



ATHENA EDUCATION
For Social Grace



American International School
المدرسة الأمريكية الدولية

INCLUSION POLICY

2022-23

Principal: Ms. Suzanne Watson

Inclusion Policy

OUR MISSION:

American International School's mission is to promote **happiness, innovation, independence and difference** in all its students.

We aim to foster in our children tolerance, an international outlook and respect for other people and cultures.

We aim to provide and an outstanding academic education that enables each student to make the most of his or her gifts.

We believe that education is about character and values as well as academics and scholarship; it is about learning to serve others as well as to provide for oneself.

We believe that challenge and endeavor, and a determination to succeed, helps the individual to fulfil their potential.

Introduction:

At AIS and Athena Education we believe that barriers to learning should be addressed, accommodated or removed for those who experience them, in a caring and supportive environment. We believe that Emirati pupils should be recognized and valued in line with the UAE National Agenda.

Purpose, Aims and Objectives:

1. To have clearly stated Inclusion policy
2. To have detailed procedures and routines
3. To ensure an inclusive ethos is maintained
4. To comply with regulations in line with the National Agenda

Terminology

The *UAE School Inspection Framework* (p.117) defines a **Special Educational Needs** as 'Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder'.

A **Disability** is 'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.'

The definition of “*day to day activities*” includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

The *UAE Federal Law 29 (2006)* defines a **person with special needs** as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.

The *UAE Federal Law 29 (2006)* defines **Discrimination** as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing.

‘SEND’ relates to Students of Determination as outline in the *Inclusive Education Framework 2017*.

LEGISLATION

1. This policy aims to ensure that The School is compliant with the terms of:
 - UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs;
 - UAE Federal Law 2 (2015) against Discrimination and Hatred.
2. The School’s admissions policy adheres to the stipulations of the *Dubai Inclusive Education Framework (DIEF)* (Published November 2017).
3. The School’s admissions policy adheres to the stipulations of the UAE Federal Law No 29 of 2006 concerning the Rights of People of Determination.
4. The School’s admissions policy adheres to the stipulations of the Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai.
5. The School’s admissions policy adheres to the stipulations of the *UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai* (especially Article 4 clause 14; Article 13, clauses, 16, 17 and 19; Article 23 clause 4)

- Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
- Article 13 Clause 16: To 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 Clause 17: To 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 Clause 19: To provide all supplies required, within the school's capacity, 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 Clause 1: Article 23 Clause 4: To provide for equality amongst Students and prevent discrimination based on race, gender, nationality, religion, or social class;
- To provide special needs friendly environment and academic programs appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;

CATEGORISATION OF NEED

1. The UAE Inspection framework p.117 identifies six categories of **need**:

- Behavioral, Social and Emotional;
- Sensory (Visual and Hearing Impairment);
- Physical Disability;
- Medical Conditions or Health-related Disability;
- Speech and Language Disorders;
- Communication and Interaction;

2. The UAE Inspection framework identifies four categories of **General Learning Difficulty**:

- **Learning Difficulties 1** - Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
- **Learning Difficulties 2** - Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
- **Profound and Multiple Learning Difficulty (PMLD)** - Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
- **Assessed Syndrome** - 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.

The UAE Inspection framework identifies four categories of **Specific Learning Difficulty**:

1. *Dyslexia - reading*
2. *Dysgraphia - writing/spelling*
3. *Dyscalculia - using number*
4. *Dyspraxia - fine and gross motor skills.*

INCLUSION

This Inclusion Policy sets out the School's commitment to students and staff with special educational needs and disabilities ("Students of determination"), provide a framework to contribute to the ongoing development of an enabling environment for all members and users of the School.

The Inclusion Policy fosters the UAE vision for 2021 that 90% of Emirati students will complete their high school education with an increasing number of students going on to study at university.

In line with this, the Inclusion Policy recognizes and fosters Emirati pupils across both phases.

School will endeavor to:

1. Maximize accessibility to the School's services and activities for People of Determination, be they staff, students, alumni, visitors, parents, prospective staff and students, and taking all steps to ensure that no-one is treated less favorably on the grounds of special educational needs and disability.
2. Develop a culture of inclusion and diversity which celebrates disability as an equally valued diversity strand and in which people feel motivated and confident to disclose a disability, with a view to considering access requirements and access arrangements in order to promote equal participation in the School's services and activities.
3. Find solutions to address disabling barriers to learning and participation to individuals with impairments.
4. Create maintain and disseminate information about services and facilities available for People of Determination, Emirati students, students, alumni, visitors, parents and prospective staff and students.

INCLUSION - RESPONSIBILITIES

1. The School is responsible for the well-being of Students of Determination, together with enabling them to join the School.
2. The school will recognize and account for Emirati pupils as a unique cohort.
3. Support for Students of Determination is expected to be a general duty of all staff and students with a specific focus on promoting equality.
4. Under these duties the School expects staff and students to work towards:
 - Eliminating unlawful discrimination;
 - Eliminating harassment of Students of Determination;
 - Promoting equality of opportunities between Students of determination and other people;

- Involving Students of Determination in the formulation of actions;
 - Promoting positive attitudes towards Students of Determination;
 - Encouraging participation by Students of Determination in public life;
 - Taking steps to meet Students of Determination's needs wherever possible and reasonable;
 - Identifying and analyzing potential discriminatory policies, practices and procedures in all aspects of the School's activities.
5. The School has an approach which requires pro-active consideration of disabled access to services and facilities to ensure adjustments are made in advance of individual Students of Determination attempting to use the facilities or access education

INCLUSION - EDUCATION SUPPORT TEAM

The School has an Inclusion Support Team consisting of representatives of

- School Principal
- Inclusion Champion
- Heads of Inclusion
- Support Teacher
- Learning Support Assistant
- Parent Representatives.

INCLUSION - STUDENTS OF DETERMINATION

AIS welcome applications from students of determination and those with specific learning difficulties. In order to that they can be made aware of possible entitlements and the support that is available to assist them to achieve their potential in school.

1. Applicants should declare known disabilities or specific learning difficulty at the time of application;
2. Existing students should declare any disabilities or specific learning difficulties that subsequently come to light at the earliest opportunity thereafter.

3. Information provided to the School is held in confidence and shared with relevant colleagues. Disability is in no way linked with academic decisions regarding offers of places.

Discrimination

1. The School is committed to encouraging equality and diversity among its staff. It is equally committed to eliminating unlawful discrimination in all aspects of workplace relations, beginning with recruitment.
2. The School, in its provision of educational services and facilities, is also committed against unlawful discrimination of its students, parents, staff and the wider public.
3. The School is fully supportive of the terms of the UAE Federal Law No 2 of 2015 against Discrimination and Hatred.

INCLUSION OVERVIEW

1. The School offers education within the context of a mainstream curriculum; all students should be able to access this curriculum through the medium of English.
2. The School offers support for students of Determination.
3. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have a Special Educational Need or Disability (SOD).
4. All teachers are teachers of SOD.
5. Gifted and Talented criteria are supported and challenged appropriately.

THE REMIT OF THE INCLUSION DISABILITY DEPARTMENT

The INCLUSION department supports students with **Specific Learning Difficulties** identified in the UAE Inspection framework (p.118):

Dyslexia - reading - 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.

Dysgraphia - writing/spelling - Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

Dyscalculia - using number - 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.

Dyspraxia - fine and gross motor skills - 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.

- The Inclusion department supports students with a range of **Educational Needs and General Learning Difficulties** identified in the UAE Inspection framework (p.118):

Behavioral, Social and Emotional;

Sensory (Visual and Hearing Impairment);

18.2.3 Physical Disability;

Medical Conditions or Health-related Disability;

Speech and Language Disorders; Communication and Interaction;

The Inclusion department identifies and supports students who need extra time for internal and external examinations;

The Inclusion department acts in a consultancy role to work with class teachers, specialist teachers, parents and students to draw up cross-curricular targets which aim to support the student and also outlines proposed strategies for learning.

The Inclusion department maintains the inclusion section on the School Database

The overall purpose of the Inclusion department is to develop in students the learning and life skills necessary to access the wider curriculum, to help to extend the most able and to raise each student's confidence and self-esteem.

THE INCLUSION REGISTER

The Inclusion department maintains a tiered list of students with identified learning needs as well as Emirati students. Identification of needs requires sensitivity and discretion, ensuring effective relationships (with students and families) and maximum impact of support.