



# The Oxford School, Dubai

مدرسة أكسفورد ، دبي

## Inclusion Policy

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

The Oxford School accept and welcome children of all abilities.

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

**Mission:** We value every learner as a unique individual. Hence our mission aims to meet the individual needs of students of determination (SOD). We believe that each child deserves an environment and experiences that promote growth in all the areas of his/her development. We respect and value input from parents and encourage them to be part of the decision-making process for their child.

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

**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}**

### **Students of determination**

A student of determination is a student with long-term physical, mental, intellectual, or sensory impairment which, in interaction with various barriers, restricts the student’s full and effective participation in education on an equal basis with peers of the same age. Students of determination are identified through one or both of the procedures listed below:

- Through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder
- Formally diagnosed by a qualified and licensed medical professional as having long-term difficulty, impairment, or disorder.



# The Oxford School, Dubai

## مدرسة أكسفورد ، دبي

**Ref: A revised categorization**

**framework for students of determination (2019-20)**

### Categories of disability and barriers to learning

The following framework is based upon the UAE unified categorization of disability.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorization of disability)
Cognition and learning	1. Intellectual disability ( <sup>1</sup> including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, Emotional, and mental health	7. Attention Deficit Hyperactivity disorder 8. Psycho-emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions

**Ref: A revised categorization framework for students of determination (2019-20)**

It is expected that most students who experience specific barriers will have most of their learning needs met within an appropriately differentiated classroom.

Parents are also advised, and it is highly recommended that they take the child to the therapy depend on the severity level or the need of the child.

### Purpose:

### Inclusive education provides an opportunity for collaboration

The main purpose of this policy is to ensure that all the stakeholders, including governing bodies and school leaders, staff and students, are **safeguarding the rights of the student of determination within the school community.**



# The Oxford School, Dubai

## مدرسة أكسفورد ، دبي

To include students of determination, participate and learn together in the same classes with the 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 has included Students of Determination with a wide range of individual needs in the mainstream classroom. A student with additional learning needs may receive individual support from the special needs' teachers/counsellors outside the classroom setting in the resource room catering to their individual need.

### Students of Determination (SOD) Levels of Category

Category	Description
<b>Wave 1- General Support Service</b>	<ul style="list-style-type: none"><li>➤ Closely monitored by the Inclusion Department and coordinates with the subject teachers regarding student's performance</li><li>➤ Teachers are given accommodations &amp; modification strategies as per the need of the child</li><li>➤ Not pull out, and no CSP or IEP made</li></ul>
<b>Wave 2- Targeted Support Service</b>	<ul style="list-style-type: none"><li>➤ Pull out by the SEN Educator in the Resource Room for individual instruction</li><li>➤ Teachers are given accommodations &amp; modification strategies as per the need of the child</li><li>➤ CSP/IEP/BMP is made</li><li>➤ No formal assessment from the doctor or medical specialist</li></ul>
<b>Wave 3- Individualized Support Service</b>	<ul style="list-style-type: none"><li>➤ Pull out by the SEN Educator in the Resource Room for individual instruction</li><li>➤ Teachers are given accommodations &amp; modification strategies as per the need of the child</li><li>➤ CSP/IEP/BMP is made</li><li>➤ With formal assessment from the doctor or medical specialist</li></ul>

### Students of Determination (SOD) Provisions

<b>Accommodations</b>	<ul style="list-style-type: none"><li>➤ Can help student learn the same material and meet the same expectations as their classmates</li></ul>
	<ul style="list-style-type: none"><li>• For example, during a spelling test, a student might benefit from having extra time to complete the spelling test or using typing technology if the physical act of writing is difficult</li><li>➤ A 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.</li></ul>



# The Oxford School, Dubai

## مدرسة أكسفورد ، دبي

<b>Modifications</b>	<ul style="list-style-type: none"><li>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. Alternatively, she might have a completely different list of words.</li></ul>
----------------------	--

<b>Pull-Out</b>	➤ Learning takes place in the Resource Room in a one on one basis.
	<ul style="list-style-type: none"><li>For example, during Library or Art (Only Library and Art), a 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)</li></ul>

<b>In-class support</b>	➤ Support is given inside the classroom during core subjects by SEN Educator to make an impact onthe learning
	<ul style="list-style-type: none"><li>For example, during English lesson student will be provided with a detailed explanation, scaffoldings, and manipulatives by the SEN Educator base on his/her learning needs (CSP/IEP)</li></ul>

### Different Plans for Student of Determination (SOD)

#### 1- Classroom Support Plan (CSP):

- It is a subject base plan where it is given to students who have difficulty/is 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 is a skill/behaviour base plan where it is given to students who have difficulty/is in working independently which needs more individual instruction

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

#### 3- Accelerated Learning Plan (ALP)

- It is 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 overall well-being.

- It is a collaborative team plan
-



# The Oxford School, Dubai

## مدرسة أكسفورد ، دبي

### 4. Behavioral Management Plan (BMP)

- It's a plan designed to change a particular undesirable behavior. By using the system of reinforcement, a student learns the correct set of responses.
- It is a collaborative team plan

### 5. 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.

### SOD Intervention Strategy for CSP/IEP:

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

S.No	Academic	Behaviour	Solution
1.	<i>Nil/mild</i>	<i>severe</i>	CSP & BMP [with behaviour tracker]
2.	<i>severe</i>	<i>severe</i>	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 promoting 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





# The Oxford School, Dubai

## مدرسة أكسفورد ، دبي

- Information obtained from parents
- School Base Assessments
- Baseline Assessment (Core Subjects)
- Informal Assessment/Checklists
- 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 an 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 behaviour.

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 transparent and standardized procedures for medical and clinical assessments related to the provision of inclusive education for Students of Determination.

### Ensure useful and timely tracking of students' progress.

The Individual Education Plan, Classroom Support Plan, Behavior Management 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, BMP, ALP, HP review, decisions are made about the future actions that may be taken to meet the child's needs. These may be to:

- 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.



# The Oxford School, Dubai

## مدرسة أكسفورد ، دبي

- Increase the level of intervention if there has been little progress.
- The role of parents is crucial for the student's development and progress

### REVISED ROLES & RESPONSIBILITIES

(Ref: School-Home Provision-a collaborative approach to Distance Learning for Student of Determination-2020)

### THE CLASSROOM TEACHERS

The classroom teacher should make daily and direct contact with the student of determination and their parent to ensure that connections between student's *School-Home Provision* and the most valuable elements of their typical learning experiences in school are maintained:

- learning tasks are connected to their assessed starting points in school, their attainment levels, their strengths, and their challenges
- common learning themes and topics are connected to the student's *School-Home Provision* and promote opportunities to work and interact alongside their peers
- social connections with peers are maintained.

### THE HEAD OF INCLUSION

The head of inclusion, or leader of the provision for students of determination, is expected to quality assure and review the implementation and impact of *School-Home Provision* for students of determination. In particular, they should:

- guide the teacher in the design, adjustment and delivery of the student's home-based learning experience
- provide the advice and support required for the parent to be successful in their role
- supervise and guide the learning support assistant in their coordination of the student's learning
- adjust the targets and strategies set out in the individual education plan so that they align with the new learning context
- review the student's progress in achieving the goals set out in their individual education plan

**liaise with and work alongside other specialists such as speech and language therapists or ABA practitioners to further enhance learning programmes**



# The Oxford School, Dubai

## مدرسة أكسفورد ، دبي

### The Parent

Parents and other family members have unique and in-depth knowledge of their children.

Therefore, they are essential enablers of the development and delivery of the *School-Home Provision*. Parents and other family members require direct and dedicated support from the school team.

### THE LEARNING SUPPORT ASSISTANT

Often, a learning support assistant will play a key role in facilitating and supporting the delivery of *School-Home Provision* for students of determination. They should provide frequent support to the parent and the child through:

- the implementation of the student's daily schedule of learning activities
- enabling access to resources, information or support the parent requires
- the submission of evidence of progress and achievements
- providing feedback to the teacher and/or the head of inclusion.

### Admission of Student of Determination

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 makes all reasonable efforts to enrol children with additional learning needs. However, parents must mention the needs of the child so that interventions will take place prior to the start of the school if necessary.

### Special arrangements for Examinations

The school follows the Cambridge curriculum; therefore, access arrangements are applied for the student of determination at Checkpoint Exams with the Cambridge Examination Board.

- SOD's 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 SOD.
- The final decision regarding these arrangements remains with the Principal.
- 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.





# The Oxford School, Dubai

## مدرسة أكسفورد ، دبي

### Complaint procedures

Complaint procedures for the students of determination mirror the other complaint procedures which are generally followed by the school.

### Monitoring the success of the Inclusion POLICY.

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

- On-going teacher and Inclusion Department observations of the child in the daily classroom setting.
- Differentiated planning is done by all teachers in collaboration with the LSA and Inclusion Department to ensure provisions are in place to support SOD 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 behaviour.
- 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 Inclusion POLICY

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

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



# The Oxford School, Dubai

## مدرسة أكسفورد ، دبي

- Encouraging a multidisciplinary approach whenever possible.

The Senior Management Team reviews this policy. It will be next reviewed in August 2021

