

NEW INDIAN MODEL SCHOOL, AL AIN

INCLUSION POLICY

Context

New Indian Model School is dedicated to the positive growth of its students in all areas of life. We believe in providing the best learning experience for all our students. Our guiding philosophy being "Education that makes a difference." Our aim is to provide an all-round program appropriate to the diverse intellectual, social emotional and physical needs of all our students. We recognize that all children are not the same and that some require additional support.

IDENTIFYING CHILDREN WITH SEN

We are committed to promoting high standards of education and aim to help all students to reach their potential. We seek to achieve this by:

- Observation by the Class/Subject teacher or Supervisor.
- Parental observations.
- Communication of concerns to 'Special Education Needs' teachers.
- Assessment through teaching.
- Baseline assessment.
- Standardized tests.

Early Intervention

We recognize the importance of early identification, assessment and intervention for any child who may have special educational needs. We work in close liaison with external and voluntary agencies to facilitate a coordinated and holistic approach to both assessment and intervention. By adopting such an approach, we seek to be more proactive in identifying and responding to special needs through earlier intervention at both an individual and organizational level.

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

When a child is identified to be having difficulty in class or has been assessed to have special educational needs, he/she is provided with support **additional to** or **different from** those provided as part of the school's differentiated plan.

The class teacher remains responsible for working with the child on a daily basis. Teaching assistants are advised on strategies for setting up an individualized educational program (IEP).

Once an IEP is setup it will be shared and reviewed with parents and staff working with the child.

Special educational needs teachers take the lead in: -

- Planning future interventions for the child in consultation with the class teacher, subject teachers and parents.
- Monitoring and reviewing the progress.
- Any further assessment of the child.

On determining the need for an educational assessment, parents are informed and given a list of centres. A summary of the child's performance within the school environment is also provided.

Those involved in the Assessment are –

- Parents.
- Teachers
- Counselors
- SEN Educators.
- Educational Psychologists.
- Psychiatrist. (If situation demands)
- On submission of the assessment report the Special Needs teacher will review the report and devise a plan on how the school can support the child and put into practice the recommendations by the psychologist. The details of the report will be shared with the respective staff. Based on the recommendations an IEP will be setup with the support of the class teacher and the subject teacher. Parents are invited to discuss the IEP and support program setup, and their role in supporting the development and progress.

[NIMS SEN Policy](#)

Introduction

New Indian Model School is dedicated to positive growth of its students in all areas of life. We believe in "providing holistic Education to young boys and girls so as to groom them to become global citizens and successful human beings". Our guiding philosophy being "Education that makes a difference". Our aim is to provide an all-round programme appropriate to the diverse intellectual, social emotional and physical needs of all our students. We recognize that all children are not the same and that some require additional support in order to fulfil their potential.

Definition of Special Educational Needs (SEN)

Special educational needs are needs that are different from those of the majority of students and which arise from the impact of a disability or recognised disorder. In line with this definition, students with gifts and talents are now identified as a separate and distinct group.

Many students with special educational needs experience greater difficulty in learning than the majority of children. Some have a disability which hinders them from using educational facilities generally provided for children of the same age.

Being identified with special educational needs could mean students have difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves

OR

They have some kind of sensory or physical need that may affect in some or all their school activities.

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting points.

Behaviour/ Social/ Emotional

Behaviour 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

Sensory

Visual impairment: Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses. Hearing impairment: Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.

Physical Disability

Disabilities arising from conditions such as congenital deformities, Spin 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.

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 on-going and include such illness as asthma, diabetes and allergies.

Speech and Language Disorder (This does not include students with additional language needs)

Expressive language disorder – problems using oral language or talking. Students' understanding of language is likely to exceed their ability to communicate with the spoken word.

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.

Communication and Interaction

Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised 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 characterised 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.

General Learning Difficulties:

Learning Difficulties 1

Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

Learning Difficulties2

Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.

Profound 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.

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: Downs syndrome, Stickler syndrome and Williams syndrome.

Specific Learning Difficulties: Dyslexia-reading

Dyslexia is a specific difficulty 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.

Dysgraphia-Writing/Spelling graphic

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.

Dyscalculia-Using Number vs calculia

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.

Vision

Find out the hidden potential of each child, Provide positive environment to build up their skills and make them independent and acceptable by the society.

Mission

Provide support services for students with identified disabilities, enabling them opportunities for success in school.

Satisfy legal mandates are set by C.B.S.E and UAE Federal Law.

Aims and objectives

New Indian Model School, Al Ain - Special Educational Needs (SEN) Policy aims:

- Making specific arrangements to match teaching styles, content and assessment of student's needs.
- Planning that takes into account the needs of all students.
- Modification/differentiation of some materials for an individual pupil.
- Preparing all students to live in a diverse society.
- Supporting modification to questionable behavior.
- Easy access to school based resources.
- Monitoring and review of progress.
- Enhanced home/school contact.
- Developing and implementing a clear whole school policy for SEN that:-
- Describes how needs are identified and met;
- Makes it explicit how children's needs are recorded and communicated to all other staff as well as parents and students if appropriate;
- Outlines arrangements for establishing and maintaining links with other agencies
- Explain how staff training needs in relation to SEN will be identified and met
- Makes it clear how complaints and disagreements are managed
- Explain how SEN policies have been implemented
- Describe arrangements for monitoring and evaluating the effectiveness
- Explain the setup of individual Educational Program(IEP)
- To ensure that all children placed on the Special Educational Needs Register have their needs met.
- To make clear the role of all partners involved in the support of individual pupils.
- To enable all pupils to have full access to all elements of the school curriculum.
- To implement intervention strategies to target the underlying learning needs of individual pupils to enable them to access the curriculum.
- To create an environment that meets the Special Educational Needs of each child.
- To ensure that all IEPs are of good quality and meet the requirements outlined in the Code of Practice.

Definition of Inclusion

Inclusive education means that students with disabilities are supported in chronologically age-appropriate general education classes in the school and receive

the specialized instruction delineated by their individualized education programs (IEP's) within the context of the core curriculum and general class activities.

IDENTIFYING CHILDREN WITH SEN

We are committed to promoting high standards of education and aim to help all students to reach their potential. We seek to achieve this by:

- Observation by the class/subject teacher or Supervisor.
- Parental observations.
- Communication of concerns to Special needs teachers.
- Assessment through teaching.
- Standardized tests.

Early Intervention

We recognize the importance of early identification, assessment and intervention for any child who may have special educational needs. We work in close liaison with external and voluntary agencies to facilitate a coordinated and holistic approach to both assessment and intervention. By adopting such an approach, we seek to be more proactive in identifying and responding to special needs through earlier intervention at both an individual and organization level.

Partnership

We recognize that in order for students with special needs to achieve their maximum potential the key is establishing "partnership" with a number of parties. Specifically, such partnerships are likely to include

- Students
- Parents and care givers
- School
- Voluntary organizations
- Intervention centers
- Assessment centers
- Specialist support

In order to develop such partnerships, we:

- Work closely with the all departments within school, coordinators, teachers, school doctor/nurse and other professionals.
- Build a positive relationship with parents and care givers of children with special needs and the students themselves
- Develop positive relationships with voluntary organizations and intervention centers
- Provide advice and information to parents and staff about provisions and arrangements for special educational needs, including ways in which they can participate in the process.
- Conduct workshops for parents and staff on related topics

MONITORING THE ADMISSION OF CHILDREN WITH SEN.

Admission of a SEN Child will be based on the submission of the latest assessment, type and level of difficulty, recommendation and type of support needed. Full disclosure of medical history is necessary.

Factors that could influence admission:

Facilities/resources available at school to meet the child's needs.

Recommendation provided by the psychologist.

Readiness of the child to be mainstreamed.

Parental involvement, support and compliances to suggestion from school: In some cases, a shadow teacher may be required or remedial classes with the SEN teacher may be advised. Child can get extra support outside school e.g. – psychiatric help, physiotherapy, speech therapy, occupational therapy etc.

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The class teacher remains responsible for working with the child on a daily basis. Teaching assistants are advised on strategies for Setting up an individualized educational program (IEP).

Once an IEP is setup it will be shared and reviewed with parents and staff working with the child.

Special educational needs teachers take the lead in: -

- Planning future interventions for the child in discussion with the class teacher, support/ shadow teacher and parents.
- Monitoring and reviewing the progress.
- Any further assessment of the child.

On determining the need for an educational assessment, parents are informed and given a list of centres. A summary of the child's performance within the school environment is also provided.

Those involved in the Assessment are –

- Parents.
- School.
- Psychiatrist.
- Educational Psychologists.
- Therapists.

The school may support parents with assistance in scheduling appointment for assessment with external agencies at request of parents.

On submission of assessment report the Special Needs teacher will review the report and devise a plan on how the school can support the child and put into practice the recommendation by the psychologist. The details of the report will be shared with respective staff. Based on the recommendation an IEP will be setup with support from the class teacher and support teacher. Parents are invited to discuss the IEP and support program setup and their role in supporting their child's development and progress.

Individualized Education Plan.

The school follows child friendly IEP. SMART IEP targets are set depending upon the readiness level of the child with moderate challenge. Follows Blooms taxonomy to make learning successful. Review of IEP is done in every three months for Grade3-8 and yearly for grade KG-Grade 2 students. Biweekly Progress monitoring sheet is attached with the IEP.

PROMOTION CRITERIA AND PROVISIONS FOR SEN STUDENTS

CBSE/UAE law based provisions are provided to SEN students.

1. The UAE Ministry of Education released a "School for All" or "General rules for the provision of Special Education Programmes and Services" guide book on 20 May 2010 in collaboration with the UAE Ministry of Social Affairs, with information and rules about special needs (SN) education in the UAE.
2. UAE Federal law 29 of 2006 states that no school in the UAE can refuse admission to any child who deemed as having learning difficulties or special needs and schools are expected to provide for these children from Kindergarten to 9th Std.
3. The law states that SEN students should be in classes with same-age children and schools must not hold back or fail students with special need.

CBSE 2014: Special initiatives for Special category candidates of Class 10 and 12

Exams are difficult for all students, but even more for those falling under 'special category' such as Visually Impaired, Dyslexic, Hearing Impaired/ Dumb, Physically Handicapped, Spastic and Autistic candidates. Central Board of Secondary Education (), understanding the importance of education for all students, has taken special initiatives to make the examinations as convenient as possible for the differently abled, while still retaining the original syllabus, paper pattern and difficulty levels.

Initiatives

1. Subject choice: Special category students are exempted from studying a third language up to Class 8, and can choose one language and any four electives at Secondary School level. Electives available are: Mathematics, Science, Social Science, Another Language, Music, Painting, Home Science, Foundation of Information Technology, Commerce (Elements of Commerce) and Commerce (Elements of Book Keeping and Accountancy).

2. Scribe: Special category students have permission to opt for a scribe during examinations free of cost. The scribe will be selected by Centre Superintendent of the Examination Centre and must be a student of a class lower than the candidate taking the exam. The scribe will be given remuneration from the Board of Rs 100 per day.

3. Extra time during exam: Students from the special category appearing for Class 10 or Class 12 examination will receive extra time to complete their exam; 60 extra minutes for a paper of 3 hours' duration, 50 extra minutes for a paper of 2 ½ hours

duration, 40 extra minutes for a paper of 2 hours' duration and 30 extra minutes for a paper of 1 ½ hours duration.

4. Alternative question paper: Question papers are also available in Braille, large print and choice of questions in place of visual based questions (example- Maps) is also provided for special category students.

5. Special exam centers: Candidates of special category can avail separate exam centers with provisions of easy access and flexible seating arrangements. Invigilators at the different exam centers are given extra training.

6. Informed regional centers: The answer sheets of the special category students include their specific condition and are sent to checking centers accordingly.

Classroom accommodations

Preferential seating.

Peer/ buddy.

Differentiated instruction

Differentiated worksheet.

Curriculum Modification

The content of each topic is modified in sync with the readiness level of the child, with moderate challenge for IEP cases.

Separate learning strategies and tools are developed by our teachers under the guidance of SEN coordinators for IEP cases.

Exemption of one language.

Extended time for exams.

Differentiated worksheet and question paper.

Enlarged question paper for those who needed.

Instructions read to the child.

Provision for oral response.

Other UAE Federal law/ CBSE law based provisions.

Assessment Accommodations

Differentiated question paper

Provide in large print

Reduce number of items per page or line

Present instructions orally

Allow for verbal responses

Ignore spelling mistakes.

Provide preferential seating

Extend allotted time for a test

Other CBSE /UAE federal law based provisions are provided to SEN students.

Parental involvement

Parents are invited and involved in the developmental stage and review of IEP.

Parent is a member of the IEP team. Parents are allowed to write their comments

and suggestions in parental involvement form and review sheet. Review of IEP is done in every three months. Biweekly Progress monitoring sheet is attached with the IEP. Regular progress of student is informed to the parents either by phone, parent - teacher contact session or portals.

SUPPORT FOR STAFF WORKING WITH CHILDREN WITH SEN

The school understands the need for teachers to be updated on latest methods and strategies and the enhancement of skills for working with SEN children. Appropriate training will be offered to teachers with the aim of ensuring that all staff can develop their existing skills and competencies so that they can confidently meet a wide range of pupils' learning needs.

Training will be conducted by: -

- Teacher where they share good practices and strategies with each other.
- Specialists, who are invited to provide an insight into specific areas of interest.

Teachers are sent for training conducted by external agencies

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