



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



Inclusion Policy 2022-2023

Reviewed By:	Ms. Fazilath B Shariff
Approved By:	Mr. Abdul Nazar Vice Principal (AN)
Date of review:	28-03-2022
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Department of Empowerment to Inclusion and Wellbeing

INCLUSION POLICY

Introduction

At NIMS – DUBAI, we will provide a range of support services to guide our students through any challenges they may face, helping them achieve a happy and successful school experience, from an academic perspective as well as for mental and physical wellbeing.

Rationale

As per the requirements of KHDA, NIMS Dubai will:

Be an inclusive school community that welcomes children with a range of special needs;

Ensure that every student has access to an equal, appropriate, meaningful, and engaging curriculum;

Make sure every student make as much progress as is reasonably possible by them.

Legislation

Our procedures and policies are in line with the guidance provided by KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016) and subsequent updates, Dubai Inclusive Education Policy (2017), Implementing Inclusive Education: A Guide for Schools (2019), Directives and Guidelines for Inclusive Education: A Handbook for Schools (2019).

This policy ensures compliance with UAE Federal Law. 29 (2006) concerning the Rights of People with Special Needs and UAE Federal Law 2 (2015) against Discrimination and Hatred.

Roles and Responsibilities

School Principal / Vice Principals

Supporting and leading all aspects of the inclusion team including:

Effectively communicate a vision of inclusion, ensuring the engagement of the school community

Conduct reviews of current practice and identify areas for improvement

Monitor and review to track progress and inform strategic plans



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Recruitment and induction of appropriate teaching staff and ensure inclusive practices are a priority for all

Governor of Inclusion

Provides systematic support for the development of our inclusive school

Head of Inclusion

A key advocate for the inclusion of students of determination.

Roles include-

Model inclusive practice

Provides motivation and support for all staff for improvement over time

Share expertise and works collaboratively with teachers and other specialists

Provide advice and guidance to teachers and parents

Implement evidence-based programmes of intervention

Ensuring the school is sufficiently well resourced to meet the needs of all learners

Set strategic direction through a clearly stated inclusive vision and ethos

SENCO

Special education teachers in inclusive classrooms are to conduct regular assessments to determine whether students are achieving academic goals.

To be a role model, coach and professional mentor to all teachers.

To spend no less than 60% of their time engaged in activities which directly influence the inclusive competence of the teacher.

To spend 25% of their time working directly with students individually or in small groups to implement interventions and accelerate learning. To assess, monitor and record the process of support with students who may require additional support.

To create, monitor, communicate and revise IEPs to all relevant stakeholders.

To take a lead role in fostering collaboration between specialist staff and promote differentiation through sharing of practices and resources.

Teaching Staff

To ensure inclusive practices through differentiation.

To be responsible for implementing accommodations and providing support to Students of Determination that are in line with their IEP.

To be responsible for ensuring students have access to their IAAs.

To be responsible for the learning, progress and outcomes of all the students in their class.

To be the first to identify a learning need and raise a concern.



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- To provide a safe and welcoming environment where students are motivated for learning.
- To deliver whole class, small group and individual instruction.
- To work collaboratively with the Inclusion Team and all other professionals working with Students of Determination.
- To be open to continuous self-development to enhance their inclusive teaching competencies.

Learning Support Assistant

- Provide specific support for individuals and small groups of children
- Train and mentor, all classroom assistants so they are able to support all learners

Parents

- To be responsible for disclosing all relevant information about their child during enrolment and at any point during the child's time at the school to ensure the most appropriate placement.
- To be responsible for attending any relevant Inclusion Team meetings.

Students

- They are also responsible for attending appointments made with the Inclusion Team.

Speech and Language Pathologist

- Speech and language therapist supports students with speech impairments that affect their ability to perform well in the classroom, social activities, and overall literacy levels.
- SLP works directly with Children, their families, and other education professionals to develop personalized strategies and provide guidance to support a child's individual needs.
- They also provide training to education professionals so they can identify the signs of speech, language and communication needs and support them appropriately.

Admission

NIMS school adheres to zero rejection policy in admission process of students with determination or other student categories like LA, MA, HA, Gifted and Talented etc. During admissions the school will conduct an 'assessment' of educational need' to develop appropriate provision on entry to school.

There will be a dialogue and meeting with the child and their family. We ask families to let us know of any medical or learning needs their child has and to allow the school access to reports



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from professionals and previous settings as appropriate. The function of this process is to inform the school's provision planning and enable the child to be enrolled in the school.

Children will be enrolled into the year group that corresponds to their age, except where they have already completed a program of study in another setting that is equivalent to a year group above or below the expected year group. In exceptional circumstances, the child's needs may be such that they could not be met in our school and/or the child's presence would significantly hinder the learning of other children. We work closely with families to determine the provision required and, should we conclude that we are not able to meet the child's needs at that time, will support the family in finding alternative provision.

We also recognize that some children are gifted and talented. We define this as being exceptionally able in a particular curriculum area or by working at an age level more than two years higher than the child's actual age. Provision for gifted and talented children includes a wider curriculum, leadership opportunities and enrichment activities as set by the class teacher and members of the inclusion team.

Screening and Identification

NIMS Dubai, DEIW protocol proceeds with identification and Screening of children with special needs with the "School –Wide Screening –Special Needs (SWS-SN). The "Behavioral Checklist for Screening Learning Disabilities" (BCSLD) is used where appropriate for identifying the children. The Teacher is required to rate the child according to his or her classroom observations which consistently reflects for last one month. From this school-wide screening it is possible to identify Gifted and talented students, students with visual, auditory and hearing impairments, students with difficulties in reading, writing and mathematics, with ADHD, Fine and Gross Motor skills and many others. The other tests used are the VSMS, ISAA, SDQ, ELORS.

Comprehensive Assessment

The school works in partnership with the SEED Special Education Center - a CDA registered organization - that provides specialist one-to-one therapy for children who have significant, complex needs that cannot be fully met in a mainstream classroom.



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Differentiated Instruction

Differentiated Instruction involves responding effectively to the differences that exist among learners in the classroom. Differentiated instruction is considered as one of the essential means to effective education for all students including those with disabilities.

We will:

- Offer students options to choose from in assignments or lesson plans.
- Provide multiple texts and types of learning materials.
- Utilize a variety of personalized learning methods and student assessments.
- Customize teaching to suit multiple forms of intelligence.

In-Class Support

In-class support is technique that provides powerful instructional model which supports both teachers and impacts all students through a shared partnership. Students with disabilities become an integrated member of the class without the distraction and leaving the classroom for parallel services. All students benefit from the wide range of instructional opportunities that a classroom with two adults can provide.

New Indian Model School provides a continuum of inclusive instructional models for students with disabilities to give support in the general education classroom. The instructional models utilize a variety of service providers which include general and special education teachers, as well as, special education paraprofessionals.

Learning Support Assistants

Provision of shadow teachers is one of the various supports available to students with additional needs. The need for one will be evaluated by the SEN department based on severity and extent of support required. Selecting an appropriate learning support assistant is a collaborative process. The parent may source the shadow teacher and the school may assist in the process of determining suitability with respect to the needs of the child.

Once recruited a learning support assistant will function as a staff member of the school.

All learning support assistants have formal school contracts.

Parents pay the stipulated charges for the shadow teacher along with the fees for their child.



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1. Learning support assistants should be a graduate, preferable related to child development
2. Learning support assistants will be trained by the assigned special educator in understanding the child's needs, behavior management, classroom adaptations and modification.
3. There will be a probationary period of one month, during which the services will be evaluated for suitability for the role.
4. Learning support assistants should strictly follow the principles of confidentiality. No information on student or school is to be shared or discussed outside the scope of employment.
5. Learning support assistants are permitted to use the resources in the school for the students within the school.
6. Learning support assistants are expected to wear respectable clothing at all times.
7. Learning support assistants will not replace the class teacher. He or she will assist the teacher in the inclusion process. Learning support assistants are not to do the teachers' work or correct other children's work or instruct other children.
8. Learning support assistants will work in close coordination with the parents, class teachers and special educator. He or She will be a part of the IEP meetings and contribute to setting of goals

Individualized Educational Program

We use Individual Education Plans (IEPs) to plan individualized provision in order to reduce the barriers to learning experienced by students of determination, as a result of their difficulty, condition or disorder. IEPs document short term targets (6-8 weeks) and the actions/interventions to be taken to help the child meet these outcomes.

Our class teachers will work with the Head of Inclusion to create the IEP in consultation with, as appropriate, the family, the child, the inclusion team and the leadership of the school. The class and subject teachers are then responsible for its implementation. At the review meeting, progress towards desired outcomes is measured and an informed decision taken as to whether such additional provision should continue. This cyclical approach with comparatively short time scales ensures that provision is tightly matched to need.

Accommodations and Modifications

Appropriate Accommodations and Modifications are provided based on the student's need. Detailed information regarding student of determination is provided in the student IEP/ILP file.



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Support

Level 1 – classroom teacher responds to a child’s learning needs. The child is closely monitored and work is differentiated within the class. This could include a teacher aide working in the classroom with a small group or with an individual child. Teachers differentiate their lessons within their lesson planning, through provision maps, parent meetings and children’s personal classroom targets; The Story of the Class or other formal records which details the child’s needs and which is accessible to all teaching staff.

Level 2 – any child needing additional support, the child would have an individual education plan and this provision goes beyond the “normal” classroom. This may also possibly involve some external assessment.

Level 3 – any child needing additional support/assessment from specialists such as speech therapists, occupational therapists or psychologists and/or any child who requires a one-to-one Learning Support Assistant in order to access the curriculum. The child would have an individual education plan. There may be withdrawal from lessons for specialist therapist support on a one to one or small group basis.

Standard school services

The staff members included in providing support services are DEIW coordinator, phase counsellor, speech and language therapist, Learning support assistant,

The school has processes in place to enable identification of needs, develop Individual Education plans, provide individualized pull out sessions, Group remedial sessions and speech and language therapeutic services. The services of these professionals is free of charge

Glossary of Abbreviations:

IEP: Individualized Educational Plan

IAA: Inclusive Assessment Arrangement

VSMS: Vineland Social Maturity scale

ISAA: Indian Scale for Assessment of Autism

SDQ: Strength and Difficulties Questionnaire

ELORS: Early Learning Observation and Rating Scale

CDA: Community Development Authority

ASD: Autism Spectrum Disorder

ADHD: Attention Deficit Hyperactivity Disorder



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