

# Inclusion Policy 2020 / 2021





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## Purpose

All children have the right to a broad and balanced curriculum matched to their needs, abilities, and aptitudes. At Nibras International Private School (NIS) seeks to promote the integration of children with differences into the general learning environment. Nibras fully supports the principle of inclusion- each child is ensured access to high-quality education through intentional planning and integration into the school community. We recognize the potential of each individual in our school community and, in partnership with parents, we aim to promote a sense of well-being and achievement through academic, social, and emotional learning.

The purpose of the Nibras Inclusion Policy is to outline the processes necessary to enroll, refer, and service students who have Special Education Needs, students who are English Language Learners, and Gifted and Talented students. The Inclusion Department works collaboratively with the Senior Leadership Team, students, parents, teachers, learning support assistants, and external service providers to ensure an inclusive ethos throughout the school and beyond.

This policy includes:

1. Introduction to our Inclusion Department.
2. The processes of identifying and admitting students with additional needs at admissions.
3. The referral process for Inclusion Department services for students currently enrolled.
4. An outline of our multi-tiered approach to delivering the appropriate level of intervention to meet the needs of individual students.
5. Description of SEN, EAL, and Gifted and Talented Programs.
6. An invitation for more parental involvement.



# 1. INCLUSION DEPARTMENT (SEN/EAL/GIFTED AND TALENTED)

The Inclusion Department includes the Governor of Inclusion (external), Head of Inclusion, SEN Coordinator, SEN teachers, English as an Additional Language teacher, and Learning Support Assistants. The Inclusion Department meets weekly to review and discuss the progress of students on the Inclusion Register. They work closely with teachers, Heads of Department, Subject Coordinators, and the Senior Leadership Team to identify and support students who have special education needs, limited English, and/or have areas where they are gifted or talented.

The Inclusion Department has a three-tier approach that provides various planning and programming for individual students based on their unique needs. We strive to lower barriers to learning by creating an individual program that highlights strengths and builds on weaknesses. Each tier promotes awareness and understanding of the variety of learning styles and the acceptance of differences within the school and the community. In addition, the Inclusion Department provides support and training for teachers and staff. We embrace a collaborative approach that focuses on the development of support on each tier and monitors the effectiveness of intervention strategies by closely tracking progress and attainment.

## 2. ADMISSION OF SEN STUDENTS

The Dubai Inclusive Education Policy Framework (2017) ensures that the admission of students of determination within all private schools is supported. Schools must not refuse to admit students of determination because of their experience of disability. To ensure all students are allocated with the appropriate support, a MAP assessment is conducted as the first step of the admissions process. In the event that the Admissions Team determines that the student may have additional needs, or the family discloses that the student has additional needs, an appointment with the Head of Inclusion will be arranged to assess the student and meet with their family. Nibras will collect all relevant information to evaluate each student's needs in order to adequately plan the appropriate provision. Outside assessments may be recommended and internal assessments and observations will be conducted upon enrollment. All students with special education needs, including English as an Additional Language (EAL), are welcome at Al Nibras International Private School.



Information that is collected to determine the placement of a student into the Inclusion Program includes, but is not limited to, the following:

- Academic and progress reports from previous schools
- MAP Scores from admissions assessment
- CAT4 Assessment
- English Proficiency test results (external and/or administered at NIS)
- Formal diagnostic assessments, preferably from a KHDA approved provider
- Medical reports
- Psychological and/or therapy reports
- Parental interviews with the Head of Inclusion
- Student interviews/observations

Once all data has been collected and reviewed, the Registrar will complete the admissions process and notify the Head of Inclusion regarding the details of the new student. The Head of Inclusion will then disseminate the information to the Inclusion team and classroom teachers.

### 3. REFERRAL PROCESS- THE STUDENT SUPPORT TEAM

It is the responsibility of the classroom teacher to monitor the progress and attainment of each student assigned to them. Every effort is made to identify additional needs during the admissions process; however, some needs may not be identified until the student is attending class.

The Student Support Team is a proactive problem-solving approach to supporting students who are falling behind academically. The team determines the level of support a child needs or whether or not the child is eligible to receive special education services. The purpose is to design a support system aligned to the student's specific area of need to increase the success of the student in the general learning environment. Members of the team include the school Principal, Head and Assistant Head of the Elementary and Secondary school, the School Counselor, and the Head of Inclusion.

The referring party should complete the SST Referral Form once Tier 1 interventions have been exhausted. The form must be submitted with supporting documentation of the interventions used and their effectiveness to the Head of Inclusion for review. Once the referral is approved, an SST Meeting will be scheduled with relevant parties who will problem-solve and agree to the next steps. The Learning Support Plan will be documented, and a follow-up meeting will be scheduled.



At the follow-up meetings, the team will review the effectiveness of the Learning Support Plan. The team may decide to continue the current interventions with the same or increased frequency and intensity, try new interventions, refer the student for further assessment or, if the issue has been resolved, bring the SST process to a close.

## 4. A MULTI-TIER APPROACH: RESPONSE TO INTERVENTION

Our multi-tier approach to the early identification and support of students with learning and behavior needs begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including classroom teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student responses to instruction.

### 4.1 Tier I - IER I - QUALITY CORE INSTRUCTION: GENERAL SUPPORT SERVICE

Quality Core Instruction in the general education classroom is the foundation of Response to Intervention. Within Tier I, intervention is delivered by the classroom teacher. Classroom teachers will implement researched-based intervention strategies as well as use differentiated instruction and universal design for learning to support the student. A member of the Inclusion Team will perform observations and monitor the students' progress closely and the student will be screened on a periodic basis to establish an academic and behavioral baseline. At this stage, the Inclusion Team will gather information to support the teacher and the student in the classroom. Evidence is gathered through MAP and CAT 4 assessments, formative and summative assessments, and classroom observations.

At the end of this period, students who show significant progress are generally returned to the regular classroom program. Students who do not show adequate progress are moved to Tier II. A meeting will be scheduled with the parents to discuss the findings. Parents may be requested to provide the school with a psycho-educational assessment if learning barriers are evident.



## 4.2 TIER II - TARGETED INTERVENTION: SUPPLEMENTAL SUPPORT

The goal of Tier 2 Targeted Intervention Support is to close academic gaps as quickly as possible. Tier 2 services are triggered when a student does not make expected progress given quality core instruction and classroom-based interventions at Tier 1 are unsuccessful. Supplemental support may also be rendered if formal benchmark assessments indicate that a student is one or more grade levels behind. Tier 2 interventions are in addition to, not in place of, Tier 1 instruction, and targets specific skills. Tier 2 interventions take place in small group settings with students on similar instructional levels. Instruction may be provided by a member of the Inclusion Department. Ideally, students will rotate in and out of interventions at intervals of six to nine weeks, depending on need. Tier 2 Targeted Intervention is for both academic skills and behavior and includes both in-school and out-of-school time programs.

## 4.3 TIER III - INTENSIVE INTERVENTION: INDIVIDUALIZED SUPPORT SERVICES

Students who do not achieve the desired level of progress in response to Tier 2 interventions are referred for a comprehensive evaluation and considered for special education needs services. The data collected during Tier I and II as well as a diagnosis from an external KHDA approved provider is used to make the decision for SEN eligibility services.

At this tier, the Inclusion Team will design an individualized program of an intervention designed to lower the barrier to learning identified during the referral process. Intensive interventions are based on their level of need and may require the support of a Learning Support Assistant (LSA), which will be employed by the parents. Depending on the students' needs the school may require the student to undergo external therapy services if the school is not able to provide such during school hours.



## 5. INSTRUCTIONAL PROGRAMS: A CONTINUUM OF PROVISION

### 5.1 THE SPECIAL EDUCATION NEEDS PROGRAM

Once a student is registered as an SEN student, an IEP (Individualized Education Plan) will be created. The Inclusion Team will collect all relevant data from the parents such as external assessments and previous school records. The classroom teacher will start with observations, assessments, and intervention strategies to acquire knowledge of the student's behavior and academic performance. Once the eligibility has been evaluated, all the data has been collected from the classroom teachers and the Inclusion Team will meet to discuss the student's areas of strength, weakness, opportunity, and threats (SWOT analysis) and create intentional SMART goals.

Once the IEP is drafted a meeting will be scheduled with the parents where all the information on the IEP is discussed at great length. The parents will then give their contribution before the IEP is signed by all parties stating their knowledge and consent to implement the IEP. The IEP will be monitored regularly, and weekly progress will be tracked by classroom teachers, the Inclusion Team, and Learning Support Assistants if applicable.

The IEP team is to review the student's IEP quarterly to monitor progress and adjust goals as needed. The IEP team is to address any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate. The purpose of reevaluation is to decide

- (a) if the student continues to be an SEN student,
- (b) whether additions or modifications to special education services are needed to help the student meet the measurable annual goals and to participate in the general curriculum, and
- (c) whether the student continues to need special education services.

A reevaluation may or may not require new assessments.

### 5.2 THE ENGLISH AS AN ADDITIONAL LANGUAGE PROGRAM

The English as an Additional Language Program (EAL) is designed to provide English Language Learners (ELL) with the relevant knowledge and skills in the social and academic language of instruction. Effective delivery models of instruction aligned to students' proficiency levels are used to achieve these targets. The IDEA Online English Language Proficiency Test is administered at the beginning of the school year or upon enrollment to determine what level of





EAL support is needed. Additionally, a Home Language Survey Form is issued upon the student's enrollment to determine first and second language proficiency status.

Student support in EAL occurs through pull-out and push-in instruction. Intensive skills-based English Language Learning support is provided for beginners (low proficiency or no English) through explicit English language instruction following a researched-based curriculum that targets reading, writing, listening, and speaking skills following the AERO Common Core standards. EAL teachers also support the mainstream teacher through professional development, collaboration, workshops, and one-on-one conferences, assistance in differentiation, provision of relevant websites and links, and glossaries for specific academic language for new content/concepts.

## 5.3 THE GIFTED AND TALENTED PROGRAM

At Nibras International School aims to ensure that all potential and identified Gifted and Talented students have access to an extensive, enriched, personalized, and differentiated curriculum that meets their individual needs. The school also aims to promote a cross-curricular approach to teaching and learning, which is simultaneously aligned by innovation, to fully enable the giftedness and talents of each identified student.

While providing enrichment and a broad spectrum of educational opportunities, the Gifted education program encourages the individual student to develop personal responsibility, task commitment, self-discipline, independent learning skills, respectful conduct, and social-emotional balance. The development of critical thinking, problem-solving, communication skills, and creativity is shared collaboratively among the Gifted student, the parents, and the NIS educational community.

The Gifted Individualized Education Plan (GIEP) is the framework of a student's program and should consist of information that is useful in providing appropriate programming and support services. This is an annual summary that includes all curricular areas in which a Gifted student is to receive an education that is adapted and differentiated to provide opportunities to participate in acceleration or enrichment, or both, as appropriate to the student's needs.

A GIEP meeting must be held at least annually, and when a parent/guardian or teacher requests a meeting to develop, review, or revise a student's plan. At the conclusion of the GIEP meeting, parents are provided with a formal opportunity to agree or disagree with the identification, evaluation, educational placement, or the provision of their gifted/talented child(ren) as indicated in the GIEP.



## 6. PARENTAL INVOLVEMENT

When teachers and parents work together to support the learning and social/emotional needs of students, students do better in school. We have a shared responsibility in educating students. Parents are the best advocates for their child and NIS holds their contribution to the highest degree.

Ways Parents Can Support Their Child's Education at NIS:

- Maintain positive communication with your child's teachers and Inclusion Team members.
- Read to your child at home (15 minutes a night can make a big difference).
- Frequently asking children about their school day (who they played with, sat by at lunch, favorite part of the day).
- Have high expectations for learning and behavior at home.
- Build-in homework time each night. Stay consistent and ensure they complete their homework assignments.
- Check your child's grades regularly.
- Join the teacher's Google Classroom page.
- Make every effort to ensure that their child attends school every day and arrives on time.
- Keep updated with changes at the school. Read the Principals Weekly Report to the Community and the monthly newsletter.
- Attend coffee mornings with the Principal and members of the Senior Leadership Team.
- Schedule a time slot during Parent-Teacher Conferences.