



### 1. KHDA definition of Inclusion

Inclusive education is the process through which schools develop systems, classrooms, programs and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals. Inclusion does not mean treating people the same without regard for individual differences (KHDA).

KHDA priorities for school:

- School owners and senior leaders fully understand the need for all schools to be inclusive, thus strengthening the capacity for the education system to reach out to all learners.
- School further develops their systems so that teachers are supported, trained, challenged and held to account for the outcomes of all students.
- School develops more effective systems to track, evaluate and monitor the level of progress of students with SEND overtime.

### 2. The Vision

MSB Private School (Dubai) is dedicated to positive growth of its students in all areas of life. At MSB School we believe that every child is determined and unique. We envisage a natural, holistic and student-centred learning environment in MSB that will empower and inspire our students to be creative, innovative and happy 21<sup>st</sup> century leaders. Each child is facilitated with high-quality education, where they know for sure where they belong and their specific individual needs are catered to, ultimately to become independent, valued, competent and productively-skilled members of the society.

Objectives:

- Students of determination have the right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.
- Students of determination can learn and make progress, even if only in very small steps, and deserve to have their progress regularly assessed, recognised and celebrated.
- All teachers are held accountable for students of determination.
- Students of determination will be valued as an inclusive member of the school community.
- Students of determination and their parents have the right to be involved in assessing progress and determining goals, therefore raising attainment and progress. A partnership exists between the pupil, parents and the school.

### 3. Gifted and Talented

#### **Definition - The Federal Elementary and Secondary Education Act (U.S.A.)**

The Federal Elementary and Secondary Education Act (of the United States) defines gifted and talented students as “*Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.*” [Title IX, Part A, Definition 22. (2002)]

#### **Provisions for Gifted and Talented**

Good practice for gifted and talented students is a good practice for all, and as such is not reserved just for students who are listed on the gifted and talented register. Teachers can offer opportunities to any/all

students who they feel would benefit, which can raise attainment standards throughout the school. These may include opportunities for enrichment, extension and acceleration within and beyond the classroom.

#### **4. Definition of Special Educational Needs**

According to the Federal Law 29 (UAE), the definition of a person with Special Needs is as follows: Every person suffering from a temporary/permanent, full/partial deficiency or infirmity in his physical, sensational, mental, communicational, educational or psychological faculties to an extent decreasing the possibility of satisfying his ordinary requirements in the conditions of people without special needs.

According to the DSIB:

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.”

Being identified with special educational needs 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.

#### **The following will classify the categories of SEND students as abdicated by the DSIB (2015)**

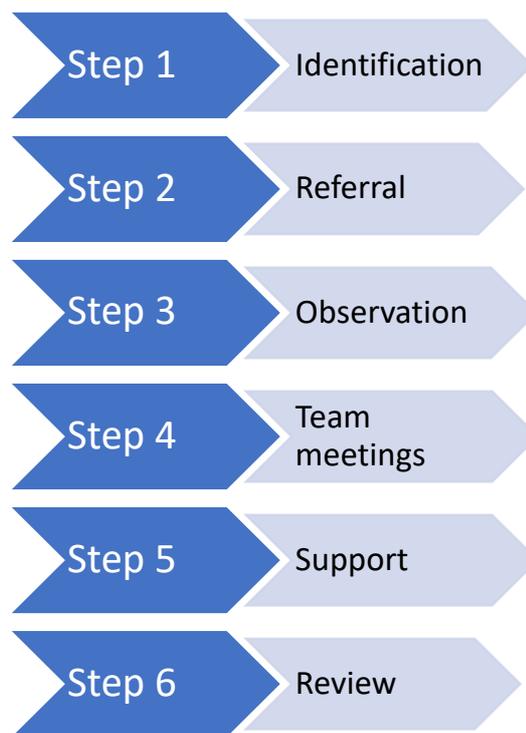
- ❖ **Behavioural, social and emotional** – Behaviour that presents a barrier to learning. Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), oppositional defiant disorder (ODD), conduct disorder (CD), childhood psychoses and syndromes such as Tourette’s.
- ❖ **Sensory**
  - **Visual impairment** - 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, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, hemophilia, 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 ongoing and include such illnesses as asthma, diabetes and allergies.
- ❖ **Speech and language disorders (this does not include students with additional language needs)**
  - **Expressive language** disorder – problems using oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally.
  - **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 Difficulty 1** – Below-average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
- ❖ **General Learning Difficulty 2** - Students experiencing significant learning difficulties which have a major effect on their participation in the mainstream school curriculum, without support.
- ❖ **Profound and 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: Down's Syndrome, Stickler Syndrome and Williams Syndrome.

#### 5. Specific Learning Difficulties

- ❖ **Dyslexia** - 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 and auditory short-term memory and language skills/verbal comprehension.
- ❖ **Dysgraphia** – (Writing/Spelling) 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 numbers) 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.

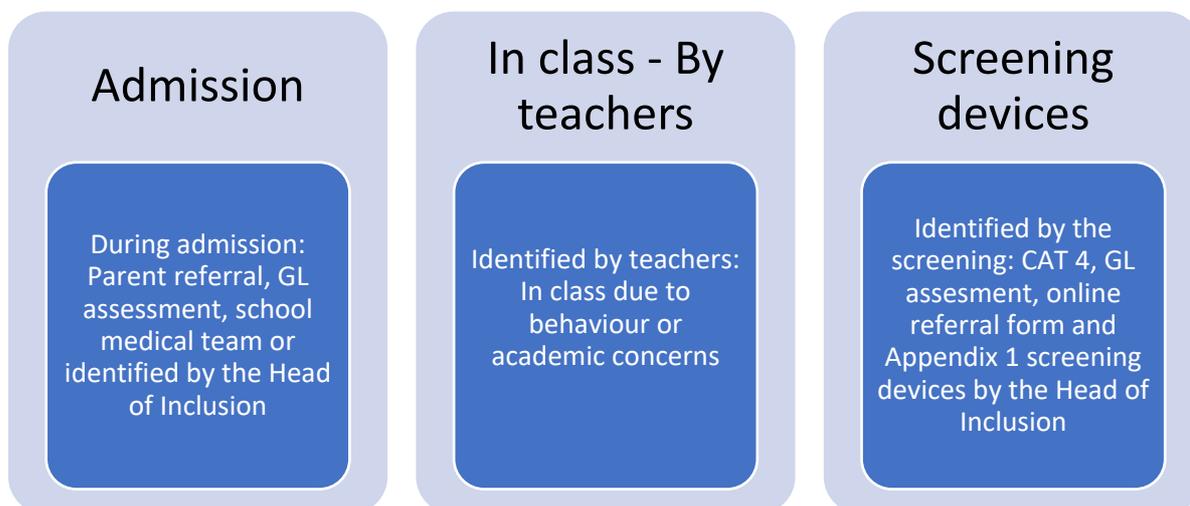
#### 6. Procedure for student of determination



### Step 1 – Identification

MSB Private School has a continuous cycle of identification, assessing, planning, teaching, making provisions for students, training and monitoring teachers, which takes in account the specific needs of the students. We recognise that the process is interlinked and ongoing, therefore cannot be dealt with in isolation or in parts.

Types of identification:



- Parent may directly approach the Head of Inclusion, teacher or school administration during admission and present the diagnosis and request for learning centre services (parent referral).
- GL assessment is used as screening aid during admission.
- Parent may choose to not disclose the child’s condition. Subsequently, Head of Inclusion may identify during admission interview and get in touch with learning centre if required. While being empathetic here we help parents overcome the initial denial phase.
- Teacher may spot a child with determination, parent may not be aware. Concerns are shared with the learning support team by the teacher and the parents are made aware of the child’s additional needs (teacher referral).

- We also identify students with determination by the following tests employed in school:
  1. Entrance examination during the time of admission
  2. CAT 4 results
  3. GL assessments
  4. Observations of class grades

#### Inclusion admission process

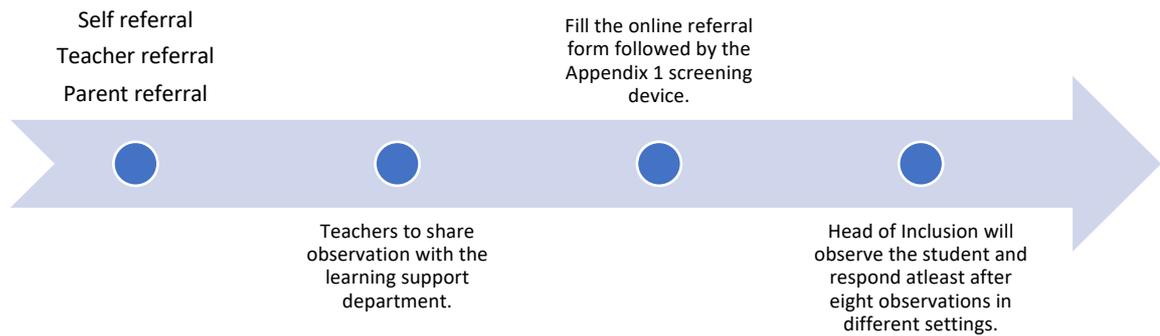
Whilst we endeavor to be fully compliant with the regulation stated in the federal law 29 (U.A.E).

- Admission for student of determination will be based on the submission of the latest assessment (less than two years), type and level of difficulty, recommendation and type of support needed.
- Full disclosure of medical history.
- The school will decide on an individual basis to accept the child or not.

Factors that could influence admission:

- Facilities/resources available at school to meet the child's needs.
- Type/area of disability/difficulty e.g. in cases of autistic children the level of autism plays a major role in determining if the child is accepted or not.
- Recommendation provided by the psychologist.
- Child's readiness to be main-streamed or have an inclusive environment for learning.
- Parental support and compliance to suggestions from school; in some cases, a learning-support teacher may be required or remedial classes will be beneficial.
- Extra support from outside the school (if required) e.g. psychiatric help, physiotherapy, speech therapy, occupational therapy, etc.

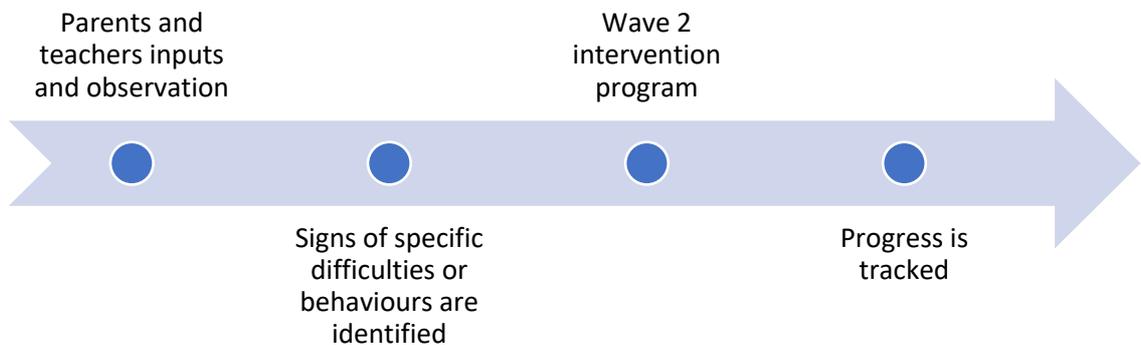
## Step 2 - Referral



### Referral process

- Teachers may notice concerns in terms of social, emotional, behavioural and scholastic development.
- Teachers share their concerns through online referral followed by their observations, anecdotal notes depending on the child's specific needs.
- Head of Inclusion will be consulted to confirm or clarify if there is a genuine problem before approaching the parents.
- Learning centre will be contacted as per the severity of the problem.
- Initial meeting with the parents along with the inclusion team will be conducted to gain information and insight about the child and his/her surrounding environment.
- Parent referral or self-referral will proceed for WAVE 2 intervention by signing on the consent form.

## Step 3 - Observation



### Observation process

- Before we initiate the process to provide intervention, the students' level is determined by observation by the special educator and parent-teacher feedback.
- Head of Inclusion will conduct an initial screening/GL assessment.
- The school may request parents for a comprehensive testing by external professionals if required.

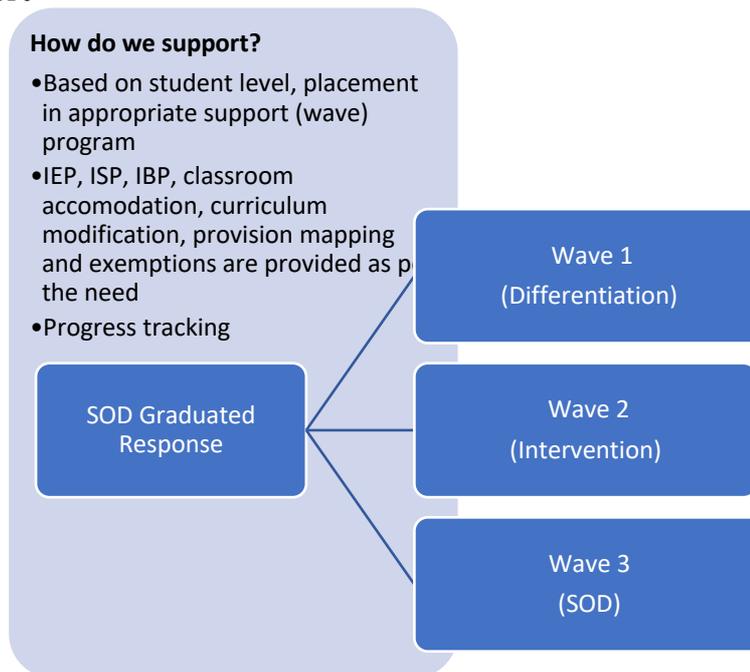
### **Step 4 - Team meetings**



### Team meeting process

- We recognise that our students of determination should achieve their maximum potential, therefore the key is to establish and build on a successful partnership with the team – parents, learning support team, teachers, SLTs, BOGs, doctor/nurse and external professionals.
- We have scheduled meetings with team IEP (Individualised Educational Plan), IBP (Individualised Behaviour Plan) and ISP (Individualised Support Plan), planning at the start of each term and reviewing at the end of the term.
- Scheduled meetings with teachers, SLT, nurse and BOGs are held to ensure best support in classrooms.
- We work closely with the parents, teachers and external agencies by providing information on provisions and arrangements for students of determination, including ways in which they can participate in the process.
- CPDs are conducted for staff on related topics.

## Step 5 - Support



### Support process

- When a student of determination is identified, he/she is provided with appropriate additional support within and outside the classroom.
- The school follows graduated response to SOD; it recognises that all children learn in different ways and can have different types and level of educational needs.
- Class teachers and subject teachers are responsible for working with the students on a daily basis, with support from the learning support team.
- In class support, SOD are supported by learning support team in the class and work closely with the teachers to initiate suitable teaching strategies, activities and class work to ensure progress of SOD. The in-class objective will be focused on the IEP goals.
- Withdrawal sessions - Students who require more individualised attention will have 1-1 sessions in the learning support room.
- The session will focus on the IEP goals and skills that need to be developed.

### Support through school Graduated Response

#### Wave 1 (Differentiation)

- This is a whole school approach which is already being followed in the school, therefore modifying teaching styles, content/material and assessment to suit each individual's needs.

#### Wave 2 (Intervention)

- Students will not be in the SOD register at this stage.
- However, parents will be informed and the student will be observed for a term before we decide the need for intervention.
- Suggestion, strategies, home program may be given as per the child's specific need.
- Intervention program is planned for 4-8 weeks as per the need, which caters to the child's specific need.
- Progress is tracked, therefore deciding on the next steps.

#### Wave 3 (Student of Determination)

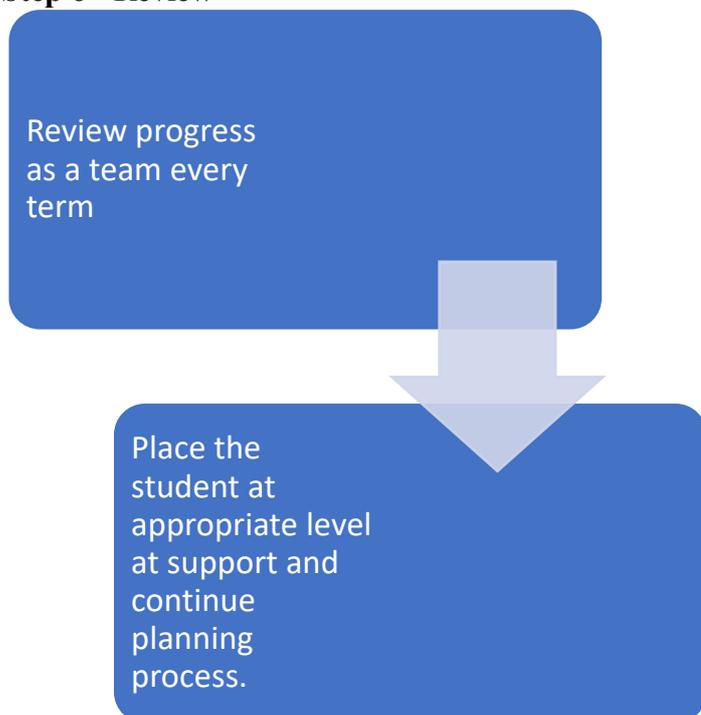
- Student may or may not have diagnosis but will be placed on the SOD list.

- Student will have IEP, ISP, IBP depending on the needs.
- IEP, ISP and IBP are detailed and working documents to have a clear understanding of the child's need.
- Strategies for differentiation, modification and accommodation are given to the teacher.
- In-class and withdrawal session by learning support team will be provided as per the child's specific need.
- Some students will have a modified curriculum based on the child's need.

#### Provision Mapping

- Provisions and exemptions are provided as per the need of the student.
- Following is the list of provisions:
  - Modified curriculum: Curriculum is altered keeping in mind the child's individual needs.
  - Modified assessment: Assessments are focused on the IEP targets.
  - Exemptions from language: Arabic from KHDA
  - Learning support teacher
  - Exam provisions in line with the IGCSE access needs

#### **Step 6 - Review**



#### Review process

- At the end of term IEP meeting with the team (parent, teachers, learning support team).
- Student progress is evaluated and goals are reset or carried on for maintenance or new ones are introduced.

#### Tracking and annotation of goals:

- Students have goals in the classroom environment to be handled by the teacher, T.A. or the learning support team depending on the need.
- Goals are annotated on regular basis by the concerned teacher.

Weaning off learning centre support criteria:

- Students may be weaned off the support services if found to be making consistent progress in IEP goals and grade marks over a period of three terms.
- The aim is to make the student an independent learner and avoidance of prompt dependency.
- The student may also be placed in the appropriate level according to graduated response.
- However, they will be closely monitored for any regression and appropriate support will be provided by the team.
- Goals are tracked on IEP with the keys – MET, NOT MET and EMERGING along with marking codes.

Support to teachers:

- The school understands the need for teachers to be updated on latest methods and strategies and the enhancement of skills for working with SOD.
- Trainings (CPD) 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.
- Grade-wise teacher meeting along with the respective SLT are conducted to discuss and coordinate individual students' needs.
- Individual teacher-Head of Inclusion meetings are held on a need basis other than the scheduled ones to facilitate with any challenges like behaviour, accommodation, modification or exam paper modification.
- Inclusion team is exposed to different trainings and workshops.
- Scheduled classes for SOD are conducted to provide feedback and suggestions to teachers.

Training will be conducted by:

- Inclusion department along with the senior leaders
- Teachers, where they share good practices and strategies with each other
- Specialists, who are invited to provide an insight in specific areas of interest

Some of the areas where teachers would receive training are:

- Identifying problems in children (educational, behavioural and socio-emotional)
- Strategies in differentiation
- Latest practices
- Personal development
- Sharing of practices that work

Parent support and partnership:

- Partnership with parents plays a key role in enabling children and young people.
- We recognise that parents hold key information and have knowledge and experience to contribute to a shared view of a child's needs and the best ways of supporting him/her.
- To enhance the progress through better understanding of the process implemented.
- To develop mutual support system for the parents that will be facilitated by the professionals at school.