




*Gulf Indian High School, Dubai*



## **GULF INDIAN HIGH SCHOOL- INCLUSION POLICY (2023-2024)**

Approved & Adopted on	03.04.2023	To be reviewed	Annually
Reviewed by	Governing Body	Signed	

## **INTRODUCTION**

Gulf Indian high school (GIHS) is a CBSE curriculum school providing equal opportunities for all our students. As an inclusive school, we take responsibility to ensure students with a range of learning needs are able to progress and learn, when provided with high quality teaching and support, in a safe environment. This policy will be evaluated and further developed as necessary or on annual basis.

## **LEGISLATIVE CONTEXT**

The policy is written with reference to the DSIB inspection frame work, Dubai Inclusive Education Policy Framework (2017) and UAE Federal law No.(29), 2006 & Law No.(2) 2014. According to the law, Dubai is determined to become fully inclusive by 2020. The 'My community....a city for everyone initiative makes this commitment clear and is supported. It is expected that each school in Dubai will promote a highly inclusive ethos, the outcome of which will be evident in the values, culture and achievements of each school community.

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive, this is evident through student engagement and participation in an education program within a common learning environment with the benefit of targeted support which enable reduction and removal of barriers that may lead to exclusion.

## **AIM AND OBJECTIVES**

- Our vision for the School is firmly rooted in excellence for all, and thus, Gulf Indian High School provides an inclusive learning environment, with our provisions meeting the individual needs of Students Of Determination (SOD) And, More Able Gifted & Talented.
- We will ensure that the Personal Learning and development Program will be used to raise awareness of students of determination so that all students have a clear understanding of the differing needs of members of their school community.
- We will ensure the students develop resilience, self- belief, and skills they require to reach their potential.

- We will ensure that all students will have access to a broad and balanced curriculum, which is differentiated to make it appropriate, effective, and engaging for each individual's needs and abilities.
- The provision for meeting the needs of SOD will, as far as is practicable, be delivered in the mainstream environment through different teaching and learning styles, plus tailored support including additional staff, in line with best practice.
- We will work in partnership with the students, parents, caregivers, and other external professional agencies to provide for the student's individual needs.
- The Governing Body and staff of the school will endeavor to ensure that all students enjoy a broad, balanced and relevant curriculum, which will be personalized to meet individual needs.
- All staff will have ongoing training and development to support them in teaching students with these specific needs as part of their normal classroom planning and practice.
- While the core approach will be to provide such support in mainstream classes, there may be occasions where individuals need specific help away from class.
- Individual needs will determine the approach used for teaching.
- Equally, staff will ensure that all these processes are handled in ways that avoid labelling and stereotyping.

### **ADMISSION**

At GIHS we offer an inclusive education system with support for Students Of Determination, as per Dubai Law no.2 (2014) pertaining to the protection of the rights of person with disability. During the Admission process information provided by parents, previous school or nursery will be collated and reviewed by admission team. If necessary, parents may be invited to discuss the application at interview. The outcome of the interview will determine whether GIHS is the best place for the student's education, based on which a place will be offered. A full-fledged special education program is offered with active participation from the parents as outlined in the school's SOD Handbook. The SOD Handbook has been uploaded on the official website of the school([www.gihsdubai.com](http://www.gihsdubai.com)). Students identified as More Able, Gifted and Talented are also given suitable provision. The school welcomes applications for admission from sibling of Students Of Determination.

## **SCHOOL GOVERNING BODY:**

PATRON  
 DIRECTOR  
 PRINCIPAL  
 VICE PRINCIPAL  
 INCLUSION GOVERNOR  
 EDUCATIONAL EXPERT  
 PARENT REP.  
 COMMUNITY REP.

- In partnership with the Principal, the Governors have responsibility for deciding the school's policy and approach to meet the needs of Students Of Determination.
- Ensuring, through the Performance Development process, that the Principal sets objectives and priorities in the School Development Plan, which includes provision for SOD and, More Able, G&T.
- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing
- Reporting annually to parents on the school's policy through the website

## **ROLE OF THE INCLUSION GOVERNER**

- ❖ Making sure that the Governing Body is aware of SOD, More Able G&T issues, and ensure the School has the necessary resources to support all students including the Students Of Determination.
- ❖ If a situation arises where a parent or caregiver has a complaint about the provision for SOD, the inclusion Governor will be involved in ensuring the grievance procedure is followed in order to resolve the parent or caregiver concern.

- ❖ Monitoring the functioning of the operational team.

### **SYSTEMS OF SUPPORT FOR INCLUSIVE EDUCATION**

The provision of a high quality strategic and operational support is essential for the development of a fully inclusive system of education. This refers to the implementation of practices, policies and procedures which the education providers must ensure in order to establish a fully inclusive educational experiences for Students of determination.

#### **INCLUSIVE SUPPORT TEAM**

##### **STRATEGIC TEAM**

- Principal
- Inclusion champion
- Governor for Inclusive Education

##### **OPERATIONAL TEAM**

- Head of Inclusion.
- Leader of inclusion
- Subject coordinators
- Support teachers
- LSA Rep.
- Teacher Rep.
- Parent Rep.
- Student Rep.

### **ROLE OF STRATEGIC TEAM**

- ✓ Ensures that provisions of SOD are an integral part of the School Development Plan and the school's self-evaluation process.

- ✓ Provides best provision for all Students of Determination and More Able G&T
- ✓ To provide information about provisions for SOD and More Able G&T to Head of the department's and to all teachers to coordinate with SOD Dep.
- ✓ Ensures that all staff members in school are aware of **Dubai Inclusive Education Policy Framework**.
- ✓ To Make sure that the parents are notified about the inclusive practices and provisions planned for their child.
- ✓ Ensures inclusion of SOD during extracurricular and curricular activities, also ensures equal participation and access to resources and all facilities as all the other children.
- ✓ Provide facilities for training programs for teachers and professionals helping SOD for an updated professional competency.

### **ROLE OF OPERATIONAL TEAM**

- ✓ Collaborate with the strategic team on the matters of provisions and interventions for SOD.
- ✓ Overseeing day to day operation of school special education program.
- ✓ Co-ordinating with staff to generate an inclusive system of education for students of determination.
- ✓ Managing, implementing, monitoring, evaluating, and reporting day to day work.
- ✓ Maintaining confidentiality of student records and student information.

### **ROLE OF HEAD OF INCLUSION**

The role of Head of Inclusion is to support and promote an inclusive culture throughout the school, enabling all students to achieve their best, overcoming barriers to learning and participation. It entails ensuring effective, individualized provision for students with special needs and liaising with colleagues, parents and outside agencies.

- To lead the inclusion team as a whole.
- To take the lead on safeguarding across the school .
- To support staff in understanding the learning needs of students with specific needs and the importance of raising their achievement through disseminating the most effective teaching approaches.
- To support and monitor (including performance management) the work of the inclusion team.
- To liaise with other agencies including the school health service, support service. Etc.

- To ensure inclusive practices and equal opportunity for all across the school.

### **ROLE OF LEADER OF INCLUSION ( SENCO)**

Leader of Inclusion plays a key role in determining the operational development of the SOD policy and provision in the school in order to raise the achievement of SOD. The leader of inclusion, with the support of the teacher and support staff, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement.

### **MAJOR JOB RESPONSIBILITIES**

- Disseminating information and raising awareness of challenges and issues faced by the SOD throughout the school.
- Identification and evaluation of needs of SOD.
- Overseeing the day-to-day operation of the school's SOD Handbook
- Managing and developing the roles of support teachers, teachers & LSA's, through training and Performance development programs.
- Schedule class observation and appropriate feedback to be given to the teacher and reported to strategic team.
- To plan an effective curriculum based on individual needs recommended through Individual Education Plan (IEP) /Individual learning plan (ILP)& ALP ( advanced learning plan). A plan with measurable, realistic and attainable, time related targets will be framed and implemented through IEP/ILP/ALP
- Maintain records and files of IEP/ILP/BIP/RTI/ ALP
- Liaising with and advising fellow teachers in co-coordinating Individual Education Plan.
- Overseeing the records of SOD and More Able G&T
- Liaising with parents of SOD and More Able G&T

- To educate about procedures for identification, evaluation, management & Strategies for support extended for the SOD to all professionals who deal with them. Develop resources and inventories to develop and implement the same.
- Collaborate with the curriculum coordinators so that the learning of all students is given equal priority and available resources are used to maximum effect.
- Coordinates assessment modification and curriculum modification/adaptation as and when required.
- Coordinates with teachers and subject heads for question paper modification to meet starting point or current level of the child as needed.
- Prepare a master and weekly timetable for class monitoring, individual and group remedial sessions and to keep students, parents, teachers, and supervisors informed in advance to support the program effectively.
- Monitoring, evaluating, and reporting on the provision for SOD to the strategic team and other designated responsible person such as phase supervisors and heads of the departments.
- Referrals to other support services for medical or educational need of the students.
- Liaising with external agencies and allied health professionals to support students who need special intervention.

### **ROLE OF SUPPORT TEACHER:**

The support teacher demonstrates a high level of skill and ability in applying inclusive approaches within the teaching practices. To help the class teacher meet the learning needs of diverse student population.

- Observation of teaching and learning
- Collaborative review of student data
- Co-planning to develop strategies to meet the learning needs of both students and teachers.
- Regularly monitor, evaluate & support improvements in Teaching practices.

### **THE ROLE OF CLASS TEACHER:**

Class Teacher is expected to ensure early identification of children with behavioural & academic difficulties and liaise with SOD Dept. Class teacher should include SOD in the classroom and provide an appropriately differentiated curriculum. They can draw on the Leader of Inclusion for advice on



assessment and strategies to support Inclusion, making themselves aware of this policy and procedures for identification, monitoring and supporting SOD and giving feedback to parents.

**Major Job Responsibilities:**

- Providing a safe, welcoming and motivating environment for learning.
- Assessing evaluating and reporting on student's progress.
- Teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes taking remedial sessions, reviewing IEP, ILP, ALP, Progress Monitoring Chart. To set high expectations for all students.
- Maintain and updating SOD, More Able G&T class files.
- To provide Quality First Teaching by planning differentiated lessons for SOD which address their areas of difficulty by providing efficient support and challenge.
- To report any concerns or queries to the inclusion dept. immediately.
- To plan for appropriate use of support teacher.
- To communicate effectively with the Inclusion Support team.

**THE ROLE OF SUBJECT TEACHERS:**

Teachers should demonstrate awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support education for different stages of development. Implements strategies, accommodations and modifications to the general education setting that may be necessary to meet the needs of SOD

**Major Job Responsibilities:**

- All Teaching staff needs to be aware of the school's inclusion policy and the procedures for identifying, assessing and making provisions for SOD.
- Teachers remain responsible for working with SOD on a day-to-day basis.
- Teachers are fully involved in providing high quality teaching, differentiated for individual student. This includes taking remedial classes, reviewing IEP, ILP, ALP Progress Monitoring Chart and improving their understanding of strategies to identify and support SOD, More Able G&T.
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provisions.

- Teachers liaise regularly on planning, assessment and progress in order to contribute effectively to the graduated response (assess, plan, do, review) Targets arising from Individual Educational Plans (IEPs) meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- Implements strategies, accommodations and modifications to the general education setting that may be necessary to meet the needs of SOD, More Able, G&T.

### **THE ROLE OF LSA**

LSAs/Learning Support Assistants work in association with class teachers to ensure the class room is fully inclusive, they are involved in assessment process, record keeping, lesson planning, and resource development. LSA should facilitate SOD's engagement and participation, provide meaningful learning opportunities.

**As a team, LSA's contributions to the SOD Department will be the following,**

- To provide individual support to specific students.
- Promote access to support the students outside the classroom (Remedial).
- To liaise, advise and consult with other members of the team supporting the student/s.
- In conjunction with the class teacher and/or other professionals to develop a system of recording the students' progress.
- To bridge the students learning gap without creating dependency.
- To contribute to the maintenance of students' progress records.
- To participate in the support program.
- To contribute to reviews of students' progress, as appropriate.
- To attend relevant in-service training.

## Categories of disability and barriers to learning

The following framework is based upon the UAE unified categorisation of disability. It provides schools with an important structure to support the identification of students of determination.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	<ol style="list-style-type: none"> <li>1. Intellectual disability (<sup>1</sup>including Intellectual disability - unspecified)</li> <li>2. Specific learning disorders</li> <li>3. Multiple disabilities</li> <li>4. Developmental delay (younger than five years of age)</li> </ol>
Communication and interaction	<ol style="list-style-type: none"> <li>5. Communication disorders</li> <li>6. Autism spectrum disorders</li> </ol>
Social, emotional and mental health	<ol style="list-style-type: none"> <li>7. Attention Deficit Hyper Activity disorder</li> <li>8. Psycho - emotional disorders.</li> </ol>
Physical, sensory and medical	<ol style="list-style-type: none"> <li>9. Sensory impairment</li> <li>10. Deaf-blind disability</li> <li>11. Physical disability</li> <li>12. <sup>2</sup>Chronic or acute medical conditions</li> </ol>

### **IDENTIFICATION , INTERVENTION & SUPPORT.**

GIHS provides for SOD by following Response to Intervention program. The Three Tier provision for SOD takes into account, quality inclusive teaching for all students in the class.

All students identified as experiencing SEND, who needs special learning support, counseling support, personalization of learning and assessment strategies in the mainstream class room. Specific intervention plan are developed according to the suit the unique needs of each child.

### **IDENTIFICATION & ASSESSMENT**

- Teacher's observation
- SENCO observation
- Cat4, Asset& exam analysis
- Informal and formal assessments ( SNAP)
- Informal checklist
- External evaluation report

Mainly we are proving three level of intervention plan.

Level 1 support: **high quality inclusive teaching** that takes into account the learning needs of the children in the classroom. It includes providing differentiated work, creating inclusive learning environment, ILP BIP etc.

Level 2 support: **Additional and time limited interventions** provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectation. This is usually personal support/ curriculum modification. It includes ILP. IEP remedial teaching etc.

Level 3 support: Targeted provision for minority of children where it is necessary to provide **highly tailored intervention** to accelerate progress or enable children to achieve their potential. It includes one to one support. LSA support, remedial one to one specialist approaches, adding additional language, subjects, exemptions, IEP, ILP etc.

Provisions to meet the Individual needs of SOD.

- Learning Support Assistants
- Differentiated activities in lesson.
- IEP/ ILP& BIP.
- Curriculum Adaptation/ modification.
- Peer support.
- Withdrawal / remedial sessions.
- Access to ICT to assist learning.
- Extra time and scribe in exam.
- Language Exemption/ access to vocational courses.

## **MORE ABLE, 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.
- 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.
- **More Able Students** are defined as those who have abilities in one or more subjects in the statutory school curriculum, other than art and design, music and sports. They have the capacity for or demonstrate high level of performance in an academic area. This also includes students who display outstanding leadership and or social skills.

## **IDENTIFICATION OF THE MORE ABLE, GIFTED AND TALENTED**

The identification of the Gifted and Talented students is a process in which the whole teaching and support staff is involved, along with parents, care givers, and the students themselves.

Identification is based on ability not on achievement. Some students can underachieve for various reasons such as peer pressure, behavior problems, special educational needs or reluctance to learning. All staff members are required to be aware of this and look for hidden Talents. Both qualitative and quantitative information can be used for identification purposes.

### **Identification is usually made by**

- Teacher nomination
- Test results/teacher assessments
- Students work
- Information from Parents
- Peer/self-nomination
- Information provided by external agencies (e.g. sports organizations, music tutors, etc)
- Screening Checklists

### **Assessment methods**

- Teacher observation
- GL assessment
- ASSET
- CAT4

### **Teaching and learning support for More Able, G&T**

The identification of students with special gifts and talents is not viewed as an isolated activity. It is the essential first stage on the continuum of providing appropriate and Advanced learning programs. The following are key aspects of how our education programs are personalized for More Able, Gifts and Talent students.

- **Differentiation** - An effectively differentiated curriculum meets the needs of students with a range of learning styles and ability levels. A differentiated curriculum is essential for gifted and talented learners whose full potential is unlikely to develop without special educational provisions.
- **Pace** - It is likely that More Able, Gifted and Talented students will learn at a faster pace. They may understand new concepts more easily and with fewer repetitions. Consequently, teachers will need to provide appropriate challenge to sustain the students' attention and desire to learn.
- **Assessment** - Assessment is an important, ongoing diagnostic tool for matching curriculum delivery to students' needs. Pre-assessment allows teachers to determine what students already know, so that a more challenging learning program can be provided.

- **Groupings** - More Able, Gifts and Talented students can benefit from flexible grouping within the classroom where they can work individually or with other gifted students.
- **Level of work** – More Able, Gifted and talented students generally understand concepts and ideas at a level which is above usual age-related expectations. There for the curriculum needs to be concept based and include complex, abstract ideas so that interests and abilities are challenged and extended.
- **Enrichment** - It is expected that the vast majority of gifted and talented learners will be taught in mainstream classes as part of a differentiated curriculum. Provisions for More Able, Gifted and Talented learners need to include opportunities for enrichment, extension and acceleration within and beyond the classroom

### **MONITORING, ACCOUNTABILITY AND EVALUATION**

The professional development program at GIHS supports the development of inclusive practices which is visible throughout the school. Inclusive education support team gives training, CPDs, monitors practice through learning walks, class observation and appraisal process.

**This policy should be read in conjunction with other GIHS policies such as**

- **SOD Hand book**
- **More Able, gifted, and Talented policy**
- **Admission Policy**