability, may be diagnosed with dyscalculia. Dyspraxia (Specific barriers with coordination): Some students who experience specific barriers with physical coordination, despite expected or above expected levels of cognitive ability, may be diagnosed with dyspraxia.

Communication and interaction
Communication disorders (Communication barriers): A communication disorder is an impairmentin the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems. A communication disorder may be evident in the processes of interpretation, hearing, language, and/or speech.
Autism spectrum disorder (Barriers with social interaction, communication and flexibility): Autism spectrum disorder (ASD) is a complex developmental condition that involves persistent challengesin the areas of social interaction, communication, and restricted or repetitive behaviour/s.

Social, emotional and mental health
Psycho-emotional disorders (Emotional and psychological barriers) (Significant barriers with feeling positive and motivated) Students who experience persistent feelings of hopelessness and inadequacy, typically accompanied by a lack of energy and interest in life, may be diagnosed with depression.
Attention Deficit and Hyperactivity Disorder (Barriers with attention and self-regulation)ADHD – inattentive type (Barriers with maintaining focus and attention) Some students who experience significant barriers with maintaining attention and focus may be identified with the inattentive type of ADHD. Students with this type of ADHD are likely to be less disruptive and active in the classroom than those who have the hyperactive-impulsive type.

Physical, sensory and medical
Sensory impairments (Barriers with using the senses) A sensory impairment refers to a loss of vision or hearing that cannot be corrected by usinglenses or through devices such as hearing aids.
Deaf-blind (Barriers with seeing and hearing) Deaf/blindness is a combination of sight and hearing loss and is sometimes called dual-sensory impairment. Usually, affected students will not experience a complete absence of hearing or vision, but both senses will be reduced enough to cause difficulties with everyday activities. An individual who is deafblind is likely to require significant and substantial specialist support, need support to ensure mobility, use alternative and augmentative communication system and require access to adaptive technology and equipment.
Physical disability (Barriers with physical movement): The key issue to be considered when identifying a physical disability is mobility; the ability of a person to move around in their environment. Physical disability ranges from mild to severe and for some students mobility is significantly impaired. Some specific examples include muscular dystrophy, cerebral palsy or spinabifida.
Chronic or acute medical conditions (medical barriers): Students with chronic or acute medical needs will experience significant barriers to learning because of reduced strength, alertness, stamina or concentration and they are identified as having a special educational need. Examples ofchronic or acute health problems include heart defects, epilepsy, cancer or brain tumour.

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:*

- The Graduated Response Tool (Early Years- KG and School Age- grade 1 - 12)- Baseline Checklist for Academic
- The Graduated Response Tool- Baseline checklist for Behavior-
- Identification at entry level tests
- Parental concern/referral
- 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.

The Graduated Response Flowchart

Step 1. Teacher Initial Concern (Universal)

Parent carer or teacher express concerns around child or young person's progress

- Teacher and parent carer meet to discuss concerns and complete Quick Checker in the Sparkling GEMS Toolkit
- Teacher and parent carer reflect on Universal Barriers to Learning in the Sparkling GEMS Toolkit working through the identified areas of need where there is a concern
- Teacher completes additional assessments and checklists in the areas identified as a concern (see list of assessments and checklists available in the Sparkling GEMS Toolkit)
- Teacher puts in place targeted high quality teaching to address identified gaps in learning.
- Teacher refers to Universal Provision Barriers and Strategies in the Sparkling GEMS Handbook and Toolkit implementing strategies appropriate to identified barriers to learning
- Pupil Passport and Universal Barriers and Strategies Record could be created at this stage. (See suggested template)

Parent and teacher meet. Has the child or young person made satisfactory progress through high quality teaching?

Yes

Teacher continue with these adaptations

No

- Teacher completes an Initial Cause for Concern Form with parent consent and sends to the HoI/Link teacher.
- HoI/ Link teacher meets with teacher, parent and child or young person to discuss next steps and begin targeted Inclusion Support.

Step 2. Targeted Support (Inclusion Support)

Teacher, parent carer and HoI complete first cycle **APDR captured on an APDR form** agreeing outcomes and targeted provision from the whole school provision map and SEN Support Strategies.

Parent, teacher and HoI meet. Has the child or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

No

- HoI completes more diagnostic assessment to add to learning profile of the child or young person.
- HoI meets with teacher, parent carer and child or young person to agree further outcomes and targeted provision - further **APDR** cycle. **Review regularly.**
- Update the pupil passport and APDR with information from further assessment.

Parent, teacher and HoI meet. Has the student or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – further cycle of **APDR** or maintain Universal adaptations if concerns have reduced

No

- School to seek guidance external service offers.
- APDR and passport updated with further outcomes and targeted provision for Inclusion Support
- APDR cycles completed with termly reviews

Parent, teacher and HoI meet. Has the student or young person made satisfactory progress through targeted support?

Yes

Continue with the targeted support – Further **APDR** cycle or maintain Universal adaptations if concerns have reduced

No

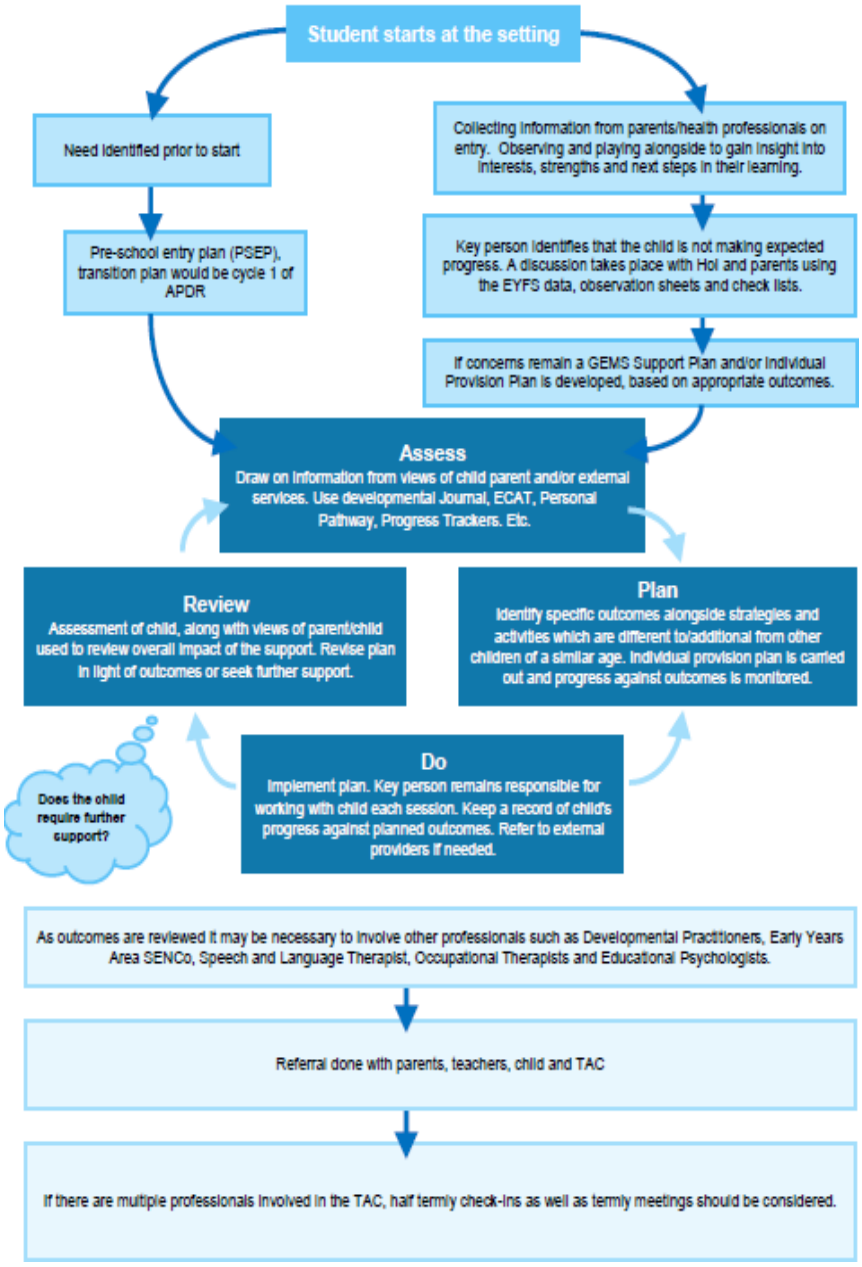
Step 3. Complex/High Needs Support

If a student or young person is not making sufficient progress despite a graduated response being implemented where 'the school having taken relevant and purposeful action to identify, assess and meet the needs of the student or young person' (KHDA Inclusion Regulatory Guidance), then individual or alternative pathway could be considered. We encourage parent and child and young person to work with their school or setting when making a request.

Teacher, SENCO,/HoI parent, student or young person (with guidance from professionals) continue cycles of APDR, making decisions on outcomes and provision in partnership.

Graduated Response

Meeting The Needs of Students in Early Years



Level 1–

- Target students: Low Achievers (L.A.) with learning barriers (consistently achieving below grade level expectation in most subjects),
- Students performing below level expectation in international benchmarking assessments like CAT4
- Students with Physical Disability but no Academic Concerns will also be in Level 1 with an Individualized Accommodation Plan (IAP).

Level 2–

Target students:

- Mild to Moderate levels of concern that are formally diagnosed.
- Students who need only modified papers or C.B.S.E. exemptions and accommodations.
- Internally diagnosed/under observation/ at risk- for Hyperactivity/ learning difficulty/ social emotional difficulty students.

Support: One on one, time limited intervention programs with the IEP/IAP/BSP delivered bythe inclusion specialists that will advance children's progress and help them achieve in line with their peers. The specialists are likely to support by making recommendations and the counsellors to support improving student behavior.

Level 3–

Target students:

- Formally diagnosed with S.E.N.D. and has personalized targets focused on key areas of need
- At risk awaiting formal diagnosis with parent consent
- May require one on one support (Learning Support Assistant-LSA)
- Including medical (positive) list students require additional support (learning and counselling) due to theirhealth issue.
- Supported by a collaborative team including school and family

Support: One to one support is provided by the specialized staff, CBSE exemptions and provisions, modified question papers to SEND students based on their needs. BSP (Behaviour Support Plan), IEP (Individualized Educational Plan) and IAP (Individualized Accommodation Plan) are provided based on their needs. The IEP objectives and targets are reviewed termly and modifications are made accordingly.To maintain consistency and to attain progress, unachieved targets are carried forward to the next term.Monthly session details are shared with parents. IEP reviews are discussed with the parents and teachers.

EXEMPTIONS AND PROVISIONS

Language Exemptions:

According to SPEA, it is mandatory for all students (including those diagnosed with special educational needs) to study Arabic till grade 9. Modifications in worksheets and question paper is permitted where applicable for Level 3/2 SEND students. From Garde 10 onwards Arabic is optional for all.

To avail the provision for subject exemptions in Grade 9 and 10, parents must send the application to CBSE along with the required documents and latest diagnosis. This procedure should be initiated from the month of April itself. An Individualized Accommodation Plan (IAP) will be created for the students who will be eligible for C.B.S.E.

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, the provision of a wider array of subject options especially for the Commerce Department has been made available.

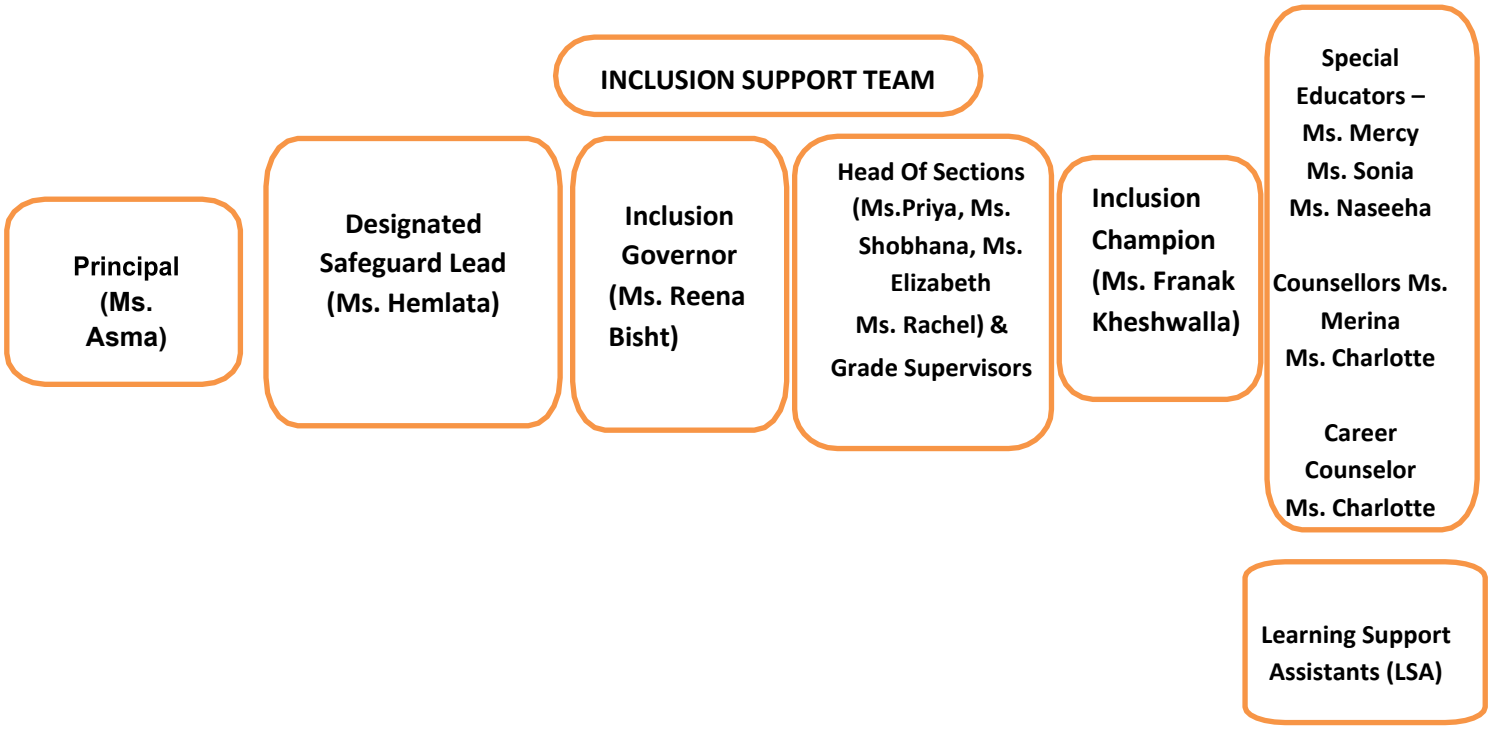
Alternative Pathways Program

The school does not have any Alternative Pathways Programs currently, but the aforementioned provisions and accommodations help students with special education needs by ensuring they receive the necessary support to access and engage with the curriculum effectively. Through individualized plans, differentiated instruction, in-class support from special educators and learning support assistants, and counseling services, students are provided with tailored strategies to enhance their learning experience.

Learning Support Assistants

The school provides guidance to parents regarding the necessity of a Learning Support Assistant (LSA) for their child, ensuring personalized support within the classroom. The LSA is directly employed and funded by the child's parents. The school does not charge any additional fees for Special Education Needs Services. A formal contract between the parents and the LSA is required, outlining the policies and responsibilities associated with the roles.

The school has an Inclusion Support Team that develops, implements and monitors the impact of the strategic inclusive education policy.



Roles and Responsibilities of Stakeholders in the Inclusion Department

1. **Principal & Vice Principal (Senior Leadership Team)**
   The Principal and Vice Principal play a crucial role in guiding and collaborating with the Inclusion Department to
   ensure that school policies align with inclusive education principles. They oversee and support the development of policies, agendas, and events related to inclusion. They serve as the primary liaison between the team and regulatory bodies for matters related to inclusion. Additionally, they provide strategic leadership, allocate resources, and facilitate training sessions to foster an inclusive school environment.

2. **Inclusion Governor**
   The Inclusion governor will:
   Help to raise awareness of Inclusion issues at governing board meetings.
   Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the governing board on this.
   Inclusion Governor will work with the Principal and Inclusion Team to determine the strategic development of the Inclusion Policy and provision in the school.
3. **Heads of Sections**
   The Heads of Sections collaborate with the Inclusion Department to discuss section-specific agendas and ensure that inclusive practices are effectively implemented across different grades. They work closely with supervisors, teachers, and staff to disseminate responsibilities at the class and department levels. Their role includes monitoring student progress, addressing concerns related to learning difficulties, and ensuring that all students receive appropriate support. They also help create action plans for intervention and work with the inclusion team to facilitate accommodation and modifications in the curriculum.

4. **Inclusion Champion**
   Will work in coordination with SEND team to ensure that the needs of students are addressed including the social, emotional, and well-being aspects of learning.
   To coach teachers on how students with additional needs can be included and supported in the classroom with differentiation techniques, planning lessons catering to their level, prepare extra learning aids/concept maps.
   To work collaboratively with teachers and oversee effective in-class support.
5. **Counselors**
   Counselors provide emotional, social, and academic support to students, ensuring their mental well-being and ability to cope with challenges. They conduct observations, offer individual and group counseling sessions, PULSE Sessions and collaborate with teachers and parents to address behavioral or psychological concerns. Counselors also assist in identifying students who require special accommodations and work closely with the inclusion team to develop support strategies tailored to each student's needs. They create and implement Individualized Plans for behaviour management

6. **Special Educators**
   Special Educators provide direct support to students with learning difficulties, disabilities, or other educational needs. They create and implement Individualized Plans for academic concerns management modify materials, and use specialized teaching strategies to enhance student learning. They work closely with teachers to provide in-class support and ensure that instructional methods are adapted to suit diverse learning styles. Additionally, they conduct regular assessments to track student progress and collaborate with parents and external professionals to enhance intervention strategies.

7. **Career Counselors**
   Career Counselors play an essential role in guiding students, including those with special educational needs, in making informed decisions about their academic and career pathways. They assess students' strengths, interests, and abilities to provide personalized career advice. They conduct career workshops, help students explore higher education options, and support them in applications for universities, vocational training, and scholarships. Career Counselors
   also work closely with the Inclusion Department to ensure that students with diverse learning needs receive tailored guidance and appropriate accommodations during standardized testing and college applications.

8. **Learning Support Assistants (LSAs)**
   Learning Support Assistants (LSAs) provide direct, hands-on support to students with special educational needs within the classroom. They assist students in understanding and completing tasks, implementing strategies recommended by special educators and counselors, and ensuring that students remain engaged in learning. LSAs work under the guidance of special educators and teachers to modify lessons, provide one-on-one or small group support,
   and foster independence among students. They also assist in monitoring student progress, providing feedback to the inclusion team, and ensuring that students receive necessary accommodations for learning.