



# المدرسة الهندية العامة العليا الخاصة

## Indian Public High School Private

<b>POLICY NAME:</b>	<b>INCLUSIVE POLICY</b>				
<b>APPROVAL AUTHORITY:</b>	<b>PRINCIPAL</b>	<b>ADOPTED:</b>	<b>03.05.2021</b>	<b>REVIEWED:</b>	<b>03.10.2022</b>
<b>RESPONSIBLE EXECUTIVE:</b>	<b>SPECIAL EDUCATOR</b>	<b>REVISED:</b>	<b>15.4.2024</b>	<b>NEXT REVIEW ON:</b>	<b>1.4.2025</b>
		<b>AVAILABLE:</b>	<b>IN THE LIBRARY</b>		

### VISION

To promote, instill and sustain a desire for inquiry, innovation and research among all learners towards an organic growth as a global citizen.

### MISSION

To serve as a model, where teaching and learning is innovative and to excel beyond the classroom .

IPHS is committed to inclusion. “At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning.

The Indian Public High school Private embraces the principle of providing high quality education to all the children who attend the school. We welcome students of determination and give them access to appropriate provision, resources and curricular options.

IPHS is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. The special educational needs of all children will be met, where appropriate, in mainstream settings, otherwise in a withdrawal setting.

We will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners with ‘additional needs’
- Those who are ‘gifted and talented’

Where appropriate, the views of the child should be sought and taken into account; Parents have a vital role to play in supporting their child's education; At IPHS, we ensure that parents will be involved in regular follow-up with the school regarding the identified needs of the students and the progress they are making.

## **AIMS**

UNCRPD has a clear rationale for transitioning from a medical to a rights-based model of disability to achieve the ultimate goal where the inclusion of persons of determination is viewed as a human right, as opposed to a requirement for the benefit of individuals and society in general. A disability is the result of an individual's interaction with society and is not an attribute of the person.'

At IPHS we aim to operate a rights based model of Inclusion which is in line with the UNCRPD's principles and directives and recognizes a student of determination's right to access the same quality of education as other students. We recognize that the disability is not within the person but is created from influences outside of the person as constructed socially by the discriminatory attitudes, policies, and systems.

This policy statement is a description of how School accommodates STUDENT OF DETERMINATION, TALENTED AND GIFTED in keeping with the essence of the federal law 29 of 2006, the School Inspection Framework guidelines and best International practices. The school takes it as its moral responsibility to maximize the potential of each Students with determination, the Gifted and/or Talented following a completely inclusive policy where each child is respected and treated with dignity.

We seek to identify the presence and impact of the difficulties experienced by these students, and maintain high expectations of their participation, engagement and success. We strive to develop effective teaching, learning, and curriculum development processes that cater to all, irrespective of abilities or needs and work in partnership with parents, specialists, and other community members to devise strong, comprehensive, and sustainable systems of inclusion.

### **This will be achieved by:**

- Enabling every teacher to play a key role in facilitating the educational inclusion of students of determination.
- Using flexible and responsive teaching and learning styles
- Providing appropriate and achievable learning targets for all students
- Supporting the learning and participation of all students
- Implementing systems for early identification of barriers to learning and participation
- Recognizing, reflecting and celebrating the skills, talents, contributions and diversity of all our students

- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Ensuring systems of teacher professional monitoring and support are designed so that each teacher is fully empowered to remove obstacles which impose educational, and ultimately social exclusion
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of students.

### **IDENTIFYING STUDENTS OF DETERMINATION, TALENTED AND GIFTED (all categories)**

The school makes a conscientious effort to identify and then support students of determination, gifted and talented through various formal and informal means like:

- Sensitizing the staff with the knowledge and definition of the various categories of Student with determination through regular workshops, , case studies etc. so that they are alert towards identifying such cases.
- Referrals made by teachers and Supervisors after careful but discreet observation.
- Referrals made by parents for intervention for behavioral, emotional, concentration deficit issues resulting in poor attainment.
- Referrals made by parents for the intervention for students with sensory, physical, medical, disabled, communication and interaction issues resulting in poor attainment or maladjustment.
- Assessments made by the professionally trained staff of the counseling department and external agencies authorized by MOE whenever required.
- Inputs from the school medical Centre.
- A well-defined in-house criterion for identifying the Gifted and/ or Talented students.

According to the United Arab School Inspection revised categorization Framework for Students of Determination (2019), the four main categories of Disability and Barriers to learning:

### **IDENTIFICATION OF STUDENTS WITH DETERMINATION (Learning Deficit)**

At the beginning of the academic year, students at risk for poor attainment are identified through a careful analysis by the academic team including teachers. These students are categorized as cases of learning deficit in reading, writing, spelling /using numbers.

#### **The school's understanding of LD1 and LD2**

**LD1 Grade 1 -12:** students who score less than 40% in 3 or more subjects in the yearly performance of the previous academic year.

**LD2 Grade 1-12:** students who get diagnosed by the specialized centers.

## **IDENTIFICATION OF STUDENTS WITH DETERMINATION (TALENTED)**

This category includes student who demonstrate exceptional academic competence as evidenced by attainment

### **KG 1 to Grade 2**

- Academic achievers of the last academic years
- A list of students who scored 97% or above in 3 or more core subjects in last academic yearly performance

### **Grade 3 to 12**

- Academic achievers for the last academic years
- Top ten scorer's percentage wise of the last academic years
- Students who have got citations or special mention in CAT4, ASSET (Grade 3 and above)

## **IDENTIFICATION OF STUDENTS OF DETERMINATION (GIFTED)**

- This category includes students who exhibit exceptional natural ability and skill in sports or the creative arts and represents / win laurels for the school

### **KG 1 to 4**

- First and second position winners in inter school events
- Sports Achievers at Intra and Inter School level
- First and second position winners in talents day solo competitions
- Winners of prestigious Inter-School UAE level competitions for Spell Bee or any other
- Any other distinguished achievement worth a mention (discretion of the HOS)

### **Grade 5 to 12**

- Sports achievers at zonal, cluster, national or international level
- First and second position winners in inter school events
- First and second position winners in talents day solo competitions
- The Recess Radio Jockeys
- Winners in prestigious events at the UAE level for Spell Bee/ Abacus/Scrabble
- Winners of prestigious environmental programmes
- Any other distinguished achievement worth a mention (at the discretion of the Supervisors and the Class Teacher)

## **SUPPORT FOR STUDENTS WITH DETERMINATION**

A short description of the kind of support that is offered for different categories follows:

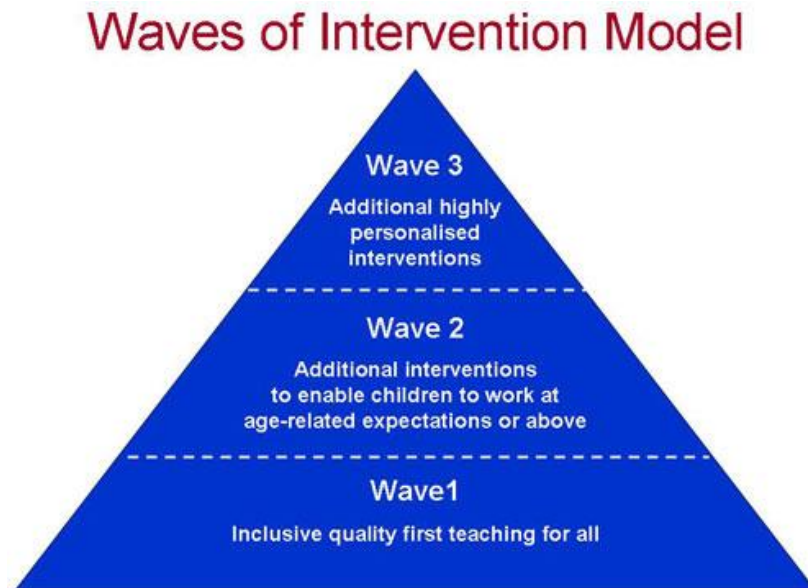
- One to one personalized academic skill building sessions.
- Learning Centre support with specially trained teachers of special needs for LD2 (KG 1-12).
- Monitoring and intervention from the medical Centre and school doctor as and when needed.
- Modify and simplify the curriculum wisely and creatively to ensure full engagement and challenge for students of all abilities.
- Draw up and implement the IEP

- Exercise considerable flexibility and innovations within a realistic parameter to allow individual cases to achieve their full potential.
- Concessions and modifications assessment as suggested by the diagnostic center in line with CBSE guidelines.
- Enhancement of the academic prowess of the talented students through differentiated instructions, assignments, anchor activities and Enrichment classes with the consent of the parents.
- Enhancement of talent/skill of the Gifted students through various inter school programmes.

### **THE WAVE INTERVENTION**

IPHS carefully identifies the students who need extra support. Thus our wave model ensure that all the students have access to the quality interventions.

#### **Regular Education classroom: School based Inclusive Education/Learning Support**



The student of determination is categorized on the level of support they need. The students are categorized in one of the following:

<b>Wave</b>	<b>Intervention by</b>
1	Teachers in the classroom
2	Teacher + Inclusive Champion
3	Teacher + Inclusive Champion + Learning Support Assistance

Students with determination are enrolled in a regular classroom and receive special education programme and services outside the regular classroom in the school setting only. This service is provided for all the grades. The student will be advised to seek the special education support services

from external specialists (Speech and language therapy, Physical /occupational therapy, Psychometric & other medical evaluation) if needed.

In order to meet the educational needs of students, the policy of accommodation is followed according to the academic needs of the student of determination. Accommodations are changes that do not alter what is being taught and includes alterations of the environment or equipment that allows a student with determination to gain access to content or complete assigned tasks.

### **COMMUNICATIONS WITH PARENTS**

The school, the SOD students and parents work as a team with open channels for frank and regular communication. The parents are kept well informed about the progress of the child and their input and feedback is considered invaluable. If needed, the parents too are guided and counseled to support their child at home. **There are no extra charges or hidden costs** for all the handholding and tremendous support.

### **SUMMING UP**

The students with SOD are given support till grade 12. They get support in the class from their buddies and the subject teachers. This is for building their self-confidence and improving their study skills.

The school being sensitive extends several exemptions/concessions to candidates with disabilities as defined in The Rights of Persons with Disabilities Act – 2016 including flexibility in choosing subjects/Alternate questions /Separate Question/ Facility of Scribe and compensatory time which aligns with both CBSE and Ministry Inclusion policy.

The school is ever willing to adapt its Inclusion policy according to the changing times and the latest best international practices as it recognizes and stands by its commitment towards providing equitable learning opportunities for all students, fostering a culture of respect and belonging and ensuring that every learners, regardless of this individual needs can thrive and reach their full potential.