

# Pakistan Islamia Higher Secondary School Sharjah, UAE



## School Inclusion Policy Session

“Success is knowing your purpose in life, growing to reach maximum potential and sowing seeds that benefit others. To be successful you must stand tall as the sky and as firm as the ground.”

*“Working for Education is a privilege  
for us”*

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### **WHAT IS INCLUSION?**

Inclusion is seen as a universal human right. The aim of inclusion is to embrace all people irrespective of race, gender, disability, medical or other needs. Inclusion in education means giving equal access and opportunities to all students.

## **VISION OF INCLUSION**

Pakistan Islamia Higher Secondary School focuses on academics as well as the happiness and well-being of the students in the school. PIHSS provides maximum support to its students in facing the different challenges of life by giving equal opportunities to all the students. We are committed to the concept of inclusion in education providing high-class education to special need and non-special need students.

## **PURPOSE OF THE INCLUSION POLICY**

### **Aims and Implementation**

The mission of Pakistan Higher secondary school is to provide every student the chance to reach their full potential in the areas of academics, emotions, and social skills by:

Enabling students to become active, responsible, and caring members of the school and larger international community; Providing high-quality learning to enable the acquisition of skills, knowledge, and concepts relevant to their future; Promoting an ethos of care, mutual respect, and support, where effort is valued and success is celebrated.

In order to achieve these goals, leaders and educators work together to:

- Promote high-quality learning opportunities by designing lessons that help students reach their full potential;
- Provide curriculum design that is high-quality and meets the unique learning needs of each student;
- Provide high-quality learning environments that encourage students to be innovators, inquirers, critical thinkers, and owners of their education;
- Promoting an efficient partnership that supports parents, caregivers, and the larger community as partners in the students' learning experiences; Encouraging students to become active, responsible, and caring members of the school.
- Pioneering: Go against the grain. Authentic, aspirational, focused, and visionary
- Professional: Draw in and hold onto the greatest personnel. Perceptive, Varied, Unique, Superb, and Innovative
- Nurturing: Give pupils priority. All-encompassing, holistic, courteous, compassionate, communicative, spirited, and enthusiastic about life. Fearless, Resolute, and Captivating

### **SEND (Special Education Needs and Disabilities)**

Pakistan Islamia Higher secondary School understand that in order to accomplish our goals, we must actively work to identify and satisfy the wide range of needs of our children. To this end, we monitor each student's progress and well-being as well as the type and quality of the

They provide possibilities for learning.

- Monitoring the intellectual, social, and emotional development of each student and using the information gathered to create instruction for the individual or for groups of students.
- Accurately recognizing any obstacles to students' learning or their full engagement in school life, followed by efforts to remove them.
- Creating and allocating our resources in a way that most accurately represents the range of needs that students encounter.

Making sure that kids who are at risk, such as those who have been diagnosed with disabilities or extra needs or Special Educational Needs (SEND), receive the help they need.

### **The four areas of SEND**

- **Communication and Interaction.**

- 1.. Communication Disorders
2. Autism spectrum disorders (related to brain development)

- **Cognition (mental action-process of acquiring knowledge) and Learning.**

1. Intellectual Disability
2. Specific Learning Disorders
3. Multiple Disabilities

- **Social, Emotional, and Mental Health difficulties.**

1. attention deficit hyperactivity disorder (easily distracted- having short attention span)
2. Psycho-emotional Disorders (stress, anger)

- **Physical, medical and Sensory Needs.**

1. Deaf-Blind disability
2. Physical Disability

3. Chronic (prolonged in duration-asthma) or Acute Medical Conditions (short and can be

### **Studying English as a Second Language**

Definition and justification.

a) Students whose first language is not English are referred to as having English as an additional language, or EALs.

#### **The language spoken at home is not English.**

b) The degree of difficulty that EAL students, ranging from total novices to very proficient, have in accessing the whole curriculum and realizing their full potential will vary.

Studies indicate that those who are new to the English language will be able to converse fluently in two years, but it will take at least five years to become proficient in academic English. If these pupils are to realize their full potential, they will require linguistic help.

c) Extra expenses and support levels are evaluated before acceptance, verified before admission, and will be examined. cured with quick treatment)

#### **Gifted and talented students:**

“Gifted and talented students” mean those students whose abilities, talents, and potential for accomplishment are so advanced that they require special focus to meet their educational programming needs.

#### **Identification and Assessment:**

- The class teacher responds to a child’s learning needs. The child is closely monitored and work is differentiated within the class. Teachers differentiate their lessons within their lesson planning.
- Before getting admission, EAL students are recognized. When a student's language proficiency (reading, writing, speaking, and listening) is evident, the EAL Levels will be utilized to evaluate them.

#### **Admissions Procedure for the Students of Determination (SOD).**

- The school asks parents to share all the details of whether their child needs special education support, medical conditions, or any special circumstances before his/her entry test.
- At admissions, the school conducts an ‘assessment’ of educational needs.

**Pakistan Islamia Higher Secondary School, Sharjah**

## **Inclusion support team**

### **1. The Role of the Board of Governors**

- Familiar with the inclusion policy and practice.

### **2. The Role of Senior Leadership Team**

- Principal and Senior Leaders play a very important role in providing inclusive education.
- School Leaders check that the principles of inclusion are applied very well.
- School leaders provide training to educators at all levels to increase their awareness about SEND and enable them to best support these students.

#### **The Role of the Teacher**

- To ensure inclusive practices through differentiation.
- To provide support to Students of Determination with their individualized education plan.
- To be responsible for the learning, progress, and outcomes of all the students in their class.
- To be the first to identify a learning need and plan accordingly.
- To provide a safe and welcoming environment where students are motivated for learning.

#### **The Role of the Counselor / SEN CO-ORDINATOR**

- To be responsible for developing and leading the implementation of the personal development programs.
- To support the individual development of all students within the school through collaboration with other relevant stakeholders and holding documentation of the process.

#### **The Role of the Parents**

- To be responsible for sharing all relevant information about their child during enrolment or whenever it is required.
- To be responsible for attending any relevant meeting.

## **Staff Development**

The school will take steps to support teachers in learning new techniques to provide students with inclusive education through different programs and workshops.

## **Policy Review**

This Policy will be reviewed after one year or as per requirement and changes will be made according to the requirement.