

Dubai National School Al Barsha

Department of Innovative Inclusion Practices & Counseling Services - DIIPCS

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Inclusion Policy 2022 - 23

Policy Title	DNS Inclusion Policy	Policy Implemented By	DIIPCS Inclusion Support Team
HOI & Policy Writer	SAG & SEND Coordinator	Department	DIIPCS
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Type of Priority	Key Priority of School Management	Policy Code	DNS IP-BL-DL/21-22/09/01/21
Guidelines Adopted	KHDA, MOE & International Organizations	Date (Revised)	15 - 08 - 2022

Special Educational Needs and Disability Overview

- The school offers education within the context of a mainstream curriculum; all students should be able to access this curriculum through the medium of instructions in English and Arabic
- The school offers academic and non-academic support for students with **Special Educational Needs & Disabilities, and those who are Able, Gifted and Talented**
- High quality teaching, differentiated for individual students is the first step in responding to students who have or may have a Special Educational Need or Disability (SEND)
- All teachers are teachers of students with SEND and AGT
- Gifted and Talented criteria are supported and challenged appropriately in learning community
- DIIPCS Inclusive Education Support Team (IEST) acts in a consultancy role to work with class teachers, learning support teachers, learning support assistants, parents, external therapists and students to draw up cross-curricular targets which aim to support the students and also outlines proposed strategies for effective learning process.
- The curriculum modification and assessment accommodations are prescribed by the specialist staff and implemented across the school for the benefits of students 'with special educational needs and disabilities.

Mission

To become an outstanding inclusive school which values high quality learning for all students in a sustainable, healthy and safe educational environment.

Introduction

This policy is to determine the provision provided for students with special educational needs and disabilities within Dubai National School AlBarsha. It provides all teaching and support staff with the latest inclusion practices at DNS, as well as guidelines on various issues such as student referrals, use of support staff in the Learning Support Program (LSP), and roles and responsibilities. Dubai National School AlBarsha prides itself inclusive approach to education and is fully compliant with the KHDA Dubai Inclusive Education Policy Framework, its supplements and other guidelines published time to time. We see the diversity of our students and staff population as one of our greatest assets, and we make every attempt to give each and every student full access to the US and MOE Curriculum programmes, which also uphold the morals and values of the UAE.

At DNS Inclusion we believe that barriers to learning should be addressed, accommodated or removed for those who experience them, in a caring and supportive environment. We believe that Emirati students should be recognized and valued in line with the UAE National Agenda.

Purpose, Aims and Objectives:

- ❖ To have clearly stated inclusion policy
- ❖ To have detailed procedures and routines
- ❖ To ensure an inclusive ethos is maintained across the school
- ❖ To comply with the KHDA inclusion policy, it's supplements, Inclusion Handbook of students of determinations with directives
- ❖ To comply with regulations in line with the UAE National Agenda
- ❖ To comply with Distance Learning Guidelines of KHDA for students of determination

Terminology

The *UAE School Inspection Framework* (p.117) defines a **Special Educational Need** as 'Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder'.

A **Disability** is 'a physical or mental impairment which has a substantial and long- term adverse effect on your ability to carry out normal day-to-day activities.

The definition of "*day to day activities*" includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

The *UAE Federal Law 29 (2006)* defines a **person with special needs** as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.

The UAE Federal Law 29 (2006) defines **Discrimination** as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing.

'SEND' relates to Pupils of Determination as outline in the Inclusive Education Framework 2017 and its supplements issues later on by the Knowledge and Human Development Authority (KHDA).

Legislation

1. This policy aims to ensure that The School is compliant with the terms of:
 - A]. UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;
 - B]. UAE Federal Law 2 (2015) against Discrimination and Hatred;
2. The School's admission policy adheres to the stipulations of the *Dubai Inclusive Education Framework (DIEF)* (Published November 2017) and its supplements issued by the KHDA. Time to time KHDA published new guides for the schools to promote quality of inclusion practices in and create awareness among all stakeholders of inclusion in the emirate of Dubai. Some of these publications includes: A]. *Implementing Inclusive Education: A Guide for Schools* (26 January 2020) B]. *School-Home Provision for students of determination* (May 2020), and C]. *Advocating for Inclusive Education – A guide for Parents* (23 March 2021).
3. The School's admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination
4. The School's admissions policy adheres to the stipulations of the Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.
5. The School's admissions policy adheres to the stipulations of the *UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai* (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)
 - A]. Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
 - B]. Article 13 Clause 16: To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;
 - C]. Article 13 Clause 17: To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant

legislation in force;

D]. Article 13 Clause 19: To provide all supplies required, within the school's capacity, for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;

E]. Article 23 Clause 1: Article 23 Clause 4: To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class; and to provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

Categorization of Needs

The UAE Inspection framework p.117 identifies six (06) categories of need:

1. Behavioral, Social and Emotional;
2. Sensory (Visual and Hearing Impairment);
3. Physical Disability;
4. Medical Conditions or Health-related Disability
5. Speech and Language Disorders;
6. Communication and Interaction;

Categorization of Needs with Descriptions

Sl. No.	Category	Description
1	Behavioral, Social & Emotional Difficulties	Behavior 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.
2	Sensory Impairments	Visual impairment: when a person has sight loss that can't be fully corrected using glasses or contact lenses. Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
3	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.
4	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.
5	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.
6	Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized 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 characterized 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
Sl. No.	Category	Description
<i>General Learning Difficulties</i>		
1	Learning Difficulties - 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
2	Learning Difficulties - 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
3	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.
4	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.
Sl. No.	Category	Description
<i>Specific Learning Difficulties</i>		
1	Dyslexia - Reading Difficulties	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.
2	Dysgraphia - Difficulties in Writing/Spellings	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.
3	Dyscalculia - Difficulties in using Numbers	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.
4	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.
<i>Gifted and Talented Students</i>		
1	Gifted and Talented Students	Students who are in possession of exceptional natural ability in one or more domain of intelligence, creativity, or academic achievements and students

		who demonstrate exceptional performance and abilities in sports, arts, drama, leadership or innovation are all in need of special provision to meet their educational needs.
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Inclusion

This Inclusion Policy sets out DNS DIIPCS commitment to students and staff with special educational needs and disabilities (“people of determination”), providing a framework to contribute to the ongoing development of an enabling environment for all members and users of the school.

The Inclusion Policy fosters the UAE vision for 2021 that 90% of Emirati students will complete their high school education with an increasing number of students going on to study at university. In line with this, the Inclusion Policy recognizes and fosters Emirati pupils across both phases.

School will endeavor to:

- Maximize accessibility to the School's services and activities for People of Determination, be they staff, students, alumni, visitors, parents, prospective staff and students, and taking all steps to ensure that no-one is treated less favorably on the grounds of special educational needs and disability.
- Develop a culture of inclusion and diversity which celebrates disability as an equally valued diversity strand and in which people feel motivated and confident to disclose a disability, with a view to considering access requirements and access arrangements in order to promote equal participation in the School's services and activities.
- Find solutions to address disabling barriers to learning and participation to individuals with impairments.
- Create, maintain and disseminate information about services and facilities available for People of Determination, Emirati students, students, alumni, visitors, parents and prospective staff and students.

DIIPCS - Responsibilities

- ✓ DNS DIIPCS is responsible for the well-being of People of Determination, together with enabling them to join the School
- ✓ The school will recognize and account for Emirati students as a unique cohort
- ✓ Support for People of Determination is expected to be a general duty of all staff and students with a specific focus on promoting equality and equity
- ✓ Under these duties the school expects staff and students to work towards:
 - ❖ Eliminating unlawful discrimination;
 - ❖ Eliminating harassment of People of Determination;
 - ❖ Promoting equality of opportunities between People of Determination and other people;
 - ❖ Involving People of Determination in the formulation of actions; promoting

- positive attitudes towards People of Determination;
- ❖ Encouraging participation of People of Determination in public life;
- ❖ Taking steps to meet People of Determination's needs wherever possible and reasonable; and
- ❖ Identifying & analyzing potential discriminatory policies, practices, and procedures in all aspects of the School's activities.

The school believes in total inclusion of community members and has adopted an approach of pro-active consideration for people of determination so that they can access to services and facilities to ensure necessary adjustments are made in advance for their access of quality inclusive education

DIIPCS – Students of Determination

DNS welcomes applications from students of determination and those with specific learning difficulties. In order that they can be made aware of possible entitlements and the support services that are available to assist them to achieve their full potential in school: A]. Applicants should declare known disabilities or specific learning difficulty at the time of application process; B]. Existing students should declare any disabilities or specific learning difficulties that subsequently come to light at the earliest opportunity thereafter.

Information provided to the school is held in confidence and shared with relevant colleagues only. Disability is in no way linked with academic decisions regarding offers of places.

The Role of DNS DIIPCS in Students' Achievement

The "DIIPCS" is a Department of Innovative Inclusion Practices and Counselling Services within the school which identifies and supports the students with special educational needs and disabilities. All members of the DIIPCS Team work alongside learning support teachers, subject teachers, coordinators, head of departments and section supervisors to ensure that all students have access to 1st quality inclusive teaching. Where students continue to make inadequate progress, despite high quality teaching, DIIPCS will implement appropriate support provisions, which may include resource room LSP teaching, remedial education, speech therapy, sensory integration therapy, socio-emotional learning, cognitive training, other extension or enrichment activities, assessments and smart individual education plans (e-IEPs). The DIIPCS will also ensure that SEND and AGT students are challenged appropriately to achieve their potential. The DIIPCS professionals will be working in the following areas:

- ✓ Facilitate Inclusive Admission of Students with SEND
- ✓ Lesson Observations for the Identification of Students with Learning Barriers
- ✓ Internal SEND and AGT Screenings, Assessments & Diagnosis of Students
- ✓ Identify Tiered Students Based on MAP and CAT4 Data for Interventions
- ✓ Create Smart IEP, GRP or ALP Plans for Teachers then Follow with them

- ✓ Conduct Guidance, Counseling, Speech, Sensory & Psychotherapy Sessions
- ✓ Parental Guidance and Counseling Support Services
- ✓ Parents Orientation Programs on Specific Themes related to Inclusion, etc.
- ✓ Behavior Modification and Socio-emotional Development Support Services
- ✓ Assessment Accommodations for Students with SEND
- ✓ Teachers Professional Development and Special Guidance for Case Management
- ✓ Sharing of Best Classroom Behavior Management, Cognitive Engagement and Differentiated Teaching Learning Strategies of SEND with Teachers
- ✓ Follow up the Progress of SEND with Learning Support & Subject Teachers
- ✓ Record keeping in Smart Inclusion Register of Tier-1,2 &3 Cases including AGT
- ✓ Coordinate with Consultant Speech Therapist for the Speech Therapy of Cases
- ✓ Arrange Arabic Language Development Sessions for the Students with SEND
- ✓ Referrals to the Partnered Therapy Centers for the Psycho-educational Assessments and Diagnosis of Students with Learning Barriers
- ✓ IEP Goals Discussion Meetings with Parents, Teachers, LSPs, Inclusion Lead, Counselors and Inclusion Specialists, etc.

DNS Inclusive Education Action Team (IEAT)

- ❖ School Governor for Inclusion, Equity & Diversity
- ❖ School Principal
- ❖ Senior Leadership Team: Assistant Principal for Academic and Administrative Affairs + Head of Academics (Inclusion Champion)
- ❖ Head of Inclusion, Equity, Diversity and Wellbeing
- ❖ Division Leaders and Subject Leaders
- ❖ Class/ Subject Teachers - Learning Support Teachers - LSAs
- ❖ Inclusion, Care & Support Therapists cum Counselors
- ❖ Inclusion Specialists
- ❖ School Doctor
- ❖ School Nurses

Roles and Responsibilities off Staff

The Role of Inclusive Education Action Team

The School Principal and Senior Leaders shall work with other stakeholders to form an Inclusive Education Action Team (IEAT). The Action Team shall develop, implement and monitor the impact of the strategic inclusive education improvement plan.

The Role of the Principal

- ❖ Overseeing the provision for students of determination
- ❖ Ensuring inclusion, equity and wellbeing provisions are managed accurately and effectively across the phases in school
- ❖ Keeping the board of governors well informed about the inclusion, equity and wellbeing provisions of the school

- ❖ Supporting HOID for the development of smart ISS based DIIPCS Module for online working in management system.
- ❖ Supporting DIIPCS to equip the newly started sensory lab for students of determination with all necessary resources and materials.

The Role of Governor for Inclusion, Equity, Diversity & Wellbeing

- ❖ To support the effective implementation, monitoring and evaluation of the inclusion policy
- ❖ To develop and maintain an awareness of inclusion, equity and wellbeing provisions of students in school
- ❖ To oversee the provisions for inclusion, equity and wellbeing of students in school
- ❖ To plan a separate budget for inclusion and wellbeing resources of DNS DIIPCS

The Role of Senior Leadership Team: Assistant Principal + Head of Academics

- ❖ Overseeing the inclusive admission process of students of determination
- ❖ Overseeing the homework policy of school for students of determination
- ❖ Implementing the code of conduct and behavior policy in school
- ❖ Overseeing the human and material resource requirements of the departments
- ❖ Managing day to day school operations and academic arrangements
- ❖ Implementing Health, Safety and Hygiene protocols in school with support from SAC Members and Heal & Safety Officer
- ❖ Overseeing DIIPCS Daily activities and quality of provisions for inclusion, equity, diversity and wellbeing in school
- ❖ Lead a school-wide cultural transformation
- ❖ Ensure achievement of inclusion, equity, diversity and wellbeing provisions
- ❖ To regularly liaise with the Inclusion Action Team and HOID to monitor and review the provisions in place

Role of the Head of Inclusion, Diversity, LSP, Equity and Wellbeing

- ❖ Develop an inclusion policy for school
- ❖ Overseeing the day-to-day operation of the school's inclusion policy
- ❖ Supporting the identification of students of determination
- ❖ Coordinating SEND provision, ensuring appropriate liaison with the various teachers who teach students of determination and be responsive to requests for advice from teachers
- ❖ Liaising with other providers, outside agencies, educational psychologists and external agencies
- ❖ Liaising with parents of students of determination to ensure that they are involved in their child's learning and are kept informed about the support their child is receiving
- ❖ Ensuring that the school keeps the records of all students of determination up to date

- ❖ Ensuring that students of determination have the same opportunities and access to learning as that of their peers
- ❖ Establishing the SEND in-service training requirements of the staff, and contributing as appropriate to their training
- ❖ Implement the revised and updated the Inclusion Policy
- ❖ Assist staff in identifying, assessing and planning for students' needs
- ❖ Reviewing student profiles and IEPs and ensure they are completed appropriately
- ❖ Support students' transition process through by following school protocols
- ❖ Evaluating the impact and effectiveness of interventions for students of determination
- ❖ Liaising with the school Principal and Senior Management team keeping them informed of current issues regarding provisions for students of determination
- ❖ Ensuring appropriate assessment tools and resources are used to identify and support students of determination
- ❖ advising on the deployment of the school's delegated budget and other resources to meet the needs of students of determination effectively
- ❖ Attend relevant training courses for your professional development
- ❖ Develop an action plan for inclusion, LSP and wellbeing and implement it across the school with support from school management, DIIPCS Team, SAC members and teachers.

Role of the Support Teacher

- ❖ Offering high quality and appropriate teaching support to all students receiving Learning Support (LS) including students of determination
- ❖ Working closely with the subject teachers and leaders
- ❖ Providing differentiated and individualized teaching during push in and pull out classes of students of determination
- ❖ Coordinating with subject teachers in completing, managing and reviewing the IEPs.
- ❖ Planning for ongoing assessment and identification of students of determination who makes less than expected progress in academic achievements.
- ❖ Monitoring and tracking the progress and development of students of determination.
- ❖ Working with the HOID and subject leaders in implementing differentiated strategies
- ❖ Follow advice provided by the HOID and subject leaders
- ❖ Use appropriate resources and strategies to support students of determination during push in and pull out classes
- ❖ Liaising with and supporting parents when needed and explaining them the progress of students of determination.
- ❖ Recording meetings and sharing relevant information with the HOID and/or Inclusion specialists or Section Counselors.

- ❖ Liaising on a regular basis with other Learning Support staff to ensure the smooth running of the department.
- ❖ Informing the HOID and/or Inclusion specialists or Section Counselors if they have a concern about any student of determination
- ❖ Working with parents for the benefit of their children, arranging regular meetings if required to discuss the progress, support required at home or implementing IEP at home for the better outcomes of students of determination

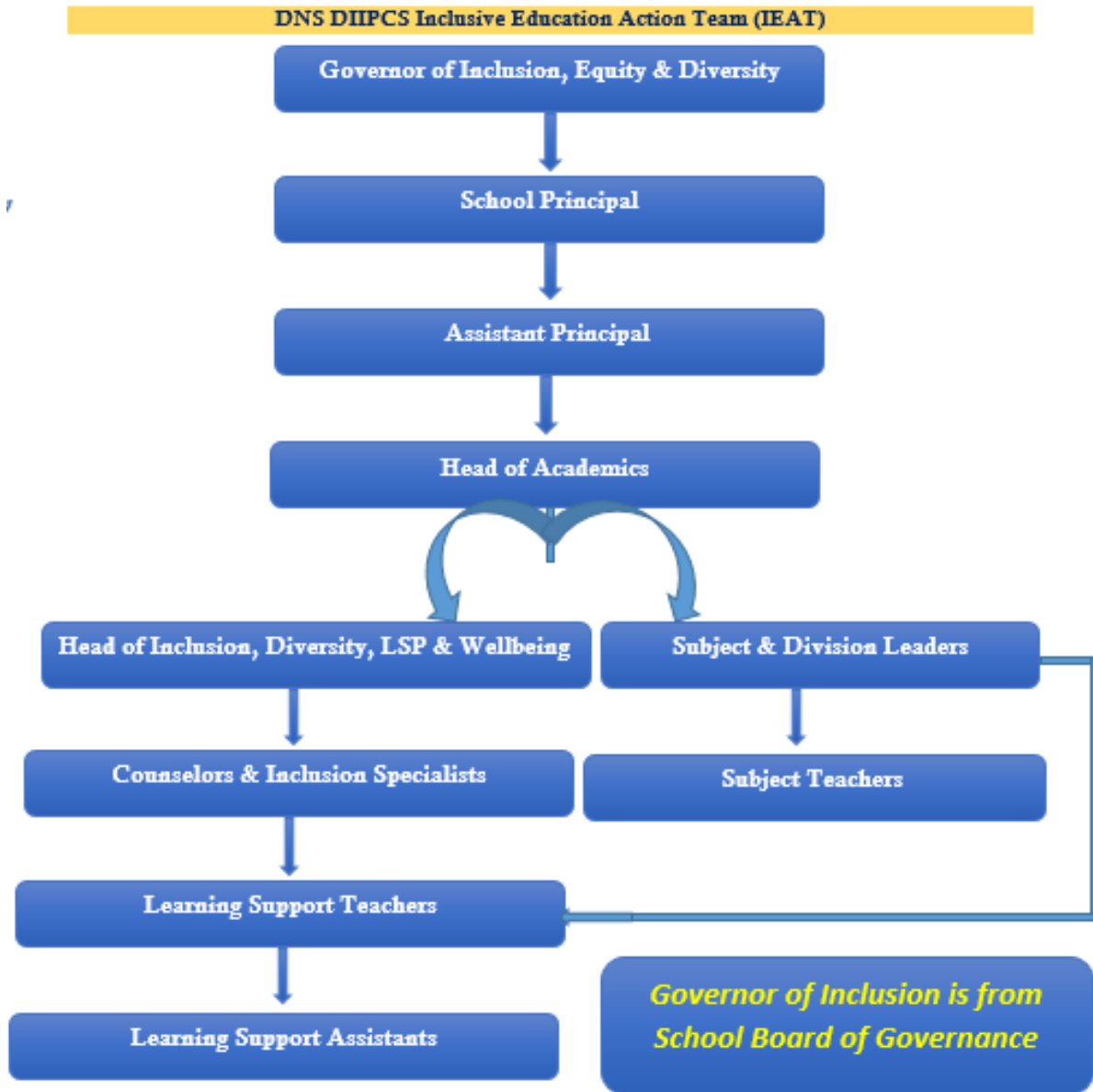
Role of Subject Teachers

- ❖ To prepare daily lessons based on differentiation in lesson content, instructions and worksheets
- ❖ Update your smart IEP targets of students of determination regularly in ISS IEP interventions file
- ❖ Use modified and graded worksheets and assessments for the students of determination
- ❖ Apply all the necessary accommodations and content reduction guidelines shared by the DIIPCS team
- ❖ Share your students observations and feedbacks with counselors or inclusion specialists working in your sections
- ❖ Apply CAT4, MAP and Internal Assessment Data of students of determination for planning your lessons
- ❖ Track progress of students of determination regularly based on their achievements in your classes
- ❖ Provide differentiated homework assignments for students of determination
- ❖ Use buddy support for students of determination inside classes
- ❖ Provide students of determination step by step instructions rather than too many instructions together
- ❖ Apply modified teaching learning resources for the students of determination
- ❖ Always attend the IEP or BIP or Progress discussion meetings of students of determination with your subject leaders or HOID or Supervisor and other stakeholders
- ❖ Coordinate and collaborate all support services for the students of determination with DIIPCS team or HOID.

Role of Learning Support Assistant (LSA)

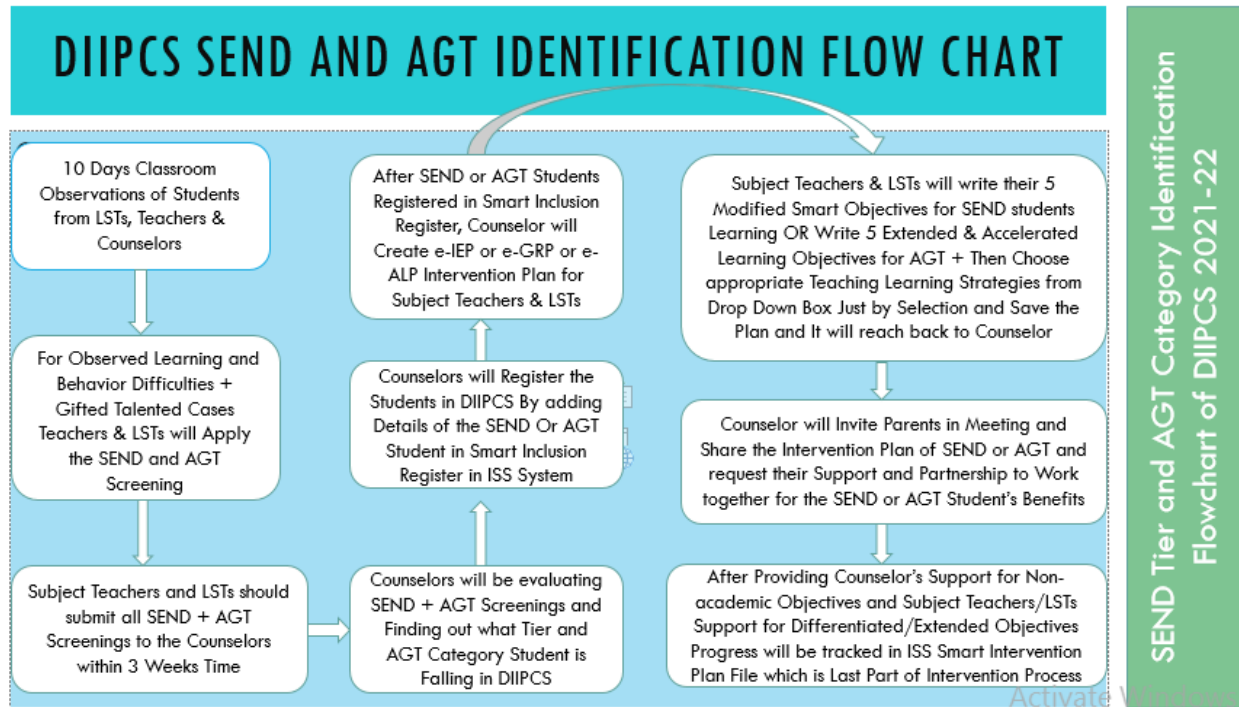
- ❖ Improving the quality of support for students of determination
- ❖ Participating in targeted training, mentoring and monitoring
- ❖ Working in partnership with classroom teachers, counselors, parents & supervisors
- ❖ Ensuring that students of determination are successfully included in the classroom environment alongside their peers
- ❖ Facilitating the process of modification and implementation of the IEPs or BIPs of students of determination inside and outside classes in school

- ❖ Following regularly with the learning support teachers or remedial teachers of student of determination, and wherever needed do more practices with the student of determination on IEPs or BIP targets
- ❖ Participate in DIIPCS CPDs and important meetings to discuss the progress of students of determination.



DNS DIIPCS Identification Process of students of determination

Flow Chart for the Identification of Students of Determination and AGT



Levels of Inclusion Support across Phases at Dubai National School- Al Barsha

Tier-1: Focus Students – Standards Based Instructions

Definition

Students who are performing mildly or slightly below grade level expectations and require some level of differentiation or accommodation for academic, behavioral or social/emotional areas of development.

Description of Support

A *Focus Report* is devised for each tier 1 student which embodies the key challenges student experiences, the recommended general and specific strategies and/or accommodation to address those challenges, and the parental involvement. This Focus Report is prepared by the subject' teachers in cooperation with the division leader and counselor. At the end of each term, focus reports are reviewed and parents are informed of any changes. At the end of the academic year and upon the review meeting of the support team, decisions are taken whether to exit or continue with this particular level of support. In case of continuity, the focus report will be communicated to the student's next year teacher.

Tier-2: Learning Support Students – Targeted Interventions

Definition

Students whom Tier-1 support has not been enough and they are still behind the grade level expectations. They are still in need of additional concentrated support from a learning support teacher due to academic challenges or skills deficits or borderline learning outcomes.

Description of Support

A *Learning Support Report* is devised for each tier-2 student which embodies the areas of challenges a student is experiencing, the learning goals, the recommended general and specific strategies and/or accommodation to address those challenges, and parental involvement. This Learning Support Report is prepared by the division leader in cooperation with the subjects' teachers/leaders and counselor. Learning Support Reports are devised for students who are not formally diagnosed as SEND who requires group remediation plans (GRPs). Support is provided in the form of push-in support in the class and pull-out small group sessions. At the end of each term, Learning Support Reports are reviewed and parents are informed of any changes. At the end of the academic year and upon the review meeting of the support team, decisions are taken whether to exit or continue with this particular level of support or to refer students for formal diagnosis. In case of continuity, the focus report will be communicated to the student's next year teacher.

Tier - 3: Formally Diagnosed Students of Determination – Intensive Interventions

Definition

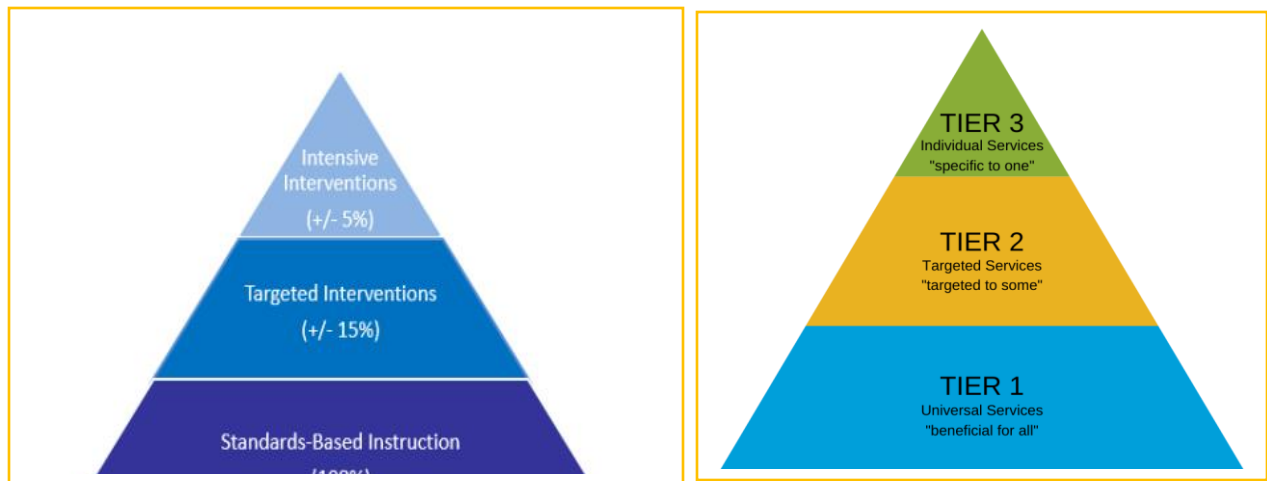
Students whom Tier-2 support has not been enough and they are still behind grade level expectations. The School Support Team recommends that parents seek a formal assessment from internal and external professionals to better identify the nature of the student's learning differences and additional needs. When external report indicates that the presence of learning difficulties are there then the DIIPCS professional creates an IEP plan for the student of determination and share with subject and learning support teachers through ISS and follow with them to update their goals and implement the IEP plan in the classes. Required accommodations are prescribed by the HOID based on the specific needs of students of determination.

Description of Support

Once the external psycho-educational assessment and diagnostic report is received from parents of the students of determination then DIIPCS professional arranges a meeting with parents, teachers, LSTs, counselor, inclusion specialist, supervisor, HOID and external assessor to discuss the report and suggested accommodations for the students total inclusion and success in school. After successful IEP meeting an *Individual Educational Plan (IEP)* is created by counselor or inclusion specialist in school ISS DIIPCS Module to share it with the teachers to write their differentiated and modified learning goals. These modified goals for IEP interventions are agreed by the IEP team of

the student. The differentiated strategies and specific accommodations allotted are implemented by all responsible stakeholders. A follow up meeting is scheduled periodically to review the student's progress or to make the necessary changes to the IEP. All possible types of support services are arranged for the student in school to meet his/her needs. Both academic and non-academic progress of the students of determination is tracked after completing the prescribed interventions. Progress report cards are shared and discussed with the parents term by term and annually.

Diagram of Tiered Support



Other Ways of Tier-3 Students of Determination Identification in School

1. **New Inclusive Admission Cases:** Upon admission, parents are requested to fill in a form upon registration where they are asked to declare any specific needs their child may have; parents are requested to provide the child's psycho-educational assessment report if they have anyone or previous years' report cards or both reports. The admission team reviews all enclosed documents and the scores obtained in the admission tests.
2. **Existing Students:** Existing student whose academic performance is significantly behind their classmates, or whose physical disability is a barrier to learning process are identified by their teachers and are reported to division leader then send as an internal referral to inclusion specialist or counselor. This is done across all phases at school. Cat-4 data analyses are used to identify students with special educational needs especially those having cognitive impairments.
3. **School Informal Assessments and Screenings:** The HOID, Inclusion specialists and counselors conducts a review of the student's current academic performance, history of special needs, medical history, or in the area of concern. This is done through a video-conference with parents and student, observation of the student, and analysis of the student performance (attention, behavior, work completion, tests, class work,

homework) in coordination with the class teachers and Division Leader, through a proper checklist to be completed. The Tier Identification Screening for SEND, DIIPCS AGT screening and SLCN Screenings are used by the DIIPCS professionals to identify the students' needs.

4. **School Formal Assessments:** The HOID conducts the appropriate formal assessments using various international tests based on the students' needs like ADOS-II, ISAA, DTLT, Trail and Error Working Memory Test, Specific Learning Disability Assessment Battery, CARS, VSMS, DST, Vanderbilt ADHD Scales etc. The internal and external psycho-educational assessment reports are discussed with all the stakeholders for better understanding and implementation of evidence based interventions and differentiated strategies.
5. **External Assessments from Specialists:** If the information from the school assessments of an individual student leads to the conclusion that the student may have special educational needs, the student may be referred to an a government medical center/hospital or private therapy centers approved by KHDA or MOE that would provide the school with the appropriate Psycho-educational Diagnostic Assessment Report which defines the case, weaknesses, strengths and recommendations for school staff.
6. Other identification procedures include speech delay identification which is held by external consultant speech therapists visiting school for the children reported with speech delay after obtaining their parents' consent. Those diagnosed officially as having speech delay receive weekly speech therapy sessions from external professionals.
7. All information is then reviewed including class work, assessments, observations and interview notes to determine eligibility of student to receive special education support services.

School's Commitment for the Elimination of Discrimination and Promotion of Inclusion

- The school is committed to encouraging inclusion, equality, equity and diversity among its staff. It is equally committed to eliminating unlawful discrimination in all aspects of workplace relations beginning at recruitment to support service in organizations.
- The school, in its provision of educational services and facilities, is also committed against unlawful discrimination of its students, parents, staff and wider public.
- The school is fully supportive of the terms of the UAE Federal Law No 2 of 2015 against Discrimination and Hatred.

End of Policy