



THE
ALPHA
SCHOOL

INCLUSION POLICY

2020/2021

School Policy on Special Educational Needs & Disabilities

Vice-President and Prime Minister, His Highness Sheikh Mohammed bin Rashid Al Maktoum, in his capacity as Ruler of Dubai, has issued a law to protect the rights of people with disabilities in the Emirate of Dubai. This law supports Federal Law No. 29 of 2006 concerning the rights of people with special needs.

The law aims to implement the vision of Sheikh Mohammed bin Rashid, to make Dubai a role model in promoting the participation of people with disabilities, by providing them with all the services necessary to strengthen their position as an effective element of the society.

Philosophy, Vision and Mission for Special Education in the UAE according to MOE UAE is as follows:

Philosophy for Special Education

Each student is unique in his own way and needs to be provided with a safe, caring and stimulating environment to grow and mature emotionally, intellectually, physically and socially. Educators demonstrate a commitment to teach all students and provide them with a safe and supportive environment to develop to their maximum potential based on their individual strengths and challenges.

Vision for Special Education

To provide educational programmes and related services to students with special needs and gifts and talents in public and private schools in the UAE that reflect the best international standards and practices to prepare them to be productive members of society.

Mission for Special Education

Use all available resources to plan, implement, and monitor the provision of special education programs and related services to students with special needs and gifts and talents and ensure that they receive an Individual Education Program (IEP) based on their strengths and needs to enhance their social competence and enable them to maximise their contributions to their communities.

Philosophy of Inclusive Education

The provision of support and equal access to educational programs and services for students with special needs and gifts and talents are the priorities of the educational policy in the United Arab Emirates and reflect the philosophy of inclusive education. 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. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs. In many cases, the least restrictive environment is the regular education classroom, though not all the time. Here it must be noted, that

students may be eligible to receive special education programs and services and may receive those services and remain enrolled in the regular education classroom.

School Policy for the Provision of Special Education Needs & Disabilities

Joining hands with the vision, Vice-President and Prime Minister, His Highness Sheikh Mohammed bin Rashid Al Maktoum, along with MOE, KHDA and DSIB, The Alpha School has taken all the possible necessary action for being an Inclusive School. Our school plays a central role in the journey of a student with special educational needs. When performing well, in accordance with international expectations, this role begins with:

- A warm and sincere welcome, and continues with;
- The strongest possible commitment to the placement of the student at the heart of the process and journey that will support and achieve the greatest possible outcomes for him/her.
- An accurate and detailed assessment of the need.
- An individually tailored plan, and Individual Educational Plan (IEP), that maps out the targets.
- Regular feedback on progress made and subsequent adjustment to the level of expectations.
- Key, specific advice and guidance from advisors and professionals.
- Purposeful collaboration between the specialist teacher and the class teacher and other experts on how best to guarantee specific and appropriate outcomes for students as he/she enters each learning opportunity.
- Regular and constructive assessment of progress, living the commitment to the student as begins at the heart of the journey in terms of involvement, participation and communication.
- Modification of school's curriculum to enable the child to proceed in a manner that embodies the principles of life -long learning.
- Effective cross-phase cooperation that maximises the skills of the student in every subject and learning experience.
- The Alpha School will also monitor their progress

Admission and Registration

Criteria For Admission

- The criteria of the admission will be a special admission test. (SNAP/observations)
- Interviews (Child and Parent)
- Copy of assessment reports.
- Copy of IEP if any.
- Reports from Specialist Concerned/ Copy of Medical Reports if any.
- Reports from the previous school
- Parental Consent for SEN department/Internal agreement if the child needs a LSA

Registration

Schools must give priority access to the admission of Students of Determination who are siblings of students already on roll. (Advocating for Inclusive Education KHDA, pag.11).

The admission into all educational settings, including early years **will not** be conditional upon the submission of a medical diagnosis.

Once the school accept the student, in all cases, if a school makes the decision not to enroll or re-register a Student of Determination, the school must complete a Non-Admission Notification Form to be submitted to KHDA for monitoring and regulation purposes.

Students Needs Identification/Categories

Students can be identified during the admission process or the academic school year. The Alpha School categorises all referral cases into three broad headings:

Category: Diagnosed SEND

All students with medical and psycho-educational assessments are categorised into the first group. The reports may indicate learning difficulties, attention deficit disorder, pervasive developmental disorder or other developmental delays. This group receives all the extra support from school as detailed in this policy. Individualised Educational Plan (IEP) is developed for the student.

Category: “At Risk”

Students who have been observed to have special educational needs but have not been diagnosed by any external professional agency are registered as ‘At Risk’. This group may receive certain support from the school in terms of in-class help and accommodations.

Category: Others

All referred cases that are either being observed or being counseled on a regular basis by the counselor for various reasons are registered under ‘Others’.

Identification Process

Step 1: The teacher/ subject teacher initiates a referral in consultation with the student's respective teachers or the parent makes a referral.

Step 2: The case is then initially discussed through TAC meetings.

Step 3: The teacher then fills the referral form which is countersigned by the Primary Head with their comments.

Step 4: The SENDCo then assesses the student through various need-based in-formal assessments, observations & individual sessions.

Step 5: Following the informal assessment by the SENDCo the children who are 'At Risk' will be assessed by a formal tool SNAP for confirmation.

Step 6: Following the results of SNAP. Parents are called for a meeting to discuss the plan of intervention. In some cases, referrals, may be made for further Medical/Educational assessment by a licensed professional.

Step 7: Based on the psycho-educational report an Individual Education Plan is drafted. The goals will be set in consult with Parent, Teacher SENDCo and if any other professional involved with the case.

Step 8: The concerned teachers & leadership team is updated periodically with necessary information regarding the student.

SENDCo and staff concerned with the student maintain confidentiality almost always.

Details of Support Services Provided:

Accommodations and Concessions for students with Special Educational Needs (NEED BASED)

Accommodations allowed in class and during exams	Concessions allowed in subjects taken if required
Alternative seating	Modified paper in English
Emphasis on classroom and extra-curricular activities	Modified paper in Mathematics
Read out questions during exams	Modified paper in Science
Special examination seating in alternative room	Modified paper in Arabic
25% extra time (if paper not modified)	Individual Intervention Sessions
Special worksheets in class	

Partial verbal assessment in languages & selected subjects	
More weight age for practical work	
LSA facility permitted	

Levels Support (Service Support)

Level 1: General service of support

Level 1 is the main support service required by the large majority of Students of Determination. These students often experience low-level barriers to learning and benefit sufficiently from differentiated teaching and general support provided within the classroom. Examples may include adapted learning activities and teaching strategies, environmental alterations, the use of specific resources to promote understanding or independence or the use of particular support plans.

Level 2: Targeted service of support

Level 2 is provided in addition to level 1. It focuses upon supporting students who are achieving below age-related expectations within the curriculum, as a result of an identified difficulty, condition or disorder. Level 2 support often involves students participating in small group support sessions that target improvements in particular aspects, such as numeracy or literacy, for example. For students accessing level 2 support, the school may provide an Individual Education Plan (IEP) if they feel this is beneficial for the student.

Level 3: Individualised service of support

Level 3 is provided to students who experience the most significant barriers to learning. This level of support involves implementing personalised education programmes that are different from those provided to almost all other students within the school, such as receiving high levels of support from a Learning Support Assistant, for example. For students accessing level 3 support, the school must provide an Individual Education Plan (IEP)

Online Learners: students have one to one or group session with the SENCO/support teacher. Accommodations/modifications are implemented for those students as well by the class teacher. IEP should be in place.

Individual Education Plan:

Is a document that spells out what special education the child will receive. It includes the baseline achievement of the child, the target for the specific period, the means to achieve it and a review of the process at the end of the period. The IEP is developed by the SENDCo and class teachers (including in some cases the Arabic staff or specialist teachers). The SENDCo guides and supports in setting goals, monitoring the progress and recording. The goals are set and practiced by the Teachers, Parents and in consultation with any Specialist Professionals involved.

Progress Monitoring and Tracking

- IEP Reviews: IEP targets are reviewed every six weeks.
- Assessments: CAT4/GL/SNAP/Internal school data/ informal observations
- samples of work
- Learning reports: based on the IEP targets.
- Teacher 's reviews

Parent Support Group

Parents of students on the Diagnosed & 'At Risk' are invited for meetings when required or needed where they are trained on developing essential life skills, scholastic aptitudes and skills in their children.

Training & Resources:

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, the teachers and members of the SEN Department are trained. Specific Budget is allocated annually to invest on resources and CPD sessions for teachers and members of the SEN Department.

At the Alpha school, the specific resources are the following:

Human resources:

The leader of provision for Students of Determination /SEN teacher/ LSA and counsellor

Physical resources:

SNAP (learning difficulties & Behaviour)/GL assessments/ internal assessments/ IEP/ 1 room or learning support space.

Inclusion Support Team

Internal Parties
Inclusion Governor:
Leader Inclusion Team: Principal
Leader of Provision for Students of Determination: SENCO
Support Teachers
Class Teachers
School Counselor
LSA
EAL/Class Teachers

Criteria for Exiting the SEND Register

If it is felt that the child is making progress which is sustainable then they may be taken off the SEN register. If this is the case then the views of the SENDCo, Teacher, SLT, student, Parents and that of any other professionals involved with the child need to be taken into account. If it is agreed by all to take the student off the SEN register then all records will be kept until the student leaves the school (and passed on to the next setting with parent consent). The student will be continued to be monitored through the school's monitoring procedures. If it is felt that the student requires additional assistance then support may be provided based on the student's need.

CRITERIA FOR EVALUATING THE INCLUSION POLICY

- The level of awareness of parents regarding the provision of support for their children.
- The student progress (IEP)
- Any external evaluation or inspection.
- Completion of IEP targets.
- The policy should be reviewed minimum once a year. (Inclusion Governor, Principal, SLT, SENCO).

Updated by SENCO

Last update Date: 27 May 2021, 8 June 2021

Next review date: January 2022

Reviewed and approved by:

References

- Advocating for Inclusive Education, KHDA Publication (23 March 2021).
 - Schol-Home Provision - A collaborative approach to distance learning for students of determination. (21-May-2020)
 - The Dubai inclusive education policy framework, KHDA Publication (22 November 2017).
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Signed.....Date.....

School Principal

Signed.....Date.....

Chair of Governors