

مدرسة ذا أبل انترناشيونال كوميونيتي
The Apple International
Community School



INCLUSION POLICY

2024 – 2025

POLICY INFORMATION

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| APPROVED BY | PRINCIPAL- PRETTY KHOSLA |

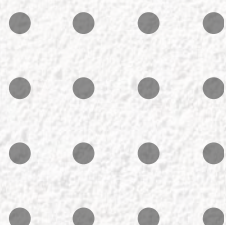




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01- GUIDING PARAMETER

The Apple International Community School is a dedicated member of society and works towards achieving the vision outlined by the leaders of Dubai. A guiding parameter in striving towards an inclusive society is the following message of **H.H. Sheikh Mansoor bin Mohammed bin Rashid Al Maktoum's, Chairman of the Higher Committee for the Protection of the Rights of People of Determination.**

“...Inclusive society; one that grants people of determination their full rights on an equal basis with others. Dubai believes that people of determination are valuable members of our community who continuously have to strive to overcome the various environmental, social, and systemic barriers to seize opportunities, achieve their aspirations, and succeed in life. Dubai seeks to ensure that everyone fairly obtains their full rights and can thrive in an inclusive environment affording them choices of accessible, affordable, and quality services. In addition, we must all aim to raise the community’s general awareness towards the importance of including people of determination as empowered and effective contributors to society. Together, we will eliminate the sense of pity and charity, and replace it with empowerment and respect for all.”

Message about the initiative, “My community, a city for all.”



02-RATIONALE.

The document is produced to entail the best **EQUITABLE LEARNING** practices to bring about equal opportunities for the overall growth & development of students of determination.

03-MISSION

Our mission is to ensure best **EQUITABLE LEARNING** practices to bring about equal opportunities for the overall growth & development of students of determination

04-VISION

To nurture the youth to grow into fully fledged personalities & global citizens of the future world, by ensuring equitable access to education.

05-AIM

The Inclusion Department of AICS (ID-AICS) is dedicated towards the holistic education of all learners in all walks of life. We believe that each & every child is unique in his / her style of learning, socialising & cognitive development.

06- Core Principles of Inclusion at AICS:

- Equal Opportunities
- Respect
- Acceptance



07- LEGISLATION:

The procedures and policies in line with the guidance provided by the following references:

- KHDA Inspection Handbook (2014)
- School Inspection Framework (2015-2016)
- Dubai Inclusive Education policy (2017)
- Implementing Inclusive Education: A Guide for Schools (2019)
- Directives and Guidelines for Inclusive Education: A Handbook for schools (2019).

This policy ensures compliance with:

- UAE Federal Law.29 (2006) connecting the Rights of people with Special Needs and UAE Federal Law 2(2015) against Discrimination and Hatred.
- The school's admission policy adheres to the stipulations of the Dubai Inclusive Education Framework (DIEF) (Published November 2017).
- Federal Law No 29 of 2006 concerning the Rights of people of Determination;
- Dubai Law No 2 of 2014 concerning the protection of the Rights of Persons with Disabilities in the Emirates of Dubai.



We also considered the following clauses:

- Article 13 Clause 16: To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of students with disabilities;
- Article 13 Clause 17: To admit Students with the terms of its Educational Permit ,the rules adopted by the KHDA ,and the relevant legislation in force;
- Article 23 Clause1:To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion or social class.

08-Roles and Responsibilities:

Role of Governor for Inclusion:

- Set strategic direction through a clearly stated inclusive vision and ethos.
- Hold the designated school based inclusion support team accountable for development and implementation of strategic inclusive education improvement plan.
- Support the allocation of financial investment to ensure that targeted plans are sufficiently resourced.
- Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.



Role of Principal:

- To communicate a vision of inclusion and ensure that best practices of inclusive approaches to teaching and learning are embedded in the entire school community.
- To ensure that recruitment, induction and highlight best practices.
- To conduct a whole school review and highlight best practices.

The Senior leadership team are responsible for ensuring all staff have accessed and are aware of their roles and responsibilities in relation to the inclusion policy.

The Role of the Inclusion Head:

- To assess, monitor and record the process of support with students who may require additional support.
- To be responsible for the creation, monitoring/reporting, communication and revision of the inclusion and related policies to all relevant stakeholders.
- To take a lead role in fostering collaboration between specialist staff and promote differentiation through sharing of practices and resources.

The Role of the Counsellor:

- To be responsible for developing and leading the implementation of the personal development programs.
- To support the individual development of all students within the school through collaboration with other relevant stakeholders and holding documentation of the process.



The Role of the Special Educator

- To teach academic, social and life skills to the students of determination to help them to reach their full potential.
- To work with the classroom teachers, counselors and family members to write an individualized plans for the learners who are struggling academically, socially and personally.
- To provide instructional planning to the teachers and to facilitate the accommodations and modifications inside the classrooms.

The Role of parent:

- To be responsible for disclosing the all relevant information about their child during enrolment and at any point during the child's time at school to ensure the most important placement.
- To be responsible for attending any relevant Inclusion Team meeting.

Inclusion Support Team

Apple International Community School has an Inclusion Support Team consisting of:

- Inclusion Governor
- Inclusion Champion/Principal
- Vice Principal
- Leader of provision for students of Determination/Head of Inclusion
- School Counselor
- Special Educators
- Departmental L.S.A
- LSAs
- Parents
- Teachers with specific interest with in inclusion



The support team will

- Work with all the stakeholders as per the circumstances to remove barriers and open doors to provide opportunities to flourish.
- Provide support within a model of graduated approach. In specific instances where student has been identified for intensive support and the school is unable to meet the learning support needs of that student, the parents may employ additional support from an external agency in the form of an Individual Learning Support Assistant

09-Meeting the Needs of Students of Determination

Referral Process

A student can be referred to the Inclusion Team by teachers or parents. The AICS referral pathway (Refer Appendix 1).The inclusion team will work with all stakeholders to appropriate data using the Student referral form. The student Referral Form provides the basis for a student concern meeting with the parents where inclusion Team provide consultation and decides appropriate next steps.

Graduated Response

The Inclusion Team will work in collaboration with classroom and specialist teacher to provide differentiated support for students. Scaffolds and accommodations are developed to offer students access to the curriculum appropriate for their learning needs.Targeted and intensive support is co-ordinated with all relevant parties and personalised to meet the needs of individual learners(Refer Appendix 2 graduated support).



Some of the services that the Inclusion Team can provide at Apple International include:

- Initial screening
- 1:1 specific intervention/pull out sessions
- Small group intervention
- In classroom support/push in sessions
- Modified and/or reduced curriculum
- Exam access arrangements

10- Individualised Plans

Individual plans are drafted to support students with identified barriers to learning, emotional or social skills. The plans will be shared with all relevant parents, teaching staff and reviewed termly. The different types of plans include IAP (Individual accommodation plan), ILP (Individual learning plan, IEP (individual education plan), BMP (behavior modification plan) and BSP (behavior support plans). The Apple International Community School uses the combined approaches routing in applied behavioural analysis principles and the internal assessment batteries to develop, monitor and review plans. All teachers have access to the plans to ensure that student goals and accommodations are implemented in every area of curriculum. The Inclusion Team will liaise with external providers and Learning Support Assistant as per the requirement to ensure support is relevant and appropriate. The Inclusion Team Supports with needs in the categories of Special Educational Needs and Disabilities as outlined by the KHDA revised Categorisation Framework (see Appendix 3). The students barriers to learning will be identified on their respective plans.



11. Admissions procedure for Students of Determination.

- The Apple International Community School welcomes application from Students of Determination by diligently following the below procedures:
- The head of inclusion provides free counselling and guidance to the parents of Students of determination (identified/unidentified) when approached for admission. The Inclusion team conducts initial observations as required to understand the specific needs of the students.
- The school ask parents/guidance to disclose whether their child has any additional support needs, medical condition or any special circumstances prior to his/her assessment for entry to the school
- At admissions the school will conduct an internal observation/assessment of educational need to develop appropriate provision on entry to school
- In assessing any student or prospective student the school may take such advice and require such assessments, as it deems appropriate .Subject to this, the school will be sensitive to any issues of confidentially.
- Where it is practical to make reasonable adjustments based upon the information given and advice received to enable a prospective student to take up a place at the school, the school is committed to providing those reasonable adjustments.
- The school will have a consultation meeting with the parents/guardians following assessment to define the reasonable adjustments the school is committed to provide, discuss any additional services, and make arrangements for review meeting to monitor progress.



- As part of its commitment to support every student, the school may provide specialist teaching through the Inclusion Team. If support is required that exceed the standard service available in school, contact details for external providers is shared with parents.

12. Identification and Early Intervention

Identification and early intervention refers to the accurate process through which education providers, and other professionals utilize formal and informal methods of assessment to accurately identify the type of educational need experienced by a student. This information is then used to inform the use of targeted, evidence-based intervention which supports learning and progress. .For existing students, any subsequent barriers to learning identified by external assessment should be shared with the school at the earliest opportunity to ensure that the appropriate support can be provided. The Inclusion Team keeps register of formally and informally identified students. The register will identify the student of Determination's needs according to the KHDA Revised Categorisation Framework. The register will be updated monthly and be kept in school one drive and is data protected in line with school policy. All relevant staff is responsible for ensuring the familiarity with the content and use the information in their teaching and learning.



The register indicates which of the following level of support the student receives:

- Level 1: Provision of Quality First Teaching (see glossary of terms) where teachers accommodate for individual differences, learning styles and behaviour through effective differentiation. The learners in this level have individual accommodation plans.
- Level 2: Learners are identified as not having made expected progress or attainment and needing short-term support and provided with observation based interventions. In some cases, the team will involve the parents and might seek an external assessment. Hence some of the learners might have external assessments from external providers. All level 2 students will have a student profile and some might have an Individual learning plan (ILP) or Behavior Modification Plan (BMP) according to their needs.
- Level 3: Students with learning needs require more intensive individual support which is additional to or different from their peers. They will be having formal assessments or diagnostics from external providers. They may have been identified based on observation and triangulation of data from various sources such as GL assessments, parent/teacher observations, internal assessments etc. All level 3 students will have an IEP and most of them are provisioned with a Learning support assistant.

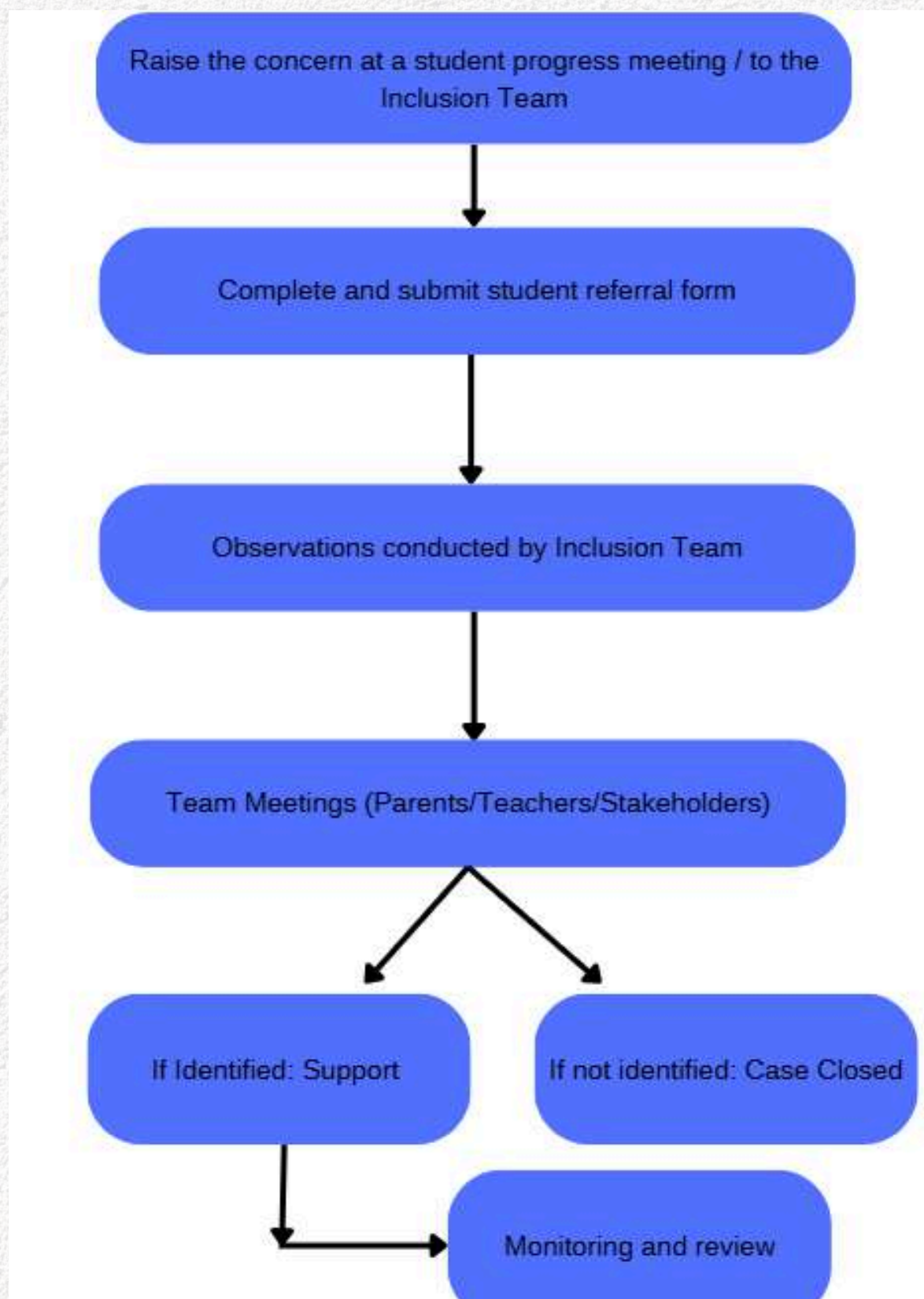


13. Monitoring of Teaching and Learning

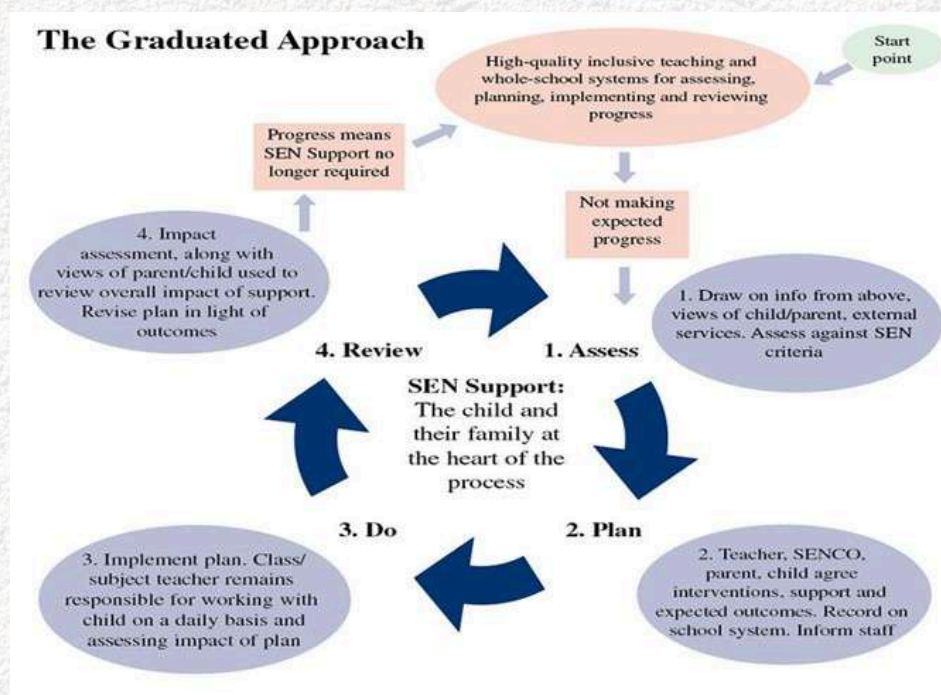
The Senior Leadership team will ensure through lesson observation and learning walks that QFT is delivered to all students. Lesson plans will identify those with needs and there will be evidence both in lesson plans and class environment of how barriers to learning are being removed. The team tries to integrate and promote inclusivity in all the arenas of learning and inside the classroom environment. Following the lesson observations Senior Leadership in collaboration with the Inclusion Team will identify any areas of professional development required by the teacher to further meet the needs of students. During Student Progress meeting teachers will provide on-going documentation and data to show student progress and identify next steps.

Standard services : The school acknowledge its duty to students, staff, parents and members of the wider community who have additional support needs. Where the students or prospective students are concerned, the school knowledge's that it should be non-discriminatory in its treatment of all students. In compliance with KHDA the school must outline its standard service .At Apple International Community we have one Head of Inclusion, one Learning Support Teacher and One Learning Support Assistant. We also have one whole School counsellor. Additionally the school has processes in place to enable identification of needs, develop individual Education plans and one-to-one or small group support. The services of these professionals are free of charge to our Apple Community School.

APPENDIX 1: Referral Process



APPENDIX 2: Graduated Approach



APPENDIX 3: Categorization according to KHDA framework

| Common barriers to learning | Categories of disability (aligned with the UAE unified categorisation of disability) |
|-------------------------------------|---|
| Cognition and learning | 1. Intellectual disability (² including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age) |
| Communication and interaction | 5. Communication disorders 6. Autism spectrum disorders |
| Social, emotional and mental health | 7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders. |
| Physical, sensory and medical | 9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² Chronic or acute medical conditions |

*parents can refer to the KHDA Revised Categorisation Framework for Students of Determination for specific breakdown of subcategorization and classification criteria