

Al Ittihad Private School Mamzar



Inclusion Policy AY 2024-2025

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I. Introduction

At Al Ittihad Private School - Al Mamzar, we are committed to fostering an inclusive educational environment that embraces diversity and values every student. This policy aligns with the Knowledge and Human Development Authority (KHDA) guidelines, specifically the "Inclusive Education Policy Framework." It is designed to create a supportive and equitable atmosphere for our school community.

1.1 Purpose

This Inclusion Policy aims to outline our commitment to inclusivity and provide a framework for supporting all students, including those with special educational needs, disabilities, and varying abilities. We aim to:

- Celebrate diversity and promote respect for everyone.
- Ensure all students can access the curriculum and participate fully in school life.
- Provide appropriate resources and support to cater to the needs of all learners.

1.2 Scope

This Inclusion Policy applies to all students, teachers, learning support staff, school leadership, and parents. It ensures that students of determination, gifted learners, and those with diverse learning needs receive equal access to quality education in alignment with the KHDA Inclusion Framework.

1.3 Principles of inclusion

By KHDA guidelines, our inclusion practices are guided by the following principles:

- **Equity:** Every student is unique and deserves equitable access to education.
- **Diversity:** We recognize and value our students' diverse backgrounds, cultures, and abilities.
- **Participation:** We foster full participation of all students in all aspects of school life, emphasizing the importance of belonging and engagement.
- **Collaboration:** Strong partnerships with parents, caregivers, and the community are vital for fostering an inclusive environment.

1.4 Alignment with UAE and KHDA Guidelines

- **Special Needs:** The UAE Federal Law 29 (2006) defines a person with special needs as anyone suffering from a temporary or permanent, full or partial deficiency or infirmity in their physical, sensory, mental, communicational, educational, or psychological abilities to an extent that limits their possibility of performing the ordinary requirements as people without special needs.
- **Special Educational Need:** 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.”
- **Disability:** 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."
- **Discrimination:** 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. The definition of “day-to-day activities” includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn, or understand.

II. Identification, Admission, and Support Services

Al Ittihad Private School: Mamzar implements a comprehensive screening process for new students to ensure that all incoming students receive the support they need. This screening includes:

- **Initial Student Profiling:** Upon enrollment, parents are guided through a comprehensive questionnaire that delves into the student's academic history, any previously identified special educational needs, and other relevant information. This thorough process ensures that we completely understand each student's unique needs.

- **Screening Assessments:** New students will undergo a series of assessments to identify their academic strengths and areas where additional support may be needed. We will provide support based on these assessments. The assessments include Cognitive assessments to evaluate learning potential.
- **Academic assessments** in core subjects (e.g., literacy and numeracy) to determine current performance levels.
- **Social-emotional** screenings to assess the student's emotional well-being and social skills.
- **Teacher Observations:** Staff will observe during the initial weeks of school to gain insights into behavior, learning styles, and social interactions.
- **Collaboration** with Prior Institutions: We will seek information from previous schools to gather additional insights into students' learning needs and experiences.

Procedures Following Application:

Once accepted, the school arranges an interview and screening for the child, followed by a meeting with parents to discuss findings and decisions. This process typically takes maximum one week.

2.1 Use of Data

Data collected during screening and ongoing assessments will guide our approach to providing inclusive education. Key practices include:

- **Individualized Education Plans (IEPs):** For students identified with specific needs, IEPs will be crafted based on screening data, assessment results, and parental input. These plans will specify tailored goals, interventions, and accommodations to meet each student's unique needs.
- **Progress Monitoring:** Regular collection of data through formative assessments, observations, and feedback will help educators monitor student progress. Data will inform timely adjustments in teaching strategies and IEP goals as necessary.
- **Data-Driven Decision Making:** Teachers and support staff will utilize aggregated data to identify trends, areas for improvement, and effective instructional strategies. Professional development will focus on data analysis to enhance staff capabilities in addressing diverse learning needs.

- **Collaboration for Continuous Improvement:** Data will facilitate collaboration among teachers, special education staff, and parents to refine instructional practices and ensure that all students receive appropriate support. Regular meetings will be held to discuss student progress and share insights.

2.2 Support Services

To promote inclusivity, the following support services will be available:

- **Resource Support:** Access to specialized resources and trained staff to assist diverse learning needs.
- **Counselling Services:** Comprehensive emotional and psychological support programs.

2.3 Accommodation

We provide appropriate accommodations to meet the diverse needs of our students. These may include:

- **Classroom Accommodations:**
 - Flexible seating arrangements to support student comfort and focus.
 - Extended time on assessments and assignments for students who require it.
 - Use of assistive technology, such as speech-to-text programs or audiobooks.
 - Simplified instructions and visual aids to enhance understanding.
- **Assessment Accommodations:**
 - Alternative assessment methods, including oral presentations or project-based assessments.
 - Separate testing environments to reduce distractions.
 - Adjustments in exam formats to allow for varied responses (e.g., multiple-choice, short answer).
- **Behavioral Accommodations:**
 - Development of behavior intervention plans for students needing additional support in managing behavior.
 - Access to calming spaces or sensory rooms to help students self-regulate when needed.

2.4 Students Within the School

Students can be referred to the Inclusion Department by parents or teachers. The identification stages are:

- **Referral Stage:** Pre-referral activities, referral, and initial planning.
- **Assessment Stage:** Multidisciplinary planning and IEP meeting.
- **Instruction Stage:** Implementing the teaching plan and monitoring progress.

Teachers complete an Inclusion Referral Form with work samples, and an initial parent meeting is held to discuss findings and obtain consent for further screening. The head of Inclusion generates a report with guidelines for parents and teachers.

Parents receive a list of recommended centers for psycho-educational assessments. If needed, an IEP is created through collaboration among teachers, lead teachers, parents, and external experts.

III. The provision we make for children with special needs

All children have a broad and balanced curriculum, which is planned to account for their special educational needs. We support students with special educational needs by:

- Specially prepared learning materials
- The use of appropriate ICT technology
- Distribution of teaching assistants
- Individual and group teaching/support sessions
- Special individualized resources
- Seeking support from external agencies
- Extra support from the counselling team
- Regular communication with parents

3.1 Special Needs Register

When we identify that a student has special educational needs and have discussed this with parents, we place them on the Special Needs Register. The criteria Al Ittihad Private School uses to identify children as having special educational needs are detailed below:

- A child working two or more years behind their peers and not making adequate progress.
- A child with a medical diagnosis of a condition that requires a significant amount of additional support to access the same educational provision as their peers. This support is necessary for the child to make adequate progress.

3.2 Educational Pathways

At Al Ittihad Private School - Mamzar, we provide multiple educational pathways to ensure all students can thrive. These pathways include:

- General Education: Aim for a high-quality education for all students, ensuring they meet national curriculum standards.
- Modified Curriculum: Modified curricula will focus on functional and life skills for students with significant learning differences, helping them transition successfully into adulthood.
- Specialized Programs: Access to specialized programs for students with specific needs (such as speech and language therapy, occupational therapy, or social skills training) to support their holistic development with external center.
- Inclusive Co-Curricular Activities: Providing opportunities for all students to engage in sports, arts, and other extracurricular activities that promote social interaction and community spirit.

3.3 Assessment

Students' academic assessment is entered into the school database, where progress and achievement are monitored. The school uses the following assessment tools/batteries to assess students' progress:

- Cognitive Abilities Test 4 (CAT4)
- Measure of Academic Progress (MAP up to grade 9)
- IXL – Math & English
- HMH
- Aston Index screening tool

3.4 Monitoring and Evaluation

We will continuously monitor the effectiveness of our inclusion practices through:

- Regular feedback from students, parents, and staff.

- Data collection and analysis of student progress, ensuring alignment with KHDA's guidelines.
- Periodic review of IEP goals and services provided.
- Students' progress is monitored three times a year using standardized assessments to track skill development and provide timely support.

We review each child's needs regularly. Targets are updated every semester, and students with more complex needs are reviewed in separate meetings with all involved parties, including the student.

3.5 Communication

- We will maintain transparent communication with parents regarding their child's progress and available support services.
- Information sessions and workshops will be offered to educate families about inclusion services.
- We ensure to invite and encourage parents to attend all Parent-Teacher Conferences (PTCs) each semester, where IEP goals and student progress are discussed with general teachers and learning support teachers.

3.6 The Health Service and Social Service

Some students with SEN/SOD receive support from health or social services. These students benefit most when all professionals collaborate effectively. Our school:

- Liaises with health professionals (e.g., GPs, pediatricians, school nurses) and mental health services (e.g., psychologists, psychiatrists, therapists) to seek advice and support.
- Share information on students' needs with relevant professionals.
- Involves health and social services in reporting students' needs and progress and attending review meetings.

IV. Implementation of Inclusive Practices

4.1 Staff in the School Who Work with Students with Special Educational Needs and Their Parents

4.1.1 School Leadership:

- **Role:** The administration, including the Principal and Vice Principal, will champion inclusivity and ensure policy adherence. They will allocate resources strategically.
- **Responsibilities:**
 - Ensure that faculty members receive adequate training in inclusive practices.
 - Facilitate the development of an effective special educational needs (SEN) team.
 - Monitor compliance with KHDA guidelines and report on school inclusion practices.
 - Provide a safe environment that nurtures and encourages diversity.

4.1.2 Teachers:

- **Role:** General and special education teachers share the responsibility of creating inclusive classrooms.
- **Responsibilities:**
 - Develop and implement differentiated instruction that meets diverse learning needs.
 - Collaborate with the SEN team to design and adapt Individualized Education Plans (IEPs).
 - Maintain open communication with parents about their children's progress, challenges, and successes.
 - Utilize data from assessments to adapt instructional strategies and provide effective interventions.

4.1.3 Special Education Needs (SEN) Team:

- **Role:** Composed of specialized staff, including the Inclusion lead, learning support teachers with learning support assistants.

- **Responsibilities:**

- Conduct comprehensive assessments for students identified with special educational needs.
- Create, implement, and review IEPs collaboratively with teachers and parents.
- Provide training and resources for teachers to address the specific needs of students.
- Monitor student progress through systematic data collection and analysis.
- We actively collaborate with external specialists, therapists, and educational psychologists to ensure comprehensive support for students of determination.
- The inclusion team coordinates with external service providers, such as speech therapists, occupational therapists, and behavioral specialists, to align school-based interventions with external recommendations.

4.1.4 Counselling Staff:

- **Role:** School counsellors and psychologists focus on the emotional and social aspects of student well-being.
- **Responsibilities:**
 - Conduct social-emotional screenings and assessments.
 - Provide one-on-one counselling or group sessions to support students' mental health.
 - Work with teachers to develop interventions addressing behavioral and social challenges.
 - Facilitate workshops for parents and staff to foster a deeper understanding of mental health and emotional support.

4.1.5 Parents and Caregivers:

- **Role:** Play a vital role in supporting the inclusive education of their children.
- **Responsibilities:**
 - Communicate openly with the school regarding any concerns or insights regarding their child's learning and emotional needs.
 - Participate in meetings and workshops to understand and contribute to their child's educational plan.
 - Collaborate with school staff to support learning at home and reinforce strategies discussed in school.

- Parents actively participate in meetings with the inclusion team and external service providers to discuss their child's needs and progress.

4.1.6 Students:

- **Role:** Students are active participants in their own education and peer support.
- **Responsibilities:**
 - Respect and support fellow students, promoting a positive and inclusive school culture.
 - Be engaged in their own learning process and advocate for their needs where appropriate.
 - Participate in co-curricular activities that foster social connections and empathy.

4.2 How we develop staff knowledge and skills

The information gathered will help us identify what training is necessary for all school-based staff. This will depend on the range of special educational needs/disabilities. All school-based staff can undertake the training they need to help them develop their knowledge and skills in Inclusive Education.

Training is usually provided in the following ways:

- In-house training
- External workshops (virtual – in campus)
- Mentoring
- Attendance at externally provided training events

4.3 Funding for Special Educational Needs and Disabilities Provision

- The school charges additional fees for students who benefit from inclusion services, based on the type of placement (see Appendix A). Placement decisions are determined by the student's diagnosis, screening report, and academic level.

Categories of disability and barriers to learning

The following framework is based upon the UAE unified categorization 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 categorization of disability)
Cognition and Learning	<ul style="list-style-type: none"> Intellectual disability (including intellectual disability- unspecified) Specific learning disorders Multiple disability Developmental delay (younger than 5 years of age)
Communication and Interaction	<ul style="list-style-type: none"> Communication disorders Autism spectrum disorder
Social, emotional and mental health	<ul style="list-style-type: none"> Attention Deficit Hyperactivity Disorder Psycho-Emotional Disorders
Physical, sensory and medical	<ul style="list-style-type: none"> Sensory impairment Deaf-blind disability Physical disability Chronic or acute medical conditions

The information below expands upon the “12 categories of disability” (identified above).

4.3.1 Cognition & Learning

Intellectual disability (mild, moderate, severe)

- Specific Learning disorders (dyslexia, dysgraphia, dyscalculia, dyspraxia)
- Multiple disability (number of severe barriers caused by more than one type of disability, disorder or condition present)
- Developmental delay (global developmental delay, Specific development delay)

4.3.2 Communication & Interaction

- Communication disorder (Expressive Language Disorder, Receptive Language Disorder, Global Language Delay, Speech Fluency Disorder, speech disorder, Social Communication Disorder)
- Autism Spectrum Disorder (ASD) - (ASD-level1, ASD-level 2, ASD-level 3)

4.3.3 Social, emotional, and mental health

- Attention Deficit Hyper Disorder (ADHD) - Inattentive, hyperactive, combined type
- Psycho-emotional disorders- Depression, Bi-polar disorder, Oppositional Defiance Disorder (ODD), Obsessive/Compulsive disorder, post-traumatic stress disorder (PTSD)

4.3.4 Physical, sensory, and medical

- Sensory impairment- Visual impairment, hearing impairment
- Deaf-blind disabilities - Combination of sight and hearing loss
- Physical disability- Muscular dystrophy, Cerebral Palsy, Spina bifida
- Chronic or acute medical conditions

V. The Remit of The Special Educational Needs and Disability Department (“SEND” - Known in The School As “IPSM Inclusion Team”)

The SEN department supports students with **Specific Learning Difficulties** identified in the UAE Inspection framework.

- ***Dyslexia – reading*** - 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, short-term auditory memory and language skills/comprehension.
- ***Dysgraphia—writing/spelling***—*Dysgraphia is a specific learning difficulty that affects written expression. It can appear as difficulties with spelling, poor handwriting, or*

trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

- ***Dyscalculia - using number*** - *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.*
- ***Dyspraxia—fine and gross motor skills***—*Dyspraxia goes by many names, including developmental coordination disorder and motor learning difficulty.*

The SEND department supports students with a range of **Educational Needs and General Learning Difficulties** identified in the UAE Inspection framework.

- Behavioral, Social and Emotional.
- Sensory (Visual and Hearing Impairment).
- Physical Disability.
- Medical Conditions or Health-related Disability.
- Speech and Language Disorders.
- Communication and Interaction.

Appendix A

Registration Form- Inclusion Department

Student Information	
Student name:	ID:
Grade:	Date:

Type of Placement	Description	Annual Fees
<input type="checkbox"/> A. Regular class with indirect support/ resource assistance	Child will be screened, progress will be monitored, follow up with subject teachers, Individualized Educational Plan (IEP), End of Year Reports (EYR), communication and cooperation with external agencies, withdrawal assistance during exams and ongoing assessment.	6000
<input type="checkbox"/> B. Regular class with withdrawal assistance (In a subject based on their needs)	Child will be screened, progress will be monitored, follow up with subject teachers, Individualized Educational Plan (IEP), End of Year Reports (EYR), communication and cooperation with external agencies, withdrawal assistance during exams and ongoing assessment, co-teaching lessons, pull out and in class support services.	9000
<input type="checkbox"/> C. Special Education class with partial integration or regular class with withdrawal assistance. (1 subject)	Child will be screened, progress will be monitored, follow up with subject teachers, Individualized Educational Plan (IEP), End of Year Reports (EYR), communication and cooperation with external agencies, withdrawal assistance during exams and ongoing assessment, co-teaching lessons, pull out and in class support services.	12000
<input type="checkbox"/> D. Special Education class full time or with partial integration. (More than 1 subject)	Child will be screened, progress will be monitored, follow up with subject teachers, Individualized Educational Plan (IEP), End of Year Reports (EYR), communication and cooperation with external agencies, withdrawal assistance during exams and ongoing assessment, co-teaching lessons, pull out and in class support services.	15000
<input type="checkbox"/>	If applicable: Provide appropriate training for the Learning Support Assistant (hired by parents) within the school.	

By signing this registration form, parents confirm the enrollment of their child in the *selected* special educational needs program and understand the kinds of services offered.

The enrollment of the student will be automatically renewed for the new academic year, unless the parents request in writing that they don't want their daughter/son to be registered in the program before the beginning of the new academic year.

An *Individual Service Agreement* with further details will be shared with the parents for signature and will be uploaded on the KHDA portal.

☐ A **Learning Support Assistant** to be hired by the parents in case the child demonstrates behavioral challenges.

Parent's name: _____

Parent's signature: _____

Date: 00/ 00/ 2025

Head of Inclusion: _____ Please proceed to the account

This Inclusion Policy will be reviewed annually to ensure effectiveness and relevance, adapting to the needs of our students and aligning with updates from KHDA guidelines.

VI. Disclaimer

Disclaimer

This policy was developed by Al Ittihad Private School-Mamzar. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

Inclusion Policy

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