



The Millennium School, Dubai

Policy on Inclusion

Implemented : September 2016
Reviewed : September 2023
Next Review : September 2024

Compiled by : Inclusion Support Team

Approved by : Ambika Gulati
Principal

Ambika Gulati



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.

Vision

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

1. Purpose

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

- The processes adopted by the school to identify the needs of students of determination.
- 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.
- 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.

2. Review of Policy

All members of the Inclusion Support Team (Refer Appendix A) review the policy on an annual basis. The team is led by the Principal and the Vice Principal 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.





3. 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.

TMS inclusion policy is based on the following guidance and legislation:

a) The UAE Disability Act, Federal Law (29) 2006 and 2009

The act guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

[Federal Law \(29\) 2006 and 2009](#)

b) Dubai Inclusive Education Policy Framework (2017)

The framework 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.

[KHDA Education Policy](#)

c) Dubai Law No. (2) 2014

Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.

[Dubai Law No. \(2\) 2014](#)

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).

[KHDA Executive Council Resolution No. \(2\) 2017](#)

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

United Nations Convention for the Rights of Persons with Disabilities (UNCRPD, 2008, 2010)

4. 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 UAE School Inspection Framework (2015 -2016) are given in Appendix B.

5. 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



6. Approach towards students of determination

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



6(a) **Assess** - Identification

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

- At the time of admission
- 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 Department of Well-being and Inclusion for an informal screening after seeking suggestion from the respective supervisor and gaining parent consent.

Role of Counselor/ Special educator in the identification

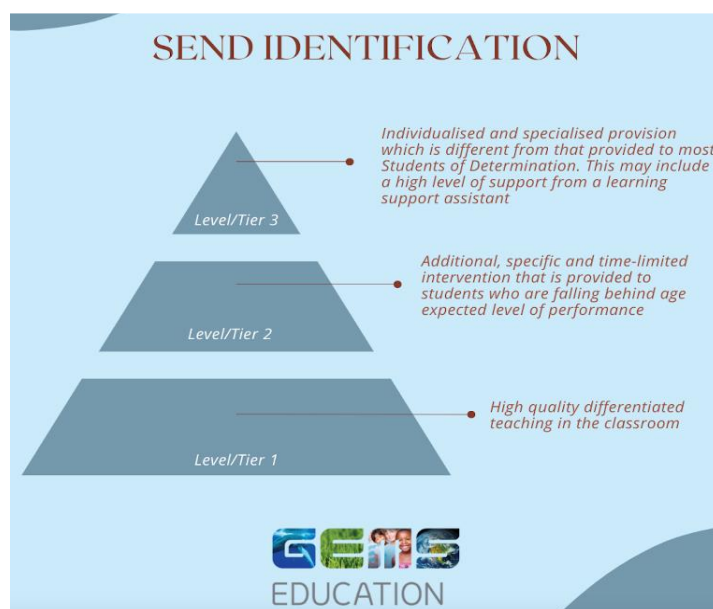
- Once students who have been identified at risk by the teachers are referred to the Counselor/ Special Educator, the specialist staff uses an evaluation process that includes parent meetings, interaction with student, class observation, notebook observation, use of screening tools, detailed inputs from 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.

6(b) **Plan** – Intervention

- Planning is a vital stage in line with the school's vision for students of determination. The school plans strategically to meet the needs of all its students including those with special educational needs.
- The school has adopted the Graduated System of Support Model – this is an intervention model, which indicates different levels of support in response to different levels of student needs (based on Directives and Guidelines for Inclusive Education by KHDA).
- The school also follows the social model of support for all students identified with additional learning/special needs. This means that all students receive support irrespective of a formal clinical assessment.
- To meet the individual needs of identified students, support plans are developed under the guidance of support teachers or by the inclusion specialist team in consultation with parents, teaching staff and students in some cases. The plan varies based on individual needs of the students such as Individual Learning Plan (ILP) / Individualized Education Plan (IEP) / Individual Behaviour Plan (IBP) / Individual Accommodation Plan (IAP).
- Additionally, a student may also be supported with a Personal Emergency Evacuation Plan / Medical Accommodation Plan / Or both.

Graduated Systems of Support (GSS)





Levels of support:

Level 1: High quality teaching, where teachers accommodate individual differences in ability, learning style and behaviour, through effectively differentiated classroom practice. Almost all students have an Individual Learning Plan. Students who have shown progress and need monitoring are also maintained at Level 1.

Level 2: At Level 2 the support that is available in addition to the support at Level 1. Students at this level require personalized support that are specific and time-limited. Students accessing this level may require enhanced support through an IEP/IBP/IAP. They receive a modified curriculum/ exemptions/ exam provisions, as required.

Level 3: Students with severe concerns who in addition to the level 2 support, receive specialized support/ interventions by the specialist staff and external providers(therapies). This may include full time support by a learning support assistant (LSA) and or long-term programme of support.

6(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 (Department of Wellbeing and Inclusion) is further provided to the students based on their individual needs.

- Inclusive classrooms: Students of determination are enrolled in a mainstream classrooms and receive classroom support from teachers and in some cases assisted by LSAs based on the ILPs/IEPs/IBPs/IAPs. ILPs/IEPs/IBPs/IAPs are shared with all concerned stakeholders. Special education support, outside the mainstream classroom, is provided within the school setting. This support is provided through push-in and pull-out sessions up to Grade 8.
- Grade 9 students 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.



6(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/IAPtarget tracking through meetings, observations and skill- based trackers.
- ii. Feedback on progress is given to parents during joint meetings, open houses, periodic correspondences, through mid-term and end of year reports.
- iii. Thrice a year IEP reviews and twice a year ILP reviews, feed forward to the next steps in measuring a student's progress.
- 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.

7. 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.

Alternative Pathway - ASDAN	
Exemption from Subjects	
Curriculum Adaptation and Modification	
Functional Curriculum	
Classroom Accommodations	
Examination and Testing Accommodations	
Medical Accommodation Plan	
Leadership Support	
Miscellaneous Support	

a) Alternative Pathway - ASDAN

- The Millennium School is a registered center for ASDAN and the Inclusion team at TMS has carefully examined these courses (long/ short) and are able to foresee, its many benefits for our students.



- ASDAN believes in developing personal, social and work-related abilities for students by:
 - Strengthening academic and vocational education
 - Re-engaging young people
 - Assessing knowledge and skills at work
 - Equipping learners to live well and make use of their abilities

b) Exemption from 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.
- 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.

c) Curriculum Adaptation and Modification:

(Refer to the School Policy on Curriculum Adaptation and 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 up to 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.

d) 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 approval.



- The provisions extended are based on individual needs of students and may vary from subject to subject.
- Examination provisions provided at school include separate seating, extra time, reading aloud 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.

e) Leadership support

- 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.
- An Inclusive Education Improvement Plan formulated every year, is further monitored and implemented by the Inclusion Support Team.
- 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. This is part of the Standard School Services.
- The school allows for Learning Support Assistants for specific students depending upon the severity of concerns.
- Parents are advised to seek multi disciplinary support (OT/ABA/Speech therapy) for their ward to accelerate development in specific areas as required. Parents may choose to either enroll their ward for school based therapy (where available), provided by external specialists or may directly visit external clinics.
- All students have equal opportunity to participate in all curricular & co-curricular activities in the school.

8. Emergency Evacuation Procedures:

- i. The Wellbeing and the Inclusion Support team maintain a list of students of determination who require additional support on Personal Emergency Evacuation Plan (PEEP) and Medical Accommodation Plan (MAP).
- ii. A designated person is assigned to help the students suggested for Personalized Emergency Evacuation Plan (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.



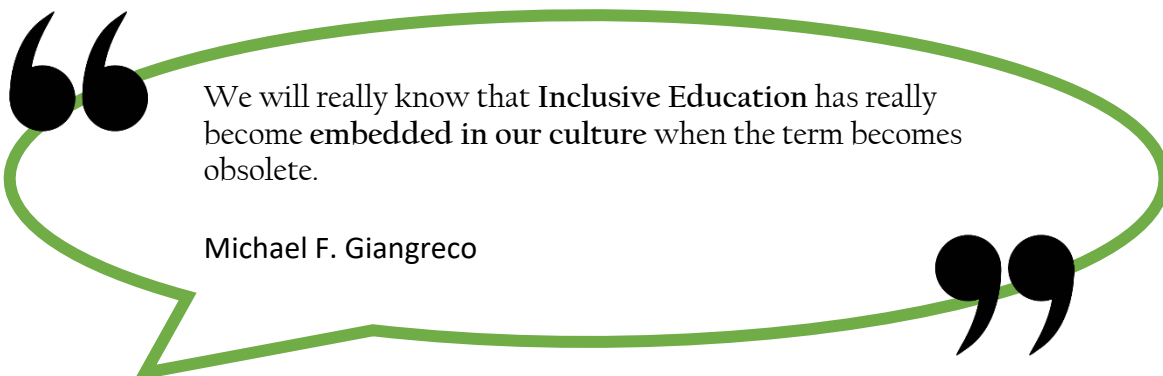
9. Parent Partnership:

A strong parent partnership is essential for the students of determination to flourish. Parents are expected to:

- i. Seek services from the Department of Wellbeing and Inclusion 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 and Parent Support Group 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 special educator, counsellor, teacher and supervisor.
- vi. Participate in the development of the IEPs / IAPs or IBPs. Be equal partners with the school in the development and progress of their child.

10. Arrangements for considering complaints and concerns

- i. If parents wish to make a complaint about the educational provision for their child 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 A) at school.
- ii. Any parent with concerns regarding their child's academic performance or behavior, are welcome to approach the Department of Wellbeing and Inclusion to discuss their concerns.





Appendix A- Inclusion Support Team

INCLUSION SUPPORT TEAM				
S. No.	Name	Designation	Email	Title
1.	Ambika Gulati	The leaders of provision for students of determination (Promotes and supports inclusive practice at school)	ambika.g_tms@gemsedu.com	Principal - TMS
	Mini Nair		mini.n_tms@gemsedu.com	Vice Principal - TMS
	Priyanka Bhattacharya		Priyanka.b_tms@gemsedu.com	Head of Section, Senior School
	Shruti Narang		Shruti.n_tms@gemsedu.com	Inclusion Lead Head of Section, Primary School
	Punita Sharma		punita.g_tms@gemsedu.com	Head of Section, Kindergarten
	Rinku Paul		rinku.p_tms@gemsedu.com	Head of Section. Middle school
	Celina Varghese		celina.v2_tms@gemsedu.com	Head of Wellbeing and Inclusion
	Donna Padbidri		donna.p_tms@gemsedu.com	Inclusion Champion/ Special Educator
	Anisha Dsouza		Anisha.d_tms@gemsedu.com	Special Educator
	Malavika Raj		malavika.r4_tms@gemsedu.com	Special Educator
	Kavita Bharti		Kavita.b_tms@gemsedu.com	Special Educator
2.	Radhika Kulkarni	Well-being Champion (Promotes and supports Wellbeing practices at school)	radhika.k2_tms@gemsedu.com	Well Being Champion/ Middle School Counsellor
3.	Daniela Dan	Counsellor (Promotes and supports wellbeing practices at school)	daniela.l_tms@gemsedu.com	Primary School Counsellor
4.	Celina Varghese	Counsellor	Celina.v2_tms@gemsedu.com	Senior School Counsellor
5.	Dr. Ayesha Saeed Husaini	Governor for Inclusive Education (Holds school accountable for Inclusion)	management@manzil.ae	Founder and Director, Manzil Centre for Special Needs
6.	Vandana Sridhar	Parent Representative	wondana@gmail.com	Parent Care Group representative
7.	Mini Nair	Support Teachers (Provide additional support to students identified with special needs)	mini.s_tms@gemsedu.com	Vice Principal- TMS
	Priyanka Bhattacharya		priyanka.b_tms@gemsedu.com	Head of Section – Senior School
	Rinku Paul		rinku.p_tms@gemsedu.com	Head of Section – Middle School
	Shruti Narang		shruti.n_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
	Benhur Mulcahy		benhur.m_tms@gemsedu.com	Educational Supervisor- Grade 9 &10
	Suja Ranganathan		suja.r_tms@gemsedu.com	Educational Supervisor- Grade 7 & 8
	Veniza Fernandez		veniza.f_tms@gemsedu.com	Educational Supervisor- Grade 6
	Roshani D'Souza		roshani.d_tms@gemsedu.com	Educational Supervisor- Grade 3,4 & 5
Deepti Bhatt	deepti.b_tms@gemsedu.com	Educational Supervisor- Grade 1 &2		
Tuleka Shrivatsa	tuleka.s_tms@gemsedu.com	Educational Supervisor – KG 1 & KG 2		
8.	Tayyaba Jafri	Learning Support Assistant Representative		Learning Support Assistant



Appendix B - Categories of disability and barriers to learning as provided by UAE School Inspection Framework (2015 -2016)

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

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: Curriculum ⇨ Student Care and Support ⇨ Inclusion