



# **H.H. Shaikh Rashid Al Maktoum Pakistani School Dubai**

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## *Policy and Procedure on the Provision of Students of Determination*

**Approved by:**

**Principal**

**Senior Leadership Team**

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## **INTRODUCTION**

The school is committed to the vision of the UAE for inclusive education. All participants are actively involved in developing a shared understanding of the accepted values and standards of inclusive education. The policy is implemented through a detailed procedure that outlines the comprehensive identification process for students of determination, categorization of students of determination, types of support and intervention provided for each category, and the roles and responsibilities of all parties involved at various levels, led by the Governor for Inclusive Education. There are no hidden fees or additional costs associated with the assistance given

### **Section # 1**

## **PURPOSE & SCOPE**

The purpose of this policy is to inform all teachers, parents, and students about lay out of the procedures that the school will use to provide inclusive education and assistance to Students of Determination and Gifted & Talented

The policy applies to all students in mainstream classrooms who have been recognized as Students of Determination and who require special learning support, counseling, personalization of learning, and assessment procedures. This policy applies to all students from LKG to Grade 12.

### **Section #2**

## **TERMINOLOGIES**

Special educational needs are defined 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.”(*UAE School Inspection Framework*)

In order to implement the policy effectively, the following terms are defined:

1. **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 programmed within a common learning environment with the benefit of targeted support that enables the reduction and removal of barriers that may lead to exclusion. Definitions from the ‘Dubai Inclusive Education Policy Framework’ (2017)
2. **Disability** A long-term physical, mental, intellectual or sensory impairment which may hinder a student’s participation in the curriculum.
3. **Special Support** refers to an expert advice or support provided by a professional to meet a student’s needs e.g. psychologist, physiotherapist, speech and language therapist. Best practices are therefore utilized but the emphasis is on inclusion within the community and the elimination of barriers towards full inclusion.
4. **Inclusion Support Team (IST)** a qualified professionals or individuals created to help identify, create policies and program to support students with diverse needs.

## CATEGORIES OF DISABILITIES/TYPE OF NEEDS

According to the United Arab School Inspection revised categorization Framework for student of Determination (2019), the four main categories of disability and Barriers to learning.

Common Barriers to Learning	Categories of Disability
Cognition and Learning	<ol style="list-style-type: none"><li>1. Intellectual Disability</li><li>2. Specific Learning Disorders</li><li>3. Multiple Disabilities</li><li>4. Developmental Delay</li></ol>
Communication and Interaction	<ol style="list-style-type: none"><li>5. Communication Disorder</li><li>6. Autism Spectrum Disorder</li></ol>
Social Emotional and Mental Health	<ol style="list-style-type: none"><li>7. Attention Deficit Hyper Disorder</li><li>8. Psycho-Emotional Disorders</li></ol>
Physical, Sensory and Medical	<ol style="list-style-type: none"><li>9. Sensory impairment</li><li>10. Deaf-Blind disability</li><li>11. Physical Disability</li><li>12. Chronic or Acute Medical Conditions</li></ol>

**Gifted Students** are those with academic ability or potential which places them significantly above average for their year group in one or more areas of academic achievement. These students would demonstrate performance which is distinct from their peers.

**Talented Students** are those who demonstrate outstanding ability in creative achievement, such as art, music, dance or sport, and whose performance in these aspects is significantly above average.

## Section # 3

### **INCLUSION SUPPORT TEAM**

In accordance with KHDA's Dubai Inclusive Education Policy Framework, the school must establish an Inclusion Support Team. This comprises the Principal, the Head of Section in different phases, Inclusion coordinator, Inclusion champion and Learning Support Assistant.

### **MEMBERS OF INCLUSION SUPPORT TEAM**

1. Governor for Inclusive Education
2. Head of School
3. Quality Assurance Head
4. Inclusion Coordinator (Special Education Needs Coordinator, SENCO)
5. Learning support Assistant
6. Head of the National Agenda for International Assessment
7. Head of health and Safety
8. Medical Staff
9. Section Heads
10. Subject Heads
11. Class/Subject Teachers
12. Parents

### **ROLE AND RESPONSIBILITIES OF GOVERNOR FOR INCLUSIVE EDUCATION**

The Governing body and in particular the governor for inclusive education, recognizes the importance of access to quality education for all students by effectively meeting the diverse needs by allowing them to fully access all areas of learning. The Governors' are to:

1. Set strategies direction through a clearly-stated inclusive vision and ethos hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
2. Allocate financial investment to ensure that targeted plans are sufficiently resourced

3. Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures. (**Implementation Inclusive Education: A Guide For Schools,2019**)

## **ROLES AND RESPONSIBILITIES OF INCLUSION COORDINATOR**

1. Encourages the development of inclusive attitudes and procedures by promoting inclusive ideas and modeling approaches.
2. Working alongside teachers to observe, assess and identify special educational needs
3. Providing advice and guidance to both teachers and parents
4. Supporting the development of relevant and meaningful learning activities
5. Facilitating collaborative meetings to promote the development of individual educational plans
6. Monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
7. Implementing evidence-based programs of intervention for individual and small groups of students

## **ROLE AND RESPONSIBILITIES OF LEARNING SUPPORT ASSISTANT**

1. Collaborate closely with class teachers to ensure that IEP targets are implemented to and support class-based targets where possible
2. Work with children to ensure that they understand the next steps in their learning and how they can achieve their goals
3. Providing one on one assistance and pull out sessions to support the SOD's
4. Individual session records and track the student progress

***Note: If a student requires full-time assistance, parents might hire a learning support assistant for their child.***

## **ROLE AND RESPONSIBILITIES OF CLASS/SUBJECT TEACHERS**

1. Responsibility and duty for their student's progress and development
2. Implement agreed accommodations in all assessments with the support of the Inclusion Department.
3. Teachers, in partnership with the inclusion department, provide students

with learning opportunities that enable students with a strong desire to learn to access subjects, tackle appropriate difficulties, and make real progress.

4. Maintaining and updating records

## **ROLES AND RESPONSIBILITIES OF MEDICAL STAFF**

1. Keeping a record of health data; informing the Inclusion Coordinator about medical issues that affect learning.
2. Encouraging people to have healthy lifestyles.
3. Ensuring the health and safety of all students in the care of the institution.

**Parents and guardians** play a vital role in implementing the SOD policy and procedure. Their contribution and understanding can play a significant role as their involvement will build positive relationship, encourage new behavior, and increase self-satisfaction and optimism among themselves, their children and teachers.

## **Section#4**

### **CURRICULUM MODIFICATION FOR STUDENT OF DETERMINATION**

All students with special learning needs are actively supported. Curriculum is modified by reduction in syllabus for the students who are under level 2& 3. Targets are set according to their needs and progress track record is monitored to assess the accomplishment. Curriculum modification for high phase will not be provided due to limitation of federal board examinations. But accommodations are provided as per the identified category. Support plans are developed according to their needs.

### **Exemption from studying additional languages:**

Students are exempted from learning additional languages on a case to case basis as granted by the KHDA. To get exemption of subjects students are required to submit further external assessment reports.

### **Other Accommodations and Modifications:**

- Special examination instructions are given to the teachers to personalize the syllabus.
- Enlarged print and/or change in font/ bigger question paper/worksheet may be used.
- The language in the Question paper/ worksheet may be rephrased.
- Spelling errors are not penalized and use of calculators is allowed.

### **DISCIPLINE AND BEHAVIOR OF STUDENTS OF DETERMINATION:**

A productive learning environment produced with the aid of an efficient disciplinary code that is applied to all students including student of determination's behavior.

- If a student exhibits inappropriate behavior persistently, the instructor will file a complaint with the Inclusion Department. The Coordinator for Inclusion observes the student. First student receives counseling.
- The Inclusion Coordinator conducts the student's behavior screening if the behavior doesn't change. Parent meetings are scheduled to go over the student's behavioral problems and to share the observation report.
- The Inclusion Coordinator and teachers work together to construct the behavior intervention plan for efficient implementation and tracking of behavior success.
- If required the student will be referred to a qualified psychologist for a thorough behavioral evaluation.

### **ENTRY ASSESSMENT AND ADMISSION PROCEDURE**

The school uses an entry assessment and admissions procedure that includes the following steps:

- The method and tools used for the entry assessment process are age-appropriate and reflect the student's stage of development

- Information arising from the entry assessment process informs school-based provision planning processes in preparation for the admission of students of determination
- The completion of a medical assessment or a medical diagnosis is not identified as a condition for the student’s participation in the entry assessment process or for enrollment into the school
- Priority admission is provided for a student of determination with a sibling already on roll in the school
- When a school denies a student of determination enrollment or re-enrollment, the KHDA’s non-admission notification procedure is followed. This must take place whether the student is identified as a student of determination prior to the application or is identified as a result of the entry assessment procedure (**Directives and Guidelines for Inclusive Education, A hand book for schools, 2019**)

## IDENTIFICATION AND INITIAL ASSESSMENT

Identification and initial assessment are crucial steps in ensuring that the best solution is implemented as soon as possible. We identify concerned children as soon as possible so that necessary assistance can be provided.

Identification/Initial assessment can be enhanced in a variety of ways, including:

- Teachers observations through ‘Referral Checklist for teachers’
- Observations by teachers
- Classroom observation by inclusion coordinator through “class room observation form”
- Parents Interview
- Students interview
- Informal, Initial assessment Screening tools (Behavior Screener, communication & interaction screener, classroom behavior observation tracker, Learning difficulty check list)
- Baseline check list
- Standardizes test (NICHQ Vanderbilt Assessment Scales) etc.
- External Assessment by Licensed psychologist if needed

## Identification of gifted and talented

- Observations by teachers through (Checklist for G&T)
- Report Card
- CAT 4

## DIAGNOSTIC ASSESSMENT

From a **medical perspective**, a diagnostic evaluation is a formal and standardized procedure, which is performed by a properly certified and licensed professional in the medical field. This sort of diagnostic evaluation examines a child's developmental/functional profile in order to provide information about areas that may require additional monitoring or help.

**If the Inclusion coordinator determines that the student's needs additional diagnosis and assistance, the student will be referred for further assessment**

## SYSTEM OF SUPPORT

**Level I** describes **highly quality differentiated teaching** that takes into account the learning needs of all students in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Level II:** describes specific, **additional, and time-limited interventions** provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. Students who have been identified through data, as having fallen behind the levels expected may be included in the level 2 interventions. This is usually personal support and curriculum modification to enable the students to engage with and participate in, appropriately challenging learning experiences and achieve age-related expectations. Interventions and progress are monitored by the Inclusion Department in collaboration with other school staff. An individual educational plan is reviewed annually if a student has not made the required progress, then the appropriate referral will be made to seek external professional support.

**Level III:** describe as **highly tailored interventions** this may include full-time support by a Learning Support Assistant. The school will provide appropriate advice and recommendations for individual education plans for the student and the inclusion support team works closely with the teachers on the implementation of some of the goals and objectives stated in the IEP. Additional costs for specialist support will be met by the parents. The specialists most commonly involved in supporting students are:

- Health Care Agencies or Educational Psychologists
- Therapy Services (Occupational Therapy, Speech, Language, etc.)
- Services for the Hearing or Visually Impaired

### **SOD's RECORD KEEPING**

Inclusion department have individual files of all Students of Determination which are regularly updated by the Inclusion Coordinator to record all information about the child.

Information includes:

- Referral information,
- Initial Assessment record
- Parents meeting & Communication logs
- IEP (Individual Educational Plan), ALP (Academic Learning Plan) ,  
Accommodation & modification plan, BIP (Behavior Intervention Plan)
- IEP/ BIP/ ALP Review meetings
- Teachers' meetings feedback from teachers
- Progress reports results
- Outclass support activities records.

### **Medical Record**

Some children have medical/health professional reports/records. These are kept by the School Medical Officer, who facilitates in the use of specialist approaches and learning strategies within classroom settings

## **MONITORING & PROGRESS TRACKING**

The school is committed to evaluating students' development and success on a frequent and systematic basis using a number of data collection methods, including but not limited to report cards, observations, co-curricular engagement, and assessment tools.

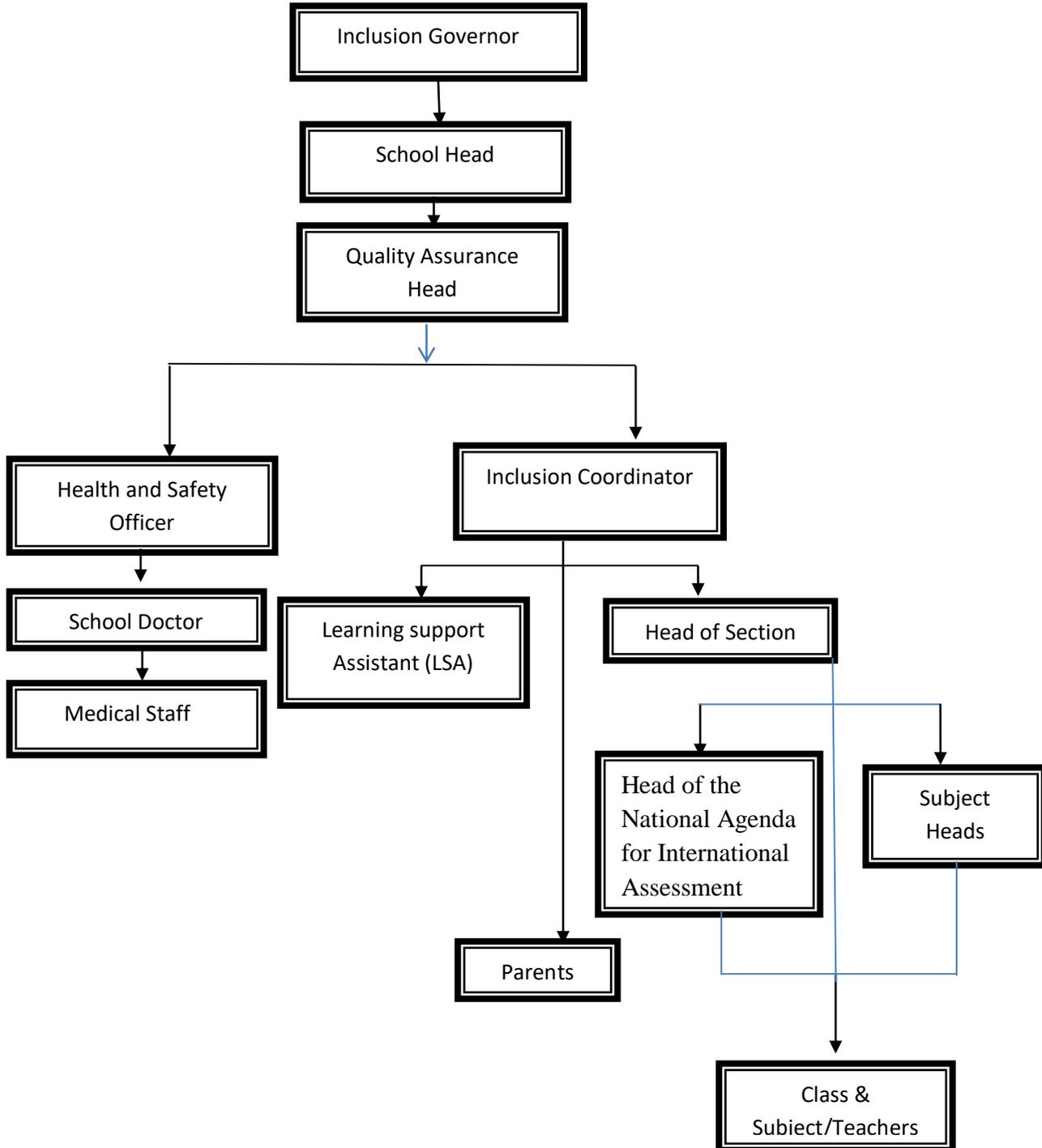
1. The teacher is responsible for evaluating the pupils' progress and reporting it to the inclusion Coordinator
2. A regular parent involvement program is established for feedback and monitoring at home and at school.
3. For gifted and talented students, will be closely observed by subject teachers who will arrange appropriate activities, which will be assessed on a monthly basis by the inclusion coordinator.

## **Evaluation and Review**

This policy is reviewed annually or whenever the regulatory bodies like to make changes in the regulation.

## SECTION# 5

### Organizational Chart of Inclusion Support Team



## Section #6

### Reference with other policies:

This policy is to be read in conjunction with these further policies:

- Admission policy
- Discipline & Behavior policy
- Attendance & punctuality
- Curriculum policy
- Assessment policy

## Section #7

### REFERENCES

- UAE Federal Law (29) 2006 and Law (2) 2014: Concerning the Rights of People with Special Needs.
- Implementing Inclusive Education: A Guide for Schools (2019)
- Dubai Inclusive Education Policy Framework (2017), the Federal Law 29 of 2006 and the Dubai Law 2 of 2014, the School Inspection Framework, General Rules for the Provision of Special Education Programs and Services (Public & Private Schools), Implementing Inclusive Education: A Guide for Schools 2019.
- (Directives and Guidelines for Inclusive Education, A hand book for schools, 2019)

