

INCLUSIVE EDUCATION POLICY

Our Vision

Empowering students with values and skills to excel in a dynamic world.

Our Mission

To deliver high-quality, forward-thinking education that equips every student with the knowledge, skills, attitudes and global competencies to excel. To create a nurturing, inclusive environment where all learners are enabled to contribute meaningfully to their communities and beyond. To inspire a passion for discovery, nurture innovative mindsets. To develop individuals to embrace every learning experience, build emotional and mental fortitude and a growth mindset to navigate challenges confidently.

Rationale:

At SIS, we are committed to providing an appropriate and high-quality education to all the children as per our Inclusion Policy. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad, balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Introduction:

Being acknowledged as a Fully Inclusive School by DSIB we consider ourselves in an exceptional position to provide an environment where all children can flourish and feel safe. The leadership, staff and governing body are committed to supporting every child and promoting the well-being and welfare of all its pupils and staff.

Our continued efforts to ensure an environment that is sensitive, respectful and accepting towards children with varied exceptionalities have guided us to develop more sophisticated procedures to monitor, evaluate and review our practice, so that our students:

- Feel safe, secure and happy within the school setting.
- Make good progress and achieve their full potential.
- Learn effectively, irrespective of any distinctive educational needs;
- Are treated respectfully and learn to show the same to others.
- Receive additional support according to their individual needs.
- Learn essential preparatory life skills that will help them deal positively with their surroundings and foster independence and emotional well-being

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Objectives:

At SIS, we acknowledge the Students with Special Educational Needs and Disabilities (SEND) and the UAE Federal Disability Law 29, 2006 and strive to implement it effectively across the school to the extent possible within the existing resources. We adhere to the definition of Special Educational Needs as given by the DSIB, which is as follows:

‘Special Educational Needs and Disabilities (SEND) are different from those of the majority of students. They include those who need additional support or diversity in their learning.’

This includes students with difficulties in:

- All kind of work in school;
- Reading, writing, number work or understanding information;
- Expressing themselves or understanding what others are saying;
- Making friends or relating to adults;
- Behaving properly in school;
- Organizing themselves, completing tasks or focusing on activities.

OR

- Sensory or mobility needs that may affect them in some or all school activities

We embrace children with varied exceptionalities and extend support to:

- Ensure equality of opportunity for and to eliminate prejudice and discrimination, if any, against children with special educational needs.
- Monitor the progress of all students, to identify their needs as they arise and to provide feasible support.
- Provide full access to the curriculum through differentiated planning and accommodations by teachers, Inclusion Team and other staff as appropriate.
- Ensure that these students are perceived positively by all members of the school community, and that the inclusive provision is positively valued and accessed by staff and parents.
- Enable children to move on from school well equipped with the basic skills of literacy, numeracy and social independence to meet the demands of post-school life and adult-living.

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- Involve parents at every possible stage in plans to meet their child's additional needs.
- Involve the children themselves as far as possible when they grow, in planning and in any decision making that affects them.

Admission arrangements:

We believe that every child can succeed in an environment that is accepting, respectful and enriching. At SIS, we acknowledge and respect the potentials and limitations of every child and provide them the opportunity to grow and progress.

At entry level, the students are screened for any kind of academic, communication and interaction and /or behaviour related concern. If the child demonstrates any or all these concerns, the CARES team is contacted for further interaction and intervention. (Please refer to the Admissions Policy of the school separately).

Arrangements for Coordinating SEND Provisions:

While each member of the school is committed to the cause of every child's learning, the school has a team of professionals who provides the required support in the areas of Counselling and Special Education. The Head of Inclusion spearheads all inclusion related initiatives and work alongside the class teachers to enhance provisions and support students of determination within the mainstream school.

Specialized provision/s:

We are aware and understand that with severe needs comes intense support. For this, the school has arrangement of extended provisions like:

- Learning Support Assistant (LSA): A child can be given access to additional adult within the classroom set up if the learning barriers are preventing him/her to learn and progress. The LSA can be any female adult, other than the parent of that child. The school considers the LSAs as an integral part of the Inclusion Team and takes responsibility to train them through regular meetings and direct support. The LSAs are considered as an extension to CARES and engage in providing a strategic support and assistance to the respective child within the school environment on regular basis. The LSAs are employed by the parent and must sign an agreement with the school. They provide their documents for ensuring safety of all children.

Allocation of budget & resources:

Each year we allocate resources and calculate the budget requirements for SEND provision. The Principal will approve and allocate the required budget for the SEND Resource Provision in consultation with a governing body.

Identification and assessment arrangements:

The staff and parents are welcome to discuss their observations about the children. These observations focus on the various challenges or learning barriers that are observed or are experienced by the child. Being identified with special educational needs could mean a student has difficulties with:

- All the work in school
 - Reading, writing, number work or understanding information
 - Expressing them or understanding what others are saying
 - Making friends or relating to adults
 - Behaving properly in school
 - Organizing themselves
- OR
- Has sensory or physical need that may affect them in some or all school activities.

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- Has sensory or physical need that may affect them in some or all school activities.

At the same time, the school also encourages observations pertaining to any Giftedness or Talents demonstrated by the student in subjects like Math, English, Technology, Science or in areas of performing arts, visual arts, games and/or sports.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs:

- Through FA /SA and Benchmark Assessment results
- Referrals from parents/teachers/Phase Leaders/Support Staff
- Reports from external agencies
- Observation of behavioral and emotional issues by the CARES Resource Team
- Entry level assessment results
- Progress measured against the objectives of the school curriculum
- Progress measured against the level descriptors for each age group
- Others

Monitoring progress:

Monitoring of progress will be carried out by the class teacher and CARES Resource Team and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

A child receiving support will have an Individual Education Plan (IEP) and other information of progress in the examinations and from the therapies received from outside agencies, if any.

An individual portfolio will be prepared for each child to record information about school-based observations, assessments, and a summary of the child's additional needs including any advice sought from outside agencies.

Parental involvement:

The school's Inclusive Education Policy document is available on request to all parents with permission from the Principal. Parents are encouraged to discuss their concerns with the teachers, CARES Resource Team, Assistant Principal or Principal through appointment. Parental views are valued, recorded and given due consideration throughout the process. Parents are made aware of support within the school for pupils with special educational needs through meetings, telephone and e-mails.

1. Head of Inclusion/CARES Specialists to communicate with parents and discuss pupil's referral status.
2. Part of the cycle of reviews to take place at scheduled Open Houses.
3. CARES Resource Team to initiate additional meetings / reviews to take place where appropriate or where there may be a concern over the pupil's progress.
4. CARES Resource Team to meet with parents where a request for formal assessment is to be made.
5. In addition to the reviews / Open Houses, those parents who have a child with an IEP will be invited to an annual review meeting.
6. Further to this, the school welcomes parents to request the opportunity for informal discussion or an organized meeting at any time of their asking.

Access to the environment:

- SIS is a single site school. Entrance to the building is through the main door or 2 other side gates, which is level and therefore suitable for wheelchair access. There are ramps all over the school.
- Pneumatic Vacuum Elevator is available for the students using wheel-chairs.
- The school has provision for Accessible toilets for disabled.
- Children requiring equipment due to impairment will be assessed in order to gauge the support that they require.
- Details of our plans and targets for improving environmental access when required, will be put across to the Principal from time to time if required and will be monitored by the Admin. Manager.

Arrangements for providing access to learning and the curriculum:

To make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve all children have access to a balanced and broad-based curriculum. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

- The Principal will ensure that all children have access to a balanced and broad-based curriculum (No child will be excluded from any learning activity due to their

impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring through buddies and collaborative learning.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through appropriate accommodations and exemptions as and when needed.
- Principal will ensure that the extracurricular activities are barrier free and do not exclude any pupils, within reasonable and safe boundaries.

Terminology, imagery and disability equality:

- The school is aware of the impact of learning challenges on children within the school. We work with the children to understand the sensitivity of such situation and encourage them to stand -up for themselves if they come across any derogatory name calling related to special educational needs and disability under our Anti-Bullying Policy.
- We create awareness about the various difficulties that students experience and how can others support them.
- We also try to make sure we have positive image of students of determination in displays, resources, activities, events etc. if any.

Enacted and Enforced in: March 2026

Review date: April 2027

Reviewed by:



Clara Martin
Principal

Sabari Indian School, Dubai



Huraira Zaheen
Head of Inclusion