



Abu Dhabi Indian School, Al Wathba

Inclusion Policy

This policy will take into account:

- Supporting student with Medical Conditions.
- Keeping students safe.
- Working together in safeguarding students.

According to ADEK:

A person with special needs is someone suffering from a temporary, permanent, full, partial deficiency or infirmity in his/her physical, sensory, mental, communication, educational or psychological abilities to an extent that limits his/her possibility of performing ordinary requirements as people without special needs.

Rationale:

Abu Dhabi Indian School aims to provide a stimulated, secure teaching and learning environment in which all students:

- Aspire to learn.
- Are valued as individuals and are all treated equally with equal respect.
- Progress of all students are monitored and supported in a positive atmosphere within the school.
- Are enabled to develop skills and abilities (mental, physical, emotional and social) and reach their full potential.
- Have good relationships with staff who share a responsibility for meeting the individual and special needs of each and every student.

Aims

- To enable all students to explore and aspire to meet their individual goals by meeting students' diverse needs, learning challenges
- To make all students confident and independent learners.



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SEN/SEND Classification	Description	Relevant Provisions at ADIS
Behavioural, Social, Emotional difficulties	Students with behaviour that presents a barrier to learning. Emotional problems such as depression, eating disorders, attention deficit disorder (ADD/ADHD) ,Oppositional Defiant Disorder(ODD),Conduct Disorder(CD),Childhood psychoses and syndromes such as Tourette's	The school has two full time counsellors in school who are available to support the students who experience problems with behaviour. This may be in the form of parent/teacher consultation and support, group interventions and/or 1:1 counselling sessions. The counsellors develop and implement the behaviour management plan as and when required
Sensory Impairment	Visual impairment; hearing impairment.	Provisions for sensory impairment is determined according to the individual need basis. For visually impaired students, the school provides: Bigger font-sized worksheets/question paper Extra time in tests Distraction-free room for tests and term exam. For hearing impaired student school provide within the class room support: Front seating in the classroom Activities which are not of auditory type.
Physical Disability	Impaired or limited mobility	The school has Three elevators and ramps with hand rails Non-slippery stripes on staircase Disabled lavatory facilities in each floor Each physically challenged student is assigned one support staff to bring from the bus to classroom and from classroom to the bus. Within the school, we have arranged a circle of friends who assist the students during classroom transition and playtime. The school has an Evac Chair protocol for emergency evacuations.
Medical / Health-Related Disability	Medical conditions may lead to an associated 'special need.' These may include such illnesses as asthma, diabetes and allergies	The school has two clinics with fully staffed nursing team which takes care of the medical needs of all students.



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SEN/SEND Classification	Description	Relevant Provisions at ADIS
Speech and Language Disorder	<p>Speech Impairment - cannot speak well enough to be understood or who stutter or have a speech impediment.</p> <p>Receptive Language Disorder - find it difficult to respond to language or follow instructions.</p> <p>Expressive Language Disorders – struggle to communicate effectively.</p> <p>Global Language Disorder – receptive and expressive, combined</p>	<p>Support is given where appropriate / possible.</p> <p>Necessary in-class accommodations are provided to remove barriers to accessing and/or demonstrating the learning.</p>
Communication and Interaction	<p>Autistic Spectrum Disorders (ASD) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking.</p>	<p>Support is provided where appropriate / possible.</p> <p>Depending on the level of need, curriculum is modified (up to grade VII), for the holistic development of the students they were given support through play therapy and social stories.</p> <p>A 1:1 Teaching Assistant (TA) is given if required.</p>
General Learning Difficulties	<p>Learning Difficulty 1</p> <p>Students with below average general intellectual often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment</p> <p>Learning Difficulty 2</p> <p>Students with significant learning difficulties which have a major effect on their participation in the mainstream school curriculum, without support.</p>	<p>Support is provided where appropriate / possible in the Rainbow (achievement centre). Where required 1:1 TA and modified curriculum is provided.</p> <p>A modified curriculum for these students involves a reduced whole-class timetable (vary), with more time allocated for small group and/or 1:1 learning opportunities. Specialized skill classes is provided to students depending on their needs.</p>
Specific Learning Difficulty (SpLD)	<p>Dyslexia (reading) – Dyslexia is a specific difficulty that includes difficulty with phonological awareness, decoding (reading), processing speed, encoding</p>	<p>Support is provided where appropriate / possible in the Rainbow (achievement centre). This may include in-class support and/or withdrawal intervention sessions.</p>



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	<p>(spelling), and auditory short-term memory and/or language skills.</p> <p>Dysgraphia (writing and spelling) – Dysgraphia is a specific difficulty that includes difficulty with written expression. Dysgraphia can appear as difficulties with handwriting and trouble putting thoughts on paper.</p> <p>Dyspraxia (fine and gross motor skill) –dyspraxia is a specific difficulty that includes motor planning difficulty which makes it hard to plan and coordinate physical movement. It can be referred as delayed gross/fine motor skills. Not related to musculature.</p> <p>Dyscalculia (using numbers)- Dyscalculia is a specific difficulty that includes understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.</p>	<p>Necessary in-class accommodations are provided to remove barriers to accessing and/or demonstrating the learning.</p>
<p>All of the students of determination will follow an Individualised Education Plan (Three wave intervention support), which would allow them to a maximum of up to 1.5 hrs per week additional support in Kindergarten, and up to a maximum of 4 hrs per week additional support in Primary/Middle section depending on their needs.</p>		



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Struggling learners (SL)

Classification	Description	Relevant Provisions at ADIS
SL	Students who are currently performing below their chronological age in one or more areas of learning, without any formal assessment of SEN/SEND. These students are expected to draw level with their peers upon completion of a time-limited intervention plan	The Rainbow (Achievement Centre) along with the subject teachers runs a range of Wave 2 intervention groups, intended to accelerate progress and help students to fall back in line with class expectations and keep up with the curriculum. Students may receive up to a maximum of 2 hrs per week of Wave 2 support. If such students have not made expected progress within that predetermined period of time (maximum 1 academic year), the school will refer them to go to external agencies for special assessment

Wellbeing Concern

Classification	Description	Relevant Provisions at ADIS 1
Wellbeing	Students who are suggested by a teacher's observation or parental apprehension as a concern regarding the child's well-being. This may include poor attitude to self and school, drastic change in mood/behavior, persistent behavioural challenges, lack of emotional control or difficulty in establishing and maintaining peer relationships and poor academic performance.	Support for the student and parents is given through a strong upkeep approach by counsellors as and when needed. Monitoring and action-planning during weekly Wellbeing meetings



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Gifted and Talented

Classification	Description	Relevant Provisions at ADIS 1
Gifted and Talented	<p>Students achieve a standard score of 130 (SAS) or above on a test of ability, such as CAT4</p> <p>These students demonstrate both exceptional ability and exceptional levels of attainment</p>	<p>Opportunities for national and international competitions are made available for them. Subject-specific extension clubs are offered by teachers to develop a holistic learner profile and provisions are made through leadership opportunities, collaborative and creative projects</p>
Little scholars	<p>Students from kindergarten to grade 2, who display a strong aptitude for, and interest in, learning and who display an exceptional talent in a specialist subject (e.g. music, sport, art, ICT, languages) and they are potential to become 'Talented'</p>	<p>Opportunities for extension and challenge are provided through classroom planning</p>

Working with 1:1 Teaching Assistant (TA)

A Teaching assistant in ADIS 1 is a person responsible for assistance with an individual student. He /she works under the supervision of the SEN department. A TA is given to a student when it is evident that the student is unable to obtain benefits from the curriculum or has behavioural difficulty with socialisation.

Identification, Assessment, Monitoring and Review

Admissions

Abu Dhabi Indian School Branch-1 is an inclusive school and ensures that it meets its duties of Inclusion towards society. ADIS 1 never refuses admission to a student who has SEN/SEND. It adopts fair practices and arrangements in accordance with the Schools Admission Code for the admission of students who has SEN/SEND

It is the responsibility of the parents to reveal any suspected or known difficulties, and provide the school with copies of all written reports and other relevant information.



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Assessment of SEND/ Struggling learner's/ G&T

If there are concern relating to a particular student's learning or behaviour, the class teacher can refer them to the POD Coordinator.

Depending on the needs of the student, assessment will be done to form the basis of the Baseline Report. Initial observations and screenings for SEN is piloted by the class Teacher. The school has developed a checklist and along with the following test which is used as guidance for observation.

- GRADE LEVEL ASSESSMENT DEVICE (GLAD) (learning difficulty).
- INDIAN SCALE FOR ASSESSMENT FOR AUTISM (ISSA)

If after the internal assessment the school finds any concern - be it learning or wellbeing of the student, it will request the parent to go for an external specialist assessment as per ADEK procedures.

N.B: Based upon the assessment(s), recommend learning support lessons, which will begin if parents agree. Upon identification of any difficulties, the school will seek to put in place additional educational provision and /or resources, which may involve additional cost to the parent. This may be long term or short term depending upon the nature of the special need and the progress made by the student. The additional cost will be payable in term wise by the parent which will be 25% to 50% of the tuition fees.

The whole-school GL-ASSESSMENT (SEN)and CAT4 (Gifted and Talented) data is analysed by the subject teachers, head of the department and the POD Coordinator to find the possible SEN/SEND OR G&T

A SAS score of 84 or less may result in candidacy for Wave 2 intervention and/or a Baseline assessment to identify possible SEND;

- A SAS score of 130 or above may result in consideration for G&T register (GRADE 3 ONWARDS)

These findings would be triangulated with other sources of information, including samples of work, teacher observations, and curriculum progress.

Progress Monitoring and Tracking

The progress of students with SEN/ SEND may be gentler as compared to their counterparts. ADIS 1 has taken into consideration a variety of data sources to evaluate and report the progress of these students:

IEP Reviews: IEP targets are reviewed in each term. Students who meet their targets within the time frame is considered to have made "better than expected progress".

Progress Data: Progress made using specific intervention programs, from baseline to present, is determined at the end of the academic year.



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Folder of Indication: Each student with SEN/SEND and struggling learners have their portfolios where their learning journey from baseline to year end all documents is stored there. It consists of photos, videos and samples of work

Self-reliance Tracker: This is an informal tracking tool to monitor the graduated prompting and support required by students who attend with the support of a 1:1 TA.

Exam access arrangements

Access Arrangements allow learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. This is to minimize the impact of their disability on their performance which reveals the whole-school support for SEN/SEND.

Access Arrangement	Student who:
Reader	Demonstrates limitations in their reading comprehension; Has slow and/or inaccurate reading
Extra time	Reads more slowly than his/her peers; Needs to re-read passages in order to comprehend them; Is much slower to produce handwriting than his/her peers; Is slow to process information; Struggles to complete his/her work in the same time frame as their peers.
Prompter	Becomes easily distracted; Finds it difficult to focus;
Separate Room	Becomes emotional and/or distressed during exams; Is easily distracted by others; Needs to read aloud to themselves as a comprehension strategy



Support and Intervention

Once a potential SEN has been identified, the Abu Dhabi Indian School Branch-1 will take actions to remove the barriers to learning by employing the **graduated approach** to meet the pupil's needs which is a **four-part cycle**:

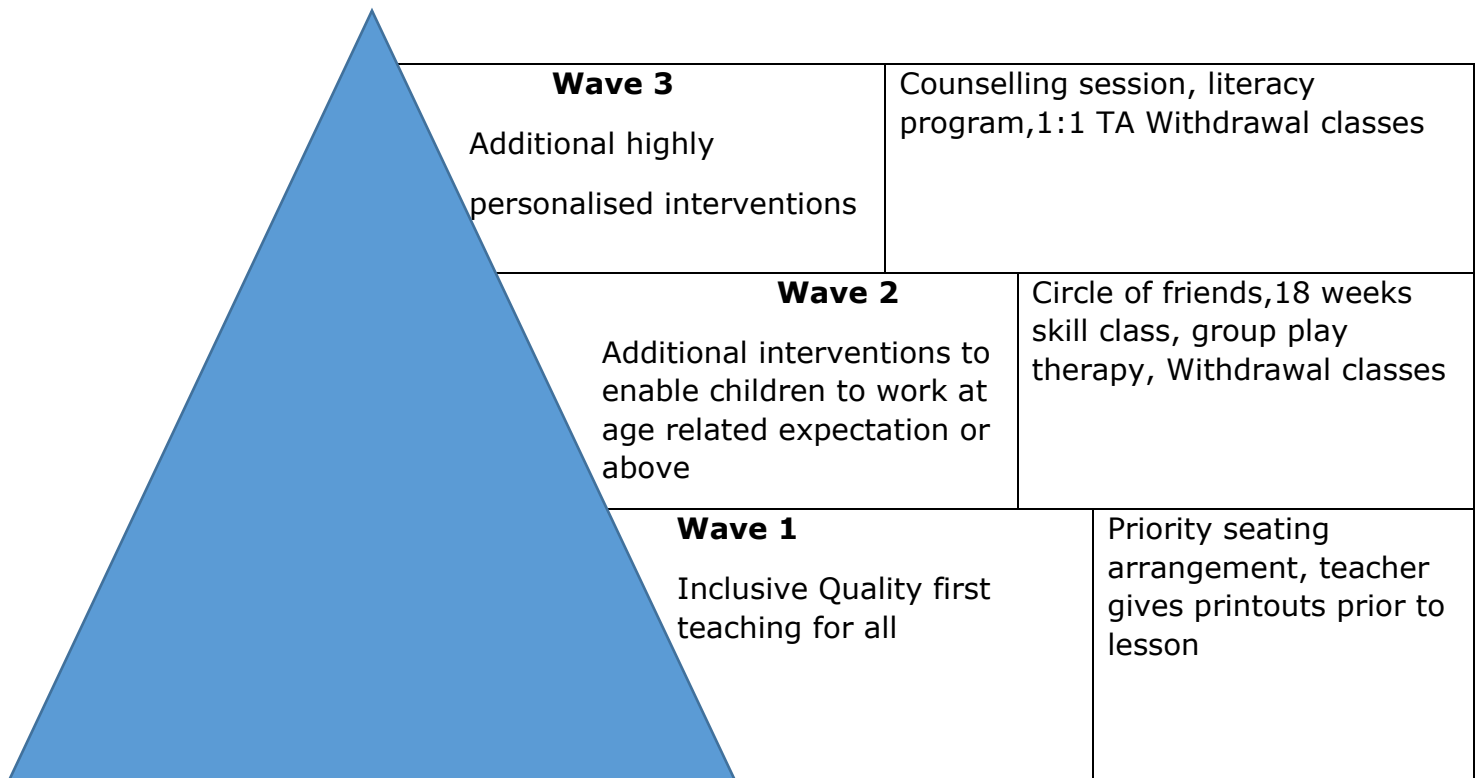
A clear **assessment** of the students need.

Planning with the pupil's parents, the interventions, adjustments and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.

Implementing the interventions, with support of the SENCO. The class or subject teacher will remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will still retain responsibility for the student. The Rainbow (Achievement Centre) staff will the TA'S, and class teacher in assessing the student's response to the action taken, in problem solving, and advising the effective implementation of support

Reviewing the effectiveness of the support to be reviewed in line with the agreed date. Parents are involved in each and every decision.

Three Waves of Intervention



Pyramid based on SEN Provision Model illustrated by the Dyslexia SpLD Trust (2015).



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Wave 1	It describes quality inclusive teaching (QIT) which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
Wave 2	It 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 a group of students with similar needs.
Wave 3	It describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable students to achieve their potential. This may include one to one interventions.

The intervention programs available within the school:

Letters and Sounds (phonics)
See and Learn: Literacy (sight-word approach)
SNIP Literacy (high-frequency words)
Foundation skills (fine motor skills)
Hand skills (hand maturity)
Visual perception and visual memory (memory skills)
Hand writing fluency skills (good hand writing)

Provision for Gifted and Talented

Differentiated curriculum gives scope to teachers to plan to meet the learning needs of gifted and talented students and help them to promote higher order skills which is expected from them. Teaching styles are adapted to individual learning styles to meet the need of individual student. It is the responsibility of the relevant Head of the Department to identify and differentiate work which challenges the individual student.

To meet the individual learning needs of student's teachers, plan their lesson accordingly. All students are given opportunity to show their understanding and teachers achieve this through different ways of planning:



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- Different starting and finishing points for a task
- Withdrawal time to work on a specific programme or topic to enrich and promote flexibility in the pupil's thinking
- Opportunities to share knowledge and interests with the peer group
- Challenging classroom activities which enable the pupils to show aptitudes/ quality of critical thinking.
- A teaching style which encourages discussion and whole class participation.
- Opportunities for students to explore and setting of goal for themselves.
- Involving the student in evaluating their own progress

ADIS 1 has a wide range of extension prospects for its G&T students outside the classroom. These are listed below:

Subject	Enrichment Opportunities
General	Heritage club Integrity club Quiz club These are enrichment clubs which functions twice in a month
Maths	KenKen Maths Championships Olympiad Maths Championships International Benchmarking Test
English	LITSAV- Enrichment club (functions once in a week) Short story ,drama, debate, elocution and poetry competitions (in school) GIIS Inter school Competition – drama, debate, elocution competitions MaaRS spell Bee competition International Benchmarking Test European international debate competition
Science	Science club Eco club These two enrichment clubs functions twice in a week Olympiad Science Championships Sashtrapratibha Competitions International Benchmarking Test ANCQ- International Chemistry Quiz (from grade VII – xii)
Computer Science	Olympiad Cyber Championships
Music and dance	Fine Arts club-an enrichment club which functions twice in a week ADIS –Panorama



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	Rangoli Gulf Competition GIIS Inter school Competition
Art and craft	Fine Arts club-an enrichment club which functions twice in a week Picasso Art Contest (online) calligraphy Competition (in school) Poster making competition
Sport	Enrichments classes after school for ¾ days per week CBSE Cluster CBSE Nationals Various invitational tournaments

Provision for Students with Behaviour, Social and Emotional Needs

At ADIS 1 a range of provisions are in place to support the students who have behavioural and emotional needs. The interventions in place are as follows:

From Kindergarten to grade IV, 1:1 and group play therapy session with the People of determination coordinator depending on the needs of the student.

1:1 counselling session with the School Counsellor, following a Behavioural management Plan

Social groups with the School Counsellor

Parent coaching by the School Counsellor

Welfare programs conducted by various external guests

Various workshops and sessions conducted at regular intervals in the school

Continuous Staff Support

All teaching and teacher assistants are supported for their professional development through:

- Half-termly lesson observations by the POD Coordinator; CPD Leader
- Group teaching opportunities in the beginning of each term by the POD Coordinator.
- Departmental trainings conducted by the POD Coordinator, HOD and outside agency

Collaboration with parents

Parental engagement is crucial for students' progress. In ADIS 1 we have a very strong bonding with the parents. We strictly follow the motto of The UAE



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Ministry of Education (MOE), "School for All". We call the parents for the IEP meeting of their wards to get the valuable information about our students. We

respect their wish and ask them to give their expectation as parent from the school.

ADIS 1, believes in strong and transparent relationship with the parents. Parents can communicate through Digital campus with the school staff and if require they may request for meetings. Parental consent forms are send to parents if school wants its student to participate in any activities. To get the parents feedback the school has parent feedback forms which it collects after each parent teacher meeting and IEP meeting.

Procedure Monitoring and Review

This policy has been created by the People of determination coordinator, Ms. Bineeta Chetri and reviewed by the School CPD Leader Ms Alpana Sawhney and School Principal Ms Shibanti Bhowmik.