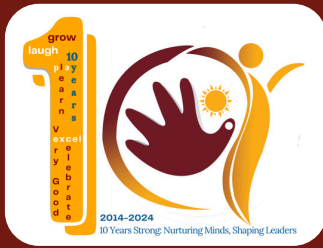


CREDENCE HIGH SCHOOL

INCLUSION POLICY



**STRENGTH LIES IN DIFFERENCES,
NOT IN SIMILARITIES**



CREDENCE HIGH SCHOOL

INCLUSION POLICY



FUNCTION	To create an inclusive environment for students
STATUS	Implemented
REVIEW SCHEDULE	Annual
REVIEWED BY	<ul style="list-style-type: none">• Head of Inclusion Ms. Hudebiya Samreen• Inclusion coordinators. Ms. Aaliya & Ms. Moseena
LAST REVIEWED ON	March 2025



CREDENCE HIGH SCHOOL, DUBAI

INCLUSION POLICY



OUR VISION

To be an institution that nurtures free and happy minds thereby empowering students to excel and contribute to the society in the field of their choice.”

OUR MISSION

Tailor an inclusive and supportive campus that offers a sense of belonging, happiness, physical safety and intellectual freedom to all of our students

Harvest the innate talent of each child to build a school community of individual achievement and collective excellence

Instill an acute sense of values and ethics in each of our students so they may be always known for their personal integrity and probity

Nurture an international cross-section of students so they may learn to live in a globalized world and contribute in building a united, tolerant, caring society

Kindle and keep alive the spark of curiosity in our students through the provision of ICT facilities and resources that support research – oriented, independent and enquiry-based learning.

PURPOSE

Credence High School has formulated this policy in compliance with the Dubai Inclusive Education Policy Framework* to provide information about the procedures and standards necessary for the improvement of inclusive education. It is also intended to inform entity specific directives, so that every day, in every classroom, 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. Within such a setting, their personal, social, emotional and academic needs are fully met.

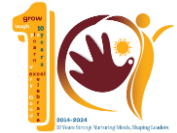
PRINCIPLE

At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning. Credence High School creates a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community.



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INCLUSION POLICY



All stakeholders at Credence High School, including governing bodies and leaders at all levels:

- View and value student diversity as integral to the human condition.
- Recognize the learning potential of all students.
- Engage with theories of learning that support child-centered and differentiated approaches to teaching and learning.
- Acknowledge that all students have the right to education in a common learning environment.
- Prevent marginalization and discrimination in education based on the experience of SEND in order to reduce barriers to participation in learning.
- Be proactive in removing barriers to learning in diverse student populations, by adapting and modifying curricular, teaching and learning strategies.
- Reject ability-labeling in teaching, along with the idea that some learners cannot learn due to individual deficits.
- Fulfill their responsibility to facilitate an inclusive culture within their individual education settings and be accountable through the programmes, practices and outcomes of the entire learning community.



CREDENCE HIGH SCHOOL, DUBAI

INCLUSION POLICY



INCLUSION

What is inclusion?

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.

Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviors, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

We can also say that Inclusive education is the process through which schools develop systems, classrooms, programs and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals, Inclusion does not mean treating people the same without regard for individual differences.

At Credence High School, we support inclusive education where children from all walks of life are welcomed and integrated to make our school diverse. As said unity lies in diversity, we are working towards an inclusive society, the first step being an inclusive education system.

At our school, Inclusion means that all students are guided towards mainstreaming schooling keeping in check the additional support that some of our students require. This helps maintain a positive learning environment where the individual's unique needs are met while integrating them with the school system.



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Who are Students of Determination?

“Those students whose educational needs are different from those of the majority of students, and which arise from the impact of a disability or a recognized disorder.

At Credence High, we aim at providing an inclusive and non-restrictive environment which is useful in fostering deep and meaningful relationships between the peers and Students of Determination. The Students of Determination are a part of the regular classroom moving towards inclusive classrooms. We attempt to educate and sensitize all the students to be friendly and empathetic towards students with special needs and make them feel at par.

IDENTIFICATION AND EARLY INTERVENTION

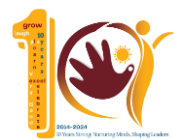
Identification and early intervention refer to the accurate and urgent process through which education providers, and other professionals, utilize formal and informal methods of assessment to accurately identify the Student of determination. This information is then used to inform the use of targeted, evidence-based interventions which accelerate learning, progress and development.

- Parent/Caregivers are asked to disclose any special educational need that has been previously identified.
- Child's application needs to be accompanied by previous academic reports, previous provision plans, individual Education Plans and any previous medical/psychological assessments that are relevant to the application.
- Early years students are assessed in a group environment in order to take into account social abilities and appropriateness.
- Data gathered from Standardised Tests, such as the Cognitive Ability Tests (CAT4), ASSET etc. Students with a profile of concern that falls out of the norm range will be referred to the Inclusion Department for further assessment and identification of need.
- A student may be referred by teachers or parents if specific concerns are raised that the Inclusion Department may be able to address.
- External Therapy agencies conducting observations for Occupational Therapy support, Speech and Language support, ABA Therapy support or counselling support.

If any of these measures indicate the student may have additional need requirements, the Head of



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Inclusion is contacted, and a decision is made using the Level System as to the level of provision that will be required for the student.

CATEGORIES OF SPECIAL EDUCATION NEEDS DISABILITIES AND BARRIERS TO LEARNING

In line with the Knowledge and Human Development Authority and the UAE unified categorization of disability, we recognize the following categories of special educational need disabilities:

S.No	Common Barriers to learning	Categories of disability
1.	COGNITION AND LEARNING	<ul style="list-style-type: none">▪ Intellectual disability (including Intellectual disability - unspecified)▪ Specific learning disorders▪ Multiple disabilities▪ Developmental delay (younger than five years of age)
2.	COMMUNICATION AND INTERACTION	<ul style="list-style-type: none">▪ Communication disorders▪ Autism spectrum disorders
3.	SOCIAL, EMOTIONAL AND MENTAL HEALTH	<ul style="list-style-type: none">▪ Attention Deficit Hyperactivity disorder▪ Psycho - emotional disorders.
4.	PHYSICAL, SENSORY AND MEDICAL	<ul style="list-style-type: none">▪ Sensory impairment▪ Deaf-blind disability▪ Physical disability▪ Chronic or acute medical conditions

All mainstream class teachers implement teaching approaches and methodologies that facilitate the meaningful inclusion of students with special educational needs. These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work

We, at Credence, carry out an assessment of educational needs upon entry to school. Then we use the information gained from assessment upon entry and identification procedures to determine the type and level of support appropriate for each student, based upon their level of development and experience of SEND. This will include



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some or all of the following:

- Universal design strategies for students at an 'appropriate level' of development, for example whole class differentiation strategies
- Targeted interventions for students who experience a delay in their development or achievement of educational outcomes; for example, providing access to a small-group social skills intervention group
- Individualized interventions for a student who experiences significant levels of SEND, for example, providing access to targeted evidenced-based intervention for a student who experiences specific learning difficulties.
- Personalized individual education plans (IEPs) are developed for students identified as experiencing SEND.
- We use the IEP as a SMART document to inform the use and impact of Specific intervention, measured outcomes, Attainable targets, and Relevant and results-oriented activities and Time sensitive measures, in response to the SEND experienced by each student.
- Develop systems to ensure they work in partnership with Early Intervention Centres to enable the effective transition of young children who experience SEND into formal mainstream education settings.

SYSTEMS OF SUPPORT FOR INCLUSIVE EDUCATION

The provision of high-quality strategic support is essential for the development of a fully inclusive system of education. This refers to the implementation of practices, policies and procedures which education providers must ensure in order to establish fully inclusive educational experiences for students who experience SEND. This includes, providing robust systems of support for students and teachers, introducing new approaches to teaching, providing flexible curricular pathways and objectives and the use of diverse assessment strategies.



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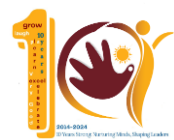


Credence has established an **Inclusion Support Team (IST)** consisting of the following:





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Members	Definition	Responsibilities
Inclusion Governor Mr. Abdulla Nalapad Chairman	The head of the school, who has special interest in inclusion. The person works with the Inclusion Champion to help execute the vision for inclusion at Credence.	<ul style="list-style-type: none"> Supporting in improvement planning through recruitment, budget approvals, etc. Ensuring accountability for developing and maintaining a high standard of inclusive practices.
Principal Ms. Deepika Thapar Singh	The school principal enables students, staff and parents to think and act in a more inclusive manner.	<ul style="list-style-type: none"> Introducing, developing and implementing systems and procedures, creating an ongoing cycle of action and reflection. Ensuring an inclusive culture and climate through whole-school initiatives. Enabling a strong capacity for improvement through rigorous self-evaluation and action planning.
Inclusion Champion Mr. Shivender Kumar Vice-principal	The Inclusion Champion is responsible for establishing, evolving and embedding the Credence Vision of inclusion across the school, from a position on SLT.	<ul style="list-style-type: none"> Introducing, developing and implementing systems and procedures, creating an ongoing cycle of action and reflection. Ensuring an inclusive culture and climate through whole-school initiatives. Enabling a strong capacity for improvement through rigorous self-evaluation and action planning.



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<p>Leader of Provision for SODs</p> <p>Ms. Hudebiya Samreen</p>	<p>The Leader of provision is responsible for creating a safe social and emotional wellbeing environment and work to safeguard the human rights of all members of the school community.</p>	<ul style="list-style-type: none"> ●Assure that every student receives the maximum benefit in the school. ●Support teachers in building appropriate strategies and connect with the students ●Promote growth, self-awareness, appreciation of diversity, and a love of learning among students. ●Aid and support students in combating social issues that impede their academic success. ●Use of social awareness and interpersonal skills to establish and maintain positive relationships.
<p>Special Educators /Therapist</p>	<p>The Special Educator/therapist is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.</p>	<ul style="list-style-type: none"> ● Employ strategies and techniques during instruction to improve the development of sensory- and perceptual- motor skills, speech and language, cognition, and memory. ● Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests. ● Confer with parents, senior leadership team members, counselors and others. ● Professionals to develop individualized education programs (IEPs) designed to promote students' educational and skill development, ● Develop plans for effective communication, monitoring, and follow- up of students' in inclusive classroom settings.



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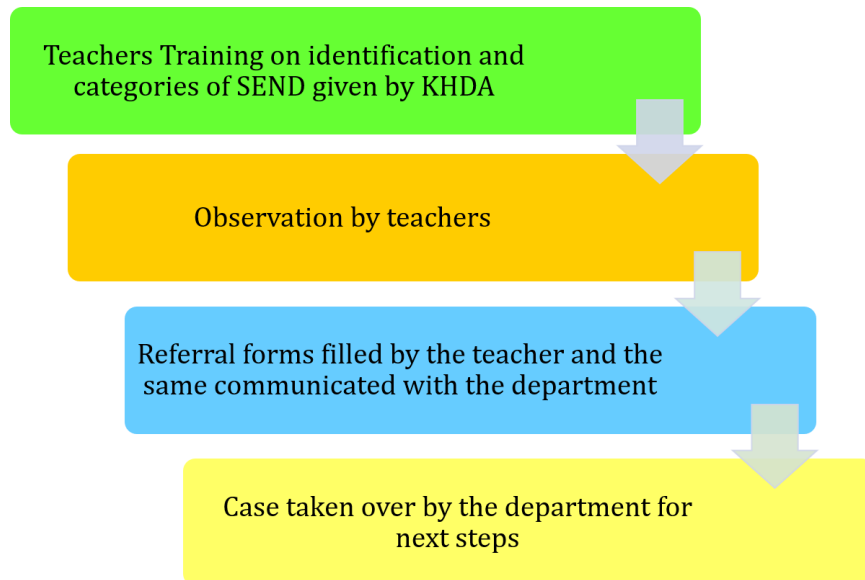
<p>Support Teachers Phase supervisors and subject HOD's</p>	<p>The support teachers are competent teachers who demonstrate high levels of skill and ability in applying inclusive approaches within their teaching practices .</p>	<p>The support teachers are role models, coaches and professional mentors for classroom teachers as they work to develop their practices to meet the learning needs of diverse student population.</p> <p>They guide the teachers in applying inclusive practices within their teaching practices by</p> <ul style="list-style-type: none"> ● Observation of teaching and learning ● Collaborative Review of student data ● Co-Planning ● Modelling ● Co teaching Collaborative reflection ● Gradual Release of Responsibility .
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CREDENCE HIGH SCHOOL, DUBAI INCLUSION POLICY



ROLE OF TEACHERS IN THE IDENTIFICATION PROCEDURE FOR THE STUDENTS OF DETERMINATION



The members of the Inclusion Support Team:

- ❖ Work in close collaboration with classroom teachers and other educational staff to support the education of students who experience SEND in common learning environments by providing coaching and support to teachers on a timely basis
- ❖ Meet on a regular basis, once a week
- ❖ Maintain minutes of the meetings and utilise effective systems to follow-up on specific actions and strategies
- ❖ Assign learning support assistants to individual students who experiences SEND and/or class groups as needed. The allocation of these paraprofessionals is dynamic. The focus and impact of their support is routinely reviewed, and their allocation may change in accordance with student and teacher need.



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SUPPORT WE OFFER TO OUR STUDENTS OF DETERMINATION

When a student is identified, he/she is provided with appropriate additional support within and outside the classroom, as the need be. The school follows Graduated Response - it recognizes that all children learn in different ways and can have different types and levels of educational needs. In addition to academic needs, there can be emotional, behavioral and social needs which need to be addressed too.

As per the graduated response, the students are provided with step by step support and more expertise can be brought in, to help the school support the difficulties a student may be experiencing. The support is initiated with differentiated activities and is devised based on the educational/behavioral/emotional needs of each student. Kindly Refer Appendix I for reference.

Special Educational Provisions:

Special educational provision refers to educational provision which is additional to, or otherwise different from, that is made generally available for children of their age in school. At Credence High we adhere to the following general categorization based on the support provided for our Students of Determination:

Level 1

The classroom teacher's awareness of and response to a student's learning need (e.g. sensory resources, seating plan, rest breaks, extra time) is sufficient to support successful participation and progress.

Level 3:

Highly personalised in response to the individualised needs of the child. Conducted by specialist, teacher, counsellor, or LSA in 1:1 sessions. Structured, sequential and cumulative learning. Clearly defined goals.

Level 2:

Time-limited, small-group interventions to support children who are just below expectations but are expected to get there with some targeted support.

Level 1:

High quality in-class teaching and pastoral care, incorporating advice from Achievement Centre, and monitored for effectiveness. Accommodations (e.g. seating position, buddy systems) are successful in supporting student's access and well-being.



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Level 2

Differentiation support has not been enough for these students, and they are still behind grade level related expectations and need some additional focused teaching to close the gap. Support may take the form of withdrawal groups and/or targeted in-class support, and will be set at a pace which supports accelerated learning.

Level 3

The student needs to be highly individualized and based on fine-tuned assessments (internal and/or external). Regular, structured, systematic support, in which steps are small and achievable. Internally, this may include withdrawal support for highly targeted intervention.

Meeting the Special Needs of the Students of Determination:

Having identified a student's needs and the educational planning required to meet those needs, this second step emphasises the importance of effective teaching and learning strategies. The benefits of early-intervention and prevention programmes are highlighted. Guidance is also provided on target-setting.

Effective teaching and learning: The role of the class teacher

Effective teaching and learning is critically important for all student s, and especially for those with special educational needs. Meaningful inclusion implies that all students are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all student s in their classes. Accordingly, classroom teachers at Credence High School ensure that they plan their lessons carefully to address the diverse needs within the classroom. They may need to adapt their teaching approaches for some student s whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs.



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- Differentiation
- Interventions to promote social and emotional competence
- Embedding Information and Communications Technology (ICT) in teaching, learning and assessment

Every student needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Students' levels of interest, attention, concentration and persistence is gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers regularly differentiate their lessons. This is achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of student s' interests
- Matching tasks to student s' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers make lessons accessible to a broad range of student s through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

Effective teaching and learning: The role of the special education teacher

Special education teachers at Credence are familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a student with special educational needs is supported either at classroom level, or through mainstream classroom placement with additional teaching delivered through in- class or withdrawal support models.



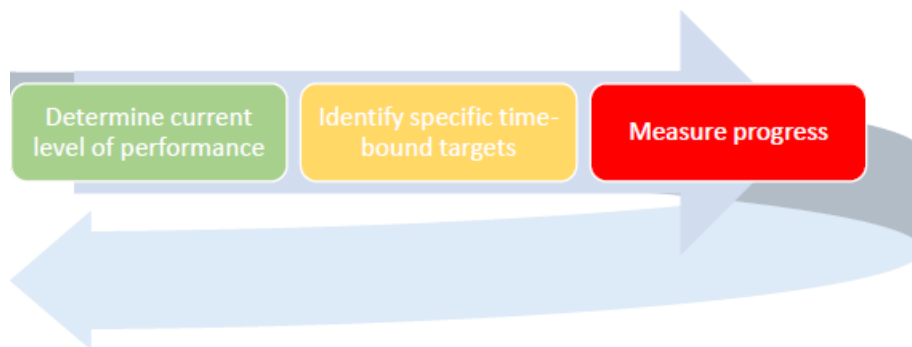
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Special education teachers, in consultation with class teachers, plan their interventions carefully to address student s' priority learning needs and to achieve the targets. Short-term planning reflects the Support Plan targets and breaks down the development of skills and content into small incremental steps to address each student's specific needs on a weekly basis. Outcomes for students are routinely assessed, recorded and used to review progress.

MONITORING AND RECORDING OUTCOMES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

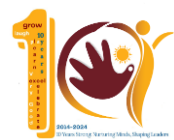
Students' progress in relation to achieving their targets is regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow student s to demonstrate their progress. Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn lead to adjustments in support plans.



In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for student s with special educational needs.



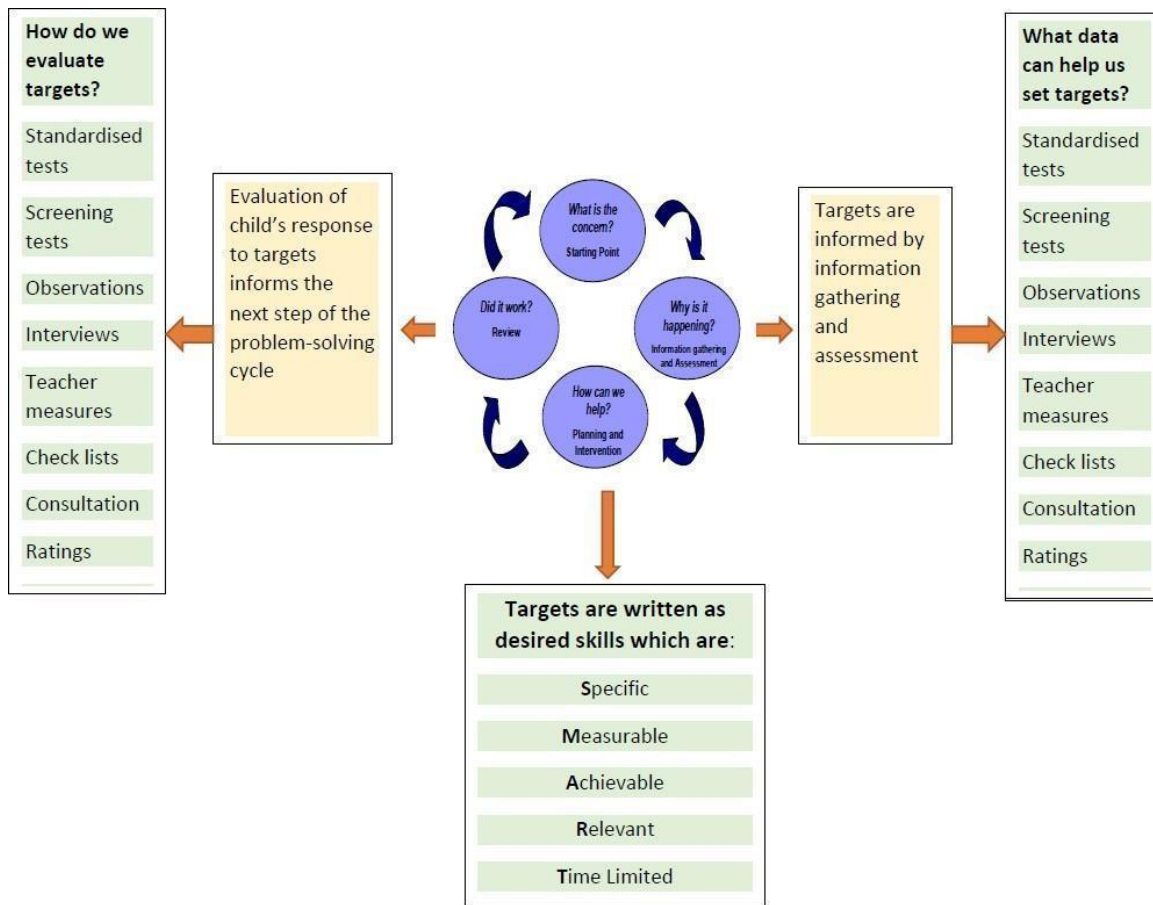
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Planning to Guide the Allocation of Additional Teaching Supports for Students with Special Educational Needs	
Action 1: Identification of students with special educational needs	<p>Review existing information on students' needs, using school-based data, and any information from parents and external professionals.</p> <p>Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, Standardised tests, diagnostic tests).</p> <p>Identify all students with special educational needs in the school. Match their needs to the appropriate level on the Continuum of Support.</p>
Action 2: Setting targets	<p>Based on individual needs, set clear learning targets for each student at each level of the Continuum of Support.</p>
Action 3: Planning teaching methods and approaches	<p>Identify the level and type of intervention required to meet targets for each student on the Continuum of Support.</p> <p>School considers methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching.</p>
Action 4: Organising early- intervention and prevention programmes	<p>Based on identified needs, choose evidence-informed early-intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required.</p>
Action 5: Tracking, recording and reviewing progress	<p>Establishing a tracking and recording system, to ensure that the progress of all students in meeting their identified targets is monitored at Whole-school and Classroom Support level by all teachers and special education teachers.</p>



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PARENTAL INVOLVEMENT

Parents are encouraged to express their views, be active in decision-making and participate in their child's education, at review meetings, parent consultations and induction meetings. School operates on a system of Voluntary Disclosure of Information (Parent to School.) All reports and information shared will be treated with sensitivity and utmost confidentiality.

At Credence High School parents are engaged in the following ways:

1. Weekly report of the child.
2. Discussion of IEPs/IBPs of the child.
3. Coffee morning is held once in a term to give a space to parents to express their views, their concerns and feedback of the department.
4. Providing parents with necessary resources to help their wads



CREDENCE HIGH SCHOOL, DUBAI INCLUSION POLICY



ADMISSION OF 'STUDENT WITH DETERMINATION'

According to the Executive Council Resolution No. (2) of 2017, *"Private schools have to establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities."* Credence High School believes that students of determination have the same right as all other students for admission, participation and equity. They have the right to engage and participate in quality learning experiences alongside same aged peers. We ensure students of determination are not refused admission based only on their experience of need. We are committed to providing "sibling priority" for admission to students of determination. Once enrolled, the students of determination will be actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers, through social interactions in age-appropriate common learning environments. The inclusive support team will ensure that students of determination will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities. Appropriate priority will be given to the development of each student's potential, including meaningful participation in the learning process, with peers in the common learning environment which promotes the principle of equity for students of determination.

The school is committed to educating all students in a common learning environment. All students have access to quality instruction, intervention and support, so that they experience success in learning. We create a culture of collaboration, in a landscape of mutual respect and equality for all where all students are given opportunities to be successful learners, to form positive social relationships with peers. Students are encouraged to become fully participating members of the learning community for a shared commitment to internationally recognized values of inclusive education.

Admission at CHS including early years is not conditional upon the submission of a medical diagnosis. We carry out an 'assessment of educational need' upon entry to school. We use the outcome of the 'assessment of educational need' alongside other information to appropriately identify the category and level of the students of determination. The school ensures appropriate identification procedures on entry, in the early years, and in classes are consistently applied and occur in a timely fashion. Information gained from assessment upon entry and identification procedures is used to determine the type and level of support appropriate for each student, based upon their level of development and experience of the students of determination.



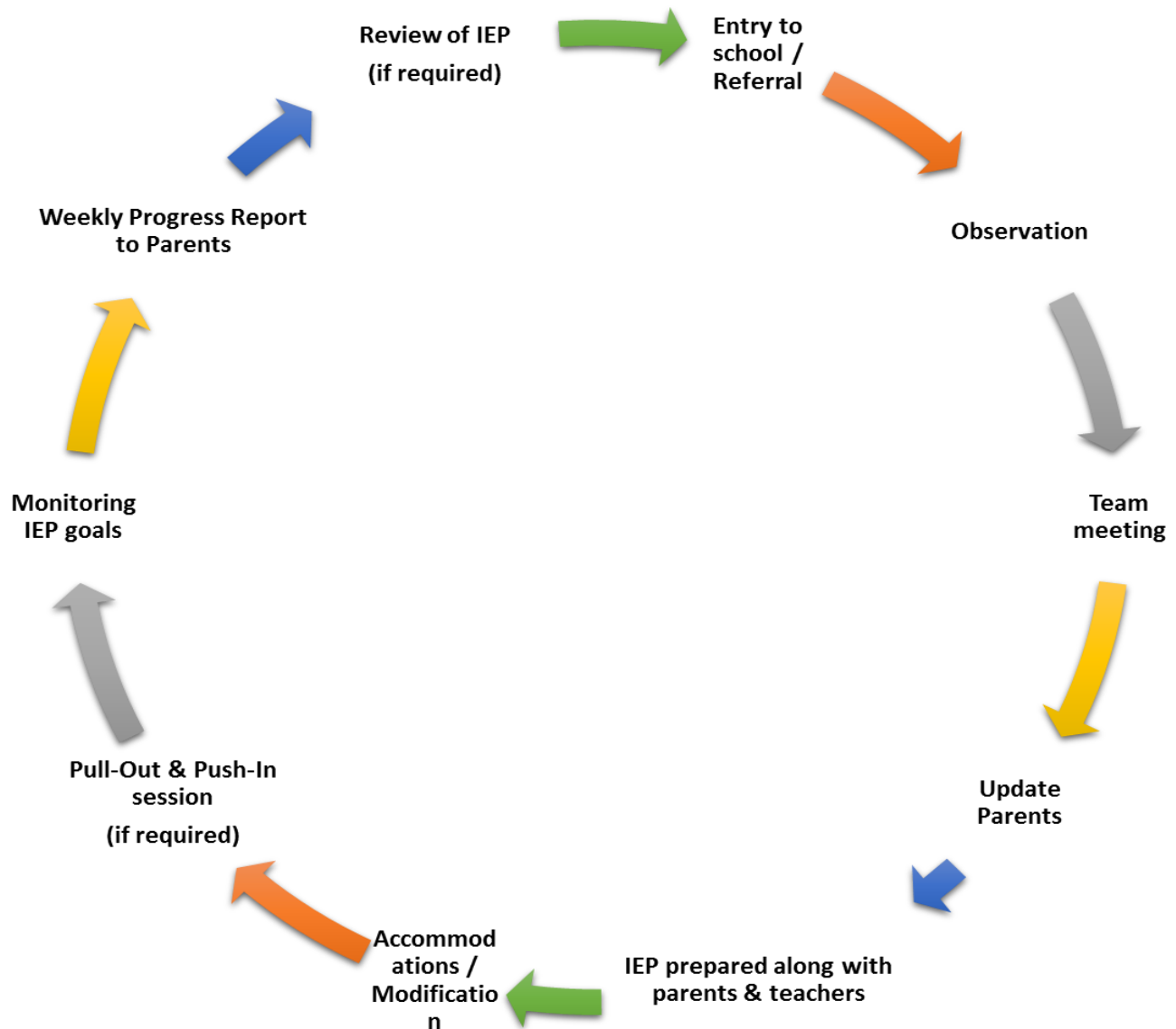
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ANNEXURES

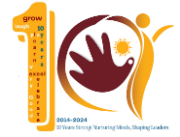
ANNEXURE I: INDIVIDUAL EDUCATIONAL PLAN (IEP)

ANNEXURE II: LEARNING SUPPORT ASSISTANT POLICY





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SPEECH AND LANGUAGE THERAPY POLICY

RATIONALE

School-based speech-language pathology services have changed dramatically during the past decades due to numerous legislative, regulatory, societal, and professional factors. Speech and language difficulties can significantly impact many areas of a student's life, especially in their learning. When presenting these difficulties, they may have problems in learning new vocabulary, performing tasks independently, and answering questions. They may also seem to be shy because they may use very simple words, phrases, or sentences to communicate.

SPEECH AND LANGUAGE SERVICES IN SCHOOL

Speech and Language Pathologists (SLPs) are specialists in identifying, diagnosing, and offering speech language therapy in schools to children who have communication disorders. Speech therapy services may be offered to any student that qualifies under the eligibility of Speech and Language Impairment or other eligibility that affects their communication skills.

DIAGNOSTIC ISSUES FACED BY CHILDREN IN SCHOOL

Students with speech and language impairments present different challenges in school. They may be at risk for low academic achievement and difficulties communicating with peers, teachers, and school staff.

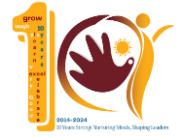
The school assigns a multidisciplinary team to each student to discuss and measure students' progress and offer recommendations that benefit their learning. Children who receive speech and language services in the school may have one of the following diagnosis:

- Global Language Disorder (Receptive and Expressive Language Disorder)
- Articulation Disorders
- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Childhood Apraxia of Speech (CAS)
- Cognitive Impairments



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- Fluency Disorders (Stuttering)
- Hearing Impairments
- Learning Disabilities
- Phonological Disorders

SPEECH AND LANGUAGE DEVELOPMENTAL MILESTONES

12-18 MONTHS

- Imitates and initiates gestures for engaging in social interactions and playing games, like blowing kisses or playing peek-a-boo.
- Try to copy sounds that you make.
- Enjoy dancing.
- Responds to simple words and phrases like “Go bye-bye” and “Look at Mommy.”
- Say one or two words—like mama, dada, hi, and bye.
- Look around when asked “where” questions—like “Where’s your blanket?”
- Follow directions—like “Give me the ball,” “Hug the teddy bear,” “Come here,” or “Show me your nose.”
- Points to make requests, to comment, or to get information.
- Shakes head for “no” and nods head for “yes.”
- Understands and uses words for common objects, some actions, and family members.
- Identifies one or more body parts.
- Uses gestures when excited, like clapping or giving a high-five, or when being silly, like sticking out their tongue or making funny faces.
- Uses a combination of long strings of sounds, syllables, and real words with speech-like inflection.

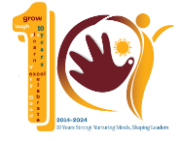
19-24 MONTHS

- Uses and understands at least 50 different words for food, toys, animals, and body parts.
- Speech may not always be clear—like du for “shoe” or dah for “dog.” Put two or more words together—like more water or go outside.



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- Follow two-step directions—like “Get the spoon, and put it on the table.”
- Uses words like me, mine, and you.
- Uses words to ask for help.
- Uses possessives, like Daddy’s sock.

2-3 YEARS

- Uses word combinations often but may occasionally repeat some words or phrases, like baby – baby – baby sit down or I want – I want juice.
- Try to get your attention by saying, Look at me! Says their name when asked.
- Uses some plural words like birds or toys.
- Uses –ing verbs like eating or running.
- Adds –ed to the end of words to talk about past actions, like looked or played.
- Gives reasons for things and events, like saying that they need a coat when it’s cold outside.
- Ask why and how.
- Answer questions like “What do you do when you are sleepy?” or “Which one can you wear?”
- Correctly produces p, b, m, h, w, d, and n in words.
- Correctly produces most vowels in words.
- Speech is becoming clearer but may not be understandable to unfamiliar listeners or to people who do not know your child.

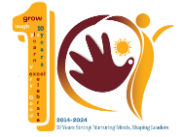
3-4 YEARS

- Compare things with words like bigger or shorter.
- Tells you a story from a book or a video.
- Understands and uses more location words, like inside, on, and under.
- Uses words like ‘a’ or ‘the’ when talking, like a book or the dog.
- Pretends to read alone or with others.
- Recognizes signs and logos like STOP.
- Pretends to write or spell and can write some letters.
- Correctly produces t, k, g, f, y, and –ing in words.
- Say all the syllables in a word.



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- Says the sounds at the beginning, middle, and end of words.
- By age 4 years, your child talks smoothly.
- Does not repeat sounds, words, or phrases most of the time.
- By age 4 years, your child speaks so that people can understand most of what they say.
- Children may make mistakes on sounds that are later to develop—like l, j, r, sh, ch, s, v, z, and th.
- By age 4 years, your child says all sounds in a consonant cluster containing two or more consonants in a row—like the tw in tweet or the -nd in sand.
- May not produce all sounds correctly—for example, spway for “spray.”

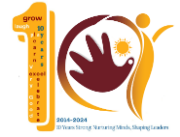
4-6 YEARS

- Produces grammatically correct sentences.
- Sentences are longer and more complex.
- Includes
 - (1) Main characters, settings, and words like ‘and’ to connect information
 - (2) Ideas to tell stories.
- Uses at least one irregular plural form, like ‘feet’ or ‘men’.
- Understands and uses location words, like ‘behind’, ‘beside’, and ‘between’.
- Uses more words for time—like ‘yesterday’ and ‘tomorrow’—correctly.
- Follow simple directions and rules to play games.
- Locates the front of a book and its title.
- Recognizes and names 10 or more letters and can usually write their own name.
- Imitates reading and writing from left to right.
- Blends word parts, like cup + cake = cupcake.
- Identifies some rhyming words, like cat and hat.
- Produces most consonants correctly, and speech is understandable in conversation.
- Can retell stories, including key details, and demonstrate an understanding of their central message or lesson.
- Stays on topic and can take turns when talking with people.



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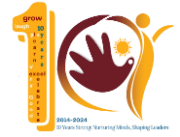
- Earns more complex coping skills.
- Explores new ideas and activities.

ROLES AND RESPONSIBILITIES

- Offering speech therapy and conducting evaluations to students in the special education program and those who are referred by teachers, parents and/or the school district personnel.
- Include working one-on-one with a student or facilitating group speech therapy in schools.
- Develop and implement Speech intervention plans, collaborating with staff to create a positive and supportive classroom environment.
- Confer with parents, counselor, Head of Inclusion and other professionals to develop Individualized Education Programs (IEPs) designed to promote students' educational and skill development.
- Engage parents in the educational process providing regular updates on their child's progress and offering support and resources for continued learning at home.
- Facilitate the use of appropriate instructional materials, technology and support services to meet the unique needs of the students of determination.
- Manage the individual student file including weekly report, IEP, Student profile, exam accommodations, session report, and meeting report, update all the stakeholders as and when required.
- Stay informed about the latest research, methodologies, and assistive technologies, and share this knowledge with colleagues to enhance the overall educational experience.
- Conducting internal assessments for identification of Students of Determination with speech difficulties.
- Monitor, and report upon progress of SEND students of your respective sections to the head of Inclusion.
- Sharing weekly report emails to teachers and reviewing weekly reports.
- Directly reporting to the Head of Inclusion, ensuring seamless coordination and alignment with the organization's overall Inclusion policy.
- To help teachers identify Students of Determination.



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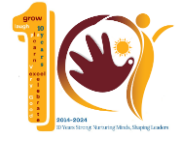
- Update the Head of Inclusion regarding the assigned sections as and when required.
- Observations for the new referrals with speech difficulties.

DOCUMENTATION OF SPEECH SESSIONS

1. **Formal speech report:** Children who present formal speech reports during school admission will be promptly enrolled in speech sessions to address any communication challenges.
2. **Informal speech report:** Children without formal speech reports will undergo informal observation sessions after referral from their respective teacher. Following this assessment, they will be promptly enrolled in speech sessions to address any communication challenges identified.
3. **Parent concern:** The observation findings will be discussed with parents to address any concerns, and their consent will be sought to proceed with speech sessions for their child.
4. **Type of services:** Depending on the child's requirements, the number of sessions and their participation in either Push-in or Pull-out sessions will be accounted for.
5. **Goal setting:**
 - Children with speech concerns will have both long-term and short-term goals established, tailored to the child's current level. These goals will be thoroughly documented.
 - All goals and activities will adhere to the SMART format, ensuring they are Specific, Measurable, Achievable, Relevant, and Time-bound.
 - The progress of each child will be consistently monitored and documented on a term basis to track their development accurately.
6. **Daily sessions:** Each child's daily session objectives and activities will be documented, along with their responses. This documentation will include remarks indicating the type of session, prompts



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used, reinforcement strategies employed, verbal cues given, and any other support required to facilitate the child's progress effectively.

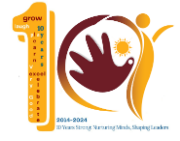
7. **Home plan:** The home plan will be set according to the child's individual level and specific needs. This personalized plan will then be shared with parents, empowering them to support their child's development at home for each term.

GENERAL ACCOMMODATION AND MODIFICATIONS

- Obtain student's **attention** before giving a direction.
- **Simplify** question forms by asking basic questions, one at a time.
- Ask students to **repeat or rephrase** the directions to ensure understanding.
- Allow **longer** oral response time to express themselves (do not interrupt a slow speaker).
- **Shorten** and/or modify oral directions.
- Provide **visuals** to enhance explanation of new material, especially with abstract concepts.
- Assist students in giving correct responses by accepting his/her answers and **expanding**, or giving the student an opportunity to explain his/her response.
- Utilize classroom routines and highlight **changes to any routine**.
- Provide varied opportunities for language development through **participation** in regular classroom activities.
- **Model** good speech production in the classroom.
- Provide **preferential seating** beside a peer with good speech production or near the teacher or at the front of the class.
- **Reinforce** accurate production of speech sounds.



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- Reduce the amount of **background noise** in the classroom.
- Based on speech severity, allow the student to substitute oral assignments with written papers or **use AAC (Augmentative and Alternative communication)**.
- Encourage appropriate use of **voice** loudness in the classroom.
- Reduce the amount of pressure to communicate in the classroom, to **facilitate fluency**.
- Speak facing the student or **utilize FM system**/Sound Field as prescribed by SLP. (For children with Hearing Impairment).
- Allow the student to have an object to fidget or chew to overcome **sensory needs**.
- Alert students several minutes before a transition occurs.
- Provide SLP with a spelling/vocabulary list and utilize a planner to maintain organization.
- Discuss language, articulation, voice, and fluency or behavior concerns with Speech-Language Pathologists (SLP).