



NEW INDIAN MODEL SCHOOL SHARJAH

NIMS INCLUSION POLICY

NIMS Inclusion Policy Framework

Rationale:

New Indian Model School in compliance with The Federal Law No. 29, 2006 and Inclusion Policy Framework promotes highly inclusive ethos and is committed to offering an inclusive curriculum to all of its students, to meet their needs or abilities and to ensure the best possible progress for all, the outcome of which will be evident in the values, culture and achievements of the school. The policy provides a guideline to ensure that supports the school to develop internal capacities to identify and remove barriers that restrict achievements and educational experience of students with determination

Policy Statement:

The School has the duty of recognizing Students with Special Educational Needs (SEND) as fully participating members of a community of learners. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. The school will ensure that inclusion of Students with Special Educational Needs (SEND) is facilitated through adherence to the Inclusive Education Policy Framework and Special Education Guidelines adopted by the school based on International Inclusive Education Frameworks.

Vision of the department of SEND:

- ❖ To build child-significant relationships within and out of the school premises
- ❖ To make the school accessible and barrier free for all the students
- ❖ Striving to excel in assessment programs by modulating the curricula
- ❖ To strive for employable education to the students in NIMS
- ❖ To establish a Research & Development Wing in SEND Department

To bring the knowledge to the level of the student by finding a way to conceptualize the idea.

Mission of the Department:

- The mission of the NIMS SEND department is to identify the students with determination adhering to the criteria set by UAE Federal Laws for students to avail supportive education to become the active members of the global society by including them in National Agenda, 2021
- NIMS Leaders are committed in providing specialized professionals for students with determination and bench mark in inclusive education
- SEND Department collaborates with teachers and parents in the intervention processes of the students who have diverse academic and psychological needs
- SEND Department is committed to Research and Development (R&D) in Educational system by designing, structuring and the dissemination of knowledge according to ages and strengths of students.
- To share the knowledge of R&D with other professionals in the field through Newsletters and other Medias

To keenly monitor and encourage the alumna to be a part of our school and contribute for the welfare of the institute

Aims and Objectives:

- To provide the structure for a pupil-centered process that engages pupil,

Family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress.

- The school will adopt a social model in their approach towards students with determination. It will be proactive in identifying and minimizing the physical, attitudinal, communication and social barriers that restrict student achievements.
- Teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to children's interests and abilities.
- To ensure that students with determination participates fully in all school activities
- To ensure the identification of all students requiring inclusive provision as early as possible on their entry to school.

Identifying and Supporting Students with Determination:

Definitions of SEND: Students have special educational needs if they have a Learning difficulty or disability which calls for inclusion provision to be made for him/her. This provision will be additional or different from that normally available in a differentiated curriculum. NIMS school regards students as having a Special Educational Need if they: a) Have a significantly greater difficulty in learning than the majority of students of the same age. b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

Categorizations of SEND Cases:		
Sl. No.	Category of SEND	Subtypes with brief description
1.	Behavioral Social, Emotional Needs (BSEnS)	Behavior that presents a barrier to learning. Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's syndrome.

2.	Sensory Impairments (SIs)	Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses. Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially
3.	Physical Disabilities (PDs)	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
4.	Medical Conditions or Health Related Disability (MCHRD)	Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
5.	Speech and Language Disorders - This does not include students with additional language needs (SwALNs)	Expressive language disorder – problems using oral language or other expressive language. Students □ understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language
6.	Communication and Autistic Spectrum Disorders	(ASDs) are neurological disorders that Interaction (CaI-ASD) are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger □ s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties

7.	Learning difficulties -1 (LD-1)	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
8.	Learning difficulties - 2 (LD-2)	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support
9.	Profound and Multiple Learning Difficulty	Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world (PMLD) around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
10.	Assessed Syndrome (AS)	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome
11.	Dyslexia– Reading Difficulty (RD)	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension
12.	Dysgraphia	Dysgraphia is a specific learning difficulty that affects written writing/spelling expression. Dysgraphia can appear as difficulties with spelling, poor Diffculty (WSD) handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language based disorder
13.	Dyscalculia – Difficulty in Using Numbers (DUN)	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

14.	Dyspraxia – Fine and Gross-motor Skills (FGMSs)	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.
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Outline the method of identification, initial screening, psycho- educational assessment and provision:

The common identification process is being used in all the phases of school [K- 12]. The identification process of New Students with Determination (SEND) and Gifted & Talented starts from the admission test [NIMSALT]. The NIMSALT is based on curriculum, comprehension, life skills and spatial abilities. Students whose evaluations scores are below 7.50 are considered SEND, Scores 7.50 to 22.50 is considered average and the scores above 22.50 are considered as G&T. The subject teachers of all grades [K-12] have been trained on effective identification of SEND through observations and screenings in classrooms. 1st 15 days of the month of April are specified for teachers to have effective observations of students and find out who are having learning difficulties, socio-behavioral & emotional issues and higher mental abilities in their respective classes. The screenings [SWIT (Students Wave Identification Test) & NIMAICES (NIMS Identification Checklist for Exceptional Students)]

The Scoring pattern of SWIT has been categorized by the Governor of Inclusion and Wellbeing in accordance with International Wave System (IWS). If the student will score below 20% on SWIT, then the student will be considered as wave-1 case. The wave-1 students will be on 1st Quality Inclusive Teaching by Teachers [1QITT] in general inclusive classroom.

The scores between 20-27% on SWIT will be interpreted as the borderline or at risk cases and will be considered as wave-2 cases. The interventions will be 1st Quality Inclusive Teaching + Internal Department services + Individualized Learning Plans [ILPs] or Group Remediation Plans (GRPs).

The scores above 27% on SWIT will be interpreted as Mild to Severe Cases of learning and behavioral difficulties, and the interventions will be 1st Quality Inclusive Teaching + Internal department of SEND services + Individualized Educational Plans [IEPs] + External Therapies & Consultations + Concessions & Exemptions. These cases will be considered as Wave-3. Further wherever required psycho- educational assessments will be conducted by the school counselors and special educators with the consent from parents.

The school follows an International Wave System [IWS] which helps us to understand the psycho-educational intervention at three different levels. The NIMICES checklist is „yes or no“ type. Subsequently if the number of ratings as „yes“ is more, that means the student is having higher characteristics and abilities of giftedness and talent. After completion of SWIT and G&T Screening teachers will fill the referral form and submit both screenings and referral form to the concerned SEND professional. The parent will be called for a meeting and detailed psycho-educational assessment and history will be taken by the SEND Professional and the diagnosis will be communicated to the parent. All the care and supportive services for the students with determination will be explained to the parent and a contract will be signed by the parents and SEND Professional for the acceptance of inclusive service delivery and special education provisions [Concessions, Exemptions, Curriculum Modifications, Adaptations and Accommodations in learning process etc.] will be delivered.

The effective implementation of ILPs, IEPs, and ALPs with differentiation in classroom will be regularly checked and followed by the concerned SEND Professional. Wherever subject teachers need support from SEND professional to implement interventions [ILPs, IEPs & ALPs] immediate support will be provided. Parents as key stakeholders will be consulted as part of the planning and reviewing process of their son's /daughter's psycho-educational assessments and intervention [Observation Sheets, Checklists, ILPs, IEPs, and ALPs]. The roles and responsibilities for parents will be specified by the subject teachers and the concerned SEND professional in the intervention plan of their child.

All ILPs, IEPs, and ALPs will be evaluated and reviewed after every two months. The review team [Parents, Student, Subject Teacher and SEND Professional] will discuss all the areas of intervention, success criteria's, changes and modifications in interventional strategies and progress made by the student with continuous supportive services.

Evaluation and Progress Monitoring:

- ❖ Students' progress is carefully monitored through the use of classroom observations & assessments, SWIT screening and ILPs, IEPs, ALPs progress against the objectives specified in their intervention plan. Following the review of student's progress, the SEND professional in
- ❖ collaboration with class/subject teacher and parents, make decisions as to the level of support required to improve the student's progress.
- ❖ SEND professionals bi-weekly observations to students, discussions with teachers, in- support and remedial classes will help parents to understand the present progress level of the student.
- ❖ The teacher monitors students' performance as part of ongoing observation and assessments.
- ❖ Standardized screening or assessment tools administered by the SEND professional to check the scores of pre-test, post-test and interpret progress based on these screening tests. If the student has been removed from the SEND register, then the monitoring of the Student's ongoing progress will be done through reviews carried out by the SEND department.

Services provided to Students with Determination in Regular Inclusive Classrooms:

Services in Regular Education Classrooms: School Based Special Education/Learning Support

- Students with special needs are enrolled in a regular education classroom and receive special education Programme and services outside the regular classroom but in the school setting. This service is provided up to grade 8. Counseling and modifications are provided up to grade 12.

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

Accommodations given to students with SEND as per the sanctions provided by MOE and provisions provided by the CBSE Board of Delhi

- Classroom Accommodations
- Teaching Accommodations
- Assessment Accommodation

Teaching Staff Coordination with SEND Professionals for the Care and Support of Students with Determination:

Staff Co-coordinating with the SEND Department to Support Students with Determination

Class Teachers / Subject Teachers

- To create and implement the IEP for the Students with Determination
- To refer cases to the Department by filling out the referral form
- To obtain consent from the parent for psycho-educational assessments and ILP, GRP and IEP interventions
- To notify any behavioral or academic issues to the Department
- To submit observation forms at the end of every term and the end of the academic year
- To keep a copy of all written work samples of students with determination (e.g. worksheets, answer papers etc.). Examination Department
- To receive the copy of the list of students with determination needing specific examination provisions including adult prompter, concessions and exemptions
- To provide a copy of the list to the invigilator and to ensure it is implemented
- To provide seating arrangements conducive to the students with determination.

Senior Management Team

- To oversee the departments involved which are catering to the students with determination
- To conduct team meetings on a case to case basis
- To take important decisions regarding the students with determination

Parental Compliance to SEND and School Policies and Procedures:

- Parents should be open to seek the services of the Department of Empowerment to Inclusion and Wellbeing) for initial counseling to identify issues.
- Parents of students with Special Education Needs with either academic or behavioral issues or both should seek continuous Counseling.
- An undertaking to be given by parents in case they do not want counseling services but not without at least one session with the Counselor

Parents should get assessment done when requested by the S E N D Department and submit necessary assessment reports accordingly to apply in CBSE or KB concessions for their children with determination.