



College De La Salle Inclusion Policy

Inclusion Philosophy:

We, at De La Salle, believe that no student should be left behind. We embrace our learners' different needs and cultural variations. We foster inclusion as an ongoing process that aims to create an effective engagement of all students by removing or eliminating all learning barriers.

Who is eligible?

Inclusion will address:

1. Students with specific learning difficulties, language and communication disorders; including students with significant issues in reading, writing, spelling or manipulating numbers. For example, problems interpreting music notation, dyslexia, dyscalculia or dysgraphia.
2. Students with emotional or behavioural issues such as attention deficit hyperactivity disorder (ADHD), depressive or obsessive preoccupation with eating habits, phobias, disruptive antisocial behaviour, anger, frustration, violence ...etc.
3. Students with medical conditions. These include cases such as hearing or sight problems, asthma, anaemia, diabetes, rheumatoid disorders, or allergies.
4. Gifted, distinguished students who may display exceptional academic performance in comparison to peers of the same age.

Who determines eligibility?

- Parents notify the school of their children's learning disabilities.
- Teachers are responsible for observing, documenting and reporting cases. Determining if a student requires support is done thoroughly. First, teachers observe the potential student over a period of two weeks. During the two weeks, observations are collected from all the teachers dealing with the student to give a more accurate report. Then, if valid reasons are present, the student is referred to the Support Department.
- All cases are shared with subject teachers as well as parents.
- In certain cases, students are referred to a specialist or a centre, affiliated with the school, depending on their needs.
- Distinguished and gifted students are recognized by teachers. Support teachers are responsible for enriching such students with extra material to enhance their abilities.

Support and services provided for special needs students:

- Teachers provide support for all students, especially those who have different learning challenges as well as distinctive students, in all subjects.
- Support teachers prepare an action plan that covers different strategies and the required target for the student throughout the year. This plan is shared with subject teachers, the student, and his/her parents.
- The different strategies that support teachers' use include

differentiated instructions, resources, approaches, and assessments.

- Support teachers assist special needs students in the classroom.
- Students are continuously evaluated to determine their progress. Afterwards, appropriate measures are taken depending on the case.
 - a. Students who show stable and continuous progress will gradually work more independently without direct support from their teachers.
 - b. Students who still show areas of weaknesses will continue to be given consistent support with varied strategies.
- School counselors along with the support teacher update the student's report and share with parents regularly. Cases are discussed in individual or general parents' meetings.
- Special needs education is always considered in the school's ongoing professional development plan for the staff. Teachers are trained to help them identify special needs cases in their classrooms.

Policy Review:

Support policy is reviewed annually in May by the school's board and support department to make any necessary changes.

Reviewed February, 2020