



المدرسة الهندية العامة العليا - رأس الخيمة
INDIAN PUBLIC HIGH SCHOOL, RAK

(Recognized by the Ministry of Education, UAE, affiliated to CBSE, New Delhi)

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عام
زايـد



YEAR OF
ZAYED



IPHS INCLUSION (SEND POLICY)

2018-2019



VISION

To be a pioneer in education to produce students of noble mind.



MISSION

To serve as a model, where teaching and learning is innovative and to excel beyond the classroom.



MOTTO

Wisdom is better than riches.



CORE VALUES

**Tolerance
Honesty
Respect
Responsibility
Generosity
Innovation**

1. IPHS INCLUSION (SEND) POLICY STUDENTS OF DETERMINATION

Definition of Special Educational Needs and Disabilities [SEND]

Children with special educational needs may include those with learning difficulties, emotional and behavioral difficulties, medical conditions, speech and language difficulties, visual and aural impairments and physical disabilities. In this context a learning difficulty is apparent when a child has significantly greater difficulty in learning than the majority of children of the same age, or when a child's disability limits or denies the child's use of educational facilities.

SENDAims set by INDIAN PUBLIC HIGH SCHOOL, RAK

IPHS aims at achieving **SEND goals** set by the Ministry of Education [MOE], UAE

Objectives:

- 1. Early Identification**– The trained staff of IPHS will identify students who may require the special care of SEND status.
- 2. Monitoring** - We keep the monitoring process active throughout the academic year in case a student shows the symptoms matching SEND.
- 3. Parents Involvement**- School expects the parents to take up the feedback and analysis provided by the school authorities in a positive way and make themselves available to come and meet the class teacher, counsellor and the Principal. We, at IPHS, are in constant pursuit of improving the child's performance through the effective co-ordination of the school and parents.
- 4. Addressing Individual Requirements Based on Curriculum Modification**- The school will assist the children applying the methods approved by the MOE and C.B.S.E. For example reduced portion, extended exam durations etc.
- 5. IEP (Individual Education Plan)** is prepared for each student after getting a diagnosis report to meet their needs.
- 6. Annual progress evaluation**- Class teachers, supervisors and the School Counsellor will keep records of their own testing through informal assessments, exams, standardized or diagnostic tests.

M.O.E GUIDELINES:

In order to meet the educational needs of students, accommodations and modifications in the teaching methods, learning materials or learning environments may be necessary and should be specified in the I.E.P.

C.B.S.E GUIDELINES:

"Under The Persons with Disabilities Act 1995, it is mandatory for the government to make provisions for the education of the special children. As per the act inclusive education approach is emphasized which seeks to address the learning needs of all children. The provisions made by the C.B.S.E are that, these children shall be allowed an additional time of 60 minutes for paper of 3 hours duration".

Parents are expected to:

- Provide the school with copies of all medical, psychological, educational assessments or reports on entry to the school, such materials are a prerequisite in enabling us to provide the best education for the child. Failure to disclose any such information, including the deliberate withholding of information, may result in the child not making the expected progress in school.
- Notify the school authorities in writing if they are aware or suspect that their child (or anyone in his or her immediate family) has special needs, and the parents must provide the school with copies of all written reports and other relevant information. Parents will be asked to withdraw the child if, the school suspects that such vital information about special needs has been deliberately withheld.