



Pakistan Islamia Higher Secondary School, Sharjah

Inclusion Policy 2024-2025



“Equity, Equality, Empathy, and Support”

Vision

At PIHSS, we have a robust procedure for the academic and personal well-being of all groups of students to create a sense of belonging by providing maximum support and recognizing their differentiated needs. We are committed to providing opportunities to students facing learning challenges regardless of their personal and social backgrounds or circumstances. We seek to build an empathetic environment ensuring a strong support system and distributive commitment to students' progress and success.

Aim

PIHSS aims to be an inclusive school where every student has an equal opportunity to learn and grow. We aim to make equality a real experience of our students' lives through individual and distinguished attention and support. We aim a particular attention to assist:

- Students with unique learning needs
- Students who learn English and Arabic as additional languages
- Students to become active participants and caregivers
- Students of Determination (SOD)
- Students with gifted and talented capabilities
- Students who are at risk of expulsion or dismissal

Objectives

The curriculum at PIHSS meets the specific needs of all students which is aligned with the UAE School Inspection Framework in planning and implementation to serve the needs of all groups of students. We achieve these objectives through:

- Promoting effective lesson design to help students learn equally
- Setting high-quality learning environments to help students to take responsibility of their learning
- Overcoming the academic as well as personal and social learning barriers for all groups of students
- Nurturing students to demonstrate compassion, kindness, courtesy, and enthusiasm about their personal development
- Providing other curriculum opportunities outside the national curriculum to meet the needs of the individual as well as groups of students

PIHSS Values

Valuing the diversity

Respectful and Inclusive Culture

No Discrimination

Inclusive Learning Environment

We believe in creating an environment that helps students succeed to reach high levels of personal growth. The teaching and learning environment is planned and executed in classrooms with a particular focus on considering the students' individual needs. Here are how the instructional strategies in our school are planned and implemented:

| | |
|---|---|
| Student's attainment level is falling than expectation | <ul style="list-style-type: none">▪ Needs assessment▪ Planning the strategies▪ Setting the time▪ Executing the strategy▪ Use of learning resources from an earlier grade level |
| Student's attainment level is exceeding the expectation | <ul style="list-style-type: none">▪ Needs assessment▪ Planning the strategies▪ Setting the time▪ Executing the strategy▪ Use of more in-depth material from a later grade level |

Individualized Educational Plan (IEP)

PIHSS supports a wide range of learning activities that not only identify but satisfy the needs of our students. The teachers, leadership team, and the SENCO monitor the daily activities of the SEN and the kind of teaching quality they are getting. Different learning areas are closely observed that are:

- ❖ The teaching quality and the student need-based individual lesson planning
- ❖ Prior knowledge of the learners to relate their real-life experiences with the lesson or the unit
- ❖ To make SEN students believe that their contributions are as valued as other students
- ❖ To provide opportunities for students to learn about accepting individual differences
- ❖ To involve parents in case of any assistance required about a child's learning
- ❖ Reviewing the success criteria to decide whether the learning objectives have been achieved and successfully implemented.

Parental Involvement

PIHSS believes parents are the equal partners of their child's education and overall well-being. Therefore, the school ensures their participation in all decision-making matters and facilitates them accordingly. Our primary focus on parental involvement is to:

- ✓ Motivate parents to share useful information with the school about their child's needs and abilities
- ✓ Establish equal, appreciative, and student-centered communication between parents and the school
- ✓ Discuss parents' goals, expectations, and preferences for their child from the teachers and the school
- ✓ Empower students to become effective advocates for their children to understand their parental rights and responsibilities
- ✓ Preparing parents to enhance resilience and self-belief to develop life-long passion of learning in their children

The Four Categories of SEN Students

Students with Special Educational Needs are identified through four major categories at PIHSS.

| Communication and Interaction | Cognition and Learning | Social, Emotional, and Mental Health Difficulties | Physical, Medical, and Sensory Needs |
|---|---|---|--|
| -Communication disorder or communicative disability -Autism spectrum disorders (Related to brain development difficulty) | -Intellectual Disability - Specific Learning disorders -Multiple disabilities | -Attention deficit hyperactivity disorder (easily distracted/ short attention span) -Psycho-emotional disorders (short tempered, stressful and angry behavior) | -Deaf-blind disability -Physical disability -Chronic or acute medical conditions (Prolonged asthma duration) |

Responsibilities of SEN Coordinator (SENCO)

As a part of the leadership team, SENCO performs a crucial role in the strategic development of SEND policy and its provision. The identification and assessment of special needs students is made possible with the detailed assessment interview of student's educational needs, medical conditions, or any other particular circumstances that need support or attention. SENCO's responsibilities include:

- ❖ Identification of students with SEND and perform needs assessment
- ❖ Coordinate and liaise with teachers, parents, and educational or behavioral psychologist
- ❖ Analysis of the SEND progress data across all phases and grade levels
- ❖ Attend CPD sessions regularly to enhance the SEN practice
- ❖ Facilitate through curriculum planning with close coordination of teachers, parents, and Inclusion team members
- ❖ Collaborate with teachers and parents to plan and execute an Individualized Educational Program (IEP)

The Role of the Inclusion Support Team

The Inclusion team plays a vital role in taking particular actions and ensuring that students:

- feel secure in receiving quality education and knowing that their contributions are valued
- taught in groups to enhance their learning experiences and allow them to achieve success
- value the diversity and differences they see in others

- Like to take challenges to learn effectively
- Feel encouraged to contribute productively despite disabilities and slow learning

The Inclusion team at PIHSS consists of:

- Board of Governors
- Senior Leadership Team
- Class/Subject Teachers
- Behavioral Psychologist
- SEN Counselor/ Coordinator
- Parents

Curriculum Provision

Students with special educational needs receive a differentiated curriculum according to their understanding level. They receive:

- ❖ Differentiated Learning Objectives
- ❖ Differentiated instructional styles
- ❖ Differentiated learning access strategies
- ❖ Differentiated skills-based curriculum
- ❖ Differentiated learning through curricular and cross-curricular links
- ❖ Differentiated learning through national and international curriculum standards

Challenging Students with Higher Abilities

PIHSS identifies and assesses students with higher learning abilities through:

- ✓ Differentiated and advanced curriculum
- ✓ Group sessions for advanced project work
- ✓ Extended targets within a specified time scale
- ✓ Advanced extra-curricular opportunities

Monitoring and Review

At PIHSS, the Inclusion Policy is reviewed and updated annually alongside the governing board to ensure that all relevant policies and practices are up-to-date and in practice and comply with the statutory requirements. If there are any changes in the statutory requirements, the SEND policy may lead to changes. However, all the staff is notified and updated about those changes in the policy.