

Inclusion Policy

2024 – 2025



POLICY INFORMATION

Last review date:	January 2025
Reviewed by:	Senior Leadership Team
Next review date:	January 2026
Approved By:	Principal: Daspo Yiappos



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VISION STATEMENT

Our vision is that The Oxford School aims to prioritise holistic learning, nurturing unique talents, and fostering a positive, enjoyable educational experience.

MISSION STATEMENT

Our mission is to develop a community of creative and independent learners, sensitive and tolerant to the needs of a diverse global society.

CORE VALUES

EXCELLENCE - The highest expectations, all day, every day.

CREATIVITY - The big idea happens here.

COLLABORATION - Together we can succeed.

CREATIVITY - Say what you mean, mean what you say.



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1. Purpose

The Inclusion Policy aims to inform all its stakeholders and those interested about:

- a) The processes adopted by the school to identify the needs of students of determination.
- b) The practices embedded within the existing school system to reduce and remove all learning and social barriers that may otherwise limit the holistic development of a differently abled student.
- c) The culture adopted by the school to ensure that all its students are instilled with the value of respect, progress together and transition into young individuals who stand as strong pillars of society in the coming future.

2. Review Policy

All members of the Inclusion Support Team (Refer Appendix A) review the policy on an annual basis. The team is led by the principal of the school. Contributions are sought by all stakeholders of the school. The changes are an outcome of the periodic monitoring of the implementation processes and those that are vital to further develop the school's inclusive ethos.

3. Legislation and Guidance

The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks. These are to ensure that students who experience Special Educational Needs and Disabilities have equitable access to quality education with their peers.



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TOS inclusion policy is based on the following guidance and legislation:

a) The UAE Disability Act, Federal Law (29) 2006 and 2009

The act guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

Federal Law (29) 2006 and 2009

b) Dubai Inclusive Education Policy Framework (2017)

The framework aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.

KHDA Education Policy

c) Dubai Law No. (2) 2014

Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.

Dubai Law No. (2) 2014

d) Executive Council Resolution No. (2) 2017

Regulating Private Schools in the Emirate of Dubai. Special reference to Article No. 4 (14), Article 13 (16, 17, 19) and Article 23 (4).

KHDA Executive Council Resolution No. (2) 2017

Article 4 (14) establishes the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools.

Article 13 (16) treats its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.

Article 13 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 (19) provides all supplies required for conducting educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities.



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Article 23 (4) provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

Dubai Inclusive Education Policy Framework 2017

https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

United Nations Convention for the Rights of Persons with Disabilities (UNCRPD, 2008, 2010)

4. Understanding Special Educational Needs and Disabilities

Disability is not inherent in an individual but is rather, a relational concept – a function of the interaction of the person with the social and physical environments. The amount of disability that a person experience depends on both the existence of a potentially limiting condition and the environment in which the person lives.

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualized planning to ensure that they make the expected levels of progress given their starting points.

Categories of Special Educational Needs specified by UAE School Inspection Framework (2015 -2016) are given in Appendix B.

5. Admission of students of determination

- TOS is an inclusive school and provides equal opportunity for all students to seek admission.

6. Approach towards students of determination

- At TOS, we follow the 'Graduated Approach' for students of determination. This approach has four steps:



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6(a) Assess – Identification

Students are identified as having behavioural/academic difficulties based on the DSIB categories mentioned in Appendix B. Identification could be:

- At the time of admission
- During the academic year

Identification at the time of Admission

At the time of admission, a student may be identified with difficulties based on the assessment undertaken along with other information.

The outcome of the assessment of educational need is used alongside other information to appropriately identify the type of need and level of difficulties experienced by the student.

Identification during the academic year

Teacher's role in identification

- Teachers identify students with difficulties (academic/behavioural/emotional) based on the parameters given in the In-house baseline checklist.
- Students identified with significant or specific learning/ behavioral/ emotional difficulties by the teacher are referred to the Department of Inclusion and Wellbeing for an informal screening after seeking suggestions from the respective Section Head and gaining parent consent.

Role of Counselor/ Special Educator in the identification

- Once students who have been identified at risk by the teachers are referred to the Counselor/ SEN teacher, the specialist staff uses an evaluation process that includes parent meetings, interaction with students, class observation, notebook observation, use of screening tools, detailed inputs from respective teachers, inputs from the respective year leaders and section heads to evaluate the concerned student
- Parental consent is necessary to undertake any informal evaluation/ analysis.
- Counselor/ SEN teacher guides parents on external assessments, in case it is required. Clinical assessment reports are used for formal identification.

6(b) Plan – Intervention

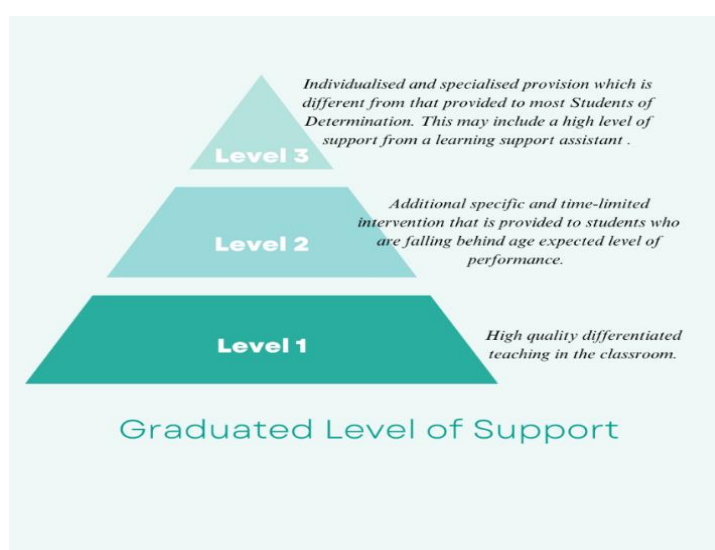
- Planning is a vital stage in line with the school's vision for students of determination. The school plans strategically to meet the needs of all its students, including those with special educational needs.
- The school has adopted the Graduated System of Support Model – this is an intervention model, which indicates different levels of support in response to different levels of student needs (based on Directives and Guidelines for Inclusive Education by KHDA).
- The school also follows the social model of support for all students identified with additional learning/special needs. This means that all students receive support irrespective of a formal clinical assessment.



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- To meet the individual needs of identified students, support plans are developed under the guidance of support teachers or by the inclusion specialist team in consultation with parents, teaching staff and students in some cases. The plan varies based on the individual needs of the students such as Individual Learning Plan (ILP) / Individualized Education Plan (IEP) / Behavior Intervention Plan (BIP) / Advanced Learning Plan (ALP).
- Additionally, a student may also be supported with a Personal Emergency Evacuation

Plan (PEEP) / Medical Accommodation Plan (MAP) / Or both.



Levels of support

Level 1: High quality teaching, where teachers accommodate individual differences in ability, learning style and behaviour, through effectively differentiated classroom practice. Almost all students have an Individual Learning Plan. Students who have shown progress and need monitoring are also maintained at Level1.

Level 2: At Level 2 the support that is available in addition to the support at Level 1. Students at this level require personalized support that is specific and time- limited. Students accessing this level may require enhanced support through an IEP/BIP/ALP. They receive a modified curriculum/ exemptions/ exam provision, as required.

Level 3: Students with severe concerns who in addition to the level 2 support, receive specialized support/ interventions by the specialist staff and external providers(therapies). This may include full time support by an individual learning support assistant (ILSA) and or long-term program of support.



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6(c) Do – Implementation of the Plan

- To enable the staff and the ILSAs towards effectively supporting the students of determination, continuous professional development and training is provided.
- Individual Learning support and guidance from the specialist staff (Department of Inclusion and Wellbeing) is further provided to the students based on their individual needs.
- Inclusive classrooms: Students of determination are enrolled in a mainstream classroom and receive classroom support from teachers and in some cases assisted by ILSAs based on the ILPs/IEPs/BIPs/ALPs. ILPs/IEPs/BIPs/ALPs are shared with all concerned stakeholders. Special education support, outside the mainstream classroom, is provided within the school setting. This support is provided through push-in and pull-out sessions up to Year 9.
- Year 10 students receive support through their respective teachers guided by the counselor/ SEN teacher. Individual support by the specialist staff is provided as per the need.
- Individual Learning support is provided either during the time of subject exemptions or co-curricular activity periods. The time is invested towards strengthening skills or monitored by the assigned staff for attending extra practice worksheets/ completing pending class work or studying optional subjects/ functional curriculum.

6(d) Review – Progress Tracking

- Progress of students of determination is closely monitored and recorded based on various parameters -class and notebook observations, checkpoint meetings with teachers and parents, participation in co-curricular activities, performance in assessments, IEP/BIP/ALP target tracking through meetings, observations and skill-based trackers.
- Feedback on progress is given to parents during joint meetings, open houses, periodic correspondences, through mid-term and end of year reports.
- Thrice a year IEP reviews and twice a year ILP reviews, feed forward to the next steps in measuring a student's progress.
- Appreciation certificates are given to students who show improvements in academic or non-academic skills.

7. Support provided by the school

- Based on the student's individual needs, any of the following can be provided to support the student at school. All the support that the school offers is with parental consent.

a. Exemption from subjects

- Exemption from second languages is based on the guidelines set by the IGCSE.
- Exemption from studying Arabic requires approval by KHDA.
- The school supports students by liaising with the Board for exam provisions



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b. Curriculum Adaptation and Modification

- Students with significant difficulties are considered to receive a modified curriculum in specific subjects with joint recommendations from the Head of Section, year leader, SEN teacher and subject teachers. The support is extended with the view that the student benefits from the suggested curriculum design and would in the course of time meet the minimum set criteria for the next grade level.
- Adhering to the IGCSE provisions for Board Examinations, Curriculum Modifications are provided up to Year 9. Based on the needs of the students, alternate pathways may be suggested.

c. Examination and Testing Provision

- Provisions are provided to students in consultation with the SEN teacher / counselor, teachers, respective year leaders, parents and after receiving approval from senior leadership team members.
- Provisions for Year 10 and upwards are strictly as per the IGCSE approval.
- The provisions extended are based on the individual needs of students and may vary from subject to subject.
- Examination provisions provided at school include separate seating, extra time, reading aloud of the question paper, provision of scribe, large font question papers and monitoring completion of questions. This is subject to the individual need of students of determination.
- The provisions extended are based on the individual needs of students and may vary from subject to subject.
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d. Leadership support

- Periodic monitoring and evaluation by the Inclusion Support Team leads to provision and budgeting for resources, deployment of specialist staff, planning infrastructural modifications and building collaborative ties with external agencies as required.
- To embed and strengthen the practice of inclusion further – periodic trainings and workshops are organized either in-house or by practicing professionals from external units.

e. Miscellaneous

- Students of determination are on a regular fee structure, with no additional charges for school support. This is part of Standard School Services.
- The school allows for Individual Learning Support Assistants for specific students depending upon the severity of concerns.



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- Parents are advised to seek multi-disciplinary support (OT/ABA/Speech therapy) for their ward to accelerate development in specific areas as required. Parents may choose to enroll their ward for therapy, provided by external specialists or may directly visit external clinics.
- All students have equal opportunity to participate in all curricular & co-curricular activities in the school.

8. Emergency Evacuation Procedures

- The Inclusion and Wellbeing Support team maintain a list of students of determination who require additional support on Medical Accommodation Plan (MAP).
- A designated person is assigned to help the students suggested for Personalized Emergency Evacuation Plan (PEEP). The Individual Learning Support Assistant assists respective students who are under her care.
- The procedure for evacuation is pre-planned, worked out and explained to the student and the person assisting.

a. Parent partnership

- A strong parent partnership is essential for the students of determination to flourish. Parents are expected to:
 - Seek services from the Department of Inclusion and Wellbeing for any academic or behavioural concern regarding their ward.
 - Provide information about the support received in the previous school, if admitting a student who is identified with special needs.
 - Furnish a written undertaking in case they do not want to avail themselves of individual learning support or counselling services.
 - Attend individual training and Parent Support Group sessions at school as part of the guidance program from the Inclusion specialist staff, if required.
 - Attend periodic meetings to discuss their ward's performance at school as suggested by the SEN teacher, counsellor, teacher.
 - Participate in the development of the IEPs / ALPs or BIPs. Be equal partners with the school in the development and progress of their child.

9. Arrangements for considering complaints and concerns

- If parents wish to make a complaint about the educational provision for their child of determination, they are invited to discuss their concerns with the Head of Inclusion. If they are still dissatisfied, they can contact any other member of the Inclusion Support Team (Refer Appendix A) at school.
- Any parent with concerns regarding their child's academic performance or behavior, are welcome to approach the Department of Inclusion and Wellbeing to discuss their concerns.



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Appendix A- Whole School Inclusion Support Team

The Governor for Inclusion, Wellbeing and Safeguarding:	Dr. C B Binu
Principal:	Ms. Daspo Yiappos
Head of Inclusion:	Ms. Afna Shanavas
Health and Safety Officer:	Mr. Muhammad Asim
Counselors/Wellbeing Officers:	Mr. Mustafa Vapiwala Ms. Ashwini Dinakar
Special Needs Teachers:	Ms. Amira Abdelrashid Ms. Laiba Naseeb Ms. Geetika Bhatia
Individual Learning Support Assistant Representative:	Ms. Siji Santhosh
English as Additional Language Representative:	
Parent Representative:	Mr. Giri Bandari
Student Representative:	Nathan Biony Alappat



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Appendix B - Categories of disability and barriers to learning as provided by UAE School Inspection Framework (2015 -2016)

The following framework is based upon the UAE unified categorization of disability. It provides schools with an important structure to support the identification of students of determination.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorization of disability)
Cognition and Learning	1. Intellectual disability (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

For detailed understanding on the 12 revised categories provided by the Knowledge and Human Development Authority, Dubai, kindly refer to the document available on the official school website: **Curriculum ⇨ Student Care and Support ⇨ Inclusion.**



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