



POLICY	INCLUSION
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP/IMPLEMENTATION	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	JUNE 2025
NEXT REVIEW	JUNE 2027
LEAD PROFESSIONAL	PRINCIPAL
PERSONS RESPONSIBLE FOR REVIEWING	INCLUSION LEAD AND INCLUSION COORDINATOR



INCLUSION POLICY

The Inclusion Department envisions the following:

- Improve the quality of life of Students of Determination and their families by developing and disseminating essential skills, knowledge, and values through research, teaching, and service.
- Comprehensively work with learners, including Able, Gifted & Talented, EAL, and Students of Determination.
- Provide counselling and career services that facilitate students' personal development and services that educate students in developing self-awareness, self-reliance, and self-confidence to help them transition to the subsequent phases of life.

Policy Statement

Springdales School Dubai strives to ensure that all students leave their settings as confident, resilient individuals, optimistic about their future, and equipped to deal with challenges – having a learning difficulty or disability is not seen as a barrier to making progress. There is a belief that all students can achieve. We encourage students to strive to gain independent learning skills and continually have the courage to take risks and develop personal responsibility to transition to adulthood successfully.

We follow Graduated Approach and we welcome pupils with a range of learning and related difficulties and provide an accessible curriculum that is effectively designed and implemented, enabling our students to fulfil their potential.

[Graduated approach PPT](#)

Aims

To consider legislation related to SEND, 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 equal provision.
- To assist in adapting to and overcoming barriers to learning and assessment for individuals with particular educational needs.
- To create the least restrictive environment that meets the needs of all children.
- To ensure parents/caregivers are fully engaged in decision-making.
- To ensure that all involved with Students of Determination know the procedures for identifying, assessing, making provisions, supporting, and teaching them.



- To provide students full access to all school activities, including extracurricular activities, as far as it is reasonably practical and relates to the child's needs; in a Least Restrictive Environment (LRE)
- 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 SOD are kept fully informed of their child's progress and achievement.
- To ensure that SOD are involved, where practicable, in decisions affecting their future education.
- To recognize the vital role of external agencies being involved in meeting the needs of the student and referring families to these agencies safely and responsibly.
- To ensure there is a smooth transition for the student between divisions of the school and transition to adulthood.

Admission to the School

Springdales School Dubai references the priority policy for the admission of students who are siblings of Students of Determination. For the new students, an assessment is made to identify their needs, provide appropriate placement, and cater to their educational requirements. The admission policy clearly states that admission is not conditional on medical diagnosis. No extra charges are taken from the parents of Students of Determination. Individual learning support assistants are directly appointed by the parent, and their salary is paid directly to them.

In case the identification of determined learners may have occurred before a student's enrolment at school, the parents must provide the relevant documentation per the parent Contract.

The school also reserves the right to cancel the admission if parents are unwilling to cooperate with the school on recommendations concerning the child's needs and fail to assist with what the school considers essential for the child's development. All such decisions will be made in consultation with the appropriate Section Lead and the Principal, the final arbiter. The Principal may call for additional expert opinion from outside the school to support a decision.

"SAWA" OUR INCLUSION UNIT

Springdales School supports the Dubai Inclusive Education Policy Framework (2017) and is committed to providing an environment that promotes inclusion, taking all steps available to accommodate students with different learning needs. Parents are not charged extra fees for specialist provisions or any other services.

The SAWA (inclusion) unit recognize learners of determination as fully participating members of a community of learners. All students are provided equitable access to learning, opportunities for achievement, and the pursuit of excellence in their Educational Programme. SAWA professionals ensure the full inclusion of determined learners, which is facilitated and made possible through implementing Individualized Educational Plans (IEPs) in collaboration with parents, teachers and other caregivers. Students of determination are supported in mainstream classrooms and in our specially designed and equipped SAWA Unit.



Parents are usually asked to view the services and arrangements the school offers before a mutual decision regarding a student's admission is taken and finalized.

Eligibility for the category of Students of Determination (SOD) requires a certificate from a Clinical Psychologist stating that the child is ready for integration into mainstream education. At the SAWA Unit, the Specialists provide informal assessments to identify Students of Determination.

The decision is based on the school's ability to cater effectively for such needs to benefit the students. To make parents responsible towards their child's learning and to cooperate with the SAWA team, they are asked to sign a mutual consent form and an intake form.

Assessment

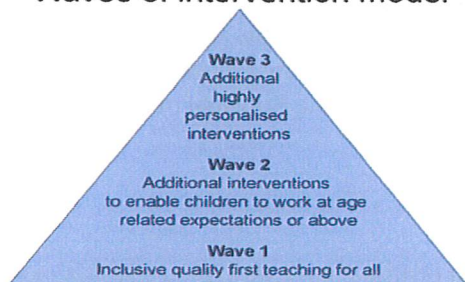
Identification

We consider a pupil to have a Special Educational Need and disability if he or she:

- Is experiencing significant difficulties achieving his/her learning goals compared with his/her peers.
- Has a disability that may prevent him/her making use of our educational facilities.
- Experiences effective communication and/or social interaction difficulties.
- Presents persistent emotional and/or behavioral challenges.

Students with identified learning needs will be supported according to the following 'Waves' of intervention:

Waves of intervention model



Wave 1 describes quality inclusive teaching, which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at students with similar needs, e.g., English as an Additional Language (EAL).



Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one-to-one or specialist interventions, accommodation to assist learning in the classroom with the help of a Learning Support Assistant, if appropriate, use of assistive technologies and curriculum modification, which may include a focus on achieving core rather than extended knowledge and skills and offering bespoke pathways to developing competencies in skills for life and subject choices that include vocational pathways, e.g. ASDAN.

Teaching and Learning

The two approaches considered below are in-class support by the Specialist and students' pull-out for individual or small-group teaching in SAWA.

(a) Push in sessions:

We strongly consider the possibility of deciding for supplementary teaching by specialist teachers and individual learning-support assistants within the context of the mainstream class for wave 1, wave 2, and wave three students. Wave 1 students get in class-support by the specialist as and when possible.

(b) Pull-out sessions:

Wave 2 and wave three students get pull-out sessions and in-class support under this arrangement. Students with determination are pulled out from mainstream classes for individualized or small-group teaching, often in literacy, numeracy, or social skills training.

A positive feature of a pull-out arrangement is that it addresses the student's specific needs.

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

Differentiation and Inclusion

Individual teachers must ensure they know the pupil's Individual Educational Plan (IEP) to accommodate and modify individual learning needs. In most cases, a pupil's particular condition will be met within the classroom by the class/subject teacher.

- Specialist and teachers will plan and deliver an Individual Education Programme (IEP) to meet the pupil's individual needs over and above those that can be completed by the usual curriculum, activities, and/or differentiation level in the classroom.
- The pupils' 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 Inclusion Lead or Specialist will offer advice on strategies and interventions to both the teachers and the parents.
- A pupil requiring a significant academic support level may elect not to study Arabic or a Second Foreign Language. Rather, they will use this time to work on their additional learning programs through SAWA pull-out sessions.
- The Exemptions in Arabic are sought through KHDA in coordination with School Arabic PRO or secretary as per the KHDA guidelines

Practice and Procedure

In adherence with **CBSE Circular: No. CBSE/COORD/112233/2019** on exemptions/concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure, the school follows to the above to extend several exemptions/concessions to Students of Determination. Students struggling to learn any subject get an option to pursue alternatives that range from finance to commerce.

<https://cbse.nic.in/newsite/attach/CWSN%20April%202019.pdf>

Accommodation is provided as per the personalized needs of the students in internal/external board exams. The standard procedure for availing CBSE provisions are outlined in the 'CWSN April 2019' Circular.

http://cbseacademic.nic.in/web_material/Circulars/2019/03_Circular_2019.pdf

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

Record Keeping

It is responsibility of the Inclusion Lead to keep an updated register (SEN Provision Map) of pupils with Special Educational Needs and Disabilities. The data of pupils on the SEN Provision Map summarizes the need for support.

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



Staffing and Resources

An inclusive educational team includes the School Principal, Inclusion Lead, Inclusion coordinator, Teacher Inclusion champions, Student Inclusion champions, Specialist, Individual Learning Support Assistants, and a parent representative. A clear job description with duties that the members are expected to complete as a function of their roles is in place.

Training

Internal training related to the education and provisions of Students of Determination is 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 Behavioral Analysis) trained. New ILSA's are expected to finish the ABA training approved by KHDA within three months of the joining date.

Mr. David Jones
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Springdales School

Mr. Zubair Ahmad
Managing Director
Springdales School

