



# The Millennium School, Dubai

## Policy on Inclusion

Implemented : September 2016

Reviewed : September 2020

Next Review : September 2021

Compiled by : Inclusion Support Team

Approved by : Ambika Gulati  
Principal

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Signature



The Millennium School, Dubai is an Inclusive school and is guided by the directives of the Knowledge and Human Development Authority in the UAE with respect to students of determination.

#### 1. **Vision**

To nurture the potential of our individual pupils and empower them to be independent and self – reliant learners.

#### 2. **Purpose**

The Inclusion Policy aims to inform all its stakeholders and those interested about:

- a) The processes adopted by the school to identify the needs of students of determination.
- b) The practices embedded within the existing school system to reduce and remove all learning and social barriers that may otherwise limit the holistic development of a differently abled student.
- c) The culture adopted by the school to ensure that all its students are instilled with the value of respect, progress together and transition into young individuals who stand as strong pillars of society in the coming future.

#### 3. **Review of Policy**

All members of the Inclusion Support Team (Refer Appendix C) review the policy on an annual basis. The team is led by the Principal and the Headmistress of the school. Contributions are sought by all stakeholders of the school. The changes are an outcome of the periodic monitoring of the implementation processes and those that are vital to further develop the school's inclusive ethos.

#### 4. **Legislation and Guidance**

The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks. These are to ensure that students who experience Special Educational Needs and Disabilities have equitable access to quality education with their peers.

#### **This policy is also based on the following guidance and legislation:**

- a) The UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.
- b) Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.



- c) Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.
- d) Executive Council Resolution No. (2) 2017- Regulating Private Schools in the Emirate of Dubai. Special reference to Article No. 4 (14), Article 13 (16, 17, 19) and Article 23 (4).
- e) (See Appendix A for links to guidance)

## 5. **Understanding Special Educational Needs and Disabilities**

Disability is not inherent in an individual but is rather, a relational concept – a function of the interaction of the person with the social and physical environments. The amount of disability that a person experiences depends on both the existence of a potentially limiting condition and the environment in which the person lives.

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualized planning to ensure that they make the expected levels of progress given their starting points.

Categories of Special Educational Needs specified by the Dubai School Inspection Bureau (DSIB) are given in Appendix D.

## 6. **Admission of students of determination**

- TMS is an inclusive school and provides equal opportunity for all students to seek admission.
- Please refer to the Admission Policy regarding admission of students of determination

## 7. **Approach towards students of determination**

At TMS, we follow the 'Graduated Approach' for students of determination. This approach has four steps:

- a) **Assess** (Identify needs of individual students)
- b) **Plan** (Interventions to support students)
- c) **Do** (Implementation of the plan)
- d) **Review** (Evaluate progress)

### 7(a) **Assess** - Identification

Students are identified as having behavioural/academic difficulties based on the DSIB categories as mentioned in Appendix D. Identification could be:

- 1) At the time of admission
- 2) During the academic year



### **Identification at the time of Admission:**

At the time of admission, a student may be identified with difficulties based on the assessment undertaken along with other information.

The outcome of the assessment of educational need is used alongside other information to appropriately identify the type of need and level of difficulties experienced by the student.

### **Identification during the academic year:**

#### **Teacher's role in identification:**

- Teachers identify students with difficulties (academic/ behavioral/ emotional) based on the parameters given in the In-house Baseline Checklist with guidance from the Supervisor and the Counselor/ Special Educator.
- Students identified with significant or specific learning/ behavioral/ emotional difficulties by the teacher are referred to the Counselling and Learning Support Department for an informal screening after seeking suggestion from the respective supervisor and gaining parent consent.

#### **Role of Counsellor/ Special educator in the identification**

- Students identified at risk by the teachers are referred to the Counselor/ Special Educator. The specialist staff uses an evaluation process that includes parent meetings, interaction with student, class observation, notebook observation, use of screening tools, detailed inputs from respective teachers, inputs from the respective supervisor to evaluate the concerned student.
- Parental consent is necessary to undertake any informal evaluation/ analysis.
- Counselor/ Special Educator guides parents on external assessments, in case it is required. Clinical assessment reports are used for formal identification.

### **7(b) Plan – Intervention**

- i. Planning is a vital stage in line with the school's vision for students of determination. The school plans strategically to meet needs of all its students including those with special educational needs.
- ii. An Inclusion Wave Model (Refer Appendix B) flow chart specifies each level of support provided to students. Wave 3 of this model specifically refers to the levels 1, 2 and 3 of support provided to the students of determination (as per the Dubai Schools Inclusive framework by Knowledge and Human Development Authority).
- iii. The school follows the social model of support for all students identified with special educational needs (may or may not have formal assessment).
- iv. To meet the individual needs of identified students, the specialist inclusion staff prepare Individualized Education Plan (IEP)/ Individual Behavior Plans/ Individualized Accommodation Plan (IAP) in collaboration with all concerned



stakeholders. Parental consent is taken for all planned provisions and support. These are shared with students, where applicable.

#### 7(c) **Do** – Implementation of the Plan

To enable the staff and the LSAs towards effectively supporting the students of determination, continuous professional development and training is provided. The educational supervisors have taken up the role of Support teachers to further strengthen the support to the students.

Individual Learning support and guidance from the specialist staff (Counseling and Learning Support Department) is further provided to the students based on their individual needs.

- Inclusive classrooms: Students of determination are enrolled in a regular classroom and receive classroom support from teachers based on their IEPs/IBPs/IAPs. IEPs/IBPs/IAPs are shared with all concerned teachers. Special education support outside the mainstream classroom is provided **within only in** the school setting. This support is provided through push in and pull out sessions up to Grade 8.
- Grade 9 students and upward receive support through their respective teachers guided by the counselor/ special educator. Individualized support by the specialist staff is provided as per the need.
- Individual Learning support is provided either during the time of subject exemptions or co-curricular activity periods. The time is invested towards strengthening skills or monitored by the assigned staff for attending extra practice worksheets/ completing pending class work or studying optional subjects/ functional curriculum.

#### 7(d) **Review** - Progress tracking

- i. Progress of students of determination is closely monitored and recorded based on various parameters -class and notebook observations, checkpoint meetings with teachers and parents, participation in co-curricular activities, performance in assessments, IEP target tracking bi-annual IEP meetings and skill- based trackers.
- ii. Feedback on progress is given to parents during IEP joint meetings, open houses, periodic correspondences, through mid-term and end of year reports.
- iii. Bi – annual IEP reviews lead to realigning targets and goals for the next six months.
- iv. Endeavour Awards are conferred by the school to those who have made remarkable progress and have exceeded the expectations which was otherwise seen to be an area of development.
- v. Appreciation certificates are given to students who show improvements in academic or non-academic skills.



## 8. Support provided by the school:

Based on the student's individual need, any of the following can be provided to support the student at school. All support that the school offers is with the parental consent.

- a) Exemption from Subjects
- b) Curriculum adaptation and modification
- c) Functional Curriculum
- d) Classroom Accommodations
- e) Examination and Testing Accommodations
- f) Medical Accommodation Plan
- g) Leadership support
- h) Miscellaneous support

### a) Exemption from Subjects

- Exemptions of subjects: Exemption from second languages (Gr. 1-8) are based on the guidelines set by the CBSE for Gr. 9-10.
- Exemption from studying Arabic requires approval by KHDA.
- Studying skill-based subjects offered by the school in lieu of mainstream subjects (a maximum of 2 subjects) are received at Grade 9-10 level based on clinical recommendations and CBSE approvals.
- In Grades 11 and 12, students choose their subjects. The school offers a large number of choices to enable them to choose mainstream and skill-based subjects according to their aptitude.
- The School supports students by liaising with the Board for exam provisions. In order to do this, school needs the most recent psychometric assessment report (as per CBSE guidelines). For concessions required for Grade 10, the application must be filed at the beginning of Grade 9. Similarly, if a concession is required for Grade 12, the application must be filed at the beginning of Grade 11.

### b) Curriculum Modification:

- Students with significant difficulties are considered to receive a modified curriculum in specific subjects with joint recommendations from the Head of Section, Supervisor, Special Educator and teachers. The support is extended in view that the student benefits from the suggested curriculum design and would in course of time meet the minimum set criteria for the next grade level.



- Adhering to the CBSE provisions for Board Examinations, Curriculum Modifications are provided upto Grade 7. Based on the needs of the Student, alternate pathways may be suggested.
- Students who have received approval from CBSE Board to study alternate subjects (as offered at school) in lieu Science or Mathematics, are required to study a functional curriculum in these core subjects.

**c) Examination and Testing Provision:**

- Provisions are provided to students in consultation with the special educator / counselor, teachers, respective supervisors, parents and after receiving approval from senior leadership team members.
- Provisions for Grade 9 and upwards are strictly as per the CBSE Board approval.
- The provision extended are based on individual needs of students and may vary from subject to subject.
- Exam provisions provided at school include separate seating, extra time, reading out of the question paper, provision of scribe, large font question papers and monitoring completion of questions. This is subject to the individual need of students of determination.

**d) Leadership support**

- i. Periodic monitoring and evaluation by the Inclusion Support Team leads to provision and budgeting for resources, deployment of specialist staff, planning infrastructural modifications and building collaborative ties with external agencies as required.
- ii. An Inclusive Education Improvement Plan formulated every year, is further monitored and implemented by the Inclusion Support Team.
- iii. To embed and strengthen the practice of inclusion further – periodic trainings and workshops are organized either in-house or by practicing professionals from external units.

**e) Miscellaneous:**

- Students of determination are on a regular fee structure, with no additional charges for school support.
- The school allows for Learning Support Assistants for specific students depending upon the severity of concerns.
- Students are advised to seek support from external specialists (Speech and Language Therapy, Physiotherapy /Occupational Therapy) if needed.
- All students have equal opportunity to participate in all curricular & co- curricular activities in the school.



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### **9. Emergency Evacuation Procedures:**

- i. Counselors and supervisors maintain a list of students of determination who require extra help during emergency evacuation.
- ii. A particular person / support staff is assigned to help the students suggested for PEEP. The Learning Support Assistant assists respective students who are under her care.
- iii. The procedure for evacuation is pre-planned, worked out and explained to the student and the person assisting.

### **10. Responsibilities of Parents**

Parents are expected to:

- i. Seek the services of the Counselling and Learning Support Department for any academic or behavioural concern regarding their ward.
- ii. Provide information about the support received in the previous school, if admitting a student who is identified with special needs.
- iii. Furnish a written undertaking in case they do not want to avail of individual learning support or counselling services.
- iv. Attend individual training sessions at school as part of the guidance programme from the Inclusion specialist staff, if required.
- v. Attend periodic meetings to discuss their ward's performance at school as suggested by the counsellor, teacher and supervisor.
- vi. Be equal partners with the school in the development and progress of their ward.

### **11. Consideration for Alternative Schooling/ National Institute of Open Schooling may be suggested in the following cases:**

- i. When the concerns are so severe that the concerned student is unable to benefit from participating within the school setting.
- ii. When the severity of behavioral concerns results in disrupting classroom teaching which affects the learning process of other students.
- iii. When the behavioral concerns are hazardous to self and others.





## **12. Arrangements for considering complaints and concerns**

- i. If parents wish to make a complaint about the educational provision for their ward of determination, they are invited to discuss their concerns with the Inclusion Champion. If they are still dissatisfied, they can contact any other member of the Inclusion Support Team (Refer Appendix C) at school.
- ii. Any parent with concerns regarding their ward's academic performance or behavior, are welcome to approach the counseling and learning support department to discuss their concerns.

***“There is no greater disability in society than the inability to see a person as more” - Robert M. Hensel***



## Appendix A: Links to Legislation frameworks

**Federal Law (29) 2006 and 2009-** Guarantees a person of determination access to equal opportunities of education within all educational institutions

<https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination>

**Dubai Law 2014 (no. 2) -** Concerning Protection of the rights of persons of determination in the Emirate of Dubai

<https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf>

**Executive Council Resolution No. (2) of 2017- Regulating Private Schools in the Emirate of Dubai**

[https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.\(2\)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf](https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf)

Article 4 (14) establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools.

Article 13 (16) 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 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 (19) provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities.

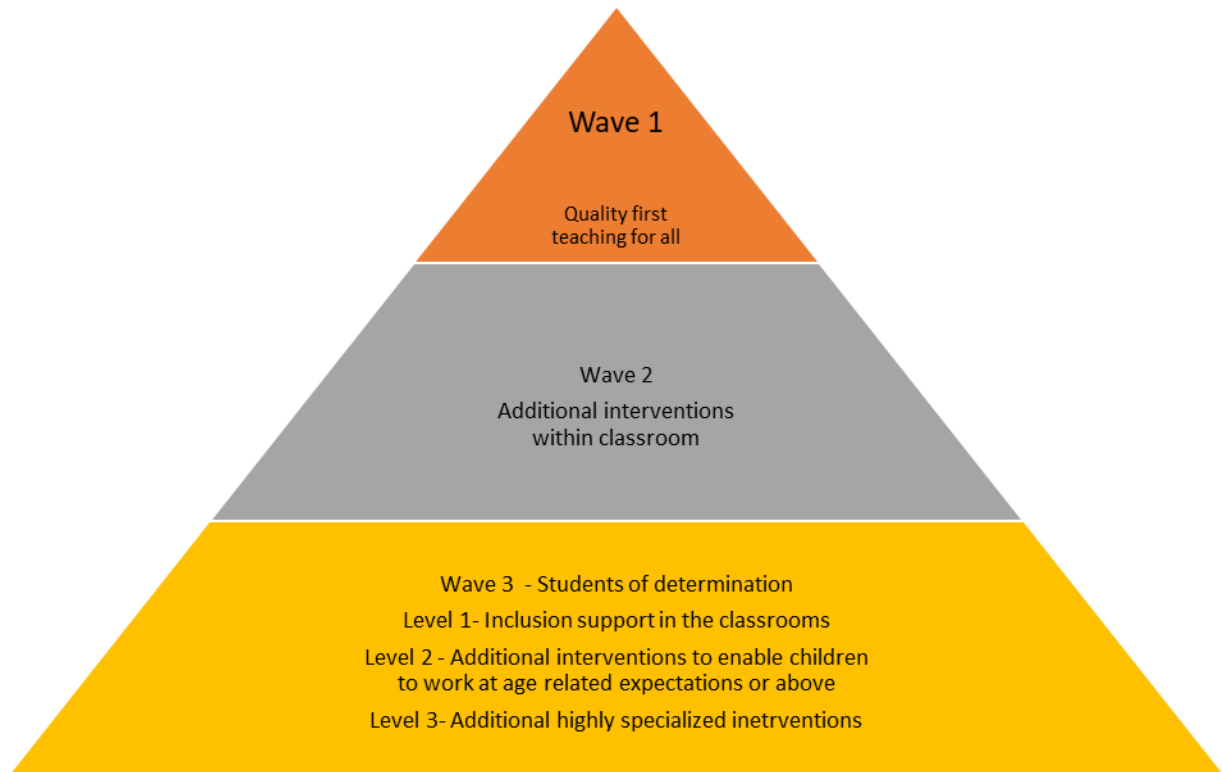
Article 23 (4) provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect

**Dubai Inclusive Education Policy Framework 2017-**

[https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education\\_Policy\\_En.pdf](https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf)



## Appendix B- TMS Inclusion Wave Model





## Appendix C- Inclusion Support Team

INCLUSION SUPPORT TEAM				
S. No.	Name	Designation	Email	Title
1.	Ambika Gulati	The leaders of provision for students of determination	ambika.g_tms@gemsedu.com	Principal - TMS
	Lini Shivaprasad		lini.s_tms@gemsedu.com	Headmistress - TMS
	Sujatha Balasubramanian		Sujatha.b_tms@gemsedu.com	Head of Section, Senior and Middle School
	Althea de Anrade		althea.d_tms@gemsedu.com	Head of Section, Primary School
	Punita Sharma		punita.g_tms@gemsedu.com	Head of Section, Kindergarten
	Celina Varghese		celina.v_tms@gemsedu.com	Head Counselling and Learning Support
	Ida Andrea Braganza		ida.b_tms@gemsedu.com	Counsellor/Special Educator
	Donna Padbidri		donna.p_tms@gemsedu.com	Counsellor/Special Educator
	Shradha Saran		shradha.s_tms@gemsedu.com	Counsellor/Special Educator
	Asma Syed		asmagaziuddi.s_tms@gemsedu.com	Counsellor/Special Educator
2.	Dr. Ayesha Saeed Husaini	Governor for Inclusive Education	management@manzil.ae	Founder and Director, Manzil Centre for Special Needs
3.	Celina Varghese	Inclusion Champion	celina.v_tms@gemsedu.com	HOD Counselling and Learning support Department
4.	Tayyaba Jafri	Parent Representative	tayyabajafri@gmail.com	Learning Support Assistant and Parent
5.	Lini Shivaprasad	Support Teachers	lini.s_tms@gemsedu.com	Headmistress- TMS
	Sujatha Balasubramanian		sujatha.b_tms@gemsedu.com	Head of Section – Middle and Senior
	Althea de Anrade		althea.d_tms@gemsedu.com	Head of Section- Primary
	Punita Sharma		punita.g_tms@gemsedu.com	Head of Section – Kindergarten
	Mehmood Mudassir		mehmood.m1_tms@gemsedu.com	Educational Supervisor – Grade 11 &12
	Mini Nair		mini.n_tms@gemsedu.com	Educational Supervisor- Grade 9 &10
	Benhur Mulcahy		benhur.m_tms@gemsedu.com	Educational Supervisor- Grade 8
	Lelitha Senan		lelitha.s_tms@gemsedu.com	Educational Supervisor- Grade 7
	Veniza Fernandes		veniza.f_tms@gemsedu.com	Educational Supervisor- Grade 6
	Roshani D'Souza		roshani.d_tms@gemsedu.com	Coordinator - Grade 5
	Lorna Gomes		lorna.g_tms@gemsedu.com	Educational Supervisor- Grade 3-5
	Deepti Bhatt		deepti.b_tms@gemsedu.com	Educational Supervisor- Grade 1 &2
	Memuna Bahrainwala		memuna.b_tms@gemsedu.com	Educational Supervisor – KG 1 &2



### Appendix D - Categories of disability and barriers to learning as provided by DISB

The following framework is based upon the UAE unified categorization of disability. It provides schools with an important structure to support the identification of students of determination.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorization of disability)
<b>Cognition and Learning</b>	1. Intellectual disability (including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
<b>Communication and Interaction</b>	5. Communication disorders 6. Autism spectrum disorders
<b>Social, Emotional and Mental Health</b>	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
<b>Physical, Sensory and Medical</b>	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. <i>Chronic or acute medical conditions</i>

For detailed understanding on the 12 revised categories provided by the Knowledge and Human Development Authority, Dubai – **Kindly refer to the document available on the official school website under the section ‘Learning’– Inclusion.**