



THE OXFORD SCHOOL

INCLUSION POLICY

An Educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment.”

The Oxford School aims to provide quality education and to cater the individual’s needs.

Vision: To provide quality education and help children to unleash their potential.

Mission: We understand every learner is unique. Hence our mission aims at catering individual need of students with determination (SWD)

A good foundation is the key to success. We ensure that our children have strong basics that will help them in their future behavior.

Federal law no. 29 of 2006 and 2009 and Dubai Law # 2(2014) demonstrates Dubai’s commitment to ensuring the educational and social inclusion of all students, adults and families experiencing special educational needs and disabilities(SEND){Ref: Dubai Inclusive Education Policy Framework-2017}

DSIB Definition of Special Educational Needs and Disabilities (SEND)

Educational needs that are different from those of most students. They include those who need additional support or challenge in their learning.

Special education needs could mean a child has difficulties with: all 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;
- organizing themselves, completing tasks or focusing on activities.
- Sensory or mobility needs that may affect them in some or all school activities

Type of Need	Description Compiled from a range of international best practice and
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	using the DSIB definition and UAE School for All guidance.
Behavioral, Social, Emotional	Students whose behavior presents a barrier to learning. Students who are experiencing emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's.
Sensory and Physical Disability	Blind students or those with partial sight Deaf students or those with partial hearing Students who are deaf and blind. Disabled students are those who have any permanent or temporary condition resulting from illness or congenital disorder. A disability would impact on a student's ability to carry out every-day tasks such as speaking, hearing or moving like other individuals.
Medical Conditions or Health Related Disability	Medical conditions 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 allergies.
Communication and Interaction This does not include students with additional language needs.	Students who cannot speak well enough to be understood or who stutter or have a speech impediment such as a lisp. Students who find it difficult to respond to language and so cannot follow simple instructions or make themselves understood. Autistic Spectrum Disorder (ASD) is a range of communication disorders related to students who find it difficult to: <ul style="list-style-type: none"> ● communicate with others; ● understand social behavior; ● think and behave flexibly.
Learning Difficulties Dyslexia / Dysgraphia Dyscalculia	Specific Learning Difficulty (Sp LD) – students who have specific difficulties with any of the following: <ul style="list-style-type: none"> ● reading, writing, spelling ● using numbers <p>General Learning Difficulty 1 – students' whose attainment is well below expected levels in all or most areas of the curriculum.</p> <p>General Learning Difficulty 2 – students experiencing significant learning difficulties which have a major effect on their participation in the mainstream school curriculum, without support.</p> <p>Profound and Multiple Learning Difficulty (PMLD) – students who have been identified by a professional as having severe and complex learning needs as well as other significant difficulties. These may include physical disabilities or a sensory impairment. These students are likely to require a high level of adult support.</p>



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Gifted and Talented	Gifted and Talented – students who demonstrate outstanding ability or aptitude in one or more areas of creative or academic achievement. These students would demonstrate performance which is distinct from their peers who are in the same age group. These students may demonstrate special talents and abilities in areas such as poetry, drawing, sport or drama etc.
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Purpose:

Inclusive Education provides an opportunity for collaboration.

The main purpose of this policy is to ensure that all the stake holders including governing bodies and school leaders, staff and students are **safeguarding the rights of individuals with special needs/different abilities within the school community.**

To include students with disabilities, participate and learn together in the same classes with least restricted environment/class setting.

According to Article # 13 of Federal Law # 29 of 2006 -Ministry of Education shall be committed to secure the complete participation of students with special needs.

The Oxford School has adopted these rules and have included students with SEND with a wide range of individual needs in the mainstream classroom. A student with specific learning difficulties may receive individual support from the special needs teachers/counselors outside the classroom setting in the resource room catering to their individual need.

Students With Determination (SWD) Levels of Category

Category	Description
Wave 1	<ul style="list-style-type: none">* closely monitored by Inclusion Department and coordinates with the subject teachers regarding student's performance* teachers are given accommodations & modification strategies according to the disability of the child* not pull out and no CSP or IEP made



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Wave 2	<ul style="list-style-type: none">* pull out by the SEN Educator in the Resource Room for individual instruction* teachers are given accommodations & modification strategies according to the disability of the child* CSP or IEP is made* no formal assessment from the doctor or medical specialist
Wave 3	<ul style="list-style-type: none">* pull out by the SEN Educator in the Resource Room for individual instruction* teachers are given accommodations & modification strategies according to the disability of the child* CSP or IEP is made* with formal assessment from the doctor or medical specialist

Students With Determination (SWD) Provisions

Accommodations	* can help student learn the same material and meet the same expectations as their classmates
	* For example, during spelling test, student might benefit from having extra time to complete the spelling test or using typing technology if the physical act of writing is difficult

Modifications	* Student could be assigned shorter or easier reading assignments. Students who receive modifications are <i>not</i> expected to learn the same material as their classmates.
	* For example, in the case of the spelling test, if the class was given 20 words to study, the student with modifications might only have to study 10 of them. Or she might have a completely different list of words.



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Pull-Out	* learning takes place in the Resource Room in a one on one basis.
	* For example, during Library or Art (Only Library and Art), student will not be going to Library instead in the Resource Room to be given individual sessions by the SEN Educator base on his learning needs(CSP/IEP)

Different Plans for Student With Determination (SWD)

- it's a skill/behavior base plan where it is given to students who have difficulty/ies in working independently which needs more individual instruction

- concerns/targets are area base like Reading, Basic Math, Spelling, Writing, Social Behavior and Self-Help Skills

1. Classroom Support Plan (CSP):

- it's a subject base plan where it is given to students who have difficulty/ies yet able to somehow work independently inside the classroom

- concerns/targets are based on the monthly plan given by the teacher approved by the HOD

2. Individualized Educational Plan (IEP):

- it's a skill/behavior base plan where it is given to students who have difficulty/ies in working independently which needs more individual instruction

- concerns/targets are area base like Reading, Basic Math, Spelling, Writing, Social Behavior and Self-Help Skills

3. Accelerated Learning Plan (ALP)

- it's a curriculum and educational pathways that support the Gifted and talented learners to achieve their full academic, personal and social potential in a conducive learning environment and to ensure their over-all well-being.

- it's a collaborative team plan

4. Home Program (HP)

- a plan designed that targets the self-help skills or adaptive skills of a student which needs to be addressed at home so that he/she knows how to behave in school.



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SWD Intervention Strategy for CSP/IEP:

The individual need of the students will be addressed appropriately based on the academic/behavioral challenges.

S.No	Academic	Behaviour	Solution
1.	<i>Nil/mild</i>	<i>severe</i>	CSP [with behavior tracker]
2.	<i>severe</i>	<i>severe</i>	Only IEP [with behavior tracker]
3.	<i>severe</i>	<i>nil</i>	IEP
4.	<i>mild</i>	<i>nil</i>	CSP & IEP(with language exemption)
			IEP/CSP

Identification and Early intervention

Ensure appropriate identification procedures are followed consistently in the entry of early years

The school is committed to promote high standards of education and aims to help all students to reach their best potential. It seeks to achieve this by:

- Teacher observation [structured and unstructured environment]
- SEN Educator and Counselor's Observation
- SENDCO'S Observations
- Information obtained from parents



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- School Base Assessments
- Baseline Assessment (Core Subjects)
- Informal Assessment [Personal Interaction, Diagnostic Test for learning Disability, Lexicon Dyscalculia Dyslexia Checklist,etc]
- Medical and Psycho-Educational Reports.

Use of information gathered by assessment upon entry and identification procedures to determine the type and level of support as required. (Ref: DIEPF-2017)

Support services as follows:

To provide whole class differentiated instruction at appropriate level

To provide small group instruction as in targeted intervention procedures in prompting personal and social skills

To provide individualized intervention for a student with significant learning difficulties- specifically in speech and language, academics or behavior.

To design an individualized document which includes (SMART) specific, measurable, achievable and result oriented goal to be achieved within the given time frame.

To set clear and standardized procedures for medical and clinical assessments related to the provision of inclusive education for students with SEND.

Ensure effective and timely tracking of students' progress.

The Individual Education Plan, Classroom Support Plan, Advance Learning Plan and Home Plan

An individual education plan or classroom support plan is written in collaboration with Inclusion Department, class teacher, respective subject teachers, LSA and parents of the child. It includes annual goals which are broken down into monthly ones as discussed and agreed between teacher, parent, special educator and child (wherever is appropriate). Progress towards targets made is discussed at Parent – Teacher meetings or by request at other times through discussions with the teacher and Inclusion Department. At the IEP,CSP, ALP,HP review, decisions are made about the future actions that may be taken to meet the child's needs. These may be to:



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- Reduce the amount of help, thereby weaning the student to become an independent learner.
- Continue with the existing level of help with new targets being set.
- Increase the level of intervention if there has been little progress.
- The role of parents is crucial for the student's development and progress

Teachers' responsibilities

- familiarize themselves with Student's records and information regarding their special educational needs
- support individuals in reaching their IEP/CSP/ALP/HP targets
- provide modified activities or plan to address the needs
- Analyze assessment data and identify progress and attainment of individual Students that are causing concern Maintain baseline and progress data for delivered interventions
- Keep annotated notes and records to provide detail of success and difficulties of Students liaise with SENDCO on a day to day basis or as required
- be alert to the possible need for monitoring Students who are causing concern
- consult and keep the SEN Teacher informed of any changes to need or circumstances
- implement the teaching needs of Students with statements, which may include the management of a special support assistant/teacher
- assess in order to plan and devise specific strategies for managing Students with SEN
- follow advice and support from SEN teachers to ensure that all Students with a variety of needs and barriers to learning within school are included at all times

Inclusion Personnel Responsibilities

- liaise with the Student's class teacher
- familiarize themselves with Student's records and information regarding their special educational needs
- Support in maintaining SEN files – paper and electronic
- Support individual and groups of Students to achieve IAP/IEP targets and through individual sessions and 'recognized' Intervention schemes
- Maintain baseline and progress data for delivered interventions
- Keep annotated notes and records to provide detail of success and difficulties of Students
- liaise with SENCO on a day to day basis or as required



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- carry out their duties as stated in the job description
- wherever possible provide notes or attend meetings to inform reviews for Students that they support

Student and parent responsibilities

- discuss strengths and difficulties with teachers and support staff
- agree targets and review dates
- agree activities and tasks to be completed at home and at school to meet targets ☐ liaise and discuss progress towards targets with teachers – ask for help or advice if needed

SENDCO responsibilities

The SENDCO plays a crucial role in the school's SEND provision. This involves working with the Principal and Heads of School to determine the strategic development of the policy.

- support and advise colleagues in mainstream classes
- resources and strategies to support individual and groups of students
- advice and support for writing CSP/IEP/ALP/HP
- support and consult subject area coordinators for the targeted plan
- mainstream classes
- follow procedure guidelines for documents and paperwork
- write annual review / interim review reports and attend meetings for statement of special educational needs students
- write reports and initiate/attend Meetings with parents
- complete paperwork and assessments for Statutory Assessments
- day to day management of SWD lessons
- liaises and discusses SWD Students with the Principal
- line manages Special Education Teachers and Staff
- has an overview of mainstream SWD
- conduct training for the LSA
- contributes to School Development Plan and School Self Evaluation form in preparation for DSIB Inspection
- maintains the SWD register and reviews provision mapping termly
- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to SWDs



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- liaises, monitors and co-ordinates the completion and the implementation of CSPs/ IEPs/ALP's/HP
- oversees the records of all SWD
- liaises with parents ensuring that they are actively involved in their child's learning
- liaises with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the VP & Principal
- manages a range of resources, human and material, to enable appropriate provision for Students with special educational needs
- contributes to the continuing professional development of all staff.
- reviews the SEND policy in consultation with the Senior Management Team

Role of Learning Support Assistants (term changed as per new Dubai Inclusive Education Policy-2017)

- Works together with SENDCO, Class teacher, SEN educator or Counsellor, Teacher Assistants and parents in the development of the child's individual goals and objectives.
- Helps class teacher in conjunction with the SENDCO to plan, develop and implement recommended strategies and accommodations [instructional environmental, assessment] of working with the child.
- Works to improve the child's quality of learning and overall classroom experience by helping the child to focus, socialize, show courtesy to others and control their behavior.
- Helps the student be prepared organized for class, reminds him/her to be a responsible and committed student.
- Alerts Class teacher and SENDCO to any problems arising from regular interaction within the school.
- Performs daily classroom activities such as reading, playing and doing activities that are appropriate for the child's needs, as well as organizing of the physical space around the child.
- Performs daily classroom activities such as reading, playing and doing activities that are appropriate for the child's needs, as well as organizing of the physical spare around the child.
- Performs other appropriate duties and responsibilities assigned by the SENDCO like accompanying on field trips, school assemblies, outdoor activities etc.
- Actively participates in required training sessions, meetings etc.
- Maintains accurate communication logs, daily progress notes, data collection, attendance records and updates al paperwork in timely manner.



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- Seeks professional growth through reading, attending workshops and refresher courses

Admission of children with SWD

Based on the Federal Law no:29/2006, article 12 of the second chapter on education, states that, “Special needs do not constitute in themselves an impediment in seeking affiliation or enrolment or admission to any educational institution, whether public or private”.

The Oxford School will not deny enrolment based on prospective student having a disability. However, as highlighted in the conditional acceptance registration documents, which focuses on two main aspects, admission may be refused on the following grounds.

- The availability of a complete and honest history of the child from all relevant sources.
- The level of accessibility and support that the school can provide.

These two points are further elaborated in the section below.

Eligibility for admission depends on the following: -

- Submission on the relevant recent assessment report.
- Type and level of difficulty.
- Recent recommendation provided by a psychologist like behavior modification, physio-therapy, speech therapy, occupational therapy etc.
- Full disclosure of medical history.
- If appropriate facilities/resources are available at school to meet the child’s special needs.
- If the school feels that the child can function as a member of a mainstream class with necessary support provided.
- The family is willing to shoulder the cost of any additional support that is provided for the child by school.
- The family is willing to shoulder the cost of a shadow teacher, should the need arise.



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- In the event of absence of the shadow teacher, the child will not be permitted to attend school in cases where intensive adult supervision is required.
- If in the opinion of the school, the child's needs can no longer be met without detriment to the education of other students, parents must be willing to withdraw the child.
- If parents do not actively partner with the school in their child's school progress and are non-compliant with school recommendations, the school reserves the right to refuse re-registration.

Enrolment of SEND student to The Oxford School will be based on many factors.

- At the time of admission, parents are required to accept certain conditions to ensure that the school is able to meet the needs of their child.
- The school also looks at the recommendations suggested for the student in the psycho – educational report which may contain strategies to ease the academic/social or emotional pressures on a child in the mainstream setting.
- In certain circumstances the school may also use its discretion to engage a shadow teacher/learning support assistance.
- The management reserves the right to accept or deny admission to a prospective student.

Special arrangements for Examinations

The school follows the Cambridge curriculum therefore access arrangements are applied for the SEND students at Checkpoint Exams with the Cambridge Examination Board.

- SEND students are considered in accordance with the regulations set by the Examinations board.
- These arrangements include accessing extra time, prompts, a reader, a transcript, a scribe, modified paper, use of calculator/other assistive devices, coloured or modified paper.
- Pupils will be only considered in accordance with the Exam Board regulations and recommendations made for individual students in their psycho-educational reports.
- The arrangements sought should present the normal method of learning for the SEND student.
- The final decision regarding these arrangements remains with the Principal.



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- Once it has been agreed that a pupil qualifies for special arrangements it is the responsibility of the examinations officer to ensure these are implemented.

Complaint procedures

Complaint procedures for the special education needs student mirrors the other complaint procedures which are normally followed by the school.

Monitoring the success of the SEND POLICY.

Evidence of the effectiveness of this policy regarding progress in learning or improvements in behavior of SWD will be shown by.

- On-going teacher and Inclusion Department observations of the child in the daily classroom setting.
- Differentiated planning done by all teachers in collaboration with the LSA and Inclusion Department to ensure provisions are in place to support SWD in class.
- Records and evidence of the child's work showing progress towards curriculum objectives.
- Evidence of progress towards targets at the CSP/IEP/ALP/HP reviews.
- Records and evidence of the child's progress towards improving behavior.
- Discussions at an appropriate level with the child about their progress.
- Discussions with parents about the child's progress.
- Discussions with outside agencies about the child's progress.

Evaluating the success of the SEND POLICY

The success of the policy will result in the needs of all students with SEND being met by:

- Having the systems in place to identify children with the determination as early as possible.
- Making use of good practice in planning for, teaching and assessing children with determination.



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- Regularly reviewing the child's progress against targets set.
- Providing additional intervention if progress is not adequate.
- Having a positive and effective partnership with parents.
- Encouraging a multidisciplinary approach whenever possible.

This Policy is reviewed by the Senior Management Team. It will be next reviewed in August 2019.

{Ref: Dubai Inclusive Education Policy Frame work-2017}