

# E- Learning Inclusion Guidelines

الدليل الإرشادي لبرنامج الدمج للتعلم الإلكتروني



مدرسة الإبداع  
العلمي الدولية  
INTERNATIONAL SCHOOL  
OF CREATIVE SCIENCE

## E- Learning Inclusion Guidelines

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# E- Learning Inclusion Guidelines

During the E-learning phase, we are committed to provide learning experiences, engagements and interventions that lower barriers and enable the students of determination as well as those who are gifted and talented to engage, participate and progress.

## We Aim to

- Provide Students of determination (SOD) and the other vulnerable students with E-learning experiences that are relevant and meaningful.
- Ensure academic and socio-emotional development of all students through the provision of appropriate support during online learning.
- Support students through Individualised Programmes by the Inclusion Team to accelerate progress or enable students to achieve their potential.
- Provide guidance and support to parents of Students of Determination during the E-learning phase.

## Systematic Support

### Roles & Responsibilities during the E-learning period.

#### Role of the Inclusion Support Team

Leader of Inclusion (SENDSCO) –

- Coordinate and support SEN teachers, social workers and educational psychologist to plan effective provision and support for the vulnerable students during distance learning.
- Monitor provision for the vulnerable students including the ones on the Inclusion Register through the daily rag rated tracker and weekly report prepared by the Inclusion team.
- Ensure that students on the Inclusion register are provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities.
- Coordinate with G&T leads to plan & provide opportunities for G&T students to participate in virtual competitions.

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- Prepare a weekly overview of support provided to monitor the impact of provision during the distance learning support
- Work collaboratively with SEN teachers, Educational Psychologist and Social Workers, to promote student learning, development and well-being.
- Liaise and meet (online) with the Heads of Sections (HOS) and the Principal Academic Team (PAT).

## Special Educational Needs (SEN) Teacher –

- Plan interventions and online lessons for SEND students for pull out and push-in sessions.
- Review Individual Educational Plan (IEP) and make suitable changes to suit online teaching and learning.
- Track students' progress daily using the RAG rated daily tracker.
- Monitor progress and reviewing goals regularly to ensure that students have a full range of opportunities to grow and develop to their potential.
- Maintain regular and positive communication with parents.
- Provide support to teachers in meeting the needs of students receiving additional help by helping them differentiate learning resources and tasks.
- Maintain and update relevant documentation of students under their remit.

## Social Workers & Educational Psychologist –

- Advocate for the vulnerable students, mobilize family and school resources to enable effective learning and participation.
- Prepare weekly support plan - Weekly Guide, Form Tutor presentations and activities for all students (phase wise) that focus on student well-being, mental health and inclusion awareness.
- Help teachers and SEN teachers develop positive behavioral intervention strategies
- Coordinate between parents and teachers of SOD
- Provide SOD with Virtual counselling for Social, Emotional & Behavioral issues.
- Coordinate with outside agencies if required, during the period of eLearning.

## **Role of Teachers**

- Plan differentiated online lessons, tasks and resources to meet the needs of all the students in the class.
- Collaborate with the Special Needs Educators on a regular basis to plan & discuss needs and support.
- Share lesson plans with the SEN
- Facilitate interventions & support and individualised sessions.

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- Take regular feedback from parents of SOD

## **Role of Parents**

We believe that parents are crucial members of the team, hence to ensure successful learning during the distance learning period we expect our parents to...

- Provide encouragement, support, and access to activities and tasks sent by the Inclusion team.
- Create a routine, set goals with children and foster achievement of those goals through positive reinforcement.
- Supervise the child at home when doing any work which will help the child achieve the set targets, as agreed at the review meeting.
- Inform the class teacher or the SEN teacher about any problems that may occur during the remote learning period.