



بیلوا انڈیان سکول  
BILVA INDIAN SCHOOL

# **SEND INCLUSION POLICY**

**Mission**

At Bilva Indian School we value every student. We work together as a community to ensure that students develop well in all aspects of learning, so that they are equipped to face the opportunities and challenges of the 21<sup>st</sup> Century wherever they may be.

To do this:

- we provide the best possible learning opportunities in academic subjects, personal development, moral values and life skills
- staff members and students work together in a spirit of cooperation and mutual harmony.

**Vision**

Our vision is for all students to leave Bilva Indian School:

- as independent learners with self-belief and respect for others with a lifelong love for learning and a strong foundation for future success.

**Aims**

Our aims are to:

- be a school where as many students as possible reach high academic standards and all are motivated by the progress they make
- help students achieve well through sustained high quality teaching through a vibrant curriculum
- give students time to explore subjects and develop deep understanding in a richly equipped learning environment
- celebrate perseverance, resilience and risk taking, ensuring students welcome challenge and are not afraid to make mistakes
- create an inclusive school where everyone can flourish, whatever their background
- promote an ethos of respect and empathy, where diversity is appreciated and value.

## **DEFINITION**

**Special Educational Needs and Disabilities (SEND)** are needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning. Special Educational Needs and Disabilities could mean a child has difficulties with:

- all of the work in school
- reading, writing, numeracy or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- complying with school rules
- organizing themselves
- Some kind of sensory or physical needs that may affect them in some or all school activities. A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which she or he is or will be taught.

### **Types of Need (compiled from DSIB definition and UAE 'School for All' guidance)**

- **Behavior, Social and Emotional**: Students whose behavior presents a barrier to learning. Students who are experiencing emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's.
- **Sensory and Physical**:
  - Students with Visual impairment or those with sight loss.
  - Students with Hearing impairment, deafness and hearing loss.
  - Students with disabilities arising from conditions such as cerebral palsy, brittle bones, muscular dystrophy, haemophilia, cystic fibrosis, or severe accidental injury.
- **Medical Conditions or Health Related Disability** : Medical conditions may lead to an associated 'special need.' These conditions may be temporary but are more likely to be ongoing and include such illnesses as asthma, diabetes allergies.
- **Speech and Language Disorders**: Students who find it difficult to respond to language and so cannot follow simple instructions or make themselves understood.

- Expressive Language Disorder: problems using oral language or other expressive language.
- Receptive Language Disorder: problems understanding oral language or in listening.
- Global Language Disorder: problems affecting both understanding and use of language.
- **Communication and Interaction**: This does not include students with additional language needs such as students who cannot speak well enough to be understood or who stutter or have a speech impediment such as a lisp.

Autistic Spectrum Disorders (ASD) are neurological disorders related to students who have difficulties with:

- Social communication
- Social interaction
- understanding social behavior
- thinking and behaving flexibly
- **Specific Learning Difficulty (SpLD)** - students who have specific difficulties with any of the following:
  - Dyslexia: difficulty with reading fluently and with accurate comprehension
  - Dysgraphia: Written expression /spelling is affected
  - Dyscalculia: difficulty using numbers and arithmetic skills
  - Dyspraxia: Fine and Gross motor skills are affected. It is a brain based condition that makes it difficult to coordinate physical movement.
- **General Learning Difficulties-**
  - Learning Difficulty 1 – Below average general intellectual functioning. students' whose attainment is well below expected levels in all or most areas of the curriculum.
  - Learning Difficulty 2 – students experiencing significant learning difficulties which have a major effect on their participation in the mainstream school curriculum, without support.
  - Profound and Multiple Learning Difficulty (PMLD) – students who have been identified by a professional as having severe and complex learning needs as well as lack of basic awareness of themselves and the world around them. These may include physical disabilities or a sensory impairment. These students are likely to require a high level of adult support.

- **Gifted and Talented**

Gifted Students are in possession of exceptional and untrained natural ability in one or more areas of intellectual, creative, physical or academic achievement.

Talented students would demonstrate exceptional levels of competence which is distinct from their peers who are in the same age group. These students may demonstrate special talents and abilities in areas such as drawing, sport or drama etc.

At BIS Dubai, we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that the equality of opportunity must be a reality for all our children.

### **OBJECTIVES**

- To continually monitor the progress of all pupils, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class;
- To signpost support for pupils with additional learning needs (including Gifted & Talented) through external agencies;
- To facilitate access to the curriculum through differentiated planning by class teachers, and SEND support staff as appropriate;
- To provide specific input, matched to individual needs, in addition to differentiated classroom provisions, either with the school or through external agencies, for those pupils recorded as having additional needs;
- To promote positive perceptions of pupils with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents/caregivers;
- To enable children to become independent and well equipped as possible in the basic skills of literacy, numeracy and social independence to meet the demands of post- 16 school life and learning;
- To form strong partnerships between all stakeholders so that the child's learning and emotional well-being are optimally supported;
- To give the children a voice in planning and in decisions that affect them;
- To have an open door policy with the support of staff and parents;
- To make information on additional needs available to staff and parents.

### **KEY ROLES AT BIS**

The management provides adequate staffing, pace and resources, adequate training is also given to staff to meet the needs of SEND students.

The Counsellor and Special Educator work with teachers to identify SEND students and create individualized learning and behaviour plans to meet their needs. Student progress is monitored and evaluated.

Learning Support assistants (LSA) are appointed by parents upon the discretion of the Learning Centre team and SLT. They work with the stakeholders to implement IEP.

Teachers work with Special Educator and Counsellor to provide additional support and accommodations for SEND.

Parents work hand in hand with teachers, Special educator and Counsellor by providing all relevant information regarding the child to the school and support their child throughout the process.

## **INCLUSION**

“We promote every child's belief in themselves as a learner and valued member of our school community. We aim to see that every pupil is happy, confident and is making the best progress of which they are able.”

The Learning Centre team (LeC) is empowered with a team of professionals which provided the required support in Counselling, Learning Support and Special Education. It aims to identify and support students with challenges in learning, social and emotional adjustment and behaviour. The team supports the diverse needs in the following way.

- **Identification and screening of students upon the referral of the teacher and other school staff.**
- **Co-ordinating with parents, teachers and school management regarding the challenges faced by students.**
- **Organise and conduct workshops for teacher and parents, empower them skills and strategies needed to assist students.**
- **Developing Individual Educational Plans (IEPs'), Behaviour Modification Intervention Plans (BMIPs') and Individual Learning/Benaviour Plans (ILPs'/IBP's) to cater to the diverse needs.**
- **Where required, exemptions from Arabic and third language are provided, after getting approval from Ministry of Education.**
- **Co-ordinate with the CBSE Board for provisions and educational concessions that are granted to students with Special Needs.**

## **ADMISSION**

The school aims to provide an Inclusive Education in full accordance with the UAE law and Knowledge and Human Development Authority (KHDA) expectation.

In a situation where the school is unable to provide any specialist help to cater to the individual needs of the student either due to lack of resources or availability, then the severity of the student's difficulty will be taken into consideration during the admission procedure. The following outlines the admission procedure.

- The parent seeking admissions for their wards register online on the school website. Parents fill in the special educational needs details of the student if any.
- The school notifies them on the availability of vacancy in the grade for which they are seeking admission.
- The registrar receives all necessary documentations and parents are asked to fill in a SEND Admission profile which will be presented to the LeC team for review.
- Entrance assessment is scheduled by the admissions registrar. Entrance papers are given according to the level of the child and can be moderated depending upon the need.
- The LeC assesses the student and reviews the case with the SLT for approval.
- Necessary provisions and accommodations are made to support the child.
- In case of children who are not able to clear the entrance assessment and are noted to have communication difficulties or developmental lags, an undertaking letter is taken from the parent assuring their further support and cooperation to the school inclusion protocol.

## **IDENTIFICATION**

The school will identify any pupil with special needs (unidentified on admission to the School) through screening strategies on referral from teachers. Teachers identify students in collaboration with Sped and Counsellor, and the school will amend and enhance the program to support learning needs of these students with appropriate strategies that will enable them to achieve success. If the school feels that the student requires continuous individual support in school, then the parents are requested to provide a learning support assistant (LSA). The Special Educator/Counsellor will play a key role in coordinating such assessment and screening. Parents will be involved in a regular dialogue regarding the identified needs of the students and the progress they are making in school.

The school identifies students with learning needs by using a three level wave model

**WAVE1:** Inclusive class based differentiation and Individual Learning and Behavior plans (ILP/IBP), learning support programs are provided in class depending on the need.

**WAVE2**: Additional to class based differentiation, Individual/Group/In class support are provided. Progress is monitored through whole school tracking and Individual Education Plans or Behavioural Modification Intervention Plans.

**WAVE3**: Additional to WAVE 2 personalized support is provided by the LSA. LeC support and curriculum modification is provided depending on the need of the child.

## **Interventions**

### **Classroom Level Intervention:**

Upon identification of a learning need in class, the teachers collaborate with the LeC team and make Individualized learning plans or behavioral plans to accommodate the needs of different students.

### **Learning Support programs:**

The special educator and the counsellor provides individual /group session or in class support for student who have been diagnosed with a need. For students exempted from other languages, support programs are provided during the exempted periods.

### **Learning Support Assistants:**

Parents provide LSA to support the child in school, qualification as per Annexure 1

- The need for an LSA will be reviewed as per the child's needs.
- To review, the LSA will remain in the school but will be withdrawn from close work with the pupil in stages as agreed with the class teacher, the SLT and LeC team. This will be monitored to gauge the effect on the individual pupil and the class.
- The decision to discontinue the LSA provision is at the discretion of the school and will be approved by the Health Officer, SEND and Class Teacher.
- Where there is a dispute between the parents and the school over the need for an LSA, the case will be referred to the Principal.

### Parents Supporting Children in Mainstream Classes

- Special cases on a case by case basis to be approved by LeC & SLT.
- Structured timetable, including individual pull-out sessions.
- Time frame for duration of support.
- Teacher to manage parent support in class following LeC guidelines.

General parent support will be at teacher's discretion e.g. supporting reading.

## **Transfer and Transition**

Progress of students receiving learning support is monitored through continuous review as per school assessment program and IEP/BMIP reviews. Additionally, SEND students' progress is mapped and monitored every 6 weeks. Students leaving the school will be given an outline of the support provided and/or a current IEP with recommendations for continued support.

## **Resources**

Students with SEND have the right to additional resources to assist them in their development as capable and valued members of society. Subject teachers will provide the necessary resources to ensure students with SEND are included. Subject teachers will endeavor to consult colleagues throughout the school for different strategies. Additional resources should endeavor to focus on the students' abilities rather than their disabilities.

In addition to curriculum, students with identified SEND will have their situation applied for through the formal procedures for special provision by the respective examination boards.

## **Partnership with Parents**

The school works closely with parents in the support of those students with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for students with special educational needs.

We have regular additional meetings each semester to share the progress of students with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of students with special educational needs.

## **Student Participation**

The School encourages students to take responsibility and to make decisions. This is part of the culture of our school and relates to students of all ages. The school recognizes the importance of students developing social as well as educational skills.

Students are involved at an appropriate level in setting targets in their IEPs and in the semester IEP review meetings. Students are encouraged to make judgments about their own performance against their IEP targets. We recognize success here as we do in any other aspect of school life.

### **Provisions for SEND students:**

- Additional time to complete homework, written assignments, assessments and projects.

- Students with severe physical or writing difficulty are allowed the use of a computer to submit written work.
- Students with challenges in numeracy are allowed the use of a calculator.
- Students with SEND are also exempted from learning Hindi/ French/Arabic or allowed to learn a lower level of Arabic on a case to case basis as granted permission by Ministry of Educator Dubai as well as CBSE Exam Board.
- Differentiated question paper keeping in mind the level of the class is given.
- Students with reading difficulty are allowed to have the assessment /question paper read out to them.
- Students with physical or writing difficulty are allowed the use of a scribe during examination. The scribe must be from a lower grade e.g. If the student is from grade 9, the scribe should be from grade 7 or 8. Both student and scribe should have time to practice working together before the examination/ assessment.
- Enlarged print/ change in fonts/bigger question paper /worksheets may be used for a student with visual /writing issues.
- The language in the question paper/ worksheet may be rephrased for students with severe comprehension difficulties.
- Spelling errors are not penalized at every instance- content is looked for rather than presentation and neatness.
- Students with Attention difficulties are seated in front of the classroom.
- A student may be allowed to photocopy notes when there has been a significant accumulation of incomplete work.
- Quantum of written work may be reduced for a student with writing difficulty or handouts may be given in lieu of writing.

### **Evaluating Progress**

Progress of SEND students are evaluated on Individualized Educational Plans and whole school tracking system. Students will be weaned off support from SEND once if he/she is found to be meeting the goals set out for him/her with 80% accuracy across four consecutive terms. However, the SEND team will continue to monitor the child's progress through the teacher.

### **Educational Inclusion**

**The school's CBSE/NCERT ,English early years and National Curriculum and Ontario are our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:**

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students

- Providing other curricular opportunities outside the set curriculum to meet the needs of individuals or groups of children.

### Teaching and Learning Styles

**We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.**

- **When planning their work, teachers take into account the abilities of all of their children.**
- **When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's Individual Learning Needs.**
- **Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.**

### Differently Abled Children / Children with a formal diagnosed report

**Some children in our school have disabilities and consequently need additional resources, this includes children who have been admitted with formal documents. The school is committed to providing an environment that allows these children full access to all areas of learning.**

- **Assessment reports are provided to the school by the parents.**
- **Individual Education Plan/ Behaviour Modification Intervention Plan is made in collaboration with the teacher, parents, special educator, counsellor, LSA, external agencies, and student if he is developmentally appropriate.**
- **IEP's are reviewed every 6 weeks, follow up meetings are scheduled to discuss the progress and concerns**
- **Curriculum expectations are modified to suit the needs of the learners.**

### Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use
- takes account of their effort and concentration needed in oral work
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- use assessment techniques that reflect their individual needs and abilities.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

The Individual Education Plans (IEP) or Behaviour Modification Intervention Plans (BMIP), which employ a small-steps approach, features significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.