



المدرسة الهندية الدولية ذ.م.م  
**INDIA INTERNATIONAL  
SCHOOL LLC - SHARJAH**



الإمارات  
THE EMIRATES

P.O. Box 64264, Tel: 06- 5356000 Fax: 06-5356999

Email: [info@iiss.ae](mailto:info@iiss.ae) Website: [www.iiss.ae](http://www.iiss.ae)



## INCLUSION POLICY

2022-2023





## INCLUSION (STUDENT OF DETERMINATION) POLICY

Children have Special Education Needs if they have difficulty that calls for special educational provision to be made for them.

Children have difficulty if they

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinder them from making use of educational facilities of a kind generally provided for children of the same age in schools with in the area of the local educational authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provisions were not made for them.

### **SPECIFIC OBJECTIVES OF INCLUSION POLICY AT IIS:**

The staff at school aims to:

- Identify, Assess and Provide for a child's difficulty in learning
- Support the family of the child experiencing difficulty
- Share information and expertise in order to improve future provision
- Person – centred planning ensures that everyone is involved in all aspects of planning and decision making. So that each child is receiving their entitlement to a relevant, broad and balanced curriculum

### **Aims of Special Education Needs Policy**

- a. To identify children with SOD as early as possible through observation, diagnostic tests and admission procedures.
- b. To ensure that SOD students have equal access to a broad, balanced curriculum.
- c. To collaborate with class teachers to ensure that SOD student' lessons are modified and differentiated.
- d. To provide information to class teachers about SOD students, their difficulties and recommend strategies for their educational provision, sharing examples of good practice.
- e. To use Individual Education Plans to break down learning into specific targets.



- f. To continually monitor the progress of all students with SOD
- g. To ensure that parents are involved in their child's learning and gain an understanding of their Special Educational Needs.
- h. To involve children in the development and review of their Individual Education Plans.
- i. To support staff to build appropriate in-class strategies.

### **IDENTIFICATION, ASSESSMENT AND PROVISION:**

Provisions for students with determination is a matter for the school as a whole. At the heart of the work every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and the interests of children. The majority of the children will progress with in these arrangements. Those children whose overall attainments or attainment in a specific subject falls significantly outside the expected range may have special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the preschool years. If the child already has an identified special education need, the information from the early years will be collected and the SENCO and the child's class teacher will use this information to provide starting points for the development of an appropriate curriculum.

### **The Role of Inclusion Coordinator:**

The Inclusion Coordinator's responsibilities include:

- To play a key role in delivering the strategic development of the Inclusion policy and provision.
- To oversee the day-to-day operation of the school's Inclusion policy.
- To monitor the needs of student with determination together with the Inclusion Team and class teachers.
- To assist with and advise on, the teaching and assessment of children with determination
- To organize annual and termly reviews for children and parents where appropriate, at least 3 times a year.
- To ensure Support and/or provision maps are written and reviewed at least termly by class teachers, parents and Inclusion Manager where appropriate.
- To meet regularly with the Inclusion Team to discuss individual children, resources and use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SOD register & provision map is updated regularly.
- To lead the review of the SOD Policy.
- To make contact with other support services in consultation with the Inclusion Team and class teachers.



- To report to governors as requested by the Inclusion Team
- To work in conjunction with the class teachers.

### **MONITORING THE CHILD'S PROGRESS:**

The school's system of observing and assessing the progress of individual children will provide information about the areas where the child is not progressing satisfactorily. Under these circumstances the teacher, may need to consult the Inclusion Coordinator to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap growing wider.
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills

### **SCHOOL ACTION**

When a class teacher or the Inclusion Coordinator identifies a child with determination, the class teacher will provide interventions that are additional to from those provided as part of the school's usual differentiated curriculum. This will be called School Action.

The triggers for intervention through School Action will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.



### Nature of intervention

The SODCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- Different learning materials or special equipment
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies

### Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### Annual review of statements of special educational needs

All statements must be reviewed at least annually with the parents; the pupil, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Prepared on : March 2017  
Reviewed on : April 2022  
Next review : April 2023

#### Signatures:

Prepared by: Mr. Saheer P M (Social Worker)	Reviewed by: Mr. Tahir Ali (Vice Principal)
Approved by: Dr. Manju Reji (Principal)	

