

Understanding the strategies used for identification and provisions made available for Specific Learning Difficulties (Dyslexia) in the primary sections of two private mainstream schools in Dubai: An exploratory study

فهم الاستراتيجيات المستخدمة للتعريف والأحكام المتاحة لصعوبات التعلم المحددة (عسر القراءة) في الأقسام الأولية لمدرستين خاصتين في دبي: دراسة استكشافية.

by

MISBAH MOHAMMED RAFIQUE SHAIKH

**Dissertation submitted in fulfilment
of the requirements for the degree of
MASTER OF EDUCATION**

at

The British University in Dubai

October 2020

DECLARATION

I warrant that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.

I understand that a copy of my research will be deposited in the University Library for permanent retention.

I hereby agree that the material mentioned above for which I am author and copyright holder may be copied and distributed by The British University in Dubai for the purposes of research, private study or education and that The British University in Dubai may recover from purchasers the costs incurred in such copying and distribution, where appropriate.

I understand that The British University in Dubai may make a digital copy available in the institutional repository.

I understand that I may apply to the University to retain the right to withhold or to restrict access to my thesis for a period which shall not normally exceed four calendar years from the congregation at which the degree is conferred, the length of the period to be specified in the application, together with the precise reasons for making that application.

Signature of the student

COPYRIGHT AND INFORMATION TO USERS

The author whose copyright is declared on the title page of the work has granted to the British University in Dubai the right to lend his/her research work to users of its library and to make partial or single copies for educational and research use.

The author has also granted permission to the University to keep or make a digital copy for similar use and for the purpose of preservation of the work digitally.

Multiple copying of this work for scholarly purposes may be granted by either the author, the Registrar or the Dean only.

Copying for financial gain shall only be allowed with the author's express permission.

Any use of this work in whole or in part shall respect the moral rights of the author to be acknowledged and to reflect in good faith and without detriment the meaning of the content, and the original authorship.

ABSTRACT

Striving to bridge the gap of education inequity serves as the main driving purpose for my research. Eventually being able to factor systemic change at the grassroots level with the aim to contribute to policy development and objectively upholding and promotion of successful inclusion in regular classrooms.

The primary purpose of the research design in this dissertation was to investigate and understand the strategies used for identification and provisions made available for Specific Learning Difficulties (Dyslexia) in the primary sections of two private mainstream schools in Dubai.

As a constructivist researcher I used the qualitative research approach for coding and analysing, gathering data from the emerging themes through triangulation and multiple case study design backed up with Frith's causal model. This helped the researcher in shedding light on factors used as understudy to get a comprehensive understanding on the identification, intervention, strategies and teacher trainings etc.

The research findings suggested that although historically UAE has been a champion of the cause, there is always room for improvement in the diagnosis, intervention, pastoral care and emotional support being offered to the learners with SpLD (dyslexia). Involvement of all stakeholders in school, parent training and support to be offered for better childcare as a reassurance that dyslexia can be managed and doesn't have to be treated as a disability. Lastly, the research concluded with recommendations for the future.

نبذة مختصرة

السعي الجاد لسد فجوة عدم المساواة في التعليم هو الهدف الرئيسي وراء بحثي. القدرة في نهاية المطاف على إحداث تغيير منهجي على المستوى الشعبي بهدف المساهمة في تطوير السياسات ودعم وتعزيز الدمج الناجح في الفصول الدراسية بشكل موضوعي.

كان الغرض الأساسي من تصميم البحث في هذه الرسالة هو التحقيق وفهم الاستراتيجيات المستخدمة للتعريف والأحكام المتاحة لصعوبات التعلم المحددة (Dyslexia) في الأقسام الأساسية لمدرستين خاصتين في دبي.

بصفتي باحثًا بنائيًا، استخدمت نهج البحث النوعي للترميز والتحليل، وجمع البيانات من الموضوعات الناشئة من خلال التثليث وتصميم دراسة الحالة المتعددة المدعوم بنموذج Frith السببي. ساعد هذا الباحث في تسليط الضوء على العوامل المستخدمة كبديل للحصول على فهم شامل بشأن التحديد والتدخل والاستراتيجيات وتدريب المعلمين وما إلى ذلك.

تشير نتائج البحث إلى أنه على الرغم من أن دولة الإمارات العربية المتحدة كانت تاريخيًا بطلًا للقضية، إلا أن هناك دائمًا مجالًا للتحسين في التشخيص والتدخل والرعاية الرعوية والدعم العاطفي المقدم للمتعلمين الذين يعانون من عسر القراءة (عسر القراءة). مشاركة جميع أصحاب المصلحة في المدرسة وتدريب الوالدين ودعمهم لتقديم رعاية أفضل للأطفال كطمأنة بأن عسر القراءة يمكن إدارته ولا يجب معاملته على أنه إعاقة. وأخيرًا، انتهى البحث بتوصيات للمستقبل.

DEDICATION

Alhamdulillah!

Because I am nothing without ALLAH (SWT).

To My Jeanne (my babyjoon)...

“YOU’RE MY PERSON. YOU WILL ALWAYS BE MY PERSON.”

– Cristina Yang, Grey’s Anatomy

My constant cheerleader, my anchor ... always grateful for your unwavering love,
patience, encouragement and faith.

Because you always understand.

To My Parents... My Everything!

Mama...blessed to have your undying love, prayers and blessings.

Abbajaan... my roots, my shelter and the wing beneath my wings.

I will always strive to make you proud!.

ACKNOWLEDGEMENT

I want to thank my supervisor, Prof. Gaad, for inspiring me to write my dissertation about dyslexia, and for guiding me throughout all phases.

A special thanks for Chaitaly, my former colleague, friend and guide without whom the inception of the idea would not have been possible and for helping me secure observations and interviews for my case studies in her school and provided me with all the facilitations needed to complete it.

Last but not the least, I would like to particularly thank Ann, Esther, Mehjabeen, Sana, and Srirama my friends who encouraged, supported me at every turn and helped me understand the statistics needed for my research.

Table of content:

Table of content:	i
Table of figures:	v
Table of Abbreviation	vi
CHAPTER 1: INTRODUCTION	1
1.1 <i>Organisation of dissertation:</i>	1
1.2 <i>Research background:</i>	1
1.3 <i>Rationale and significance of the study:</i>	2
1.4 <i>Aim of the study:</i>	3
1.5 <i>Research questions:</i>	3
1.6 <i>Conclusion:</i>	4
CHAPTER 2: LITERATURE REVIEW	5
2.1 <i>Introduction:</i>	5
2.2 <i>Research context in United Arab Emirates:</i>	6
2.3 <i>Frith's framework in understanding dyslexia:</i>	6
2.3.1 <i>Biological perspective:</i>	9
2.3.2 <i>Cognitive perspective:</i>	10
2.3.3 <i>Behavioural perspective:</i>	11

2.4	UNITED ARAB EMIRATES CONTEXT.....	12
2.4.1	<i>Background:</i>	12
2.4.2	<i>Overview of Inclusive Education system in UAE :</i>	12
2.4.3	<i>Concept of SpLD in UAE</i>	13
2.4.4	<i>Educational Provisions for students with SpLD (dyslexia) in the primary mainstream classroom</i>	14
CHAPTER 3: METHODOLOGY		16
3.1	<i>Research design</i>	16
3.2	<i>Multiple case study design:</i>	17
3.3.	<i>Rationale for Multiple case study design:</i>	18
3.3.1	<i>Selection of case study and the participants:</i>	19
3.3.2	<i>Purposive sampling:</i>	19
3.3.3	<i>My role:</i>	20
3.3.4	<i>Ethical considerations:</i>	21
3.3.5	<i>Trustworthiness of the study:</i>	22
3.3.6	<i>Reflexivity:</i>	22
3.4	<i>Methods of data collection and analysis:</i>	22
3.4.1	<i>Interviews:</i>	24
3.4.2	<i>Observations:</i>	25
3.4.3	<i>Documents:</i>	25
3.5	<i>Data Analysis:</i>	26
3.5.1	<i>Limitations of using a computer software for analysis:</i>	28
3.6	<i>Conclusion:</i>	29

CHAPTER 4: FINDINGS	30
4.1 <i>Data presentation:</i>	30
4.1.1 <i>Facilities at schools made available to all the stakeholders:</i>	30
4.2 <i>Action plan for the child's journey in the school:</i>	32
4.2.1 <i>Interviews- perceptions of the stakeholders:</i>	34
4.2.2 <i>Observations:</i>	34
4.3 <i>Deductions:</i>	35
4.3.1 <i>Biological:</i>	36
4.3.2 <i>Cognition:</i>	36
4.3.3 <i>Behaviour:</i>	37
4.4 <i>Cultural and Traditional perceptions of disability:</i>	37
CHAPTER 5: CONCLUSION.....	39
5.1 <i>Overview:</i>	39
5.2 <i>Conclusion:</i>	39
5.3 <i>Discussions:</i>	41
5.4 <i>Recommendations:</i>	45
5.5 <i>Future Research:</i>	46
5.6 <i>Study Limitations:</i>	46
CHAPTER 6: REFERENCES.....	48

CHAPTER 7: APPENDICES.....	55
<i>Appendix 1 Background on the School and Class Observation accounts:</i>	<i>55</i>
<i>Appendix 2 Interviews:</i>	<i>57</i>
<i>Appendix 3 Inclusion policies:</i>	<i>64</i>
<i>Appendix 4 Case studies:</i>	<i>85</i>
<i>Appendix 5 IEP:</i>	<i>87</i>
<i>Appendix 6 Sample work:</i>	<i>93</i>

Tables of Figures

Figure 1. Frith's Multi-level Causal Model.....	7
Figure 2. Strategy for Case Study.....	18
Figure 3. Sampling structure	20
Figure 4. Triangulation Structure.....	23
Figure 5. Demonstration of the causes and effects of Dyslexia	27
Figure 6. Thematic Framework	35
Figure 7. Influencers of Dyslexia	43

Table of Abbreviation

Abbreviation Meaning

SpLD	<i>Specific Learning Difficulty</i>
TPB	<i>The Theory of Planned Behaviour</i>
UAE	<i>The United Arab Emirates</i>
GCC	<i>The Arab Gulf Co-operation Council</i>
MOE	<i>The Ministry of Education</i>
SEND	<i>Special Education Need and disability</i>
KHDA	<i>Knowledge and Human Development Authority</i>
IEP	<i>Individual Educational Plan</i>

CHAPTER 1: INTRODUCTION

“every learner matters and matters equally” (a guide for ensuring inclusion and equity in education 2018, p.12)

1.1 Organisation of dissertation:

This dissertation is organised into five chapters for enhanced comprehension of the research question and where answers to the aims and objectives are systematically explained. The first chapter provides an introduction to the research setting and the perspective, a reasoning for the study along with my reasons for choosing this study.

The second chapter describes the literature review of Frith’s causal model adopted for better understanding of dyslexia and theoretical framework that laid foundation for data collection, it’s analysis, perceptions, and the formation themes. Along with the United Arab Emirate context, population composition, with regards to policy development, it’s historical perspective and the role of social model and the attitudes towards dyslexia in UAE.

Chapter three sheds light on the research design, methodological framework used to accomplish data collection, triangulation method, constructivist approach and ethical considerations while conducting the research.

Chapter four consists of the research findings where data is analysed and presented in relation to perspectives, attitudes and the emerging themes of Frith’s causal model of understanding dyslexia.

Chapter five consists of conclusion, discussions on the research findings and also features recommendations, study limitations and scope for future research.

1.2 Research Background:

Considering UAE’s recent history, it has emerged as a progression nation in its value system and mission towards inclusive education. It champions best practices along with strategic work (educational policies) and continuous efforts in expanding the spheres of inclusion in classrooms. Hence, revolutionizing literacy to propagate their doctrine of education for all in the present schooling system. However, much work is required in encouraging conversations, changing perceptions among all stakeholders and fighting the stigma attached to dyslexia. Teachers, in an inclusive setting face wide variety of challenges in and outside the classroom. Thus, identifying and assisting with varied requirements to achieve the desired results.

For better understanding of the research it is important to understand that SpLD is a broad term implied for wide-ranging learning difficulties. My area of concentration is dyslexia. Learners with dyslexia are considered as learners with significant amount of disabilities in learning in the areas of literacy, numeracy, processing etc.

Another note mentioning is the fact that education in UAE is affected by gender. While collecting samples and conducting interviews I could didn't get an opportunity to mee with the fathers. Fathers had no engagement with the school for most part. The mothers of the participant learners took part in the interviews and spoke for both parents.

Culture played an influential part in the perceptions of the parents; they were also of the viewpoint that children were suffering because of their forefathers' sins.

In spite of the existence of a dedicated SEN department, students often don't receive sufficient support due to cultural beliefs and lack of awareness among teachers. SEN departments too don't have standardized approaches when it comes to screenings and children mostly passes off for discipline issues. In most cases teachers were found either unqualified or had dated knowledge and were highly understaffed. Another factor coming into play was that of the floating population, which also brought into focus the problems of second language speakers and unwilling parents.

1.3 Rationale and significance of the study:

Over the last decade the education in UAE has experience steady evolvement. Ministry of Education has always championed the cause with strategic work policies and continuous efforts in expanding the spheres of inclusion through new strategies, theories and methodology along with the way lessons are conducted in schools. Hence, revolutionized literacy to propagate their doctrine of education for all in the current schooling system. However, much work is required in fighting stigmas and changing perception and having discussions on dyslexia is essential to raise and monitor awareness among all stakeholders.

It's noted that Specific Learning difficulties like dyslexia in particular is often judged as a form of laziness thus forming notions for parents alike while becoming significantly challenging for students with SpLD. The crux of this study is based on the belief that the educators make use of the effective practices in classrooms along with specialized in-service training programs in school and in training institutes. Surveys could also be used to maximise data on identification of strengths and weaknesses.

Moffett (2000) suggests that to be perceptive to the needs of the learners with SpLD and to be able to utilize their needs, specific training and appropriate educational services need to be provided to the teachers. Brownell and Pajares (1999) insists that in-service training is not only necessary for educators of general and special groups of pupils as it helps with the classroom techniques, but it also helps with influencing perceptions towards reformation of teaching, needs of students with SpLD and inclusion at large. He also states that participant teachers have had or are undergoing trainings pertaining to classroom and time management, teaching techniques and understanding the philosophy of inclusion most certainly come out with a positive attitude towards education reforms, the inclusion philosophy along with children with SpLD.

Thus, the significance of my dissertation, as it aims to examine the provisions and support made available for pupil with dyslexia, viewpoints of the stakeholders and their influences on the current education system and government requirement.

This outtake will further enable me to include informed opinions, discussions and takeaways in demonstrating my commitment in expanding educational opportunities for all children as a step to end educational inequity. By regulating existing policies of my workplace as well as provide me with a sound foundation for developing new educational policies with prime focus being awareness and inclusion in the mainstream schools, I will be a part of in the future.

1.4 Aim of the study:

This segment consists of a review on the literature used to assess and define the strategies and provisions made available for understanding strategies used for identification and provisions made available for SpLD (Dyslexia) in the primary sections of two private mainstream schools in Dubai.

Note: Terminology used in the literature design on SpLD are frequently used interchangeably resulting in confusion between Specific Learning Difficulties and Disabilities.

1.5 Research Question:

To achieve the objectives set for this research, one leading question has prompted me to engage in this fact-finding study. The research question is:

Given the distinctive nature and definition of Dyslexia (SpLD), understand the strategies used for identification and provisions made available for Specific Learning Difficulties (Dyslexia) in the primary sections of two private mainstream schools in Dubai.

Searching for answers to the objectives listed below will help me construct my investigation pathways and shed light on the data collection to answer my research question. Objectives are as follows:

- i. to inquire, device and assess in detail all determining factors that play a fundamental role in developing policies at the grassroot level
- ii. communication of the definition of Dyslexia among the stakeholders in a way that translates into everyday teaching and learning while also meeting the requirements set in the policies (school and KHDA)
- iii. challenges faced by the pupil with SpLD, their parents and teachers.
- iv. Perceptions and the extent of involvement of all stakeholders and their influences on the current education system.

In addition to that, I also look into the roadblocks faced by the study participants and their acknowledgement towards their perceptions, identification procedures and provisions made

available as support in the participating school settings. It is only with sufficient awareness and understanding of the education systems and provisions provided therein, can metamorphosis of the existing ideas and provisions take place MacKay (1997, 2006). Bringing forth an enhanced and enriched knowledge set to tackle inequity in the existing knowledge about Specific Learning Difficulties (Dyslexia).

1.6 Conclusion:

This segment explains the pathways that drive the investigation to comprehend the approaches used for identification and strategies provided for Specific Learning Difficulties (Dyslexia) in the primary sections of two private mainstream schools in Dubai.

Notwithstanding the fact that UAE has championed the cause for many years and have normalised inclusion in the education system and society at large, there are various issues that pose as roadblocks in identification, assessment and support provision for the participating stakeholders in the road to smooth transitioning.

This chapter also concentrates on Firth's (1995) causal framework that sheds light on influencing factors like biology, behaviour and cognition that play a major role in the identification, understanding and the support offered.

The next segment includes extensive discussion on the theoretical framework used in literature review and its place in the research design. The influencing factor that form the cornerstones of the study evaluation, the reason of choosing this framework along with the support it offers and the limitations that come along with the territory at large.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction:

As educators set forth to abolish inequity in education in and outside classroom it is imperative that we demonstrate what inclusion looks like and let dreams of equality and right to education exist. Having said that students with special needs aren't separate from that narrative (A guide for ensuring inclusion and equity in education 2018). However, with a number of road blocks the journey can be less than smooth. The learner with SpLD usually comes across perspective influenced by ethnicity, morality, general people's understanding of SpLD and economic pressures.

Given the reasons listed above, pupils struggling with SpLD can find life particularly challenging and frustrating in a number of ways if there aren't supporting factors to make day to day life smooth for transitioning from activity to another. Nevertheless, the launch of EFA "education for All" in 1990 an initiative to garner a commitment from the entire world to provide basic education to people of varied socio-economic background, ethnicity, gender and disabilities (UNESCO handbook on Education Policy Analysis and Programming 2013).

This doctrine was adopted and adjusted lawfully by most countries. Yet they were still faced with the challenge of inclusion of children suffering with SpLD into mainstream schools. One such challenge faced by schools is catering to the needs of children with dyslexia. It is important to note that dyslexia is wide ranging, and that the effects of its severity can be different among people who suffer with this condition. Hence, Miles and Miles (1999) state that the definition can also range from pupil's personal experience at a particular time or influenced by a particular effect of dyslexia.

World Federation of Neurology in 1968 quotes "*Dyslexia is evident when accurate and fluent word reading/ or spelling develops vary incompletely or with great difficulty. This focusses in literacy learning at the 'word level' and implies the problem is severe and persistent despite appropriate learning opportunities.*" (Riddick, Wolfe & Lumsdon 2003: P.1)

This segment focusses on Frith's casual framework in understanding Dyslexia. This framework is explored in detail to understand the influencing factors listed. This framework is of significance as it helps in linking the literature review and the methods used in collecting data, which in turn helps us in interpreting the underlying themes and finally formulating them into answers for the research question.

The theoretical framework is also important as it assists in acquiring the concept of the philosophy involved, it's context and the support it offers in understanding the narrative of the existence of the research question of the study (Morse, 1994) cited in Martens (1998).

Frith's theory on dyslexia and its framework was thoroughly explored to get an insight into the researcher's observation and understanding of the causes and effects of dyslexia which helped me draw parallels in my understanding of the theoretical framework. In addition to that I could substantiate the type of complications and its impacts on the teaching and learning methodologies.

2.2 Research context in United Arab Emirates:

United Arab Emirates is a relatively young country, after the discovery of oil UAE welcomes tremendous influx of expat population from various countries who came to make a living for themselves. Due to the composition of the country's population and the structure that enables jobs expat population constitutes of 80% of the total population. Hence, there is a lot of floating populations at workplaces and that translates into schools too as children are sponsored by their parents. Children of those incoming communities require schools to accommodate them. While also trying to make their transition into classes smooth along with providing support for them to catch up. Having said that the process of screening to starts with every new child being inducted into the schools. With UAE's philosophy that every child receives educational provision regardless of their individual differences, including special education needs and disability. It becomes harrowing for the teachers to go over this process multiple times only to find the child leaving the school given the expat work model in UAE. Additionally, they are confronted with challenging behaviours, cultural pressures, multilingual and multicultural student body, mounting workload, regulatory requirements along with parental expectations, inadequate resources, and ratio of teacher population (Westwood 2013).

Furthermore, if the teachers are half trained with limited experience, they will not be able to scan the child accurately then missing the child completely or placing the child in the wrong program. With lack or limited knowledge, service providers may misunderstand the needs of the child with dyslexia and in turn may be labelled as lazy, spoilt, bad attitude problem, etc. Hence, the inclusion framework of UAE provides comprehensive understanding of the guidelines with necessary support and encourages to work upon the condition, so it becomes manageable and not become a disability.

2.3 Frith's framework in understanding dyslexia:

There is a large volume of published studies describing the research done on SpLD and Dyslexia and have given me an insight on the conditions and preparations. Taking notes from the data I have read I was able to get an understanding and prepare an outline for my investigation focusing on themes like the core philosophies, range of its nature, all the causes and effects along with the support provided at school and provisions made available.

In recent years there have been considerable growth in the research findings and acknowledgements of genetics and environment as influencing factors of Dyslexia, hence these themes were since added to the research study to gain a better understanding of topic at hand. It was interesting to observe interplay between causes of behaviour and

behavioural reactions with social conditioning and perceptions in addition to the element of emotions in the study participant's journey with dyslexia.

While preparing for this research, it was observed that there still isn't one conclusive answer to the questions pertaining the nature of the dyslexia, although, it will be interesting to record an increasing number of researchers, educationists and psychologists who have added to the literature on the importance of developing the phonological skill as a fundamental step in enabling the learners to read.

Although the objectives are to find conclusions the cause and effect to answer my research question in part, upon researching I haven't come across one conclusive study, only various data from varied school of thoughts that have written papers on the topic at hand (Reid, 2009).

It was most interesting to see contrasting viewpoints, since the definition describes it to be a disorder in one or more psychological processes. Some believe it to be a developmental abnormality (Fawcett, 2001) while the others have concluded it to be dysfunction of the brain as a result of the genetic composition of an individual and have traced the occurrence within members of the same family (Shaywitz, 1998; Frith et al., 2011). And then there are some who have questioned its entire existence and consider it to be a myth (Elliott and Grigorenko, 2014) as the biological theory lacks thorough experiential, experimental data since its actuality is effectively undocumented. Furthermore, (Coles, 1989) states that there is considerable an amount of research findings that conclude that neurological dysfunction also exists only in a miniscule number of children with SpLD (dyslexia).

To explain my research framework that relied on Frith's multi-level causal model introduced in 1995, it gave me an understanding of the concerns related to this condition. Students struggling with dyslexia show signs related to difficulties with literacy along with biological and behavioural signs.

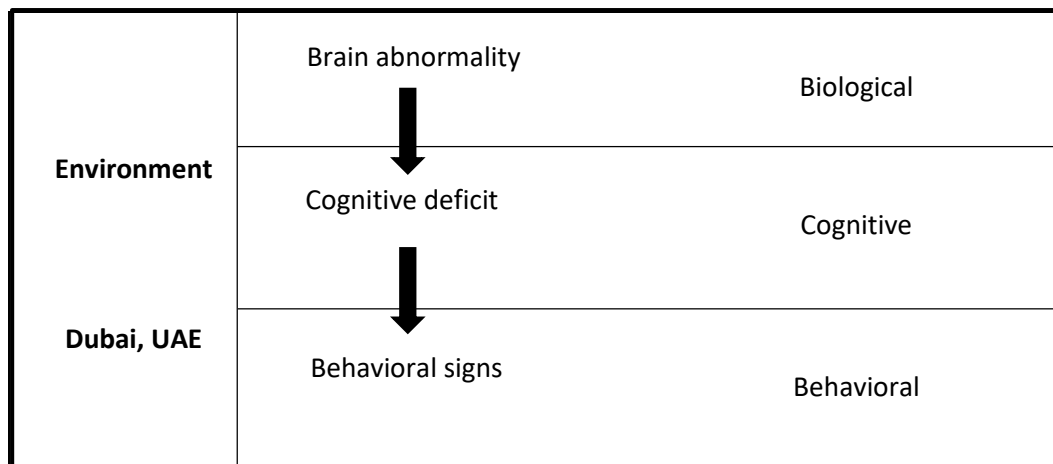


Figure 1: Frith's multi-level causal model (Adopted from Frith, 1995)

This diagram takes into account various theories on developmental dyslexia and categorises them into three levels for better understanding.

Frith's causal theory scrutinizes traits of dyslexia in relation with the environment (Dubai perspective). This is where I could draw parallels in my research as the hypotheses in the framework was helpful in the skeletal formation of my research with the support of the literature, personal understandings, knowledge and involvement in the collection of the evidence collected and the research findings at large. The causal framework nor does my research discuss neurological aspect of dyslexia but delves more into the element of environment. Although much of the causal model discusses themes of cognitive and phonological deficit, I take into account the relationship between cerebral concepts and pedagogies along with the roadblocked faced by both participant teachers and students.

2.3.1 Biological perspective:

General understanding of dyslexia refers to a developmental disorder that hampers the literacy skills, where the learners find it difficult to read and spell. Whereas the formal definition by International dyslexia Association (formerly known as Orton Dyslexia Society) offers the following definition of dyslexia:

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced experience that can impede growth of vocabulary and background knowledge (International Dyslexia Association, 2002).

In this segment, I explore the biological factors of Frith's causal model (1995, 2002) which takes into account the influence of genetics, neurobiological and hormonal factors that could have on the literacy skills. Also, how recent data suggests that genetic and cerebral features along with the environment plays the most influential role in the developmental process.

Family studies over the years have shed light on the risk of probability of having a child with dyslexia if they are born in a family with a history of dyslexia (Frith et. al., 2013). Furthermore, proponents of biological theme like Gilger et al. (1991) cited in Reid (2009) relied on statistics concluded from genetic findings and that although these studies have set out with the aim of assessing the importance of the impact of genetics on dyslexia, we cannot make generalised deductions.

In addition to that, one of the themes that emerged in my study was the factor of consanguineous marriages in the Arab community and its effects on reading disabilities (dyslexia) plays an influential role on study. The marriage between first- cousins indicated higher rates of dyslexia as compared to marriages between second cousin, third cousin, distant cousin or unrelated parents (Abu-Rabia and Maroun 2005).

Contrary to the expectation, this study did not find a significant correlation between the themes and does not qualify to prove the genetic explanation, given the fact that environment too played a part in the child's development.

2.3.2 Cognitive perspective:

Highlights of this section are the cognitive perspective used in the understanding of Dyslexia. Phonological, optical and hearing shortage, automaticity, operational retention, phonological awareness and orthographic skills are points of focus in my study. I have tried to investigate the views and perception of parents and teacher on dyslexia to form a focused opinion. Snowling (2002), suggests there is evidence of slow development of phonemic analysis skills; therefore, they tend to underperform in tasks relates phonetics, division, short-term memory, prompt identification and management of speech sounds but does not fully agree to the notion that phonological deficit fully accounts for the causes dyslexia. Not all poor readers have difficulty in phonology processing Undheim et al. (2011). It could be a combination of factors that come into play like attention problem, limited speech, hearing deficiency, difficulty with speech sounds and deficiency in managing dynamic and brief motivations (Mc Arthur and Bishop (2001), Mody (2003) and Rosen (2003).

Learners with dyslexia tend to learn in larger more holistic concept their focus is limited hence they don't do well with intricacies. They require bite sized information for processing (Mortimore, 2008; Bell, 2013). They are visual and kinesthetic learners, using their hands to develop learning proves to be beneficial for them. Information can be retained for longer and faster as the process involves completing procedures one at a time; they also learn with pictures and think in terms of multi dimensions. (Bradley and Bryant 1983; Morgan and Klein, 2000; Gotshall and Stefanou, 2011).

The identification of struggle in literacy usually can be spotted in early stages of primary school as the memorization process becomes arduous due to the widened range of literacy words. It also isn't always possible to attach an image to the word for them, hence decoding words becomes difficult. This leads to them randomly attaching inaccurate syllables to phonic sounds to comprehension of the word or guess it (Bell, 2013). Furthermore, Nicolson and Fawcett (1990) argue that the formation of the cerebellum could be the reason learners have been found to struggle with their fine motor skills and cannot balance correctly.

2.3.3 Behavioural Perspective:

Here we are attempting to understand the behavioural conditions in dyslexia. Learners with dyslexia often project signs of low self-esteem and little to no participation in classroom, becoming almost invisible. Dyslexia doesn't reflect as physical deformity hence, it's mostly interpreted as laziness, immaturity or defiance. This reaction from everyone often pushes the learner to have bouts of emotional agitation which has detrimental effects. It's possible that the learners would resist attending school, apart from struggles with perception about them, they are also never on the same learning levels as the rest of the class. The learner's sense of self-worth is greatly influenced by the persons culture they live in as significance is given to academics and rising pressure to perform well. Language too plays an important role, having a second or foreign language as part of the curriculum also adds pressure if the language skills aren't developed.

Snowling (2012) suggested that this phenomenon can be address at home and school if the parent body and teachers together get the training to identify the needs in order to support their pupils with dyslexia in and outside the classroom.

Another factor having a direct impact on all three phenomena of Frith's framework is the environment of the learner. Environment may not have played a part in the causes of dyslexia, but it definitely has an impact on the severity of the struggles faced. It's also argued that, environmental or social scarcities will decide whether it will be a disability or a manageable condition. Although it would be fair to believe that 'interactive hypothesis' both neurological and environmental factors play an equal part in the child's growth and development (Coles, 1989).

Note: It is imperative that teachers are trained in handing the casefiles of learner with SpLD. For significant learning and acquiring understanding of the society and its requirements and their place in it and the contributions expected from them, students need classrooms that contribute to their holistic development. Issues relating to their self-esteem, creativity and positive learning environments need to be addressed in classroom for the child to reach his/her full potential. Teachers motivation, classroom culture, early recognition and intervention play a crucial role in the development.

In conclusion, I would like to point out that this section aimed at developing references at understanding dyslexia with Frith's causal framework. Drawing references from biological, cognitive and behavioural perspectives. Varied arguments came into play, some proposing the existence of dyslexia, while others argued on the causes of dyslexia. Some believed that phonological management is the actual cause of dyslexia while others believe learners are born with them. Few theorists argue that there is evidence of discrepancy in the leaners memory as a result of dyslexia and the frustration that soon leads among all the stake holders. Facilities made available at school also plays a defining role as the learner anyway comes with his/her fair share of insecurities as there are no physical signs of dyslexia. Lastly, the learner's interaction with his family, school and society determines how the levels of Frith's causal theory comes into play and directly influence the development. But giving us enough proof that the condition can be managed and it's not a disease.

2.4 THE UNITED ARAB EMIRATES CONTEXT

2.4.1 Background:

UAE was initially a British colony; the education system was Europeanised to suit the western standards. After the withdrawal of the Britishers, in 1977 UAE decided to restructure their curricular framework to reflect the local culture that was more relevant to the original inhabitants of the land and address their needs from elementary to intermediate level. The government's schools came under the jurisdiction of the public sector and are directly governed by the government of UAE. The UAE Education Centre (2007) notifies us of the '...the UAE offers a comprehensive education to all male and female students from kindergarten to university, with education for the country's citizens being provided free at all levels' in their national language (Arabic) as the primary medium of instruction. While private schools are privately funded by establishments and follow international curriculum, they have to operate under the licensing of the MoE.

When UAE opened its doors for trade in various sectors it welcomed a huge population of expats to live and work in the country. Furthermore, Arif and Gaad (2008) stated that, 'The population has been directly influenced by the rapid development witnessed by the country in recent years' (pp: 3). Thus, with the influx of expat population, need for education in the private sector grew (Hoteit et al. 2017).

2.4.2 Overview of Inclusive education system in UAE:

Inclusive education being relatively new only gained momentum in the last two decades in the United Arab Emirates. UAE has done a stellar job at encouraging the education system to continually renew and broaden its horizons while simultaneously promoting and normalising inclusion in regular classrooms and society at large. UAE's federal law was greatly influenced by the 2006 United Nations Conventions on the Rights of persons with Disabilities. Alborn & Gaad (2014) state this led to the formation of UAE federal law no 29/2006 and Dubai Law 2/2014 that adopts a wide description of special needs that caters to needs of people with temporary, permanent, physical, sensory, mental, communication, educational or psychological abilities and providing physical, social and pedagogical integration and equal rights to all people and access of learners to education (Reynolds n.d., KNOWLEDGE AND HUMAN DEVELOPMENT AUTHORITY 2017). These constitutional provisions ensure inclusion in regular settings of classrooms and of society at large.

Although the MoE has appointed Knowledge and Human Development Authority to make sure of this possibility through timely inspections of the provisions made available for students with SpLD in private mainstream schools in Dubai, special education comes under the jurisdiction of Ministry of social affairs.

According to the British Dyslexia Association 4% learners facing severe dyslexia and 10% milder, the challenges faced in everyday classroom become overwhelming with the ratio of 1:30 Peer 1994 in (Riddick, Wolfe & Lumsdon 2003). At some point every child faces difficulties in the way they receive education. This is where differentiated lesson plans come into play. But before formation of those plans the educators need to be mindful of the red flags that often go unnoticed. Education Act 1996 cited in Gaad (1998) states the child is in need of special education and has a ‘learning difficulty’ of Warnock Report (1978) if:

- a. “he has a significantly greater difficulty in learning than the majority of children his age,
- b. he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority, or
- c. he is under the age of five and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when of or over that age’.

It would be detrimental for both teachers and the pupil with SpLD if the teacher is not equipped to scan the children in time and would struggle with low performances of her pupil or if the children are placed in a wrong program as opposed to the child being able to manage the condition well (Ahmed & Din 2017).

2.4.3 Concept of SpLD in UAE:

The concept of Special Education is known to the educational system of UAE in both public as well as private sectors of the Judiciary and the ministry aims at thorough inclusion. Learners of all ages are placed in the centres managed by the public sector to manage their learning difficulties also, provide rehabilitation to provide support for severe disabilities. However, “... all SEN centres are situated outside of mainstream schooling’ (Gaad 2001). Although a familiar subject there isn’t sufficient published work in this field, educators have defined inclusion as “the placement of learners with disabilities in regular classes on a full-time or part- time basis with typically developing peers” (Awada & Gutiérrez-Colón 2017 p. 51). NUGENT (2007) suggests that it’s important to note that there is an ongoing contention on the placement of children with special education needs in mainstream schools and that it is better to educate them in schools that specifically cater to their needs and that thorough evaluation of both school of thought need to be carried out.

Private schools have varying organizational structures, they strive to achieve the requirements set by the MoE for curriculum formation, admissions, intervention, providing support and facilities for students with SpLD however, they cannot screen children for special needs. This is authorised by government screening bodies. Although these school welcome all learners and endeavor to increase awareness among the teacher and parent body there is still room for improvement where provisions for special needs are concerned. It’s a given that parents from the expat population have to pay the tuition fees and any need

for extra support above the provisions of the school. Parents insurances are usually limited thus they have to cover the cost of screening children, hiring learning support, medical practitioners (counsellors, psychologists, psychiatrist, therapists, nurses etc.)

Given the fact, private schools aren't government aided, the fee structures depend on the curriculum and pockets of economic structures within the expat community. Mid-market school catering to lower economic background usually do not have premium facilities within the resource rooms of the SEN department. Nor the schools have assistant teachers nor are parents equipped to hire private Learning Support Assistants. Hence, in most cases parents either withdraw the admission or the child goes unnoticed, usually failing the class or being punished for bad behaviour.

Private schools although supportive of the special needs children charge parents an exorbitant amount for special provisions and factors such as lack of awareness, budget, staffing issues, ministry requirements influence resource rooms. Although they are known to provide support to children with special needs as best they can, it is also looked upon as a method to charge parents and generate an income for the extra services provided.

It is a noted argument that children with SpLD need to attend special schools and cannot be integrated into a mainstream school as schools most often are equipped to handle mild conditions/disabilities. Children with severe disabilities most often are transferred to specialized centres when the school staff are unable to cater to the condition within the limitations of the school. These specialized centres provide curriculums that align with behaviour, academic and vocational programs that equip them with the required skill set. Furthermore, they cater to the wider range of conditions/disabilities with various therapies, counselling, speech and language assistance and job placements too.

However, the call for complete inclusion will require meticulous planning and provisions of and interventions without stigmatising and the process or alienating the child involved (Awada & Gutiérrez-Colón 2017). None of this can be achieved if education institutions aren't equipped with fair knowledge and informed perceptions. Trained teachers with specialized subject knowledge and relevant experience are the backbone of the system.

2.4.4 Educational provisions for students with SpLD (dyslexia) in primary mainstream classrooms:

Provisions for standardized screening tests for the entire school and an index for performance measurement for children with SpLD and have specialized educators to conduct these tests and further prepare IEPs and therapists as part of their full-time staff at school for their educational and pastoral requirements.

Literacy sessions- designated time for reading simplified passages with big fonts. Reading circles where the child is involved in reading simple text with simple vocabulary. Daily

practice with guiding reading, techniques like bottom-up and top-down. Pasting large printed words on a vocabulary wall or around the class subject wise that are cut according to their shape for remembrance of the spelling formation. These texts can be illustrated as they are easier to process and remember.

Vocabulary- subject wise vocabulary banks can be stuck to the desk of the children with dyslexia for easy reference and over time learn the spelling based on the sound and the shape. Special notebooks with enlarged line or spacious blocks to be used so that the child doesn't struggle with the concept of spacing and writing spellings with upper and lower cases alphabet correctly. While writing, colour code the vocabulary words for better emphasis and remembrance.

Having a resource room with extra teaching aids for reading, vocabulary and phonics practice along with availability for online tools is a must. Every subject teacher should work on a differentiated lesson plan to cater to the multiple intelligence needs of the children but learners with SpLD should have an individualised lesson plan which is made based on the abilities of the child and the yearly goals set in various aspects of the child's development. This action plan is to be made in agreement with the teachers, parents and the child. Having an altered curriculum is still debatable hence, it's always advisable to work towards simpler goals from the curriculum.

Sufficient full-time staff on campus so every class can have assistant teachers along with Learning support teachers (SEN), Shadow teachers and nurses for better teacher student ratio.

Lastly, none of the above mentioned would be possible if the teachers lacked proper motivation and training or influence perception. MoE can help in this aspect by launching drives and campaigns to spread awareness on Dyslexia, assign a month dedicated to Dyslexia. Have schools put up their knowledge on the topic. Conduct quizzes and competitions of various kinds so that the entire ecosystem of the school (teachers, students and the parents) gets involved. This could help with understanding the definition, thus deriving on the causes and effects. Such a phenomenon then cannot be related to only the school. People in the city can get involved. Radio announcements and pop up stalls, road shows and education fairs with fun and games can help the cause. There is little existing knowledge on Dyslexia, we don't have to keep it their way. Just as there is awareness and celebration for women's and children health, cancer and mental health is in place, we can bring a change in the awareness among people.

CHAPTER 3: METHODOLOGY

Research is simply dynamic as it represents varied perceptions, arguments, contexts and their interpretation. Although Dyslexia has been researched before there are varied contributing factors with numerous interpretations that have helped me gather data for my study.

According to Pring (2004) if a comprehensive philosophical background with any scope for the knowledge of reality and its explanation is missing the researcher will always remain ignorant of the true obligations of their research design. He also maintains that to understand people we have to understand their surroundings, knowledge and interpretations.

Hence, while outlining the viewpoint for my research question

Given the distinctive nature and definition of Dyslexia, understand the strategies used for identification and provisions made available for Specific Learning Difficulties (Dyslexia) in the primary sections of two private mainstream schools in Dubai.

I realized that constructivist approach would best suit this study as I believe, our own actions actively create the structures of civilization we live in. Charmaz (2006) also suggests that constructivist researchers join the environment they are studying to construct and interpret views on several observations while accumulating data from triangulation method (Creswell, 2009).

Hence, for this study I decided to use Firth's (1995) 'causal model' framework (discusses biological, cognitive, behavioural and environmental) for this study. A framework to identify themes that better represent the inlay of patterns and their relationship with each other. This makes data analysis and its presentation more streamlined. Comprehension of dyslexia alongside the constructivist approach. To use the framework of our work as a skeletal model and constructivism would help in deciphering the participants perceptions and viewpoints that would probably help in formation of any themes or areas for further investigations. Any form of previous knowledge on the topic could help as baseline for the research.

3.1 Research Design:

For my research, I also decided to adopt the qualitative research approach and delve into the multiple case study design. It also taps in the principles of ethnography, which emerges from "anthropology"- a study of people's origin and culture (Toohey 2008).

Furthermore, (Hammersley 2006 and Atkinson 2007) believe that participants accounts are experience based rather than opinions as they are active observers during the field work, the data gathered is via interviews, documents and observations and the study samples were smaller in size (two schools).

This was further analysed based on interpretations of participant actions and perceptions in local context.

This helps in getting a better understanding of the multiple case studies with contributing factors like biological features, cognitive developments, behavioural patterns, cultural imprints (on values, perceptions) strategies and examination criteria that ties up with Firth's (1995) causal framework.

Reviews will be developed on document analysis based on the guidelines for schools from the government, observations and interviews (triangulation) in primary sections of two mainstream schools. A thorough investigation will be conducted by cross analysis of the data samples from participants of the schools, thus giving an outcome and recommendations. Research will use non- probability sampling to reach the set objectives.

3.2 Multiple case study design:

Yin's (2009) multiple case study approach was used to allow investigation of educational provisions in the primary sections of the two participant schools. Data was gathered from multiple sources at various timelines through observations and interviews of all participating stakeholders. This approach increases the validity of the research exemplified in the research findings of Cohen et al. (2007) where it's suggested that case studies provide a perspective into similar cases. Hence, it's an attempt in understanding the selected cases rather than making a simplification of the research findings.

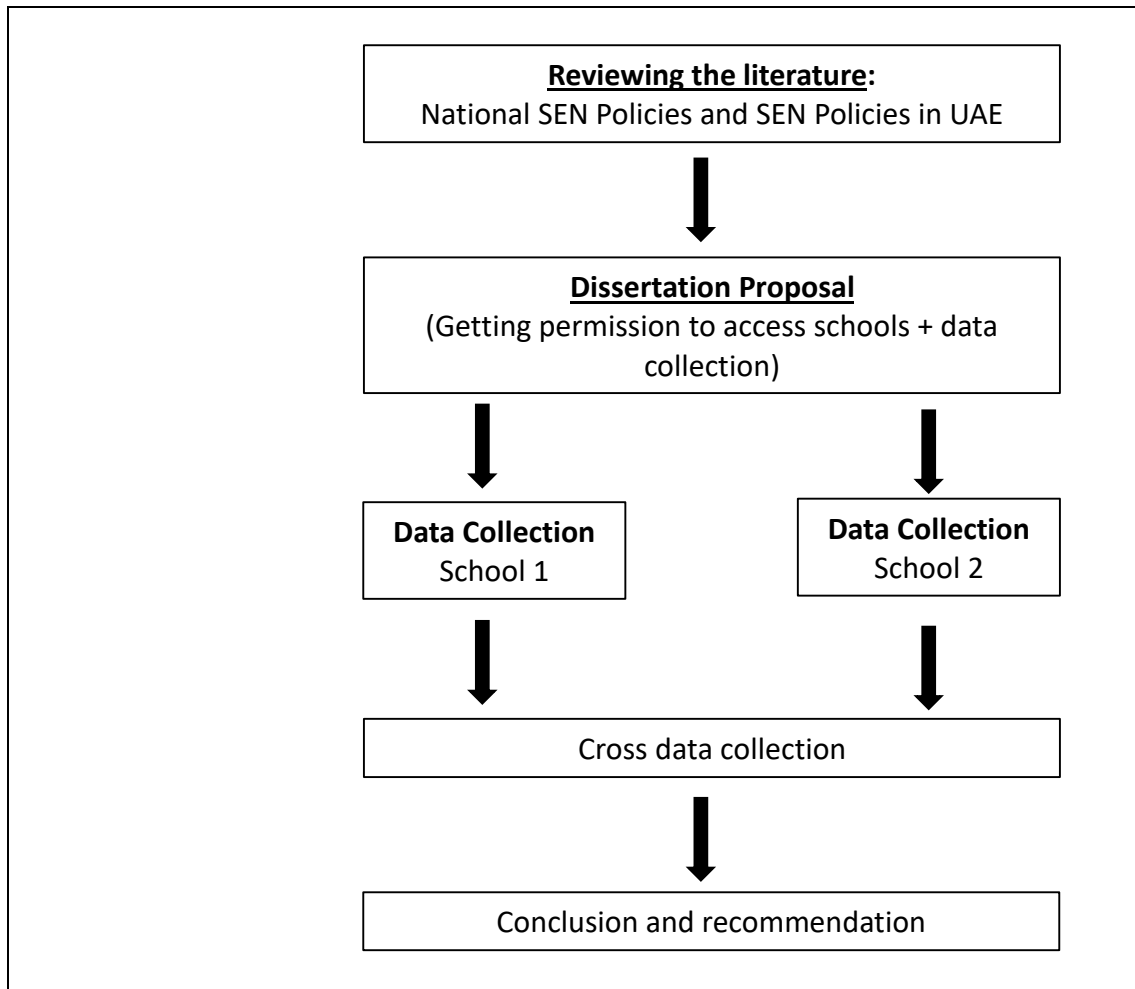


Figure 2: Strategy of the Case Study

3.3 Rationale for multiple case study design:

The rationale for exploring this strategy is that it helps in massive data collection, smallest details can be recorded that otherwise go unnoticed. This gives us a chance at an in-depth investigation in the context of the participants and provides a holistic view along with being flexible since multiple methods were used.

According to Robson (2002) extensive range of research provides distinct strength and great details to the description of the undertaken study. Therefore, triangulation achieved by multiple methods provided reliability to the findings.

However, this comes with its own limitations. I could not draw generalizations of the conclusions (Yin, 2009) hence, the findings were very specific to the study conducted. Having said that, I didn't focus on generalization, only wanted to understand the specifics of the study for data collection. To increase its reliability sufficient attention was paid to the

details on similarity in both cases and documents were analysed rigorously for context. Another limitation encountered was the time required and massive assemblage of data that can tend to get uncontrollable. Preparation of an interview handbook for participants helped in alignment of focus to the topic at hand.

Finally, paradigm cogency is considered a threat to case study models as researchers often have difficulties in defining the construct under investigation. In this case 'SpLD' and 'Learning disability' doesn't have a direct characterization (Yin, 2009).

3.3.1 Selection of case study and the participants:

Non-probability sampling was adopted for the study. Mertens (1998) believed that researchers when adopting this approach in their study typically lean towards well informed cases studies that have scope for an in-depth research. Another major source of uncertainty/ area of concern is in the method used is when researchers look for participants for the study, they shouldn't allow representativeness. Participants were selected on their awareness and prior knowledge, training and experience working with student of SpLD.

3.3.2 Purposive sampling:

The study involved two participant schools to gather data on the research question. May (2011) suggests that the samples collected should be appropriate samples and that they should also understand and further help in providing answers to the research question. This approach enabled me to pick participants that aligned with study requirements since the study was about finding the provisions made available in the schools, it became necessary that the participating schools were already had children and were well trained to identify and help cope with the causes and effects of SpLD/ Dyslexia. I scouted and shortlisted schools that had high concentration of dyslexia cases. Further sifting was done on KHDA rating of the school for best practices. The schools that agreed to the study design and were able to participate in the research made it to the top two places. I then had a conversation with the principal and the SEN coordinator, who then directed me to the teacher/s in charge of the cases.

The size of the sample is key to the research model. However, Robson (2002), Cohen et al. (2007) and Bryman have confirmed that many factors are involved in the decisions about sampling. My research design was influenced by society, culture, religion etc. which prompted the sample size. Given this phenomenon, purposive sampling was adopted and schools (settings) which had support programs in their primary sections were chosen. Participants were recruited based on their role in making provisions available in the school settings.

Following diagram illustrates the distribution of participants.

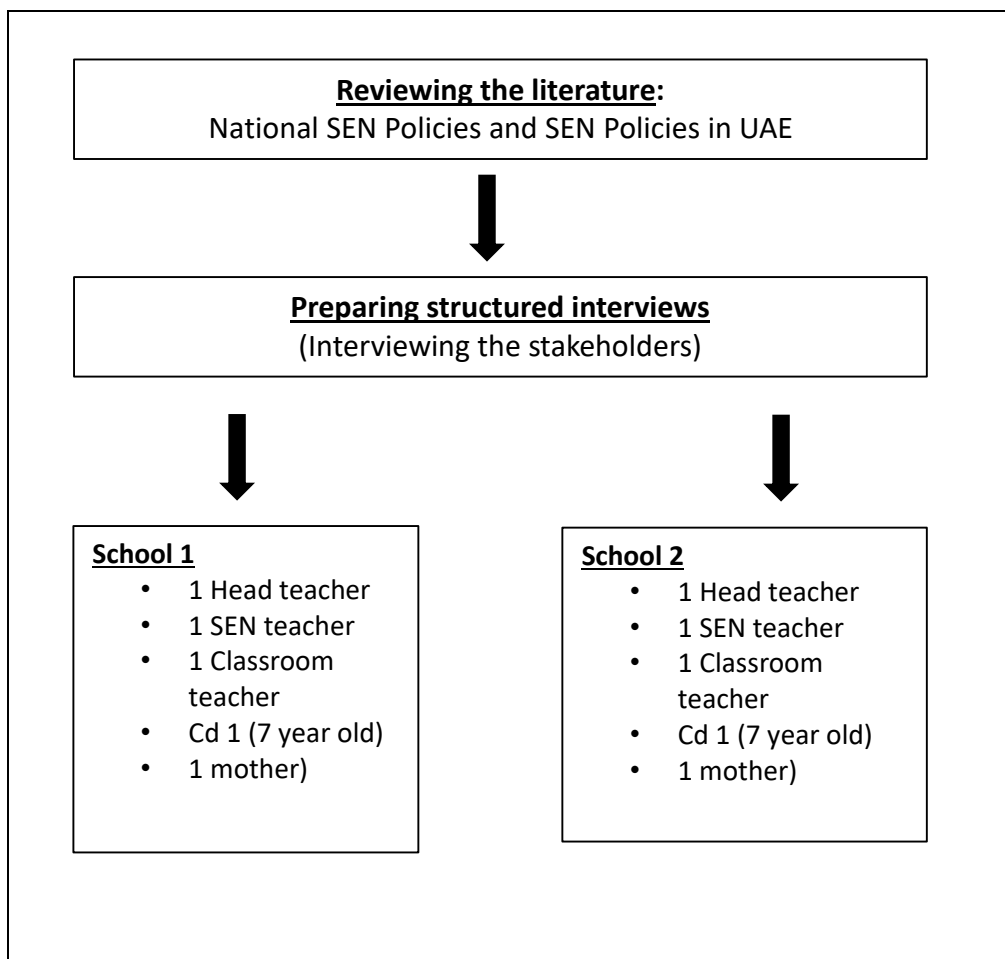


Figure 3: Sampling structure

Participant students were in grade 3 while school staff included of Principal, SEN Co-Ordinator, Class Teacher, Student, Parent.

3.3.3 My Role:

I gathered data as a participant observer in ethnographic research, here the observation has merit as the researcher possesses previous knowledge in the field of study. Erickson (1984) considers ethnographic researchers as dynamic contributors which enables formation of relationships. Furthermore, Hammersley and Atkinson (2007) believe that:

Ethnography usually comprises the researcher participation, visibly or secretly, in people's daily lives for an prolonged phase, observing the happenings, while paying attention to what is said, and/or probing enquiries casually and formally through conversations, collecting documents and items- in fact, gathering whatever data are available to throw

light on the issues that are the emerging focus of inquiry. Hence, interviews were conducted in both formal and informal settings.

Note: special care was taken to make sure anonymity and confidentiality were thoroughly practiced.

3.3.4 Ethical considerations:

Burton and Bartlett (2009) suggest that any kind of project involving social sciences requires undertaking of ethical guidelines from the researcher. Keeping this in mind ethical guidelines set by the British University in Dubai along with the participant school were kept in mind while the tenure of the research.

All participants were informed of research structure and took their consent for their participation. The researcher took special care to maintain anonymity and confidentiality. All direct references were changed to proxy names and neither their numbers, address, nor features were described. Guarding and conservation availability of the data saved in the archived of the researcher's college was also assured. All participants were made privy to the data compiled for an overview, also a process to make sure they were happy with their representation and addition of further comments if any. Delamont (2002) also mentions that it is imperative that the researcher abides to all the protocols related to the school along with conduct and dress code to seamlessly fit in as closely as possible with the daily routine of the participant schools.

I met with the participating team prior to the observation schedule to introduce the team to myself and the research. I explained to them the motivation behind my research and how their work was relevant to my study and how they would play an important role in constructing the research.

A written consent of voluntary participation was signed by them and they were made aware could choose to withdraw at any time. Student participant briefing was attended by their parents. All participants were assured of their identity protection and the findings would not be discussed with their peers and no names would make an appearance in the final thesis. An NDA was signed to this effect at the beginning of the observation. Pseudo names were used during the tenure of the research and it also reflected in the research copy of the researcher (Burgess et al., 2006, Gersch and Dhomhnaill, 2004).

Note: I was completely aware that participants may feel scrutinized, would have a tendency to work under pressure and that the findings may have a different outcome than expected and lastly, they may have a fear of feedback from officials upon/after being observed. Hence, extra care was taken while on field to make the participants relaxed and comfortable of my presence.

3.3.5 Trustworthiness of the study:

Schwartz-Shea (2006) claims that investigators mostly used measures for the progress and trustworthiness of their research. Hence, going forward themes of reflexivity, member checking and triangulation were observed.

3.3.6 Reflexivity:

Morrison (2007) believes that reflexivity plays a very vital role within ethnographic and case study design as it necessitates taking into account researcher's thought process and feelings whilst equating the data collection for the study. Further inculcating an acute sense of consciousness and hypothesizing the responsibilities of the researcher in all phases of the study (Schwartz- Shea, 2006).

To achieve the benchmarks of reflexivity mentioned above, my research reflects themes of settings, theoretical framework and my role and responsibilities while collecting data and analysis.

Bryman (2004) advocates member checking/ respondent validation to be conducted while recording data, this enabled the participant's evaluation of their information. It's not without difficulty though, more often than not there is a possibility of recording of disparities in interpretation of the occurrence observed between the researcher and participant (Schwartz- Shea, 2006).

Participant's representation helps in shaping the study. Verification of data, feedback, perspective check and room for suggestions establishes trustworthiness of the findings also allowing the researcher to fathom the participants point of view (Lincoln and Guba, 1985). These guidelines gave me a fair chance at clarifications, cross checking facts, revision and recompile data while on field instead of forming opinions based on perceptions of the observation.

3.4 Methods of data collection and analysis:

Ethnographical research paradigm uses the qualitative approach in data collection as quantitative approach has a tendency to fabricate simulated environments for data collection.

While the former enables the researcher to consider social and cultural settings, both settings existing naturally in a school. Robson (2002) labels Ethnography as offering

*“A description and interpretation of the culture
And social structure of a social group. It has its roots in anthropology,
involving an immersion in the particular culture of the society being
studied so that life in that community could be described in detail.” (pg 186)*

Since no paradigm is full proof, the difficulty observed in this approach is that it tends to get anecdotal, plus the researcher's personal ideologies and biases tend to have an influence over the interpretations. However, what's required of the researcher is that he/she stays true to the objective and interpret the findings as closely as possible to the fundamental philosophy.

This section consists of data gathering method is explained. As stated, earlier data is gathered through ethnographical approach. Semi structured interviews along observations and document analysis constituted to triangulation method. Lastly, my reviews on all limitations and apprehensions related to this method were discussed

The diagram below provides a graphic depiction of triangulation used to conduct the case study.

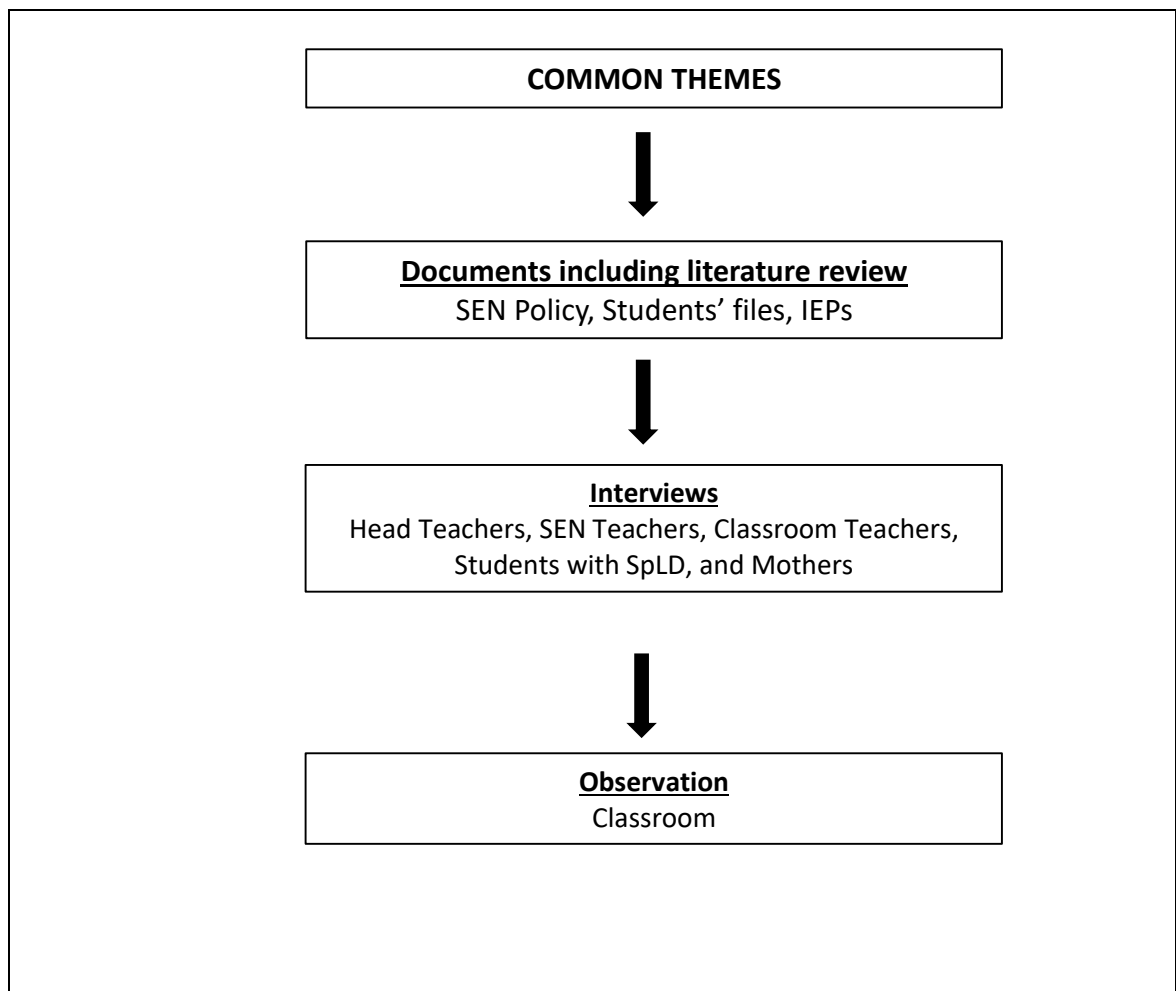


Figure 4: Triangulation Structure

A timetable was followed hence, one week was spent in each participating school alternating one day from one school to another. Timetables of both participant students were matched so I was able to attend their core subjects and observe them in their natural settings in and outside the classroom. A timetable for interviews was also sketched out and adhered to so as to cover all the aspects of the research proposal discussed (Blommaert, 2010).

3.4.1 Interviews:

This is a widely used tool for conducting research and a preferred method for data collection. As an interpretivist researcher it helped me accomplish the task of getting up to date information by probing perceptions applicable to the phenomenon under study. Blommaert (2010), advocates the usage of semi-structured interviews as they encourage natural conversational flow while still remaining focus on the research objectives.

Arksy and Knight (1999), suggest that unvarying interviews provide tractability that helps in probing for relevant and illuminating information. Furthermore, using open-ended questions elicits enriched data. Questions were differentiated based on the participant's role in the research. Interviews were recorded to make sure timeline was maintained, also to get all the details which otherwise had a probability of being missed out (Drever, 1995). This is particularly helpful for me as I had the opportunity to clarify understanding and occasional questions while getting a detailed account from the participant (Thomas, 2011). I ascertained that the interview timetable covered the following elements as demographics, enquiries on understanding/ perceptions/ knowledge and beliefs on dyslexia, support, provisions and policies of the school made available to enrich learning along with all the struggles faced by all the stakeholders. In addition to these inquiries were made to maintain focus on eliciting information from the interviewees, but care was taken to make sure questions didn't lead them or provide them with prompts for the purpose of maintaining authenticity.

Cohen et al. (2007) maintains interviews also have their fair share of shortcomings, they can most often be time consuming in their conversational form (semi-structured and informal). Also, it's interesting to note, that interviewees react differently depending on their perception/biases of the interviewer. This could be influenced by race, caste, ethnicity, gender and personal relations/interactions of/with the interviewer (Descombe, 2007).

Transcribing and archiving

The benefits of recording the interview is that it reduces the chances of misunderstanding and misquoting. The records once archived can be revisited at any time. The data gathered from the interviews was transcribed and stored.

3.4.2 Observation:

Robson (2002) states, 'saying is one thing and doing is another'. Observations provide me with an opportunity to have a first-hand experience at evaluating the alignment of the participants actions with their interviews (Burton and Bartlett 2005). Data collected from interviews was matched with findings from observations and the documents provided as triangulation of methods for the study (Robson, 2002).

Observations are a greater tool as they provided a real-life experience in real time without having to intervene to get clarifications, I got to experience the participants feelings, reactions and attitude towards the provisions and support provided in class. It also gave me an insight on their best practices and minor reactions to situations which otherwise I would have missed (Burton and Bartlett (2005). This also gave me a chance to compare policy documents with the observation notes. It was noticeable that my presence affected the participants and their behaviour showed restraint. They seemed pressurized at the prospect of being observed even though they had agreed to participate. They were first uncomfortable but later eased into their role. As time passed, they eased into the process.

Cresswell and Miller (2000) describes field notes as notes recorded from the observations used in a qualitative study. However, there are arguments that states that preparations of these notes while conducting an observation would result in loss of data as the observer would be distracted in making notes (Descombe 2010). However, it is important that the observer prepare the notes as soon as the observation is concluded as the researcher may tend to forget important details.

3.4.3 Documents:

Documents here play an important role as they have allowed additional access to the backgrounds and history of the participants while providing context to the system and the policies (school and KHDA) involved. In this study, all policy documents acted as a second source of information that helped finding references and answers to the research questions as the objective was to find and examine in detail all the provisions made available for the students (participant students in particular and SEN departments in general) in the private mainstream (participating) schools.

Documents also form one of the corner stones of the triangulation method. Hence, analysis of policy documents like inclusion education policy framework for Dubai, Individual Education plans, school's inclusive policy, any records of medical history if any, their worksheets etc. Analysing these documents will also help me find any formation or exiting trends and patterns of the participants involved (Marshall and Rossman, 2006; Delamont, 2002).

3.5 Data Analysis:

Bogdan and Biklen (1998) describe qualitative data evaluation as “working with the information, arranging them, grouping them into easy to manage smaller units, coding them, integrating them again and eventually looking for patterns”. It was considered that qualitative measures would usefully supplement and extend the effective way of collecting information. It also helps with the discovery of inlaying patterns and themes and other inlaying factors that play vital role in the development of research and formation findings and analysis to forward this study. Hence, I decided that the qualitative approach was the best method to adopt for my investigation.

There is a large volume and a growing body of published literature that describes the role of case study research. Yin (2003) describes the act of deconstructing the research material into units to find a ‘patterns’ and then reconstruct to derive identification, meanings and commonalities to the data of the case study.

To begin any ethnographic research, is to first read and understand the requirements and provisions that enhance familiarity. I organized my research by first making a skeletal model of the study design followed by a flowchart organization and tracing of the methodology used and the outcomes of the research findings design. The taped interviews were transcribed, this process involved listening to the tapes numerous times to record very detail that deemed necessary to draw out the study. Going over the field notes and my comments from the observations and interviews helped me streamline my data collected under specific terms as a steppingstone towards my final evaluation.

When starting out with a study design, a researcher typically has an understanding of how he/she wants to conduct the research, the choice of paradigms, design/ framework and approaches to be used as a general outline to the framework. Although these decisions and study designs may get altered through trying and testing of the workings in the research time frame, it’s always safer to have a framework to work from, and from which parallels on the emerging themes of the research can be drawn for smooth transition on the data analysis.

As mentioned earlier, this research follows the constructivist approach wherein the participants construct their own experiences in the atmosphere/conditions they are participating in (Charmaz, 2006). This phenomenon helps provide clarity on how the researchers understand their environment and find meanings so they can create their experiences in the phenomenon under observation. Having said that, it helped me gather data from understanding and opportunities that I got from my field work.

I searched for patterns to understand dyslexia and its causes and effects from a wider perspective. I also used Firth’s framework to gain perspective on SpLD to further address links between the framework and the data collected. There are multiple reasons for choosing this approach, one of them being able to find answers to my research questions given the brief timeline. Even though the research design boasts of being inductive, it has

room for inclusion of a priori as well emergent concepts (Bryman and Bell, 2011 and Clark and Braun, 2013). I had priori theories from my literature review and document analysis (biological, cognitive and behavioural), which I intended to use as codes along with themes of inclusive education and awareness of SpLD.

I worked in five stages to analyse my data.

i. Familiarization

Taped interviews were transcribed into a word file soon after every interview. And other documents were files for posterity. All notes, auditory and written were scanned several times to find any recurring themes. This was done to understand if clubbing of those themes could be done to form broader categories.

ii. Identification of a themes, framework/ causal model

The interview questions along with the initial themes like biological, cognitive and behavioural also sub themes like environment and hereditary. These themes were revisited over time to ascertain their validity and morphosis into something else if any.

Firth's causal model was chosen because it helped me draw parallels between the perspectives and biology and behaviour between people to understand the cause and effect of dyslexia and the provisions made available for the participant students in particular and school structure in general.

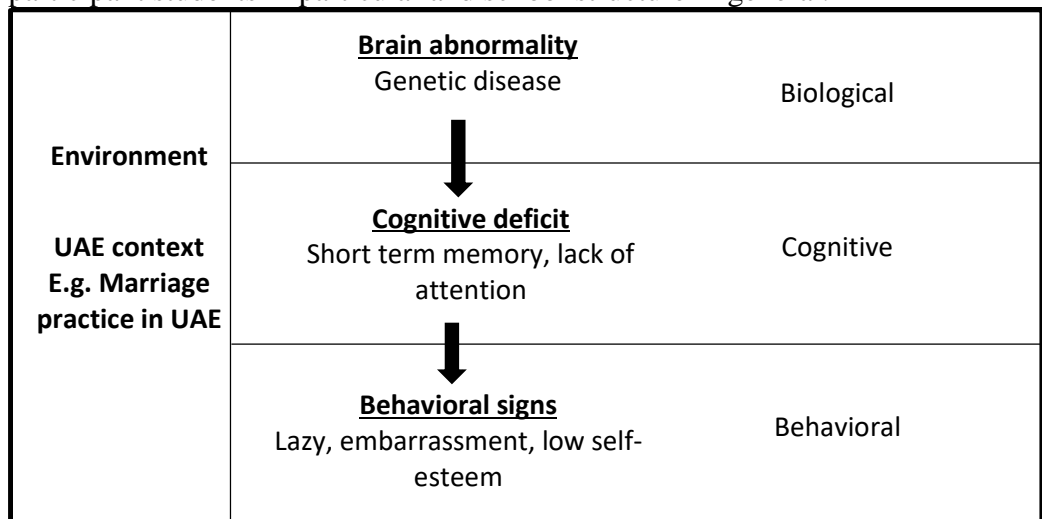


Figure 5: Demonstration of the causes and effects of Dyslexia

This diagram explains the emergence of themes and sub-themes, where genetics is considered to play a role in inconsistencies, leading to cognitive deficiencies and behavioural signs follow eventually.

iii. Indexing- (coding was done manually)

After understanding the themes and sub-themes in the causal framework, I started coding pieces of documents to group them into broader themes/categories. This activity overall helped me in categorising and analysing the concepts.

iv. Charting

Charting involved a process of attaching a heading to the occurring themes. So that questions for the interviews for all participant respondents across the board can be structured in a tabular form to maintain the essence of the themes/ sub-themes drawn out.

v. Mapping and interpretation

This is the next step from charting. Here I analyse, the patterns I saw forming along with the relationships between the participants and the themes. Also, I seek reasoning for my data, seeking links between factors influencing behaviour, concepts, perceptions, and the roles all participants play in each of their settings. Lastly, I also compared data from the policy and other documents to the notes from the observation and interviews under the categories of background/ context, policies of school and government and provisions made available for student with SpLD.

3.5.1 Limitations of using a computer software for analysis:

There is ample data on qualitative data, specifically in ethnographic research design being systemized for an in-depth analysis (Hammersley and Atkinson, 2007).

I had planned to use the SPSS software to analyse my data and form codes, but I found it challenging since mothers found it easier to understand and answer question in their mother tongue (Hindi/ Urdu), this extended to children and teachers too. Holmes et al., (2013) reported that researchers sometimes resort to gathering data in more than one language. Teachers and mothers were of South Asian origin and they used both languages to answer questions. When they were feeling passionate about a certain cause or expressed their dislike in their answers, they became bilingual so they could communicate just how they feel and maybe for the lack of extensive vocabulary. To overcome this, I had to translate the data to English and code the emerging themes and sub-themes. SPSS although being very user friendly and simple posed as a limitation too, because it makes statistical analysis so simple it risks making analysis simplistic. If the researcher isn't mindful of this, there is a good chance the software could encourage mindless analysis. Hence, I analysed the data manually using features MS Word offered and used google translation, so I don't lose out on word meaning and context of the sentence.

3.6 Conclusion:

The main goal of the current chapter was to highlight the methodology used for collecting data while exploring Firth's framework. It also took into account the implementation of the constructivist epistemology and ethnographical approach while shedding light on the limitations faced in the field work along with other influencing factors like ethical considerations, policies, strategies, context, strength, stability and trustworthiness of the study.

CHAPTER 4: FINDINGS

4.1 DATA PRESENTATION

This segment consists of findings in accordance with the research question. Shedding light on educational provisions made available by the two private mainstream schools that participated in the study. Special emphasis was laid on attitudes, perspectives of parents and teachers along with focus on policy documents and all the support provided to these children with SpLD.

All the data collected from multiple sources (triangulation) was assessed to establish the rendition of Special Education Needs policies into daily practice.

4.1.1 Facilities at schools made available to all the stakeholders:

While all schools mandatorily follow the Knowledge and Human Development Authority guidelines outlined for private schools, some have excellent programs based on the curriculum requirement coupled with the school's initiative, KHDA ratings, student response, parent involvement and their ability to pay for the child's Learning Support Assistant/ Teaching Assistant in the SEN units in schools and centers. The thought process and aim behind this is to enrich the schooling experience, simultaneously arming them with not only skills to help navigate growth at school but also life skills.

UAE as a country champions inclusion and education is considered as a corner stone for a stable society. To cater to all strata of society, schools have varied fee structure along with various curriculum conducive to the expat and UAE national population. Considering there isn't any baseline for all school's management as their education model, requirements and their policies vary, primary data collection was initiated through interviews for the selected schools.

Participants were selected on their awareness and prior knowledge, training, and experience of working with students with SpLD. The group comprised of the Principal, Special Educational Needs Co-Ordinator, Class Teacher, Child participant and Parent of the child from each school.

Participants	School X	School Y
Principal	P-X	P-Y
SEN Co-Ordinator	Sen. Co- X	Sen. Co- Y
Class Teacher	Tr.- X	Tr.- Y
Student	St. - X	St.- Y
Parent	Parent- X	Parent- Y

Note: Functioning of the school were greatly influenced by the Coronavirus Pandemic. Schools were shut for most part of the second term. Although online teaching resumed from 7:30 am- 2:30 pm Sunday- Thursday, as a result this impacted their social interaction and greatly influenced the data collection procedures.

With focus on participant school policies, analyses were made on their translation into implementation below

Questions that stood out from all the interaction with various participants were as follows:

- i. Are school policies reviewed every year?
- ii. Who are involved in creating the policy document?
- iii. How many teachers apart from the SEN department are acquainted with the policy document?
- iv. Do schools have provisions on tracking policy document implementation and its success?

Note: Although schools now pay close attention to their hiring procedures, which largely translates into them hiring teachers with relevant qualifications for the roles they have been appointed for. Hiring procedures were streamlined only two decades ago. I personally know parents who started working at one of the participant school as it was convenient for them to time the work hours based on the child's school timings. They started teaching English and then were moved into the SEN department because they had a Master's degree in Sociology with one elective of Psychology. Which meant they didn't have a professional degree to teach in either departments.

It would be worth noting, teacher's qualifications and understanding of the field would also influence in policy making, reviewing, it's translation into implementation and finally its effect on all stakeholders. It is most likely that teachers would drive home the message differently or not completely based on their awareness and practice of the SEN policies of the school based on their designation at school. Periodic follow up of those policies also could potentially face hindrance.

Field work involved in gathering data through triangulation. This gave perspective on all stakeholder's understanding of the concept and the relevant support assigned to children. However, discrepancies have been noticed in awareness of the schools as compared to that of the family and then society on a whole.

To get a proper comprehension of the stakeholders at school X's awareness of the topic at hand, they were simply asked how they conceptualized SpLD?

P-X	Child's incapability to grasp a concept
Sen. Co- X	Child has measurable difficulties and requires assistance
Tr.- X	Child has a learning block and has to do with the brain

To be able to cater to the child's developmental needs, all members of the school have to be on the same benchmark and should be able to provide holistic approach to the development at school. On the other hand, participants from school Y indicated better understanding of the concept.

P- Y	Child's difficulties with literacy, numeracy. Requires collective effort from the school and teachers
Sen. Co- Y	Child has grasping concepts with reading, spellings and math. Help can be provided with differentiated lesson plans. This can be identified and rectified from the formative years.
Tr.- Y	Child often feels confused and comes across as lazy and unco-operative in class and are frustrated with all the reaction around them.

With this perception, it would be easier to draw guidelines of daily help in the classroom and measures to be taken at home. Collectively, they can work on systematic plan enabling the child to self-reliant and less confused with his/her daily struggle. School Y set a good example of a better functioning unit. This wouldn't materialize, if awareness was missing.

Another roadblock educators face is reluctance and most often denial from parents, a result of limited awareness on their part. Problems persist when parents don't believe that the child is facing a problem or don't seek help fearing social stigma. Over the course of my conversation with parents and teachers, it was interesting to observe examples of little awareness, words like "distraction, pampered, abnormal, disabled, scatter-brained, dreamy, lazy, stupid, unwilling, naughty, good communication skills. Parents from both schools had limited understanding of the concept. Mom- X, "I think it has to do with our genes, as their younger child too demonstrates signs of abnormal body posture and limited social skills.

Mom- Y, "I think it definitely is a short coming. Although there aren't any obvious signs it hampers the development. The school plays a crucial role in the identification and support, but my child does feel alienated when pulled out of class."

The ideal scenario to tackle this would be to eliminate pull out session and instead incorporate differentiated lesson -plans catering to differentiated learning and factors that play a key role its materialization is planning, administration, evaluation and implementation.

4.2 Action Plan for the child's journey in the school:

Mainstreaming is the ultimate objective of the government, for which the Ministry of Education has the index for inclusion in place.

- i. Schools can follow lead by welcoming students with multicultural demographic cultures. Celebration through tolerance and diversity month, student councils to take responsibilities and become coaches by pairing of each student with the typically developed.

- ii. Teachers can prepare tasks catering multiple intelligence, practice flip classroom. This can give rise to shedding assumptions and presumptions also encouraging the language of inclusion.
- iii. School infrastructure plays an important role too. Emphasis on lifts, ramps, allocated parking spaces, student lockers, and special toilets have to be maintained.

While the above mentioned can be paced under planning and administration of the school, identification and assessment of the students falls under the teacher domain. Below records the action plan of identification and assessment of the pupil in schools.

- i. Client entry into database (admission through phone calls, emails, meetings, interview and online registration).
- ii. Initial evaluation (done by class teachers, Sen teachers).
- iii. Initial determination of eligibility (if the pupil does qualify then the case will proceed to the SEN department. Based on the severity, the pupil can be referred to alternate professional assistance).
- iv. If the severity requires additional professional guidance, the sessions outside of school hours can be established after registration and fee payment.
- v. Pupils will be tested again for assessment determination at the facility, here teachers, parents and service providers work in unison to provide assistance to determine sessions and types of services/ support in and outside the school.
- vi. Together all stakeholders can work on creation of the Individualized Intervention Plan. This plan can be worked on, assessed and evaluated every term leading to final evaluation finally making a baseline for the next grade teachers.

Though most schools have similar set of policies which aligning with the index of Inclusion, teachers can device their own methods of examining children.

School X- class teachers used academic results of the previous year as the baseline indicator of symptoms of SpLD.

School Y – Sen teachers used multiple intelligence test as a baseline. The Sen department then looks into the records of the identified pupils who are then assigned a support staff.

Both schools showed inconsistencies on how the policy translated into implementation. School Y displayed a streamlined process, while School X were slack in the approach. It would be interesting to note that both had either or teachers carrying out the baseline testing. Whereas, both the class teachers and the Sen teachers should devise the test together for optimal results and a shared workload. Often without a clear rubric on multidisciplinary teams' input, IQ and EQ tests, evolving behaviour and academics the context is lost.

Parents from both School X and School Y were keen on the support the children were getting, they appreciated the inquiries made and the result found, this way they could work together with the school in giving the right kind of support in specific areas of difficulties. They found SEN teachers very supportive and ample support by the classroom teachers.

4.2.1 Interviews - Perception of the stakeholders

School

Although both schools had different cultures in relation to the support offered. Their struggles were common.

- i. schools were understaffed (no budget for cover teachers or teaching assistants).
- ii. teacher-pupil ratio made it difficult for the teachers to focus on students with SpLD.
- iii. over worked teachers (excess admin work), overloaded timetables and curriculum.
- iv. old staff do not have specialized degrees, professional development training this year was done online, limiting social interaction and teachers struggled with technology. Also, schools are full capacity, which meant larger groups to train. Thus, putting a strain on the SEN teachers.
- v. Employing Sen teachers with varied steams of study, in order to cater to difficulties in all subjects.

Parents

Battling their own belief system along with social stigma, opening up to their child's disability makes parents vulnerable. Both student participants (X and Y) stated they felt ridiculed at home as well as school by peers and relatives when they found out they need extra help at school. They were name called as lazy and dumb when they couldn't answer in class. To be able to afford learning supports is sometimes challenging as the insurance may not always cover it for the expat population.

4.2.2 Observations

Here is where co-relation of interviews and Observation takes pace to reconfirm if participants are doing what they claim to be doing (Robson, 2002).

Note: Due to the Covid 19 pandemic, classes resumed through online teaching. While gathering data I observed the following:

- i. Most teachers were uncomfortable teaching online.
- ii. Internet connection and noise at home created disturbances since lockdown restricted outdoor activity.
- iii. Because online teaching was so new, teachers were either lacked awareness or were distracted. In general, they weren't please with the ongoing system.
- iv. Online teaching eliminated group work, hence teachers had limited strategies to deal with the students, had limited control over their concentration.
- v. One on one sessions (physical) were missing hence, any help provided wasn't discreet.
- vi. Online learning helped with cognitive engagement of students with homework. Interactive slides and testing took place.

- vii. Heavy reliance on visuals were noted, it makes me think how students with other dominant intelligences will learn from one dimensional form of teaching.
- viii. Familiarity and comfort of the resource room was missing.

4.3 Deductions of the causes from the theoretical framework used in the data collection

Similar to Firth's framework, evolving themes were recognized based on the data collected on perspectives from the participants.

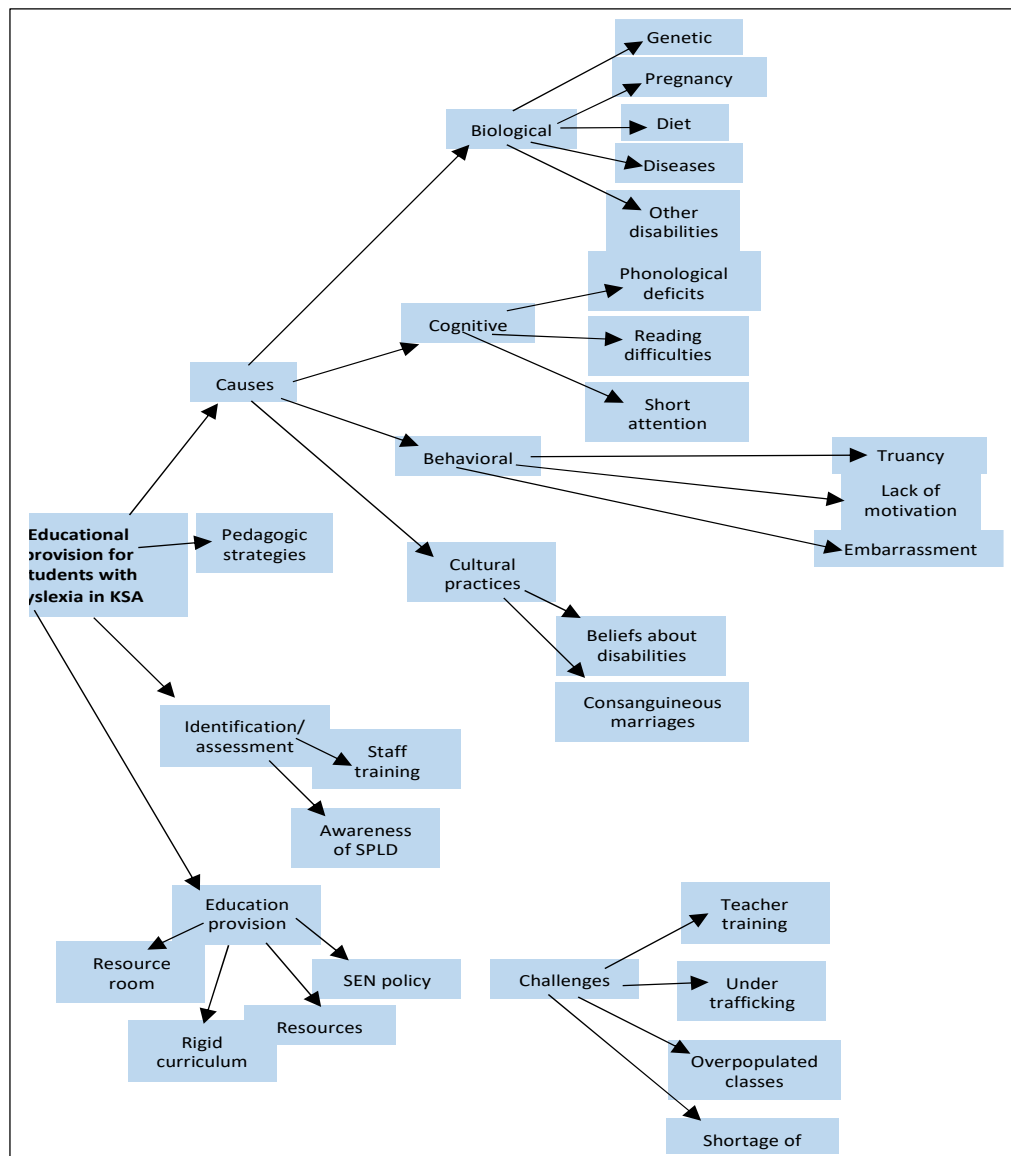


Figure 6: Thematic Framework

4.3.1 Biological

Responses gathered, demonstrated a general understanding of SpLD as that of a disorder and an impairment of brain. It's worthy to note that students generally have average or above average IQ, but struggle with literacy and numeracy are considered to have Dyslexia. Parents have stated the need to want to find cures of the disorder, when the ideal approach should be acceptance and a united approach towards finding the right help and support at school and society at large.

- i. Genetics: Consanguinity- first cousins and close family intermarriages leading to hereditary complications are common themes that came up while collecting data. Culture of the land attributes to these common practices and the themes at large. Participants believe it to be a condition that contributed to certain kind of blockage in the brain.
- ii. Pregnancy: Participants believed that having complications during the pregnancy usually result in the child having a dysfunctional brain. But it's not conclusive that diet followed by the mother has a direct influence on the child contracting dyslexia.
- iii. Diet: Various responses maintained that having an unhealthy diet leads to complication. The youth of the country are leaning towards obesity with rise in malnutrition and consumption of junk food lead to anemia and depletion of healthy cells, that the brain does not get the nutrients required for proper functioning, which in turn hampers their growth and learning process. However, with correct intervention students had a comfortable time at school, but this doesn't prove a direct relationship between the two.

Although the above findings probe into participant's understanding of dyslexia in relation with the biological factors, there is tremendous lack of information and theories aren't based on established medical facts.

4.3.2 Cognitive

Participants believe that cognitive skills directly impact literacy. If the pupil has a dysfunctional cognitive skill, development of literacy skills can be impaired. In addition to that they also testify that low IQ, disinterest in the subject matter along with lower socio-economic background add to the perception on cognition.

- i. **Phonological deficits**: Significant emphasis was laid on phonological deficiency as pupil participants were struggling with reading, writing and spellings along with formation of complex speech. St- X started stuttering due to lack of confidence, but for important days and events she would turn to rote learning and memorize the entire task.
- ii. **Reading difficulties**: Participants from both schools have similar opinions and observed children often showed signs of low self-esteem which automatically translated into poor reading skills. Errors in identification of spelling, similar words, syntax of the sentence, and basic grammar recognition was missing. They failed to identify words of similar beginning or pronunciation (phonics). Failed at following multiple instructions, tasks had to be given in single small sentences. **Note**: It was would prove beneficial to test pupil participants for

- hearing difficulties which could potentially influence their phonics, spellings and reading difficulties at large.
- iii. **Writing difficulties:** Data findings recorded Eye hand co-ordination was amiss. Note: It would be interesting determine if writing difficulties were limited to English or it extended to their mother tongue too.
 - iv. **Short- term memory:** It has been observed that, participants have found it difficult to concentrate for extended periods of time. Focus is missing as they get confused with the spellings and word formation, resulting in displaced focus, anxiety and frustration. This leads to lack of retention. Participant mothers and teachers stated that nervousness, low grasping power, inability to understand the questions, lack of confidence and social adjustment added to the problem.

4.3.3 Behaviour

As mentioned earlier, participants were often assumed to be lazy, unwilling, distracted, and uncooperative but the I believe it stems from low self-esteem caused by teacher's lack of knowledge and support which most often can be impolite. Observation findings indicated that buddy systems were practiced in both schools. Not all classmates were enthusiastic about sharing responsibility. Some were hassled as they felt they always helping the participant children slowed them down in their own classwork.

Behaviour is learned and the influence of behaviour or on behaviour purely depends on the learning experience. If the experience is pleasant the behaviour is strengthened. Furthermore, if the class teachers/subject teachers are unsupportive or lack experience in handling situations in class, the student can associate humiliation to social tasks which leads to poor performance and coined as laziness and distraction by the teacher in charge.

4.4 Cultural and traditional perceptions of disability

Culture of the land plays a vital role in influencing acceptance of the disability and seeking help to remedy it. Parents are hesitant to acknowledge there is a problem citing fear of future prospects for the girls to be ruined, being labelled dumb. Though Ministry of Education has made tremendous progress in normalizing inclusion in the school ecosystem, society at large still needs to catch up. Most often parents felt they weren't included as the thinking of society wasn't influenced much. When people with inadequate knowledge talk about disability, it often is half correct which leaves gaps in people's understanding of the disability. Thus, giving enough room for perceptions, incorrect notions and belief systems which most often are unforgiving towards the disability. When parents drive home these notions, they unknowingly pass their fear onto their children through dinner table conversations. When fearful children then meet a certain classmate with disability, they either distant themselves and offer no support or tend to show uncooperative behaviour.

This usually translates into children with SpLD avoiding school, social contact, name calling, loss in confidence, poor self-esteem, not participation in school/class activities and in extreme cases have a behavioural problems and becoming a recluse. Most of this can be rectified with encouragement and diligence from parents and teachers and understanding by peers. Here Firth's framework stands true in acknowledging that both culture and environment help in molding and reinforcing behaviour of pupil with Dyslexia.

CHAPTER 5: CONCLUSION

5.1 Overview

This segment concludes the research findings and answers to the research questions and objectives posed. This aim remains to accomplish the objectives set to reach a conclusion as the final answer to the main question posed, also to identify if there are new findings along the way while following the theoretical framework.

This segment comprises of conclusion, recommendations, research findings propagate the educational provisions made available to the learners and the last segment involves the restrictions of the analysis although these did not affect the findings.

5.2 Conclusion

Though my research I have come to understand the complexity of dyslexia along with how some theorists believe it's not a real condition. I also find there isn't much literature published in the context of UAE, making it effortful to support the learners with the condition along with other stakeholders. Untrained and teachers with limited knowledge cannot help with the holistic development of the learners. Based on the research findings there is a dyslexia association support body in UAE.

The provisions at school had a hit and miss record. There are still areas of development in the educational provisions. School policies haven't seen change or addition in over five years. Each year during KHDA week, these policies are printed and attached to the class files to be carried by every class teacher. Many seem to never go through it in detail.

In both the participant schools, it was evident that the teachers are over worked, and schools are understaffed because of budget constraints. Although UAE has its inclusion index and strict guidelines for schools regarding the Inclusion policies to be maintained, there is still room for improvement.

One of the participant school lacked a standard test for identification and evaluation of learners with SpLD, this could result in the child being placed in the wrong program or being missed out on entirely. I personally believe, KHDA should have standardized testing formats prepared by a multidisciplinary examiner body for all schools in the jurisdiction so its uniform all throughout. This can present a baseline assessment for all schools.

Baseline testing will also eliminate the stigma attached in being alienated from other classmates. But at the same time will provide a strong base to work upon.

My research aimed at collecting perceptions of all the stakeholders involved there by understanding the feel of the school and it's ideologies and the thought processes behind making provisions available for the learner with SpLD. The research relied on Frith's model of understanding dyslexia and discussed the biological, cognitive and behavioral/environmental aspects.

The biological aspect shed light on influential factors like the hereditary, diseases and effects of marriages among close family members. These factors were then analysed against the research findings to understand its viability.

The cognitive aspect shed light on perceptions of teachers and the parents on the child's ability to perform in literacy skills. Research findings suggested that increased conversation change perceptions leading to understanding of better ways of providing support to learner within and outside the school.

Furthermore, the study found that environment played a big role in the support being offered to students with SpLD there were instances of the missing enough and correct support due to a general perception of the child being lazy, inattentive and unwilling to participate or just simply spoilt. The other students saw this as an area of contempt as they too wanted undivided attention from the tutor and easier learning methods. Some didn't understand why children with SpLD (dyslexia) were pulled aside and made fun of them leading to further issues of disdain and aloofness on the participant student's part. Not wanting to come to school was influenced by the treatment in class.

Learnings from my observations and interviews recommend an ongoing collaboration between parents and the school body to ensure smooth transitioning of the child into various programmes in school and an easy setup of revision of those programs at home to maintain continuity and build familiarity of processes.

Lastly, the behavioural aspect explains the direct association between attitudes of peers, parents and teachers with the performance levels of students with SpLD(dyslexia). If the perception and understandings lead to positive attitude the child feels encouraged. If the child is faced with negative attitudes, then the performances in class takes a negative turn and the situation does not remain manageable. This could also lead to a build-up of frustration, anxiety and depression with a likely probability of the child acting out in class and at home. Teachers needs to encourage conversations of inclusion in class that align with the school's inclusion policy and Dubai's inclusion framework at large.

It was also concluded that the teachers in the SEN department weren't completely qualified for the job they were doing. Most teachers in the departments graduated from lower standards and made a shift from teaching English and Social Studies to the SEN department because a few had taken psychology as an elective in their college days. The department was understaffed as two teachers were managing one department in one of the participating schools. This adds pressure on the teachers to manage classes and juggle with administration work for all homeroom, all subject and SEN department teachers.

Interplay of cultural practices also act as roadblocks for inclusion. Parents hesitate to make their child's condition common knowledge for the fear of being labelled which spoils their standing in society and spoil the prospects of the girls to get married in the future. Cultural beliefs such as punishment for sins of parents or forefathers in the form of the child's deformity is vastly believed.

5.3 Discussion

Further to the in-depth findings, this segment answers the research question by exploring the methods used for identification and the educational support made available to students with SpLD. This investigation was carried out in parts. first their understanding and attitude, educational provision and lastly assessment procedures.

Firth's framework was used as a guideline for examining data from biological, cognitive and behavioural perspective with a constructivist approach. The responses of the participants (students, teachers, school and parents) confirmed that the participants struggle with literacy and numeracy skills. It is difficult for them to visualize, comprehend and decode information (text). Teachers have related dyslexia to phonological processing and believe it to be "neurobiological" in its source (Ferrer et al., 2010). Grigorenko (2001) believes there is a great probability of inheriting it however, (Elliott and Gibbs, 2008) do not fully agree saying even if genes have influence, environment too played a major role in the growth of the individual's behaviour.

Parent Perspective: It was interesting to see, mother's apprehension from the fear of society change to that of confidence and calm when received the right support from school. The shift in perception showed in the child's confidence at school/in class too. Rightly, awareness of SpLD has led to the effectiveness of the strategies and support extended. However, they found it difficult to keep up with labelling (an example of improper attitude). They hoped the teachers would just treat the child normal instead of "special or different" so the child's self-esteem and social adjustment remained unharmed. Or the child is bound to act out.

Parents and teachers did believe that the condition was due to intermarriage, but there isn't enough evidence to support in a school setting and data collection here has confirm Firth's viewpoint that any child struggling to read, lacks the formation of the cognitive process very specific relating sounds with words and memorization of similar sounding words. Hence, retention is incomplete.

Note: Parent's insurance cover did not cover the LSA salaries or the professional help outside the school as the coverage depends on the parent's salary. As expats, parents don't enjoy free medical and education which under aids the situation. Findings on awareness on Inclusion of students was influences due the Covid 19 regulations practiced by the country as observations were done before and during the Covid 19.

While in school, difficulties can be address and resolved or to an extent be eliminated through identification and intervention. Inconsistencies have been found in baseline testing, upon being questioned both teacher participants agreed they needed more/ ongoing training in standardized assessment tools to be actively involved with the SEN department for assessments, but complained that training takes away time set aside for admin tasks from their already burdened timetables. Both schools had the SEN teacher set differentiated rubric and goals set along with the question papers as children participants had average and

above average IQ. The class teacher, subject and SEN teachers worked as separate entities. This does not serve the purpose as the ultimate goal is to integrate SEN department with regular classes and have a differentiated teaching and learning approach in a classroom.

Although it's a given that increased awareness can result in better solutions on the school front, certain factors like inadequate funding set aside for teaching aids both in classrooms and resource rooms has had a negative influence. With lack of teaching assistants, pupil teacher ratio and pressures of managing extra work along with demanding timetables, limited assistive technology and with classrooms not dyslexia friendly in mid-market schools it becomes challenging to work seamlessly. It was noted that SEN teacher had no answers to how many times the policies in both schools were updated, nor were they consciously tracking successes rates of the policy every year. A general attempt at collecting evidence for KHDA was effectively carried out every year. Nor did they have an active literacy program to enhance the reading of the children participants. The Library awarded a certificate to most read book position schoolwide, which doesn't actively cater to the needs of the student participants of the study.

Lastly, teachers and students alike are still getting used to the transformation of instruction method. With instructions taking an electronic route, struggle was evidently visible. Most teachers were new to online teaching and students found new ways of causing mischief in class. Classes after lockdown did not go smoothly.

To conclude my finding and discussions I would like to discuss:

- i. The link between my literature review and the educational provisions made available along with the attitudes of all the stakeholders. Assessments weren't consistent as both schools lacked a standardized assessment tool due to limited trained staff.
- ii. Several internal factors like biology, cognition and behaviour along with external factors like environment, socio- economic background, religion and culture have an impact on Dyslexia (Frith, 1997; Frith 1999; Frederickson and Cline, 2002).
- iii. Unenthusiastic teachers and unsupportive parents can lead to unhealthy learning environment in school and at home. Social inclusion becomes a challenge if children are labelled, in turn destroying future prospects.
- iv. There isn't much insight on the use of technology in the framework, but it proves advantageous for teachers as they can identify the behaviour in discussion as an outcome to assorted elements. While this framework continues to prove its multifaceted style, small data sample size can't assertion objectivity.

Based on the diagram below, it can be ascertained that although there isn't one specific way of finding causes of Dyslexia, it recognizes the complex interplay of factors and that we would require more than one mode of communication to understand this developmental disorder.

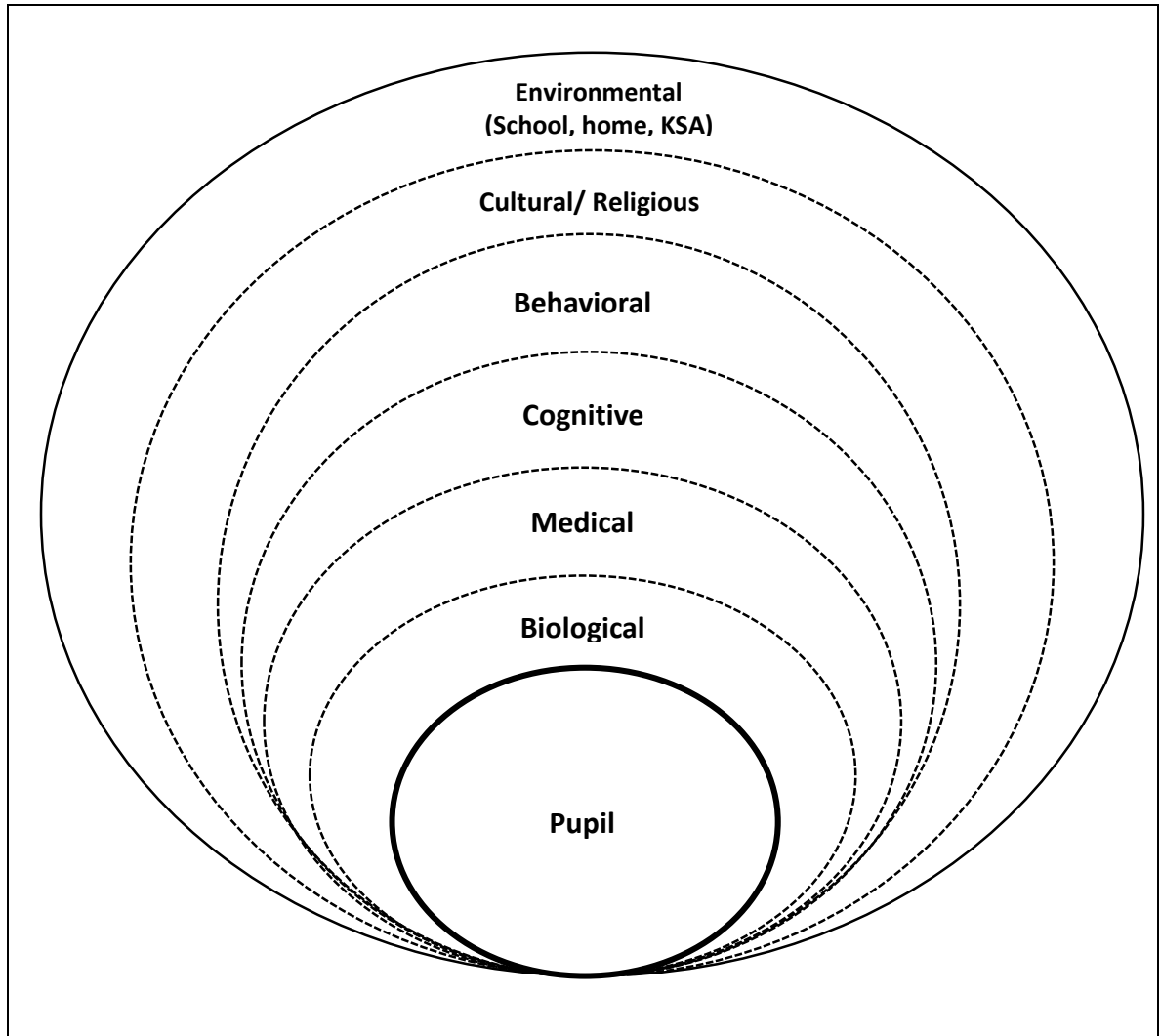


Figure 7: Influencers of Dyslexia

The outer circle represents the environment that influences education, home, food, society status, culture, behaviour, cognitive, medical and biological. While the inner circle represents the pupil and the influence these factors have on the individual. As stated earlier, this framework gives a multifaceted approach to understanding Dyslexia.

Riddick (2006), advocates the use of a well thought, purposeful grading system for evaluation which features provisions for alternate evaluation based on multiple intelligences. Where students have the choice to submit their chosen piece of work for evaluation.

Lastly, my analyses of the data gathered from both schools reflect the school's recognition of the term Dyslexia and how it looks and feels in a classroom. However, it wasn't treated as a threatening condition by the stakeholders because it's invisible and children show no visible signs of disability. For any system to work, it is imperative that all concerned parties be equally involved and rightly informed.

5.4 Recommendations

Research data suggests that educational provisions made available for students with Dyslexia is satisfactory although there is always room for improvement. To conclude my interview, I asked them if they had any recommendations, and if yes what would they be. Following paragraphs include the suggestions made by the research participants along with the researchers as a result of the findings and shortcomings noticed in the provision made available for the educational and emotional needs of the learners with SpLD (dyslexia) in the primary section of participating mainstream schools.

- i. Hiring of sufficient number of teachers for the department and hiring of specialists for the post of special educators. Teachers graduating from different grades to join the SEN department or teachers who have had one elective of psychology or social work do not do justice to the requirements of the special needs teacher's roles and responsibilities. Their knowledge of the field and requirement of the roles are outdated if any. Only teachers with proper qualifications should be assigned to the task.
- ii. Bridging the gap on the knowledge on subject matter between the SEN department and other subject department teachers. Frequent professional development trainings on the strategies to be used to identify the limitations and struggles in and outside the classroom for optimization on class time and the child's attention span.
- iii. Create inclusive environment in school. Having discussions so that the children of the class take responsibility for their peers happily instead of feeling its weight. Training for the parent to create a secure environment home, so parents know what is required of them and how to take care of the emotional and educational well-being at home. Understanding the workings of the mind with its limitations and how the struggles of the child should be acknowledged and managed instead of terming the child 'frivolous' and 'pampered'. All this can be done in a monthly meeting of all stakeholders to assess the progress and point out any strategy that's not working.
- iv. Recruitment of teacher assistants for regular classes. This is the only way the schools can work towards an ideal scenario of complete inclusion. This too will only materialize if the school administration consciously makes a budget for more staff and the resource room and classroom equipment.
- v. Alignment of National Inclusion framework and school policies and drawing out of timely parameters where the schools find it easy to work according to the ministry standards and can easily manage expectations and a rubric to follow. Follow up on the strategies that aren't working in class and changing them according to the need of the child and his/her settings. School inclusion policies to be revised periodically to make sure it's working as part of the curriculum set for the week/month/term and so on.
- vi. Have a standardised tests throughout the school for baseline assessment to so all students are screened and are stationed in the correct programs based on their

- vii. ability and not because of misinterpretation and perceptions of half trained, half qualified staff.
- viii. Get all teaching staff (across all levels), parents and concerned children involved in preparing the Individual Education Plan as and when required. To ensure complete awareness and understanding of the goals set and the strategies involved. Also, continuation of support provided as the child progress from intermediary classes to secondary and O and A levels.

5.5 Future Research

Based on the research findings, further research would include a wider sample range across different curriculums and fee structure of the schools. Some schools charge more and have a better stock of equipment and resource room facilities and internationally trained staff as compared to the mid-market school catering to the lower economic groups of the expat population. Mandatory representation of both parents along with officers from the education ministry should be present to offer their perceptions and experiences as valuable input in policy making at schools. The study should shed light on parent's responsibility from identification and support outside school, teachers experience with parents and students of higher grades, culture of the land and support groups in and outside school.

5.6 Study limitations

It is imperative we understand the interplay between society and the development of the child with SpLD. Culture has played a major role in the development of this study on various levels. From data collection to interaction with parents, teachers, governing bodies to the participant learners themselves.

A couple of issues were faced during data collection, first one was due to the cultural beliefs, it was difficult to speak to or have an appointment with the fathers of the learners, the mothers did all the talking. Which completely eliminated the point of views the other parent. I strongly believe, the parents work as a team and one represented the other. So, when the mother spoke, she spoke for both of them. But it would be advantages to understand how the father's faced the challenge and how they contributed to it in and outside the house and school environment. Nevertheless, it still gave me enough understanding and perspective of the situation at home as my questions were being answered by the mothers who both were well informed and aware of the situation, their limitations, limitations on the school front as well as society which happened to be their biggest concern.

The parents were hesitant and felt vulnerable to come and speak freely due to the stigma attached, also they feared the child's prospects would get ruined if word got out of the child requiring extra help for studied. They believed this could further lead to name calling and labelling on the child's part. Also, people would think of the children as retards if more families from their community got to know. On the whole, they were pleased with the way

the school would come through in the face of their adversity. Always stepping up to provide assistance and extra guidance within the school and at home.

Lastly, Covid 19 played havoc on the schooling system with schools being closed and education taking a hit. Many of the participating teachers from the participating school resigned or were stranded in their native countries as the travel ban made it impossible for them to fly back into UAE. When schools resumed after lockdown, online classes were introduced. Many grappled with the sharp turn, as a decent few were still struggling with the heavy reliance on technology. I personally have witnessed technical glitches and learner frustration as social interaction was limited and learners with dyslexia have grasping difficulty. Their attention span is limited. Although they are visual learners, they learn best when working with hands. They struggled to follow procedures while given an activity. They also mostly worked either with survey method and printout sheets that the parent printed before or after class to catch up on the subject matter being taught. Being at home made them aggressive and withdrawn too.

These factors although a limitation did not restrict my study findings.

CHAPTER 6: REFERENCES

A guide for ensuring inclusion and equity in education. (2018). Paris:the United Nations Educational, Scientific and Cultural Organization. [Date accessed 23 July 2019].

Abu-Rabia, S. and Maroun, L. (2005) The effect of consanguineous marriage on reading disability in the Arab community. *Dyslexia*, 11 (1): [Accessed 17 July 2020].

Ahmed, Z. & Din, M. (2017). Learning Disabilities (LD) in Primary Schools and their Awareness Among Mainstream Female Teachers. *Isra Medical Journal*, vol. 9 (2). [Accessed 19 August 2020].

Alborno, N. & Gaad, E. (2014). ‘Index for Inclusion’: a framework for school review in the United Arab Emirates. *British Journal of Special Education*, vol. 41 (3), [Accessed 17 July 2020].

Arksey, H. and Knight, P. (1999) *Interviewing for Social Scientists*. London: Sage. [Accessed 17 July 2020].

Bogdan, R. and Biklen, S. (1998) *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon. [Accessed 17 July 2020].

Blommaert, J. (2010) *Ethnographic Fieldwork: A Beginner's Guide*. Clevedon: Multilingual Matters. [Accessed 17 July 2020].

Bryman, A. (2004) *Social Research Methods*. 2nd ed. Oxford: Oxford University Press. [Date accessed 14/03/2020].

Bryman, A. and Bell, E. (2011) *Business Research Methods*. 3rd ed. Oxford: Oxford University Press. [Date accessed 25/02/2020].

Burgess, H., Sieminski, S. and Arthur, L. (2006) *Achieving Your Doctorate in Education*. London: Sage. [Date accessed 25/02/2020].

Burton, D. and Bartlett, S. (2005) *Practitioner Research for Teachers*. London: Sage.

Burton, D. and Bartlett, S. (2009) *Key Issues for Education Researchers*. Los Angeles: Sage. [Date accessed 25/02/2020].

Charmaz, K. (2006) *Constructing Grounded Theory*. London: Sage. [Date accessed 25/02/2020].

Cohen, L., Manion, L. & Morrison, K. (2007). *Research methods in education*. London: Routledge. [Date accessed 25/02/2020].

- Clarke, V. and Braun, V. (2013) Teaching thematic analysis: Over-coming challenges and developing strategies for effective learning. *Psychologist*, 26 (2): [Date accessed 14/02/2020]
- Coles, G. (1989) Excerpts From The Learning Mystique: A Critical Look at 'Learning Disabilities'. *Journal of Learning Disabilities*, 22 (5): [Date accessed 14/02/2020].
- Creswell, J. (2009) *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage. [Date accessed 14/02/2020].
- Creswell, J. and Miller, D. (2000) Determining Validity in Qualitative Inquiry. *Theory Into Practice*, 39 (3): [Date accessed 14/02/2020].
- Delamont, S. (2002) *Fieldwork in Educational Settings: Methods, Pitfalls and Perspectives*. 2nd ed. New York: Routledge. [Date accessed 14/02/2020].
- Denscombe, M. (2007) *The Good Research Guide For Small-Scale Social Research Projects*. 3rd ed. Maidenhead: Open University Press. [Date accessed 14/02/2020].
- Drever, E. (1995) Using Semi-Structured Interviews in Small-Scale Research: *A Teacher's Guide*. Glasgow: Scottish Council for Research in Education. [Date accessed 14/02/2020].
- Elliott, J. and Gibbs, S. (2008) Does Dyslexia Exist?. *Journal of Philosophy of Education*, 42 (3-4): [Date accessed 14/02/2020].
- Elliott, J. and Grigorenko, E. (2014) *The Dyslexia Debate*. New York, N.Y: Cambridge Univeristy Press. [Date accessed 14/02/2020].
- Erickson, F. (1984) What Makes School Ethnography 'Ethnographic'?. *Anthropology and Education Quarterly*, 15 (1): [Date accessed 14/02/2020].
- Fawcett, A. and Nicolson, R. (2001) "Dyslexia: the role of the cerebellum." In Fawcett, A. (ed.) *Dyslexia: Theory and Good Practice*. London: Whurr.pp [Date accessed 14/02/2020].
- Ferrer, E., Shaywitz, B., Holahan, J., Marchione, K. and Shaywitz, S. (2010) Uncoupling of reading and IQ over time: empirical evidence for a definition of dyslexia. *Psychological Science*, 21 (1): [Date accessed 14/02/2020].
- Frederickson, N. & Cline, T. (2002). *Special Educational Needs: Inclusion and Diversity*. 1st edition. Open University Press: Berkshire. [Date accessed 14/02/2020].
- Frith, U. (1995) Dyslexia: Can we have a shared theoretical framework? *Educational and Child Psychology*, 12 (1): 6-17. [Date accessed 14/02/2020].

Frith, U. (2002) “Resolving the paradoxes of dyslexia.” In Reid, G. and Wearmouth, J. (eds.) *Dyslexia and Literacy, Theory and Practice*. Chichester: John Wiley and Sons. pp 45-68. [Accessed 14/02/2020].

Frith, U. (1997) Brain, Mind and Behaviour in dyslexia. In Hulme, C. and Snowling, M. (ed.) *Dyslexia, Biology, Cognition and Intervention*. London: Whurr. [Accessed 14/02/2020].

Frith, U. (1999) Paradoxes in the definition of dyslexia. *Dyslexia*, 5 (4): 192-214. [Accessed 14/02/2020].

Frith, U. (2011) Developmental disorders-A window on the mind. *Neuroscience Research*, 71: e1- e2. [Accessed 14/02/2020].

Firth, N., Frydenberg, E., Steeg, C. and Bone, L. (2013) Coping Successfully with Dyslexia: An initial Study of an Inclusive School-Based Resilience Programme. *Dyslexia*, 21 March, 19 (2): 113-130. [Accessed 14/02/2020].

Gaad, E. (1998). *Alison and Rasha. The experience of education of a child with Down's syndrome in England and Egypt. Ph.D. Thesis, University of East Anglia, Norwich, England*. [Accessed 14/02/2020].

Gaad, E. (2001). Educating Children with Down syndrome in the United Arab Emirates. *British Journal of Special Education*, 28, (4), 195-203 [Accessed 14/02/2020].

Gaad, E. (2004). Cross-cultural perspectives on the effect of cultural attitudes towards inclusion for children with intellectual disabilities. *International Journal of Inclusive Education*, Vol. 8(3), pp. 311-328. [Accessed 14/02/2020].

Gaad, E. (2005/2006). Crossing the Barriers: Culturally Diverse Teachers Teaching in Culturally Diverse Mixed Abilities Classrooms in the United Arab Emirates. *International Journal of Diversity in Organisations, Communities and Nations*. Vol 5. [Accessed 14/02/2020].

Gersch, I. and Dhommnaill, G. (2004) “Professional and ethical considerations when working with children and adolescents – an educational psychology perspective.” In Tribe, R. and Morrissey, J. (ed.) *Handbook of Professional and Ethical Practice for Psychologists, Counsellors and Psychotherapists*. Hove: Brunner: Routledge. pp. 185-196.

Gilger, B., Whitley, R., McLaughlin, S., Wright, J. and Drane, J. (1991) Canine corneal thickness measured by ultrasonic pachymetry. *American Journal of Veterinary Research*, 52 (10): 1570-1572.

- Grigorenko, E. (2001) Developmental Dyslexia: An Update on Genes, Brains and Environments. *Journal of Child Psychology and Psychiatry*, 42 (1): 91–125. [Date accessed 24/02/2020].
- Hammersley, M. (2006) Ethnography: Problems and prospects. *Ethnography and Education*, 1 (1): 3-14. [Date accessed 24/02/2020].
- Hammersley, M. and Atkinson, P. (2007) *Ethnography: Principles in Practice*. 3rd ed. Abingdon: Routledge. [Date accessed 24/02/2020].
- Holmes, P., Fayb, R., Andrews, J. and Attiaa, M. (2013) Researching multilingually: New theoretical and methodological directions. *International Journal of Applied Linguistics*, 23 (3): 286-299. [Date accessed 14/04/2020].
- Hoteit, L., El Hachem, M., Farah, S. & Erker, C. (2017). *WHERE TO INVEST NOW IN GCC PRIVATE EDUCATION*. The Boston Consulting Group. [Accessed 14/06/2020].
- International Dyslexia Association (2002) *Definition of Dyslexia* [Online]. Available from: <http://ida.org/definition-of-dyslexia/> [Accessed 14/02/2020].
- Knowledge and Human Development Authority. (2017). *Dubai Inclusive Education Policy Framework*. Dubai: Knowledge and Human Development Authority. [Date accessed 14/04/2020].
- Knowledge and Human Development Authority. (2018). *Dubai Inclusive Education Policy Framework*. Dubai: Knowledge and Human Development Authority. [Date accessed 14/04/2020].
- Knowledge and Human Development Authority. (2019). *Implementing Inclusive Education: A Guide for Schools- Creating the capacity for change*. Dubai: Knowledge and Human Development Authority. [Date accessed 14/04/2020].
- Knowledge and Human Development Authority. (2019). *Dubai Inclusive Education Policy Framework*. Dubai: KHDA. [Date accessed 14/04/2020].
- Knowledge and Human Development Authority. (2019). *Inspection Report*. Dubai: Knowledge and Human Development Authority. [Date accessed 12/01/2020].
- Knowledge and Human Development Authority. (2020). *Dubai Inclusive Education Policy Framework*. Dubai: Knowledge and Human Development Authority. [Accessed 19 June 2020].
- Lincoln, Y. and Guba, E. (1985) *Naturalistic Inquiry*. London: Sage. [Accessed 12/01/2020].

MacKay, N. (1997) Study skills for dyslexics-how to help individuals without always giving individual help. *Dyslexia*, 3 (4): 235-39. [Date accessed 14/04/2020].

MacKay, N. (2006) *Removing Dyslexia as a Barrier to Achievement: The dyslexia Friendly School Toolkit*. 2nd ed. Wakefield: SEN Marketing. [Date accessed 14/04/2020].

Marshall, C. and Rossman, G. (2006) *Designing Qualitative Research*. London: Sage. [Date accessed 24/02/2020].

May, T. (2011) *Social Research: Issues, Methods and Process*. 4th ed. Maidenhead: Open University Press. [Date accessed 24/02/2020].

McArthur, G. and Bishop, D. (2001). Auditory perceptual processing in people with reading and oral language impairments: current issues and recommendations. *Dyslexia*, 7 (3): 150-170. [Date accessed 24/03/2020].

Mertens, D. (1998) *Research methods in education and psychology: integrating diversity with quantitative and qualitative approaches*. London: Sage. [Date accessed 24/02/2020].

Mody, M. (2003). Rapid auditory processing deficits in dyslexia: a commentary on two differing views. *Journal of Phonetics*, 31(3-4): 529-539. [Date accessed 24/02/2020].

Moffett, C. (2000). Sustaining change: the answers are blowing in the wind. *Educational Leadership*, **57** (7), 35-38. [Date accessed 24/02/2020].

Morse, J. (1994) "Designing qualitative research." In Denzin, N. K. and Lincoln, Y. S. (ed.) *Handbook of Qualitative Inquiry*. Thousand Oaks: Sage. pp. 220-235. [Date accessed 14/02/2020].

NUGENT, M. (2007). Comparing inclusive and segregated settings for children with dyslexia ? parental perspectives from Ireland. *Support for Learning*, vol. 22 (2), pp. 52-59. [Date accessed 14/02/2020].

Pring, R. (2004) *Philosophy of Educational Research*. 2nd ed. London: Bloomsbury Publishing. [Date accessed 14/02/2020].

Reid, G. (2009) *Dyslexia: A Practitioner's Handbook*. 4th ed. Wiley-Blackwell. [Date accessed 14/02/2020].

Reynolds, C.(n.d.). Federal Law 29 – The Implications for Private Schools in the UAE. [online]. Available at: www.global-logic.net/articles/Federal%20Law%2029.pdf. [Date accessed 14/02/2020].

Robson, C (2002, 2ed, pp:5). *Real World Research, A Resource for Social Scientists and Practitioner- Researchers*. Blackwell Publishing, Oxford. [Date accessed 14/02/2020].

Rosen, S. (2003). Auditory processing in dyslexia and specific language impairment: is there a deficit? What is its nature? Does it explain anything? *Journal of Phonetics*, 31(3-4): 509-527. [Date accessed: 11/04/2020].

Riddick, B., Wolfe, J. & Lumsdon, D. (2003). *Dyslexia*. London: David Fulton. [Date accessed: 11/04/2020].

Schwartz-Shea, P. (2006) "Judging quality: Evaluative criteria and epistemic communities." In Yanow, D. and Schwartz-Shea, P. (eds.) *Interpretation and Method: Empirical Research Methods and the Interpretive Turn*. Armonk, NY; London: M.E.Sharpe. [Date accessed: 11/04/2020].

Shaywitz, S. (1998) Dyslexia. *New England Journal of Medicine*, 338 (5): 307-312. [Date accessed: 11/04/2020].

Snowling, M. (2012) Early identification and interventions for dyslexia: a contemporary view. *Journal of Research in Special Educational Needs*, 13 (1): 1-7. [Date accessed: 20/05/2020]

Toohey, K. (2008) "Ethnography and language education." In King, K. and Hornberger, N. (eds.) *Encyclopaedia of language and education*. 2nd ed. New York: Springer. pp. 177-187. [Date accessed: 20/05/2020]

Thomas, G. (2011) *How to do your Case Study: A Guide for Students and Researchers*. London: Sage. [Date accessed: 20/05/2020]

United Arab Emirates- Ministry of Education- Special Education Dept. (n.d.). *School for All- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)*. United Arab Emirates- Ministry of Education- Special Education Dept. [Date accessed: 11/04/2020].

UAE Education Centre, General Information. Resources on the UAE for teachers and students. Available from <http://www.uaeinteract.com/education> [Date accessed: 20/05/2020]

UAE Government (2006). Federal Law Number 29/2006- In Respect of the Rights of People with Special Needs. [online] [Date accessed: 10/09/2020] Available at: <http://www.msa.gov.ae/MSA/EN/Documents/RulesAndPolicies/Federal%20Law%20in%20respect%20of%20>

Undheima, A., Wichstrøma, L. and Sund, A. (2011) *Emotional and Behavioral Problems Among School Adolescents With and Without Reading Difficulties as Measured by the Youth Self-Report: A One-Year Follow-Up Study*. *Scandinavian Journal of Educational Research*, **55** (3): 291-305. [Date accessed: 11/04/2020].

United Nations (UN). (2006). *UN Convention on the Rights of Persons with Disabilities* [online]. New York: United Nations. [Date accessed: 11/04/2020]. Available at: <http://www.un.org/disabilities/convention/conventionfull.shtml>

UNESCO (1994) *The Salamanca Statement and Framework For Action on special Needs Education*. Salamanca, Spain: Ministry of Education and Science. [Date accessed: 11/04/2020].

UNESCO Handbook on Education Policy Analysis and Programming. (2013). 1st edn. Bangkok: UNESCO. [Date accessed: 12/07/2020]

Warnock, H. M., (1978a), *Special Educational Needs: reports of the Committee of enquiry into the Education of Handicapped Children and Young people*. Available at: <https://webarchive.nationalarchives.gov.uk/20101007182820/http://sen.trrb.ac.uk/attachments/21739b8e-5245-4709-b433-c14b08365634.pdf> [Date accessed: 10/07/2020]

Westwood, P. (2013) *Inclusive and adaptive teaching*. Milton Park, Abingdon, Oxon: Routledge. [Date accessed: 20/05/2020]

Westwood, P. (2011). *Commonsense methods for children with special educational needs*. 6th ed. Oxon: Routledge. [Accessed 14/02/2020].

Yin, R. (2003) *Applications of case study research*. 2nd ed. London: Sage. [Accessed 14/02/2020].

Yin, R.K. (2009). *Case study research: design and methods*. 4th ed. California: SAGE Publications, Inc. [Accessed 14/02/2020].

Also referred to below [Accessed 14/02/2020].

<https://etheses.bham.ac.uk/id/eprint/7145/>

http://etheses.bham.ac.uk/7279/9/Al-Shareef17PhD_Redacted_rev_2.pdf

<https://docplayer.net/15435195-Adopted-by-the-board-of-directors-november-12-2002.html>

<http://docplayer.net/32786528-Oregon-dyslexia-advisory-council.html?cv=1>

CHAPTER 7: APPENDICES

Appendix 1 Background on the School and Class Observation accounts

Background on the School

School X and School Y were observed alternatively for two weeks between 7:30 am and 12:30 pm primarily for the participant students core subjects of English, Science and Mathematics.

Along with homeroom assembly, reading, physical education and break time before the schools closed for Springtime followed by Covid 19 lockdown.

Another phase of one-week observations were done via online classes just to get a feel of the transitions made to online classroom teaching from the regular social set up.

Both the participant schools are Private school with English being their primary mode of instruction. Participating parents from both schools are recent settlers in UAE and originally hail from India. They chose the school based on the fee structure and the school's inclusion policy. Each observed lesson was of 45 minutes and the school had two breaks. Both participating schools boasted of a population of 2500-3000 pupils with the same organizational structure in both schools.

Organisational Structure

The inclusion support team includes,

1. Principal
2. Senior Leadership Team
3. Head of Inclusion/ Inclusion Champion
4. Student Counsellor/ Career Counsellor
5. SENDCO/G&T Coordinator
6. SEND Year Leaders
7. LSA
8. Learning Bay Coordinator
9. School medical office
10. External agencies

Class Observation accounts

Student X- has three hours of pull out sessions per a week and works on his reading, vocabulary, comprehension and writing exercise along with therapy sessions for his right arm.

He was observed for his core lessons of math and science and breaktime. For most part of the day the child maintained a calm and silent demeanour. He just had few friends who were on buddy duties on a rotational period and had the help of an LSA to help him with the studies. He was given a phonetic and letter formation worksheet in his pull-out session.

The participant child struggled with communication as he had limited vocabulary and English was not his first language. According to the account of his teachers he had a quiet but a pleasant demeanour and spoke well, but he seems quiet, maybe because of my presence. He struggled with his grip and the LSA held his hand to help him write. The LSA spelled the words correctly and he repeated after him. He was also given the (phonetic) worksheet for practice later.

For his math class he was revising simple addition and subtraction, he did oral revision of the concept as a starter and then used the make your own sum worksheets coupled with another worksheet throughout. The LSA held his hand and made him write. His work didn't show mistakes usually made in dyslexia maybe because the LSA helped him write at all times due to his physical deformity. Also, his was made to repeat the spellings and numbers while writing. He played with his buddies during his breaktime.

Student Y- had a lively and a pleasant personality. She interacted well with others in her classroom and took initiative in doing classwork like distributing and collecting books and storing them subject wise and according to their colour codes. She was observed for her English and science class. On the day of her observation her LSA was on leave. She sat with her buddies. She took active oral participation to the revision of the chapter in discussion. The teacher tried to give her time while she took rounds in class assessing answers to the activity at hand. The participant child had memorised the information and was reproducing it in her book also with the help of her buddy. The teacher then corrected played a word game as a plenary and then corrected her book. This may have been a result of my presence as she didn't correct other books.

For her science class that day too she worked with her friend as the LSA was absent that day. She enjoyed herself in the class activities. The class was a revision class and consisted of taking down board work. While others did that the teacher had already wrote her questions s for her to which she had to produce one-word answers. And eventually was asked to draw parts of plant as a plenary while others work on other activities. Both classes had her working independently with her buddy to help her out as and when help was required.

Appendix 2 Interviews

Interviews with the school team

<i>Q1.</i>	<i>What is inclusion?</i>
P-X	Inclusion is when every learner receives equal and quality education irrespective of his/her caste, differences, similarities and physical, emotional, mental disabilities or economic status.
Sen. Co- X	Inclusion means when learners are taught how they learn best
Tr.- X	Equal opportunities in class
P-Y	Inclusion is when every learner gets equal opportunity at education.
Sen. Co- Y	When the lessons have something to offer to every kind of learner
Tr.- Y	When students are not segregated based on their mental ability

<i>Q 2.</i>	<i>Your thoughts on removing pull out session and merging all students together?</i>
P-X	It is a necessary step. Not all cases can be handled in class.
Sen. Co- X	Required for severe cases.
Tr.- X	Absolutely necessary to ease the teachers burden.
P-Y	Ministry and administration requirements, we do the best we can for every learner.
Sen. Co- Y	Ideal scenario, perhaps workable but we aren't equipped to do that just yet.
Tr.- Y	It won't help unless more teachers are added to every classroom. Lessen the inequity between the teacher pupil ratio.

<i>Q 3.</i>	<i>Do you have a standardised Screening procedure at school?</i>
P-X	We use the multiple intelligence test
Sen. Co- X	We use the multiple intelligence test, but most often that isn't enough.
Tr.- X	Multiple intelligence test
P-Y	We use the continuous assessment records
Sen. Co- Y	We don't have one yet. We have been using the continuous records
Tr.- Y	Records from the previous year.

<i>Q 4.</i>	<i>How do you identify children with SpLD and next steps?</i>
P-X	Through the results generated through multiple intelligence tests, we usually use differentiation lesson plans, but once the tests results are

	processed it becomes easier to code them categorically and cater to their needs. This way we also cater to the Gifted and talented.
Sen. Co- X	We categorically use the test results to make lesson plans and cater to the various intelligences.
Tr.- X	We are supposed to use the multiple intelligence testing that the school has made mandatory at the beginning of every term. We compare these results twice a year. We then make lesson plans cater to different learners in class. The students who require more further assistance are then reported to the Sen department.
P-Y	Data from the continuous assessment is generated for all subjects throughout school. This data helps understand the performance towards the goals set for the year. Each goal is examined in detail through small assessment at least biweekly so children can perform better without the fear of exams.
Sen. Co- Y	Through continuous assessments so the testing can be done in the form of class activities, group work, starters, plenaries, pop quizzes and project work. When children work with bitesize testing, it becomes their daily routine and then the stigma of performance is taken away which leaves them with confidence of doing well without knowing they are being tested so frequently.
Tr.- Y	We use records from the previous year. We can ascertain these records are accurate because we take great care in planning our lessons right and giving smaller tests frequently so we can understand what is working for the learners. Apart from that a we are observing children for behavioural issues that could turn out to be signs of extra help. In the beginning Sen department teachers co-teach with us or simply observe classes to scan children for potential assistance.

Q 5.	<i>What are the causes of SpLD?</i>
P-X	Social emotional and biological factors affect children.
Sen. Co- X	There is no one particular cause. Any factor could come into play. Depends on which disability we are talking about. It is the social, cognitive, emotional and physical aspects that play dominance in difference forms of disabilities.
Tr.- X	Sometimes it's difficult to say since there is no one answer to that question. But mostly children are born with the disability. It is genetics.
P-Y	Biological factors to begin with and these factors grow into disabilities if social and economic factors don't contribute in maintaining the condition.
Sen. Co- Y	It's often an interplay of genetics and social factors.
Tr.- Y	It's a combination of everything.

Q 6.	<i>Challenges faced in teaching students with SpLD?</i>
P-X	Managing expectations of all the stakeholders.
Sen. Co- X	Managing the parents.
Tr.- X	Mood swings and inability to communicate.
P-Y	Balancing between what is easy and what is right for the child.
Sen. Co- Y	Getting teachers on board. Changing perceptions and attitudes
Tr.- Y	Difficulty in communication.

Q 7.	<i>How are children prepared for all forms of transition?</i>
P-X	I think preparation should start six months into every class. It takes a good six months to understand what works best for the child and what skills can be acquired and passed on for the child to make an easy transition into the next class.
Sen. Co- X	No class is independent of the next. Therefore, it is imperative that the child get mentors in the form of older students and are also exposed to future grades/ vocations that can be acquired in the future.
Tr.- X	It is a continuous circle that doesn't stop. That may only have a beginning but no end. The child definitely has a starting point but truly only progresses throughout his/her academic career. It is necessary they are made aware of the expectations of the future and how they can contribute or take away and make it their own in their capacity.
P-Y	Just as how college fairs take place, the school can start with grade fairs where we manage to set expectations.
Sen. Co- Y	Integrate one lesson per week of a skill that can be developed for the future grade.
Tr.- Y	Peer teaching can use used as an approach.

Q 8.	<i>Thoughts on using the resource room</i>
P-X	It most often is a safe haven for children who find it difficult to adjust to regular classrooms
Sen. Co- X	In an ideal world, it would be incredible if we can integrate learners with severe disabilities with the mainstream classrooms but there are too many roadblocks. In the mean while we need to cater to the needs of everyone in class. Hence, it is a must.
Tr.- X	It is helpful as the child's specific needs are taken care of as teachers cannot give one to one attention to the learners with SpLD.
P-Y	It is necessary. Or the children with learning difficulties won't thrive in a regular classroom but still require a structure to work with at their pace in a Secure environment.

Sen. Co- Y	I do not look at it as a remedial class instead I look at it as an extension of their classroom where they come for extra help and boost in their confidence. It most often is a feel-good situation for most.
Tr.- Y	It is important. How much can we do. We don't often do justice to them unless we have extra help in classroom.

Q 9.	<i>How does the school maintain effective communication with all stakeholders?</i>
P-X	Generally, through open houses and otherwise through circulars and scheduled appointments with parents and other staff.
Sen. Co- X	Through phone call and meetings.
Tr.- X	Through emails and phone calls.
P-Y	Through open houses and meetings.
Sen. Co- Y	Through phone call and meetings.
Tr.- Y	Through emails and phone calls.

Q 10.	<i>How is the school involved in community projects as a way of giving back?</i>
P-X	The school is involved in hydroponics, where we teach the children the art of growing their own plants/ leafy vegetables at home. This is our way of giving back to the planet.
Sen. Co- X	-
Tr.- X	-
P-Y	The school usually takes part in donating towards disaster and refugee funds through monetary service or donating used clothes and consumables.
Sen.Co- Y	-
Tr.- Y	-

Interview with Parents

Q.1	<i>How often do you communicate with school and vice-versa?</i>
Parent -X	Once a month.
Parent- Y	PTA meetings.

Q.2	<i>What are the difficulties the child faces and how do you help your child with his /her difficulties?</i>
------------	--------------------------------------------------------------------------------------------------------------------

Parent -X	My child has anxiety and does not like group work. He takes therapy for his hand to strengthen his muscle but also, we have just started taking him to the therapist for counselling.
Parent- Y	

<i>Q.3</i>	<i>How is your child's extra-curricular performance at school?</i>
Parent -X	My child is shy and does not like group activities. He is also conscious of his hand and gets angry when children make fun of it. but he has some friends who come home on holidays and he enjoys their company.
Parent- Y	She loves to sing and dance. So, she is mostly in the assembly and other performances that would require her to sing and dance and perform. She says she wants to become a pop star when she grows up.

<i>Q.4</i>	<i>Did you attend the IEP meeting?</i>
Parent -X	Only sometimes. I only went to sign the document a last two times.
Parent- Y	Yes.

<i>Q.5</i>	<i>How does the school support your child?</i>
Parent -X	The school has made IEP, and one teacher helps him with his pullout sessions. Also, there are rotational buddies to help him open up and take part in fun and games outside of class.
Parent- Y	IEP and regular update on the progress.

<i>Q.6</i>	<i>Are you pleased with the provisions made available at school for your child?</i>
Parent -X	Yes, most certainly, it is a big change from the school he came from in India.
Parent- Y	Yes .

<i>Q.7</i>	<i>What are your thoughts on the pullout sessions at school and are there noticeable improvements?</i>
Parent -X	I like them. Yes, there has been an improvement from the exercises done there.
Parent- Y	Yes, definitely it's a good thing. Sje uses techniques the teacher teachers her to form words

<i>Q.8</i>	<i>Your thoughts on integration of learners and inclusion.</i>
-------------------	-----------------------------------------------------------------------

Parent -X	I always want my child to be normal like everyone else, but I understand he has special needs, but he is a good child and he listens, but he is also shy, and he cannot read so he gets angry and he hates coming to school.
Parent- Y	My daughter enjoys he activity classes. I don't mind the pullout sessions, I think they are necessary. She gets more attention there.

Questions for Student Interview

<i>Q.1</i>	<i>What are your hobbies?</i>
Student -X	I love to swim
Student- Y	I love dancing

<i>Q.2</i>	<i>What difficulties do you face in class?</i>
Student -X	I cannot read properly, and my friends make fun of me and also my hand and I get very angry.
Student- Y	I get very less marks in my test. I try to learn but cannot get good marks and my daddy beat me.

<i>Q.3</i>	<i>How much group work takes place in class?</i>
Student -X	I don't like it. my partner makes fun of me.
Student- Y	I like doing activities with my friends. I like to act in plays and sing songs.

<i>Q.4</i>	<i>How do friends and teachers help you when you have any difficulty?</i>
Student -X	Teacher made one boy my buddy. Sometimes he helps me with spellings and sometimes he gets angry with me. But the other teacher is nice. She takes me to the activity room and then it is easy to solve the activity sheet.
Student- Y	I like activity room also and solving worksheets with my friends also. But I like solving activities with my friends more. When I don't know I cannot understand my best friend helps me. I also see in her book and write the correct spelling.

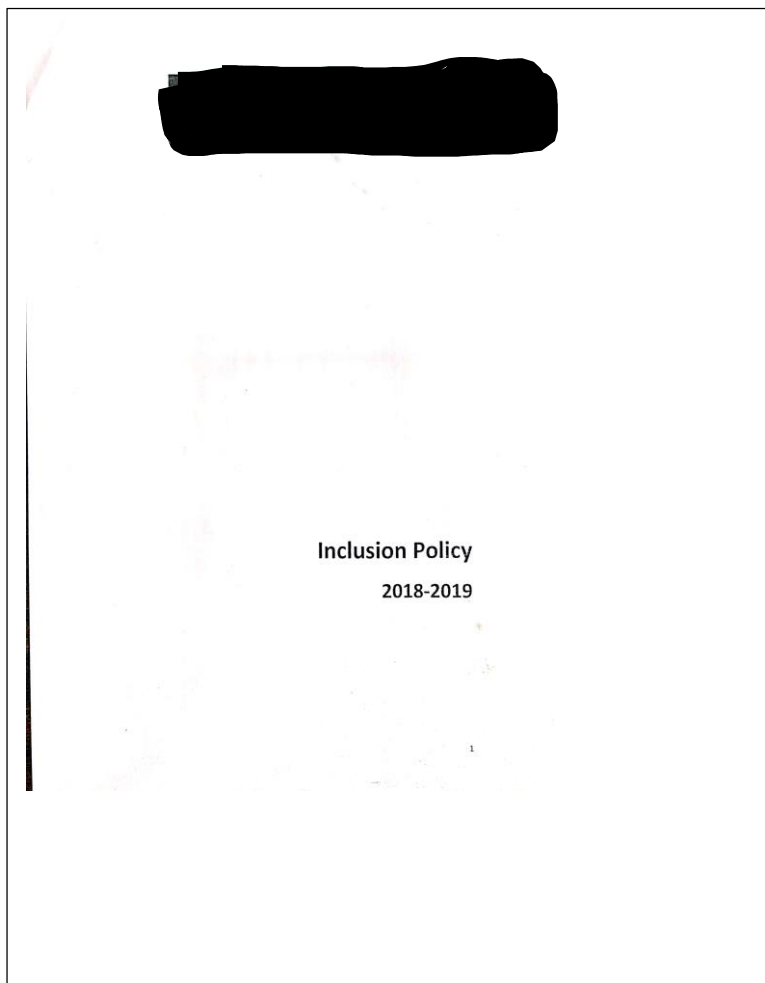
<i>Q.5</i>	<i>Describe the resource room? Do you like your session with them?</i>
Student -X	I like that room, there is a table can chair and carpet, there are books and spelling chart and toys also. Also, it is colourful. I like my activity teacher.
Student- Y	That room has music, and books and toys and very many pictures on the walls. I like going there.

<i>Q.6</i>	<i>Do you take part in the parent teacher meetings?</i>
Student -X	I go with my mother and teacher gives me chocolate. But when I talk a lot my mummy shout at me.
Student- Y	Sometimes I play outside but sometimes my mummy takes me with her.

<i>Q.7</i>	<i>Do you take part in the IEP meetings?</i>
Student -X	No
Student- Y	No

Appendix 3 Inclusion policies

School X



CONTENTS

1. Introduction
2. Definition & Categories of Special Educational Needs & Disability
3. Gifted & Talented
4. Aims & Objectives
5. Admission Procedures
6. Learning and Teaching style
7. Identification & Assessment
8. Inclusion Support Team
9. Monitoring & Review

INTRODUCTION:

The [REDACTED] embraces the principle of providing high quality education to all the children who attend the school. The school has high expectations of effort and success from all children. We believe that our children, including those identified as having "additional needs" have a common entitlement to a broad and balanced academic and social curriculum, based on the national curriculum and for pre-school children the early years/ foundation stage curriculum, which is accessible to them, and to be fully included in all aspects of school life.

[REDACTED] is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. The special educational needs of all children will be met, where appropriate, in mainstream settings, otherwise in a withdrawal setting.

We will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- English language learners (ELL)
- Learners with 'additional needs'
- Those who are 'gifted and talented'

Where appropriate, the views of the child should be sought and taken into account;

Parents have a vital role to play in supporting their child's education; At [REDACTED], we ensure that parents will be involved in regular follow-up with the school regarding the identified needs of the students and the progress they are making.

PURPOSE OF THE POLICY:

This policy describes the way we meet the needs of the students, who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional/ social development, or may relate to factors in their environment, including the learning environment they experience in school.

DEFINITION OF SEND

Special Educational Needs and Disability (SEND) are needs that are different from those of the majority of students. The students are referred to as "*Students of determination*". They include those who need additional support or challenge in their learning. Special educational needs and disability could mean a child has difficulties with:

- all of the work in school
- reading, writing, numeracy or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- complying with school rules
- organizing themselves
- some kind of sensory or physical needs that may affect them in some or all school activities. A child must not be regarded as having a learning difficulty solely because the language or medium of communication at home is different from the language in which she or he is or will be taught

Type of	Description (compiled from a range of international best practice and using the DSIB Definition and UAE "school for All" guidance).
Behavioural. Social.	Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.
Sensory	Visual impairment Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses. Hearing impairment

	Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health	Medical conditions that may lead to an associated "special need". These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
Speech and Language Disorders (This does not include	Expressive language disorder – problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
Communication and	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.

General Learning

Learning Difficulty	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning Difficulty	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
Profound & Multiple	Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
Assessed	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome.

Specific Learning

Dyslexia -	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
Dysgraphia - writing difficulties	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
Dyscalculia - using numbers	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of

**Dyspraxia -
fine & gross**

numbers and have problems learning number facts and procedures.

Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

Gifted and Talented

• The term *giftedness* refers to *'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.'* These domains will include intellectual, creative, social, physical abilities.

• The term *talented* refers to *'a student who has been able to transform their 'giftedness' into exceptional performance'*. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

The school acknowledges that given its size, there will be students who may be classified as Gifted and Talented. As a result, it is the teacher's responsibility to ensure that students are identified and their needs duly planned for. Again, this will be done with and through the Phase Leader.

SHEIKH HAMDAN AWARD:

To be pioneers in leading excellence in educational performance and nurturing the gifted and Talented, at [REDACTED] students who have received more than 90% in their academics for three consecutive years and have participated in competitions Intra-school and Inter-school level will be nominated for the Sheikh Hamdan Award.

AIMS AND OBJECTIVES:

- To continually monitor the progress of all pupils, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class
- To signpost support for pupils with additional learning needs through external agencies.
- To facilitate access to the curriculum through differentiated planning by class teachers and SEND support staff as appropriate.
- To provide specific input, match to individual needs, in addition to differentiated classroom provisions, either with the school or through external agencies, for those pupils recorded as having additional needs.
- To promote positive receptions of pupil with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parent/carers.
- To enable children to move on from us as well equipped as possible in the basic skills of literacy, numeracy and social independence to meet the demands of post-16 school life and learning.
- To form strong partnerships between all stakeholders so that the child's learning and emotional well-being are optimally supported;
- To give the children a voice in planning and in decisions that affect them.
- To have an open-door policy with the support of staff and parents.
- To make information on additional needs available to staff and parents.

Admission Formalities:

At [REDACTED] we are in line with the Federal Law 29 (2006) and Law no 2 (2014) regarding the education and outcomes of individuals with Special Educational Needs and Disabilities.

Applicants with special educational needs are assessed by the school's Head of Inclusion. The file is then reviewed by the Principal who decides if the school is adequately equipped to meet the needs of the child. The Principal along with the Head of Inclusion discusses the need of the student with the parent and they agree upon the placement and accommodations required.

Parents should mandatorily fill in the case history sheet at the time of admission and provide all old as well as new medical records. The medical reports submitted during the interview is purely for the identification and

early intervention and to ensure that the student is taken care of at the entry point.

At [REDACTED], we ensure that students of Determination will receive "sibling priority" for admission.

LEARNING AND TEACHING STYLE

Effective learning:

- * To aim to raise attainment levels through the use of SMART targets for those who need it.
- * To support class teachers in producing Individual Education Plans;
- * To raise awareness of the nature of learning differences and learning styles and how they are met in the school community.

Effective teaching:

Inclusion is a whole school responsibility where all staff need to be aware of strategies and procedures to support all pupils, including those with additional needs, through differentiation or referral where appropriate. Teachers need to ensure that they build confidence, motivation and self-esteem through a safe, calm and secure atmosphere in all lessons. The Curriculum is flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

Inclusion Provision

The SEND Department works across the whole school to promote inclusion for all children through:

1. Literacy and Numeracy Interventions
2. Behavioural Management strategies
3. Learning Support Assistants
4. English Language Learners
5. Gifted and Talented

IDENTIFICATION AND ASSESSMENT

We recognize the importance of identification as early as possible, followed by intervention for any child who may have special education needs. Identification is carried out through the GEMS 3 wave model. Please see appendix 1.

Wave 1 – classroom teacher responds to a child's learning needs. The child is closely monitored and work is differentiated within the class. This could include a teacher aide working in the classroom with a small group or with an individual child. Teachers differentiate their lessons within their lesson planning, through provision maps, parent meetings and children's personal classroom targets; The Story of the Class or other formal records which details the child's needs and which is accessible to all teaching staff.

Wave 2 – any child needing additional support, the child would have an individual education plan and this provision goes beyond the "normal" classroom. This may also possibly involve some external assessment and possible cost of support such as withdrawal in small groups to support literacy and/or mathematics with the Achievement Centre staff.

Wave 3 – any child needing additional support/assessment from outside agency specialists such as speech therapists, occupational therapists or psychologists and/or any child who requires a one-to-one Learning Support Assistant in order to access the curriculum. The child would have an individual education plan. There may be withdrawal from lessons for specialist therapist support on a one to one or small group basis.

1. Assessment of learning

All the children undergo the school's normal assessment procedures that are implemented at different times of the year. These will include:

- Common assessments
- Teachers' own individual assessments in all subjects
- End of term assessments including assessments made against National Curriculum Statements of Attainment
- Mock examinations
- Learning Profiles

2. Assessment for learning

All school staff, regardless of grade or section, have a responsibility to identify those who may have particular learning needs. ■ graduated

approach to SEND identification and provision is detailed on [redacted] inclusion flow chart. Please see appendix 2.

Inclusion Support Team

We recognize that in order for pupils with special needs to progress, a key issue is "partnership". [redacted] works together with others to promote inclusion for all children. The inclusion support team includes,

1. Principal
2. Senior Leadership Team
3. Head of Inclusion/ Inclusion Champion
4. Student Counsellor/ Career Counsellor
5. SENDCO/G&T Coordinator
6. SEND Year Leaders
7. LSA
8. Learning Bay Coordinator
9. School medical office
10. External agencies

The team strives to establish equal opportunities to all students and establish learning environments that encourage and support the active involvement and inclusion of every student and promote the wholesome development of every student.

Monitoring and review

The SEND department monitors the movement of determined students within the system in school. The department functions effectively with a detailed Action Plan (Please see appendix 3.) providing a regular summary of the impact of the policy on the practice of the school.

The department is also instrumental in providing strategies to teachers and supporting all involved in drawing up and carrying out Individual Learning Plans for the determined students.

This policy has been discussed and agreed by the [redacted] teaching staff and leadership teams for implementation.

Signed [redacted] Date [redacted]

Head of Inclusion

Signed [redacted] Date [redacted]

Principal

Policy review date [redacted]

Note:

The policy is amended and updated in line with the Dubai
Inclusive Education Policy Framework.

Statement of Intent

The Mission of [redacted] is to provide an inspiring, inclusive and challenging learning environment while celebrating academic excellence. We welcome students of determination and give them access to appropriate provision, resources and curricular options. "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. Inclusive education providers create 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." (Dubai Inclusive Education Policy Framework, DIEP 2017) In line with this principle, [redacted] encourages and supports all students, including those identified as having additional needs and/or talented and gifted to become successful, global minded, enthusiastic lifelong learners who will confidently take advantage of future opportunities and help make a difference. We fully support the inclusive aims of the Government of Dubai's 'My Community... A City for Everyone' and the focus on education which is part of a wider vision for Dubai to become a fully inclusive city by 2020.

Special Educational Need and Disability

"A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers." (DIEP 2017)

This policy explains the approach to Inclusion at [redacted] and is in keeping with our school aims

"Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers." IBO blog: What is Inclusion 2016/08/26.

Learning diversity and inclusion in IB programs (2016), IBO Website.

Dubai is "committed to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs." KHDA 7 Years on Inspecting for School Improvement: A Collaborative Journey 2008-2015 Key Findings. Page 19

Admission Policy

At [redacted] we ensure:

- Students are not refused admission based only on their experience of SEND
- All applicants have the right to sit admission assessment tests
- All applicants are fairly assessed
- Collaboration between parents and previous schools to ensure a successful transition
- Provisions will be made to ensure barriers are reduced or removed during the assessment for applicants experiencing SEND. Access arrangements will be made based on the student's usual way of working
- Students who experience SEND will receive sibling priority subject to availability of spaces
- Students who experience SEND will be provided with appropriate levels of support, accommodations and curricular modifications in order to access the same educational opportunities as their peers

Inclusion Policy 2018/19

The Admissions Team will seek the support and advice of the Inclusion Support Team to conduct assessments and determine educational needs for new joiners experiencing SEND. The Inclusion Support Team will use the information gained from learning difficulty diagnostic testing or educational assessments provided to Admissions by the parents at time of application, together with assessment results, to determine the type and level of support appropriate for each student.

Please refer to the Admissions Policy for full guidance on admissions for students with SEND.

Inclusion Aims

WISD aims to provide all students, whether they have SEND or are gifted/talented, with the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning experiences to enable the acquisition of skills, knowledge and concepts relevant to their future
- Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated;
- Enabling students to become active, responsible and caring members of the school and wider international community
- Providing high quality curriculum design that meets the individualized learning needs of each student;
- Providing high quality learning environments that engages students as innovators, inquirers, critical thinkers and owners of their learning
- Providing the specialist support and guidance to all students and staff as needed.
- To ensure that students with SEND and /or gifted and talented are provided for and listened to ensure they reach their full potential
- Promoting an effective partnership that supports parents/carers and the wider community as partners in the students' learning experiences
- Promoting an effective partnership with outside agencies, where this are available, to provide the support needed for students
- Promoting WISD Core Values using the B.E.S.T approach: Bilingual, Excellence, Sustainability, Together.

Inclusion Objectives

Successful inclusion should result in every student feeling safe, confident and happy at school. Successful inclusion should see every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our school excursions and extra-curricular activities.

Successful inclusion promotes the provision of quality education of students of determination (DIEP p. 5) and the talented as gifted as well as the students' beliefs in themselves as a learner and valued member of our school community and is seen as the shared responsibility of the whole school community, permeating all aspects of school life and applicable to all our students.

In order to recognize and meet the diverse needs of our SEND and gifted and talented students at the following systems and procedures are in place:

Inclusion Policy 2018/19

- Identification and early intervention upon entry to identify the category and level of SEND or gifted and talented experienced by the student and thus the level of support required (DIEP p. 14)
- Collaboration with parents and previous schools to ensure a successful transition. Developing personalized individual education plans for students identified as students with determination or the gifted and talented
- Using the IEP as a SMART (DIEP p. 15) and using the resulting knowledge to plan provision for the individual or groups of students.
- Tracking the student's academic, social and emotional progress
- Developing and deploying our resources to best reflect the various levels of need experienced by students
- Sharing any concerns regarding a student with their parents or careers and then seeking to work together with them, for the good of the student.
- Liaising closely with professionals from other student services or external agencies involved in the care and support of students.

Inclusion, Special Educational Needs, and the gifted and talented.

"The term persons with disabilities is used to apply to all persons with disabilities including those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others". United Nations

"Although the term disability is often associated with physical problems, it is also used to refer to educational problems as well as problems of social adjustment." Ministry of Education, Schools for all. Page 60

According to the United Arab School Inspection Framework, recognized by [REDACTED] there are three categories of need:

- General Learning Difficulties: learning difficulties, Profound Multiple Learning Difficulties, Assessed Syndromes
- Specific learning Difficulties: Dyslexia, Dysgraphia, Dyscalculia, dyspraxia
- Severe Difficulties: Behavioral-Social-Emotional, Sensory, Physical Disability, Medical Conditions, Speech and Language Disorders and communication-Inter action.

In addition, they and [REDACTED] recognize:

- Students who are Gifted and/or Talented (G&T) (see United Arab Emirates School Inspection Framework page 117 to 120)

Promoting and Supporting Successful Inclusion

Personalizing the Curriculum

- [REDACTED] leaders and teachers are responsible for ensuring that the curriculum in its narrow and broadest senses, is personalized to match the needs of all students who attend the School including the students who experience SEND.
- [REDACTED] currently uses versions of recognized national (Arabic and Islamic) and international curriculums (PYP/MYP) to support the staff, at all levels, in planning the curriculum.
- [REDACTED] has long term Curriculum Maps which are used by grade-level or year teams and individual class teachers and subject specialists to plan appropriate, differentiated activities for all students. This would include staff ensuring appropriate cross-curricular links are made and develop learning to match individual rather than age expected needs.

Inclusion Policy 2018/19

also provides alternative and accredited curriculum pathway options (ASDAN) for students who are identified as experiencing SEND

- In line with the Dubai Inclusive Education Policy Framework, all members of the school community are expected and encouraged to adopt behaviors which support the school's inclusive ethos.

1. Board of Governors

- Familiar with the inclusion policy and practice.
- Are advocates for the inclusion policy and practice.

2. Senior Leadership Team

- Responsibility for making a school truly inclusive lies with the Principal and Senior Leaders of the school.
- Aim to promote and develop inclusion through all our policies, systems and practices.
- School Leaders also ensure that the principles of inclusion are applied to all activities with which students engage in at school or on educational visits; this includes the variety of ASAs that are offered and break and lunchtime activities.
- School leaders to appoint a champion for SEND.
- School leaders need to provide training to educators at all levels to increase their awareness about SEND and enable to best support these students.
- School leaders need to ensure that has access to appropriately qualified and experienced staff.
- School leaders need to provide teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each student.

3. Inclusion Department

- The Head of Inclusion takes the leading role in coordinating support and provision, particularly regarding students with determination and their families.
- Together with admissions the Head of Inclusion coordinates the liaison with previous schools, organizes appropriate support and ensures a smooth transition for students with SEND.
- In partnership with the school's senior leaders and the Principal, the Head of Inclusion monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school, supported by the Inclusion Department and assigns learning support assistants to individual students who experience SEND.
- The Inclusion Department works in close collaboration with classroom teachers and other educational staff to support the education of students who experience SEND (DIEP p. 24) in class or work with individual students or groups of students during lessons and break or lunch times to support students' learning and promote their well-being.
- The Inclusion Department consists of the Inclusion Assistants, Specialists, and a Head of Inclusion. The team is responsible for the leadership and development in each of their specialized roles. On-going weekly team progress meetings are held to assess the effectiveness of each aspect and to inform future developments.
- Advice and training for specific work or duties may also come from external professionals who work with individual students, for example a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Head of Inclusion. In line with the Dubai Inclusive Education Policy

Inclusion Policy 2018/19

Framework, close partnerships with special centers have been developed to ensure access to inclusive education for students with determination.

4. Teachers

- Teachers are responsible for managing and creating an inclusive classroom environment.
- Teachers share responsibility for removing barriers to learning
- Teachers identify barriers to learning and communicate through the referral process.
- Teachers collaborate with inclusion to create opportunities that ensure meaning full participation in the learning environment.
- Teachers implement individual education plans and set targets to specific needs in certain areas or aspects of the curriculum through differentiated lesson planning, classroom support plans and the Individual Pupil Passport (PP) in line with the expectations as set out in the Dubai Inclusive Education Policy Framework (p. 28, 29)
- Teachers, in collaboration with the inclusion department provide students with learning opportunities that allow students with determination to access subjects taught, encounter appropriate challenge and promote progress.
- Teachers will collaborate effectively with Parents/Carers and inform them of any additional or different provision being made for their child.
- Teachers take the lead role in monitoring the attainment, learning, behavior and well-being of all students in their class. This information is recorded, and students' achievement and needs are discussed, and further planning undertaken by way of regular student performance reviews.
- Teachers play a pivotal role in achieving positive and supportive relationships with and between students. These are central to successful liaison with parents/careers and colleagues.
- Teachers are required to implement agreed accommodations in all assessments with the support of the Inclusion Department.

5. Learning Support Assistants

- Learning support assistants may be employed by the parents of students who experience SEND.
- Learning Support Assistants ensure that the students who experience SEND has access to education by implementing small group or individual instruction.
- Learning Support Assistants collaborate with the Inclusion Team and the class teacher to assist in learning, facilitate peer interaction and non-instructional tasks.

Identification and Assessment of Students with Determination

Identification of Inclusion/Special Educational Needs and/or Disabilities.

In accordance with KHDA and DSIB, [REDACTED] is committed to be an: "...inclusive, barrier-free society that promotes, protects, and ensures the success of people with disabilities and special educational needs".

KHDA 7 Years on... Inspecting for School Improvement: A Collaborative Journey 2008-2015. Key Findings. Page 19

If the identification of Inclusion/SEN has occurred prior to a student's enrolment at school and was communicated to admission, admission collaborate with the Head of Inclusion to ensure that the parents provide the relevant

Inclusion Policy 2018/19

documentation as per the Parent Contract. The Head of Inclusion will review and determine the appropriate provision to ensure inclusion at entry.

Students who are identified at a later stage will be referred to Inclusion by the teachers. The teacher will complete the referral form, following all steps in the referral procedure. As a result of the referral procedure the teacher may be asked to adapt classroom practice, push in or pull out support on a one to one basis may be made available or the parent/carer may be asked to seek external professional advice. In the event that the identification of such difficulties requires specific educational provisions and or resources the additional costs may need to be borne by the parents. This may be long or short-term dependent on the nature of the need and the progress made by the student.

Students may also be identified through group testing such as the GL baseline tests and the CAT4.

uses a 'graduated response' to identify and remove barriers to learning to put effective Inclusive provisions in place.

'Graduated response' provided by the school is as follows:

- a) Universal – All students will benefit from:
 - High quality learning through the provision of high-quality teaching; both formal and informal.
 - Formal learning and teaching that is differentiated to need and enables the vast majority of students to make good or better progress.
 - On-going and timely assessments which inform any further provision needed.
- b) Targeted Support – some students may benefit from:
 - Small-group intervention for students that may be expected to 'catch up' with their peers as a result of the intervention.
 - Interventions and progress are monitored by the Inclusion Department in consultation with other school staff. If a student has not made the required progress, then the appropriate referral will be made to outside professional support.
- c) Specialist Support outside the school's provision
 - The school will provide appropriate advice and recommendations into any educational plans for the student. Additional costs for specialist support will be met by the parents. The specialists most commonly involved in supporting students are:
 - i. Health Care Agencies (including GP, Psychiatrists and Mental Health Specialists)
 - ii. Therapy Services (Occupational Therapy, Speech and Language, etc.)
 - iii. Educational Psychologists
 - iv. Services for the Hearing or Visually Impaired

Identification and Assessment of Gifted and Talented Students

Highly able students

The top 5% globally within each year group as identified by the CAT 4. These are students who are significantly higher than their year group peers in a subject/area in any of the standardized assessments administered by the school.

Inclusion Policy 2018/19

Their needs should be catered for daily through planned differentiation activities as well as subject specific extension and enrichment programs as well as workshops.

Gifted and Talented Students

KHDA divides the highly able students into Gifted and Talented students.

Group 1): Gifted: Student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.

Group 2): Talented: Student who has been able to transform their 'giftedness' into exceptional performance.

Those students who excel in the arts, music or sport will be identified through subject specific criteria, national/international awards or accreditation and involvement in clubs, schemes and groups. Their needs are catered for through facilitated organized activities with specialist coaching and opportunities to collaborate with internal or external organizations.

Students who excel in areas beyond the curriculum are also recognized by [redacted]. These may be students who demonstrate excellence in the non-traditional fields of critical thinking, leadership, innovation, social contribution, enterprise and inquiry etc. These students will be catered for through enrichment opportunities both within and outside of school. Identified pupils are collated into the Inclusion Register that clearly shows what subject(s)/area(s) the student is gifted or talented in – they may be brilliant at everything, or just an amazing mathematician or cricketer. This information is filtered to Heads of Departments to disseminate, with students in their area highlighted for class/subject teachers to use and transfer to mark books.

[redacted] aims to identify and support the gifted and talented in the following ways:

- School wide expectations which put learning at the center of all school improvement and are a practical plan for talent development. This is reflected in an aspirational and personalized curriculum, curriculum extension tasks, appropriate grouping, after-school activities etc. The type of activities which may be included are:
- Teachers will provide differentiated activities and a range of support and resources for the inclusion of gifted and talented students.
- Extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
- Stimulation – activities and experiences which bring the student in touch with different kinds of topics or areas. This could include speakers or visits or creative or critical thinking – open-ended activities which allow students to escalate their thinking processes and introduce students to more advanced kinds of study.
- Investigation and inquiry – following planned programs of study from external organizations e.g. open University.
- Leadership – opportunities for displaying leadership skills amongst peers, staff and the wider school learning community.

Inclusion Policy 2018/19

- Innovation - opportunities for entrepreneurship and enterprise to be nurtured and developed beyond the school community.
- Ongoing assessment against year group objectives and curriculum levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at aspirational levels and always aim to make further progress. Students are involved in this process.

Internal and external assessment arrangements

A learning support requirement(s) is any permanent or temporary requirement(s) that could put a candidate at a disadvantage and prevent him or her from being able to demonstrate their skills and knowledge adequately or as may otherwise be defined by law.

General Regulations: Diploma Program

will identify and meet the individual inclusive needs of all students enrolled in the school, through KHDA approved educational psychological assessment reports and accommodations will be provided for all internal assessments.

Access Arrangement throughout the year will be based on the student's normal way of working to remove barriers caused by disabilities. The appropriate arrangements will be put in place for internal exams. Applications for external assessment accommodations will be made to the IB Organization by the Head of Inclusion in collaboration with the DP Coordinator, according to procedures stated in the handbook. The Head of Inclusion will ensure that all documentation is up to date and on file. Access arrangement are noted on the register.

The Register

Inclusion will compile and update a register of students with special needs or are gifted or talented. This register is kept updated throughout the year. A data base of PP pupil passports is also available and can always be accessed by all staff on P: drive. The PP's are also regularly updated in response to student, parent and teacher feedback. Students will be given the opportunity to review their own progress each time the PP is updated.

Review of Policy

The Inclusion policy is monitored by the school and reviewed on an annual basis.

Policy Revised: February 2019 by [redacted] Head of Inclusion.

Appendix 4 Case studies

Student X

Physical:

Student X is 7 years old and has two older and one younger sibling. He has demonstrated signs of dyslexia. His right hand (primary hand) is smaller and weaker than the left. Although functional he requires physiotherapy for its effective long use. His grasp of the right hand is weaker. Parents have encouraged him to use his right hand as much as possible to strengthen it. And also, because they are religious and have religious beliefs. For this reason, they have made provisions for OT sessions at school. He looks tired and irritable during his lessons. His mother explained he is a picky eater and hates coming to school.

Cognitive:

Otherwise intelligent, he has not participated in any group activity on the days of observation. He is fluent in Hindi and speaks English reasonably well. He learned his answers from the previous day's work but is unable to reproduce when asked to write unless when asked to draw pictures. He has trouble focusing and has a short span of attention, he is unable to save information during interaction, reading or when given instructions. Jose struggles with limited association with concrete subjects. He misplaces information and needs repetitive information/ directions. Jose cannot connect thoughts to spellings while writing

Social:

Parents have just made the transition from India to UAE and the struggle with the education system in his home country has taken a toll on his formative years. He was most often kept outside the class or at home because he would act out and was usually seen in the light of a troublemaker. The mainstream schools did not have facilities of a SEN department; hence he was never detected. While in the Current school being pulled out for sessions make him feel isolated which in turn took a toll on his self-confidence and speech.

***Note:** Student X's hand causes him anxiety as he was seen getting frustrated when he could not hold things properly. His irritability is a sign of his awareness of self and his surroundings. However, same level of awareness is missing when it comes to social interaction in school. English being is second language along with a very weak foundation, he finds it difficult to use vocabulary and resorts to speaking in Hindi. Parents confirm the language used at home was Hindi. This has projected on his work in class.

Student Y

Physical:

Student Y is 7 years old healthy child and has a very pleasing disposition. She has one older and three younger siblings and has exhibited signs of dyslexia. Has an older cousin (age 22) who has the same disability. He was made to repeat classes and then was finally sent to a centre in Pune, India (home country). She was asked to get tested when she started acting out in class and was aggressive given the family history. Grandparents married their cousins while parents' siblings were married within the family too. Parents seems tad bit annoyed when broached the topic of disability and think the child can do just fine.

Cognitive:

Student Y demonstrates an aptitude for rote learning/ memorisation. The class interaction and activities assigned demonstrated her willingness to learn and dyslexia can be managed with the support provided at school.

Social:

Took active part in the dramatization, and poetry recitation in class. She was seen to enjoy her interaction with her classmates. She moved around in class and was chatting. The vocabulary was limited but soon resorted to speaking in her mother language and was soon corrected by the teacher in charge. She loved to collect books and made a neat pile of the colour coded books. She was scheduled to take part in the class act for the section assembly.

***Note:** Due to her disposition parents think she is playful and doesn't pay attention in class. They have mentioned that she doesn't like sitting in one place for very long and needs to move around. They do not believe her condition is serious and that all children are playful at this age.

Appendix 5 Individual Educational Plan

Student X

Individual Educational Plan

Pupil Name: [REDACTED]	Date: [REDACTED]	LBC: [REDACTED]
Learning Bay: 2 B1	Date of Review: [REDACTED]	Head of SEND: [REDACTED]
Nature of Difficulties and Challenges: <ul style="list-style-type: none"> [REDACTED] is diagnosed with Dysgraphia & Dyslexia. He has slow processing speed. 		
Student strengths: <ul style="list-style-type: none"> [REDACTED] is a quiet and well-mannered student. [REDACTED] loves to participate in the class. 		
Target to work towards: Handwriting: Writing in cursive for correct connections, spaces and letter formation and writing legibility. Decoding & Encoding: <ol style="list-style-type: none"> Base element (morphology): eg. ven-vent-veni, -stru-struct, Prefixes: in, un, dis. Vowel r : 2-3 syllables (eating) Double vowels –au-aw, ew, ue, oa, ea patterns. e.g. :teacher, saw, rescue, grew, eat, boat etc. Suffixes: -ing, -ed, -er, -ly, -ful, -less, Reading Comprehension:	Teaching Strategies / Additional provision <ul style="list-style-type: none"> [REDACTED] will write all letters in cursive with appropriate letter formation and spaces. Given a list of 20 words containing the patterns taught, Aaron, will read and spell these words with no more than 2 errors. 	

Individual Educational Plan

<p>Phrasing. Recognizing parts of speech: Nouns, Pronouns, Verbs, Adjectives,</p> <p>Sentence Structures, Kinds of sentences, Topic Sentence, Sentence variety.</p> <p>Written Expression:</p> <p>Structured pre-writing templates to compose an essay through the following:</p> <ul style="list-style-type: none"> • Composing a title. • Extracting the essay topic sentence from the title. • Brainstorm 3 main ideas for the topic sentence. • For each main idea, brainstorm and compose 2 supporting details. • Identifying the detail type as a Fact or a Why or an Adjective sentence. <p>Using Expanded Kernel Sentence patterns</p> <p>will independently create an essay and will independently develop his</p>	<ul style="list-style-type: none"> • Given an expository passage at an appropriate reading level on a theme where the vocabulary has been studied beforehand, will read the passage and then answer multiple-choice, true/false literal and inferential comprehension questions with 80 percent accuracy. <p>Using a theme-related topic and vocabulary banks, will write a multi-paragraph essay of 3 paragraphs. Each paragraph contains a main idea and two supporting details</p> <p>keyword outline with a main topic and three supporting points as a basis for his essay.</p> <ul style="list-style-type: none"> • Will give at least 3 details in each paragraph. • Will demonstrate this ability in all content areas and all settings for all written essays. <ul style="list-style-type: none"> • Will edit his writing for spelling, punctuation, and grammar errors. • Use a wide range of materials and tools to express ideas (e.g., computer developed film strips, pencil drawn books,
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Individual Educational Plan

<p>Ideas fully and will write passages that contain well developed main ideas.</p> <p>Will have fewer than 2 overlooked errors per 10 words, without assistance. Will demonstrate this ability across all settings.</p>	<p>posters, signs, etc.).</p> <ul style="list-style-type: none"> Engage in classroom prewriting activities appropriate to the task (e.g., mapping, writing lists, clustering, webbing). Will plan, compose, and edit a multimedia presentation about a unit in social studies that he selects using voice dictation software, visual organizers, and text-to-speech software."
<p>Accommodations:</p> <ul style="list-style-type: none"> Preferential seating arrangement in class (placed in front). Individual attention by the LSA. Buddy support provided. Extra time. Use of mobile phone without a sim card to take pictures of the class notes. Use of laptop to type the class notes Giving extra time to complete his class work and 20% extra time in assessments. Use of scribe to assist him in his class and therapy sessions 	
<p>Action at Home:</p> <ul style="list-style-type: none"> Intensive training at home to assist his written expression. Regular follow-up with the class teacher. Practice 3 a day program. 	
<p>Assessment / Review/ Future Goals:</p>	
<p>Signed: _____ (Head of SEND) Signed: _____ (LBC)</p>	

Student Y

Individual Educational Plan

Pupil Name: [REDACTED]	Date: October 2019	Form Tutor: [REDACTED]
Form Class: [REDACTED]	Date of Review: May 2020	Head of Inclusion: [REDACTED]
Nature of Difficulties and Challenges: Dyslexic patterns which include, <ul style="list-style-type: none"> • Slow decoding speed. • Very poor phonological awareness. • Difficulty with spellings and handwriting. • Cognitive ability • Class room skills 		
Student strengths: <ul style="list-style-type: none"> • Visual learner and numbers are a strength. • Loves to dance and sing. • She follows classroom rules always. 2 out of 5 times • With LSA support, she can read 2 to 3 letter words. • She can do two digits number addition and subtraction and skip counting by 2's. • She understands given instructions when repeated. 		
Target to work towards: Cognitive Skills: Writing: Will increase writing skills to meet the grade level requirements in the area of ideas, content, organization and word choice. Will increase his cognitive ability and his expressive and receptive language skills by	Teaching Strategies / Additional provision <ul style="list-style-type: none"> • Convey clear, focused main ideas and supporting details about the topic discussed. • Frame simple sentence using 2 to 3 letter words and use of appropriate speech marks. • Will identify 30 nouns by word, picture and object and will generalize to different settings: a) match word to picture and picture to word 	

Individual Educational Plan

<p>obtaining 80% of each of the following objectives:</p> <p>Reading:</p> <p>Mastery over basic phonic and spelling rules</p> <p>Read words by sight 3rd dolch word list</p> <p>Improve reading for basics.</p> <p>Will increase reading readiness skills in the areas of word recognition and comprehension.</p> <p>Numeracy:</p> <p>Will perform simple computation problems at a level with 80% percent accuracy.</p> <p>Classroom/School Skills:</p> <p>Will remain on task and work independently.</p>	<p>b) match word to object (with verbal label)</p> <p>c) label object verbally</p> <ul style="list-style-type: none"> Will recognize and identify 30 actions by word, picture and actions across settings: <ul style="list-style-type: none"> a) match word to action picture and vice versa b) identify action with word (with verbal label) c) label action verbally. Read daily for 30 minutes. Identify high frequency words (4-5 letter words). Vocabulary building: use of 3 to 5 sight words in a sentence every day. Small group support twice a week. Short term smart goals. Clear and short instructions to be given. Will solve 2 digits addition and subtraction without carry over with 80% accuracy. Teacher uses number cards, counting objects and task cards to reinforce basic mathematical operations. Use of educational websites to reinforce concepts. Use of additional task sheets, practical tasks, flashcards and posters. Organise learning into bite size chunks. Encourage the use of mind maps/ symbols/ pictures and mnemonics to organise and retain information. Exploit ICT resources. Work steadily with attention focused on task. Work steadily on task for length of time required by the teacher when given an assignment or activity. Attend to lectures and discussions using eye contact, head
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Individual Educational Plan

	<p>nodding, hand raising, verbal participant.</p> <ul style="list-style-type: none">• Participate cooperatively with small group of students.• A class timer should be used to encourage [redacted] start tasks on time and achievement of starting task should be praised.• Time should be spent ensuring that he understands the requirements of the task and the success criteria. A short countdown to the start of the task will help Johann become mentally prepared to start.
Additional support:	
<ul style="list-style-type: none">• Preferential seating arrangement in class (placed in front).• In [redacted]• LSA support provided.• Encourage him in-group activities.• Giving extra time to complete his class work and 20% extra time in assessments• Exemption from languages – Arabic A & French• 25% extra time in tests and assessments.	
Action at Home:	
<ul style="list-style-type: none">• Intensive training at home for language, communication and academic skills.• Reading program: To develop a habit of reading.• Working on his social skills to comply with classroom situations and to establish peer relationships.• To develop his self-confidence and practice a habit of discussing events that happened in school on a daily basis.• Regular follow up with the school through regular meeting, email or phone calls.	
Assessment / Review/ Future Goals:	
<p>Signed: [redacted] (Head of Inclusion) Form Tutor: [redacted]</p>	

Appendix 6 Sample work

Student X

Letter formation worksheet


My name is [redacted]


Trace over the S and then try writing your own.

S

[Tracing practice lines with uppercase 'S' and lowercase 's' on ruled lines]

All of the following words have the sound **s** in them.
Can you write the sound **s** to complete the words?

 ocks

 eahorse

twinkl

Page 1 of 18

twinkl

MAKE YOUR OWN SUMS

$$1 + 5 = 6$$

$$11 + 8 = 19$$

$$9 + 4 = 13$$

$$15 - 10 = 5$$

$$18 + 2 = 20$$

twinkl

www.twinkl.co.uk

HOW TO USE

These worksheets

are for

Year 1

Maths

addition

subtraction

multiplication

division

fractions

decimals

percentages

graphs

tables

charts

maps

plans

drawings

models

games

activities

resources

materials

equipment

supplies

tools

instruments

machines

devices

systems

networks

platforms

applications

software

programs

scripts

code

algorithms

processes

flows

charts

diagrams

models

templates

examples

references

sources

links

urls

addresses

locations

places

areas

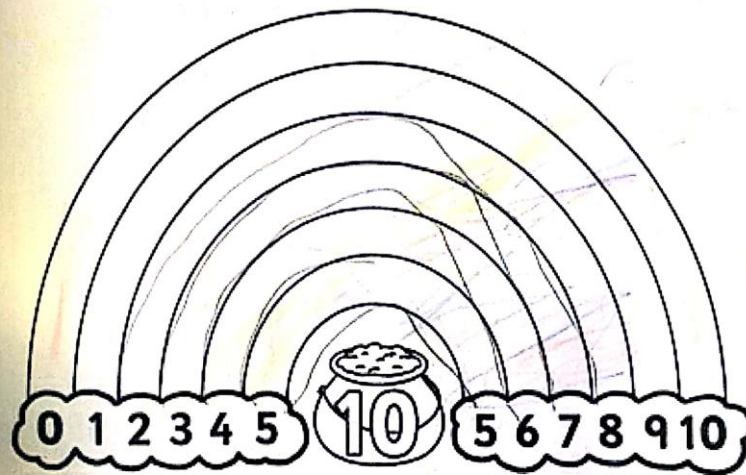
regions

countries

continents

works in the UAE or student's own country if different.

RAINBOW to 10



$$\begin{array}{l} 0 + 10 = 10 \\ 1 + 9 = 10 \\ 2 + 8 = 10 \\ 3 + 7 = 10 \\ 4 + 6 = 10 \\ 5 + 5 = 10 \end{array}$$

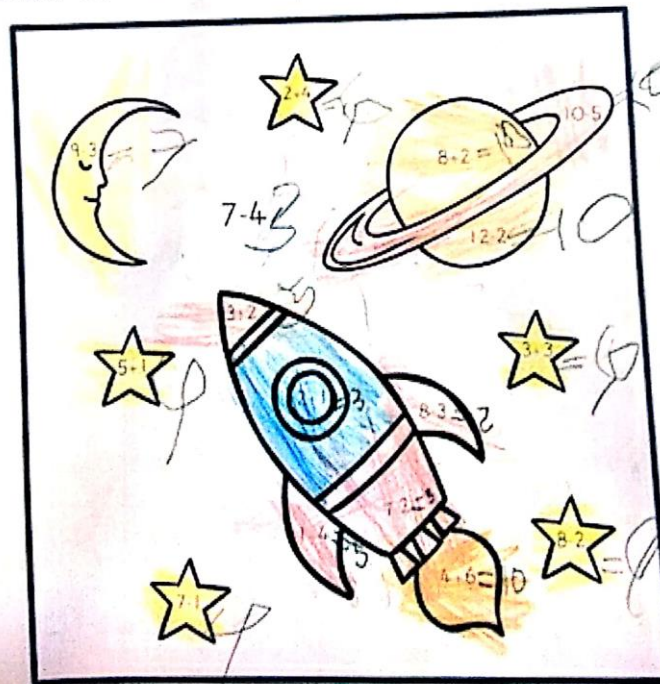
$$\begin{array}{l} 10 + 0 = 10 \\ 9 + 1 = 10 \\ 8 + 2 = 10 \\ 7 + 3 = 10 \\ 6 + 4 = 10 \\ 5 + 5 = 10 \end{array}$$

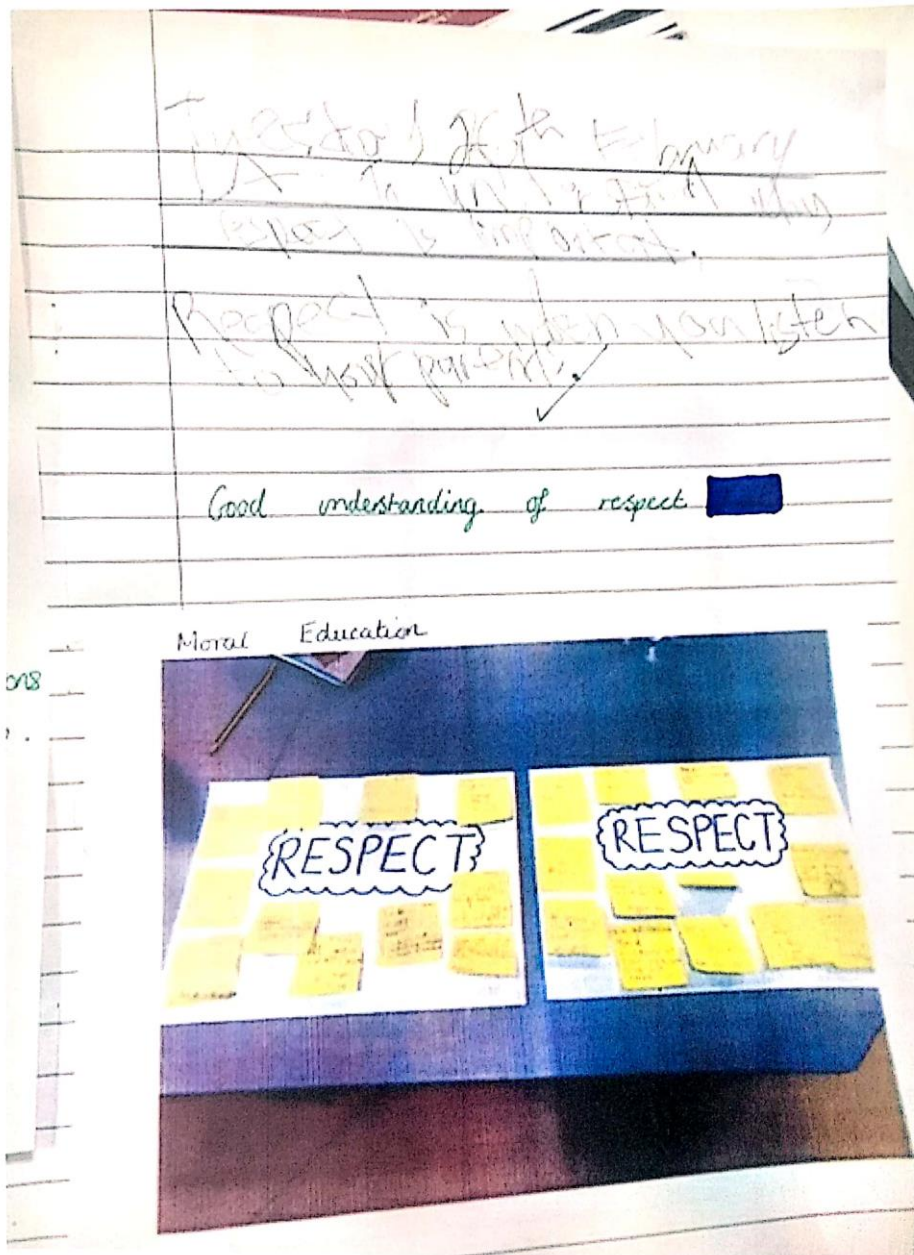
Space Addition and Subtraction Puzzle

Do you know which colours to use?



Subtract the numbers to find out which colour to use.





PRECISION TEACHING

How many words can be read in two minutes?
many words

a	h	m	f	y
l	u	v	x	k
a	m	y	u	x
k	v	l	f	h
y	a	u	x	l
h	f	k	v	m
l	y	h	u	a
v	m	f	k	x
u	l	m	x	k
h	a	v	f	y
k	x	u	v	l
y	f	m	h	a
l	u	v	x	k
a	h	m	f	y

Encourage the pupil to read the words as fast as they can.
 When all the examples of the word are read correctly and quickly, on three consecutive days, then change for a new word.

Name		Class 3				Term 1/2	NOTES
Time/Day		SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	
7.45 – 8.00	Handwriting						
8.00-8.40	Register – Social communication and interaction – followed by OT activity						
8.40-9.00	1:1 reading	1:1 reading	Maths	1:1 reading	Keyboard skills		
9.00-9.20	Physio in school	Project catch up	Physio in school	Project catch up	Physio in school		
9.20-9.40	Toe by Toe (phonics program) in class				Maths		
9.40-10.00	Gardening						
10.00 – 10.40	BREAK – Changing, feeding and friendship program						
10.40 – 11.20	Maths	Maths	English	Maths	Project		
11.20-12.00	Enrichment	Project	Enrichment	Project	Enrichment		
12.00 – 12.40	Maths target session	Swimming with George	1:1 reading	Library	Project		
12.40 1.20	LUNCH – Changing, feeding and friendship program						
1.20 – 2.00	Project	Maths target session	PE	Keyboard/IT skills	Toe by Toe Gardening (1.40)		
2.00 – 2.40	Art	PHYSIO OFFSITE	Moral Education	PHYSIO OFFSITE	1:1 hand eye coordination/self help		
2.40 – 3.15	Art		Project		Celebration assembly		
3.15-4.15					Circle time/ Moral education		

My Project: Exports and Adventures		
Mastery Self-Assessment		
Art	Computing	Geo Literacy
I can understand the artistic techniques used by explorers of the past.	I can use search technologies effectively.	I can ask relevant questions to find out more.
I can replicate these techniques in my own work.	I can use given software to create a geographical map.	I use my imagination while playing in my academic work.
I can record my observations using a range of materials.	I can use technology safely and responsibly.	I use my senses to observe, record and make predictions.
	I can use digital software to create a documentary.	
French	Music	Physical Education
I can talk about my birthday and how I celebrate.	I can sing the melody and lyrics of our chosen song.	I can dribble the basketball with control.
I can describe my personality and what I look like.	I can perform the dance moves in time with the music.	I can perform a lay-up correctly.
I listen carefully in conversations and reply to questions.	I can participate in a class performance of our chosen song.	I can run with control and pace myself over a distance.
	I can identify the white notes of the keyboard.	I can throw using different techniques.
	I can compose and perform ostinato patterns using pitched and un-pitched instruments.	I can improve my breathing technique in freestyle stroke.
	I can compose and perform some exciting musical 'hits'.	
	I can perform as part of a group.	
Moral Education	Science	Science Investigation Skills
I can describe the features of a variety of artefacts.	I can understand the role magnets play in the use of a compass.	I can plan an investigation.
I can make a presentation about the origin of an artefact.	I know how shadows are formed.	I can make a prediction.
I can describe the work of archaeologists.	I can find patterns in the way that the size of shadows change.	I can say why I have made that prediction.
		I can conclude an investigation.

I can appreciate that people of the past were as creative and inventive as people today.	I can explain the use of shadows and light for explorers.	I can offer improvements for an investigation.
Arbor 8 values	History	Geography
I can confidently articulate what inquisitive means.	I can research explorers and adventurers from the past and present.	I can use paper maps and digital maps to find my way from one place to another.
I can recognise what senses can be used to be inquisitive.	I can gather historical information from a range of sources.	I can use my knowledge of maps to create my own map.
I can recognise the value of being inquisitive.	I can compare, explain and predict events and changes in the past, present and future.	I can use a map to locate geographical information.
I can confidently articulate what innovative means.	I can answer questions about exploration.	
I can identify the skills required for being innovative.		
I can explore and compare the innovation of others.		

Student Y

Exercise - C.W - C.W.

Write 5 sentences on Sheila

One day Sheila got
 up early today was
 happy at the junior school sports
 day. Her father ironed
 her white uniform.
 She wore a red belt.
 She was in her red house.

Q1. Who ironed Sheila's uniform?
 Ans. Father ironed her uniform.

Q2. What was Sheila's school celebrating?
 Ans. Junior school sports day.

Q3. How was Sheila feeling that day?
 Ans. She was happy.

Composition.

My Wp Classroom:

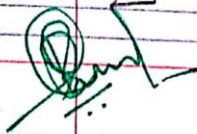
1. My Wp classroom ^{ss} is ^{oo} big
It has ^w many ^{d w} things ^{and}
a ^d door ^{and}

It is ^{nice} and ^{bright} dark.

It has ^{of} many things ^{and}
chairs blackboard charts

There are many children
in my class room

6. I like my classroom.



H. W.

Page No.
Date



A. Fill in the blanks.

1. Insects have six ~~cix~~ legs.

2. Butterflies have two feelers ~~799~~ ~~512~~ on their head to feel.

3. Birds have wings ~~71092~~ to fly.

4. The body of a bird is covered with feathers ~~76912~~.

5. Parrots use their hard beak ~~8594~~.

to eat nuts.

6. An ostrich can run but cannot

~~fly~~

7. Fishes have ~~9~~ fins to help
them swim.

8. Frogs can live both on land and in

~~water~~

Meet me with
the correction book!

Q What do these animals eat?

1. Deer : grass.

2. Goat : grass

3. Elephant : leaves

4. Hen : grain grains

5. Parrot : fruits

6. Squirrel : nuts

7. Lizard : insects

8. Tiger : flesh



6. Name two animals that eat each of the following.

1. Fruits : garrot

zkipra A

2. Grains : den

2karooo

3. Insects : l. ad

foog

4. The flesh of other animals :

2akg

hipr

