



المدرسة الآسيوية الدولية الخاصة ASIAN INTERNATIONAL PRIVATE SCHOOL

Approved by the Ministry of Education-UAE-Affiliated to the Central Board of Secondary Education, New Delhi
Member: Council of the C.B.S.E Affiliated Schools in the Gulf

POLICY OF INCLUSION

INTRODUCTION

The UAE Federal Law 29/2006 Regarding the Rights of Individuals with Special Needs stipulates that “special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”.

This law shows the great compassion and concern that our noble leaders have for the needs of others and their belief that equal access to a quality education will help individuals with special needs develop to their full potential.

ASIAN INTERNATIONAL PRIVATE SCHOOL, RUWAIS is a **SCHOOL FOR ALL** and supports the national and international educational philosophy of inclusion, which means that being educated in regular education classrooms with peers in their age range, in their neighborhood schools with necessary supports is the optimal environment to meet the educational, social, emotional and vocational needs of individuals with special needs.

According to UNESCO “it is a process that **removes the barriers** limiting the participation and achievement of all learners, respect **diverse needs**, abilities and characteristics and **eliminates all forms of discrimination** in the learning environment (UNESCO, 2017). **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 programs *within a common learning environment* with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.

According to AIS, successful Inclusive Education happens primarily through accepting, understanding, and attending to student differences and diversity, which can include the physical, cognitive, academic, social, and emotional. We believe that

EVERY CHILD IS AN INDIVIDUAL WITH SPECIAL SOCIAL, EMOTIONAL, INTELLECTUAL AND PHYSICAL QUALITIES which include:

1. Varied developmental pathways
2. Cultural background
3. Gifted and Talented
4. Socio-economic background
5. Impairment
6. Disorder



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7. Medical condition
8. Disabilities
9. Neurobiological Condition

AIMS

1. To create a system-wide change to overcome barriers to educational access, participation and engagement.
2. AIS a Private school to embed Inclusion and Equity in their educational policy and practice.
3. AIS aim to fulfill vision of H.H Sheikh Mohammed bin Rashid Al Maktoum, Crown Prince of Dubai and Chairman of The Executive Council. "My Community... A City for Everyone" launched in November 2013 making UAE community accessible by 2020
4. Provide equal opportunities for education to students with disabilities
5. Provide appropriate services to the students with disabilities and special gifts and talents in school.
6. Provide appropriate assessment tools to determine eligibility for the various categories of disabilities and develop individual educational plans.
7. Provide ongoing professional development for teachers
8. Collaborate with qualified professionals for all categories of special education to educate and meet the needs of students with special needs and gifts and talents.
9. Collaborate with parents of students with special needs and gifts and talents at every step of the educational process starting from the assessment phase to developing an Individual Education Plan and monitoring the progress of the student.
10. Cooperate and collaborate with other establishments and institutions that provide services to the families of individuals with special.
11. Educate the community about the rights and needs of persons with special needs in the field of education and promote inclusive education through workshops, conferences.

OBJECTIVES

- Promoting equal opportunities
- Maintaining social cohesion
- Building social capital
- Minimizing and eventually eliminating social exclusion



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PROVISIONS

- Decision about the **best form of support** is made following an assessment of the child or young person's needs.
- Use **graduated approach** through **assess, plan, do, review**.

The Assess-Plan-Do-Review Cycle

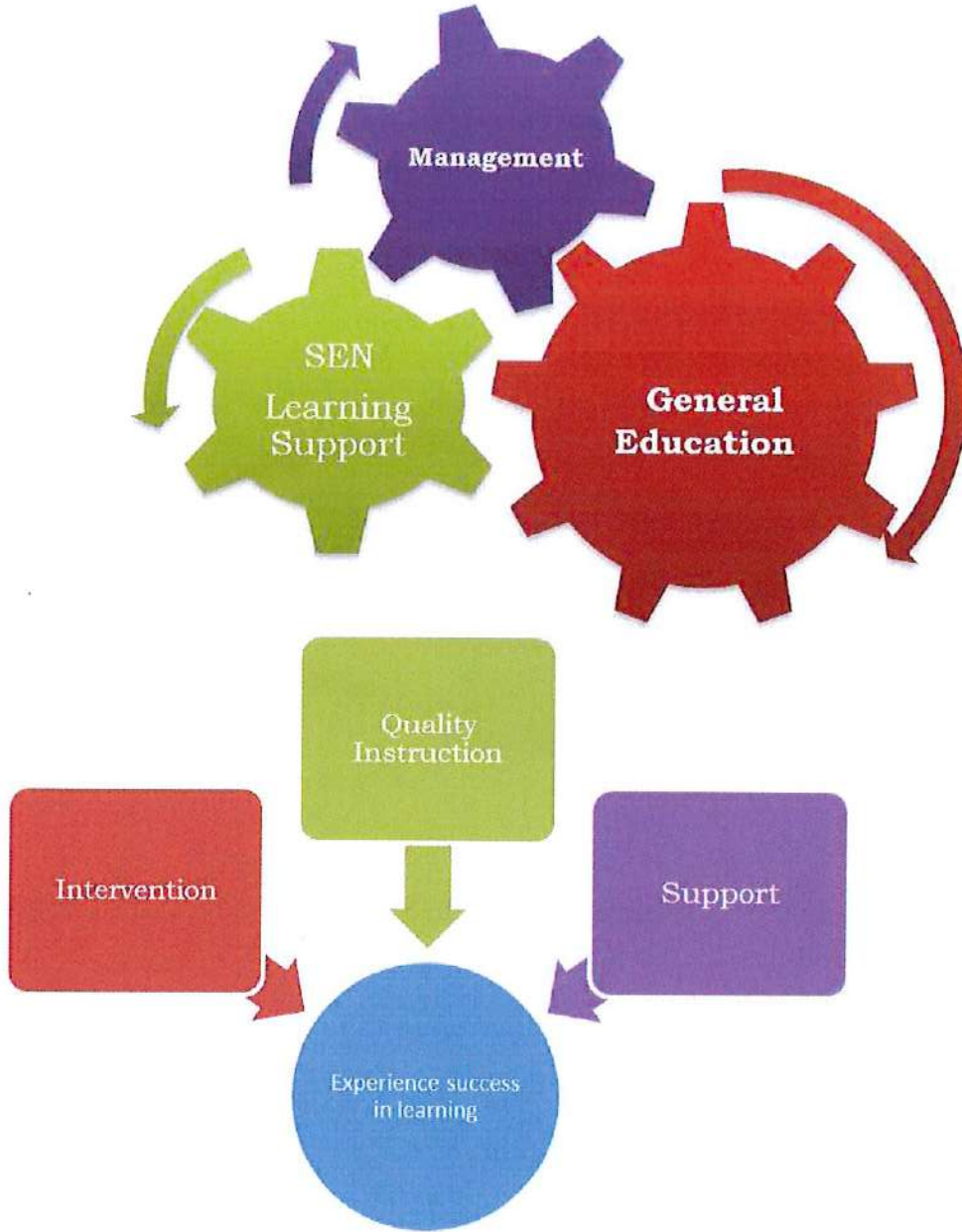


- Involvement of parents, General Education, SEN department and Management working together.



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SPECIAL EDUCATION CATEGORIES AND SERVICES

Specific Learning Disabilities

A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive disability, of emotional disability, or of environmental, cultural, or economic disadvantage.

Physical and health related disability

This means physical and health problems which are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect the educational performance of the student such as: (asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukaemia, cerebral palsy, renal failure, HIV, and head injuries etc).

Visual Impairment

Visual impairment means impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes both partially sighted and blindness.

Hearing Impairment Including Deafness

Hearing impairment including deafness means impairment that, with or without amplification, adversely affects educational performance; may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.

Speech and Language Disorders

Speech and language disorders means having a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

Autism Spectrum Disorders

Autism Spectrum Disorders (ASD), also known as Pervasive Developmental Disorders (PDDs), cause severe and pervasive impairment in thinking, feeling, language, and the ability to relate to others. These disorders are usually first diagnosed in early childhood and range from a severe form, called Autistic Disorder, through Pervasive Development Disorder Not Otherwise Specified (PDD-NOS), to a much milder form, Asperger's Disorder. They also include two rare disorders, Rett's Disorder and Childhood Disintegrative Disorder.

Emotional and Behavioral Disorders

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An emotional and behavioral disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances, (d) a general pervasive mood of unhappiness or depression, and (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Intellectual Disabilities

Intellectual disabilities, formerly called "mental retardation" means having significantly below average general intellectual functioning, existing along with deficits in adaptive behavior which are manifested during the developmental period and adversely affect a child's educational performance.

Definition for Gifted and Talented

Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama or leadership capacity. More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general education classrooms with support from special education teachers and resource room teachers.

AIS provide various services to Gifted and Talented students such as: enrichment programs inside the general education classes or resource rooms (either in a subject in the curriculum, or subject not included in the curriculum). Additional services include assigning students individual projects and studies, specialized educational tours, attending lectures, debates, educational seminars, participating in educational competitions, providing students with programs to solve problems, programs of leadership, communication and computer skills, and other such enrichment programs such as Genius Hour are also provided.

INCLUSION SUPPORT TEAM

1. The principal
2. Vice Principals
3. Supervisors
4. Student Counselor

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5. The support teacher(s)
6. Champion for inclusive education.
7. Student representation,
8. Parental representation,
9. Learning support assistant(s)
10. Therapists

RESPONSIBILITIES

Ensure that the members of the Inclusion Support Team will:

- I. Work in close collaboration with classroom teachers and other educational staff to support the education of students who experience SEN in common learning environments by providing coaching and support to teachers on a timely basis
- II. Meet on a regular basis, typically once a week
- III. Maintain minutes of the meetings and utilize effective systems to follow-up on specific actions and strategies
- IV. Assign learning support assistants to individual students who experiences SEND and/or class groups as needed. The allocation of these para-professionals will be dynamic. The focus and impact of their support will be routinely reviewed and their allocation may change in accordance with student and teacher need
- V. Where appropriate, develop partnerships with special centres and external professionals who work with individual students. These partnerships will be responsive to the needs of students who experience SEN and their families to ensure access to high quality inclusive education.

Implement practices that will:

- i. Establish learning environments that encourage and support the active involvement and inclusion of every student - physically, academically, socially, emotionally and culturally
- ii. Develop and implement an inclusive education improvement plan, which specifies how support to teachers and students will be delivered and how it can be improved over time. This plan will be reviewed and up-dated at least on an annual basis
- iii. Incorporate inclusive education knowledge and capacity into recruitment, employment and retention policies and demonstrate that these factors are given appropriate priority when hiring staff and implementing performance management procedures



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- iv. Ensure each teacher, and other educational staff, are trained in inclusive education techniques, or if not, develop a personal learning plan to acquire this knowledge and skill within a time bound period
- v. Ensure that each teacher, and other educational staff, demonstrates confidence and proficiency in fulfilling his or her professional responsibility for each student in an inclusive setting, given appropriate resources, coaching and support
- vi. Ensure that collaboration and team-work are consistently practiced and that staff meet regularly to discuss the progress of individual students as well as to discuss teaching methods, instructional procedures and innovative teaching strategies
- vii. Make Support teachers (ST) and Learning Support Assistants (LSA) available to the school team to assist classroom teachers in providing effective instruction to students with diverse learning needs including those who experience SEN
- viii. Establish and operate collaborative problem solving processes and approaches with teachers to identify and deal with problems and challenges that emerge for students
- ix. Encourage and support parent/family participation in the education process and ensure that they have every opportunity to contribute to student success
- x. Ensure that the development Individual Education Plans direct the strategies used by teachers to meet the educational goals of students who require a focused and personalized approach for their learning. This will be particularly important for students who experience SEN
- xi. Ensure that parents of children who experience SEN, and where appropriate the children themselves play a central part in the development of the IEP and related Programme design.
- xii. Ensure that curricular adjustments and modifications foster the learning of all students.

