

 مدرسة الأمانة الخاصة Al Amana Private School	<h1>Inclusion</h1>	Document ID	
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<b>Inclusion Policy</b>			

# INCLUSION POLICY

This Document Has Been Reviewed and Approved By:

Names	Position	Department
Ms. Roshan Ahsan	Principal	Administration
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Ms. Zahra Shakeb	School Counselor	Counseling

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### Revision History of the Document

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1	14-3-22			
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## Inclusion Policy

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## Inclusion Policy

### Introduction

At Al Amana School, we provide a range of support services to guide and prepare our students to deal with the different challenges of the world. By ensuring the best education and mental and physical well-being of our students, we are helping them to attain content and a prosperous school experience. We are promoting a culture of inclusion that rejoices and values diversity. To meet the needs of students of determination, we are trying to remove barriers by providing high-quality education and personal care to students of determination and those with additional educational needs.

### Our Vision

A policy for inclusion is essential so that we have a clear understanding of inclusion. We aim to meet the needs of the students of determination effectively. Our inclusion policy articulates how we meet the requirements of students of determination. For this, we are creating a culture of inclusion within our school where our inclusion team proactively identifies, supports, and prepares the students for determination as contributing members of society. By considering our vision, we welcome students of determination into our school and recognize and value neurodiversity.

### Definitions

- **Inclusion** is a procedure for addressing and responding to the variety of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education. Inclusion involves changes and modifications in content, approaches, structures, and strategies with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.
- **A Student of Determination** (SD) is identified as a student who is experiencing a long-term physical, mental, intellectual, or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.



### Categories of need

According to the Framework for Students of Determination (2019- 2020), we can categorize SOD into the following categories.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	<ol style="list-style-type: none"> <li>1. Intellectual disability (<sup>1</sup>including Intellectual disability - unspecific)</li> <li>2. Specific learning disorders</li> <li>3. Multiple disabilities</li> <li>4. Developmental delay (younger than five years of age)</li> </ol>
Communication and interaction	<ol style="list-style-type: none"> <li>5. Communication disorders</li> <li>6. Autism spectrum disorders</li> </ol>
Social, emotional and mental health	<ol style="list-style-type: none"> <li>7. Attention Deficit Hyper Activity disorder</li> <li>8. Psycho - emotional disorders.</li> </ol>
Physical, sensory and medical	<ol style="list-style-type: none"> <li>9. Sensory impairment</li> <li>10. Deaf-blind disability</li> <li>11. Physical disability</li> <li>12. <sup>2</sup>Chronic or acute medical conditions</li> </ol>

These categories are further differentiated according to the guidance provided by the framework.

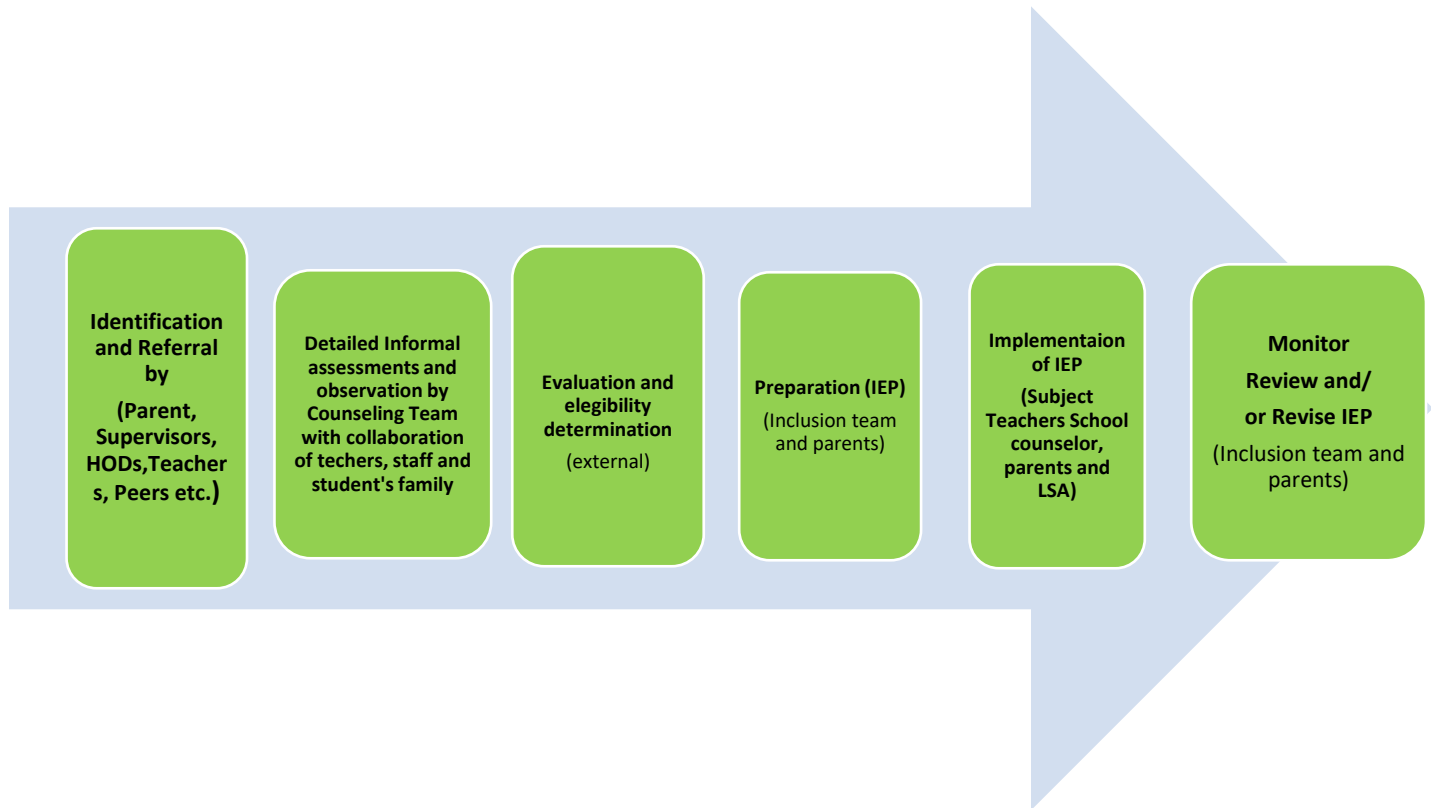
### Identification of Need

The school involves students in various internal and external assessments to identify, monitor, and track their progress. These assessments are analyzed in coordination with teacher assessments to identify students who may be experiencing barriers to learning. Once a need has been identified, further investigations are carried out by the inclusion support team in conjunction with teachers, families, and external specialists (when required) to accurately categorize the needs and specific barriers to learning.

Identified students will be included on the school's register as "Students of Determination (SDS)" so that provision can be monitored and reviewed effectively. Some students without a formal diagnosis may be recorded on the SOD register and will be monitored to see if their needs can be addressed through short-term intervention strategies or modifications within the classroom, or whether their needs require longer-term support.



### Procedures for Identification and Eligibility Determination



### Identification can be done through

- ✚ Identification at the time of admission. Information shared in the admission application form
- ✚ Baseline test
- ✚ Student self-assessment, Peer assessment, and teacher assessment.
- ✚ Behavior checklist/ behavior point system of school
- ✚ Parental concerns
- ✚ Result Analysis
- ✚ Concerns shared by the grade advisor through regular assessment procedures
- ✚ Counselor observations



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### Levels of provision

#### **WAVE 1- Inclusive quality education for all ( Primary Level of Prevention- Instruction/Core Curriculum)**

The majority of children achieve well through high-quality classroom teaching. Provision will be led by a subject specialist in class and temporary support to close identified gaps.



#### **WAVE 2- Small groups and one on one interventions (Secondary Level of Prevention- Intervention )**

Some students require additional support to achieve well and meet age-related expectations.. This provision will be led by a subject specialist and school counselor. To support students' differentiation, modified activities, one-on-one attention, class accommodations, and intervention plans will be followed in classes. In relation to student well-being, it will also include a short-term series of counseling sessions.



#### **WAVE 3- Additional highly personalized interventions (Tertiary Level of Prevention- Intensive Intervention)**

Individualized Education Plans (IEP) will be provided to meet their needs. Based on the needs, one-on-one support will be provided by the LSA (Learning Support Assistant), subject specialist, and counselor. Subject specialists will design their lessons and activities by considering the needs of students' of determination. It will include intervention classes, external therapies, and regular, structured, systematic support, in which steps are small and achievable. It will involve specialist support (a psychologist or therapist), which will be a private contract between parents and external agencies. These interventions need to be rigorously evaluated to ensure that pupils are making the expected progress.



### Inclusion Support Flow Chart

A student with severe difficulties will fall in level-2 or 3 directly. (Depending on the severity)

#### WAVE 1

- We ensure quality and inclusive education for all students.
- The teacher will observe the students on the basis of their previous class performance, behaviour track, and baseline exam (for the current year).
- During the observation time, approximately within one month, the subject specialist will gain awareness of the individual needs of the students.
- To meet the individual needs, the subject specialist will provide the sufficient support.

After 1 month

#### WAVE 2

- The students with unmet needs will get additional support from the subject specialists.
- Intervention plans will be developed according to their individual needs.
- The parents will be kept in the loop.
- Support (like differentiated teaching and activities, teaching and environmental interventions, behaviour modification, and intervention classes) will be provided.

If the student's needs are met he will fall again in WAVE 1.

If the needs are not met.

If the student's needs are met partially he will stay in level 2 for more next 1 month.

#### WAVE 3

This stage consists of students who have been identified as having some difficulties and may or may not have undergone clinical assessment.

- The initial process of evaluation will be carried out in the school by the counselor and subject specialists.
- The parents will be kept in the loop, and the student will be referred for the external evaluation.
- Needs will be classified, and Individual Education Plans (IEP) will be developed by the school counselor and subject specialists. The parent's involvement will be encouraged in this process.
- The IEP will be implemented by the subject specialists with the help of the Learning Support Assistant, and it will be supervised by the school counselor, HOD, and SLT.
- To ensure students' wellbeing, counseling sessions will be provided by the school counselor.
- The Students of Determination will also get external support in the form of therapies. (That will be an external contract between parents and external agencies.)





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### **WAVE-3**

A student with severe difficulties will fall directly into Level 2 and 3. After the implementation of different strategies in class, if the student's progress doesn't match grade-level expectations, the parent will be asked to have a detailed evaluation of the student. Upon the evaluation report of the professional psychologist, the counselor and subject specialist will develop an IEP. All the recommendations mentioned in the report will be considered and implemented in school and at home. The IEP will be shared with the parent, teacher, student, supervisor, and HOD so that goals and objectives can be reinforced.

### **Recording**

Each student will have an SOD file containing evidence of need, copies of diagnostic tests, an individual education plan (IEP), a behavior modification plan (BMP), monitoring, evaluation, and a record of departmental interventions. These records will be accessed by the concerned staff members.

**Monitor & Review:** The IEP objectives and targets will be reviewed and monitored regularly. The appropriate agencies, staff, students, and parents will be involved in the process. Adjustments and recommendations will be made accordingly. To maintain reliability and attain progress, unachieved targets will be carried forward to the next academic year. Terminal feedback will be taken from the parents, counselor, and subject specialists to review the success of the IEP.

### **Exemptions and Provision**

Students diagnosed with special education needs can request to the SPEA for the provision of an exemption in Arabic or a second language until grade 8. The school arranges a separate exam room with two teachers in charge for the guidance of the students when needed. Individual classes are also arranged by the LSA during the language periods. It may involve a combination of in-class support and withdrawal intervention by the inclusion team, external therapists, LSA, subject specialists, or a combination of the above. The school accommodates students by providing customized exam materials in alignment with their individual requirements and academic abilities.



### Inclusion Support Team

**Ms. Roshan Ahsan**

**(Principal)**

**Ms. Shimana**

**(Vice Principal)**

**Ms. Zahra Shakib**

**(School Counselor/ Inclusion Committee Head)**

#### **Inclusion Governors**

Ms. Aisha D'Costa (KG Supervisor)

Ms. Javaria, Primary Supervisor

Ms. Mona (Secondary Girls Supervisor)

Mr. Joel Abraham (Secondary Boys Supervisor)

#### **Inclusion Champions**

Ms. Fatima Merchant (Head of Science Department)

Ms. Shelin Rajesh (Head of English Department)

Ms. Mona (Head of Arabic Department)

Mr. Simon (Head of Math Department)

#### **Inclusion Support Teachers**

All subject, P.E and assistant teachers



## Gifted and Talented

### Introduction

We believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to ensure that we recognize and support the needs of the students in our school who have been identified as 'gifted' and/or 'talented'.

### Gifted and Talented – Definition

The definition of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practices.

- The term giftedness refers to a student who has 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. In the case of a gifted student, whilst exceptional potential will be present, they may underachieve in some cases.
- 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. All gifted students have the potential to be highly able but not all highly-able students are truly gifted.

### Aims and objectives

Our aims are to:

- Ensure that we recognize and support the needs of all our children.
- Enable children to develop to their full potential.
- Offer children opportunities to generate their own learning.
- Ensure that we challenge and extend the children through enriched tasks.



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- Encourage children to think and work independently.

### Identification of Gifted and Talented children

We use a range of strategies to identify gifted and talented children. The identification process is ongoing and begins when the child joins our school. For some children, we have preschool records that give details of their achievements and talents in particular areas. Discussions with parents and careers enable us to add further details to these records. All children undergo ongoing assessments. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's performance with the parent and use this information when planning for individual needs. As the children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them towards their targets.

The children undertake internal assessments from year 1 to year 11, as well as CAT4, Cambridge Checkpoint, IGCSE, and other international assessments such as IBT, TIMSS, PISA KG 1, and KG 2. They use ongoing assessments as a benchmark at the end of each term. We compare the information from these tests with a range of internal data, to measure and assess a child's aptitude and progress. The STEM program helps further polish the child's abilities and achievements.

Each teacher regularly reviews the children's progress and records the data. Teachers discuss the children's progress with parents at consultation meetings (PTM) and report on each child's progress throughout the year.

### Aptitudes in English and Mathematics

Gifted children in English are identified when they:

- Demonstrate relatively high levels of fluency and originality in their conversation.
- Use research skills more effectively to synthesize information.
- Enjoy reading, and responding to a range of texts at a more advanced level.
- Use a wider vocabulary, and enjoy working with words.
- See issues from a broader range of perspectives.
- Use more advanced skills when engaged in discussion.
- We expose these students by conducting different competitions.



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Gifted children in Mathematics are identified when they:

- Explore a broader range of strategies for solving problems.
- Are more curious when working with numbers and investigating problems.
- See solutions more quickly, without needing to try all the options.
- Look beyond the question to hypothesize and explain.
- Work more flexibly, and establish their strategies.
- Enjoy manipulating numbers.

### Gifted and talented students are identified in PE, Art, and Languages when:

- They show skills above and beyond the level of their year group.
- When they display a natural aptitude for new skills, abilities, and practices (e.g., a natural talent for music, PE, etc.).
- When they can master entirely new skills within the subject at a very high speed and level of ability (for example a new sport, new art technique, new language, or new instrument)
- Show an ability to absorb new techniques quickly, make connections within and outside the subject, and invent strategies to master the subject.
- While some external data may exist to support G&T identification, in these subjects, it is up to the subject teacher to identify and justify the selection of G&T students.
- We also give the students a chance to display and polish their talent in the assembly, school programs, inter-school competitions, and school events.

### Provision

Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand, and can do, and we achieve this in a variety of ways when planning for children's learning, by providing:

- A common activity that allows the children to respond at their level.
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- Individual activity within a common theme reflects a greater depth of understanding and a higher level of attainment.
- The opportunity for children to progress through their work at their own rate of learning.

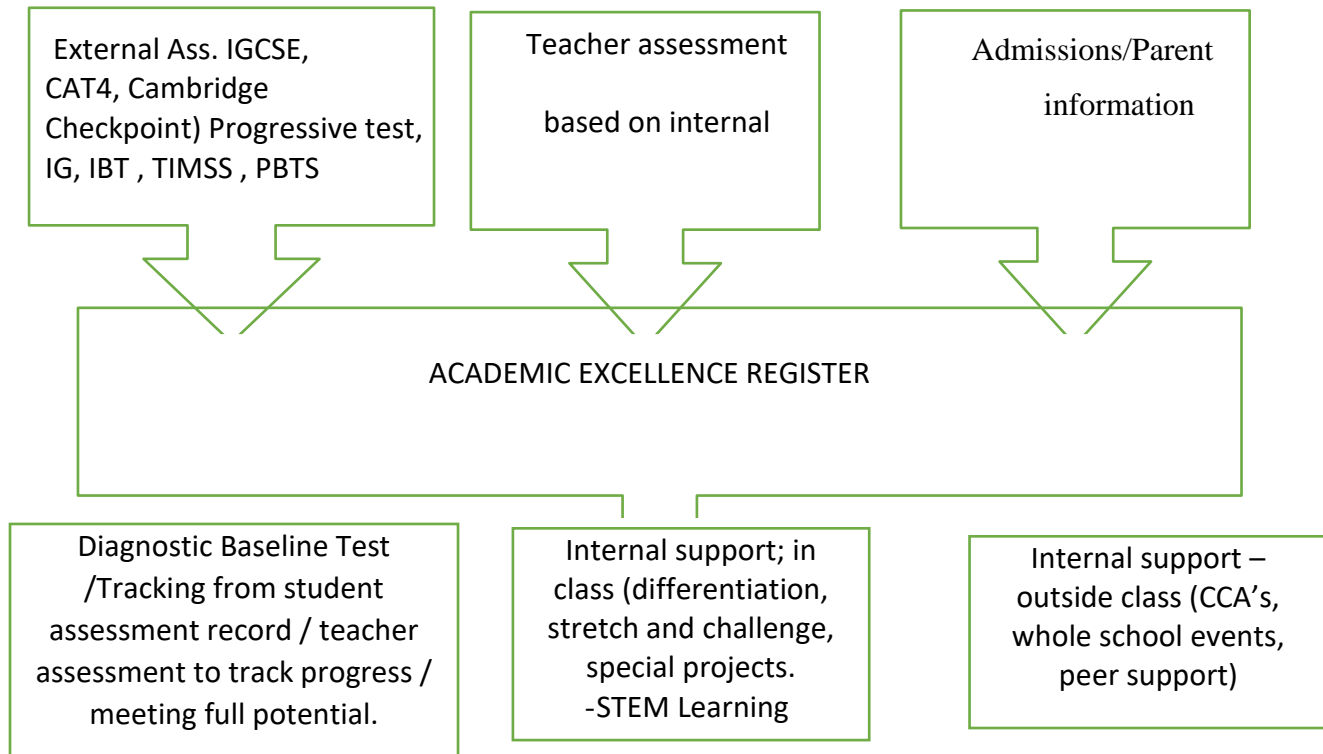


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We also offer a range of extracurricular activities for our children. These activities offer gifted and talented students the opportunity to further extend their learning through a range of activities. Opportunities include a range of sporting clubs and other activities. This offers teachers a further opportunity to set work at the level of individual children. The children also have the opportunity to experience a range of external educational visits that further enrich and develop learning.

Flowchart showing identification and support for G&T students





### Interventions for G&T

#### Interventions in Mathematics

**Sparx Maths:** It is a complete solution that improves students' progress in math through personalized learning. It helps students move from easy to complex mathematical concepts and develop their understanding.

**Cerebry:** It is an AI driven math practice platform that helps students improve their conceptual understanding and score better. It is curriculum-based and designed according to the grade levels. It promotes differential learning and helps students be ready for international benchmarking tests.

**Quizizz:** It helps teachers design differentiated ongoing assessments and allows them to assess the actual needs of each and every child in their class. Quizizz also helps teachers plan differentiated activities and satisfy individual needs.

**GeoGebra:** GeoGebra (a portmanteau of geometry and algebra) is an interactive geometry, algebra, statistics, and calculus application, intended for learning and teaching mathematics and science from primary school to university level. It helps teachers explain the concepts in more detail and assists students in understanding the concepts in a better way.

**Nearpod:** Nearpod helps teachers make lessons interactive, whether in the classroom or virtually. A teacher can create interactive presentations that can contain quizzes, polls, videos, collaboration boards, and more.

**IMMO (International Mathematical Olympiad):** Our students participate in the International Mathematical Olympiad (IMO), which is the world championship mathematics competition for students. Our talented students are participating in this completion and bringing good name to the school.

#### Interventions in English

##### Light Sail Program

It is an individualized reading program for Years 3–11. This program provides different reading material (books) to the students according to their level. After reading these books, students appear in assessments. This program helps subject specialists' work at the child's reading and comprehension level.

##### Journal

To develop reading habits in students, the school has launched a program with the name "Journal." The students will read different informative books during reading class, and in the "Journal," they will give their feedback.

##### Reading Ambassador



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Through this program, good readers (Year 6 to Year 11) will be selected to encourage and support other students.

### UAE Readers

Our students participate in UAE Reading Month, held during the month of March every year.

### Others

The school launches different reading and writing competitions during Language Week.



### Interventions in Science

**PHET:** Interactive simulation activities for all grades for hands-on experience.

**BITESIZE:** It includes scientific learning and support.

**Twinkle:** Twinkle resources are used by the teachers for differentiated learning and study material.

**For external excursions our students participate in different activities like:**

- ❖ STEM Challenge by Curtin University
- ❖ Project Making Competition by Gulf Medical College
- ❖ Environmental Day Celebrations by American University Sharjah
- ❖ BEACH Recycling competitions by Beeah.

### Other Interventions

- Different opportunities are provided to the students to participate in the external competition and activities to exhibit their giftedness and talents.
- GT students are being selected by the panel for the leadership role (prefect or captain) to demonstrate their skills and abilities.
- In the classroom, GT students assist the teachers by mentoring the class.
- Differentiated worksheets are given in the classroom to provide a higher level of learning opportunity.

**Limitations:** Within our available resources we are trying our best to provide best services and support to the students of determination.