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**INCLUSION HANDBOOK
2019/2020**



مدرسة سبرينج دايلز دبي
SPRINGDALES SCHOOL Dubai

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Member Responsible	Head Of Inclusion

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PRINCIPAL'S MESSAGE

Our core values, celebrating Diversity, Global Citizenship and Inclusion is embodied in The Springdale's motto:

"Vasudhaiva Kutumbakam" – "The World is a family"

Springdales offers students with determination an inclusive learning environment and aims to

- Use information and educational technology to link schools and youth globally.
- Address the needs of Students with determination, whatever their abilities and challenges are.
- Offer world class facilities in beautiful and sustainable environments that promote inclusive learning,
- Re-assert the developmental needs of the determined learners.
- Deliver resources, technical equipment and training to students of determination.
- Provide students of determination with professionally oriented knowledge and self-skills through ASDAN Program.
- Find ways to make education more humane and equitable.
- Successfully prepare the educators to assist the children and youth of determination to be academically and socially lifelong learners.
- Effectively collaborate with other professionals to facilitate students with effective learning.
- Provide sensory room facility to special needs students to achieve a higher level of personal self-sufficiency and success in school.
- Understand the diverse educational strengths and needs of all students with special needs.
- Train to acquire knowledge of the unique strategies, instructional approaches and assessment which will promote maximum learning and social and emotional growth in all the students with special needs, AGT and EAL.

"What we are hoping for is to nurture our children into lovely human beings with enlightened minds and compassionate hearts, children who will grow up to make the world a more vibrant, peaceful and beautiful place in which all can live in harmony."

Dr. (Mrs.) Rajni Kumar (Chair, Springdales Education Society, founded in 1956)

"We seek to inspire and build an inclusive culture for our determined students beyond the classroom, to become lifelong learners enabling them to achieve their best by overcoming barriers to learning and participate."

Ms. Farhana Nadeem, Head of Inclusion, Springdales Dubai.



VISION

Our vision is to give equitable opportunities to people of determination by giving personalized individual attention, respect and removing barriers to learning, whether they are social, emotional, cultural, language, physical and intellectual. We are committed to providing a safe, engaging and supportive setting to our determined learners which will benefit and enrich their sense of belonging in the mainstream academic community

We comply with the 'Dubai Inclusive Education Policy Framework', the Federal Law No. 29 of 2006, the Law No. (2) 2017 and Executive Council Resolution No (2) of 2017 which guarantees the following:

The rights and protection in health and high quality education with the appropriate provisions, resources and curricular options

- Identification and Early Intervention
- Admission of students according to the rules adopted by KHDA
- Systems of Support for Inclusive Education
- Co-operation, Co-ordination and Partnerships
- Fostering a Culture of Inclusive Education
- Monitoring, Evaluation and Reporting
- Resourcing for Inclusive Education.
- Vocational Education and Training

INTRODUCTION

The purpose of the handbook is to provide a point of reference regarding the federal law, KHDA policy and provides practical guidance and information to Staff, Principal, teachers, Special education teachers, Counsellors, Learning support assistant, Individual learning support assistant and other professionals who work and support students with determination, AGT (Able gifted and talented) and EAL (English as second language) to achieve success. It should be considered a 'living document', evolving as the environment in support of learners of determination to meet their needs. The document is designed to serve as a flexible and dynamic approach to realizing the goals of inclusion, the provisions of the Dubai Inclusion Policy Framework (2017) and the Implementation document (2019).

SECTION 1 POLICY AND DEFINITIONS

1.1 Special Education Policy Statements

- ✓ Inclusion Policy of Springdale school (Please refer to Appendix A)
- ✓ EAL Policy of Springdale school
- ✓ AGT Policy of Springdale school
- ✓ Inclusion Policy 2019

1.2 Roles and responsibilities of the Inclusive Education Action Team

1.3 Definition

**The central message is simple:
every learner matters and matters equally**

1.1 Special education Policy Statements

UN Rights for People with Disability

The 48 International Conference on Education handled Inclusion in UAE in its workshop in 2008. It was gathered and understood that the inclusive education is essential and important for the equality of human rights. As stated by the Human Rights and Disability report published by UNICEF, one of the considerable issues in the field of education is the unavailability and lack of education for children and adults with disabilities (Ward, Bosek & Trimble 2010). Education is a fundamental and inherent right of every individual (Hassan 2008). UNICEF has been working on the aim of 'Education for All', but it is rather important for all the nations to work together to achieve inclusive education or this goal will continue to stay unaccomplished.

Federal Law 29/2006

The UAE is a signatory to the United Nations (UN) Convention on the Rights of Persons with Disabilities and Federal Law 29/2006 guarantees rights for people with special needs (Alborno & Gaad, 2012). Similarly, the UAE Federal Government ratified the UAE Disability Act to protect the rights of people with determination and special needs. Any service that is provided by a school administration to any child who has disability should be the same as the one provided to a normal child. (Hassan; UNICEF 2008).

Federal Law 14/2009

In UAE Federal Law No. 14/2009 amending Law No. 29/ 2006 on people with special needs was issued (Alborno and Gaad 2012). The phrases "the disabled" and "disabled individuals," wherever they occur, were removed from the text of Law No. 29 and replaced with "Individuals with Special Needs" and "Individual with Special Needs," as per Article 1 of the new Law No. 14 (Alborno and Gaad 2012). As per this law, the pupil who is disabled should be treated in the same way as the pupil who is not disabled. Any services that the children receive at the school should be provided equally.

Article 12 indicated that: "The state shall guarantee to provide for an individual with Special Needs equal educational opportunities in all educational institutions. Special needs do not represent an obstacle preventing an individual from applying to or joining any government or private educational institution of any kind" (Ministry of Social Affairs 2006).

Dubai Inclusive Education Policy Framework 2017:

Person with determination". This is how the UAE has chosen to view the attributes of persons with disabilities; a reflection of their strength of character, their perseverance and their courage.

Purpose

The purpose of the policy is to make sure that students with determination, as well as students who are gifted or talented, are able to reach their full potential within a supportive and encouraging educational environment that prepares them well for adult life.

This will allow them to:

- Participate and engage as equally as possible in the available educational opportunities.
- Generate a well attained progress and achieve an age appropriate accredited education.
- Make a positive and impactful contribution to their local and wider communities.
- Develop and maintain their physical, mental and emotional health throughout.
- Achieve economic well-being through the access of educational and vocational opportunities and activities beyond school.

Inclusion Policy 2019

The purpose of the guide is to support Dubai Private Schools in embedding inclusion and equity in their educational policy and practice. The main objective is to create system-wide change to overcome barriers to educational access, participation and engagement. The guide (please refer to Appendix H) should be used as a supplementary reference document to enable better understanding and more effective implementation of the standards set out in the Dubai Inclusion Education Policy Framework (2017)

- Development of the school's self-evaluation form.
- Teacher training and monitoring
- School improvement planning
- Communication with other stakeholders

Implementation of the policy in Springdales School

- In order to meet the individual needs of students with determination, wave 1, wave 2 and wave 3 approaches were taken into consideration.
- We have a well-established Inclusion Education Action Team, to be able to provide extra academic support services and life skills training.
- Admit students with special needs to age appropriate classes through specified registration process.
- Identify the special needs of students within the school context.
- Involve and engage parents.
- Identify and develop staff development practices needed in order to achieve inclusive classroom practice.
- Develop, implement and review individual plans.
- Assess and analyze progress from student's own baseline.
- Apply Effective Academic modifications, adaptations and exemptions where needed i.e. day to day and for tests/exams etc.
- Refer to external support services where needed to improve quality.

1.2 Roles and Responsibilities of Inclusive Education Action Team

When considering the legislation related to SEN including UAE federal law 29/2006 regarding the rights of individuals with special needs, Action Plan for Inclusive Education of Children and Youth with Disabilities, MHRD, 2005- India CBSE, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014 and Dubai inclusive education policy framework:

The Inclusive Education Action Team:

The purpose of the team is to enhance collaboration and coordination of SAWA with other sections across the school by involving them in the planning of strategic actions and initiatives for the students with special needs. The Inclusive Education Action Team is a huge family with members from various sections who work together with a common goal of providing support and education to the special needs students.

- | | |
|-----------------------------------------|------------------------------|
| • Senior Leadership Team | • Teacher Inclusion Champion |
| • SAWA Governor | • Student Inclusion Champion |
| • Head of Inclusion | • Parents and Guardians |
| • Special Educators | • Career Counselor |
| • Teachers/Subject teachers | • School Nurse |
| • Learning Support Assistant. | • Doctor |
| • Individual Learning Support Assistant | • External Agencies |

Senior Leadership Team

Responsible for providing and managing the school to be truly inclusive and aims to promote the inclusion through school's policies and practices.

- Ensure that leaders at all levels are held responsible and accountable for the quality of provision and outcomes of students who have an exposure to and experience SEND.
- Making the use of inclusive instructional strategies and quality teaching through the support of on-going capacity building which includes providing classroom teachers with coaching and mentoring to facilitate quality learning for all students
- Making sure that a student's education is mainly provided by classroom teachers and other educators within a common learning environment
- Developing and implementing a plan to ensure the accessibility of school premises and other education settings in accordance with Dubai Universal Accessibility Code.
- Organise and maintain educational staff and other school resources in order to meet the learning needs of all students.
- Developing the right quality of working conditions that foster inclusive practices such as collaborative educational cultures, teachers' involvement in professional development that is essential for their work and allow them to focus on the development of teaching strategies.
- Ensuring that educational staff receive effective support to meet the needs and requirements of individual learners in their classes.
- Enclosing effective collaborative systems to draw on the knowledge and competencies of educators, therapists and other members of staff to help and assist each other in meeting the requirements of students who experience SEND.
- Ensuring that, where appropriate, educational staff have access to expert support from external professionals such as psychologists, therapists, counsellors, medical practitioners and others to improve learning.
- Actively engaging families, parents, caregivers and other relevant stakeholders, such as community and social workers and medical professionals so the responsibility can be shared for the education of students who experience SEND.
- Ensuring educational staffs are accountable and responsible for the monitoring of student progress in learning.
- Provide full access for all students to a broad and balanced curriculum.
- Establish and apply knowledge and understanding of inclusive education values, standards and principles.

Inclusion Governor

Coordinating with the KHDA inspection team annually.

- Periodic meetings between the Head of Inclusion and Inclusion Governor may occur, to get updated on the progress of the pupils with SEND and how they are being reinforced, along with the priorities for development of Inclusion Unit that the Head of inclusion has identified.
- Keeping themselves informed about SEND systems and practices in school through meetings and school visits.
- Confirming that the views of pupils and parents/ care givers in relation to the SEN provision that is being made, are being pursued.
- Building an honest and supportive affiliation with the professionals.
- Assembling an annual report on programs.
- The Inclusion Governor does not ask about exact arrangements for individual pupils but how the cohort is being supported as a whole.

Head of Inclusion

- Responsible for managing the inclusion of students with determination, students identified as gifted and/or talented (AGT) and students needing English as an additional language (EAL) support.
- Developing and maintaining the policies for inclusion and oversees all the matters related to inclusive practices including admissions, identification, intervention, assessment, teaching and learning.
- Collaborate and work together with teachers, inclusion champions (teacher and student) in the school in order to create opportunities that facilitate the meaningful participation of all students in the common learning environment (e.g., lesson planning, classroom set-up, purposeful student groupings, events and awareness program).
- Responsible for continuing professional development of all teaching staff and the learning support assistants.
- Demonstrate and apply the needed knowledge and understanding of inclusive education principles and values.
- Work closely with the external agencies involved in the education of students requiring support provisions to maintain the quality needed.
- Lead on whole school differentiation training for staff (SEN).
- Ensure by taking all the necessary steps needed so that the curriculum meets the needs of SEN students and secures high standards, as well as provide them with an equal opportunity to be at par with students in their grade.
- Use data effectively to identify students who are underachieving; create and implement an action plan to support those students with IEPs (Individualized Education Program).
- Analyze, assess and interpret relevant school data, plus research and inspect evidence, to inform policies, practices, expectations, targets and teaching methods.
- To frequently analyze SEN student's data (as per the monitoring schedule) and inform key stakeholders accordingly.
- Monitor the progress attained and evaluate the effectiveness of support on student progress and achievement.
- Establish association with parents to involve them in their ward's learning, as well as providing information about the curriculum, attainment, progress and targets.
- Contribute to high standards of progress and attainment.
- Establish a clear and shared understanding of the importance and role of special needs department in contributing to students' personal development and in preparing them for the opportunities, responsibilities and experiences as a global citizen.
- Provide and ensure guidance to staff on appropriate teaching and learning methods.
- Monitor the implementation of SEN, AGT and EAL programs and to provide periodic reports on the status of these programs and services.
- Collaborate and work effectively with parents, teachers, counsellor, specialized professionals and other service providers, including those working as members of a multi-disciplinary team.

Special Educator

- Providing support to the classroom teacher/subject teacher to be fully inclusive.
- Demonstrating and applying the right knowledge and understanding of inclusive education values and principles.
- Working directly with student(s) to understand individual needs and gather information about the student's strengths and needs necessary in order to formulate an IEP in coordination with the subject teachers/subject teachers, counsellor and parents.
- Plan and implement program by developing appropriate intervention strategies, accommodations, curricular modification with other teachers to achieve targeted IEP goals.
- Monitor the progress made and evaluate the effectiveness of support on student progress and achievement as well as to support teachers and other colleagues to accommodate all students within an inclusive learning environment.
- Co teach with teachers of regular education classes to develop and deliver instructional learning when needed.

- Make use of appropriate technologies, including “assistive technology” as a tool to support learning to empower and encourage students who experience SEND.
- Collaborate with teachers and inclusion champions (teacher and student) so great opportunities can be created that facilitate the meaningful participation of all students in the common learning environment (e.g. classroom set-up, lesson planning, purposeful student groupings, events and awareness program).
- Prioritize student relationship building, followed by familiarity with the student’s learning characteristics, performance levels, and personalized learning outcomes
- Facilitating the transition of students who experience SEND from segregated into mainstream settings.
- To participate in the meetings, various professional development courses, workshops, and special activities which can lead to improving the quality and delivery of special education programs and services.

Class Teacher/Subject teacher

- Class teachers and Subject teachers along with the special educators are responsible for managing and creating an inclusive classroom environment and make sure that the students receive differentiated instruction according to their ability so that Individual focus can be enhanced.
- Provide SEND students with learning opportunities that allow all students to access the subject taught, confront appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes will be recorded by the teacher.
- Parents/care givers are informed by their child’s class teacher of any additional or different provision and arrangement being made for their child.
- To establish monitoring the attainment, learning, behaviour and well-being of students, teachers take the lead role in achieving that in their class. This information is recorded and students’ achievement and needs are discussed and further planning is processed in accordance of regular student performance reviews.
- Class and Subject teachers have an important role to play in achieving positive and supportive relationships with students.

Teacher Inclusion Champion

- Support and celebrate the achievements of children with disabilities. They ensure parents of students with special needs regularly meet teachers to discuss the progress of their children.
- Attend relevant training and meetings to regularly update their skills and knowledge on the education of children with special needs and cascade their own training to their colleagues.
- Support the entire Inclusive Education Action Team in assessing and planning to meet the needs of children with special needs through IEP and drive the school towards more inclusive practices.

Student Inclusion Champion

- Inclusion champion showcases his /her understanding of diversity equality, and inclusion and willingness to include it proactively.
- The inclusion champion monitors, advises, evaluates and plans it all for the development of inclusive practice and provision across the school,
- Willingness to cooperate and engage others in the department to spread best practice and opportunities to advance inclusive practice.
- Ability to attend two meetings in a month with the Head Of inclusion/ Inclusion Education action team and note down the minutes of the meeting.
- Maintain confidentiality as per requirements.
- Detail-oriented with excellent problem-solving and analytical skills.
- Handle time management effectively as well as a range of responsibilities.
- Spreading news of events, alterations to policy and procedures, best practice and developments in inclusion practices to colleagues via: meetings, presentations, website, etc.

- Celebrate successes of various activities, through organizing of local events, e.g. lunchtime activities, showcasing films and celebration of certain days and months as shown in the Diversity Calendar.

Learning Support Assistant / Individual Learning Support Assistant (Shadow Teacher)

Learning support assistants/Individual Learning Support Assistant will be required to:

- Provide targeted in-class support, as specified in the IEP, student passport and conveyed by experienced and trained learning support assistants.
- Maintaining resource file and resource kit.
- Engaging students in 1:1 or small group reading activities to boost their confidence and expertise in this critical skill.
- When and where considered appropriate, withdraw students from lessons for specific interventions.
- In case of particular special educational needs and disabilities (for example, access arrangements, special equipment to support pupils who have a sensory impairment), specialist advice and guidance should be requested from special educators and teachers.
- Support classroom teachers and subject leaders to differentiate effectively by working with them.
- Manage the monitoring system and tracking sheet for students.
- Maintain good communication with teachers, parents and external professional concerning their child's development.
- Arrange learning materials for use by student(s) under the guidance of the teacher.
- Assisting students when required in personal care supports (e.g., eating, using the bathroom, dressing)
- As and when required, aid in peer interactions based on guidance from the teacher and Inclusive Education Action Team. Moreover, engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) recognized by teachers and the Inclusion Inclusive education action team.
- Apply existing best practices and strategies learned through professional development courses, in-service training or workshops.

Career Counselor

- Career Counseling: Use aptitude, achievement & personality assessments to help students evaluate their interests, skills, and abilities.
- Evaluate students' background, education, and training, to help them develop realistic goals.
- Counsel individual learners, work with them to aid in the development of both hard and soft skills.
- Guide students through making decisions about their careers, such as choosing the type of degree to pursue.
- Help students learn job search skills, such as interviewing and networking
- Help students select and apply for educational programs, to obtain the necessary degrees, credentials, and skills
- Help with the transitioning process for students from one grade to another
- Prepare and organize career/university fairs for students.
- Support all students by being the point of contact including new students as needed.
- Observing the well-being of students within social settings.
- Engaging in individual or group work with students whose behavior gives us reason for concern.
- To work at preventive, pro-motive, curative and rehabilitation levels.
- Comprehensive coordinated treatment, rehabilitation and aftercare.
- In-depth analysis and subsequent intervention at personal, family, school, office, peers i.e. at various environment levels.
- To liaise with special educator, teachers, parents, supervisor, H.M/Principal for student effective functioning and easy school adjustments.
- Effective handling of counseling work at clinic, community and Organization level.
- To render personalized and general counseling
- To coordinate with different professionals and Para professionals
- Early identification, assessment and adequate treatment plan

- Assembly talks and Life Skill Program
- Orientation and Training workshops with teachers and parents
- Case Work & Group Work
- Specific and general Personality workshops with children, adults of all age groups pertaining to their development stage.

Doctor

The school doctor is in charge of providing medical care to pupils in accordance with medical science and experience. This care has a holistic approach, i.e. from the physical and the mental perspective, regardless of age or gender and represents the health interests of pupils. The main task of the school doctor's activities lies in preventive medical care. The activities of a school doctor require special medical and psycho-social knowledge, acquired by adequate training professional development.

School Nurses

- The school nurse plays a vital role in promoting and supporting inclusive practice at the School.
- The nurse takes part in a range of tasks which include:-
- Saving health records
- Notifying Inclusion team of medical conditions which affect learning
- Fostering healthy lifestyles
- Confirming the Health and Safety of all students under their care.

Parents

- The most crucial obligations of the parents of SEND students are:
- To participate in meetings or assessments in relation to the education and other services of their children.
- To coordinate with school leaders and teachers to reinforce the home school partnership.
- Effective communication with Inclusive education action team with respect to their child.
- To accept their function in the execution of educational plans.
- To come forward, with regard to full disclosure clause concerning any information relating to the student.
- To meet deadlines as specified with regard to registration and evaluation; and to set suitable expectations for their child corresponding to his or her capabilities.

External Agencies

Some children with special educational needs and disabilities, may need support from professionals outside of the school setting to achieve a successful learning journey. At Springdales, we work closely with external agencies and services to support the needs of children with special needs. Permission is always sought from parents/care givers when involving external agencies.

The Outside Agencies and services include:-

- The Educational Psychologist
- The Speech and Language Therapist
- The Physiotherapist
- The Occupational Therapist

1.3 DEFINITIONS

According to the Dubai Inclusive education framework policy 2017

A. IMPAIRMENT A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

B. DISABILITY A social condition that occurs when an individual with a long term limitation, experiences attitudinal,

social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.

C. SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND) A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.

D. BARRIERS Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.

E. COMMON LEARNING ENVIRONMENT An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students who experience SEND learn in isolation from their peers. Effective common learning environments: Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting; Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals; Are responsive to individual learning needs by providing sufficient levels of support and applying student-centered teaching practices and principles.

F. EQUITY It is the extent to which individuals can take advantage of education and training in terms of opportunities, access, treatment and outcomes. Equity is not the same as equality. It assumes that learners have different needs that require different types of support in order to develop their full learning potential. Equity therefore requires differential treatment that takes account of student diversity and reduces the gaps between the outcomes achieved by the most advantaged and the least advantaged social groups. Equity in education for students with special educational needs and disabilities occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and social engagement.

G. INCLUSIVE EDUCATION 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 programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviors, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

H. EDUCATIONAL EXCLUSION The act of marginalizing and discriminating against students with the effect of preventing them from accessing quality educational opportunities in common learning environments with their peers. Preventing, reducing and removing exclusion within the education system is a fundamental step to aligning the UAE with internationally ratified policies and commitments to inclusive education.

I. DIRECT DISCRIMINATION Actions that cause a student to experience unequal, inferior and unjust treatment than another student on the basis of experiencing a special educational need and disability (SEND). Examples of direct discrimination include: Not admitting who experiences a disability into the regular classroom or forcing them into a separate or otherwise "special" educational program or service; Failure to ensure and enable physical access to appropriate educational provision; Failure to provide appropriate accommodation or support to a child; Preventing

access to extra-curricular activities or opportunities to learn outside the classroom.

J.INDIRECT DISCRIMINATION A process that occurs when an education provider applies a provision, criterion or practice in the same way for students with and without special educational needs and disabilities [SEND], but by doing so has the effect of putting students who experience SEND at a disadvantage compared to other students. Examples of indirect discrimination include:

- Failure to communicate a clear commitment to the inclusion of students with Special education and disabilities (SEND) in marketing material and policies;
- Failure to adjust admission criteria to accommodate a student's special educational need and disability;
- Forcing parents of children who experience SEND to incur excessive additional cost to enroll their children in educational settings;
- Failure to provide opportunities for appropriate educational progression. An education authority is a public authority or government agency responsible for exercising autonomous authority over education providers within Dubai.
- A Governing body is a group of people who formulate the policy and direct the affairs of an education provider in partnership with the senior leaders. Governing bodies are accountable for the quality of provision and outcomes provided by an education provider.

Special Education categories and services

The following categories qualify a student to obtain special education facilities at Springdales School if it can be documented that their disability adversely affects the child's academic performance.

Dyslexia

Dyslexia is often indicated as a hidden disability. It affects roughly 10% of the population to varying degrees. It is best thought of as a continuum, not a definite category, and there are no clear cut-off points. Dyslexia is recognized as a disability as defined in the Equality Act 2010.

Dyslexia appears in people of all backgrounds and intellectual levels. Moreover, dyslexia often runs in families: dyslexic parents often have children who are dyslexic.

It is biological in origin and is defined by a lack of phonological awareness, which is an ability to convert letter combinations to sounds and vice versa (a language-based learning disability). Dyslexia denotes to a cluster of symptoms, which results in people having difficulties with specific language skills, particularly reading. Pupils with dyslexia may experience difficulties in other language skills such as spelling, writing, and speaking.

Some problems experienced by some dyslexics include:

1. Trouble in decoding single words (reading single words in isolation)
2. Slow to study the connection between letters and sounds.
3. Confusing small words – at/to, said/and, does/goes
4. Difficulty in transposing number sequences and confusion of arithmetic signs : a. (+ - x / =)
5. Difficulty remembering facts
6. Slow to learn new skills; relying heavily on memorizing without understanding
7. Difficulty in planning, i.e. putting steps in the right order to achieve an objective
8. Use of an awkward pencil grip (fist, thumb hooked over fingers, etc.)
9. Complications learning a foreign language
10. Trouble learning to tell time
11. Poor fine motor coordination

Reading and spelling errors including:

- letter reversals – d for b as in, dog for bog

- word reversals – tip for pit
- inversions – m and w, u and n
- transpositions – felt and left
- substitutions – house and home

*Not all students who have problems with these skills are dyslexic

Teaching strategies

The dyslexic student should be shown:

- The big picture and then how the details fit into it
- from parts to whole
- From the simple to the complex
- From the concrete to the abstract
- From the visual to the auditory
- How new information fits in with what he has learned
- With much review and practice in every step of the way

Dyslexic pupils need:

- An organized, orderly, consistent environment
- one or two verbal instructions at once
- A simultaneous multi-sensory planned approach to his language learning that uses all three paths of learning: visual, auditory and kinesthetic-tactile
- Simultaneously joined verbal and visual information.
- Time to develop what he has heard
- Time to respond
- Time to fulfill assignments
- Main points or words on the board or equipment.

Repetition of instructions. Pupils who have trouble following directions are often assisted by teachers/ TAs asking them to go over the directions in their own words again. The student can repeat the directions to a peer when the teacher is not available. The following suggestions can help pupils understand:

- if directions consist of numerous steps, break down the directions into subsections;
 - streamline directions by presenting only one portion at once and by writing each portion on the board as well as saying it orally;
 - When using written directions, ensure that students are able to read and understand the words as well as understand the meaning of sentences.
- Balanced activities and presentations.
 - Mnemonic devices to assist them in remembering key words
 - A decrease of 'glare' by using an agreed background color
 - Overlays if appropriate
 - Available text

ADHD (Attention Deficit Hyperactive Disorder) and ADD (Attention Deficit Disorder)

Main traits

- Associated behaviour issues observed in school and at home.
- Poor attention skills.
- Associated with Dyspraxia (please follow the below link for more information)
<https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/dyspraxia/understanding-dyspraxia>
- Limited concentration span; Hyper and Hypo.
- Fidgety such as toe tapping or flicking pencils.
- Impulsive.
- Hyperactivity.
- Often associated with OCD

Teaching strategies

- Provide clear instructions both verbally and written down.
- Give one task at a time.
- Stay calm at all times.
- Permit the child to move around the room, where appropriate.
- Ensure the student knows the plan of the lesson and what is happening next.
- Well-defined instructions or an action strategy for 'time out'

Asperger's Syndrome / Autistic Spectrum

Main traits

- Impairment in social interaction.
- Affects socialization in all or most situations.
- Lack of adaptability and flexibility especially in new situations.
- Increased risk of depression, suicidal thoughts and explosive tempers.
- May have restricted and repetitive patterns of behaviour, activities and interests
- Lack of empathy and the ability to read others feelings.
- Struggle to feedback own feelings.

Teaching strategies

- Use the pupils name to secure attention.
- Don't expect the student to process more than one sensory input at a time.
- Provide warnings of any changes to the normal routine of the class/lesson, for instance if going to be taught by a cover supervisor or supply teacher.
- Utilize praise as much as possible.
- Back up verbal instructions with written sources to emphasize the message.
- Try to prevent irony or sarcasm, explain what is meant, there is a tendency for literal comprehension.
- Allocate more time for processing information.



Dyspraxia (Developmental Co-ordination Disorder)

Main traits

- Impaired spatial awareness, accuracy and grading of movement.
- Poor co-ordination.
- Difficulties with fine motor skills (small, specific movement)
- Difficulties with gross motor skills (big movements)
- Poor orientation.
- Poor concentration.
- Difficulties with handwriting and/or fine drawing skills.

Teaching strategies

- Breakdown information into short sentences.
- Keep tasks short and specific, if possible one or two tasks at a time.
- Ensure the pupil hears all instructions.
- Be considerate, firm and consistent.
- Give praise for effort, not just the final result.
- Use planners in order to support the pupil to organize himself.



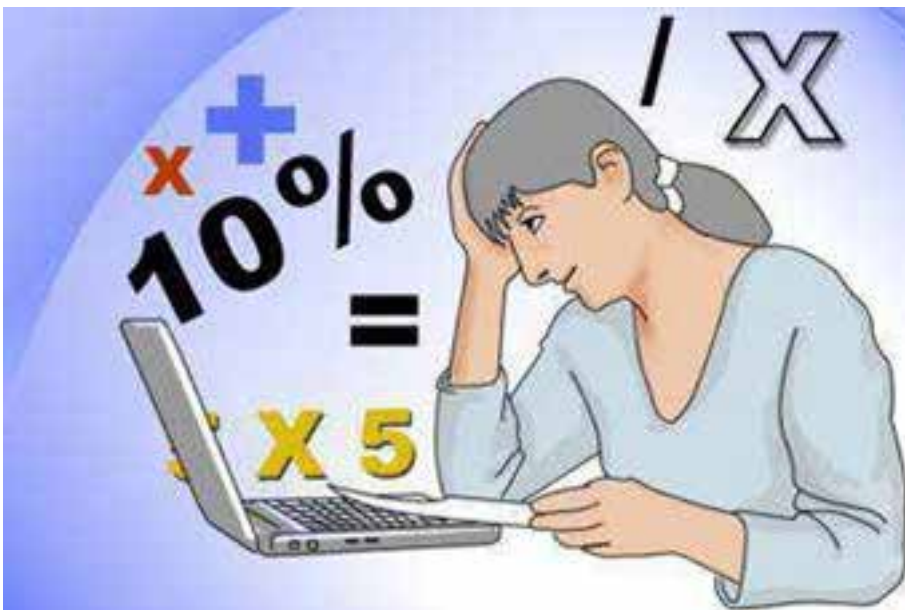
Dyscalculia

Main traits

- Unable to use specific tools such as protractors and compasses.
- Weak test results in math compared to other areas of learning.
- Negative behaviour.
- Fidgety behaviour.
- Withdrawn.
- Difficulty comprehending place value; places numbers in the wrong column when trying to add up, multiply etc.
- Unable to grasp concepts at the same rate as others.
- Request for information to be repeated.
- Poor retention of numbers.

Teaching strategies

- Teaching in a range of different ways including the use of visual mnemonics.
- Allow students to solve math problems in their own way.
- Utilizing specialist equipment that is specific to the student.
- Use concrete materials to aid in connecting Mathematical symbols to quantity.
- Provide a lot of practice for new concepts or skills.
- Decrease the need for memorization by giving classroom resources



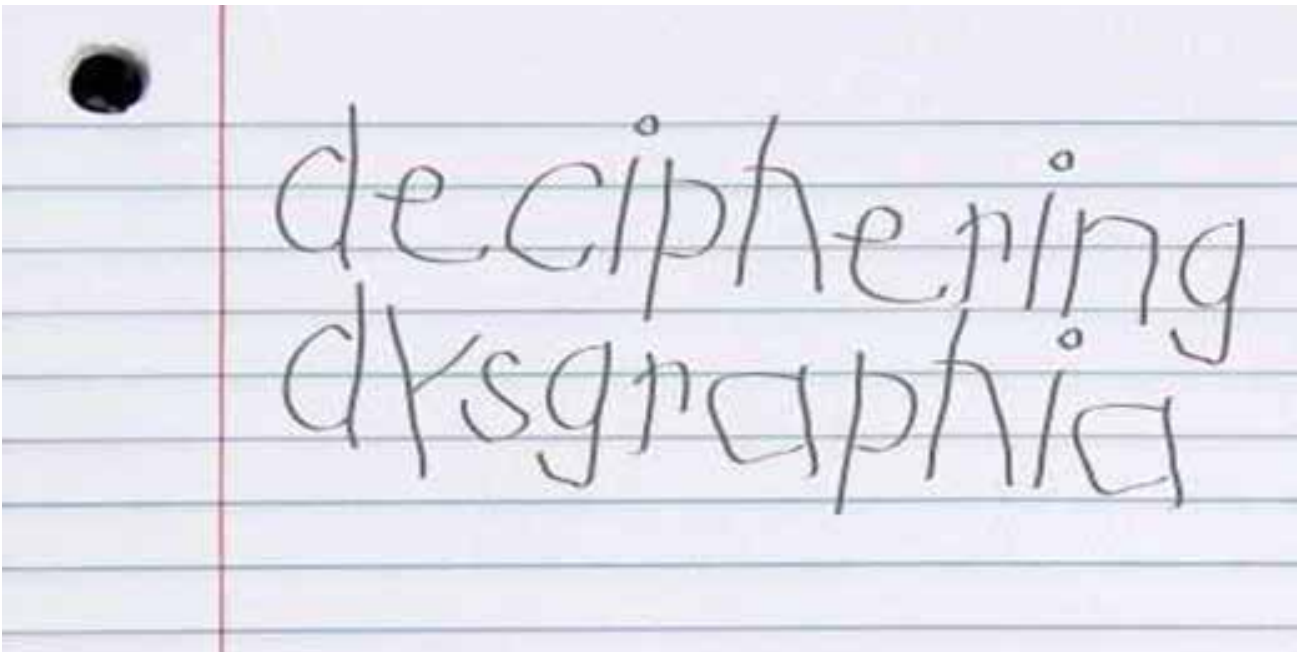
Dysgraphia

Main traits

- Trouble in reading aloud in front of others.
- Fidgety when asked to do writing activities.
- Distraction techniques. For instance, asks to go the toilet.
- Leans to one side.
- Will do longer sections of work on the computer.
- Writing shorter stories.
- Posture moves whilst writing across the page.

Teaching strategies

- Better replicating from a book rather than replicating from the board.
- Break down written work into small manageable portions.
- Permit extra time for tasks.
- Speak slowly and clearly, using simple sentences to express information.
- Permit an audio recorder for note taking.
- Utilize story starters for creative writing assignments.
- Draw out details with visualization strategies and questions.
- Rehearse mind mapping for topics.



Literacy

Methods to support Literacy needs across the curriculum.

- Utilize subject specific terminology to enhance pupils' vocabulary and urge pupils to re-use their new words.
- Ensure that the learning environment is motivating and literacy friendly.
- Exhibit key terminology in the classroom and make reference to it on a steady basis.
- Encourage students to use a dictionary to spell words.
- When grading students work comment upon their language, grammar and spellings as well as commenting upon the content of the work.
- Emphasize the need for accuracy.
- Persuade students to utilize the English grammar, punctuation and report writing facts at the back of their planners.
- Support the students in reading aloud in class.
- Enhance lesson plans alongside opportunities to practice speaking and listening skills.
- Provide students thinking time to rehearse oral responses

Numeracy

Methods to support Literacy needs across the curriculum.

- Persuade the students to use the Mathematical facts listed at the back of their planners, which covers:
 - a. Algebra
 - b. Conversions
 - c. Trigonometry
 - d. Formulae
- Provide opportunities in lessons to utilize numbers, facts and figures. For example, surveys, graphs and charts.
- Ensure that the learning environment is motivating and numeracy friendly.
- Exhibit numeracy related terminology in the classroom and make reference to it on a frequent basis.

Students in a state of stress and anger management strategies

When dealing with students in an elevated state of stress we must acknowledge that our stress levels also not raised. Students are hyper vigilant of others stress levels and wants to know where our own base line is.

There are 4 questions we should ask ourselves in the situation:-

1. What am I feeling now?
 - The student is waiting for our response.
 - What actually presses our buttons?
 - We must identify and acknowledge our own trigger points.
 - Do this before we speak.
2. What does he/she feel/need/want?
 - This question connects to the 4 goals of misbehavior; Attention seeking, revenge, to avoid failure or for power.
3. Is the environment affecting her/him?
 - Has he/she got and is playing towards an audience?
 - Would speaking to her/him outside the classroom be appropriate?
4. What is the best way to respond?
 - Students will be dealt with as any other student in the school. But when in a state of stress, they are not able to

process the situation and conversations with staff.

- Be mindful of personal space and do not touch the student.
- Time must be provided to calm down.
- Before providing him a direction construct a statement of understanding “I can see your angry” leave a pause for him to process this “I am sorry that you feel angry” again leave a gap before providing the direction, such as speaking about the incident outside the classroom or sitting down so we can speak.
- Speak in short clear sentences and provide time for the student to process this information. This elevated state of distress means that the recovery time is longer.
- Once he is then calm what occurred can be discussed, ask him what he felt happened and allow him to explain. Then say what you saw and what the result is of his actions.



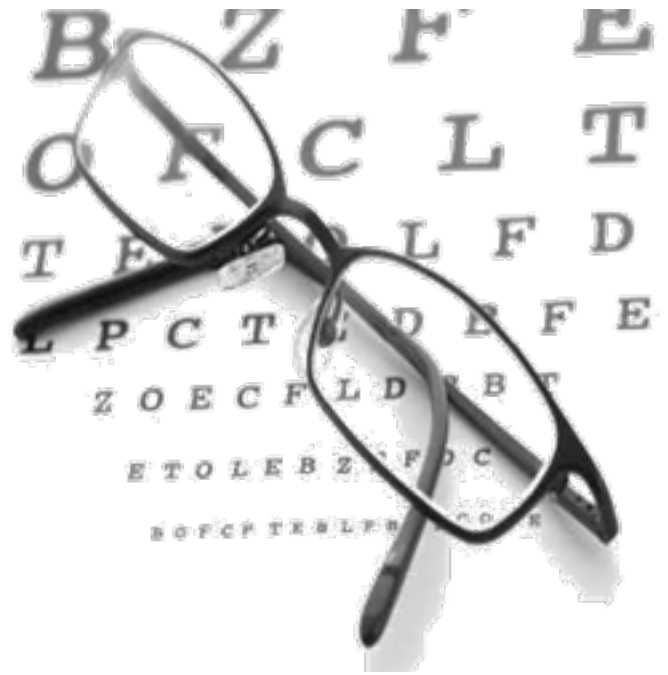
Visual difficulties

Main traits

- Trouble seeing items at distance.
- Poor or unable to differentiate between colors.
- Close vision can be compromised.
- 'Blind' spots in the person's vision.
- Disruption in the eye or brain with regards to how information that is viewed is processed.
- Trouble seeing colors or different shades and tones.

Teaching strategies

- Avoid copying work off the board, if needed to use the board ensure the student sits near to the front of the class or can view the teachers computer. Utilize verbal description of the work being carried out. For instance, "Write the title, Categories of Vegetables' in the middle at the top of your page, as it is on the board."
- When demonstrating practical elements of the subject bring the students around the table where the demonstration is taking place, ensure the pupil with visual trouble is close. If possible allow students to pass around items being shown.
- Enlarge pupils' work sheets and utilize enlarged text books.
- Student may have a magnifying glass so smaller text books can be utilized.
- Labelling of colored pencils and other coloured items in the class.
- There are varying degrees of colour blindness, but the ability to differentiate between shades is often present.
- Make sure work is in bold clear print.



SECTION 2 (Part 1) SCHOOL PROCEDURES

2.1 Admission procedure

2.2 Identification, Referral Process and Evaluation and Determination of Eligibility

- ✓ Pre-referral Student Inclusive education action team/ Referral, evaluation and determination of Eligibility

2.3 Level of SEN support (The wave 1, 2, 3 approach)

2.4 Involving parents

2.5 Development of the IEP/ Student Passport/BIP

- ✓ Implement IEP/student passport/BIP
- ✓ Monitor, Review and/or Revise IEP

2.1 ADMISSION PROCEDURE

Springdales School Dubai, makes clear reference to priority policy for the admission of students who are siblings of students of determination. For the new students, an assessment is made on entry to ensure that they have the capacity to meet academic standards and that Springdales School has appropriate structures to cater for their educational requirements. Additional assessments may be arranged where there is doubt over a prospective pupil's capability to achieve the School's normal academic standards. These additional assessments for school readiness are carried out by the Head of SAWA or Support teacher (Special Educators). The admission policy clearly states that admission is not conditional on medical diagnosis. However, the school reserves the right to reject the entry, only if the availability of resources is insufficient to meet the child's needs. The school also reserves the right to cancel the admission in case of parents' unwillingness to cooperate with the school on recommendations regarding the child's requirements and/or fails to provide assistance which the school considers vital for the child's growth. All such decisions will be made in consultation with the suitable Head of Section and the Principal, who is the final arbiter. The Principal might call for additional expert opinion to support a decision.

2.2 Identification, Referral Process and Evaluation and Determination of Eligibility

Identification

- To decide whether or not a child has a special educational need, schools should ensure the following:
- Where a student is making less progress than anticipated, high quality teaching is aimed for the student in the fields of learning in need of development.
- The effect of this targeted support is reviewed and where progress continues to be less than predicted, the class or subject teacher, should evaluate holistically what factors may be affecting the student's lack of progress.
- The staff evaluates the child using the, 'Factors influencing underachievement' (see next page)

Risk factors	SEN
<ul style="list-style-type: none"> • Poor attendance • Lack of engagement -home/school • Neglect/abuse • EAL • Cultural barriers • Failure to thrive • Poverty • Poor health • Regular changes of school • Social issues-poor housing/changes in home life • Bullying • Low self-esteem 	<ul style="list-style-type: none"> • Diagnosis of developmental delay • Genetic/medical difficulties • Complex needs • Sensory issues

When a student is underachieving, the school should start by analyzing the efficiency of its teaching and systems of support before concluding a student has SEN.

- Staff should understand that, low attainment and relatively slow progress are not, of themselves, sufficient to imply that a child has a special educational need. Children can be developing and learning but at a slower rate compared to some of their peers; appropriate intervention may aid in speeding up their rate of progress.
- Pursue the views of parents and children when collecting evidence. Parents know their children best and it is vital that all professionals listen and understand when parents' express concerns regarding their child's development.





Referral process, evaluation & determination of eligibility

Pre-referral student Inclusive education action team

Scenario 1: Teacher referral

(Please refer to Appendix B)

In case the student encounters challenges as social behavioral emotional or academics. Subsequently, teachers may recognize these students in class and get in touch with the SAWA center. The teacher arranges for a meeting with the parents. Parents may be aware but are in denial and choose not to disclose the child's condition. While being empathetic here, we assist parents in overcoming denial. This may take few sessions for the counselor or special educator with parents.

Teachers may identify a child with trouble in coping with day to day activities in social, school emotional or behavioral issues.

Parents may not be aware that their child has an additional need. In such cases we help parents understand and create awareness. The SAWA members make recommendations for pre referral interventions to instantly improve the student's performance. The team also starts to monitor the student's progress and gather data for frequent discussion, if requested by the teacher and offers the support. The teacher will apply strategies to assist the child in overcoming the learning barriers for about 2 to 3 weeks. This will help the child get through the situation and overcome his /her difficulties. The teacher and the SAWA Inclusive education action team screens the child's progress and communicates with parents as necessary. The teacher may refer him or her again to SAWA team.

If in case the child continuous to struggle and doesn't progress, the teacher will submit the referral form indicating the strategies employed by him or her to the Head of inclusion who will represent the case to the team. One member of the Student Inclusive education action team (special educator, counsellor teacher, subject teacher) will be assigned the case manager. He or she will be the person primarily responsible for communicating with parents and managing conversation with other members of the learning student Inclusive education action team.

Before the SAWA set out to provide intervention, the student's level is decided by observation by the head of Inclusion/ special educator also parent and teacher feedback are taken into consideration. The SAWA team carries out a review of a student's social, emotional, behavioral, academic performance, medical history (if appropriate) and will conduct a functional assessment. The SAWA Center completes the checklists for e.g. learning difficulty, Autism, ADHD and Grade wise curriculum expectation. This will help the team in evaluating and determining the eligibility of level of support (Wave1, Wave 2, and Wave 3). The school may even request parents for an assessment by external professionals (psychological assessment report) and the checklist can be shared with the external professional, if needed.

Scenario 2: Referral by the admission officer:

All applicants go through initial baseline testing. Moreover, previous school performance and records are taken into account when deciding whether students are likely to be successful in SPD's academic program. Specific procedures by divisions are provided below:

The Admission officer gathers the essential documentation for a student's file and carries out an initial assessment. Additional assessments may be set where there is doubt over a prospective pupil's capacity to achieve the School's normal academic standards. These additional assessments for school readiness are conducted by the Head of SAWA or Support teacher (Special Educators). Thereafter, the requirements and recommendations are discussed with the parents. Prior to the admission, the parents are notified regarding the need for a Learning Support Assistant for the student who fall under the Wave 3 Category. The student is then admitted. The Inclusive education action team organizes a meeting with the parents and teachers regarding academic support concerns, decides the best class placement and support program from SAWA (Wave1/Wave2/Wave3). School also reserves the right to terminate the admission in case of parents' unwillingness to collaborate with the school on recommendations regarding the child's needs and/or fails to give assistance which the school considers vital for the child's development. All such decisions

will be made in consultation with the suitable Head of Section and the Principal, who is the final arbiter. The Principal might call for additional expert opinion to support a decision.

Scenario 3: Parent referral

In case the Identification of determined learners may have taken place prior to a student's enrolment at school, then the parents are requested to give the relevant documentation on the diagnosis of their ward and ask for SAWA support. The admission policy clearly mentions that admission is not conditional on medical diagnosis. However, the school reserves the right to reject the entry, only if the availability of resources is insufficient to meet the child's needs. Initial interaction with the SAWA team is arranged to evaluate and decide the next stages of intervention and appropriate placement.

Scenario 4

During the SAWA team's routine visit for observation in the classroom, they may identify the SEN learner and arrange a meeting with the SAWA team and teacher and parents to discuss further. Parents might be asked to get an external psychological assessment done depending on the case. When a student is recognized as having a documented disability through the completion of a multi-disciplinary evaluation, additional educational services will be made available based on individual requirements.

Scenario 5

We can also identify students with additional needs by the following tests carried out in school.

1. CAT4 which is going to be requirement for new admission and some grades.
2. Diagnostic Tests which are carried out at the beginning of term
3. Observation of class grades
4. IBT and ASSET (International Benchmarking Test) scores.

2.3 LEVEL OF SEN SUPPORT- Wave 1, Wave 2, Wave 3 approach

Students under wave 1 category will be provided with strategies and student passport and will not have IEP. Students under wave 2 category may or may not be diagnosed but will be provided with an IEP and student passport.

Students under wave category 3 are formally diagnosed with special educational needs as recognized by a doctor or educational psychologist will have an Individualized Plan (IEP) and student passport written for them that will help students, Special counselors, administration and parents.

Wave 1

Students who are slightly under grade level expectations and who require some level of differentiation or accommodation in the classroom for academic, behavioral, or social/emotional concerns. Student assigned in this level may or may not have diagnosis. But student will be assigned in the SEN register.

Description of Support:

Each Wave 1 student obtains a Student Passport which is a summary document that explains

- (1) The challenges a student is facing, strengths, interests and learning styles.
- (2) Recommended classroom strategies for addressing challenges corresponding to the case. This gives a distinct communication between all stakeholders in a child's education and to reinforce the home school partnership. At the end of the term, teachers make an academic report in collaboration with learning Inclusive education action team. When the student moves on to the grade level expectations and the wave 1 support is regarded unnecessary, a closure report is sent from the teacher to the parents through email. A celebratory meeting may be arranged to suggest strategies and practices that will maintain the student's success in the future. At the end of the academic year, the progress Reports will be revised and communicated to the child's next teacher.

Wave 2:

If the Wave 1 support has not been sufficient for these students, and they are still behind grade level expectations. These students need additional, focused support from learning Inclusive education action team due to academic challenges or skills deficits. Students with or without a diagnosis will be assigned in this level. (Refer to SAWA Policy – Secondary)

Learning Inclusive education action team suggests that parents obtain a formal assessment (Psychological Assessment Report) from outside professionals to better identify the nature of the student's learning differences. When this outside documentation implies the presence of learning difficulties, a meeting is conducted with all concerned parties, including the classroom teacher, parents, the learning support teacher, and the student (when developmentally suitable). An IEP is established using the information in the report, which touches upon specific, measurable, obtainable, realistic, time bound smart goals. The IEP document is then circulated amongst the parents, the class teacher and subject teachers (English and math). Support for students takes the form of both pull out session and push in support session (2 to 3 sessions in a week) in the SAWA. Each Wave 2 student receives a Student Passport also which is a summary document and distributed with all the teachers across the school and it explains

- (1) The challenges a student is facing, strengths, interests and learning styles.
- (2) Suggested classroom strategies for addressing challenges in the classroom and at school.

Learning Support teachers evaluate IEPs and SPs each term with the classroom teacher and then they give a summary report to the parents. Wave 2 students can be exited and transferred to Wave 1 Program when their skills progress and they no longer need Wave 2 Program. The strategies are fulfilled by responsible parties. A follow-up meeting is arranged periodically to assess the student's progress or to make necessary changes to the IEP.

Wave 3: Formally diagnosed Students with determination.

Wave 2 support has not been sufficient for these students. Then students need intense support from learning Inclusive education action team due to academic challenges or skills deficits. Students with a diagnosis will be assigned in this level.

Support for students takes the shape of both pull out groups and push in support (5-7 sessions in a week) in the SAWA. With the assistance of the Psychological Assessment Report, an IEP is established using the information in the report, which outlines specific, measurable, obtainable, realistic, time bound smart goals. The IEP document is then circulated amongst the parents, the class teacher and all the teachers (English and Math). Each Wave 3 student receives a Student Passport. Support teachers review IEPs and Student Passport each term with the classroom teacher and then they hand over a summary report to the parents. Wave 3 students can be exited and progressed to Wave 2 Program when their skills grow and they no longer need Wave 3 services. A follow up meeting is scheduled periodically to assess the student's progress or to make essential changes to the IEP.

2.4 Involving parents

Parents have a long history of experience concerning their child outside of the education system. Their information and perspective are vital to the educational planning process. Therefore parents are encouraged to partake in all aspects of decision-making for their child.

Schools involves parents of students recognized with special educational needs as follows: Parents are made aware of any academic concern via notice by the teacher.

The attempts to address such concerns through the use of various instructional strategies will be recorded in the student file.

- If these attempts are unsuccessful, the teacher will finish a referral for special education services. The parent will be contacted to give written consent for a multidisciplinary assessment. When this consent is received, the assessment can begin.
- When the assessment is finished, parents will be invited to discuss the needs, troubles and strategies or to attend an Individualized Education Program (IEP) meeting to decide next steps. Parents will be urged to present their ideas and voice their educational concerns regarding their child's requirements.
- Where possible the IEP meeting will be scheduled in order to enable parent attendance. Where this is not possible, parents should be invited to give their views prior to the meeting by telephone or in writing.
- Every effort will be made to ensure parent input into the initial stages of the IEP development as well as in following meetings.

2.5 Development of the IEP/Student Passport/BIP (Please refer to Appendix C)

Individualized Education Program (IEP)

IEP is the process whereby special educators, teachers, support personnel, and parents work together as a team to meet the requirements of individual students who require a range of support? The team develops outcomes or goals based on a student's current requirements and skills and writes the plan for the school year in the student's IEP. The written plan is called an IEP. IEPs are written for students who require support for behavioral and learning or cognitive skills who fall under the Wave 2 and Wave 3 category.

Purpose of an IEP

The purpose of an IEP is to provide a plan to assist a student in meeting individual outcomes or goals beyond his or her current skills. As members of the IEP team, parents should be part of the individual planning process and sign the IEP for their child.

Developing an IEP involves the following four stages:

1. Collecting and sharing information
2. Setting direction
3. Developing and writing the IEP
4. Implementing and revising the IEP

These stages may take place in different sequences or may be worked on simultaneously, depending on the individual requirements of the student.

Stage 1: Collecting and Sharing Information:

Parents can provide valuable information in the starting stages of developing and setting the direction of the IEP for your child aspirations and goals for your child – personality traits – interests, talents, and desires – strengths and needs – family and educational history that affects your child's current learning situation – current medical history and health care needs.

Stage 2: Setting Direction:

Choosing priorities aids the team to focus on what is most important for the child to learn each school year. To determine priorities, the team needs to do the following: – List your child's learning requirements. – Rank your child's learning requirements in order of importance.

Stage 3: Developing and Writing the IEP:

The team, offer ideas and information for the enhancement of student-specific results. These results or goals usually indicate what the student might achieve in a specific area in a determined amount of time during the school year. They are often written according to subject areas (e.g., language arts, mathematics) or planning domains (e.g., communication, self-help, functional, academic, social, behavioural, fine and gross motor skills).

Stage 4: Implementing the IEP:

At this stage, the team members evaluate the student-specific results and decide how they will know when the student has reached the goals. Teaching and assessment strategies are put into practice.

The IEP goals are primarily focused on literacy and numeracy skills:

Literacy

The SAWA uses a wide range of multisensory approaches when urging students to develop their literacy skills. Extra one-to-one reading sessions, including Guided, Paired and Better Reading based on students' specific require-

ments, are carried out during pull out sessions. Students with weaker literacy skills are taught in smaller sets. Withdrawal from these small English sets is for more intensive support. This work might be in small groups or individual and includes spelling, reading and comprehension to improve thinking and processing skills.

Numeracy

Students receive further support from special educators. Students with considerable difficulties in numeracy are taught in the SAWA where they have access to multisensory facilities.

Stage 5: Reviewing the IEP:

The team evaluates the content of the IEP in relation to the student's timetable (either classroom or individual) to ensure that the IEP is being conducted daily. Throughout review meetings, child's growth within the IEP is discussed, and likely changes to the plan are considered. The team will evaluate the IEP and plan for the following school year.

Student passport (SP)

This is a crucial document in supporting the student voice and in making available to staff, important information when planning and supporting those pupils in class.

The student passport is written from the student's perspective wherein they share information with the staff as to what they find hard and how they can be supported.

Behavior Intervention Plan (BIP)

Behavior intervention is provided by the counselor for those with challenging behavior. In the primary school a Behavior intervention Plan (BIP) is provided which will provide strategies to control the behavior. In the middle and senior school a Behavior Contract is worked alongside the student. The A-B-C (Antecedent - Behavior - Consequence) and the frequency of challenging behavior are documented to aid in planning the BIP.

Team Meetings

- Team consists of parents, SLT, teachers, special educators, counselor and external professionals.
- Meet regularly for IEP/BIP/ILP/ALP planning, end of term assessment and need based. Goal is to have a common understanding of student requirements and support.
- We identify that for our special needs students to attain their maximum potential, the key is to create and build on successful partnerships with the team - Parents, SENCO, Special Educators, Counselor, Learning Support Assistant, Teachers, SLT and external professionals.
- We have planned meetings with the team for IEP (Individualized Education Program)/IBP (Individualized Behavior Plan)/ILP (individualized Learning Plan)/IAP (individualized Action Plan) planning by two to three weeks at the start of term and the end of term review meeting.
- Planned meetings with teachers and SLTs are also conducted to ensure best support in classrooms.
- We work closely with parents and teachers by delivering information on provisions and preparations for special educational needs, which also comprises of ways in which they can partake in the process.
- CPD's are carried out for staff on related topics.

SECTION 2 (Part 2) SCHOOL PROCEDURES (CONTINUED)

- 2.6 Differentiation**
- 2.7 Accommodations and Modifications**
- 2.8 Examinations and Assessments**
- 2.9 Transition**
- 2.10 ASDAN**

2.6 Differentiation

'Differentiation' explains how schools and teachers can meet the educational requirements of individual (or groups of) students with different learning requirements. This is a necessary element of the provision that schools make for learners with Special Educational Needs, including those who are Gifted and Talented. This is valid whether the students are in wave 1, wave 2 or wave 3 of the appraisal and intervention procedure. All of the following are differing practices within general education programs:

- a) Distinct tasks or challenges that meet the requirements of particular students.
- b) Modified resources or facilities that allow students at different levels to access for suitable learning.
- c) Small group activities planned to be suitable for distinct ability levels within a larger class.
- d) Extension tasks that allow students to acquire standard topics to more demanding levels.
- e) Enrichment tasks that elevate or widen the level of thinking around a topic.
- f) Flexible tasks that allow students to take different routes via common material.
- g) Common topics or questions that allow differing levels of answers or engagement (open-ended).

2.7 Accommodations and Modifications

Students with special educational needs should be able to access the curriculum and the school learning environment. The Learning Inclusive education action team carefully evaluates individual student requirements before determining essential accommodations or amendments, which should then be detailed in the student passport.

Accommodations: These are alterations in how a student accesses information and conveys learning. These changes do not considerably alter the instructional level, content or performance benchmarks. Accommodations give the pupil equal access to learning and equal opportunity to express what he/she knows and can accomplish. The IEP team decides the need for accommodations and documents these in the IEP. Accommodations can consist of changes in the following:

- A. Presentation and/or response format and procedures**
- B. Instructional strategies**
- C. Time / Scheduling**
- D. Learning Environment / Setting**
- E. Architecture**

A. Presentation and/or response format and procedures:

These accommodations permit the student to access instruction or assessment, and could help students with an inability to read print due to physical, sensory or cognitive disability.

- Large print (at least 18 point type)
- Magnification devices (enlarged computer monitors)
- Spelling and grammar checking devices
- Visual organizers (highlighters, graph paper, color coding) Graphic organizers (flowcharts, diagrams, mind maps)

Response accommodations permit students to finish assignments and assessments as well as to solve and structure problems. These accommodations could help students with learning disabilities, physical, sensory or memory deficits. Examples of response accommodations are:

- Scribe (to write as the student dictates)
- Customized keyboards
- Calculator device (for math calculation, not reasoning)

B. Instructional strategies

These are accommodations which reply to the individual learning style of the pupil. Examples of instructional accommodations are:

- Visual cues (printed copy of lessons given to the student such as notes, outlines, written instructions)
- Auditory cues (summarizing or repeating directions)
- Kinesthetic cues (students are given manipulatives, real life samples to view, touch, work with. They are urged to actually participate rather than listen or see in a picture or textbook). Students with disabilities benefit from multisensory prospects in the classroom. Teachers will be successful with these students if they integrate the visual, auditory and kinesthetic into each lesson.

C. Time / Scheduling

These accommodations permit students with learning disabilities, sensory disabilities, physical disabilities or health-related disabilities to have sufficient time to prove their competence or to obtain their classes while at peak performance level.

Examples of time/scheduling accommodations are:

- Extended time (the IEP team decides exactly how much extra time a student should be given for class assignments, homework, projects, which are sensible based on the disability)
- Multiple or regular breaks (assignments broken into sections or made shorter)
-
- Alter schedule or order of activities (utilizing peak performance time if student is on medication, or if concentration is low at specific points of the day: move to plan complicated classes first)

D. Learning Environment / Setting

Accommodations to the learning environment may include changing the location in which the student with disabilities gets instruction or assessment.

Examples of time/scheduling accommodations are:

- Easily distracted students, students with physical disabilities and or students with health impairments might require such accommodations: Examples of learning environment/setting accommodations are:
- Decreasing distractions to the student(e.g. putting students in front of the class)
- Decreasing distractions to other students (e.g. use of study carrels if the student needs to speak aloud or utilize noisy equipment)
- Change location to increase access(e.g. change place of instruction to near bathroom/lunchroom for student in wheelchair)
- Other adjustments can be made (e.g. lighting, temperature or ventilation may need to be checked for students with visual impairments, severe health disabilities)

E. Architecture

These accommodations are structural in nature and require planning ahead to ensure access and comfort. Examples of architectural accommodations are:

- Installation of a lift for students with physical disabilities

- Broader doorways for bathroom entry
- wheelchair ramps
- room signage
- door-opening devices
- Visual emergency alarm systems.

This will increase the accessibility of “barrier free” learning environments for pupils with special needs and thus support increased inclusion.

Modifications: (Refer to SAWA Policy)

Modifications are alterations in what a student is expected to learn. These alterations are made to give a student the opportunity to attend meaningful and productive school learning experience alongside other students in classroom. The requirement for learning modifications is individually decided by the IEP team and recorded in the student’s passport. Students regularly considered for modifications are those under wave 2 and wave 3 categories.

Modifications consist of changes to the curriculum with respect to the instructional level, content, and learning outcomes.

Adaptation: Adaptation is a modification to the transfer of instructional methods and intended aims of student performance that does not alter the core content but does slightly alter the conceptual difficulty of the curriculum. In order to apply adaptation, the teacher needs to specify envisioned goals for individualized students.

Examples of adaptation are:

- Differentiated activities
- Utilizing different instructional materials and activities for individual students.

Following are classroom examples of adaptation:

- Students in a writing assignment: The adaptation is that the special needs student carries out the assignment in a small group with teacher support.
- Students utilizes five new vocabulary words in a writing assignment: The adaptation is that the special needs student selects three of the words and uses them suitably in the writing assignment
- In mathematics, the students are dividing mixed fractions with unlike denominators: The adaptation is that the special needs student is working on dividing mixed fractions with like denominators. In these examples, all students in the class are working on the same skills but at differing levels of difficulty.

2.8 Examination and Assessments (Refer to SAWA Policy)

External Examinations: These are the assessments/tests that are carried out externally.

Where individual students require accommodations to be processed in order to access these examinations, schools should verify processes with their regional special education advisor (CBSE). No modifications can be created currently to external examinations. In general terms, students who would need modifications to be made will be exempted from these examinations (Grades 9, 10 and 11). (Please refer to Appendix D)

Internal Assessment: These are the assessments that are carried out by schools.

For Wave 1 the assessment (test and exam) is conducted on the same level and mark system as other students in the same grade. There is no alteration provided. However, accommodations are made based on the need of the child.

For Wave 2 and Wave 3 students will need accommodations and/or modifications to test and examination preparations to allow them to participate. Students sit for a modified exam paper with 50% of the questions as compared to the regular paper and the marks are doubled to be in par with the other students in the same grade. This implies that students with learning troubles may accomplish the same mark or grade for differentiated work carried out at a more basic level than students who do not have learning difficulties who are working at the predicted Grade level. Students have the option of trying social studies test and exam paper or choose project submission with their parent's approval.

These preparations are of two wide types:

(i) Accommodations: These are arrangements that will permit an individual student to access the same test or examination as students without special educational needs. These accommodations provide students with the ability to prove mastery of skills and fulfillment of knowledge without being limited or unfairly restricted due to the consequences of a disability

(ii) Modifications: These are arrangements that alter a test or examination to exhibit the requirements of an individual student as recognized in their IEP

Support to parents

We strongly support the role of productive parental involvement in the education of their child. Parents are welcome to connect with the Learning Center at any time other than the planned meeting.

'Synergy' is the creation of a platform where all parents can actively participate in child development, so that it becomes a three way partnership - child, parent and educator.

'Synergy' is a step in this direction with the aim of meeting periodically to work towards the following objectives –

- To improve the progress of students through better understanding of the procedures executed.
- To create mutual support systems for the parents that will be aided by professionals in school.
- To share and pursue information which will enable the development of the students we work with.

2.9 Transitions between Grade Levels and Divisions

- At the completion of the year, students of the wave 1, 2 and 3 categories are evaluated by Inclusive Education Action Team for class placements.
- The Inclusion Team, in partnership with head of the section and grade coordinators assembles appropriate class placements for all of students under each wave taking into account classroom strengths, numbers of students at each wave, and the extent of support needed by each student.
- At the start of the new academic year, student transition portfolios on each child are circulated from last year's teacher to new teacher. Portfolios consist of all SEN documentation (student passport, IEP/ILP/BIP class Reports, strategies and tracking sheets), past copies of report cards, student work in order to help the new teacher in understanding each child. All SEN student files are kept in the class teacher's classroom.
- The inclusion team meets with class teacher and subject teachers within the first two weeks of the school year to discuss the main concerns and effective plans to develop IEP/ILP/BIP for the new academic year.

- From this point, regular meetings are conducted and the inclusion team starts to monitor student progress in all wave categories.

The safety and security of the student portfolio is the responsibility of the class teacher and must be given back to the head of section/ head of inclusion at the end of each academic year.

2.10 ASDAN

To challenge and channel our Students of Determination to achieve their potential and goals, we have introduced a program ASDAN which is highly approved by KHDA. Springdales School, Dubai is now an ASDAN registered centre. ASDAN is a curriculum development and registered awarding organisation from UK. Their courses explicitly grow skills for learning, skills for work and skills for life. ASDAN programs and qualifications cater for all ages and abilities. These programs will help our students to develop specific skills of their interest. On completion, the students will be awarded with certificates (the details of which are given below).

Certain core elements lie at the heart of all ASDAN programmes and qualifications which are designed to:

- Encourage student-centred learning
- Challenge students to achieve
- Enable students to learn through experience
- Encourage a wide range of skill development
- Reward success

For Students with Determination (SEND) ASDAN has two major programs:-

- (i) Preparing for Adulthood
- (ii) Life skills Challenge

Preparing for Adulthood

The Preparing for Adulthood programmes are activity-based curriculum resources. They provide a real-life context to promote the development of personal, social and work-related abilities. The programmes are learner-centered, offering structure and flexibility; they provide recognition for small steps of achievement.

There are four programmes under Preparing for Adulthood

- a) New Horizons
- b) Transition Challenge (sensory) and Transition Challenge (Introduction and progression).
- c) Towards Independence
- d) Workright

We have selected New Horizon (for learners aged 9 to 13) and Transition Challenge (Sensory and Transition Challenge Introduction and progression) for learners aged 14 to 16.

a) New Horizons.

Who is the course for?

The New Horizons student book contains activities within a framework of five modules: Personal, Social, Health, Citizenship and Relationships. Each module contains five sections, with each section containing a number of activities. These activities can be developed as a project and may take many lessons to complete. Each module also includes a focused careers-related activity.

b) Transition Challenge: Sensory offers a developmental perspective for learners with PMLD and rewards very

small steps of learning and achievement.

Who is the course for?

The Transition Challenge: Sensory student book contains activities within four modules: Communication and interaction, Cognition, Physical, Self-help and Independence. Each activity includes an optional extension activity that builds on and develops the learner's experience.

Transition Challenge: Introduction and Progression provides a framework of activities linked to curriculum subjects. It develops learners' independent living and personal skills.

Who is the course for?

The curriculum **The Transition Challenge: Introduction and Progression** student book contains activities within five modules: Knowing how, Making choices, Feeling good, Moving forward and Taking the lead. Each activity includes an optional extension activity that builds on and develops the learner's experience.

How is it assessed?

Learners gather a portfolio of evidence to support their activities. Following internal moderation, centres (school) are required to register learners for external moderation. This is carried out by post or electronically.

Certification from ASDAN.

Gold certification is available to learners who have completed at least five activities from each of the four modules.

Silver certification is available and can be used to recognize the achievements of learners who have completed one or more modules, but have not yet met the full requirements of the program.

SECTION-3

Individual Planning

3.1 English as Second Language (EAL)

3.2 Able Gifted and talented (AGT)

3.1 English as an Additional Language (EAL)

Introduction

The term EAL is utilized when referring to pupils where the mother language at home is not English. The aim of the policy is to give guidelines to school staff on the delivery of English as an additional language. This policy will give a basis of consistency and quality while permitting flexibility in the delivery of EAL service.

Aim

- To give any newly arrived student a safe and hospitable environment.
- To have the ability to understand the requirements of pupils with EAL and to provide suitable provision throughout the School.
- To prepare teachers with the knowledge, skills and facilities to be able to support and monitor pupils with EAL.
- To make sure that the pupil develops the competence to use English to allow them to access curriculum and communicate effectively with peers and other adults.
- To execute school wide strategies to ensure that EAL pupils are supported in gaining access to the curriculum.
- To enable EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to accomplish their academic potential.
- To make full use of prospects to model fluent use of English and provide opportunities for children to practice and increase their use of English.
- To screen pupils' progress systematically and utilize the data in decisions regarding classroom management and curriculum planning.

Identification and Assessment:

When a Student is recognized EAL, The class teacher coordinates with subject teacher and parents to give additional language support.

- The subject teacher evaluates pupils' proficiency in English. The results are discussed with the class teacher and a suitable language program is constructed.
- Specific progress and level achievement will be communicated regularly
- The class teacher will keep the language support teacher updated about how the pupil is responding in the class and dealing with interaction with peers.

PROVISION:

The English as an Additional Language (EAL) program is accessible for students who are in need of English language support.

The EAL support is given via pull-outs or in-class support sessions. These are explained below:

- In-class: The EAL in-class support is conducted in the homeroom classes; EAL students are grouped and given support. The homeroom teacher and subject teacher will work together to plan and strategize how to best help and assist students during these lessons.
- The Head of section devises the EAL programme and this provision is made for an academic year. The program provides support with Reading, Listening / Speaking and Writing skills for our EAL students. Teachers and other adults use good EAL practices and distinguished approaches within a lesson and throughout school life.
- EAL students on lesser levels of English acquisition can be paired with a more confident student who speaks the same language or with an English speaking student as suitable.
- Classrooms are extremely visualized environments – dual-language texts, labels and visual support within lessons.
- Speaking frames utilized within lessons to assist English acquisition.

Role of the Subject Teacher:

The key role of the language support teacher is to encourage the pupils' development of English language proficiency so that he or she can progressively attain access to the curriculum.

The pupil remains the responsibility of the mainstream class teacher who will work closely with the support teacher.

In association with parents and the mainstream class teacher, the language support teacher:-

Recognizes pupils requiring additional language support.

Evaluates the pupil's proficiency in English Devises a suitable language programme.

Delivers the program

Records and screens the pupil's progress.

(Please refer to Appendix E for EAL Policy)

3.2 ABLE GIFTED AND TALENTED

The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability.' These domains will include: Intellectual, Creative, Social and Physical abilities.

The term talented refers to 'a student who has been able to transform their 'giftedness into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

The role of Student Inclusive Education Action Team in supporting Gifted and Talented Students are:-

- a) Evaluate provision.
- b) Maintain and update annually the G&T register.
- c) Work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and in extra-curricular activities, looking at all the time for extension and enrichment opportunities e.g. competitions, partnership work, subject clubs, global seminars etc.
- d) Make students on the G&T register, and others as appropriate, aware of local and national opportunities.
- e) Foster an attitude within the school to promote challenge within and beyond the classroom and communicate this to all stakeholders.

Gifted and Talented Action Plan

The Four Stage Process are:-

1. Audit The aim being to create the extension and enrichment opportunities being offered to pupils at present both within and beyond lessons:

- a) Throughout the taught curriculum, both in class and in 'extra' classes;
- b) Throughout enhancement activities (clubs, teams, assemblies, fieldtrips, visits etc.);
- c) Through the organizing of curriculum delivery (extension work, suggested reading and follow-up)

2. Identification

The learner profile of students assigns the majority of students into the bracket of Gifted and Talented in some way or another. The top 5% globally within each year group will be recognized by the Head of Section. These are students who are considerably higher than their year group peers in a subject/area in any of the following:-

- i) Group 1): The 'Highly Able'. This will include those students who fall within the top 10% globally and whose strengths might be subject specific. Their requirements should be provided for on a daily basis through planned differentiation activities as well as subject specific extension programmes and workshops.
- ii) Group 2): Those students who excel in the arts, music or sport will be recognized through subject specific criteria, national/international awards or accreditation and involvement in outside clubs, schemes and groups. Their requirements should be supplied for through organized activities with specialist coaching and opportunities to coordinate with outside organizations.
- iii) Group 3): Students who surpass in areas beyond the curriculum. These maybe students who display excellence in the non-traditional fields of critical thinking, leadership, innovation, social contribution, enterprise and enquiry etc. These students should be served for through enrichment opportunities both within and outside of school. Recognized pupils are collated into a G&T Register that clearly implies what subject(s)/area(s) the student is gifted or talented in – they may be excellent at everything, or just an amazing mathematician or cricketer. This information is categorized to Heads of Section to distribute, with students in their specific area highlighted for class/subject

teachers to utilize and transfer to mark books.

3. Provision: School's role in supporting its gifted and talented students

The School targets to help its gifted and talented students in four ways:

1. School wide 'challenge' which puts learning as the center of all school improvement and is a practical plan for talent development. This is shown in a challenging curriculum, curriculum extension tasks, appropriate grouping etc. The sort of activities which maybe included are:

- a) Stimulation – activities and experiences which bring the student in touch with different sorts of topics or areas. This may consist of speakers or visits.
- b) Creative or critical thinking – open-ended activities which permit students to increase their thinking processes and introduce students to more advanced kinds of study with external organizations e.g. open University.
- c) Leadership – opportunities for showcasing leadership skills amongst peers, staff and the wider school learning community.
- d) Innovation - opportunities for entrepreneurship and enterprise to be cultivated and established beyond the school community.

2. Regular Extension Classes

Students recognized as being in the top 3% of each year group to be notified regarding potential 'take-up' opportunities for challenge. These 'Challenge Groups' will be planned on a frequent basis and carried out by subject specific staff.

3. Centre of Excellence –Acceptance onto the Centre of Excellence pathway will enable students to further develop their passion as well as nurture and enhance their area of excellence through extensive links within and beyond the school community. By building opportunity, we seeks to offer provision across a diverse array of needs and urges students to display and celebrate their success both at school and in a national and international arena.

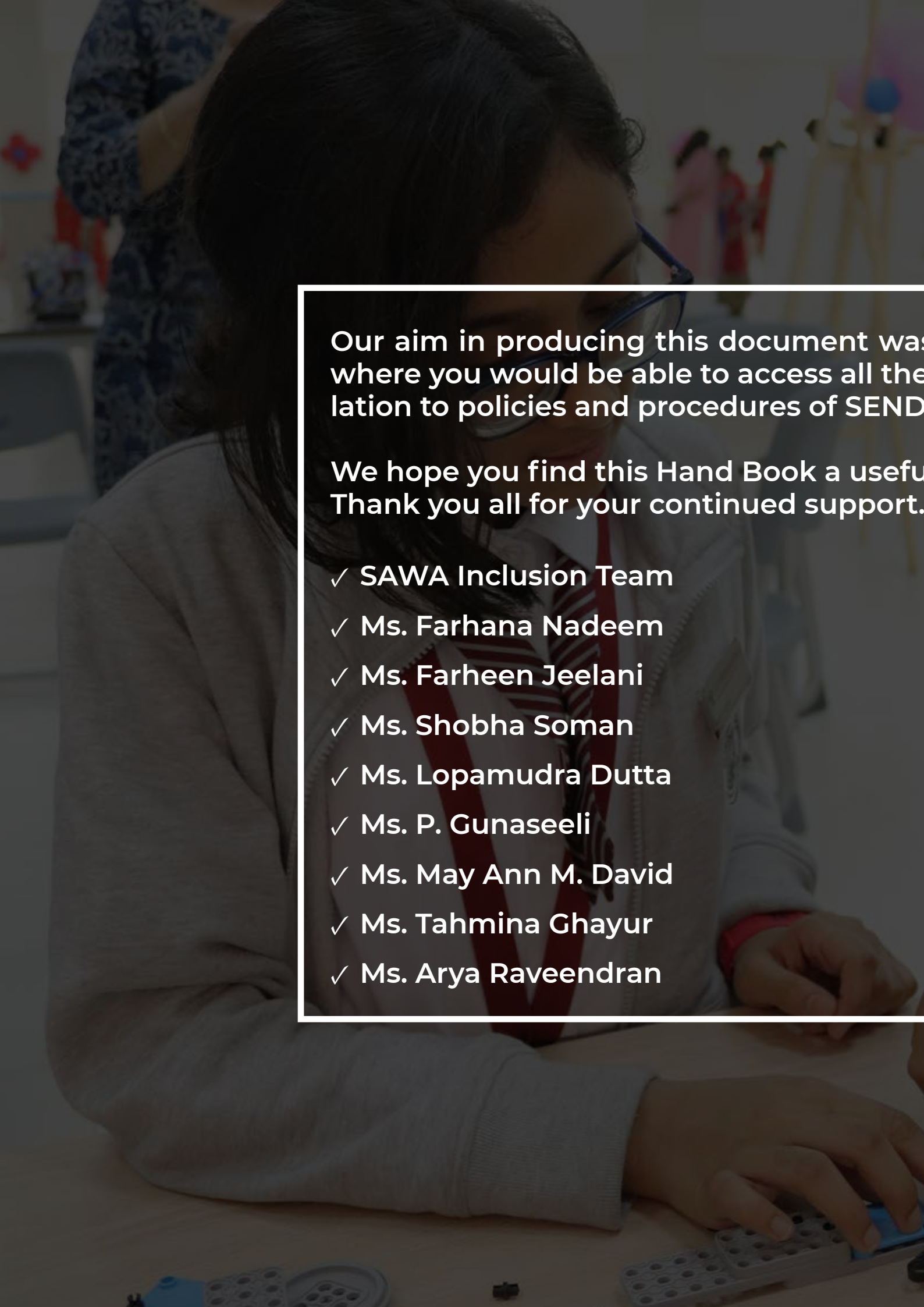
4. Monitoring and impact assessment

The results of effective identification and provision for the G&T students are likely to be a combination of qualitative and quantitative assessments and long term monitoring. However, the following ways will be used to measure the effectiveness of the work:-

- a) Improved exam results for recognized students (results versus prediction) and improved 'achievement score'
- b) Attendance at enhancement opportunities – registers can screen these statistics
- c) Improved skills levels – pupils and staff assessments
- d) Higher independence of students in learning and research – teacher assessment/parental comment
- e) Higher self-esteem for G&T student – student assessment/counsellor feedback
- f) Enhanced teaching – lesson observation forms
- g) Showcasing at local, national and international level.

(Please refer to Appendix F for AGT Policy)

(Please refer to Appendix G for ALP)



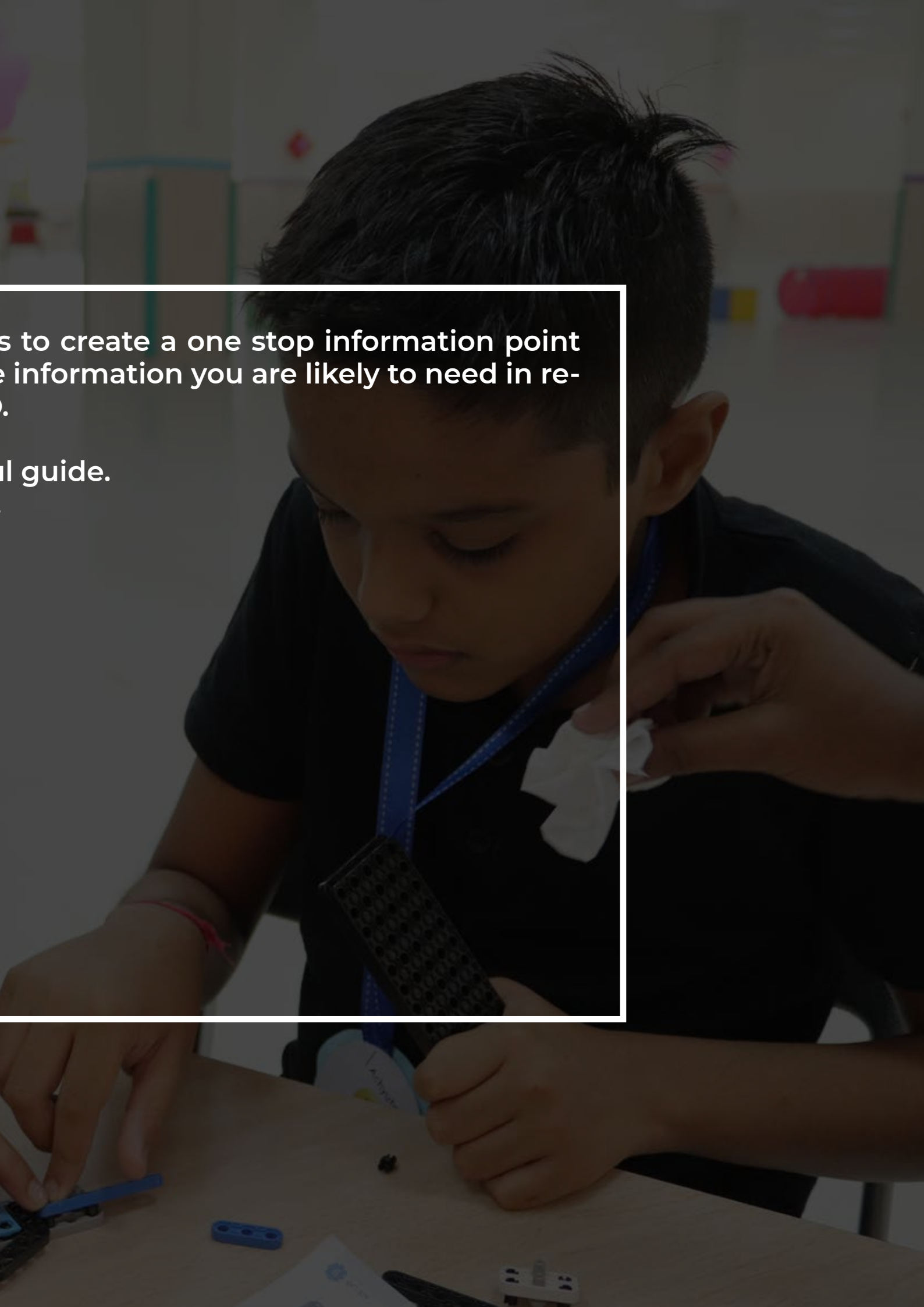
Our aim in producing this document was where you would be able to access all the relation to policies and procedures of SEND

We hope you find this Hand Book a useful Thank you all for your continued support.

- ✓ SAWA Inclusion Team
- ✓ Ms. Farhana Nadeem
- ✓ Ms. Farheen Jeelani
- ✓ Ms. Shobha Soman
- ✓ Ms. Lopamudra Dutta
- ✓ Ms. P. Gunaseeli
- ✓ Ms. May Ann M. David
- ✓ Ms. Tahmina Ghayur
- ✓ Ms. Arya Raveendran

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APPENDIX A

POLICY	INCLUSION
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP / IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2016
DATE OF REVIEW	AUGUST 2019
DATE OF NEXT REVIEW	AUGUST 2020
LEAD PROFESSIONAL	PRINCIPAL

INCLUSION POLICY

SAWA Department ensures that:

- Full inclusion of children with special education with dignity and care.
- To comprehensively work with varied range of learners including Able, Gifted & Talented, EAL and Special educational needs.
- To ensure students' receives maximum benefit of counselling and related services.

SAWA SPECIAL EDUCATIONAL NEEDS POLICY

Policy Statement

It is the policy of the Springdales School Dubai to appreciate the individuality of each pupil who comes into our care and to support and nurture their physical, intellectual, emotional and social development, irrespective of their starting point. Springdales School believes in treating everyone as an individual and welcomes pupils with a range of learning and related difficulties, provided that they can access the curriculum and cope with movement around the college buildings.

The school has the duty of recognising children with determination as fully participating members of a community. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational program.

AIMS

To take into account legislation related to SEN including UAE federal law 29/2006 regarding the rights of individuals with special needs, Action Plan for Inclusive Education of Children and Youth with Disabilities, MHRD, 2005- India CBSE, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014.

- To set suitable learning challenges and enable them to achieve their full potential.
- To provide full access for all pupils to a broad and balanced curriculum.
- To respond to each student's diverse learning needs and provide equality of provision
- To assist in adapting to and overcoming barriers to learning and assessment for individuals with special educational need
- To create a least restrictive environment that meets the needs of all children;
- To ensure parents/caregivers are fully engaged in decision making
- To ensure that all who are involved with students with determination are aware of the procedures for identifying, assessing, making provisions, supporting and teaching them.
- To ensure students have full access to all school activities, including extracurricular activities, as far as it is reasonably practical and relates to the child's needs;
- To ensure the identification of all students requiring SEN provision as early as possible in their school career so that attainment can be raised; ensuring that parents of SEND students are kept fully informed of their child's progress and attainment;
- To ensure that SEND students are involved, where practicable, in decisions affecting their future educations;
- To recognize the important role of external agencies being involved in meeting the needs of the student and referring families to these agencies in a safe and responsible manner;
- To ensure there is a smooth transition for the student between divisions of the school.

Practice and Procedure

Whilst it is acknowledged that children have different starting points and progress at different rates, particularly during their early years, we consider that reasonable adjustments may have to be made to the school environment, curriculum (till grade 8) or in the delivery of instructions in order to make the experience of studying more successful for some children. This may be a transient or ongoing.

The students (9 to 12) with difficulty in learning have a choice of selecting the subjects for board exams from the list of subjects made available by CBSE.

Refer to CBSE Circular: No.CBSE/COORD/112233/2019

The students also have a choice to appear for either Mathematics Basic or Standard.

Refer to CBSE Circular: F.1002/CBSE/Dir(Acad)/Mathematics/2019

Accommodations are provided as per the personalised needs of the students in internal/external board exams.

Refer to CBSE Circular: No.CBSE/COORD/112233/2019

We also acknowledge that pupils who have been identified as having special educational need, second language learners and Able, Gifted & Talented. These pupils are also covered by our English as an Additional Language (EAL) Policy and AGT policy respectively. Therefore the following points are additional to those raised in the EAL Policy.

- We consider a pupil to have a Special Educational Need and/or Disability if he or she:
- Is experiencing significant difficulties achieving his/her learning goals, when compared with his/her peers (though it is acknowledged that this may be a developmental delay rather than a learning difficulty).
- Has a disability which may prevent him/her making use of our educational facilities.
- Experiences significant communication and/or social interaction difficulties.
- Presents persistent emotional and/or behavioral difficulties.

Admission to the School

Springdales School Dubai, makes clear reference to priority policy for the admission of students who are siblings of students of determination. For the new pupils, an assessment is made on entry to ensure that they have the potential to meet academic standards and that Springdales School has suitable structures to cater for their educational needs.

Additional assessments may be set where there is doubt over a prospective pupil's ability to achieve the School's normal academic standards. These additional assessments for school readiness are carried out by the Head of SAWA or Support teacher (Special Educators).

In case the Identification of determined learners may have occurred prior to a student's enrolment at school, then the parents are required provide the relevant documentation as per the parent Contract. The Admission Policy clearly states that admission is not conditional on medical diagnosis. However, the school reserves the right to refuse the entry, only if the availability of resources is not sufficient to meet the child's needs. In all cases guidance provided the Dubai Inclusion Policy Framework will apply.

The school also reserves the right to cancel the admission in case of parents' unwillingness to cooperate with the school on recommendations concerning the child's needs and/or fails to provide assistance which the school considers essential for the child's development. All such decisions will be made in consultation with the appropriate Head of Section and the Principal, who is the final arbiter. The Principal may call for additional expert opinion from outside the school to support a decision.

Teaching and Learning

The two approaches considered below are in class support by the support teacher (special educator), and the pull-out of students for individual or small-group teaching in SAWA.

(a) In-class support: We strongly consider the possibility of making arrangements for the provision of supplementary

teaching by support teacher and individual learning-support teachers within the context of the mainstream class for wave 1, wave 2 and wave 3 students. Wave 1 students get in-class support by the support teacher as and when possible. In-class support can be implemented through co-operative teaching. The term “co-operative teaching” is used here to denote any arrangement whereby two or more teachers work together in a collaborative manner.

(b) Pull-out sessions of students with determination: Under this arrangement, Wave 2 and wave 3 students get pull-out sessions in addition to in-class support. Students with determination are pulled out from mainstream classes for individualized or small-group teaching, often in the areas of literacy, mathematics, or social skills training.

A positive feature of a pull-out arrangement is that it provides for the specific needs of the student which is addressed in SAWA. Subject teachers can contribute to planning the subject matter of pull-out lessons by advising the support teacher or the individual learning-support teacher about the language, concepts and skills that are being addressed in the mainstream class programme and how the support teacher or individual learning-support teacher might support the student’s learning in this area.

The decision to pull-out a student for individual or small-group teaching is taken in consultation with parent/KHDA approval. The process involves consultation between subject teachers, support teachers and Head of the section and parents. Before the pull-out sessions begins, agreement should be reached on how long the pull-out intervention will last, the dates for a review of the programme, and the criteria for the review.

Differentiation and Inclusion

It is the responsibility of individual teachers to ensure they have knowledge of the pupil’s Individual Educational Plan (IEP) in order to accommodate and modify for individual learning needs. In most cases, a pupil’s individual need will be met within the classroom by the class/subject teacher.

- Support teacher and teachers will plan and deliver an Individual Education Programme (IEP) to meet the individual needs of the pupil that are over and above those that can be met by the usual curriculum, activities and/ or level of differentiation in the classroom.
- The pupil’s progress will be monitored and reviewed regularly.
- Parents will be kept informed of their child’s progress and are invited to contribute to termly IEP reviews (if applicable).
- The Head of SAWA or Special Educator will be available to offer advice on strategies and interventions to both the teachers and the parents.
- A pupil requiring a significant level of academic support may elect not to study Arabic or Second Foreign Language, but rather use this time to work on their additional learning programmes through pull out sessions at SAWA.
- The Exemptions in Arabic are sought through KHDA in coordination with school Arabic PRO or secretary as per the KHDA guidelines

Assessment

Identification

A pupil might be identified as having a Special Educational Need/Individual Need as a result of any of the following:

- Referrals: Children’s’ academic and related performances are continually monitored against the CAT4 Data, summative and formative assessments and when a student fails to meet the minimum target expectations, a referral is made by the teacher

- The SAWA professional may suggest to parents/guardians that an assessment of the pupil's needs should be conducted by an outside agency, such as by an Educational Psychologist, Speech and Language Therapist or Occupational Therapist. Head of SAWA will liaise and support as appropriate.
- Some children will already have been identified as having Special Educational Needs by outside agencies, on entry to our school.

Record Keeping

It is the responsibility of the Head SAWA to keep an updated register (SEN Provision Map) of pupils with Special Educational Needs and Disabilities. The Sen Provision Maps of every SEN Child is shared with and explained to the concerned heads of school, heads of Academics and teachers. Pupils on the SEN Provision Map will have a summary of need for support.

The Special Educator will maintain adequate records for each student with determination receiving interventions with details of their pupils' case history, class observation logs, communications logs, IEP's, student passport, baseline report, present level of functioning, term reports, individual learning support assistant records (where appropriate)etc.

Staffing and Resources

An inclusive educational team includes: School principal, Teacher inclusion champions, Student Inclusion champions, Support teachers, Individual learning support assistant and parent representative. A clear job description with duties that the members are expected to complete as a function of their roles is in place.

In Line with Dubai Inclusive education policy framework, the school has provided one support teacher for every 200 students and one learning support assistant for every 125 students on roll. The Head of SAWA and/or the Special Educators advise on all matters to do with specific educational needs. The allocation guidelines for support teachers are approximately 60% assisting teachers, 25% working with students with determination and 15% on administrative activities. The SAWA department aims to be a whole-school resource that covers an ever-changing, diverse set of needs. The department is issued with an annual budget for basic materials and training.

Training

Internal training related to the education and provisions of students of determination are provided to all stakeholders handling determined learners. External professional development opportunities are provided to teachers from time to time. All the individual Learning support assistants (ILSA's) are ABA (Applied Behavioural analysis) trained. New ILSA's are expected to finish the ABA training approved by KHDA within 3 months of the

APPENDIX B

CONFIDENTIAL REFERRAL FORM KINDERGARTEN

Date of Request: _____
 Student Name: _____
 Student Grade: _____
 Gender: _____ Birth Date: _____
 Student Referred by: _____

Father's Name: _____
 Mobile Number: _____
 Mother's Name: _____
 Mobile Number: _____
 Home telephone #: _____

Reason(s) for Referral-Problems/Concerns related to: (Please check all that apply.)

- | | | | |
|--------------------------------------------------------|-------------------------------------------|-----------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Dramatic change in behavior | <input type="checkbox"/> Nervous/anxious | <input type="checkbox"/> Chews (paper/clothes/hair) | <input type="checkbox"/> Academics |
| <input type="checkbox"/> Worries | <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Absences | <input type="checkbox"/> Tardy |
| <input type="checkbox"/> Daydream/fantasizes | <input type="checkbox"/> Aggression/Anger | <input type="checkbox"/> Makes Odd Sounds | <input type="checkbox"/> Swearing |
| <input type="checkbox"/> Grief | <input type="checkbox"/> Fighting | <input type="checkbox"/> Stealing | <input type="checkbox"/> Always tired |
| <input type="checkbox"/> Destruction of Property | <input type="checkbox"/> Fears | <input type="checkbox"/> Lying | <input type="checkbox"/> Sadness |
| <input type="checkbox"/> Work habits /organization | <input type="checkbox"/> Bullying | <input type="checkbox"/> Sexual Acting Out | <input type="checkbox"/> Disrespectful |
| <input type="checkbox"/> Completion of Assignments/H.W | <input type="checkbox"/> Motivation | <input type="checkbox"/> Defiant | <input type="checkbox"/> Social Skill |
| <input type="checkbox"/> Peer Relationship | <input type="checkbox"/> Inattentive | <input type="checkbox"/> Hurts self | <input type="checkbox"/> Withdrawn |
| <input type="checkbox"/> Personal Hygiene | <input type="checkbox"/> Impulsive | <input type="checkbox"/> Family Concerns | <input type="checkbox"/> Drop out risk (H.S) |
| <input type="checkbox"/> Cries easily | <input type="checkbox"/> Over Active | <input type="checkbox"/> Poor Confidence | <input type="checkbox"/> easily distracted |
| <input type="checkbox"/> Non-touchable/pulls away | <input type="checkbox"/> Others _____ | | |

Other Referral Information:

- Have guidance services been provided for this student? Yes No
 If yes, please explain _____

- Are any other agencies involved with this student? _____

- Please list specific questions you would like answered as a result of this referral. _____

School Information

- Was the student ever retained? Yes No (if yes, give year and grade) _____
- What is the student's attendance pattern? _____

- Was there a previous psychological evaluation? ____ Yes ____ No
If yes, Date of Psychological evaluation _____ Completed by: _____
Summary: _____
- Has the student ever received an IEP ? ____ Yes ____ No
If yes, Date of IEP _____
- Has the student ever received special education services (including early intervention)? ____ Yes ____ No
If yes, Dates and types of service: _____

Skill Observations: Please mark with a check (/) any behavior/ skill deficit displayed by the student:

Fine Motor Skills

- Difficulty in holding pencil or crayons. _____
- Write slowly and often cannot keep their writing on lines. _____
- Crude and messy in art and crafts, e.g. irregular cutting of circle or not controlling their hands well in colouring. _____
- Clumsy in using spoons and forks. _____
- Spill water when pouring. _____
- Require assistance in buttoning up clothes or tying shoelaces. _____

Gross Motor Skills

- Have relatively weak muscles. _____
- Have poor balance and fall easily when walking or running. _____
- Have difficulty judging distances, often running into people or objects. _____
- Find it difficult to learn new physical activities or ball games. _____

Social Behavior and play skills

- Rarely make friends and prefer to play on their own. _____
- Exhibit inappropriate behavior or speech. _____
- Rarely share food, toys or their interest with others. _____
- Trend to be self centered and insensitive to others 'needs and feelings. _____
- Talk only about topics they like in conversation and ignore others' responses, resulting in one-way communication. _____
- Has difficulty in turn taking activities. _____
- Lack eye contacts. _____
- Speak in a rather awkward and flat tone. _____
- Rarely use facial expressions, gestures or body language in communicating with others. _____

Attention Span/Task Completion

- Display difficulty in following simple instructions. _____
- Fidget/cannot sit still (with or without activity). _____
- Starts one task and get distracted, then doesn't ever finish the original task. _____
- Need assistance to complete

Executive Function Skills

- Gets frustrated easily and often throws things on the floor instead of asking for help. _____
- Has trouble following directions and often forgets what to do. _____
- Has frequent tantrums over things that seem fairly minor. _____
- Acts out aggressively instead of expressing feelings and frustrations. _____
- Have difficulty following simple classroom routine (getting things from the cubby or packing up). _____
- Frequently raises hand but doesn't remember the answer when called on. _____
- Frequently gives unrelated answers to questions. _____
- Has his own way of doing things and has trouble making adjustments. _____
- Can solve a math problem one way but gets stuck when asked to solve it using another method. _____
- Focuses on the least important thing you said. _____
- Has a disorganized desk full of loose papers and pencils stubs. _____
- Panics when classroom routines are changed. _____
- Struggles to find the right information in a word problem to come up with an equation. _____

Additional Observation:

- What strategies have been used in this students' educational program to provide support to address the previously-mentioned concerns? (Specify length of time and results) _____

- Have you contacted parent/guardian about your concern? Y/N Date: _____

Explain below the outcome of parent contact:

- Please list any additional services the student is receiving (Title I, learning support, speech, tutoring, etc...):

** Please attach a copy of the student's Grades and any Testing Results (ASSEST, CAT 4, etc...)

** Please attach any additional information that may be applicable (previous evaluations, outside evaluations, medical implications, any other assessment data available, etc...)

Signature **Title** **Date of Referral**

CONFIDENTIAL REFERRAL FORM PRIMARY/SECONDARY

Date of Request: _____
 Student Name: _____
 Student Grade: _____
 Gender: _____ Birth Date: _____
 Student Referred by: _____

Father's Name: _____
 Mobile Number: _____
 Mother's Name: _____
 Mobile Number: _____
 Home telephone #: _____

Reason(s) for Referral-Problems/Concerns related to: (Please check all that apply.)

- | | | | |
|--------------------------------------------------------|-------------------------------------------|-----------------------------------------------------|----------------------------------------------|
| <input type="checkbox"/> Dramatic change in behavior | <input type="checkbox"/> Nervous/anxious | <input type="checkbox"/> Chews (paper/clothes/hair) | <input type="checkbox"/> Academics |
| <input type="checkbox"/> Worries | <input type="checkbox"/> Perfectionist | <input type="checkbox"/> Absences | <input type="checkbox"/> Tardy |
| <input type="checkbox"/> Daydream/fantasizes | <input type="checkbox"/> Aggression/Anger | <input type="checkbox"/> Makes Odd Sounds | <input type="checkbox"/> Swearing |
| <input type="checkbox"/> Grief | <input type="checkbox"/> Fighting | <input type="checkbox"/> Stealing | <input type="checkbox"/> Always tired |
| <input type="checkbox"/> Destruction of Property | <input type="checkbox"/> Fears | <input type="checkbox"/> Lying | <input type="checkbox"/> Sadness |
| <input type="checkbox"/> Work habits /organization | <input type="checkbox"/> Bullying | <input type="checkbox"/> Sexual Acting Out | <input type="checkbox"/> Disrespectful |
| <input type="checkbox"/> Completion of Assignments/H.W | <input type="checkbox"/> Motivation | <input type="checkbox"/> Defiant | <input type="checkbox"/> Social Skill |
| <input type="checkbox"/> Peer Relationship | <input type="checkbox"/> Inattentive | <input type="checkbox"/> Hurts self | <input type="checkbox"/> Withdrawn |
| <input type="checkbox"/> Personal Hygiene | <input type="checkbox"/> Impulsive | <input type="checkbox"/> Family Concerns | <input type="checkbox"/> Drop out risk (H.S) |
| <input type="checkbox"/> Cries easily | <input type="checkbox"/> Over Active | <input type="checkbox"/> Poor Confidence | <input type="checkbox"/> easily distracted |
| <input type="checkbox"/> Non-touchable/pulls away | <input type="checkbox"/> Others _____ | | |

Other Referral Information:

• Have guidance services been provided for this student? Yes No
 If yes, please explain _____

• Are any other agencies involved with this student? _____

• Please list specific questions you would like answered as a result of this referral. _____

School Information

• Was the student ever retained? Yes No (if yes, give year and grade) _____
 • What is the student's attendance pattern? _____
 • Was there a previous psychological evaluation? Yes No
 If yes, Date of Psychological evaluation _____ Completed by: _____
 Summary: _____

- Has the student ever received an IEP ? Yes No
If yes, Date of IEP _____
- Has the student ever received special education services (including early intervention)? Yes No
If yes, Dates and types of service: _____

- Please indicate all areas of Concerns:

Reading:

- | | |
|----------------------------------------------|---------------------------------------------------|
| <input type="checkbox"/> Comprehension | <input type="checkbox"/> Using phonics |
| <input type="checkbox"/> Fluency | <input type="checkbox"/> Word recognition |
| <input type="checkbox"/> Using context clues | <input type="checkbox"/> Vocabulary Comprehension |

Math:

- | | |
|---------------------------------------------------------------------|------------------------------------------------------|
| <input type="checkbox"/> Solving story problems | <input type="checkbox"/> Understanding math concepts |
| <input type="checkbox"/> Solving math problems involving regrouping | <input type="checkbox"/> Math facts |

Language:

- | | | |
|-----------------------------------------------------------------------|----------------------------------------------------------|----------------------------------|
| <input type="checkbox"/> Using correct capitalization and punctuation | <input type="checkbox"/> Structuring complete paragraphs | <input type="checkbox"/> Verbal |
| <input type="checkbox"/> Using correct verb tenses | <input type="checkbox"/> Composing complete sentences | <input type="checkbox"/> Written |
| <input type="checkbox"/> Possesses adequate written expression skills | <input type="checkbox"/> Spelling | |
| <input type="checkbox"/> Grammar | <input type="checkbox"/> Receptive | |

General/Behavioral:

- | | |
|--------------------------------------------|----------------------------------------------------------|
| <input type="checkbox"/> Remaining on task | <input type="checkbox"/> Paying Attention |
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Turning in homework assignments |
| <input type="checkbox"/> Peer interactions | <input type="checkbox"/> Organizational skill |
| <input type="checkbox"/> Adult interaction | <input type="checkbox"/> Demonstrates persistence |

- Please answer the following.

a) Does the student complete assignments?	<input type="checkbox"/> Yes <input type="checkbox"/> No
b) Does the student follow oral directions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
c) Does the student complete written directions?	<input type="checkbox"/> Yes <input type="checkbox"/> No
d) Does the student work well within a group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
e) Does the student work well independently?	<input type="checkbox"/> Yes <input type="checkbox"/> No
f) Does the student complete homework?	<input type="checkbox"/> Yes <input type="checkbox"/> No

- What strategies have been used in this students' educational program to provide support to address the previously-mentioned concerns? (Specify length of time and results) _____

- Have you contacted parent/guardian about your concern? Y/N Date: _____
Explain below the outcome of parent contact:

• Please list any additional services the student is receiving (Title I, learning support, speech, tutoring, etc...):

** Please attach a copy of the student's Grades and any Testing Results (ASSEST, CAT 4, etc...)

** Please attach any additional information that may be applicable (previous evaluations, outside evaluations, medical implications, any other assessment data available, etc...)

Signature	Title	Date of Referral
-----------	-------	------------------

CONFIDENTIAL GUIDANCE COUNSELOR REFERRAL FORM

Date of Request: _____
Student Name: _____
Student Grade: _____
Gender: _____ Birth Date: _____
Student Referred by: _____

Father's Name: _____
Mobile Number: _____
Mother's Name: _____
Mobile Number: _____
Home telephone #: _____

Reason(s) for Referral-Problems/Concerns related to: (Please check all that apply.)

- | | | | |
|------------------------------------------------------|--------------------------------------------|--------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Dramatic change in behavior | <input type="checkbox"/> Nervous/anxious | <input type="checkbox"/> Chews | <input type="checkbox"/> Academics |
| <input type="checkbox"/> Worries | <input type="checkbox"/> Perfectionist | <input type="checkbox"/> paper/clothes/hair | <input type="checkbox"/> Absences |
| <input type="checkbox"/> Daydream/fantasizes | <input type="checkbox"/> Aggression/Anger | <input type="checkbox"/> Makes Odd Sounds | <input type="checkbox"/> Tardy |
| <input type="checkbox"/> Grief | <input type="checkbox"/> Swearing | <input type="checkbox"/> Stealing | <input type="checkbox"/> Weak habits |
| <input type="checkbox"/> Fears | <input type="checkbox"/> Fighting | <input type="checkbox"/> Destruction of Property | <input type="checkbox"/> |
|
 | | | |
| <input type="checkbox"/> Sadness | <input type="checkbox"/> Lying | <input type="checkbox"/> Sexual Acting Out | |
| <input type="checkbox"/> Always tired | <input type="checkbox"/> Bullying | <input type="checkbox"/> Peer Relationships | <input type="checkbox"/> Drop out risk (H.S.) |
| <input type="checkbox"/> Motivation | <input type="checkbox"/> Defiant | <input type="checkbox"/> Personal Hygiene | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Inattentive | <input type="checkbox"/> Defiant | <input type="checkbox"/> Personal Hygiene | |
| <input type="checkbox"/> Withdrawn | <input type="checkbox"/> Hurts self | <input type="checkbox"/> Family Concerns | |
| <input type="checkbox"/> Cries easily for age | <input type="checkbox"/> Impulsive | | |
| <input type="checkbox"/> Self image/confidence | <input type="checkbox"/> Over Active | | |
| <input type="checkbox"/> Non-touchable/pulls away | <input type="checkbox"/> Easily distracted | | |

Clarify Referral Problem / History:

ACTIONS taken by the person referring this student

Have you contacted parent/guardian about your concern? Y/N

Explain below the outcome of parent contact:

Best time/Period to work with the students:

Name of the Referee:

Signature of Person Making Referral _____ Date of Referral _____

APPENDIX C

INDIVIDUALIZED EDUCATIONAL PROGRAM

Student Name	Gender :	DOB :
Class/Section :	Year :	Term :
Class Teacher :	Special Educator :	ILSA :
Commenced :	Date Of review:	

Diagnosis : Intellectual Disability

IEP Committee	Name	Signature
Parents		
Class teacher		
English Teacher		
Math teacher		
Special Educator		
Head of Inclusion		

Placement decision	
	In class support by the special educator
	Support sessions by the special educator in the SAWA

Exemption	
	Arabic
	Second language

Action Plan 1		
What are our Key Goals?		
• Academics- Literacy and Numeracy		
GOALS		
LITERACY:		
Reading Comprehension		
	Strategies	Material
Objectives		
Written Expression	Strategies	Material
When the learner is given a set of comprehension activities on the goals mentioned below, he will use the skills taught with 80% accuracy when measured by the following objectives		
Objectives		
Grammar	Strategies	Material

When the learner is given a set of grammar activities based on the goals mentioned below, he will use the skills taught with 80% accuracy		
Objective		
NUMERACY	Strategies	Material
Objective		

IEP ACTION PLAN

Name : M. Mustafa Luqman	Class : 3B		Assessment Date: 25/06/2018	
Action Plan 2				
* What are our Key Goals?				
Academics- Literacy and Numeracy				
GOALS				
LITERACY:				
	Emerging	Partially achieved	Achieved	Comments
Reading Comprehension				
When Mustafa will be asked to read, he will use the skills taught with 80% of accuracy when measured by the following objectives.				
Objectives				
Will identify the main idea of the story in the given passage (approximately 20 to 30 words)				
Will answers questions based on characters, setting, important events from the given comprehension. (20 to 30 words approximately)				
Will answer who, when, where, what and why questions based on the given story				
Will learn 3 new words in a week and use them in various situations.				
Grammar				
When the learner is given a set of grammar activities based on goals mentioned below, he will use the skills taught with 80% accuracy				
Objectives				
Will able to sequence the words using the alphabetical order using the alphabet chart.				
Will be able to punctuate with the marks (, , ?)				
Will able to rewrite the sentence using the capital letters for the proper noun.				
Will be able to name the common noun, proper noun, collective noun in the picture				
Will be able to learn the words ending in "ies"				

Will be able to learn the words ending in "yes"				
Will be able to identify the masculine and feminine words				
Will be able to classify the nouns in different genders				
Will be able to learn the words with silent letter				
Will be able to distinguish between countable and uncountable nouns				
Will be able to understand the concept of writing an informal letter to friend / family members approximately 3 sentences				
Written Expression				
When the learner is given a set of comprehension activities on the golas mentioned below, he will use the skills taught with 80% accuracy when measured by the following objectives				
Objectives				
Will be able to say 2-3 sentence story on a given topic using pictures or a mind map				
Will be able to write appropriate answers to the questions based on the given story/paragraph (in 1-2 complete sentences)				
Will be able to write about a friend / family member in 3-4 sentences				
Will be able to write 3-4 sentences on a given picture				
Will be able to understand the concept of writing an informal letter to friend / family members.				
Numeracy				
When the learner is given a worksheet on the goals mentioned below, he will be able to solve with 80% accuracy when measured by the following objectives.				
Objectives				
Will be able to identify the numbers of 3 digits upto 150.				
Will be able to name the numbers upto 20.				
Will be able to identify the place value and face value of 3 digit number				
Will be able to represent thre expanded forms of a 3 digit numbers based on the place value.				
Will be able to identify the before and after numbers of till 100				
Will be able to recognize the even and odd numbers uot 50				
Will be able to count and write 2 digit numbers in multiples of 2, 5, 10				
Will be able to convert the Hindu Arabic numbers into Roman numerals upto 10				
Will be able to convert the Roman numerals into Hindu Arabic numbers upto 10				
Will be able to add 4 digit numbers with regrouping				
Will be able to subtract 4 digit numbers with regrouping				
Will be able to recognize the concept of multiplication as repeated addition (2, 5, 10)				

BIP FORM

Name:	Date of review of child's progress:	Class teacher:	
Term :			
Class:			
AREAS OF REMEDIATION Behavior On-Task/ Work Completion (EXAMPLE)			
Duration	Objective	Strategies	Evaluation
Coping Skills/ Emotional Regulation/ Self-Regulation (EXAMPLE)			
Duration	Objective	Strategies	Evaluation

RECORDING BEHAVIOUR - FREQUENCY CHART

Task: Input x each time the behavior occurs in each time slot. Tick if it does not occur.

Students Name: _____ Class: _____ Week : _____

Recording Adult: _____ Term : _____

Behavior to be observed: Hitting, pushing, pinching, kicking or attempting to do so.

Alternative behavior sought: Absence of these behaviors; uses correct words to express himself/herself.

Time /Lesson	Sunday	Monday	Tuesday	Wednesday	Thursday
8:00-8:40					
8:40 - 9:20					
9:20-9:40					
Break					
9:40-10:20					
10:20-11:00					
11:00-11:40					
11:40-12:20					
12:20-12:35					
Break					
12:35-13:15					
13:15-13:55					

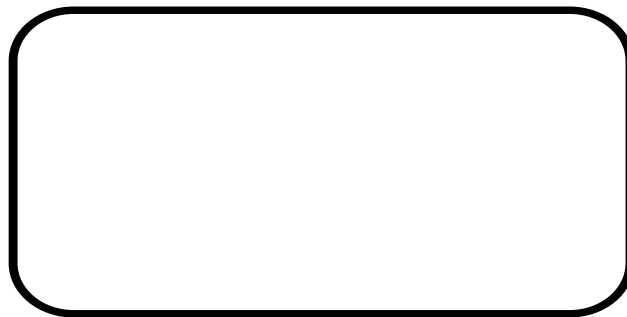
RECORDING BEHAVIOUR - ABC CHART

Date / Time	Antecedent Describe what was happening before the Behavior occurred.	Behavior Describe what the student is actually doing. Describe where it occurred, who was in the room, and how long the incident lasted.	Consequence Describe what the adult / Other students do. Describe how the student responds to this.



مدرسة سبرينج دايلز دبي
SPRINGDALES SCHOOL DUBAI

STUDENT PASSPORT
(for Class Teacher and all subject Teacher)



PASSPORT NUMBER
SAWA 00001

Name:

Grade:

Nationality:

D.O.B:

Language known:

Diagnosis:

Parents:

Email:

Contact:

Class Teacher:

English Teacher:

Science Teacher:

Math Teacher:

Social Teacher:

Special Educator:

ILSA:

ICT Teacher:

Moral Education/Islamic Studies:

P.E:

Dance:

Music:

Art:

Classroom Buddy:

Student Inclusion Champion In-charge:

Date of Commencement:

Date of Review:

Bus. No:

Other Student Support:

EXEMPTION Subject:

Exam Paper

Modified—50%

Social—Project

IEP

Student Passport

Renewal Chart

Learning Style

Visual

Auditory

Verbal

Kinesthetic

Logical

Interpersonal

Solitary

My Interests:

My Strengths:

I need help / guidance: Challenges:

Name:

Grade:

Nationality:

D.O.B:

Language known:

Diagnosis:

Parents:

Email:

Contact:

Class Teacher:

English Teacher:

Science Teacher:

Math Teacher:

Social Teacher:

Special Educator:

ILSA:

ICT Teacher:

Moral Education/Islamic Studies:

P.E:

Dance:

Music:

Art:

Classroom Buddy:

Student Inclusion Champion In-charge:

Date of Commencement:

Date of Review:

Bus. No:

It would help me if you could : Main Strategies:

Classroom	
Instructional	
Organization	
Behavior / Social	
Reinforcement	

Additional Support: Other strategies:

**Strategies for behavior:
Teachers to use proximity control**

Goals:

-
-
-
-

Notes: Learning support targets

Has 280 min. SAWA session each week. We will work on:

-
-
-

Exam provision : Access arrangements

Extra time:

Any other therapies, frequency and duration:

(If applicable)

Behavior Policy:

Date of most recent psychometric evaluation, if any:

Evaluated by:

Place:

Projected re-evaluation date:

Medical needs (if any): allergies, medication, etc.

Allergic to wheat and dairy products

Review Date:

Student:

Parent:

Review Teacher:

GRADES ATTENDED AT SPRINGDALES:	
KINDERGARTEN	
I	
II	
III	
IV	
V	
VI	
VII	
VIII	
IX	
X	
XI	
XII	

APPENDIX D



केन्द्रीय माध्यमिक शिक्षा बोर्ड
CENTRAL BOARD OF SECONDARY EDUCATION

No.CBSE/COORD/112233/2019

12th April, 2019

CIRCULAR

Subject: Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure

CBSE being sensitive to the needs of disabled students is extending several exemptions/concessions to candidates with disabilities as defined in The Rights of Persons with Disabilities Act - 2016.

It has been observed that neither the schools nor the students are fully aware about these exemptions and are also not following correct way of seeking available exemptions during their course of studies and examinations. It has therefore, been decided to update and compile all exemptions/concessions so that stakeholders are aware about the same.

Please find herewith consolidated exemptions/concessions alongwith Standard Operation Procedures for seeking exemptions.

Now, these changes will supersede all earlier Circulars. These exemptions/concessions will be applicable for the 2020 examination onwards.

(Dr. Sanyam Bhardwaj)
Controller of Examinations

**EXEMPTIONS/ CONCESSIONS RULES APPLICABLE FOR BOTH
CLASS X & XII BOARD EXAMINATIONS**

A. GENERAL EXEMPTIONS /CONCESSIONS

S.No.	Concessions	Illustration
1.	Issuing Authority of Medical Certificate	<p>The medical certificate issued by the following agencies/organizations will be considered for granting concessions to Disabled candidates:</p> <ul style="list-style-type: none"> i) Disability Certificate(s) issued by Government hospitals controlled by either the Central or State Governments from the Chief Medical Officer/Civil Surgeon /Medical Superintendent. ii) Disability Certificate(s) issued by Recognized institutes of national level viz National Association for the Blind, Spastic Society of India etc; and iii) Disability Certificate(s) issued by Non-governmental Organizations/practitioners registered with Rehabilitation Council of India/Central Government/State Government of the Respective State. iv) The disability certificate issued by the competent authority at any place shall be accepted. v) The proforma of the certificate regarding physical limitation for an examinee to write is annexed at Annexure-A.
2.	Facility of Scribe and compensatory time	<ul style="list-style-type: none"> i) Candidates with disabilities as defined in The Rights of Persons With Disabilities Act 2016 are permitted to use a Scribe or allowed Compensatory time as given below or both: <ul style="list-style-type: none"> For paper of 3 hours duration 60 minutes For paper of 2½ hours duration 50 minutes For paper of 2 hours duration 40 minutes For paper of 1½ hours duration 30 minutes ii) For Categories of disabilities for which scribe/reader/writer/adult prompter is permissible please refer to the Annexure-C
3.	Appointment of Scribe and related instructions	<ul style="list-style-type: none"> i) The candidate shall have the discretion of opting for his own scribe/reader or request the examination centre for the same. ii) In case Scribe/Reader is provided by Examination Centre, the qualification of Scribe should not be more than the minimum Qualification criteria of the examination, however, the qualification should always be matriculation or above.

		<p>iii) In case the candidate is allowed to bring his own scribe, the qualification of the scribe should be one step below the qualification of the candidate taking examination. The person with benchmark disabilities opting for own Scribe/Reader should submit the detail of the own scribe/Reader as per proforma at Annexure-B Candidate shall also have the option of meeting the scribe two days before the examination.</p> <p>iv) Candidates will be allowed to change Scribe/Reader in case of emergency. The candidate shall also be allowed to take more than one scribe/reader for writing different papers specially for languages. However, there can be only one scribe per subject.</p> <p>v) Centre Superintendent of the examination centre concerned shall forward to the concerned Regional Officer of the Board, a report giving full particulars of the candidate and of the scribe.</p> <p>vi) Suitable room shall be arranged for the candidate for whom a scribe is allowed and a separate Assistant Superintendent shall be appointed by the Centre Superintendent to supervise his/her examination.</p> <p>vii) Services of Scribe shall be provided free of cost</p> <p>viii) The Scribe shall be paid remuneration by the Centre Superintendent as per norms of CBSE.</p>
4.	Other General instructions/ facilities	<p>i) To facilitate easy access, a few selected schools are made examination centres for special students.</p> <p>ii) Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres for visually handicapped. However, precaution is taken to appoint different subject teachers on different days.</p> <p>iii) Answer books of Candidates with Benchmark Disabilities are sent separately by the Centre Superintendents to the concerned Regional Office</p> <p>iv) A separate column is provided on the title page of the answer book for indicating the category of disability.</p> <p>v) Use of calculator is not permitted in any of the examinations conducted by the Board</p> <p>vi) Magnifying glass/Portable video magnifier is also allowed to Visually Impaired candidate.</p>

		<p>vii) For Categories of disabilities for which Computer is permissible please refer to the Annexure-C.</p> <p>viii) Computer will be allowed as per the actual need and skills of the students with disabilities duly supported by certificate issued by registered medical practitioners / qualified psychological consultants recommending use of Computer facility for writing the examination citing the ground on which recommendation for use of computer has been made. Such permission shall be subject to the followings:-</p> <p>(a) Use of computer shall be limited to only for typing answers, for viewing the questions in the enlarged font size, for listening the question items. Concerned candidate shall bring his / her own computer or laptop duly formatted and the Centre Superintendent shall allow such candidate after an inspection by the Computer teacher and the same teacher may do the monitoring of the use of the computer. Centre Superintendent may compensate for the loss of time, if any, and record the same.</p> <p>(b) The computer / laptop brought by the candidate will not have any internet connection so as to maintain the sanctity of the examination.</p> <p>(c) The candidate shall use the computer / laptop only for the purpose for which permission has been taken.</p> <p>(d) Such requests along with specific recommendation by the competent medical authority / qualified psychological consultants, shall be sent to the concerned CBSE Regional Office.</p> <p>(e) Responsibility for use of computer shall lie on the candidate and Board shall not be liable for any consequences arising out of any mis-happening on account of use of computer.</p> <p>ix) Provision of Reader to read the question paper in case student with disability does not want scribe facility will be allowed but the Role of Such Person will be limited to Reading of Question Paper. Request for such permission should be made by the candidate through</p>
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		<p>Principal with specific recommendation by the registered medical practitioners / authorized psychologist. Such cases will be referred to the CBSE Regional Office by the school Principal and permission will be accorded on case to case basis based on merit. Such candidates will not be allowed to use scribe facility.</p> <p>x) For Categories of disabilities for which relaxation in attendance is permissible please refer to Annexure-C. Relaxation in attendance upto 50% may be considered for candidates with disability who are unable to attend the school for prescribed days. Such recommendations with attendance details must come from the Principal of the school of the candidate alongwith supporting certificate from the registered medical practitioners / authorized psychologist.</p>
5.	Fee	Registration and Examination fee for classes IX,X,XI,XII will not be charged from visually impaired candidates as referred to in Annexure-C .

B. SPECIFIC EXEMPTIONS/CONCESSIONS

(1) CLASS X

S. No.	Subject	Exemptions/Concessions
1.	Exemption from third language	Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 will be exempted from third language.
2.	Flexibility in choosing subjects	<p>(a) Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four from amongst the following groups can be offered:</p> <p>Group 1 Mathematics, Science, Social Science, another language, Music (Any one), Painting, Home Science, Elements of Business, Elements of Book Keeping and Accountancy, Computer Applications</p> <p>Group 2 Any One Skill Subject (except Automotive) for Regular Candidates Only</p> <p>Note: Information Technology from Group 2 cannot be offered if Computer Applications from Group 1 is opted.</p>

		<p>(b) Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component at Secondary level. However, candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of taking up Music, Painting, Home Science as the subjects of study.</p> <p>(c) Physio-therapeutic exercises are considered as equivalent to Health and Physical Education course of the Board.</p>
3.	Alternate questions /Separate Question	<p>i) Alternative type questions are provided in lieu of questions having visual inputs for visually impaired candidates in the subject Social Science.</p> <p>ii) With effect from 2020, in lieu of large font Question Papers, candidates will be allowed to use magnifying glasses/portable video magnifiers.</p>

(ii) CLASS XII

S.No.	Subject	Exemptions/Concessions
1.	Flexibility in Choosing subjects.	Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component. However, candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of taking Music(Any one), Painting, Home Science as the subjects of study.
2.	Separate question paper and questions in lieu of practical component	<p>(a) Disabled candidates are given separate question papers containing Multiple choice questions based on Practical component in lieu of practicals in the subjects of Physics, Chemistry and Biology</p> <p>(b) Question papers administered in the subjects of Physics, Chemistry, Mathematics and Biology are without any visual input</p> <p>(c) Alternative type questions are provided in lieu of questions having visual inputs in the subjects of History, Geography and Economics</p> <p>Note: For Categories of disabilities for which separate question paper is permissible please refer to Annexure-C</p>

Students studying in schools affiliated to the Board and desirous of availing the exemptions/concessions should approach the concerned Regional Office of CBSE through the Head of their Institution preferably while in Class IX and/or XI. The request should be

supported by relevant medical certificate and recommendation from the Head of the School/Institution. Only those students would be considered for grant of exemption/concession in whose respect relevant category has been entered during registration in Class IX and/or XI.

Advisory to schools as per the Guidelines of Inclusive Education of Children with Disabilities (IECD):

- a. Ensure that no child with special needs is denied admission in Mainstream Education
- b. Monitor enrolment of disabled children in schools
- c. Schools to provide support through assistive devices and the availability of trained teachers
- d. Modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs
- e. Ensure that the school premises are made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings have barrier free access for the disabled
- f. Ensure availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software
- g. Ensure adequate number of sign language interpreters, transcription services and a loop induction system for the students with Speech Language disability
- h. Revisit classroom organization required for the education of Children With Special Needs
- i. Ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

CBSE has 16 Regional Offices which deal with matters of different states. Contact number, jurisdiction and address of Regional Offices is available on the website of CBSE i.e. www.cbse.nic.in. CBSE has also a Helpline 1800-11-8002 which is functional on all working days from 9 AM -5.30 PM.



CONTROLLER OF EXAMINATIONS

STANDARD OPERATING PROCEDURE FOR AVAILING EXEMPTIONS

- STEP I:** Parents should go through the consolidated instructions issued by CBSE.
- STEP II:** Parents get the child examined by the Competent Medical Authority and obtain requisite Medical Certificate of Disability.
- STEP III:** For availing any exemption, parents will have to make a request to school alongwith copy of certificate of disability by latest by 7th July, 2019. The draft application is annexed at **Annexure-D**. School will acknowledge the request made by the candidate.
- STEP IV:** School will forward the request to concerned Regional Office of the Board latest by 15th July, alongwith specific recommendation. In case of rejection by the school, the same should also be sent to Board alongwith reasons of such rejection.
- STEP V:** Regional Office will examine the request in accordance with the rules of the Board. In case of rejection, reasons for the same will be intimated.

ANNEXURE-A**CERTIFICATE REGARDING PHYSICAL LIMITATION IN AN EXAMINEE TO WRITE
(SUGGESTIVE)**

This is to certify that, I have examined Mr/Ms/Mrs _____ (name of the candidate with disability), a person with _____ (nature and percentage of disability as mentioned in the certificate of disability) S/o/D/o _____ a student of _____ (School name & address) and to state that he/she has physical limitation which hampers his/her writing capabilities owing to his/her disability.

Signature
Chief Medical Officer/Civil Surgeon/Medical Superintendent of a
Government health care institution

Name & Designation.
Name of Government Hospital/Health Care Centre with Seal

Place:

Date:

Note:

Certificate of disability should be given by a specialist of the relevant stream/disability (eg. Visual impairment – Ophthalmologist, Locomotor disability – Prthopaedic specialist/PMR).

ANNEXURE -B**LETTER OF UNDERTAKING FOR USING OWN SCRIBE**

I, _____, a student of _____ (name of the school),
S/o _____ bearing Roll No. _____ will be appearing
at _____ (name of the centre). My qualification is _____.

I do hereby state that _____ (name of the scribe) will
provide the service of scribe/reader for the undersigned for taking the aforesaid examination.

I do hereby undertake that his qualificaion is _____. In case,
subsequently it is found that his qualification is not as declared by the undersigned and is
beyond my qualification, I shall forfeit my right and claims relating to this examination.

(Signature of the candidate with Disability)

Place:

Date:

TABULAR SUMMARY OF EXEMPTIONS**1. (A) PHYSICAL DISABILITY- LOCOMOTOR DISABILITY**

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance (on request)	Exemption in studying second language	Examination through computers	Scribe and compensatory time in case of hand dysfunction	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	H	1	2	3	4	5	6	7	8	9	10	11
1 A (a)	HL	Leprosy cured persons	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--
1 A (b)	HC	Cerebral palsy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--
1 A (c)	HD	Dwarfism	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--	Yes	--
1 A (d)	HM	Muscular Dystrophy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--
1 A (e)	HA	Acid Attack Victims	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	--

*Definition of various disabilities may be seen from PWD ACT-2016

1 (B) PHYSICAL DISABILITY - VISUAL IMPAIRMENT

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance (on request)	Exemption in studying second language	Examination through computers	Scribe and compensatory time	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	B	1	2	3	4	5	6	7	8	9	10	11
1 B (a)	BB	Blindness	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
1 B (b)	BL	Low Vision	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes (Magnifying glasses/ Portable Video magnifiers)	Yes	Yes

*Definition of various disabilities may be seen from PWD ACT-2016

1(C) PHYSICAL DISABILITY- HEARING IMPAIRMENT

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance (on request)	Exemption in studying second language	Examination through computers	compensatory time	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	D	1	2	3	4	5	6	7	8	9	10	11
1 C (a)	DD	Deaf	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	--
1 C (b)	DH	Hard of hearing	Yes	Yes	Yes	--	Yes	Yes	Yes	Yes	Yes	--

*Definition of various disabilities may be seen from PWD ACT-2016

1 (D) PHYSICAL DISABILITY– SPEECH AND LANGUAGE DISABILITY

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance (on request)	Exemption in studying second language	Examination through computers	Scribe/Reader and compensatory time	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	D	1	2	3	4	5	6	7	8	9	10	11
1 D (a)	DS	Speech and Language Disability	Yes	Yes	Yes	-	Yes	Yes	--	Yes	Yes	--

*Definition of various disabilities may be seen from PWD ACT-2016

2. INTELLECTUAL DISABILITY

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance (on request)	Exemption in studying second language	Examination through computers	Reader / adult prompter*/Scribe and compensatory time	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	C	1	2	3	4	5	6	7	8	9	10	11
2 (a)	CS	Specific Disabilities -Dyslexia -Dysgraphia -Dyscalculia -Dysprasia -Developmental aphasia Learning	Yes	Yes	Yes	-	Yes	Yes	--	--	Yes	--
2 (b)	CA	Autism spectrum disorder	Yes	Yes	Yes	-	*Yes	Yes	--	--	Yes	--

*Definition of various disabilities may be seen from PWD ACT-2016

3. MENTAL BEHAVIOUR

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance if request is made	Exemption in studying second language	Examination through computers	Reader / adult prompter/Scribe and compensatory time	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	S	1	2	3	4	5	6	7	8	9	10	11
3 (a)	SM	Mental Behaviour	Yes	Yes	Yes	Yes	Yes	Yes	::	::	Yes	::

*Definition of various disabilities may be seen from PWD ACT-2016

4. DISABILITY CAUSED DUE TO - CHRONIC NEUROLOGICAL CONDITIONS& BLOOD DISORDER

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance if request is made	Exemption in studying second language	Examination through computers	Reader / adult prompter/Scribe and compensatory time	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	S	1	2	3	4	5	6	7	8	9	10	11
4 (a)	SN	Chronic neurological condition i) Multiple Sclerosis ii) Parkinson's disease	Yes	Yes	Yes	Yes	Yes	Yes	---	Yes	Yes	---
4 (b)	SB	Blood disorder (i) Haemophilia (ii) Thalassemia (iii) Sickle cell disease	Yes	Yes	Yes	Yes	Yes	Yes	---	Yes	Yes	---

*Definition of various disabilities may be seen from PWD ACT-2016

5. MULTIPLE DISABILITIES

S.NO	DISABILITY CODE	Disability-wise Exemptions to Disabled students in Board's Examinations	Flexibility In choosing subjects	Relaxation of attendance if request is made	Exemption in studying second language	Examination through computers	Scribe and compensatory time	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	S	1	2	3	4	5	6	7	8	9	10	11
5 (a)	SD	Multiple Disabilities	Yes	Yes	Yes	Yes	Yes	Yes	::	::	Yes	::

*Definition of various disabilities may be seen from PWD ACT-2016

ANNEXURE -D

Principal
(Write School Name & Address here)

Sub: Availing exemption as provided for Disabled students under the Right to Persons with Disabilities Act 2016.

Sir/Madam,

My ward with following credentials is student of your school:-

1. Name:
2. Admission No.
3. Class: Section:
4. Nature of Disability:

It is requested that following exemption(s) may be granted to my ward:-

- a.
- b.

The details of Scribe opted by me is as under:-

Date:

(Signature of Parent)

Name:
Email ID:
Contact No.
Address:

Enclosure:
Medical Certificate

SCHEDULE FOR MAKING REQUEST TO AVAIL FACILITES/EXEMPTIONS IN CASE OF PWD CANDIDATES OF CLASS X/XII

S.No.	ACTIVITY	LAST DATE
1.	Schools will inform to the PWD candidates about exemptions/concessions extended by CBSE during annual examinations.--- Schools will make a list of PWD students after submitting LOC	At the beginning of the academic session.
2.	Students/Parents will make the request to their School for seeking exemptions/concessions during annual examinations alongwith required Certificates/Documents	Upto 7 th July of the academic year
3.	Schools will compile all such requests in tabular form with required Certificates/Documents. Only one request will be sent by each school to the Regional Office for necessary approvals.	07 days from the date of activity of S.No.2 i.e. by 15 th July
4.	Regional Office will communicate deficiency, if any, to the schools.	21days from the date of activity of S.No.3 i.e. by 05 th August
5.	Schools will communicate fulfilment of deficiency to Regional Office.	10 days from the date of activity of S.No.4 i.e. by 15 th August
6.	Regional Office will communicate approval to the schools.	10 days from the date of activity of S.No.5 i.e. by 25 th August
7	School will communicate approval of the CBSE to the students	05 days from the date of activity of S.No.6 i.e. by 30 th August

While requesting to the Regional Office for exemptions/concessions, schools will also inform the following: -

1. In case of class-XII, has candidate availed the facilities in class-X & XI?
2. In case of class-X, has candidate availed the facilities in class-IX?

Above said exercise will help the PWD candidates in getting their approvals on time and help the CBSE in taking care of these students while allotting Roll Numbers for Board's Examinations.

Above directions are issued for strict compliance by all stakeholders.

SCHEDULE FOR FORMING PANEL OF SCRIBES/READERS/LAB ASSISTANTS TO BE PROVIDED TO PWD CANDIDATES OF CLASS X/XII BY THE SCHOOLS IDENTIFIED AS EXAMINATION CENTRES, IN CASE REQUIRED TO BE PROVIDED

S.No.	ACTIVITY	LAST DATE
1.	Schools identified as examination centres to prepare a panel of Scribes/Readers/Lab Assistants	Within 07 days of getting information of centre fixation
2.	Centre Supdts to send the panel to the concerned Regional Office for approval	To reach concerned RO within 07 days of activity at Sl. No.01
3.	Approval to be communicated to the Centre Superintendents by Regional Offices	Within 15 days of activity at Sl. No.2

THE SCHEDULE

[See clause (zc) of section 2]

SPECIFIED DISABILITY

1. Physical disability.—

A. Locomotor disability (a person's inability to execute distinctive activities associated with movement of self and objects resulting from affliction of musculoskeletal or nervous system or both), including—

(a) "leprosy cured person" means a person who has been cured of leprosy but is suffering from—

(i) loss of sensation in hands or feet as well as loss of sensation and paresis in the eye and eye-lid but with no manifest deformity;

(ii) manifest deformity and paresis but having sufficient mobility in their hands and feet to enable them to engage in normal economic activity;

(iii) extreme physical deformity as well as advanced age which prevents him/her from undertaking any gainful occupation, and the expression "leprosy cured" shall construed accordingly;

(b) "cerebral palsy" means a Group of non-progressive neurological condition affecting body movements and muscle coordination, caused by damage to one or more specific areas of the brain, usually occurring before, during or shortly after birth;

(c) "dwarfism" means a medical or genetic condition resulting in an adult height of 4 feet 10 inches (147 centimeters) or less;

(d) "muscular dystrophy" means a group of hereditary genetic muscle disease that weakens the muscles that move the human body and persons with multiple dystrophy have incorrect and missing information in their genes, which prevents them from making the proteins they need for healthy muscles. It is characterised by progressive skeletal muscle weakness, defects in muscle proteins, and the death of muscle cells and tissue;

(e) "acid attack victims" means a person disfigured due to violent assaults by throwing of acid or similar corrosive substance.

B. Visual impairment—

(a) "blindness" means a condition where a person has any of the following conditions, after best correction—

(i) total absence of sight; or

(ii) visual acuity less than 3/60 or less than 10/200 (Snellen) in the better eye with best possible correction; or

(iii) limitation of the field of vision subtending an angle of less than 10 degree.

(b) "low-vision" means a condition where a person has any of the following conditions, namely:—

(i) visual acuity not exceeding 6/18 or less than 20/60 upto 3/60 or upto 10/200 (Snellen) in the better eye with best possible corrections; or

(ii) limitation of the field of vision subtending an angle of less than 40 degree up to 10 degree.

C. Hearing impairment—

(a) "deaf" means persons having 70 DB hearing loss in speech frequencies in both ears;

(b) "hard of hearing" means person having 60 DB to 70 DB hearing loss in speech frequencies in both ears;

D. "speech and language disability" means a permanent disability arising out of conditions such as laryngectomy or aphasia affecting one or more components of speech and language due to organic or neurological causes.

2. Intellectual disability, a condition characterised by significant limitation both in intellectual functioning (reasoning, learning, problem solving) and in adaptive behaviour which covers a range of every day, social and practical skills, including—

(a) "specific learning disabilities" means a heterogeneous group of conditions wherein there is a deficit in processing language, spoken or written, that may manifest itself as a difficulty to comprehend, speak, read, write, spell, or to do mathematical calculations and includes such conditions as perceptual disabilities, dyslexia, dysgraphia, dyscalculia, dyspraxia and developmental aphasia;

(b) "autism spectrum disorder" means a neuro-developmental condition typically appearing in the first three years of life that significantly affects a person's ability to communicate, understand relationships and relate to others, and is frequently associated with unusual or stereotypical rituals or behaviours.

3. Mental behaviour,—

"mental illness" means a substantial disorder of thinking, mood, perception, orientation or memory that grossly impairs judgment, behaviour, capacity to recognise reality or ability to meet the ordinary demands of life, but does not include retardation which is a condition of arrested or incomplete development of mind of a person, specially characterised by subnormality of intelligence.

4. Disability caused due to—

(a) chronic neurological conditions, such as—

(i) "multiple sclerosis" means an inflammatory, nervous system disease in which the myelin sheaths around the axons of nerve cells of the brain and spinal cord are damaged, leading to demyelination and affecting the ability of nerve cells in the brain and spinal cord to communicate with each other;

(ii) "parkinson's disease" means a progressive disease of the nervous system marked by tremor, muscular rigidity, and slow, imprecise movement, chiefly affecting middle-aged and elderly people associated with degeneration of the basal ganglia of the brain and a deficiency of the neurotransmitter dopamine.

(b) Blood disorder—

(i) "haemophilia" means an inheritable disease, usually affecting only male but transmitted by women to their male children, characterised by loss or impairment of the normal clotting ability of blood so that a minor wound may result in fatal bleeding;

(ii) "thalassemia" means a group of inherited disorders characterised by reduced or absent amounts of haemoglobin.

(iii) "sickle cell disease" means a hemolytic disorder characterised by chronic anemia, painful events, and various complications due to associated

tissue and organ damage; "hemolytic" refers to the destruction of the cell membrane of red blood cells resulting in the release of hemoglobin.

5. Multiple Disabilities (more than one of the above specified disabilities) including deaf blindness which means a condition in which a person may have combination of hearing and visual impairments causing severe communication, developmental, and educational problems.

6. Any other category as may be notified by the Central Government.

DR. G. NARAYANARAJU,
Secretary to the Govt. of India.



F.1002/CBSE/Dir(Acad)/Mathematics/2019

10th January 2019
Circular No Acad-03/2019

All Heads of Institutions affiliated to CBSE

Subject: Introduction of two levels of Mathematics for All India Secondary School Examination from the Academic Session ending March, 2020 onwards

NCF 2005, Position Paper by National Focus Group on Examination Reforms states that – *just as we allow students and schools, some element of choice in the choosing of their subjects, they should have the choice of picking one of two levels within that subject. As per NCF, not only would the two levels of examinations cater for different kinds of learners and allow different levels of testing, it would also reduce overall student stress levels. It is well known that students experience greatest stress before and during their most 'difficult' subject exam. Keeping in view of this important aspect and as evidenced by the Board results, the Board has decided to introduce two levels of examination in Mathematics for the students who are going to appear in the Board examination for the academic session ending March 2020 onwards. The details of this scheme are as under :*

- The two levels of Examination will be held in the subject of Mathematics in the Board examination for Class X in the year 2020 and the same shall **not** be applicable to the internal assessment in class X.
- There shall **not** be two levels of Assessment/Examination for class IX.
- First level would be the same as the existing one, and the other would be an easier level.
- The nomenclature for the two Examinations will be; Mathematics-Standard for the existing level of examination, and Mathematics-Basic for the easier level of examination.
- The syllabus, class room teaching and internal assessment for both the levels of examination would remain the same; so that the students get an opportunity to study the whole range of topics throughout the year and are able to decide upon the level of Board examination depending upon their aptitude and abilities.
- The *Standard* level will be meant for students who wish to opt for Mathematics at Sr. Secondary level and the *Basic* level would be for students not keen to pursue Mathematics at higher levels.
- A student will have the right to choose between the two levels of Examination at the time of submission of List of Candidates (LoC) by the affiliated school to the Board online.
- In case student fails at any level of Mathematics, he/she can appear at the compartment examination as per norms of the Board according to the options given below:

In case of failure in	Compartment options
Mathematics -Basic	Mathematics-Basic
Mathematics-Standard	Mathematics Standard or Mathematics- Basic

- A student who qualifies the Mathematics-Basic, shall be given an option to appear in Mathematics-Standard at the time of Compartment exams as per norms of the Board, in case he/she changes his/her mind to pursue Mathematics at Senior Secondary level.

Frequently Asked questions (FAQs) on the two level of Mathematics are enclosed for ready reference. Design for both the levels of question papers as per curriculum for the academic session ending March 2020 onwards will be made available on www.cbseacademic.nic.in in due course of time. Detailed guidelines regarding the filling up of List of Candidates (LOC) for the examination in 2020 shall be issued separately to the affiliated schools at the time of filling up of LOC.


(Dr. Joseph Emmanuel)
Director (Academics)

Copy with a request to respective Heads of Directorates/KVS/NVS/CTSA as indicated below to also disseminate the information to all concerned schools under their jurisdiction:

1. *The Commissioner, Kendriya Vidyalaya Sangathan, 18-Institutional Area, Shaheed Jeet Singh Marg, ND-16*
2. *The Commissioner, Navodaya Vidyalaya Samiti, B-15, Sector-62, Institutional Area, Noida-201309*
3. *The Director of Education, Directorate of Education, Govt. of NCT of Delhi, Old Secretariat, Delhi-110 054*
4. *The Director of Public Instructions (Schools), Union Territory Secretariat, Sector 9, Chandigarh-160 017*
5. *The Director of Education, Govt. of Sikkim, Gangtok, Sikkim –737101*
6. *The Director of School Education, Govt. of Arunachal Pradesh, Itanagar –791 111*
7. *The Director of Education, Govt. of A&N Islands, Port Blair – 744101*
8. *The Director of Education, S.I.E., CBSE Cell, VIP Road, Jungle Ghat, P.O. 744103, A&N Island*
9. *The Director, Central Tibetan School Administration, ESSESS Plaza, Community Centre, Sector 3, Rohini*
10. *The Additional Director General of Army Education, A – Wing, Sena Bhawan, DHQ, PO, New Delhi-110001*
11. *The Secretary AWES, Integrated Headquarters of MoD (Army), FDRC Building No. 202, Shankar Vihar (Near APS), Delhi Cantt-110010*
12. *All Regional Directors/Regional Officers of CBSE with the request to send this circular to all the Heads of the affiliated schools of the Board in their respective regions*
13. *All Heads of COEs of CBSE*
14. *All Joint Secretaries/ Deputy Secretaries/ Assistant Secretaries, CBSE*
15. *In charge IT Unit with the request to put this circular on the CBSE Academic website*
16. *The Sr. Public Relations Officer, CBSE*
17. *PS to Chairperson, CBSE*
18. *SPS to Secretary, Controller of Examinations, Director (Information Technology), Director (Edusat & Research), Director (Skill Education & Training), Director (Special Exams and CTET), CBSE.*

Director (Academics)

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APPENDIX E

POLICY	SAWA EAL POLICY
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP / IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2016
DATE OF REVIEW	AUGUST 2019
DATE OF NEXT REVIEW	AUGUST 2020
LEAD PROFESSIONAL	PRINCIPAL

SAWA EAL POLICY

Policy Statement

It is the policy of Springdales School Dubai to welcome pupils from all nationalities and all cultural, racial and ethnic backgrounds.

Aims

The aim of this policy is to help ensure that we meet the full range of needs of those pupils who are learning English as an additional language.

For pupils for whom English is an additional language we aim to:

- Provide a safe and welcoming, yet exciting, environment.
- Demonstrate that both they and their culture are valued.
- Encourage them to develop a knowledge and understanding of their own cultural/ethnic background and language.
- Develop their social and academic language skills (See reference to BICS and CALP language proficiency: <http://esl.fis.edu/teachers/support/cummin.htm>, courtesy of Frankfurt international School)
- Support curriculum access.

Practice and Procedure

To achieve the above, we take account of each pupil's life experiences and needs, by having high expectations of each pupil and by valuing their achievements. We ensure that we promote learning about other cultures, paying particular interest to the cultures and ethnic backgrounds represented in the school.

We also acknowledge that pupils for whom English is an additional language have additional needs, some of which are linked to their progress in learning English as an additional language. These pupils are also covered by the SAWA Special Educational Needs Policy in addition to the EAL policy. The following points are additional to those raised in the Special Educational Needs Curriculum Access Policy.

In order to achieve our aims:

- We invite the pupils to share information about their cultural backgrounds in PSHE or as part of the class topic. Assemblies also provide an opportunity for developing greater understanding of other cultures, as does the careful choice of books within the school libraries, or as part of our reading schemes, literary focus in English.
- We welcome the opportunity to employ people from diverse cultural backgrounds.
- We expect all members of staff associated with the pupil to know how to pronounce the pupil's name properly. All teachers are encouraged to have some knowledge and understanding of the backgrounds and cultures of the EAL pupils supported in the school in order to establish a positive, respectful and understanding working relationship.
- During the year, customs and festivals from other countries are celebrated and studied. We particularly concern ourselves with cultures represented in our school.
- Parents of the pupils and outside speakers are invited to speak about their customs, celebrations and provide background knowledge on other countries as appropriate.

Teaching and Learning

- Pupils are encouraged to share their news, answer and ask questions with one another about various topics and experiences and to play using English.
- We aim to build on pupils' experiences of language at home and in the wider community, so that their developing use of English and other languages support one another, encouraging transference of knowledge, skills and understanding of one language to another.

Differentiation / Inclusion

We acknowledge that pupils who are learning English as an additional language have skills and knowledge similar to monolingual English-speaking pupils.

Their ability to participate in the full curriculum may be in advance of their communicative skills in English. Therefore, we aim to provide work commensurate with their understanding, but provide language support in the form of visual aids, use of symbols/pictures, gestures, demonstrations, paired working, ICT, readers, buddies and so forth. We also provide games and activities in which speech is irrelevant, and which can provide a means of expression and communication.

The importance of the 'silent period' in the emergent language phase is recognized and so pupils are encouraged to set the pace of their oral contributions and degree of participation. In some cases, and Special Educators may provide additional support for the pupil in the classroom or the pupil may be withdrawn for specific language input at SAWA unit as necessary.

Additionally, to develop the pupil's English language skills, we:

- Provide additional opportunities for listening and speaking.
- Provide additional individual teaching time with the class/subject teacher or EAL teacher as appropriate, to actively enhance the pupil's English vocabulary for understanding, speaking and writing by adhering to IRP (Individual Reading Plan)
- Provide initial and ongoing opportunities for interaction with English speakers by making use of a first day buddy system and in class talk partners.
- Moderate our pace and complexity of language as necessary, and provide a good model of English usage when speaking to the pupil.
- Make clear links between words and meaning.
- Encourage the use of bi-lingual translation dictionaries and working glossaries.
- Use a range of EAL friendly techniques when delivering the curriculum.
- Provide ongoing support for teachers with EAL differentiated planning.

Assessment and Record Keeping

Teachers are encouraged to set appropriate assessments, and modified methods of assessment, such as practical activities and materials that can be used to help the pupil demonstrate his/her skills, knowledge and understanding if necessary.

-

Staffing and Resources

It is the responsibility of the Head of SAWA and the members of SAWA team professionals to ensure that the needs of the pupils for whom English is an additional language are met within the school by providing ongoing CPD support to teachers and delivering EAL input sessions as appropriate. It is also the responsibility of SAWA team to liaise with parents and external agencies when necessary.

APPENDIX F

POLICY	ABLE, GIFTED & TALENTED POLICY
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP / IMPLEMENTATION	IT IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2016
DATE OF REVIEW	AUGUST 2019
DATE OF NEXT REVIEW	AUGUST 2020
LEAD PROFESSIONAL	PRINCIPAL

SEND - ABLE, GIFTED & TALENTED POLICY

Policy Statement

At Springdales School Dubai we believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of able, gifted and talented pupils are acknowledged as part of our overall inclusion policy. We recognise the importance of identifying a wide range of abilities and talents, and of providing opportunities to nurture them.

Aims

We aim to enable all our students to achieve high academic standards and therefore seek to:

- Identify AGT students using a data based approach alongside a subject nomination system and to provide appropriate provision, both curricular and extra-curricular.
- Secure high quality teaching appropriate to the differing needs and aspirations of AGT students and to foster an enthusiasm for learning through a varied programme of curricular and extra-curricular activities.
- Ensure that each AGT student achieves his academic potential and that all achievements, both curricular and extra-curricular, are valued and celebrated

Key Definitions

- **'Gifted'** refers to a child who has a broad range of achievement at a level well above average age related expectation, typically in the more academic subjects;
- **'More Able'** refers to a child who have the potential to or who are working above age or grade related expectations in academic subjects.
- **'Talented'** refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music, but who does not necessarily perform at a high level across all areas of learning.

Identification

To ensure a consistent and accurate identification process, a variety of methods will be employed which can give reasonable information collectively. School will take advantage of information about students from a variety of sources:

- Teacher recommendation – general characteristics checklist to be used to support staff referral
- Parental information
- Peer observation
- Records of achievement (Inside & Outside School)
 - i. CAT4 test Score ≥ 120
 - ii. School Tests (Minimum A2 in at least 4 Core Subjects and Overall A2)
- Formal tests (Renzulli Scales, PARS)
- Extra-curricular activities
- Team/group activities
- A differentiated curriculum will enable students to demonstrate their abilities

This process will result in an identified cohort of students who represent the most able students in each year group/class according to their academic ability or particular talents. Identified students will be communicated across all teachers and parents/guardians and their progress will be monitored.

Curriculum

The central aim of Springdales School is to provide all of our students with positive educational experiences and opportunities which will enable them to discover and fulfil their own potential. All programs of work will have opportunities for enrichment and extension activities. The Program "SYNERGY" –A program to develop Entrepreneurship skills is introduced for AGT learners above 6th Grade

Differentiation will be built into our curriculum planning through:

- Differentiation by outcome
- Differentiation by task
- Differentiation by pace
- Differentiation by resources/materials/equipment

There will be a commitment to developing extension and enrichment materials which:

- Allow individual responses
- Encourage creativity and imagination
- Satisfy developmental stage rather than chronological age
- Stress process rather than content

Differentiated homework will be made available when appropriate and other activities to complement our curriculum provision may include:

- Opportunities to develop leadership and communication skills
- Where appropriate some students may be accelerated through a learning programme
- Development of a resource base of extension and enrichment activities.

Roles and Responsibilities:

School Principal

- To lead the school in the role of celebrating the achievement of all students, as well as those who are AGT.
- To liaise with the AGT Coordinator & Head of SAWA on all matters of policy

AGT Coordinator

- To generate a Gifted and Talented cohort register and make this available to all staff.
- To review the register, maintain a shadow register and oversee the monitoring of and interventions for underachieving AGT students.
- To arrange spending of the Gifted and Talented budget in line with the strategies priorities and in consultation with the Head of SAWA.
- To inform staff of any AGT issues.
- To be available to discuss development plans with subject leaders.
- To monitor and evaluate all aspects of the Gifted and Talented provision within the school.

Head of SAWA

- To liaise with external providers regarding all aspects of extra-curricular & AGT provision.
- To monitor and evaluate all extra-curricular AGT provision.
- To organise and chair G&T focused Teaching & Learning group meetings.
- To provide whole school or departmental specific INSET in teaching and learning issues for AGT students in consultation with the AGT Coordinator.
- To promote AGT across the school including amongst students.

Subject Leaders

- Establish a subject specific Gifted and Talented plan of action within the context of the subject area.
- Identify gifted and talented students in their subject area, and update the nominations on an annual basis.
- Ensure that schemes of work make provision to stretch and challenge the AGT students.
- Monitor provision within their department for AGT students.

Librarian

- To promote the use of the library for research and pleasure for all students but to have the scope to stretch and extend the most able.

All Teachers

- To access the Gifted and Talented cohort register and to know which students in each class fall into this group, both for the overall AGT list and those specific to their subject areas.
- To understand the departmental system for nominating AGT students and contribute to these nominations.
- To offer teaching and learning strategies which challenge the Gifted and Talented students and are in line with the departments' plans and schemes of work.

Monitoring and Review of AGT provision

- The provision for AGT students will be reviewed on a half termly basis by subject leaders & AGT coordinator.
- The G&T Teaching and Learning group will review the progress of key pupils as an agenda item at each meeting.
- THE AGT Coordinator and Head of SAWA will meet once a term to review the list and any underachievement.

APPENDIX G

ACCELERATED LEARNING PLAN

Name of the student: _____

Class: _____ Sex: _____ Date of birth: _____

Class teacher: _____ Date of Referral: _____

Type of support:

Student strengths: _____

Date of commencement: _____ Date of Review: _____

Signature of the Subject Teacher Signature of the Head of Inclusion Signature of the parent

Type of Support: Individual/ Small Group

Goal	Intervention methods/ strategies (Acceleration or Enrichment)	Remarks

Summary

APPENDIX H

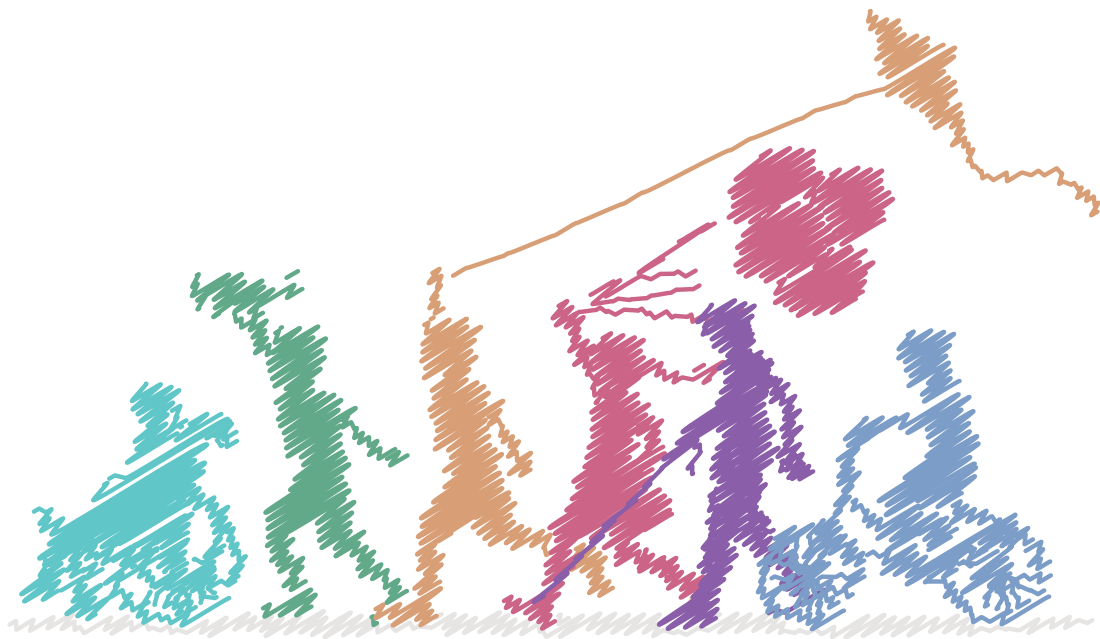
IMPLEMENTING INCLUSIVE EDUCATION: A GUIDE FOR SCHOOLS

CREATING THE CAPACITY FOR CHANGE



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CREATING THE CAPACITY FOR CHANGE



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DOLL HOUSE





ABOUT THIS GUIDE

PURPOSE

The purpose of the guide is to support Dubai private schools in embedding inclusion and equity in their educational policy and practice. The main objective is to create system-wide change to overcome barriers to educational access, participation and engagement.

The guide should be used as a supplementary reference document to enable better understanding and more effective implementation of the standards set out in the Dubai Inclusive Education Policy Framework (2017).

- Development of the school's self-evaluation form
- Teacher training and monitoring
- School improvement planning
- Communication with other stakeholders

INTENDED AUDIENCE

The guide is intended to be used by Dubai private school leaders, but could benefit other stakeholders such as teachers, students, parents, and community representatives. The guide also presents useful information to potential investors and educational operators.

INTRODUCTION

In 2010, the United Arab Emirates (UAE) prioritised its commitment to persons of determination through the ratification and adoption of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). This commitment was further emphasised through the aims of UAE Vision 2021 and is reflected in the implementation of national priority initiatives as the country moves towards achieving the aspirational vision of the 'UAE Centennial 2071'.

Top among the UAE Centennial 2071 priorities is for the UAE to offer the best education in the world, in order to empower future generations to become a united and fully cohesive pinnacle of global success. The concept of inclusive education lies at the heart of educational excellence and has been prioritised within governmental policy and national strategy. It encompasses the principles of diversity, equity, respect, and acceptance. When we improve the quality of inclusion within our schools, we improve education for all.

Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

(Dubai Inclusive Education Policy Framework, p.53)

Challenging and changing outdated perceptions and perspectives of disability is vital to enable a vision of inclusive education to become a reality in any education system. His Highness Sheikh Mohammed Bin Rashid Al Maktoum, the ruler of Dubai, has led this transformation through his recent announcement that persons with disabilities will now be referred to as 'people of determination'; emphasising their valuable contribution to our society and highlighting their strength of character, perseverance and courage

Legislative frameworks provide strong policy support for the effective inclusion of students of determination within Dubai, including: Dubai Law No. 2 of 2014 concerning the protection of the rights of persons with disabilities, and Executive Council Resolution No.2 of 2017 on regulating private schools in Dubai, provide strong support for the effective inclusion of students of determination within

Dubai. Such legislation emphasises the need to enforce the right of students of determination to access education, and promote inclusive practices across Dubai's educational system.

A student of determination is; a student with a long term physical, mental, intellectual or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education on an equal basis with other peers of the same age.

(based on UNCRPD definition of ensuring persons with disabilities)

In Dubai, the development of a fully inclusive system of education has been accelerated through the implementation of the 'My community... a city for everyone' initiative which, under the leadership of His Highness Sheikh Hamdan bin Mohammed Al Maktoum which, has led to the formation of Dubai Disability Strategy and recently the Dubai Inclusive Education Policy Framework . This framework provides clear standards for all education providers about how to effectively include students of determination within their learning communities, and emphasises the importance of inclusive education as a hallmark of educational excellence'.

KHDA has prepared this guide to support schools in developing the capacity required to adopt and embed inclusive education in accordance with the agreed quality standards. A series of future guides and publications that target other education providers and stakeholders will be provided over time.





A VISION OF INCLUSIVE EDUCATION

A SHIFT FROM A MEDICAL MODEL TO A RIGHTS BASED MODEL OF DISABILITY

Education transforms lives and through their attendance at inclusive schools, students of determination can realise their potential and equip themselves with the knowledge and skills to thrive as adults. The success of inclusive schooling is heavily dependent upon the school community holding positive views about the potential of all students, irrespective of background, ability or culture. It is crucial that school leaders continuously monitor the expression of beliefs and attitudes and evaluate their impact upon lowering barriers to the achievement of inclusive education.

When beliefs and attitudes related to disability are informed by a medical model, people tend to view disability as something that is 'wrong' with a person's body or mind. People of determination are viewed to be 'suffering' from an illness, disease, disorder, or defect that needs to be 'treated and cured' by medical and educational professionals in order for them to be successful.

Inclusive education is about access to quality education for all students, particularly students of determination and those with special educational needs, by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. Students participate in the education program in a common learning environment with support to diminish and remove barriers and obstacles that may lead to exclusion.

(p. 53)

Schools that operate a 'medical model of disability,' often associate the presence of a disability with students' reduced capacity to learn and succeed. This negatively

impacts upon teacher perception, and limits their expectations of student performance, progress and outcomes. These schools tend to rely more heavily on specialists and medical professionals to assess, diagnose and treat students in an attempt to make them 'better learners'. As a result, students are barely integrated in these schools, and no meaningful support is provided. The presence of a medical model of disability within schools prevents the achievement of inclusive education.

Schools operating an alternative model of education that is human-rights based, and more in line with the UNCRPD's principles and directives, recognise a student of determination's right to access the same quality of education as other students. They seek to identify the presence and impact of the difficulties experienced by these students, and maintain high expectations of their participation, engagement and success. These schools shift from viewing the disability within the person to recognising that disability is created from influences outside of the person as constructed socially by the discriminatory attitudes, policies, and systems. Such schools understand that they need to develop more effective teaching, learning, and curriculum development processes that cater to all, irrespective of abilities or needs. They work in partnership with parents, specialists, and other community members to devise strong, comprehensive, and sustainable systems of inclusion.

Inclusive Schools work towards enabling every teacher to play a key role in facilitating the educational inclusion of students of determination. Systems of teacher professional monitoring and support are designed to ensure that each teacher is fully empowered to remove obstacles which impose educational, and ultimately social exclusion. In these schools, students demonstrate better developed learning skills, are more resilient in the face of challenge, have a determination to succeed and are better prepared for their future. They are also encouraged and supported to become lifelong learners through accessing opportunities within tertiary education, vocational training or adult education without discrimination and on an equal basis with others. In inclusive education settings, students with and without needs benefit.

The UNCRPD sets a clear rationale for transitioning from a medical to a rights-based model of disability to achieve the ultimate goal where the inclusion of persons of determination is viewed as a human right, as opposed to a requirement for the benefit of individuals and society in general. Consequently, Dubai Inclusive Education Policy Framework (2017) utilises the social construct of disability to set a clear vision of inclusive education across Dubai and defines disability as:

'A social condition that occurs when an individual with a long term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.'

(p.9)

THE INCLUSIVE ROLE OF SCHOOLS:

This refreshed view places a clear responsibility on schools to identify the barriers it imposes upon the learners and to take action to reduce any negative impact on their social, emotional and academic growth.

Students who are fully 'included' in their school have the benefit of being educated in a welcoming environment where diversity is valued and learning preferences are identified, understood and accommodated. Consequently, these students are able to engage in relevant, meaningful and challenging learning experiences alongside peers of the same age.

This is a life-defining experience for students of determination and their families, as education focuses on opening rather than closing doors to opportunity.

Inclusive schools are places where students of determination:

- are valued as learners with the potential to succeed and flourish alongside peers of the same age
- benefit from interventions that lower barriers and enable them to engage, participate and progress within relevant and meaningful learning activities
- develop the resilience, self-belief and skills they require to reach their potential and develop a life-long passion for learning.





Per
Coloured pencils

Chalk board
Felt tips

Paint brushes
Paint

Paint

Glue sticks
Sticky tape

BOARD MARKERS
DICTYERS

4 children can work here

Writing area

Aarvi

Advait

Anusha

Atharva

ADMISSION AND ACCESS

ADMISSION REQUIREMENTS:

Dubai Inclusive Education Policy Framework (2017), supported by Dubai Law No.2 (2014) and The Executive Council Resolution No.2 (2017), makes it clear that the admission of students of determination within inclusive schools is assured: schools must not refuse to admit students of determination because of their experience of disability.

Schools are required to commit to the admission of students of determination and prioritise the registration of those who are siblings of existing students. Schools should communicate this commitment clearly through policy statements, including a sibling priority policy, website content and promotional materials. A more inclusive approach to student admission will be evident in a more diverse population of students of determination and through policies and communications that do not specifically exclude students with more complex needs. Students of determination with severe and profound needs that cannot be met in a school have the opportunity to access educational and therapeutic provisions in special education centres or centres for students of determination.

As part of their planning, schools are required to assess their physical and human resources to ensure the provision of facilities, resources, and equipment that is required to conduct the educational activities for students of determination who experience a range of disability.

Examples of positive actions that schools can take to avoid incidents of discrimination that prevents admission include:

- adjusting admission criteria to accommodate the needs of all students, including students of determination
- ensuring that any additional fees to parents are necessary, minimal and represent good value for money
- communicating a clear commitment to the inclusion of students of determination within marketing materials, websites, displays and policies.

ACCESS REQUIREMENTS:

Access to education is not only dependent upon the admission of the student. It includes the extent to which a student is able to engage with and actively participate in appropriately challenging learning experiences.

Procedures, which assess a student's educational need as part of the admission process, play a particularly important role in enabling a student's access to education. The associated outcomes empower schools to proactively identify practices that may restrict, limit or prevent a student from accessing education alongside their peers, and informs actions to ensure they minimise any impact upon a student's learning experience and outcome.

Reducing and removing barriers to learning prevents discrimination in education. Eliminating discriminatory practice within the school community and classroom context are fundamental steps to achieving a truly inclusive system of education.

Examples of positive actions that schools can take to avoid incidents of discrimination that prevents access ensuring:

- the learning experiences of all students are functional, relevant and meaningful
- the academic, personal and social development of all students through the provision of appropriate support
- participation in all school events and activities





ASSESSMENT AND IDENTIFICATION

SPECIAL EDUCATIONAL NEEDS:

Almost all students of determination will experience a special educational need (SEN). A special educational need emerges when the symptoms or impact of an impairment or disorder act as a barrier to learning and restrict a student's ability to access education on an equitable basis alongside same aged peers. Consequently, schools need to take action to lower barriers to learning to improve the student's learning experience. This makes it clear that the 'special educational need' does not define the student. It is a need for action to be taken by the school. This is in line with UNESCO's definition of special needs education:

Education designed to facilitate learning by individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods in order to participate and meet learning objectives in an education programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities. Education programmes in special needs education may follow a similar curriculum as that offered in the parallel regular education system, but they take individual needs into account by providing specific resources (e.g. specially-trained personnel, equipment or space) and, if appropriate, modified educational content or learning objectives.

(ISCED 2011, p. 83, UNESCO)

In many cases, students with a special educational need will also have a formally diagnosed disability, however, others will not. It is important for both groups of students that schools develop comprehensive understanding of related barriers to learning, and ensure that their special educational needs are fulfilled. Any reports accompanying the formal diagnosis should be used by schools to inform their educational assessments.

SCHOOL ASSESSMENT SYSTEM

An effective whole school incremental system of assessment is an essential component of the procedures required to evaluate and identify the special educational needs of students. Assessments can be informal or formal, can come from different sources and may include a psychological or medical diagnosis. However, these should not be set as a condition to start any required educational provision.

The outcome of teacher assessment and internal processes, which benchmark, monitor and analyse student performance provide valuable information to signal the need for further assessment and screening: fluctuations in student achievement levels should be monitored closely, and sustained periods of academic decline should be identified and examined in order to remove any potential barriers to success. Particular indicators of concern may include:

- a student who makes significantly slower progress than that of their peers starting from the same baseline
- a student who fails to match or improve upon previous progress rates
- a student whose gap in attainment, when compared to same-aged peers, widens.

Targeted discussions with parents, student observations, and the analysis of behaviour and attendance patterns over time can provide valuable information to inform further assessment. These discussions and observations should be conducted by members of the inclusion support team such as the support teacher and the leader of provision for students of determination.

SCREENING TOOLS

The additional use of informal and formal screening tools and behaviour checklists, including those adopted or recommended by health authorities, provide useful information to further guide identification processes. Screening tests enable the early detection of risk factors that indicate a possible difficulty, disorder or impairment. They can be applied with large populations in a way that is not intrusive or over complicated and consequently are an effective strategy to initiate identification procedures.



Screening tools can be used in a formal way, by health or social authorities for example, or informally within schools or other education settings. The key function of screening tools is either to identify developmental aspects of concern or more specific barriers to learning. These tools can be used by parents, nurses, teachers, support teachers or the leader of provision for students of determination and enable the gathering of information about the behaviours and skills displayed by a particular student so that comparisons can be made to:

a) the behaviours and profile of skills that are typically expected for a student of the same age, therefore identifying potential areas of concern, or further need of standardised assessment or diagnosis,

b) the behaviours and profile of skills associated with particular difficulties with learning, such as ADHD, dyslexia, or dysgraphia, and therefore help to shape the planning of intervention and support.

DIAGNOSTIC ASSESSMENT

Diagnostic assessments may be used for either educational or medical purposes. From an educational perspective, a school-based diagnostic assessment is a form of pre-assessment. It allows a teacher to determine a students' profile of strength, weakness, knowledge, and skills and provides important information to help guide lesson planning and curriculum modification. The assessment outcome may also enable educators to make predictions about future achievement and inform expectations about student learning and performance within the school.

From a medical perspective, a diagnostic assessment is a formal and standardised procedure which is applied by an appropriately qualified and licensed professional. The purpose of this type of diagnostic assessment is to examine the developmental/functional profile of children in order to provide information about areas which may require further monitoring or support. For some students, this process will lead to the formal diagnosis of an impairment, disorder or disability, in accordance with the UAE unified categories of disability.



INTERVENTION

INTERVENTION PLANNING

Effective procedures to assess and identify a student's special educational need is essential to inform provision to lower barriers to learning. The diversity of need experienced by students of determination requires a graduated approach to intervention. Such provision will include:

- Level 1: high quality teaching where teachers accommodate individual differences in ability, learning style and behaviour, through effectively differentiated classroom practice.
- Level 2: personal support and/or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. Support teachers and or in-school specialists are likely to support this process by observing lessons and making recommendations as well as providing support through professional coaching and monitoring.
- Level 3: individualised programmes to accelerate progress or enable students to achieve their potential. This provision is 'additional to' or 'different from' the provision required to meet the needs of most of students within the school, and is likely to include the use of specialist approaches, intervention or support services.

Schools should ensure that progress indicators, from the student's starting points, are continuously monitored and reviewed to inform the further refinement of practice, provision, and intervention over time.

In most cases, students will have their learning needs met within the context of the inclusive classroom alongside peers of the same age. This requires teachers to develop a comprehensive understanding of:

- different barriers to learning
- the restrictions these barriers place on access to and engagement within the curriculum,
- the ultimate impact on students' personal, social and educational outcomes.

Targeted professional training and support for classroom teachers is a critical component of inclusive classrooms. It informs the teacher's ability to intervene through adapted teaching approaches and resources; it enables effective collaboration and team working, and enhances the quality of the relationship between the teachers, students, and their parents.

INDIVIDUAL EDUCATION PLAN

The impact of intervention for students of determination is improved through the use of an individual education plan (IEP). The IEP is not a point of action, but should be viewed as a continuous and collaborative process of development, implementation, and review. The decision to develop an IEP will be informed by the results of associated assessments. It should be generated by a knowledgeable and collaborative team, including contributions from teachers, parents, specialists and the student him/herself. Each student's IEP should be unique, and take account of their specific profile of abilities, skills, challenges, and interests. It contains measurable goals and information about the specific types of modifications and/or support strategies required to lower barriers to learning and ensure progress. Any specific challenges related to the transition of students should also be incorporated in the IEP.

Whilst in-school specialists may lead on the development of the IEP, it is essential that classroom teachers are enabled to implement it, and therefore be held accountable for its impact within the classroom. An effective IEP is the cornerstone of quality education for students of determination.



SYSTEMATIC SUPPORT

The achievement of a fully inclusive education system requires that sustainable and systematic support is embedded within each school across Dubai. School communities must build the capacity to identify and remove barriers so that inclusive learning experiences become an expected element of everyday school life. The requirement for schools to introduce enhanced professional roles across their staffing structures provides a powerful mechanism to enable this change.

THE ROLE OF THE GOVERNING BOARD

A school's governing board plays a critical role in providing systematic support for the development of an inclusive school. The importance of their influence is further emphasised by the requirement for every governing board to appoint a dedicated governor for inclusive education.

The governor for inclusive education should be committed to developing the knowledge, understanding and skills required to provide effective support and challenge to the school as it progresses towards realising a vision of inclusion in practice. This will include supporting the governing board to:

- set strategic 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
- allocate financial investment to ensure that targeted plans are sufficiently resourced
- monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

The governing board of every school across Dubai is expected to prioritise the development of a fully inclusive system of education. The commitment of the governing board should be evident in the representation and engagement of key stakeholders such as parents and students of determination.

THE INCLUSION SUPPORT TEAM

All private schools across Dubai must ensure the formation of an inclusion support team to assist the principal in achieving a vision of inclusive education in practice. The inclusion support team will be led by the school principal, and include school staff with specific roles in developing inclusive education. Core members of the team should be: the inclusion champion, the leader of provision for students of determination and representation from both support teachers and learning support assistants. Each member's core role within the school is specific and distinct, however, as a team, they serve the same function; to generate an inclusive system of education for students of determination.

THE ROLE OF THE SCHOOL PRINCIPAL

Strong leadership is a critical factor in generating inclusive schools. School principals play a uniquely powerful role in enabling students, staff and parents to think and act in a more inclusive manner. Consequently, it is important that they develop a comprehensive understanding of inclusive approaches to education and be clear about the strategies required to embed these approaches across their school. The principal, in partnership with the inclusion support team will:

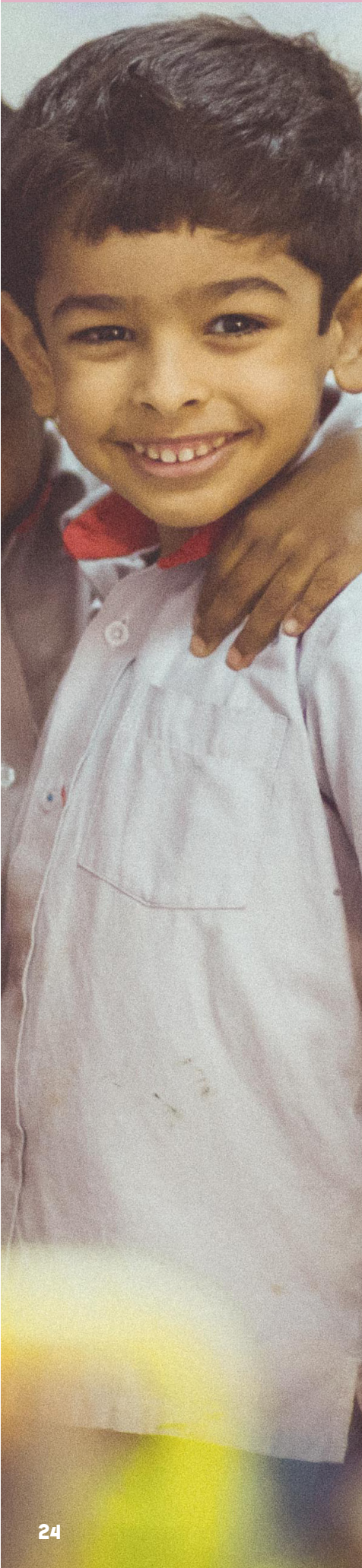
- effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement
- develop and implement a comprehensive and strategic inclusive education improvement plan
- ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- provide an annual programme of continued professional development for all staff at all levels across the school
- apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.

THE ROLE OF THE INCLUSION CHAMPION

Each school's nominated inclusion champion has been identified as a key advocate for the inclusion of students of determination. The inclusion champion should be a positive communicator, a knowledgeable educator and a skilled practitioner with a passionate belief in the value of inclusive systems of education.

The inclusion champion plays an important role in:

- promoting ideas and modelling practice that support the development of inclusive attitudes and approaches
- engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- sharing information with senior leaders
- providing the motivation and support required for improvement over time.



THE LEADER OF PROVISION FOR STUDENTS OF DETERMINATION

The leader of provision for students of determination will hold deep knowledge about barriers to learning experienced by students, the associated challenges for teachers and the impact on learning, development and outcomes. The leader of provision plays a crucial role in supporting classroom teachers to identify and develop specific approaches in the classroom so that every student is empowered to succeed. Particularly important aspects of the role are:

- working alongside teachers to observe, assess and identify special educational needs
- working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing
- providing advice and guidance to both teachers and parents
- promoting high expectations of student learning and achievement
- supporting the development of relevant and meaningful learning activities
- facilitating collaborative meetings to promote the development of individual education plans
- monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- implementing evidence-based programmes of intervention for individual and small groups of students.

THE ROLE OF THE SUPPORT TEACHER

Schools across Dubai are now required to have support teachers in place to enable the creation of inclusive classrooms for students of determination. The support teacher is identified as a competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches within their teaching practices.

Their core function is to serve as a role model, coach and professional mentor for classroom teachers as they work

to develop their practices to meet the learning needs of diverse student populations. The role is central to the development of inclusive schools and should be prioritised; support teachers should spend no less than 60% of their time engaged in activities that directly influence the inclusive competence of classroom teachers.

Additionally, support teachers spend up to 25% of their time working directly with individuals or small groups of students in order to implement interventions and accelerate achievement. Ideally, these interventions should take place in the classroom. However, in a minority of cases, some students may require access to specific or specialist support outside the classroom context.

Support teachers require time to plan, develop and reflect. This is essential if they are to maintain their professional role and have a consistent impact upon teaching practices within the classroom. Consequently, the support teacher should also continue the pursuit of knowledge and effective pedagogy through professional resources, such as webinars, collaborating with colleagues and connecting with other professional learning communities.

The support teacher's ability to form positive and professional partnerships with classroom teachers is essential if they are to successfully engage them in personalised professional development programmes. Each programme will require a different approach and should respond to the individual needs of each teacher. Consequently, principals should ensure that each support teacher develops the skills required to apply the essential components of professional support. The essential components of teachers' professional support are detailed below:

A. OBSERVATIONS OF TEACHING AND LEARNING:

Initial class visits and a review of the students' profiles of needs will inform the process of setting mutual goals between the support teacher and classroom teacher. As trust builds and the professional partnership develops, the focus of these observations will become more targeted and be linked to specific outcomes.

B. COLLABORATIVE REVIEW OF STUDENT DATA:

Support teachers play a key role in modelling effective data literacy. Classroom teachers need to be able to analyse assessment information effectively in order to understand achievement potential, identify student need and address any particular barriers to learning. The development of the teacher's ability to use formative assessment is a key part of this process; it ensures that teachers can swiftly and effectively adjust their teaching in response to emerging needs within the classroom.

C. CO-PLANNING:

The development of strategies to meet the learning needs of both students and teachers will be the focus of thoughtful collaborative planning. This will include: identifying the most appropriate teaching strategies; intervention approaches; learning activities; assessment methods; learning outcomes; and collaborative approaches to ensure that all students become fully and actively engaged in the learning process.



D. MODELLING:

An important part of the capacity building process is to provide models of expected practice within the context of the classroom. Engaging support teachers in co-planning with classroom teachers will enhance the impact of these strategies. A critical responsibility of the support teacher is to model strategies which promote effective student engagement and skilful teaching practice. Support teachers may also provide opportunities for the professional development of learning support assistants and give indications on how best to assist individual students.

E. CO-TEACHING:

Regular opportunities for co-teaching are essential to enable the continual refinement of inclusive teaching approaches. Such opportunities reduce student/teacher ratio, increase the opportunities to differentiate in response to student need, provide a shared experience of teaching challenges, enable direct professional feedback on the success of new strategies, and promote further learning-centred dialogue between the support teacher and classroom teacher.

F. COLLABORATIVE REFLECTION:

The support teacher should regularly monitor and evaluate improvements in the teacher's practice, identify its effect on student learning and outcomes and select the focus for further development. This is important as it ensures that support is well-targeted and that success indicators are evidenced, shared and celebrated.

G. GRADUAL RELEASE OF RESPONSIBILITY:

As the confidence of the classroom teacher grows and enhanced practices become embedded, the support teacher should gradually withdraw their professional support. A planned follow up with a teacher may be agreed to review the retention of new practices and their impact on student learning. Classroom teachers who are able to refine their practices, grow in confidence as professionals serve as important advocates of further professional development opportunities.





THE ROLE OF THE CLASSROOM TEACHER

Classroom teachers are responsible for the learning, progress, and outcomes of all the students in their classroom. They may be the first to raise a concern about potential learning difficulties within their students. It's important that teachers continuously develop their confidence, willingness, knowledge and skills to provide learning opportunities to their students of determination on an equal basis to others. The classroom teachers' duties involve working with a collaborative team including parents, support teachers, learning support assistants (LSAs), and specialists. They need to be open to continuous self-development to enhance their inclusive teaching competencies. Their main roles include:

- assessing, evaluating, and reporting on students' progress
- providing a safe, welcoming, and motivating environment for learning
- working closely and in parallel with other professionals
- planning whole class, group, and individual instructions and delivering them
- incorporating any needed modifications and accommodations to maximise their students' achievement
- taking part in the development of the IEP and its progress review
- implementing goals set in the IEP
- managing information about students and communicating this information to parents and other relevant personnel
- supervising and coordinating work with the LSAs
- promoting student interactions with their peers

THE ROLE OF THE LEARNING SUPPORT ASSISTANT

The effective learning support assistant (LSA) has an important impact on the development of inclusive classrooms for students of determination. In Dubai, the LSA replaces the former 'shadow teacher'. LSAs should have access to ongoing professional development to ensure that they are fully effective in their roles.

LSAs should be enabled to work in collaboration with classroom teachers so that students of determination are successfully included in the classroom environment alongside their peers. This includes involving the LSA in assessment processes, record keeping, lesson-planning, and resource development. The classroom teacher is responsible, and ultimately accountable for, the impact and outcomes of the students' educational programme. The role of the LSAs is to support this process by aiding the classroom teacher in the development of a stimulating and productive learning environment. LSAs should be trained in using different approaches to lower barriers to learning, and to facilitate student engagement and participation within relevant and meaningful learning opportunities.

LSAs should be used differently across different phases of the school depending upon classroom and student need. Some schools may use LSAs across different class groups to support whole class teaching. Others may deploy them to provide specific support to small groups of students. Schools could also choose to use school funded LSAs to decrease the financial burden to parents. The specific responsibilities will differ according to the individual context of each LSA, but will include:

- providing individual support to a specific student
- promoting access to targeted support outside of the classroom
- working on differentiated activities with groups of students
- liaising with the leader of provision for students of determination
- developing social/emotional skills
- working with teachers to monitor the progress of students
- supporting intervention or therapy sessions.

An effective LSA provides a 'bridge' of support to students, helping them achieve what they are capable of without creating dependency. The development of independence in all aspects of school life is a key part of the role, and includes allowing a student to make mistakes and to look for their own ways to solve problems. Consequently, key indicators of learning support success include; the extent to which students become more independent in their learning, are more able to regulate their emotions and behaviour, or are more tolerant and resilient in the face of challenge. Effective learning support will enable students of determination to become confident learners who are increasingly able to contribute to and gather meaning from the school and wider community.

RESOURCING

The journey towards inclusion requires changes at many levels including; school facilities, equipment, teaching programmes, curriculum delivery methods and student assessment systems. However, much can be done to reduce the need for excessive levels of additional resources through optimising current practice and through re-organising and re-directing current resourcing levels. Key aspects for consideration will include:

- meeting the expected ratio of support teachers across the school; equivalent to one support teacher for every 200 students in the general student population (For example, a school of 2000 students would fund 10 support teachers)
- meeting the expected ratio of LSAs across the school; equivalent to at least one LSA for every 125 students in the general student population (For example, a school of 1250 students would fund 10 LSAs)
- ensuring that school facilities are fully accessible for all students. Associated actions should take account of the standards set out in the Dubai Universal Design Code
- providing sustained professional development opportunities to allow educators to strengthen the skills and specialist knowledge needed to work with all students in common learning environments.

Improvement planning that is well-developed and targeted will help to ensure that specific resourcing to promote inclusive practices are cost effective and, over time, will enable school communities to serve all students more effectively.

Most in-school provision for students of determination should be funded through the school's operational budget, at no additional cost to parents. However, a minority of students may require access to high levels of specialist provision and support to enable their full engagement in appropriate learning experiences. This may include full time personalised support by a trained LSA or access to specialist therapeutic services. In these cases, it may be feasible that parents incur additional costs.

Where parents are required to pay additional fees for specialist provision, schools must ensure that:

- additional fees represent the actual cost of services with no additional profit
- clear evidence is shared with parents that justifies the additional provision
- regular reviews evaluate the impact and outcomes of additional services within a clear timeline.





BUILDING AN INCLUSIVE NETWORK

The development of inclusive education requires the support of all stakeholders. This includes school leaders, teachers and families, therapists and medical professionals, pre-primary and higher education settings, and early intervention and centres for students of determination. All must work together to build a genuinely inclusive educational ecosystem.

PARENTS AND FAMILIES

Schools should place particular importance on the engagement and participation of the parents of students of determination. Parents have the most direct and lasting impact on a student's learning and development and, as the first educators of their children, they play a crucial role in their children's educational journeys.

Leaders at all levels must put parents at the heart of the educational process and ensure they are equal partners in the education of their children. This includes encouraging their active participation in assessment and planning, and ensuring that they have a voice in policy, strategic planning, decision-making and evaluation.

The following principles should underpin the way in which schools engage with parents:

- promote a shared and clear focus on the outcomes that students and their families want to achieve, so that all decisions are informed by these aspirations
- ensure the participation of children and their parents places students of determination at the heart of the educational system
- provide greater choice and control for students and their parents over the type of support they receive.

The Inclusive Education Policy Framework (2017) requires all those who teach students of determination to have the highest aspirations of their educational experiences, outcomes and future achievements. The effective engagement of parents is a critical factor in ensuring that the identification of a disability does not result in unnecessarily low educational expectations. Schools should ensure that:

- students and their parents are able to contribute to, and influence, the planning of provision
- students and their parents are provided with the information and support necessary for them to make informed choices about their chosen pathways and future opportunities.

PROFESSIONAL PARTNERSHIPS

School leaders at all levels should develop links with other education providers to support the exchange of expertise and knowledge. The effectiveness of these collaborate partnerships should be guided by common interests and a clear focus on inclusive education. A key example is to work together to ensure the smooth transition of students as they progress through their educational experiences.

Underdeveloped systems of transition to, within and from schools present significant barriers to the educational inclusion of students of determination. Consequently, inclusive schools are expected to engage in wider networking and collaborative relationships, such as:

- early intervention and centres for students of determination – to facilitate the transition of students into inclusive schools
- tertiary and higher education providers – to ensure that students of determination have the opportunity to access further academic study
- vocational and alternative learning programmes – to enable students with specific profiles of ability to engage with functional, relevant and meaningful learning pathways
- therapy and medical centres – to facilitate the use of specialist approaches and therapeutic strategies within classroom settings and by classroom teachers.



MOVING FORWARD

With the aim of achieving inclusion for all, the UAE believes in providing an education system that welcomes and nurtures everyone; represents the diversity of our society and includes students of determination. All students have the right to be recognised as having the ability and potential to achieve, succeed and flourish. Adopting inclusive education is not a short-term goal, but it is an evolution in the minds and attitudes within schools and the wider community. It is a continuous process of evaluating, planning, implementing, and reviewing actions and their impact. It is enabled through developing meaningful partnerships and generating collective efforts that, over time, create independent, productive, and happy individuals and societies.

As schools move forward and build the capacity to achieve inclusive cultures, practices and outcomes, KHDA will support by monitoring, guiding and facilitating the process through a range of present and future measures. These include:

- tracking of students of determination through an inclusion register
- annual inclusion audits, to monitor and review the level of a school's compliance with the key standards of Dubai inclusive education policy framework (2017) and the Executive Council Resolution no.2 of 2017
- evaluation of the quality of provision and outcomes for students of determination through school inspection processes
- regulation of procedures used by schools to increase student access and engagement in inclusive education.

This guide is the start of a series of other guides and publications that aim to offer further direction to different stakeholders about inclusive education and its implementation across Dubai.

If you have any questions or comments regarding this guide, contact KHDA at: info@khda.gov.ae



DEFINITIONS

COMMON LEARNING ENVIRONMENT

An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students of determination learn in isolation from their peers.

Effective common learning environments:

- enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting;
- provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals;
- are responsive to individual learning needs by providing sufficient levels of support and applying student-centred teaching practices and principles.

DISCRIMINATION

Direct discrimination occurs when actions that cause a student to experience unequal, inferior and unjust treatment than another student on the basis of experiencing a special educational need (SEN).

In-direct discrimination occurs when an education provider applies a provision, criterion or practice in the same way for all students, but by doing so has the effect of putting students of determination at a disadvantage compared to other students.

DUBAI UNIVERSAL DESIGN CODE

The Dubai Universal Design Code provides clear guidance and standards about how the built environment and transportation systems in the Emirate of Dubai shall be designed, constructed and managed to enable full access and use by all members of the community in Dubai. Including access to and use of education settings.

DIAGNOSED DISABILITY

When an appropriately qualified and licenced psychologists or medical professional implements a formal diagnostic procedure involving standardised

GOVERNOR FOR INCLUSIVE EDUCATION

The governor for inclusive education is a nominated member of the governing board who is fully committed to, and proactive in, setting and prioritising a clear vision of inclusion. He or she will, on behalf of the governing body, play a key role in providing support and challenge to the school as it works to achieve an inclusive system of education for students of determination.

GOVERNING BOARD

A governing board is a voluntarily engaged but formally appointed representative group of stakeholders. Their role is to ensure that schools are well-run by management, statutory obligations are met and that high quality outcomes are delivered. All governing boards of private schools have four core functions:

1. Setting strategic direction within the context of a clearly-stated vision and ethos;
2. Holding the senior leadership team accountable for achievement of the strategy and running of the school;
3. Overseeing the overall educational performance of the school and suggesting ways for improvement;
4. Overseeing the financial performance of the school – this includes setting fees, budget oversight, and achieving financial targets.

INCLUSIVE EDUCATION IMPROVEMENT PLAN

The inclusive education improvement plan is a strategic plan for improvement that is ratified and monitored by the governing board. It is developed and implemented by the inclusion support team and should set out, in a clear and comprehensive way, the school's priority improvement plans to enable the achievement of an inclusive system of education. It should explain the main measures it will take to raise the quality of education for students of determination, the resources dedicated, and the key outcomes and targets it intends to achieve.

INCLUSION SUPPORT TEAM

Led by the principal, the inclusion support team is a school-based team of educators, charged with the responsibility of implementing and monitoring the changes required to achieve inclusive education. The core members of the team should be: the inclusion champion, the leader of provision for students of determination and representation from both support teachers and learning support assistants.

LEARNING SUPPORT ASSISTANT

A learning support assistant is a trained member of education support staff who works under the direction of a classroom teacher. Their primary role is to effectively support students of determination to access appropriate learning experiences within common learning environments alongside same aged peers.

The core functions of the LSA are to:

- provide support to the classroom teacher in the development of a stimulating and productive learning environment
- use approaches to lower barriers to learning to promote student success
- facilitate student engagement and participation within relevant and meaningful learning opportunities.

SUPPORT TEACHER

The support teacher will be identified as a highly competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches within their teaching practices. Their core function is to serve as a role model, coach and professional mentor for classroom teachers as they work to develop their practices to meet the learning needs of diverse student populations. The role is central to the development of inclusive schools and should be prioritised.

UNCRPD (UNITED NATIONS CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES)

The UNCRPD is the human rights convention concerning people of determination. It is a list of rights guaranteed to people of determination to improve their access to society, education and employment. People of determination are still covered by other UN rights and convention documents; however, the CRPD specifically spells out rights that pertain to the ability to interact within their own communities.



KNOWLEDGE AND HUMAN DEVELOPMENT AUTHORITY

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