POLICY FOR STUDENTS OF DETERMINATION

2025 – 2026

AMITY SCHOOL DUBAI

POLICY DOCUMENT

POLICY FOR STUDENTS OF DETERMINATION

FUNCTION	FOR INCLUSION POLICY	
CATEGORY	STATUTORY	
STATUS	IMPLEMENTED	
ISSUED FOR	THE SCHOOL COMMUNITY	
VERSION	ROLL OUT T2 2018-19, T2 2019-2020; T2 2021-2022; T2 2022-2023; T2 2023-2024; T2 2024-2025	
REVIEW SCHEDULE	ANNUAL	
REVIEWED BY	MS SUREKHA RAMAN HEAD OF INCLUSION	
APPROVED BY	PRINCIPAL MR KAPIL CHAUDHARY	
OVERVIEWED BY	LINK GOVERNOR	
DATE REVIEWED AND APPROVED	APRIL 2025	

CONTENTS

VISION @ ASD

"TO INSPIRE AND ENERGIZE EVERY STUDENT AND STAFF MEMBER WITH AN INCLUSIVE, INNOVATIVE AND DEEP LEARNING EXPERIENCE"

RATIONALE

The purpose of this policy is to establish the process and procedures that guide the institution in providing inclusive education and support to Students of Determination.

POLICY STATEMENT

The Amity School Dubai is committed to providing a schooling experience to all children so no child is left behind. The School's inclusive policy is developed based on the following legal frameworks. The policy is developed to ensure a shared understanding of the agreed values and standards of inclusive education among all stakeholders.

- ❖ UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions
- ❖ Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'. (English/Arabic)
- ❖ United Nations Convention on the rights of persons with disabilities (UNCRPD, 2008: 2010)
- ❖ Executive council Resolution No 2 of 2017 regulating private schools in the emirates of Dubai.
- ❖ Dubai Inclusive policy framework (2017)
- ❖ Directive and Guidelines for Inclusive Education (2019)
- ❖ Implementing Inclusive Education a guide for Schools (2020)
- ❖ Advocating for Inclusive Education a guide for parents. (2021)

INCLUSION STATEMENT

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 reflective in the everyday life of the school community (Dubai Inclusive education framework, P 53)

Inclusive Learning Vision: To inspire and energize every student with determination to be independent confident and responsible individuals who aspire to reach their full potential

Inclusive Learning Mission: To provide an equitable and inclusive positive learning environment through international best practices that promote the holistic development of students with diverse needs.

ADMISSION PRACTICES, PARTICIPATION, AND EQUITY

Admission criteria:

School enrolls all Students of Determination irrespective of their age, need, attainment, or background and admission is not conditional upon submission of diagnosis.

Sibling priority Policy:

The school ensures that Students of Determination will receive sibling priority for admission.

Admission procedure:

- ❖ The Head of Admissions conducts an entry-level assessment that is age-appropriate and reflects the student's stage of development. If the child does not fulfill age-appropriate requirements or if the parent discloses that the child has a need, then the student is referred to the school inclusion team.
- ❖ A detailed assessment of the student's educational needs is conducted and decisions on appropriate placement and interventions are made. The students are provided with needed accommodations, resources, and curricular modifications to enable equitable access to educational opportunities. Upon admission, all the stakeholders are informed about the child's needs and further steps.
- ❖ Parents are requested to provide the school with copies of all medical, psychological, or educational assessments or reports during admission. Such materials are a prerequisite in enabling the school to provide a relevant, meaningful learning experience for the student. Failure to disclose any such information, including the deliberate withholding of information, may hinder student progress against established expectations/goals. Failure to disclose any additional needs may result in a review of the placement offer.
- ❖ The school is in collaboration with "Behaviour Enrichment" a special education center that provides a school readiness program. Students of Determination with severe and profound needs are referred to "Behaviour Enrichment Center" for early intervention.
- ❖ The inclusion team is involved in the transition of the Students of Determination from the early intervention center to school upon completion of the school readiness program. The inclusion team ensures that the Students of Determination will be actively supported to participate in the process of learning as they develop their potential and build relationships with their peers through social interaction in an age-appropriate common learning environment.
- ❖ The school ensures that the Students of Determination have the same right to access the same quality of education as all the other students.

INCLUSION ACTION COMMITTEE, INCLUSION SUPPORT TEAM, AND LEADERSHIP

Inclusion Action Committees: The Principal, Vice Principal, Lead for the Provision of Special Education, the School Counselor, and Special Educators form the core of the Inclusion Action Committee. They play a key role in drafting and implementing "The Inclusion Department Improvement plan". They review the plan annually and action on key improvement points.

Inclusion Committee members

Inclusion Governor	Ms. Lynne Thompson
Principal of the School	Ms. Kapil Chaudhary
Leader for provision for the Student with Determination	Ms. Surekha Raman
Special Needs Counsellor	Ms. Rose Mercy Felcita
Senior Leadership Team	Ms. Shyam Kodanda Ms. Parita Patira Ms. Vidushi Jamwal Ms. Rashda Manzoor Mr. Khushboo Vora
Parent Representative Members	Ms. Haritha Padmanabhan
Special Educator/Learning Support Teachers	Ms. Surekha Raman Ms. Khadija Aziz Ms. Aliya Mir Ms. Sofiya Gaffar Ms. Sarah Shabbir Ms. Shamsul Fida
Learning Support Assistant	Ms. Nishita Shahi Ms. Shaelyn Noronha Ms. Jinsha Haridas Ms Tahseena Mubin Ms. Saumya Grover Ms. Amali Udayangi Ms Neetu Bhatia Ms.Amruta Rasam Ms. Priyanka Dey Ms. Sarah Farid Ms. Ayesha Farheen

Inclusion Support Team :

The diagram below depicts the Key stakeholders of " In the Inclusion support team" in our school.

AMITY SCHOOL DUBAI ORGANIZATIONAL CHART
SEN TEAM

```
                    ┌──────────────────────┐
                    │  Board of Governors  │
                    └──────────┬───────────┘
                               │
                    ┌──────────┴───────┐      ┌─────────────────────┐
                    │    Principal     │──────│  Inclusion Governor │
                    └──────────┬───────┘      └──────────┬──────────┘
                               │                         │
                    ┌──────────┴─────────┐               │
                    │ Inclusion Champion │───────────────┘
                    └──────────┬─────────┘
            ┌──────────────────┼──────────────────┐
┌───────────────────┐         │        ┌──────────────────────────┐
│  School Counselor │─────────┤        │ Learning Support Teacher │
└───────────────────┘         │        └──────────────────────────┘
┌───────────────────┐         │        ┌──────────────────────────┐
│ Learning Support  │─────────┤        │   Parent  Paid Learning  │
│    Assistants     │         │        │    Support Assistant     │
└───────────────────┘                  └──────────────────────────┘
```
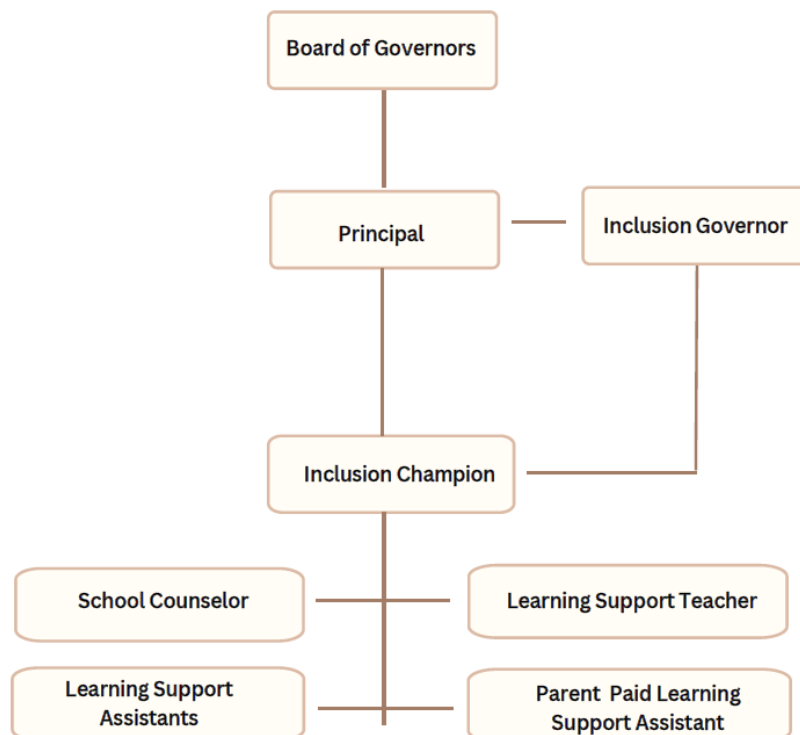
Student Of Determination

A Student of Determination is a student with 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.

Students of Determination who are identified may fall under the given two categories depicted in the diagram given below:

Internally diagnosed — through the work of a specialist and/or a school inclusion team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder

Formally diagnosed — diagnosed by a qualified and licensed medical professional as having a long term

difficulty, impairment or disorder.
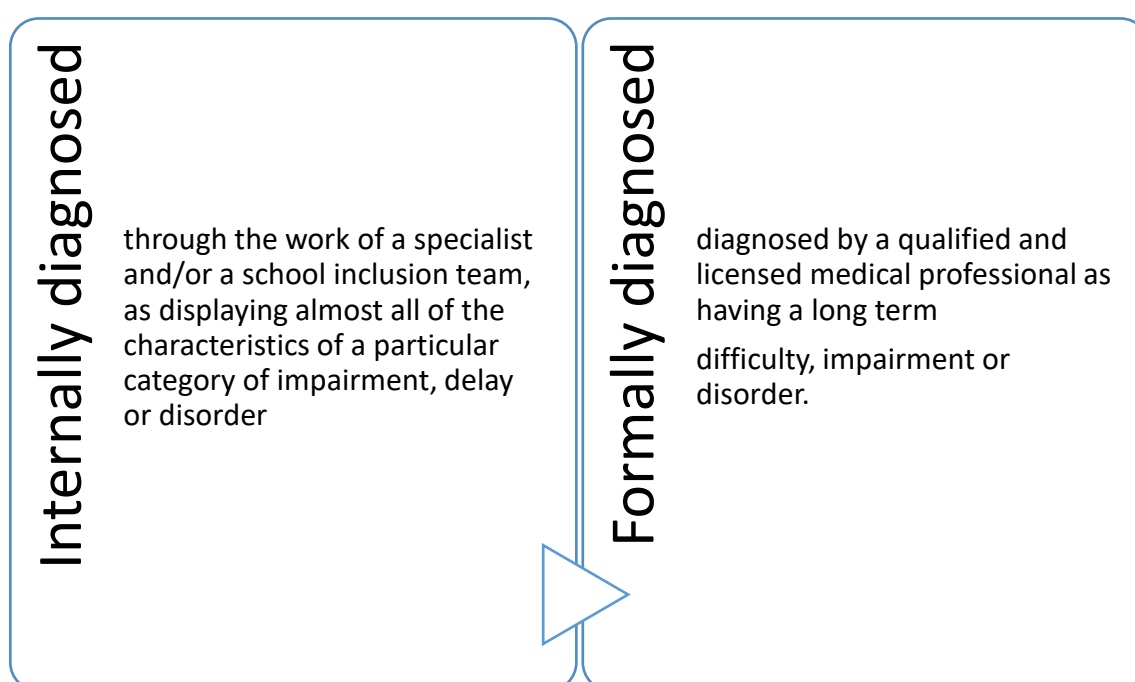
The Identification process is led by the Head of Inclusion assisted by the Special Needs Counsellor. The identification process has two phases. The first phase of this process is to identify indicators that suggest that a barrier to learning may be present and is impacting the student's ability or performance. During the second phase, the Inclusion team in partnership with parents investigates the level and cause of the barrier/s to learning through implementing a comprehensive range of assessments. The completion of the assessments will help in identifying the barriers to learning experienced by the student align with indicators associated with specific conditions, disorders, or difficulties, and is identified as a Student of Determination. (KHDA –category)

Involvement of External Agencies in identification

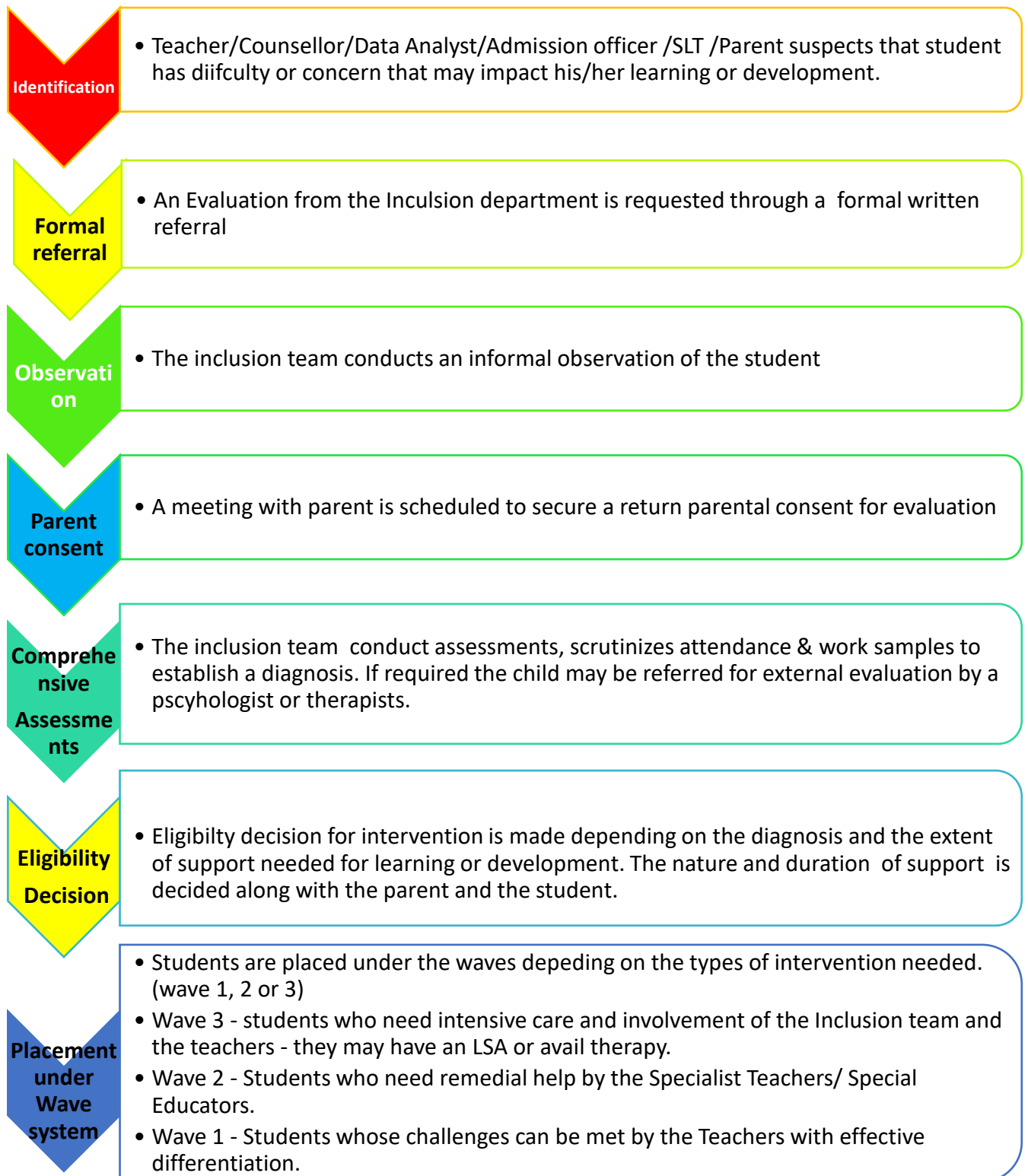Some students may be referred for Psychoeducational evaluation or diagnostic assessments as part of the identification process.

Psychoeducational Evaluation is required to apply for

→

Access arrangements and accommodations

+

Language exemption
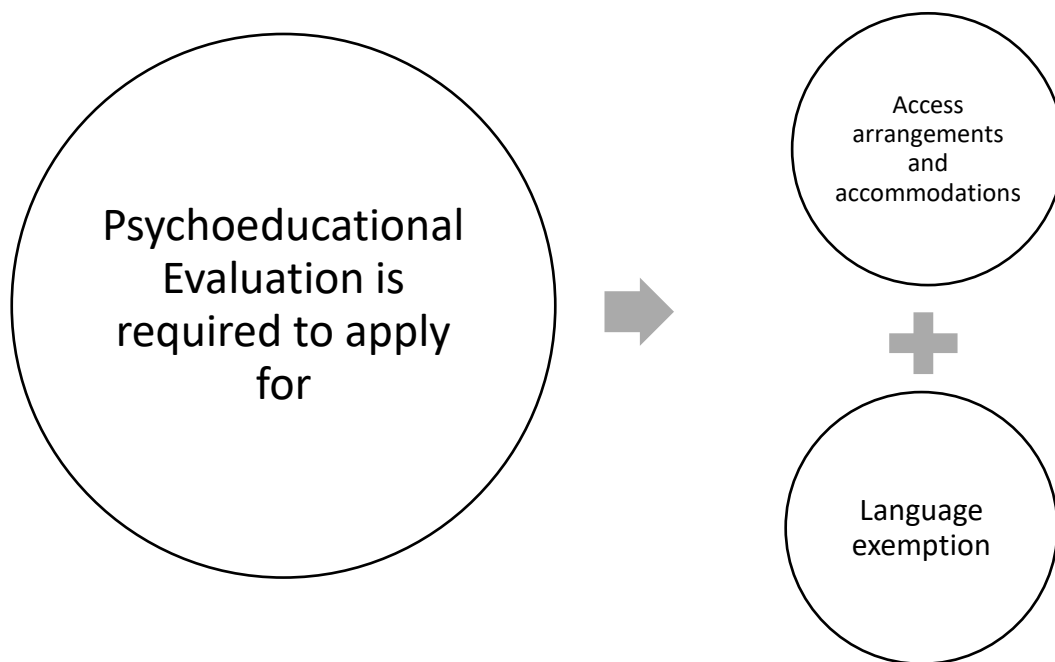
Categories of SEND as per KHDA

COMMON BARRIERS TO LEARNING	CATEGORIES OF DISABILITY	IDENTIFICATION
Cognition and Learning	Intellectual Disability	Learning Difficulties 1 (mild)
		Learning Difficulties 2 (moderate)
		Learning Difficulties 3 (severe)
	Specific Learning Disorders	Dyslexia
		Dyspraxia
		Dyscalculia
		Dysgraphia
	Multiple Disabilities	
	Developmental Delay (<5 years)	
Communication and Interaction	Communication Disorders	Expressive Language
		Receptive Language
		Global Language Delay
		Speech fluency Disorder
		Speech Sounds Disorder
		Social Communication Disorder
	Autism Spectrum Disorders	Autism Spectrum Disorder (mild)
		Autism Spectrum Disorder (moderate)
		Autism Spectrum Disorder (severe)
Social, Emotional, and Mental Health	Attention Deficit Activity Disorder	ADHD – inattentive
		ADHD – hyperactive
		ADHD – combined
	Psycho-emotional disorders	Depression
		Bi-Polar Disorder
		Oppositional Defiance Disorder
		Obsessive-Compulsive Disorder
		Post-Traumatic Stress Disorder
Physical, Sensory, and Medical	Sensory Impairment	Visual Impairment
		Hearing Impairment
	Deafblind disability	
	Physical disability	Muscular Dystrophy
		Cerebral Palsy
		Spina Bifida
	Chronic or acute medical conditions.	

Flow chart on Identification of Students Of Determination.

Identification
- Teacher/Counsellor/Data Analyst/Admission officer /SLT /Parent suspects that student has diifculty or concern that may impact his/her learning or development.

Formal referral
- An Evaluation from the Inculsion department is requested through a formal written referral

Observation
- The inclusion team conducts an informal observation of the student

Parent consent
- A meeting with parent is scheduled to secure a return parental consent for evaluation

Comprehensive Assessments
- The inclusion team conduct assessments, scrutinizes attendance & work samples to establish a diagnosis. If required the child may be referred for external evaluation by a pscyhologist or therapists.

Eligibility Decision
- Eligibilty decision for intervention is made depending on the diagnosis and the extent of support needed for learning or development. The nature and duration of support is decided along with the parent and the student.

Placement under Wave system
- Students are placed under the waves depeding on the types of intervention needed. (wave 1, 2 or 3)
- Wave 3 - students who need intensive care and involvement of the Inclusion team and the teachers - they may have an LSA or avail therapy.
- Wave 2 - Students who need remedial help by the Specialist Teachers/ Special Educators.
- Wave 1 - Students whose challenges can be met by the Teachers with effective differentiation.

Phases of Identification

Phase 1- Identify that there is a barrier

Phase 2 - Identifying the barriers that lead of diagnosis

New enrolled Students

Initial observation of the student's learning and/or behaviour

Analysis of medical assessments or therapeutic reports shared with the school by the student's parent

• Outcomes of standardised assessments

• Developmental profiling activities

Already enrolled Students

•Progress rates are significantly slower than those of their peers of the same age

• Progress rates do not match or improve upon those achieved previously

• A widening gap between the student's level of attainment and that of his/her peers

• Physical, social, emotional or behavioural characteristics change

Classroom-based observations by HOI/Counsellor

Informal screening checklists to identify features of student learning or behaviour that may indicate a concern

Curriculum-based diagnostic testing to identify the student's strengths and weaknesses in specific areas of knowledge or ability

Standardised assessments (Brignance, SNAP, WRAT -4)

Analysis of behaviour and attendance records

List of tools used for the identification

SEND category	Assessment tool
Developmental delays	Brigance Developmental screening
Specific learning difficulties	SNAP - Special Needs assessment Profile – Specific learning difficulties
Autism spectrum disorder	Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)
ADHD	Spcial Needs Assessment Profile
Psycho-emotional and mental health	Special Needs Assessment Profile - Behaviour
Depression	Beck 's depression inventory
Bipolar disorder	American psychiatric association as per DSM V
ODD	Behaviour Assessment System for children BASC 3
Generalized anxiety disorder	Behaviour Assessment System for children BASC 3
Post-traumatic stress disorder	Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)
Attachment disorder	Matt grant
Teacher adolescent forms	BASC -3
Receptive and expressive language checklist	Australian Primary principal association
Speech developmental assessment (Global language disorder)	GL assessments
Speech fluency disorder	Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)
Speech sound disorder	Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR)
Reading, writing, arithmetic, & spelling	WRAT-4 (Wide Range Achievement test)

Systems of support for Inclusive Education- School action

Formal and Informal assessment for Idenfication of SOD

Development, implementation and review of Individual educational plans

Curricular adaptations provided in common learning enviorment with same age peers

Individualized instructions and small group Instructions for skill development (EVIDENCE BASED INSTRUCTION)

Inclass support by Learning support assistants

Qualitity teaching in the class through effective differentiation and accommodations

Learning walks and observation of teaching and Learning and feedback to ensure quality support

Training of teaching and support staff on various aspects of Incluion

Parental counselling , guidance, consultation,traning and support

Health and wellbeing services for Students of Determination

Risk assesment and "Individualized Risk Management Plan"

Emergency safety practices- Planning organizing and training

Flow Chart depicting Support for Students of Determination

Comprehensive Assessment
- A details assessment is conducted to have clear understanding of student's present level of performance(PLOP) and possible barriers to learning are identified.

Developing plans
- Development of individual educational plans/ behavioural plans/support plans/504 plans depending on the need of the child. These plans include strategies to overcome barriers.

Implementing support
- Implementing support as per **wave systems**/ provide needed accomodations and modifications, strategic interventions/therapies and curricular adaptations, access arrangements depending on the need of the students.

Progress monitoring & tracking
- Monitor the success of specific teaching and support strategies/ track progress and attaintment of goals and academic performance.

Reporting
- Periodic reporting of the progress to all the stakeholders incuding the students, parents and teachers.

Review of plans
- Review the plans as per the progress.

Next steps
- Desicion on continuation and withdrawal of support is made after annual evaluation.

COMPREHENSIVE ASSESSMENTS, IEP AND IEP DEVELOPMENT TEAM

The comprehensive assessments conducted during identification forms a basis on which IEP barriers are identified. The Special Educator may conduct further assessments to develop the present level of performance in areas of need/barriers which is followed by the development of IEP.

Individual Education Plan (IEP)-

IEP serves as a core component of their educational program. Based on the graduated system, all students accessing level 3 support and some students accessing level 2 will be provided with an Individual Education Plan. IEP consists of SMART targets in areas of barriers that the student has in learning or development which forms the basis for intervention. It has accommodations and modifications as per the child's needs. IEP is reviewed every term and periodic IEP meetings are conducted with the stakeholders.

Behaviour Intervention Plan: A written document that includes positive strategies program modifications and supplementary aids that attempt to replace a student's disruptive behavior with positive behavior in order to allow the child to be educated in the least restrictive environment.

504 plan: A written document that includes accommodations that will ensure their academic success and access to the learning environment. It is developed for those students who do not have a formal Individual education plan but need accommodations for academic success.

IEP development team :
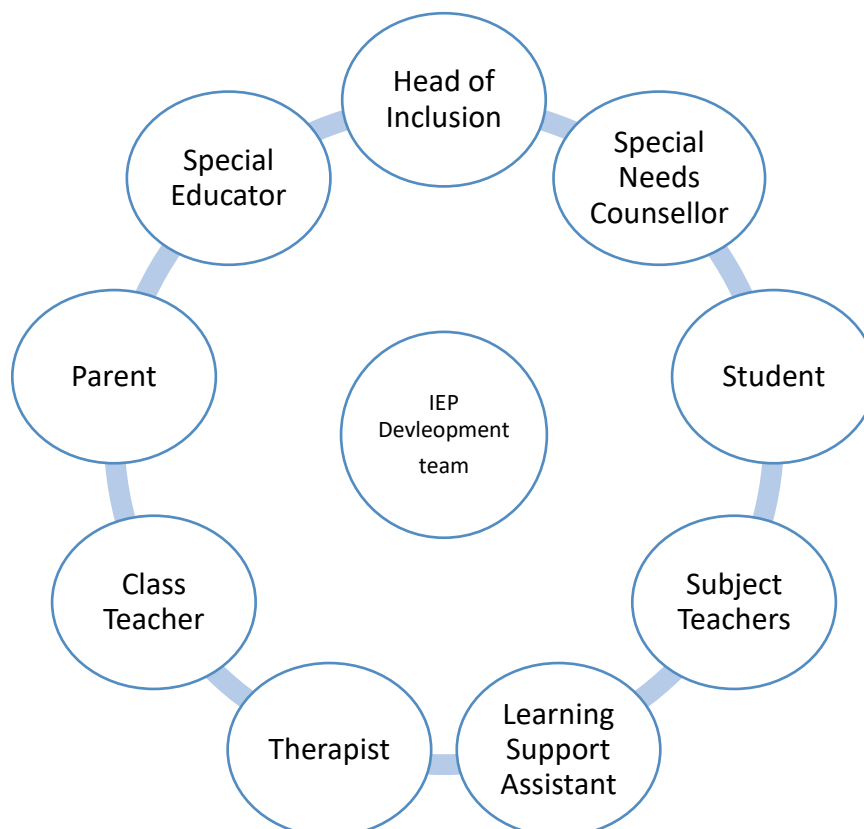
Implementation of Support: <u>Graduated System of Support:</u> The level of provision is decided by the Head of Inclusion in consultation with other staked holders. The students are provided 3 levels of support (School action) as described below

WAVE 3
Intensive individual intervention

WAVE 2
Targeted small group instruction

WAVE 1
Core classroom instruction

wave 3
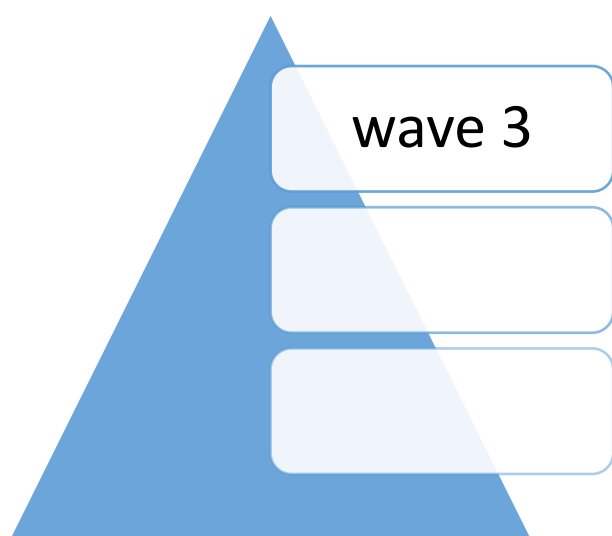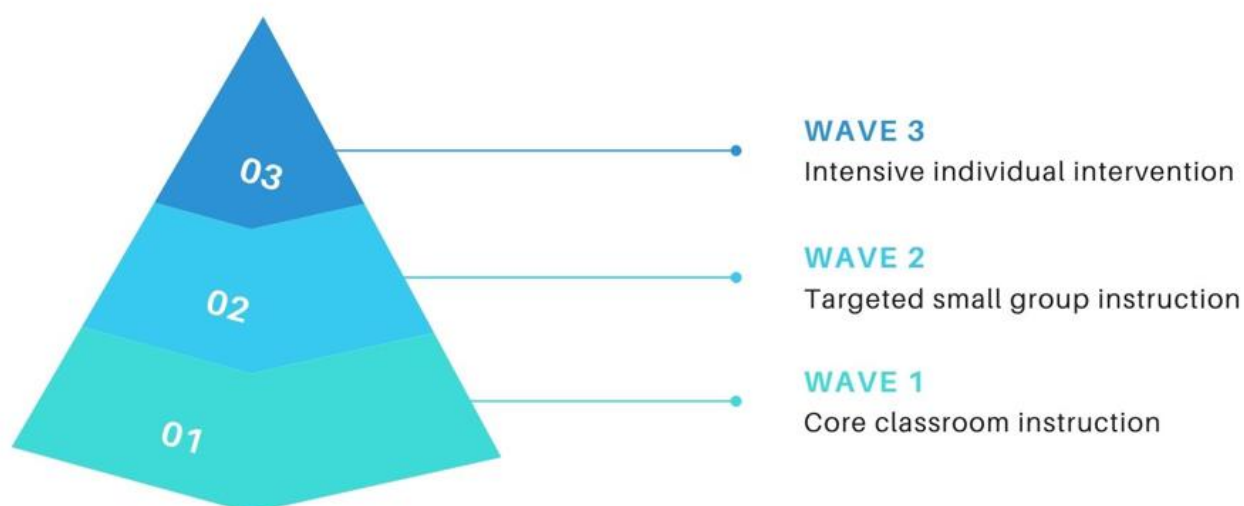
- ❖ Individualized and specialized provisions for students who needs intensive intervention
- ❖ Students who need full time support from an LSA and /or students who need therapies such as ABA, speech therapy or occupational therapy
- ❖ All students have an Individualized Education plan
- ❖ Many students have a Full-time LSA and may avail therapy
- ❖ The students also get additional strategic teaching (pullout sessions) by special educators or Scaffolding for learning (push in support)t by the LSA
- ❖ High Involvement of HOI and Special Needs Counsellor
- ❖ Curricular adaptation and modification as required

wave 2
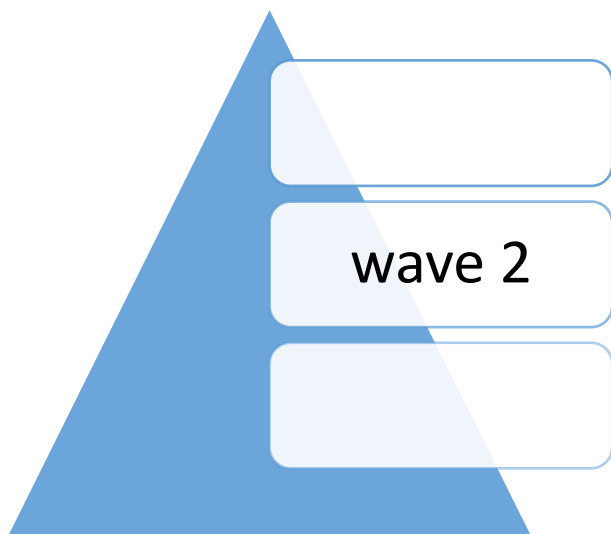
- ❖ Specific and timed –intervention/strategic intervention for students who are falling behind age expected level of performance
- ❖ All students have an Individualized Support plan
- ❖ Special Educator provide (pull-out sessions) strategic intervention
- ❖ Teachers provide differentiated instructions
- ❖ Consultation with HOI
- ❖ Counselling and therapy services if required.
- ❖ Curricular adaptation and modification on need basis

wave 1
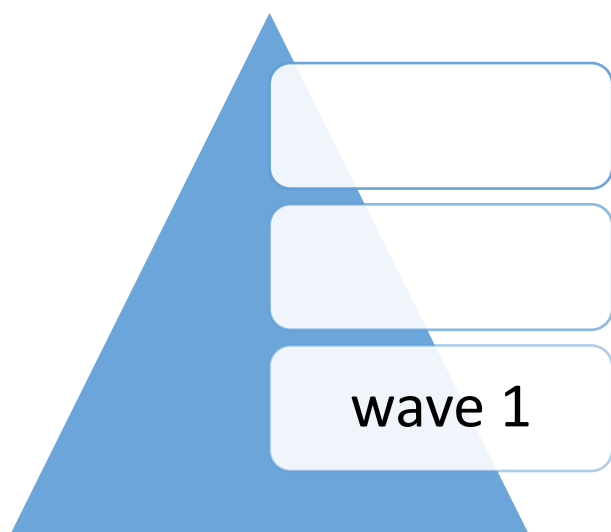
- ❖ High quality differentiated teaching and learning and assessments in the classroom with accommodation
- ❖ Students may have an Individualized Support plan or 504 Plan
- ❖ Consultation from Inclusion team to implement teaching and learning
- ❖ Strategies are given to lower barriers to learning
- ❖ Scaffolding for learning (push in support)t by the LSA
- ❖ Teachers provide differentiated instructions
- ❖ Consultation with HOI/SENCO/Counsellor
- ❖ Counselling and therapy services if required

Curricular adaptations

Teachers form an integral part of an IEP team. Teachers get insight into each student's interests, needs, and barriers to learning and strength while planning Individualized educational plans/support plans.

The curriculum is made more accessible through appropriate adaptations, accommodations, and modifications to the general curriculum. Teachers adapt the lessons; and provide necessary adaptations, accommodations, and modifications as per each child's individual abilities, interests, and learning preferences. Inclusion team members and the regular teachers jointly modify or adapt curricula for specific students depending on the need.
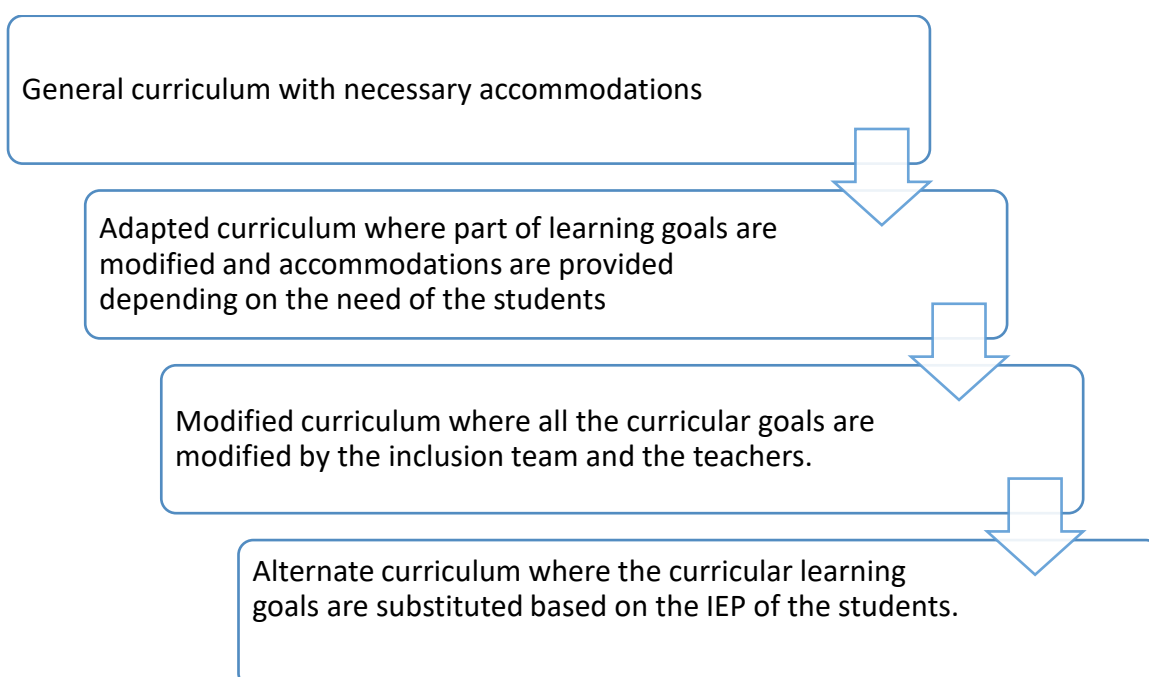
In specific cases, ministry approval is obtained for the provision of modifying curriculum, or for providing an exemption from learning additional languages.

The following terms are defined for the common understanding of the teaching and learning community.

Curricular adaptations – curricular adaptations include both accommodations and modification.
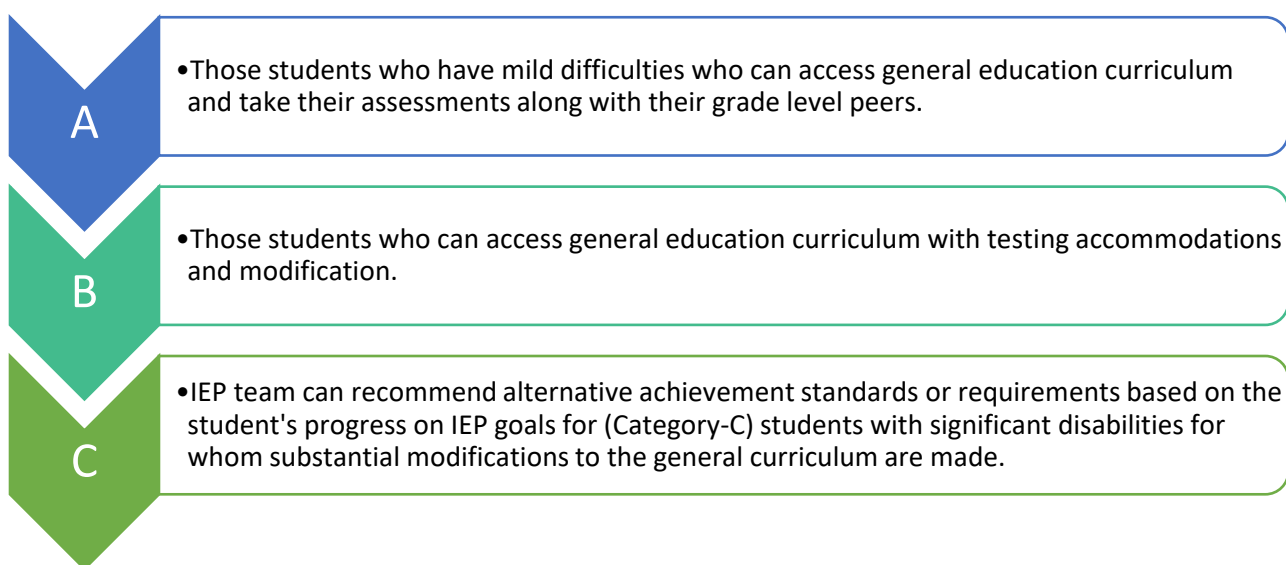
a). Accommodations - Accommodations change the way a student with determination or any child accesses the curriculum. An accommodation does not change or alter the standard or expectation of the curriculum. *(Examples of accommodations are: extended time, enlarged text, quiet work area…).*

b). Modifications. Modifications are changes or adjustments made to instructional materials or curriculum content based on the needs of the individual student.

Types of curricular structure available for students of determination.

General curriculum with necessary accommodations

Adapted curriculum where part of learning goals are modified and accommodations are provided depending on the need of the students

Modified curriculum where all the curricular goals are modified by the inclusion team and the teachers.

Alternate curriculum where the curricular learning goals are substituted based on the IEP of the students.

ASSESSMENT POLICY AND ACCESS ARRANGEMENT FOR ASSESSMENTS AND LANGUAGE EXEMPTION:

The Head of Inclusion in consultation with the IEP team decides on access arrangements needed for students. The students depending on their needs can be categorized into A, B, C categories.

A
- Those students who have mild difficulties who can access general education curriculum and take their assessments along with their grade level peers.

B
- Those students who can access general education curriculum with testing accommodations and modification.

C
- IEP team can recommend alternative achievement standards or requirements based on the student's progress on IEP goals for (Category-C) students with significant disabilities for whom substantial modifications to the general curriculum are made.

The students may get the following access arrangements depending on their diagnosis and severity of the need. Examination consideration for students with determination by CBSE serves as a guide in deciding the access arrangements. Approval from Senior Leadership team is obtained for B Category students. Ministry approval is obtained for providing access arrangements for C category students.

1. Flexibility in choosing subjects (after grade 9)
2. Option of skilled based subjects instead of language (after grade 9)
3. Relaxation of attendance
4. Exemption in studying 2nd language
5. Examination using computers
6. Permitted assistive technology
7. Scribes
8. Additional time

PERSONALIZED ASSESSMENT :

Personalized assessments are essential for students of determination as they recognize and respect each individual's unique abilities, challenges, and learning styles, promote inclusivity and engagement, and promote inclusive education.

Rationale for personalized assessments.

Accomodate Diverse needs	• Students get equal opportunities to demonstrate their knowledge and skills that accommodate abilities and barriers to learning.
Respect individual difference	• Students can demonstrate their understanding in their unique way.
Enhance motivation & engagement	• Students are assessed on progress and attainement of meaningful and relevant learning experiences.
Support IEPS	• Students are assessed on planned learning goals with necessary accomodations & modifications
Promote holistic assessments	• Students are assessefd using a variety of assessment methods beyond general methods.

The IEP team can recommend alternative/personalized achievement standards based on the student's progress on IEP goals for (Category-C) students with significant disabilities for whom substantial modifications to the general curriculum are made.

Category C- students who have personalized or alternative or modified assessments

EXTERNAL BENCHMARKING ASSESSMENT FOR STUDENTS OF DETERMINATION

- ❖ Students are provided access arrangements for external assessments. They have the same accommodations that are used to support the student to access, participate, and achieve within the school's routine assessment and examinations as per their Individualized education plan
- ❖ A few students are exempted or withdrawn from giving external benchmarking assessments.
- ❖ As per the revised categorization framework for students of determination), this may include those with
- ❖ Moderate to severe barriers to learning (moderate or severe intellectual disability);
- ❖ Moderate to severe specific barriers to understanding verbal language (moderate to severe receptive language disorder);
- ❖ Moderate to severe barriers with social interaction, communication, and flexibility (Autism spectrum disorder level 2 or 3);
- ❖ Moderate to severe emotional and psychological barriers (moderate to severe psycho-emotional disorders).

Marking student's work and feedback

Consistent and supportive notebook correction strategies that address the unique needs of students of determination are important to promote academic growth and overall well-being. The following guiding principles have to be considered for providing feedback & marking students' work

1. Individual approach- Teachers have to recognize that each student is unique, with varying abilities, challenges, and support requirements.
2. Emphasize the importance of providing feedback that is specific, positive, and actionable, to improve learning outcomes. Care has to be taken to ensure feedback is not taken negatively.
3. Tailor expectations for notebook organization, neatness, and content based on the individual abilities and needs and ensure to praise effort not just work.
4. Positive Reinforcement: Use positive reinforcement, praise, and encouragement to motivate and acknowledge improvements in notebook organization and content.
5. Simplified Instructions: Provide clear and simplified instructions for organizing notebooks and completing assignments, ensuring that they align with the student's learning profile.
6. Peer Support: Encourage peer support and collaboration, where appropriate, to help special needs students with notebook organization and correction.
7. Alternative Formats: Allow for alternative formats for notebook content submission, such as digital notebooks or audio recordings, to accommodate students with specific needs.

8. Emoji Stickers - Use physical or digital emoji stickers to provide feedback on assignments, worksheets, or tests. Students can easily identify the emoji associated with their performance.

9. Colour coding – Green smiley face emoji for positive feedback on correct answers or well-done work. Yellow emoji with a thinking expression for areas that require revision or additional effort. Red emoji with a puzzled expression for incorrect answers or areas that need significant improvement.

10. Emoticon faces: simple emoticon faces or emojis can be used to convey emotions associated with feedback.

11. Use of emojis to track a student's performance over time. This can help students see their progress and set goals for improvement.

  ☐ ☺ for "Well done!"

  ☐ ☺ for "Needs improvement."

  ☐ ☹ for "Try again."

  ☐ 🤪 for "Think more deeply."

  ☐ 👍 for "Good effort."

12. Encourage students to use emojis to self-assess their work before submitting it. For example, they can select an emoji that reflects their confidence in their answers or the completeness of their assignments.

USE OF PROMPT HIERACHY FOR STUDENTS

The prompt hierarchy helps support your learner as they learn complex tasks that they're not ready to do on their own. As they become able to perform the task better, the level of prompting can be reduced. It is very important to be able to fade prompts appropriately to foster independence. Prompts are stimuli a teacher uses to get learners to give a response using target language. Prompts can be visual, spoken or written. The learners are asking each other about their food likes and dislikes. The teacher puts photos of various foods up on the board as prompts for their questions.

Physical prompts – physically guiding the student through the response. It can be full physical or partial physical or even a gesture.
Model prompt – showing the learner what to do before they do it. We use modeling a lot in teaching social skills. We would either have a peer or ourselves model the appropriate social behaviour, and then have the student copy.
Gesture prompt – This would involve gesturing or pointing to the correct response as you're giving the instruction.
Verbal prompt – This is usually the least preferred method of prompting because a verbal cue is SO hard to fade. Which brings us to my favorite type of prompt
Visual (text/picture) prompt – Putting prompts into pictures or texts is something we all do – grocery lists, to-do lists, calendar alerts, etc.

MONITORING , PROGRESS TRACKING AND EVALUATION OF SOD

❖ The senior leadership team conducts periodic lesson observations and learning walks to ensure quality first teaching. They check for effective differentiation and provision of accommodations and modifications for those students with special needs. They also ensure that Lesson plans are differentiated and cater to the needs of Students of Determination.

❖ The Inclusion team leaders also periodically conduct lesson observations for teachers/ special educators and LSA and provide quality feedback.

❖ The Inclusion team leaders and senior leadership team together plan further training and development programs based on the observations and data.

❖ The Inclusion team conducts periodic student progress meetings to elicit staff review and ensure student's progress and achievement.

❖ Individual Plans (IEPS/ISP/504 plans/ Behaviour plans) are review to assess progress.

❖ The Inclusion team analyses the SOD data of the whole school with the Data Analysts and plan further steps.

Transitional Services:

Transitional Services include activities designed to prepare the students of determination to move from one stage to another, one learning environment to another, and from school to the activities of real life so that he/she is able to rely on themselves to the maximum extent possible.

- From one class level to another
- From one school to another school
- From an Early intervention center (behavior enrichment) to the school
- From school to the next phase (University/vocational training center)

Quality Monitoring of Provision/support of students with determination.

Regular classroom observations are made by the senior management and middle management team to ensure that the curriculum adaptation, accommodations, and modifications are effectively implemented by the teachers during classroom teaching and learning. Regular observation and training of Learning support teachers/assistants and special Educators and therapists are conducted by the Head of Inclusion.

SCHOOL ACTION PLUS (PARTNERSHIP FOR INCLUSION/PROFESSIONAL COLLABORATION)

On some occasions, the provision outlined within the IEP may require additional services which are not typically available as part of the standard school service for Students of Determination. School-Community Partnerships at the Amity school help implement a system of integrated services for Students of Determination often providing supports and resources to meet the needs of the students, parents, and teachers that go beyond what is typically available at school.

The school has a collaborative relationship with the "Behavior Enrichment Center".

The "Behavior Enrichment Center" provides the following services to the students.

1. **School readiness program/early intervention**
2. **(Applied Behaviour Analysis) ABA therapy, physical therapy & Speech and Occupational therapy**
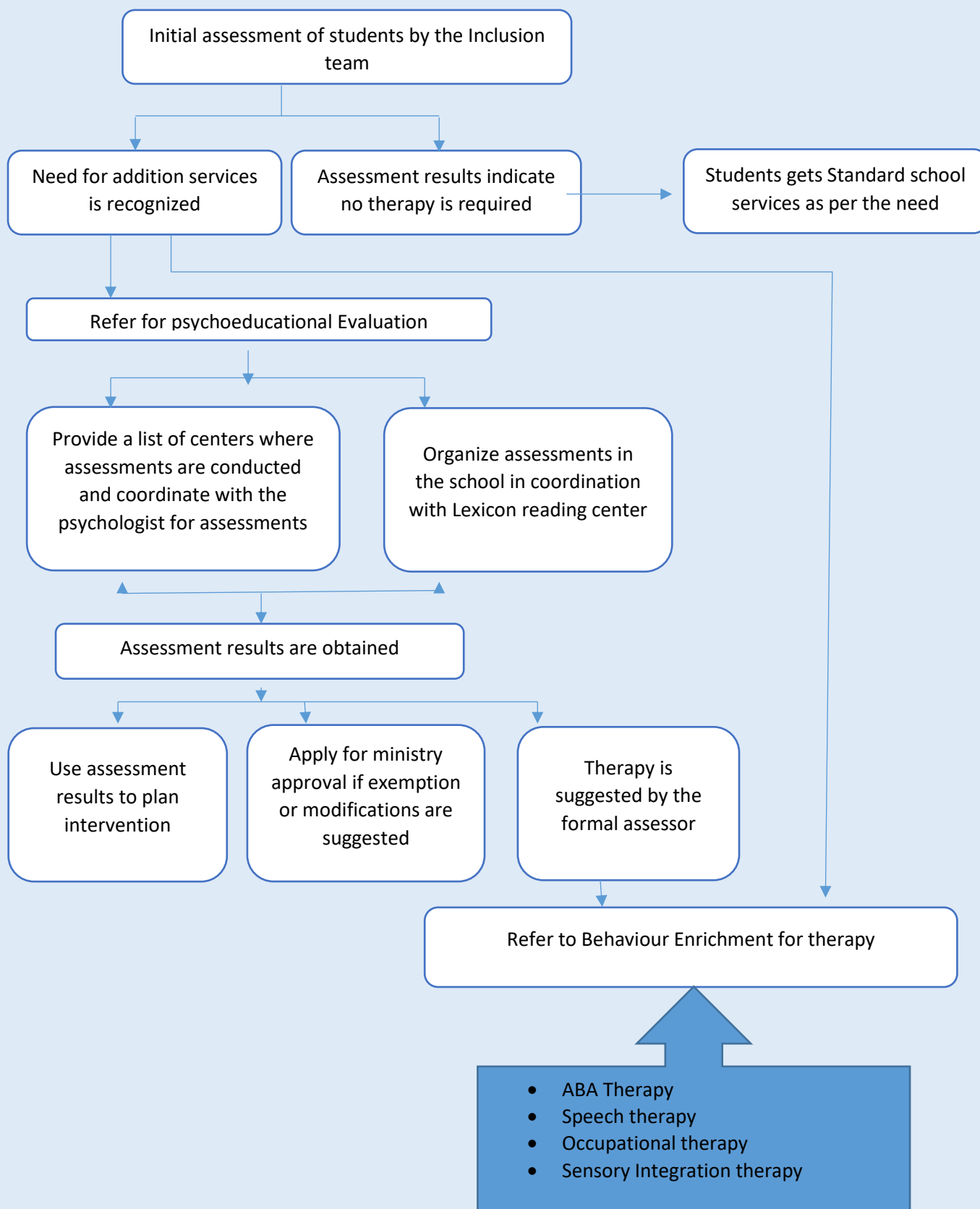3. **Alternative learning programs**

Apart from this, the school has a list of centers where children are referred for psychoeducational assessments and other therapies. The school also coordinates with various parent support groups to ensure complete support for the students with detemination. External workshops by experts in the field are organized to promote Professional Development and learning of staff and students.

The Amity University is a higher education provider which is part of Amity group where Students of Determination have the opportunity to access further academic study.

Individualized Service agreement :

The school does not charge any additional fees for Students of Determination. The school facilitates therapy and the appointment of learning support assistants and any additional fees for the same are directly paid to the service provider by the parents. The school facilitates Individualized Service agreements between the LSA and the Parents.

SCHOOL ACTION PLUS

Initial assessment of students by the Inclusion team

Need for addition services is recognized

Assessment results indicate no therapy is required

Students gets Standard school services as per the need

Refer for psychoeducational Evaluation

Provide a list of centers where assessments are conducted and coordinate with the psychologist for assessments

Organize assessments in the school in coordination with Lexicon reading center

Assessment results are obtained

Use assessment results to plan intervention

Apply for ministry approval if exemption or modifications are suggested

Therapy is suggested by the formal assessor

Refer to Behaviour Enrichment for therapy

- ABA Therapy
- Speech therapy
- Occupational therapy
- Sensory Integration therapy

THERAPY SUPPORT PROCESS

Initial assessment from the Specialist from Behaviour Enrichment/Head of Inclusion

Designning Individual Education program by the Specialist(BCBA) , parent and Head of Inclusion.

Implementing therapy in the school (ABA) or   Implementing therapy in the Center

Facilitating observation of therapy by the parent /LSA/ Teacher/ Special Educator

Parents provide reinforcement and generalization of the concepts taught in the therapy.

Learning support teachers/special educators provide reinforcement and generalization of the concept taught in the therapy in pull –out sessions.

Teachers adapt curriculum in consultation with the Head of Inclusion/ Case Manager

Teachers facilitate teaching and learning in the class as per the adapted curriculum and the IEP

Review of therapy every 20 sessions along with Head of Inclusion and the Parent (observation and feedback) to track and monitor progress.

Progress monitoring and tracking of teaching and learning as the IEP or the adapted curriculum by the teachers and the Inclusion team.

Formal reporting of the therapy progress

Feedback from parents on therapy , support is taken by the Head of Inclusion to ensure quality service

PARENTAL INVOLVEMENT

- Parents play an important role in the learning journey of any Student of Determination.
- Parents are involved in the identification process. Parents are requested to fill a detailed comprehensive questionnaire that includes questions about family background, birth history and developmental milestones, their observations on students and behavior and learning. Parents are encouraged to share copies of any existing medical assessments, diagnoses, and therapy reports during the identification process.
- Parents are Key partners in the development of IEP. They share accurate, relevant, and current information about the child, their preferences, and abilities, and needs that help in the formulation of IEP.
- Parents are an integral part of the IEP meetings. A formal IEP meeting is held twice a year. Parents are provided with the opportunity to share their unique knowledge of their child's development and ability that helps teachers to cater to their individual needs.
- The education, development, and review meetings are conducted periodically.
- Parents are provided counseling in case of any denial or management of child's behavior by the School Inclusion team.
- Parent consultation sessions with the Inclusion team help them to make key decisions for the child's development like availing therapies.
- Inclusion support team promotes parental engagement such as support network, information workshops, training sessions, and signposting to other service providers.
- Parents are provided informal information updates whenever required.
- Parents work collaboratively with teachers and other staff members to achieve individual student goals and support the students to improve their performance.
- Parents have access to observe therapy and teaching sessions so that they can extend and generalize their child's learning at home and within the wider community.

PROVISIONS FOR SODs DURING COVID -19

Our school encourages SODs to attend on-campus classes for better engagement and development. But few students are availing themselves of online classes. The parent takes a central role in the teaching and learning of the child. The inclusion team collaborates with the parent for any support.

The Process of support is almost the same as it is for the students who are on campus. The students attend individual pull–out sessions provodied by the special educators and counseling sessions by the counselors online. The IEP meeting and consultation from the Inclusion team are conducted online. The Inclusion team also facilitates online access arrangements for assessments and examinations. The teachers are guided to design arrangements and deliver impactful home-based learning experiences.

INCLUSIVE CULTURE AND CLIMATE:

An ethos of positive classroom culture and inclusive education permeates all aspects of the school system

- ❖ **Infrastructure:** The school building is constructed in compliance with the Dubai Universal Accessibility code. The building has necessary lifts, ramps, and board corridors, and exclusive accessibility washrooms that make it disabled-friendly. The school has an exclusive accessibility office, counseling center, resource rooms, and therapy rooms.
- ❖ **Parents training and Education:** Parents are provided opportunities to understand SEND, Inclusion rights, and their role through workshops, parent coffee mornings, and informal and formal meetings.
- ❖ **Parent Representative Committee:** As a fully inclusive school, Amity School encourages a fair representation of the parents of SODs in the Parent representative committee. The school's Head of Inclusion will reach out to the parents across all phases for the nominations and selection of the parent representatives. A minimum of 3 parents will be invited to be part of the PRC for the entire Academic Year.

   Details of Parent Representatives (SOD):
   1. Mr. Rinneesh Koottantavida

- ❖ **Attitude, belief, and experience of SEND:** The School conducts a survey of parents, teachers, and students on attitude, belief, and experience of SEND to study their impact on providing a conducive environment for optimal development of Students of Determination
- ❖ **Admission practices**: School admission practices are inclusive.
- ❖ **Safeguarding and wellbeing (Risk assessment)**
    - ✓ The school Health and Safety Officer, School Nurses and Doctor, Counsellor and Head of Inclusion ensure that Students of Determination provide a safe and healthy environment.
    - ✓ The Inclusion team conducting a physical environment scan to identify and mitigate risks that can be relevant to the students and prepares an Individualized risk assessment plan.
    - ✓ The school Inclusion team is involved in planning, organizing, and training the students of determination and relevant staff on emergency procedures.
    - ✓ The school implements mindfulness as a part of curricular experiences to ensure well-being all students including SOD. The counselor is available at all times for any counseling services.

Recruitment and Induction and Professional development :

The Recruitment of Inclusion team members involves written tests, Observation of teaching, and oral interviews by a panel. A permit is obtained by the ministry of education based on the job responsibility and designation.
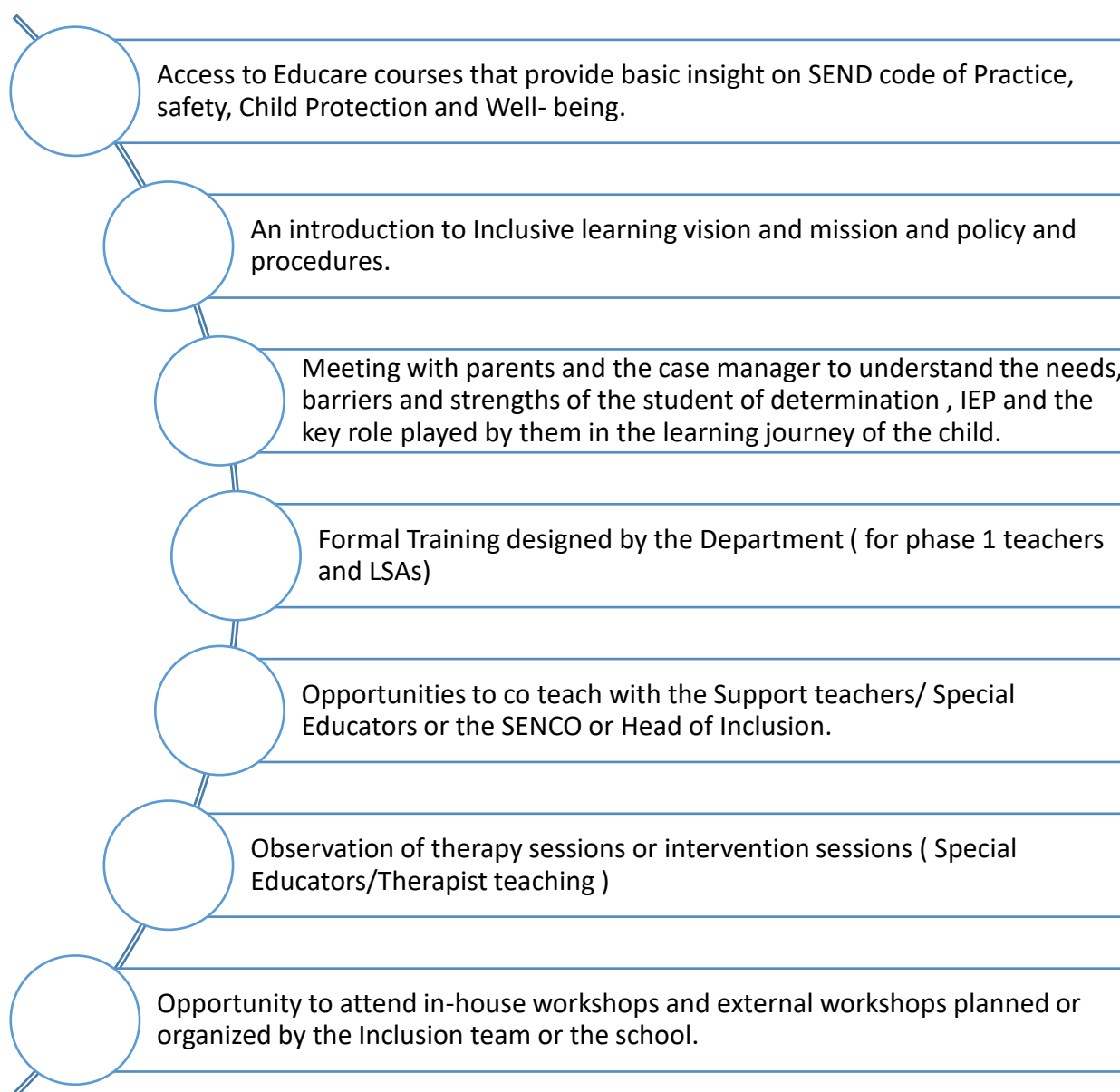
Teachers who have previous experience in teaching students of determination are given priority. The School makes effort to retain quality teachers who have contributed to the educational journey of students with determination.

JOB TITLE	ACADEMIC QUALIFICATIONS	INTERVIEW PANEL
Lead for Provision for special educational needs	Masters in Special Education or Psychology with teaching qualification in Education/Special education and a minimum of 3 years' experience as a SENCO	The School Governor/ Principal/ Vice-Principal/ Inclusion Expert (Ms. Meera Ramani)
Special Educator	Masters in Special Education or Psychology with teaching qualification in education/Special education and a minimum of 3 years' experience in teaching students of determination	Principal/Vice-Principal and Lead for provision for Special Education.
Learning support Assistant	University Bachelor's degree in psychology/special education /education	Vice-Principal and Lead for provision for Special Education.
Learning Support Assistant appointed by the parents.	University degree. Additional qualification in special needs or education is an added advantage and compulsory in-house training.	Vice-Principal and Lead for provision for Special Education and Parents.
School Counselor	Master in Psychology with minimum of 3 years of experience	The School Governor/ Principal/ Vice-Principal/ Head of Inclusion
Therapists	Necessary qualification with license as per CDA.	Affiliated to Behaviour Enrichment center.

Teacher /special educator induction and professional support includes.

Teaching staff: All teachers undergo induction upon appointment by the school Inclusion team. A meeting is facilitated with the Head of Inclusion as well as specific cases manager (Special educators or Learning Support assistants) on the day of arrival.

Induction involves the following steps.

- Access to Educare courses that provide basic insight on SEND code of Practice, safety, Child Protection and Well- being.

- An introduction to Inclusive learning vision and mission and policy and procedures.

- Meeting with parents and the case manager to understand the needs, barriers and strengths of the student of determination , IEP and the key role played by them in the learning journey of the child.

- Formal Training designed by the Department (for phase 1 teachers and LSAs)

- Opportunities to co teach with the Support teachers/ Special Educators or the SENCO or Head of Inclusion.

- Observation of therapy sessions or intervention sessions (Special Educators/Therapist teaching)

- Opportunity to attend in-house workshops and external workshops planned or organized by the Inclusion team or the school.

Academic Counseling for students with Special Educational Needs

Career counseling for students with special educational needs (SEN) is tailored to address their unique abilities, interests, and challenges. The School Inclusion team plays a key role in academic counseling, career guidance, and counseling for students with special educational needs as detailed below

Assessment and Evaluation	Assess students and help students gain deep insight into their unique abilities and challenges .
Assessment data and reports interpretation	Help parents and students understand psychoeducational evaluation, learning behavior, and other academic data.
Academic planning	Help students identify their areas of interest, skills, and values, and thereby plan educational goals.
Monitoring progress	Track students' academic performance and identify areas for improvement.
Individualized Education Plans (IEP)	Analyze student's present level of performance, identify academic barriers to learning, and plan a Barrier IEP to develop skills.
Academic support	Provide strategies and interventions to minimize the barriers to learning.
Study skills development	Teach effective study habits, time management, and test-taking strategies.
Policy Education	Educate students and parents on eligibility and details of access arrangements and exemptions available as per CBSE guidelines for students of determination in board exams. (Grade 10 and Grade 12)
Course selection	Educate Students and parents on the Scheme of studies/curricular options offered by CBSEs for Students with Special Needs in grade 9 to facilitate course selection and educational planning.
Exemptions & concessions (access arrangements)	Facilitating exemptions in learning any subject or attendance to reduce curricular load and their by promoting academic success.
Life –skill training	Facilitate life skill training which is essential for independent living and employment success.
Capacity building	Facilitate Capacity building by focusing on strengths, and potential, that are aligned with their career goals.
Instructional Support	Modify curriculum and instructional methods to accommodate diverse learning needs.
Collaboration with Teachers	Work with general education teachers to adapt lessons and materials and thereby promote learning skills
Parent collaboration	Liaise with parents and teachers to plan support and promote student success through formal and informal communication and meetings.
Crisis Support	Offer support for personal issues affecting academic performance, connect students .

CAREER/ VOCATIONAL GUIDANCE AND COUNSELING.

Transition plan	As students approach graduation, develop a detailed transition plan that outlines their next steps, whether it's further education, vocational training, or direct employment
Higher education	Connect the student with higher educational opportunities that will help support their post-school success
Alternate career pathways	Encourage students to explore non-traditional or emerging career paths, including vocational training, entrepreneurship, and non-college options.
Vocational Rehabilitation	Connect the student with vocational rehabilitation services, which can provide additional support and resources for job training, job placement, and workplace accommodations.
Collaboration	Work with Career counselors, parents, and school administration to support student career planning

.Privacy Policy

Information Collection:

We collect personal information about students of determination to facilitate their educational needs and provide appropriate support required for their holistic development. Information collected may include, but is not limited to personal details, information on strengths, barriers, Individualized Education Program (IEP), medical information, and academic records, reports for therapists, psychologists about their concern, diagnosis and recommendations.

Use of Information:

Personal information of students of determination is primarily used to provide individualized educational services, accommodations, modification and support to meet their individual needs which is used for academic planning, assessment, monitoring progress, and improving educational outcomes.

Information Sharing:

Personal information of students of determination is treated with utmost confidentiality and shared only on a need-to-know basis with all the stakeholders involved in the student's education and support.   Consent will be obtained from parents/guardians before sharing information with the stakeholders. Upon termination of educational services or as required by law, we may securely dispose of personal information.

Rights of the Parents:

Parents/guardians and eligible students have the right to access, review, and request corrections to their personal information. Complaints or concerns regarding privacy practices should be directed to the designated privacy officer for resolution.

POLICY REVIEW:

The Amity School Dubai Inclusion Policy is reviewed annually, however, early review decision is made based on any need or directives from KHDA.