A CASE STUDY OF THREE PRIVATE SCHOOLS IN SHARJAH: AN INVESTIGATIVE STUDY ABOUT THE STATUS OF INCLUSION IN SHARJAH PRIVATE SCHOOLS

دراسة حالة لثلاث مدارس خاصة في امارة الشارقة:
دراسة استقصائية عن حال التعليم الدامج في مدارس الشارقة الخاصة

by

ZAHRA ABDULKHALEQ JWEIHAN

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

at

The British University in Dubai

June 2019

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that the content of this research is the direct result of my own work and that any use made in it of published or unpublished copyright material falls within the limits permitted by international copyright conventions.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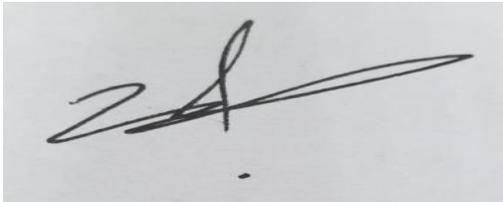
_____
Signature of the student

COPYRIGHT AND INFORMATION TO USERS

TABLE OF CONTENTS

7. Table of Appendixes

Acronyms:

UAE: United Arab Emirates
SEND: Special Educational Needs and Disability
DEC: Dubai Education Council
MOE: Ministry of Education
ADEC: Abu Dhabi Education Council
KHDA: Knowledge and Human Development Authority
KG: Kindergarten
UNESCO: United Nations Educational, Scientific, and Cultural Organization
ASD: Autism Spectrum Disorder
GCC: Gulf Cooperation Council
ADHD: Attention-Deficit Hyperactive Disorder
IEP: Individualized Educational Plan
SENCO: Special Educational Needs Coordinator
BUiD: British University in Dubai

Dedication

To every disabled child…

To the mother who roamed every school in town looking for affordable services, proper education, and fair treatment for her DIFFERENT child….

To that child who sits in a class and described as a burden, extra load, or responsibility that we are not really trained to handle….

To the inclusive smiley faces in the playground who are not yet mature enough to define differences beyond the ability to run faster or jump higher….

To the teachers who believed in the children with different abilities and considered their progress priceless and precious…

To every educator who understood education as a right that every child should claim, pursue, and achieve…

To the soul of my dad who never left me alone…

To my mother who made a fighter out of me…

To my patient loving Hussein who supported me and guided me in my path….

To the four princesses who owned my heart and taught me that all the beautiful things in life begin with a feminine name, a genuine talk, and unconditional love….

To my boys, Abdullah and Omar, who taught me patience, perseverance, and living.

To my sisters, we will go on.

Acknowledgement

Abstract

This study aimed to investigate the current status of adopting inclusion of learners of SEND in three primary private schools in Sharjah, in terms of curriculum modification, environment and the differentiated assessment. It also aimed to measure the amount of learning support available for the included young learners and to investigate teachers' attitudes towards inclusion in these schools.

The study followed the mixed method approach to triangulate data to support findings. The research instruments depended on questionnaires to obtain quantitative data as well as interviews and document analysis to obtain qualitative data. The study sample consisted of class teachers in primary sections in three different private schools following three different curriculums, special education teachers, and SEND coordinators of the selected schools. The results showed that the success of inclusive education depends on many factors to support learners with disabilities within mainstream schools. Schools' environment, schools' policies, teaching and non-teaching staff, and provision programs all affect the quality of inclusion status in the Emirati schools. Teachers' attitudes towards inclusion may vary from one community to another. The results of the study indicate that teachers have positive attitudes towards the integration of learners with special needs and disabilities, but the training still does not meet the expectations of teachers. The study concluded that inclusionary practices depend on cultures and policies.

Therefore, the researcher recommends that more specific laws should be issued to ensure that the learners with SEND are getting an education in the least restrictive settings and with their peers in regular classrooms. More specific courses of inclusion and special education should be added to the pre-service training and education of new teachers. Schools are recommended to develop their policies and offer them on their websites and communication channels to ensure transparency and understanding of the rights of all learners.

Keywords: Special Educational Needs and Disabilities (SEND), Inclusive education, Sharjah, UAE, Educational policy, Curriculum,

الملخص

تهدف هذه الدراسة إلى دراسة الوضع الحالي لممارسات الدمج لطلاب التربية الخاصة في ثلاث مدارس ابتدائية خاصة في امارة الشارقة، حيث تناول البحث واقع الدمج من حيث تعديل المناهج والبيئة والتقييم المتمايز وقياس مقدار الدعم التعليمي المتاح للمتعلمين الشباب المشمولين ودراسة اتجاهات معلمين التربية الخاصة ورؤساء اقسام الدعم التعليمي نحو ممارسات الدمج الحالية في هذه المدارس.

اتبعت الدراسة منهج الاستراتيجية المختلطة لتناول ثلاث جوانب من البيانات للوصول الى النتائج. اعتمدت الدراسة عددا من ادوات البحث منها الاستبيانات للحصول على البيانات الكمية والمقابلات والملاحظات للحصول على البيانات النوعية. تكونت عينة الدراسة من معلمين التربية الخاصة ومنسقي التربية الخاصة والكادر الاداري في ثلاث مدارس ابتدائية خاصة مختلفة تتبع ثلاثة مناهج مختلفة.

أظهرت نتائج الدراسة أن نجاح التعليم الشامل يعتمد على العديد من العوامل لدعم المتعلمين من ذوي الاحتياجات الخاصة في المدارس العادية. حيث تؤثر بيئة المدارس، والسياسات المدرسية، وأعضاء هيئة التدريس الكادر الاداري، وبرامج الدعم على جودة حالة الدمج في المدارس الإماراتية. تختلف اتجاهات معلمين التربية الخاصة تجاه الدمج من مجتمع إلى آخر، اشارت نتائج الدراسة إلى أن المعلمين لديهم مواقف إيجابية تجاه واقع دمج المتعلمين من ذوي الاحتياجات الخاصة في المدارس العادية، لكن التدريب في الواقع الحالي لا يلبي توقعات المعلمين. وخلصت الدراسة إلى أن الممارسات الشاملة تعتمد على الثقافة والسياسات. لذلك، توصي الباحثة بأهمية إصدار قوانين أكثر تحديدًا لضمان حصول طلاب التربية الخاصة على التعليم في بيئة أقل تقييدًا ومع أقرانهم في الفصول الدراسية العادية. اضافة الى ضرورة استحداث المزيد من الدورات التدريبية الخاصة بالدمج والتعليم الخاص بهدف تدريب المعلمين وتأهيلهم قبل الخدمة وتوصي الباحثة المدارس بأهمية تطوير سياساتها الخاصة بالتربية الخاصة وعرضها على مواقعها على شبكة الإنترنت وقنوات الاتصال لضمان الشفافية والاطلاع على حقوق جميع المتعلمين والخدمات المقدمة لطلاب التربية الخاصة.

الكلمات المفتاحية: الاحتياجات التعليمية الخاصة والإعاقة، التعليم الدامج، الشارقة، الإمارات العربية المتحدة، السياسة التعليمية، المناهج.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

Inclusive education has been a debatable issue from the early 70s of the last century. As the literature indicates, inclusion is mostly related to integrational education where students of different abilities are accommodated to access education in the least restrictive settings. According to Kavale and Forness (2000), inclusion is an attempt to establish integration which results in a significant change in education for all learners in spite of the continuous controversial questions it raises about its efficacy. This worldwide trend directed attention to the qualities of excellent teaching and the benefits of inclusive settings to provide equal opportunities for learners. It became obvious that traditional teaching is no longer acceptable in any educational facilities regardless of whether children of disabilities are included or not. Nowadays, differences between learners are very diverse and numerous as catering for all learners has become a challenge to every classroom. Including children with disabilities in the regular school is no longer the question rather whether the tools, attitudes, and plans exist to help children with different abilities access education is the quest.

Since the year of 1979, special education programs and services were present in the Emirati educational vision. Educational reform in the United Arab Emirates has started as a future vision of what education status should be in the year 2021. Sheikh Mohamed Bin Rashid Al-Maktoum announced the eight pillars of the educational development in order to be among the top 20 countries with the highest performance in benchmarking tests. This educational reform includes all learners in all schools in the UAE. Policies of the Ministry of Education focused on Students with Educational Needs (SEN) with one supplement that defines the provision programs and the success criteria for effective inclusion in the private and

governmental schools. The UAE first recognized the rights of persons of disabilities when the government signed the optional protocol of the UN convention and issued the Federal Law (No 29/2006). This Federal government of the UAE passed the Disability Act which included different articles to regulate welfare, services, and financial aspects of the disabled persons. The laws were drafted as constitutional interim in 1971 until the laws became permanent in 1996 (UAE Cabinet 2010; Alahbabi 2009). Education is guaranteed in article 12 as a right to people of determination, which emphasizes equal opportunities in education within all educational, vocational training, and other forms of educational settings. To implement inclusion following the Federal Law 29/2006 (MOE 2018), private schools have to develop their own policies to adhere to the constitutional laws and adopt the policies of the Ministry of Education for the equity and equality as stated in the "School for All" framework 2017. School policies should include the necessary procedures to ensure the rights of students of all abilities and provide the necessary provisions for students with special educational needs. The UAE national agenda promotes education as a basic pillar of the country's sustainable growth and development, and the educational policies play a basic role in assuring the growth of all students according to the Emirati Federal Law and the educational framework 2017. The Government of the United Arab Emirates has worked to achieve educational excellence through providing free education to all Emirati students in all ages from K-12 in addition to higher education. Furthermore, the government encouraged the private sector to invest in education under the supervision of the Commission of Academic Accreditation (Godwin, 2006). During the last decade, the educational reform included a yearly inspection that allowed the Emirati Government to analyze the operational status of every school in the Emirates through Dubai Education Council (DEC), Ministry of Education (MOE), and Abu Dhabi Education Council (ADEC) and their inspection committees.

1.2 Background

The United Arab Emirates is a young country that consists of seven emirates that officially united in 1971. Sharjah is one of the northern emirates and considered to be the oasis of knowledge and has attained the name 'Capital of Culture' from the UNESCO. Sharjah is located at the Arabian Gulf and shares borders with Dubai and Ajman.

In the past, special education was limited to rehabilitation centers and specialized schools for intellectual disabilities, deafness, visual impairments and physical disabilities. After the Federal Law No. 29 in 2006, the MOE adopted inclusive education and set policies to guarantee students' equal access to education. Based on the Government's official resources, the MOE has established support centers to diagnose and evaluate the progress of those who are integrated into mainstream education and provide support and guidance to their families. It also offers financial aid to support people of determination of up to AED50,000 per year.

The UAE has gone further with provision programs for people of determination. Supported by H.H. Sheikha Fatima bint Mubarak, a national project for inclusion was launched and 156 public schools across the country implemented this project in 2014-2015 and aimed at achieving complete social and educational integration of people of determination. The government also set the 'General Rules for the Provision of Special Education Programs and Services in Public and Private schools' in 2010 to facilitate learning and oversee inclusion in mainstream classes.

According to Alhebsi, Pettaway, and Waller (2015), the first modern school was Al Qasimiah school in Sharjah back in 1930 and was operated under the Kuwaiti system and curriculum, and later in 1954, the female school was opened under the same name. Nowadays, education in Sharjah is managed by the Ministry of Education (MOE) and Sharjah Education Council. According to the statistics provided by

the MOE for the year 2016-2017, Sharjah has the highest number of public schools in the country with a total of 124 schools in addition to 110 private schools. Schools provide different national and international curriculums for local and expat students. Sharjah has started to provide education for children with disabilities as early as 1979 through Sharjah City for Humanitarian Services. Sharjah has official centers like Sharjah Autism Center and other special needs institutes.

1.3 Research questions

This study is dedicated to answering questions that help in understanding the status of inclusion in Sharjah

1. What are the teachers' attitudes towards inclusion of learners with SEND in the private schools of Sharjah?

2. What is the current status of adopting inclusion of learners with SEND in private schools in Sharjah?

    2.1 In terms of curriculum modification

    2.2 In terms of the environment

    2.3 In terms of the differentiated assessment

3   To what extent are teachers aware of the inclusion policies of the MOE's 'General Rules for The Provision of Special Education Programs and Services'?

4   What recommendations can be provided to the private schools in Sharjah based on the findings of this study?

1.4 The rational

According to Mayor (1994), successful inclusive education depends on early identification and early intervention. This study focuses on early years teachers in KG and elementary schools as they deal with this developmental age where children show different physical and intellectual readiness for school years. This school phase also reveals the awareness of the relevant community as parents are usually more involved in their children's educational process than those in later phases in the Emirati schools. This study is an attempt to explore to what extent inclusive education is established in the schools' policy, implementation, and practice. Sharjah can be a suitable filed for research as the emirate's schools have gone through the first comprehensive MOE inspection in all of its schools in 2017-2018 which provided recommendations and guidelines to improve the quality services provided. Investigating teachers' attitudes and readiness can be also used as a feedback to improve special education in the Emirati private schools in Sharjah and the other Emirates.

1.5 Organization of chapters

This study is organized into five chapters to cover different related issues. In the first chapter, there is an introduction to the topic. It includes the background and the education details about the United Arab Emirates and Sharjah in particular. The introduction presents the four-research questions that the researchers will try to answer through literature and data collection. The second chapter will examine the available literature to support and explain the validity and the importance of this study. The methodology and the tools used in conducting this research will be presented and discussed in the third chapter. The fourth chapter will be dedicated to examining the results and analyze the data collected and present it in a comprehensive and detailed sequence to show the findings of the study. Chapter five will conclude the study and provide recommendations for the schools, policymakers, and future researches through the conclusion.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction.

Inclusive education has acquired increasing attention since 1994. It has become a logical aim for families of children with disabilities in the light of increasing cost of special education and rehabilitation centers and the diversity of students' abilities. The percentage of people with disabilities in the UAE is considered in line with the international figures as it makes 8-10 per cent of the total population (Bradshow2004; Murthy et al. 2007). However, the diversity in each classroom in terms of learning disabilities and multiple intelligences require a different approach to address all learners and eventually leads to effective schools. Inclusion can be designed to include learners with learning disabilities or learners with moderate or severe disabilities. According to Fields et al. (2018), special education is described as the ability to design education, without costing the parents, to cater for the needs of a child with a disability in regular classrooms. It requires many success factors like positive teachers' attitudes, schools' policies, and provision programs offered for learners of disabilities.

2.2 Historical development of inclusive education

 Inclusive education has two pillars that justify its support. It corresponds with the international human rights agreements to support children's right to access education according to the UN Convention on the Rights of the Child in 1980, and the fact that inclusive education promotes effective teaching that addresses the needs of all learners. According to Mayor (1994), Inclusive Education has become an international concept when the UNESCO initiative in 1994 was known as the Salamanca Declaration stared the idea of "education for all" that required policy shifts to adopt inclusive education to allow children with special educational needs and developmental disabilities to gain equal chances to curricular and extra-curricular settings.

Inclusive education has been created as a concept to include children of all abilities in the mainstream

schooling system appeared in the Warnock Committee Report (1978). This report identified the purpose

of special education as (prepare them for entry into employment) and explained the medical, social, and

educational consideration to allow children with disabilities to learn in mainstream schools with their

peers. This report suggested the concept of 'integration' as a wider movement to normalize educating

students with special needs in mainstream classes and functionally assimilate them in the general

educational system. Inclusion, on the other hand, requires restructuring the schools' system to

accommodate children with special needs regardless of their disability (Avramidis, and Norwich, 2002).

In order to achieve counter discriminatory approaches and behavior towards learners of different

abilities, the UNESCO stated that inclusive education is the term that describes effective teaching and

learning to all learners regardless of their abilities. According to Forlin el al. (2013), this term, inclusive

education, has become widely used since 1994 and required the legislation that protected diversity and

provided high quality education for all. It is referred to as a basic human right and a pillar for the

equality in a society. Although this term has undergone many debatable arguments in terms of its

interpretations, challenges, and effectiveness, it raised the concept of equity versus equality when

evaluating quality education provided in any educational settings. Gordon (2013) questioned whether

inclusive education is a human right and whether it should be legally protected and endorsed as a legal

right. His argument presents the four stages of inclusive education development from denial, where

students with disabilities were socially excluded, acceptance, where they were receiving education but

segregated, understanding, where students with impairment were integrated with special education

support, and finally to inclusion, which represents knowledge and education for all. Lipsky and Gartner,

(1996) discussed the advantages of inclusive education and considered it to be a model for social justice

and equity. These advantages were generalized to include all students' educational achievements, self-

esteem, and social and communication skills. It also increased the positive interactions between students with special educational needs and their peers in regular classes. According to de Verdier (2016), Social inclusion is as important as integrating students with disabilities in mainstream schools. Inclusive education may be viewed as an opposing trend to special education. Investing in general education to enhance all learners' academic gain, social skills, and personal development is the main goal of every educational system. A longitude study was conducted by Panerai et al. (2009) and included children with ASD for three years. The study indicated that the intervention with students with ASD in inclusive natural settings alongside with a specific program that was implemented at home and at school was more effective than the intervention that occurred for students with ASD who were getting the same program but in the special residential centers. The researchers concluded that special education programs and inclusion are not in contrast. In fact, when they are used together, they strengthen each other. According to Ansicow (1991), students who are facing difficulty coping with an educational system is an indicator to review and reform to achieve the effective school. According to Gaad and Khan (2007), in order to achieve effective inclusive education, disabled students should be educated alongside with their peers in regular classrooms where mainstream teachers work to meet the educational needs of all students. Differentiated instruction and active learning are qualities every modern classroom should include and that can be obtained by catering for different learning abilities. Booth and Aniscow (2002) claim that effective teaching benefits all learners and removes barriers to learning. Inclusion makes learning accessible for children with different abilities in the same class. They argue that inclusion can make schools more supportive and stimulating settings for both students and teachers to enhance the learning environment and social conditions to build the inclusive community that reduces the barriers to education and resolves difficulties instead of identifying special educational needs that leads to students' labelling and results in low expectations. Such labelling casts attention from difficulties unlabeled

students encounter. Reducing the barriers to education in curricula, culture, strategies, physical surroundings, and policies and increasing the participation of all learners can focus attention on sustainable solutions to improve learning for all children.

2.3 Understanding inclusive education in the Arab world and the UAE

According to Weber (2012), Special education had existed in the MENA countries since the 19th century through special schools for the deaf and blind learners. However, inclusive education began to get more attention worldwide and in the countries of the GCC as policies have been modified to include all learners in educational settings that were described as either (segregated or integrated) as he defines it to be the mainstreaming of disabled learners into regular, traditional classrooms. Alkhateeb, Hadidi, and Alkhateeb (2016) mention that inclusive education started about two decades ago and took the form of pilot projects in countries like UAE, Jordan, Egypt and Saudi Arabia in schools that introduce special education services in resource rooms inside regular schools. Few studies investigated the Emirati experience of inclusion; however, the legislation and the educational policy is presented as a base for researchers. The Federal Law No 29/2006 indicated the educational rights of people with disabilities in four articles, (12,13,14,15). The law grants the right to education with the appropriate modifications required to adapt to the child's needs in terms of teaching strategies and approaches. It ensures the right to join and enrol in governmental and private educational institutions and schools. It also mentions that certain measures should take place to guarantee the accessibility of the learners in their educational settings in order to consider the educational institution qualified for inclusive education. The law has directly addressed the environmental considerations to include people of determination, but it did not mention the procedures in which the implementation of the law will be guaranteed in the sense of the

9

actual educational considerations. Pineda (2010) investigated the UAE Federal law No. 29 of 2006 and claimed that the law does not consider that disability as the failure of the disabled person to interact with the environment. The study recommended extra coordination to address the disability from a developmental perspective. The law presented the people with disabilities from a social perspective and an attempt to face cultural beliefs. According to Gaad, (2011), there are negative perceptions and stereotyping for the disability in the Arab world. The Federal Law was a beginning to recognize the constitutional rights to education and as a result of this recognition came the initiative of "school for all" that presented a framework to physically include students with disabilities in mainstream education and give them equal chances to education along with their peers. Gaad and Arif (2008) indicated that the students in the UAE study in which is known as para-curriculum. Therefore, students with special needs do not have a special education program, but they rather get the same system with deletion of parts of the curriculum that do not go along with their abilities. There was a notion for social integration and not full educational integration in the Emirati schools. Students with disabilities did not have the required modifications in terms of curriculum delivery and assessments. The literature reported the need for a special education curriculum that keeps the scope and sequence in-line with the national expectations for all students.

2.4 The impact of teachers' training on teachers' attitudes towards inclusion

Teachers' attitude towards inclusion is one important factor to establish an inclusive school. Teachers usually feel challenged when assigned classes that include students with disabilities or special educational needs. Because of the severity of the pervasiveness of autism nowadays, even qualified teachers think that assimilation of ASD students into regular classes would be difficult (Rodríguez et al.

2012). Their study concluded that teachers' attitude changes positively after training as they quoted teachers to be more likely to teach students with ASD if they know they will get help and direct support. Aniscow (1999) argues that the skills that are needed to reach all learners already exist as expertise and good practices in mainstream classrooms. He considers that teachers usually know more than they use. Therefore, it was essential to work with teachers and help them to recognize their own practices as building up their inclusive school development and reform. He recommends the use of existing knowledge and practices as the foundation for the desired development and equipping teachers with the available resources to help them support the learning in their classes. A study by Avramidis and Norwich (2002) argues that the success of inclusive education basically depends on the positive attitude of the general education teacher. The study concluded that the teachers generally have a positive attitude towards inclusion that mainly depended on the severity of the disability of the included children and the amount of support received to help educating children in the inclusive settings. However, non-teaching staff usually show a more positive attitude towards inclusion than the class teachers. Schmidt and Vrhovnik (2015) mention that teachers' attitudes toward inclusion can determine the success of its implementation. The research on teachers' attitude towards inclusion is numerous. However, more research is needed on the factors that affect teachers' attitudes and their perceptions about inclusion. The professional training, the level they teach, the gender and the years of experience influence teachers' perspectives and practices. Their study concluded that teachers in secondary schools have more positive attitudes towards inclusion than teachers in primary schools. It also showed that teachers' young age had a positive impact on the way they reacted to teaching students with special needs. Teachers who cared to few numbers of students with special educational needs in their classes showed a higher degree of support. Teachers' training is a fundamental aspect that allows teachers to be positive and ready to accepts students with special needs in their classes simply because they feel confident about their

abilities to support them and care for their educational needs alongside with their peers. Barber and

Turner (2007) studied the responses of sixty young newly graduated teachers who went through special

training that follows the national standards in the UK. Their training included knowledge and skills to

identify, support and teach students with disabilities. The teachers' responses showed increasing

confidence in their skills and abilities to deal with students with special needs during their first year of

teaching. The lack of training may result in serious issues like teachers' stress and negative attitude

towards the included students which will reverse the impact of purposeful inclusion. Mukhopadhyay

(2014) investigated teachers' attitudes towards inclusion in seventy-three primary schools and

mentioned that although teachers have a positive attitude towards inclusion, they do not favor having

students with special needs in their classes. They reported their lack of knowledge and training as a

barrier towards the actual inclusion in their classrooms. The researcher suggested serious measurement

to be taken towards sponsoring and pre-service training of teachers.

Rose et al. (2007) investigated the teachers' attitude in an interesting study that highlighted the impact of

training on teachers' perceptions towards inclusive education. The teachers who received appropriate

and professional training in vocational schools were more able to identify the changes that should take

place in education for developing inclusive education in their country than those without training. The

trained teachers showed more commitment and understanding of the inclusive education and the

challenges facing serving the diversity in their schools' population. The study concluded that developing

inclusion in any country is a context- bound matter where stakeholders in each setting will have to

determine the starting point and action plans to achieve effective inclusion.

Carroll, Forlin, and Jobling (2003) conducted a study to determine the impact of pre-service training on

teachers' attitude to inclusion. The findings indicated that those who received the training were not only

showing less sympathy and more understanding to students with special needs, but they also they were

surer of their abilities and knowledge to serve students with special educational needs. The study recommended that training should be less theoretical, and more application-based to help teachers identify their strengths and weakness. An observational study by Marshall & Patterson (2002) advises that reform should reflect on objectives and redefine duties in ways that require finding resources to assist special education in addition to the only resources available, which is the goodwill and potential of the teaching staff. The study points out that despite scarcely investing in the training of their teachers, schools rely on the skills and practices of the teachers .

2.5 Inclusive education policy in the UAE

Policy making is affected by global trends and international agreements. Different countries legislate laws and issue policies in the light of the influence of global development on a certain country's situation (Artiles and Dyson 2005). The inclusive education policy in the UAE was issued from a global perspective after the UNESCO meetings in 2004 and the Salamanca statement on Special Needs Education. In reference to the UAE Public Policy Forum, The UAE issued the Federal Law 29/226 and the educational plans to be in line with the international trends and the UNESCO initiatives. The Law's articles ensure the rights of people with special needs to educational services in mainstream schools.

Bradshaw, Tennant, and Lydiatt, (2004) indicated that special education in the UAE was mainly restricted to the Ministry of Education and was not following a special identification process as the Emirates has developed its educational services to reach all students including students with intellectual disabilities who were educated in special education classes since the year 1979. The educational services for students with mild disabilities and educational difficulties were present in some schools in the private sector which usually avoided accepting such students for the lack of funding, resources, and expertise. After the Federal Law in 2006, inclusion became a priority in order to meet the educational rights of children with disabilities. According to Gaad and Thabet (2016), the implementation of this law

was not effective for some reasons as one of them was that the Federal Law did not have a specific definition to the term 'Special Needs' which was used in the different articles. This terminology was changed to 'People with disabilities' in the Law's amendment in 2009. The last amendment on the term was issued in April 2017 by Sheikh Mohammad Bin Rashid, the vice president, to use the term 'People of Determination'. Nevertheless, the Federal law also did not have specific measures and practices to implement the law in an effective manner.

The educational alternatives were set in a strategy that the Ministry of education issued in the 'General Rules for the Provision of Special Education Programs and Services'. This framework is considered the main reference for both public and private schools in the Emirates to determine their own policies and action plans. It is the first practical reference that seeks the implementation of the Federal Law and gives it a mechanism to achieve specific targets. This framework adopts the international concept of 'School for All'. The Ministry declares its goals and determine special education types, categories, and services. The list of integrated students varies from students with specific learning disabilities, physical and health disabilities, visual and hearing impairments, speech and language disorders, autism disorders, emotional and behavioral disorders, intellectual disabilities and gifted and talented. The framework explains the six different alternatives, from the most restricted to the least restricted settings, where education can be provided for students with special educational needs. It specifies the procedures to be followed from observations, referral, and to special education programs.

The framework also presents the organizational structure and duties for the administrations of special education. The roles of the special education teacher, the resource room special education teacher, the subject teacher in the regular classroom as well as the role of the assistant teacher were clearly identified and explained according to the settings, responsibilities and expectations. This framework specifies the number of included children in each regular classroom according to the settings in which the child is

being educated. It clearly states that the regular subject teacher should have no more than two included children in the general classroom which should have a total of twenty children. The general teacher in such conditions should teach up to eighteen periods a week. The Special education teacher in special classrooms should be able to educate up to six children in eighteen periods a week. It is worth mentioning that the framework also identifies many personals and team members in the same school to be able to cater to the needs of integrated children in the inclusive settings. It also mentions the role of the parents, the children with special educational needs, and their peers in the same classroom. The framework is considered a comprehensive policy and action plan with clear guidelines to adopt inclusive practices. It lists the qualifications and the training required to be achieved by the team members in order to be able to adequately meet the learning standards set in the framework. The training required should be identified by professional training courses, licensing authorities and universities. It also explains the process of enrolment, rights, and procedures to guarantee the rights of children with special educational needs and disabilities to access proper education. One of the rights is to have an (IEP), individualized educational plan, to set the educational goals, assess the child's strengths and weaknesses, and evaluate the child's progress. This process should allow responsible decisions and considerable planning to determine the child's next step and direction.

Figure (1)

(1) Prereferral Student Support Team	(2) Referral, evaluation and eligibility determination	(3) Prepare IEP and or ALP	(4) Implement IEP or ALP	(5) Monitor, Review and/or Revise IEP or ALP	(6) Examination and Certificates of Grade Completion
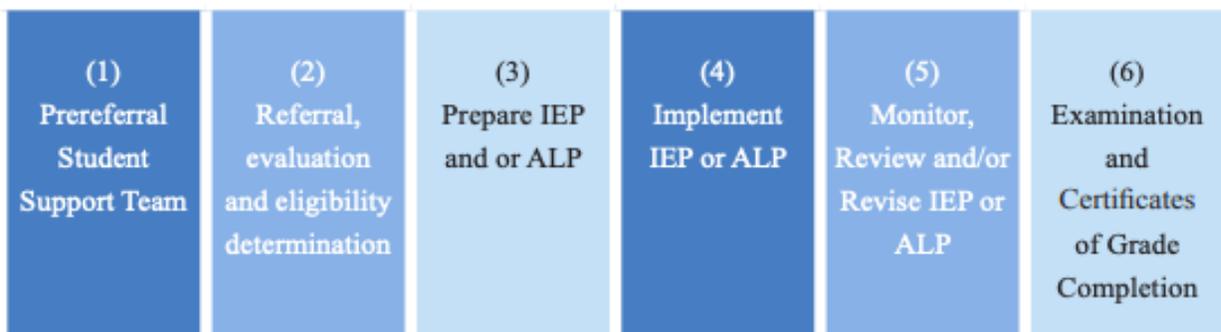
One of the things that make this framework a valuable roadmap for schools is the educational

considerations suggested for students with special educational needs according to their strengths and

weaknesses as it provides the strategies to evaluate the progress of the target students. The framework

explained each disability, disorder, or talent and listed the accommodations, modifications, and

adaptations required to educate students that fall under the different categories. It also includes teaching

tips and strategies for teachers who educate students with autism, intellectual disabilities, Attention-

Deficit Hyperactive Disorder (ADHD), as well as gifted and talented students.

CHAPTER THREE: METHODOLOGY

3.1 Chapter overview

The study is trying to measure the level of inclusion in the primary schools in Sharjah. In order to get a clearer picture, the researcher obtained permission from three different private schools in Sharjah to collect data and conduct the research. The researcher collected data from three well known private schools that have different curriculums. The following chapter will show the process of collecting data and the criteria upon which participants were chosen. It will indicate the types of data collected and the purpose of each type in this research. It will also describe the research methods and framework references. There will be further details about the participants and their contribution to the research. This chapter will indicate and explain the research tools that were used to collect data such as questionnaires, semi-structured interviews, and documents analysis. This research followed the mixed method approach and triangulated data collection. There were limitations and barriers that faced the researcher as the researcher considered research ethics and to maintain validity and reliability.

3.2 Research approach

The use of a mixed method approach serves the aim of the research as a social educational context in a way that provides adequate data to generate findings. According to Creswell (1996), using either of the two approaches alone is inadequate when compared to the complexity of the topics that are related to humanitarian sciences. This study follows the mixed method approach which is a way to check the validity of both quantitative and qualitative data collected in addition to document analysis and observations which lead to a triangulation of the data to achieve a deeper understanding of the current practices of inclusion. Cameron (2009) states that mixed method approach is a positive reaction to the excessive reliance on qualitative or quantitative perspectives. Eric and Amitabh (2006) mention that triangulation enables the researcher to investigate the strengths and weaknesses of the data resources available and allows the

chance to avoid errors in making inferences and judgments. According to the types of triangulation listed in the literature, this study uses triangulation in the sense of using more than one qualitative or quantitative data resources and methods in the same research paper. The research uses qualitative data to reveal statistical analysis of the current findings in the sense that it interacted with the participants' daily practices and surveyed their current views to create a better understanding of the actual maintained implementations of inclusive education programs. The semi-structured interviews with special education teachers who had at least one current student with special educational needs as well as the interviews conducted with special education coordinators in the three schools were vital to the study as they reveal more insight into the schools' policies and practices compared to what private schools might claim about their readiness and capacity to serve students with special education needs. The triangulation of the data collected from the participating teachers, the SEN coordinators, and the special education teachers was compared to the schools' written policies and students' IEPs to reveal the current practices, perspectives and attitudes towards inclusion.

3.3 'The Index for Inclusion'

The index for inclusion by Ainscow and Booth (2011) provides a comprehensive idea about the three main aspects that affect inclusion in any educational institution:

1. The culture of the surrounding community and its impact on the schools' environment

2. The policies created and the role of the stakeholders in producing and implementing those policies

3. The practices and the procedures adopted by the educators and the stakeholders.

This index identifies the areas that should be developed in order to create inclusion within the schools. This study tries to use the indicators of the 'Index for Inclusion' as an adaptable and flexible tool to explore the current practices and investigate the barriers as well as the policies and visions adopted by

the three chosen private schools which participated in the study. According to Booth and Ainscow (2002), the index was initially developed in the UK in 2000 as a framework to guide and develop the inclusive approach followed in the schools. The index was later translated to 30 languages and used as a guide to improve the inclusive practices in many schools around the world to enhance the inclusive education as an international trend that supports the rights of the people with disabilities. It provides a development plan to identify priorities for development and increase awareness among stakeholders. Schools make best use of the 'Index for Inclusion' when they take ownership of their own materials and adapt their conditions to develop policies, cultures, and practices in order to evaluate and develop inclusive educational environment and outcomes as well as reducing barriers to education for all learners and enhance curricula. These barriers can be within the schools' physical and organizational settings as well as the adults' attitudes and relationships with learners. This study used the set of questions used in the index of inclusion to try to determine the three schools' cultures, practices, and policies. It also helps reveal teachers' attitudes towards inclusive education. The 'Index for Inclusion' was also presented to the three visited schools as a framework to self- evaluation and a road map to guide the stakeholders to develop sustainable plans that are adequate, applicable, and reasonable to enhance the inclusive education and reduce barriers in their schools.

3.4 Data collection instruments

The main document the researcher depended on is the 'School for All' initiative by the MOE under the title of 'General Rules for the Provision Programs and Services'. This reference provided the researcher with the level of implementation expected in private and public schools. The second document that provided a framework for conducting the study was the 'Index for Inclusion' as it provided the researcher with and comprehensive understanding of areas of development in schools to serve diversity

and inclusive education. The study was conducted through actual visits to the three participating schools. After obtaining the consent forms from the schools, the researcher followed the same steps to collect data in the three sites. In each school, the researcher conducted the interviews with special education teachers and special education coordinators (SENCO). A short induction was done for the elementary teachers before questionnaires were handed to them. School policy and two individual educational plans (IEP) of two current of the learners with SEND in each school were collected after hiding the personal details on them. A list of learners with SEND who were followed up in each school was shared with the researcher after hiding the students' names and their parents' details.

3.5 Site selection and participants

In the process of data collection, the researcher had to obtain the consent to conduct the study in private schools in Sharjah. The purpose was to collect data from three private schools that follow different curriculums to provide a wider range of differences and diversity in the targeted participants. The schools chosen were all K-12 schools following the three major curriculums that are acknowledged by the local community and the residents of the UAE. The three private schools follow (A): the Emirati National Curriculum, (B): the American Curriculum, and (C): The National British Curriculum. All of them are located in Sharjah and serve a range of 2000-4000 students each. The students and teachers participated in the study are all from the kindergarten and the elementary sections in each school. The research participants are teachers of different subjects of students ageing between 4-9 years old. The details of the schools are explained in the (table 3.1). The three schools have mixed-gender classes and only female teachers. The vast majority of the students are Emirati nationals and Arab residents. The selection of the schools was based on the following reasons:

1. The three schools have no entrance exams as a selective approach to choose students at the early stages. This selective criterion eliminates students with special educational needs and disabilities.

2. The three schools have students with special education needs.

3. The three schools follow the same framework of the MOE as a guide for the school evaluation. The school selection process aims at collecting reliable data in diverse settings.

School	Curriculum	Number of students	Number of SEN students	Number of participant teachers
A	National (Wazari)	2800	16	23
B	American	2000	45	20
C	National British	4160	35	20

Table (3.1)

3.6 Data analysis

The collected data depended on questionnaires that were handed as papers to the participating teachers. The completed questionnaires were analyzed using SPSS to test reliability, regression, and find correlations between their major areas: cultures, policies, and practices of inclusive education. The data collected from interviews were summarized and explained to present the stakeholders' views and practices. The participants had the chance to review and validate their statements. The documents collected from each school were analyzed and compared to the MOE framework to evaluate the current status of adopting inclusion of learners with SEND in private schools in Sharjah in terms of curriculum modification, environment, and differentiated assessment. The interviews with special education teachers will reveal the level of teachers' involvement and awareness of the policy of the MOE as well as the schools' inclusionary policies.

3.7 Procedures for conducting the study

 Before obtaining the related consents, the researcher provided the related documents to prove ethical

consideration and the formal study referrals from BUiD. The researcher visited and emailed 16 private

schools in Sharjah and was allowed access only to three of them. A brief induction was conducted to the

participants in the three schools based on the Federal Law 29/2006 regarding the Rights of People with

Disabilities and the MOE provision programs "School for All" to ensure that the participants understand

the researched issues and are able to give their own feedback and input. The researcher asked for the

related documents such as the school's policy and samples of IEP to currently enrolled students. The

researcher interviewed the SEN coordinator and two special education teachers in each school.

3.8 Ethical considerations

The researcher followed the ethical approach advised by the British University in Dubai and obtained

the relevant permission letter that allowed the researcher to approach the three schools for research

purposes. Special consent letters were presented and signed by the administrations of the three schools

included the researcher's proposal and work outline. There was a formal induction of the study purposes

and the procedures that would be followed to conduct the study in each of the visited schools. The

schools were informed with the data required to be collected and the approach to be used to achieve the

mission. The schools were responsible to obtain the consents of the teachers and coordinators who were

selected to participate in the study. The researcher was committed to maintaining the anonymity of the

participating schools and the individuals involved in the study as well disposing of the collected

documents after meeting the study requirements. In spite of the researcher's full commitment to the

schools' anonymity and total understanding to the schools' policies, the study was rejected in thirteen

schools in Sharjah due to what the schools considered 'the vulnerability and the sensitivity' of the targeted topic.

3.9 Validity and reliability

As a non-staff to all the visited schools, the researcher did not have any bias to any visited settings. On the first visit of the schools, the researcher refused the request of the schools' principals as they asked to review the questionnaires after being done in their schools as this would limit the participants' comfort and freedom to express their views. This was considered a transparency obstacle. The researcher managed to convince the principals that the research should rely on reliable data. The participants had their questionnaires done without any school restrictions or interference.

3.10 Limitations

One of the limitations that the researcher encountered was the lack of information provided about special education in Sharjah. The City of Human Services in Sharjah is considered a pioneer in providing services and supporting people with disabilities; however, the official website of this organization did not reveal any statistics, policies, or achievement regarding special education in Sharjah. The researcher also found limited resources to support literature in terms of research and success stories. Special education in Sharjah and the collaboration between MOE and other local and private sectors can be a wide area to be developed and researched in the future. The study was conducted in only three private schools in Sharjah which does not enable the researcher to generalize findings to all schools in the Emirate, however it draws some indications on the practices that might have been occurring in other schools and allows other researchers to further investigate this field in future studies.

CHAPTER FOUR: RESULTS AND FINDINGS

4.1 Introduction

This study investigates the current attitudes and practices towards inclusive education in three private schools in Sharjah. The three private school that make the case study in this paper function under the MOE in Sharjah and consequently adhere to the Ministry's implantations that help in creating the inclusive vision in terms of culture, policies and practices in order to facilitate education for all learners. This chapter is dedicated to discussing the analyzed data collected from three private schools in Sharjah. this chapter is organized in five sections to answer the research questions.

4.2. Analysis of Dimensions A – Teachers' Attitudes

What is the teachers' attitude towards inclusion of learners with SEND in the private school of Sharjah? Teachers' attitude towards inclusion was found positive in the three private schools in the study. In contrast with the numerous studies in literature which considered that teachers have negative attitudes and perceptions towards inclusion of people with disabilities (Al Zyoudi, Al Sartwai, and Dodin, 2011, Alghazo et al., 2003, Arif & Gaad, 2008, Anati 2012), the study supports the studies that reveal positive attitudes towards inclusion. Bradshow (2009) indicates that teachers considered working with students with disabilities as a good opportunity, but they did not want to learn more about students with disabilities. Depending on the questionnaire, the following indicators were analyzed to determine teachers' attitudes towards the practices they follow to educate all learners:

1. A.2.1. There are high expectations for all students

This indicator contributes to the pedagogy and the philosophy of the school as well as to the teachers' willingness to handle all learners' educational needs. The teachers' responses indicated that 75% -84% of the teachers believe that they have high expectations for all of their students. They think that students can achieve up to their potential.

School A: National Curriculum	School B: American Curriculum	School C: British Curriculum
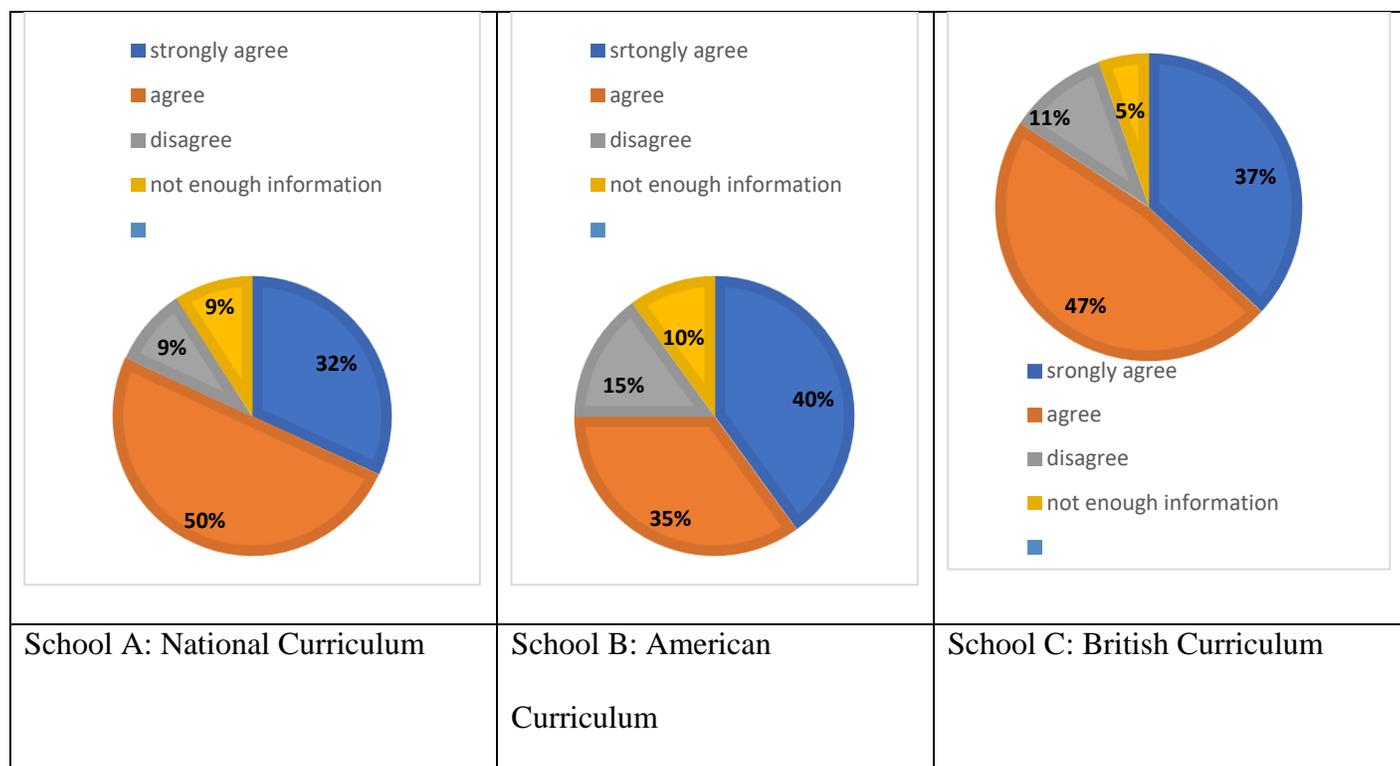
Figure (3) A.2.1. There are high expectations for all students

2. A.2.2. Staff, governors, students, and parents share a philosophy for inclusion

This indicator reflects that teachers in school A and C do not believe that their administrations and the parents of their students share the same philosophy they hold about inclusion. The responses in the two schools did not have a majority on one of the views and the percentage of uncertainty was up to 35% in school A, whereas the disagreement was 19%-50% which is higher than the other two schools. This is due to another dimension in the study which is policy. Special education teachers indicated during the

interviews that not all teachers are aware of the inclusionary policies in their schools. Although the three schools are private schools in Sharjah, none of them had the inclusionary policy on its website.

| School A: National Curriculum | School B: American Curriculum | School C: British Curriculum |
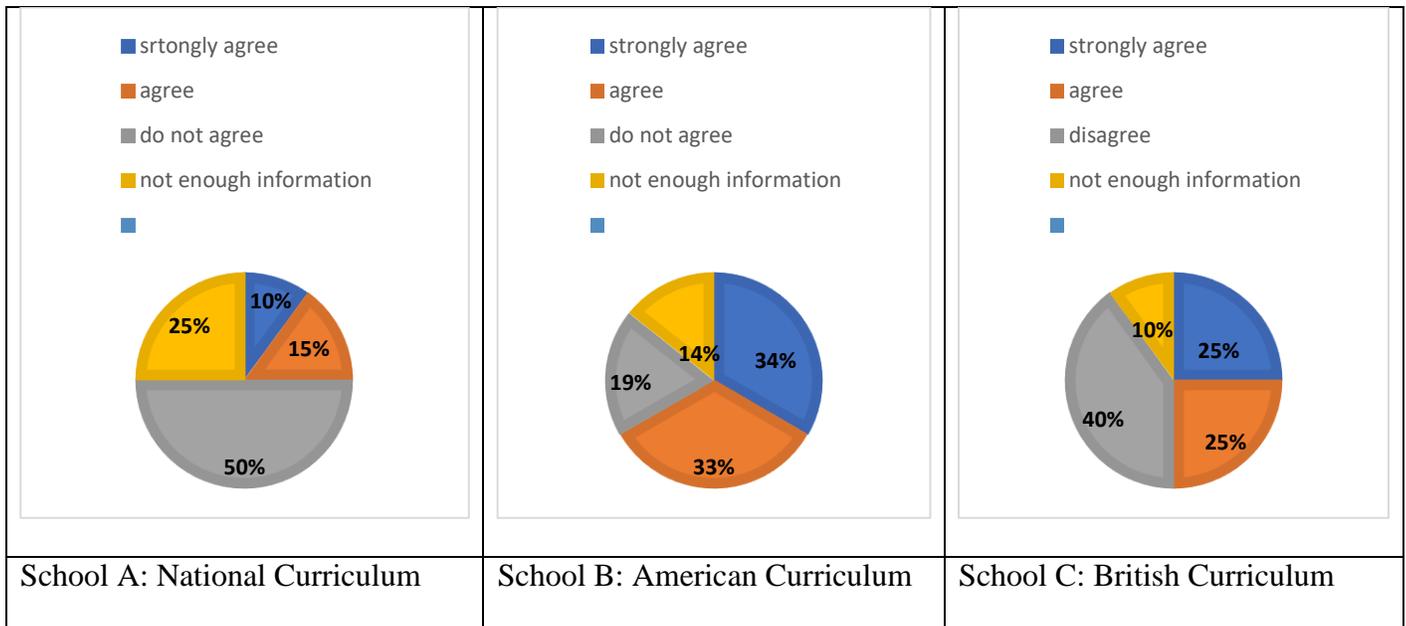
Figure (4) A.2.2. Staff, governors, students, and parents share a philosophy for inclusion

3. B.1.6. The school arranges teaching groups, so all students are valued.

Teachers believe that there is no discrimination in arranging students in their classes. Students with special educational needs share the same classes with their age groups regardless of their abilities. A majority of strong agreement and agreement that ranges between 89%- 95% reflects that teachers no longer believe that students with special educational needs should be taught in separate classes or in resource rooms. However, inspecting the practices followed in each school reveals that using resource rooms is still a basic practice followed by the SEND departments. Class teachers indicated that this practice is followed due to big numbers of students in regular classes which does not allow the regular teachers to follow up with their learners with SEND. It also reveals that listing learners with SEND in regular classes does not necessarily mean teaching them inside these classrooms.

strongly agree	strongly agree	strongly agree
agree	agree	agree
disagree	disagree	disagree
not enough information	not enough information	not enough information

School A pie: 0%, 5%, 45%, 50%

School B pie: 6%, 6%, 44%, 44%

School C pie: 0%, 11%, 39%, 50%

School A: National Curriculum	School B: American Curriculum	School C: British Curriculum
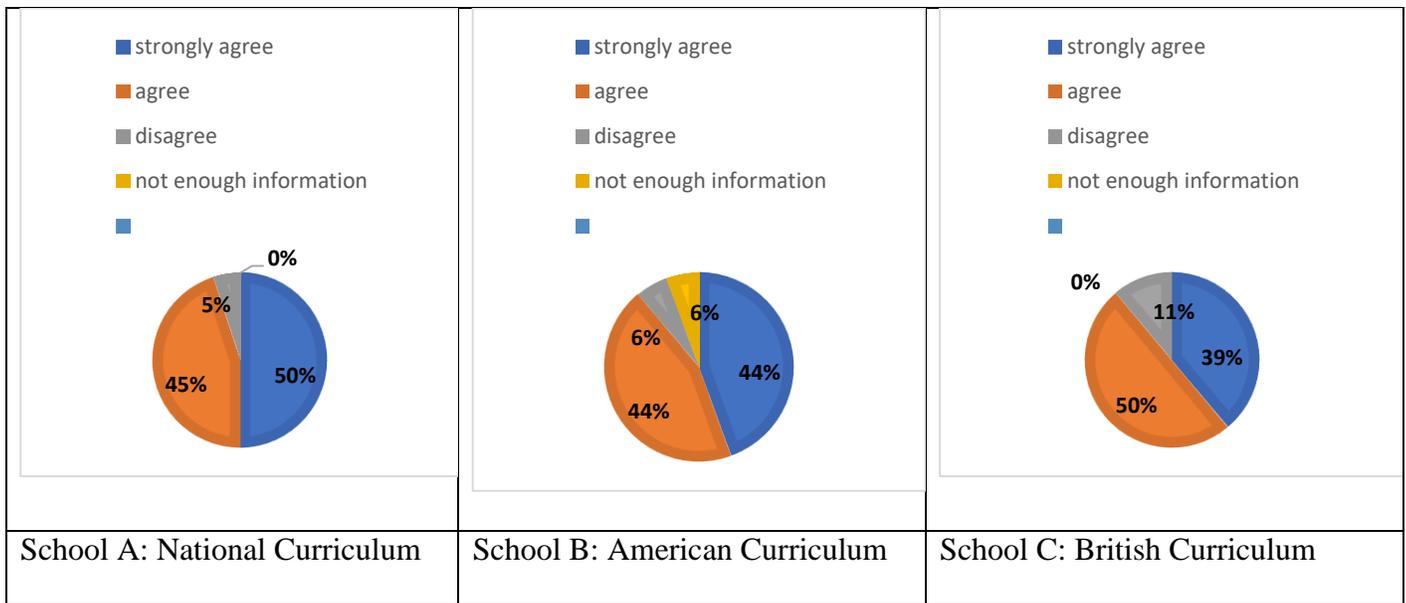
Figure (5) B.1.6. The school arranges teaching groups, so all students are valued

4. C.1.1. Teaching is planned with the learning of all students in mind.

Teachers' responses indicated that planning should necessarily include all learners according to the requirements of the MOE and the different academic advisors in their schools. Samples of lesson plans in each school revealed that teachers plan for SEN students in their classes and mention the considerations should be followed during each lesson. Students with disabilities and special educational needs, gifted and talented, and students at risk have special sections in each lesson plan to indicate the activity, modifications, and accommodations required in order to achieve learning objectives. These plan requirements are consistent with the KHDA and MOE inspection framework.

| School A: National Curriculum | School B: American Curriculum | School C: British Curriculum |
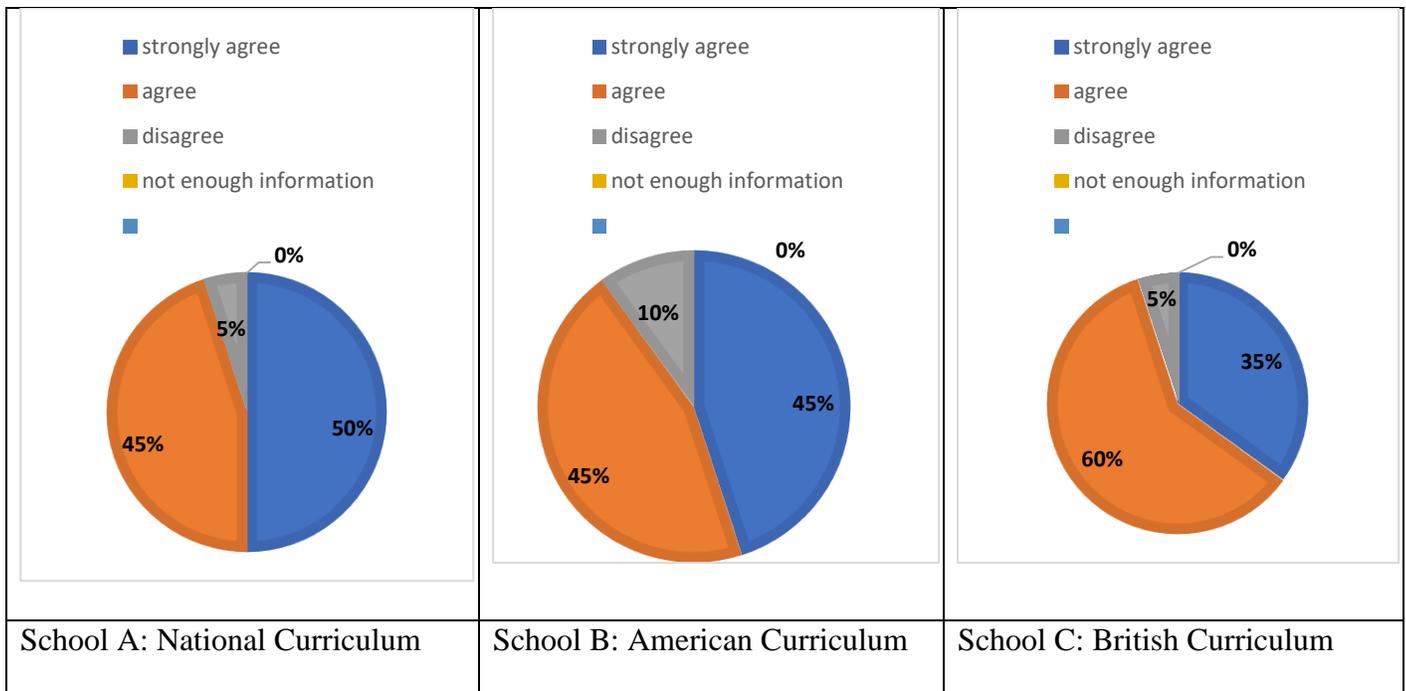
Figure (6) C.1.1. Teaching is planned with the learning of all students in mind.

5. B.2.2 Staff development activities help staff to respond to students' diversity

This indicator shows that teachers perceive students with special educational needs and disabilities in their schools. The results indicated that school A had 48 % of disagreement compared to 52% of agreement. In School B, 55% agreed with that their development plans help them respond to students' diversity compared to 45% of disagreement or uncertainty. In school C, the percentage was also similar with 45% of disagreement compared to 55% of agreement. This indicator revealed the incompetence of the development programs provided in the visited schools in addition to the absence of follow up on the impact of the provided development plans of the teachers' attitudes and practices in their inclusionary classrooms. This result is consistent with other studies that revealed the teachers' lack of confidence about their readiness to work in inclusive settings (Anita 2012).

School A	School B	ScHool C
School A: National Curriculum	School B: American Curriculum	School C: British Curriculum
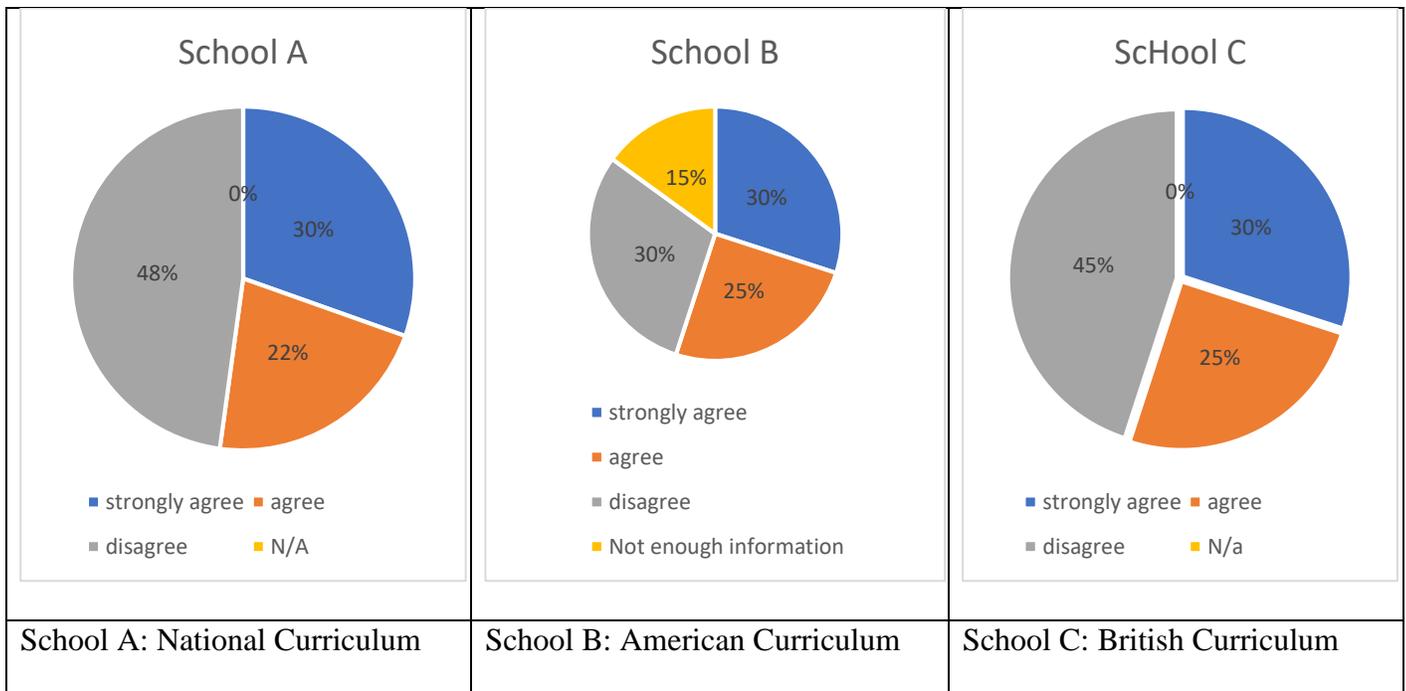
Figure (7) B.2.2 staff development activities help staff to respond to students' diversity

4.3. Analysis of Dimensions B – Inclusive Environment, Policies, and Practices

2. What is the current status of adopting inclusion of learners with SEND in the private schools in Sharjah?

The data collected is analyzed in different ways. First of all, the questionnaire had three different sections. The first section inspected the inclusive culture in the school and in the surrounding students' community. The second section investigated the policies dedicated to serving the educational rights and needs of the students with disabilities. The last section is dedicated to measuring the inclusive practices sustained in each school. The questionnaire was analyzed using SPSS to check its reliability, correlations, and progression.

The reliability analysis is done on the first section which is the inclusive culture with its two sub-variables which is the culture of the students and parents and their relations to the school's environment. The questionnaire items from (A.1.1-A.1.7) were analyzed. The reliability analysis indicated that this

variable is reliable with Cronbach alpha is (0.2). The items included can be computed into one variable. The school's environment and inclusive culture with the items from (A.2.1- A.2.6) indicated the Cronbach alpha is (0.695) which is less than (7). Therefore, the item (A.2.2) was deleted and the Cronbach alpha became (0.722) which is acceptable. The second variable is policies. This variable has two sub-variables. The first one is about welcoming school policies (B.1.1-B.1.6). This sub-variable was inspected, and the reliability indicated that Cronbach alpha is (0.75) which is acceptable. The second sub-variable indicated policies related to students with special educational needs and disabilities in the items (B.2.1-B.2.9). The Cronbach alpha is 0.43 which indicates that item (B.2.7) was commonly misunderstood by the participants and therefore it was deleted to get Cronbach alpha (0.902) to be acceptable. The third reliability test was done in the last section that inspected evolving inclusive practices. The items (C.1.1- C.1.11) involved questions about the accommodation and modification practices used to adapt to the diverse needs of the students with special educational needs and disabilities. The reliability test indicated Cronbach alpha (0.894) which is acceptable. The second sub-variable is about the teachers' expertise, training, and resources to be utilized to serve SEN students under the items (C.2.1- C.2.5). The reliability test indicates Cronbach alpha (0.877) which is also acceptable. Since the variables are reliable, the questionnaire items can be computed into variables and sub-variables.

Based on the bivariate correlation test between all the sub-variables, there is a significate strong statistical relationship between all the variables.

		Student. parent. Culture	school. Culture	practice. Policies
Student. parent. Culture	Pearson Correlation	1	.593**	.518**
	Sig. (2-tailed)		.000	.000
	N	63	63	63
school. Culture	Pearson Correlation	.593**	1	.557**
	Sig. (2-tailed)	.000		.000
	N	63	63	63
practice. Policies	Pearson Correlation	.518**	.557**	1
	Sig. (2-tailed)	.000	.000	
	N	63	63	63
make. Policies	Pearson Correlation	.603**	.546**	.779**
	Sig. (2-tailed)	.000	.000	.000
	N	63	63	63
planning. Practices	Pearson Correlation	.681**	.701**	.611**
	Sig. (2-tailed)	.000	.000	.000
	N	63	63	63
conducting. Practices	Pearson Correlation	.563**	.425**	.570**
	Sig. (2-tailed)	.000	.001	.000
	N	63	63	63

Correlations

		make. Policies	planning. Practices	conducting. Practices
Student. Parent. Culture	Pearson Correlation	.603**	.681**	.563**
	Sig. (2-tailed)	.000	.000	.000
	N	63	63	63
School. Culture	Pearson Correlation	.546**	.701**	.425**
	Sig. (2-tailed)	.000	.000	.001
	N	63	63	63
Practice. Policies	Pearson Correlation	.779**	.611**	.570**
	Sig. (2-tailed)	.000	.000	.000
	N	63	63	63
Making. Policies	Pearson Correlation	1	.780**	.757**
	Sig. (2-tailed)		.000	.000
	N	63	63	63
Planning. Practices	Pearson Correlation	.780**	1	.703**
	Sig. (2-tailed)	.000		.000
	N	63	63	63
Conducting. Practices	Pearson Correlation	.757**	.703**	1
	Sig. (2-tailed)	.000	.000	
	N	63	63	63

The regression test was done on the three main variables. The inclusive practices variable was the dependent variable. The linear regression analysis indicated that the model explains around 70% of the data. The f change is 73.00. The three model variables are highly related with inclusive practices. It confirms that inclusive practices depend on the culture and policies adopted. The interviews and the document analysis revealed that the performance of each school directly depended on the awareness and implementation of the school's policy which matches the indicted results of the questionnaire analysis.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1		
1	.842[a]	.709	.699	.22876	.709	73.088	2		

Model Summary

Model	Change Statistics	
	df2	Sig. F Change
1	60	.000

a. Predictors: (Constant), Cultures. global, Policies. global

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.650	2	3.825	73.088	.000[b]
	Residual	3.140	60	.052		
	Total	10.790	62			

a. Dependent Variable: Practices. global

b. Predictors: (Constant), cultures. global, Policies. global

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.012	.206		-.061	.952
	Policies. global	.535	.096	.527	5.551	.000
	Cultures. global	.452	.110	.390	4.111	.000

a. Dependent Variable: Practices. global

4.4 Analysis of Dimensions C – Policies

Inclusion is about welcoming diversity and providing equal access to education in a way that benefits all learners. The United Arab Emirates identified the national policy of the people of determination through the Federal Law No. 29/2006, the Ministry of education issued the framework 2018 to ensure the common practices within the educational system with its private and governmental sectors. Policymaking in the UAE is developed according to the effects of globalization in the sense of how policy questions are dealt with and handled in different parts of the world. According to Artiles & Dyson (2005), development in policy occurs in regard to the impact of the global development on different countries. The policy in the United Arab Emirates has developed since 1971 to draw more focus on the specific needs of the students with disabilities. The policies and the guidelines of the MOE were not reinforced before 2006 as the Federal Law and its 12th article came with a specific identification of the rights to education and vocational training for all people of disabilities with the needed consideration to age, the system followed, and the modifications required. The schools in the study perceived the national policy differently although they are three private schools in the same Emirate. Inspecting the policy documents in each school had the following objectives:

1. Determining the links between the Federal Law and its impact on the school's policy

2. The inclusionary programs and plans implemented in the school

3. The staff awareness of the policies adopted by the school

The policy of each participating school will be analyzed separately to determine the three mentioned objectives.

4.4.1. School A:

School A follows the National curriculum and serves 16 learners with SEND. The school documents provided indicated that ten students have learning difficulties and six students have physical disabilities. The school doesn't have students with cerebral palsy, autism, down syndrome or MID. According to the SNCO, the school provides provision programs to students with visual or hearing impairment, dyslexia, ADHD, dwarfism, and physically handicapped students. The School provided the MOE framework as the school's policy which is followed in the school due to the fact that the school follows the MOE curriculum and regulations. The school doesn't issue a policy of its own to reflect the actual practices in its locality and environment which is a vital factor towards the school's credibility and responsibility. This was reflected in the teachers' reviews which revealed that teachers follow the management's instructions rather than following a certain policy. The teachers worked on making education accessible to their learners with SEND depending on their positive attitudes towards learners with disabilities and learning difficulties. In school A, a majority of 78.2% of the participating teachers indicated that they are not aware of the school's inclusionary policy. Asking about the referral process in the school, teachers could not agree on the right person to whom they should raise their concerns. Having a solid policy to regulate the procedures, identify responsibilities and roles, and set targets and purposes should be clear to parents and school staff.
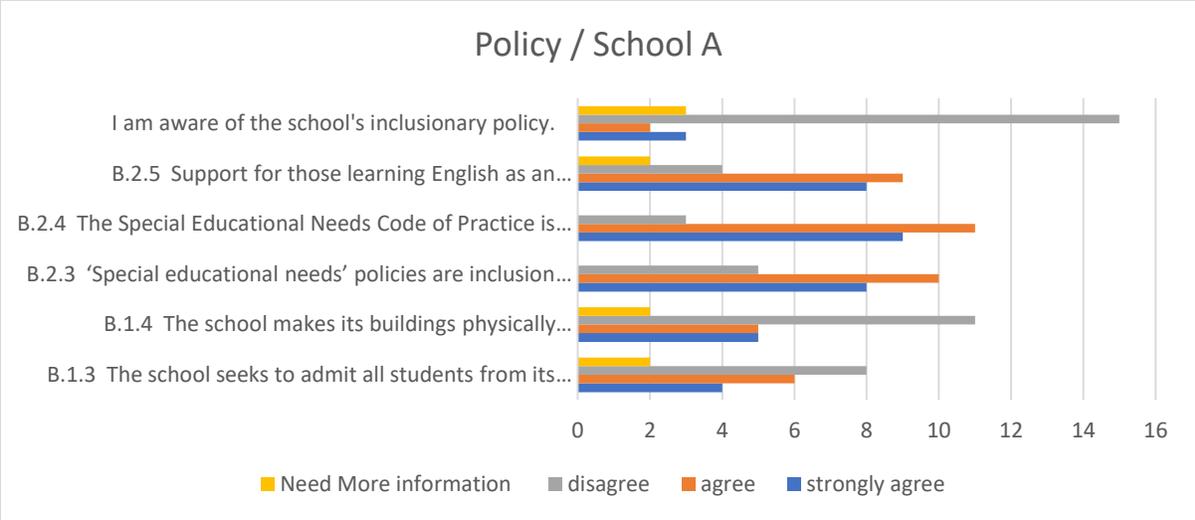
Figure (8) 4.4.1. Policy / School A

4.4.2. School B.

School B follows the American curriculum and provides services for 45 learners with SEND with a variety of educational, physical, and cognitive disabilities such as autism, cerebral palsy, down syndrome, and MID. According to the school's documents, learners with SEND form 2.25% of the total number of the school students. The school linked its inclusionary policy to the KHDA of Dubai and the MOE. It has a rationale, standards, the types of needs expected to be served, and the procedures to be followed in the identification and implementation of the policy. The policy ignores students with MID although the school has nine students with IMD and global developmental delay. The purpose of the policy is clearly set and linked to the safeguarding of inclusion, spreading awareness, and ensuring the rights of all learners. The school's documents included IEPs for all students, recommendations for all teachers and parents, and curriculum modifications required for each learner with SEND. This was reflected in the teachers' feedback as they showed understanding and awareness of their school's inclusionary policy with a majority of agreement towards most questions in figure (9).
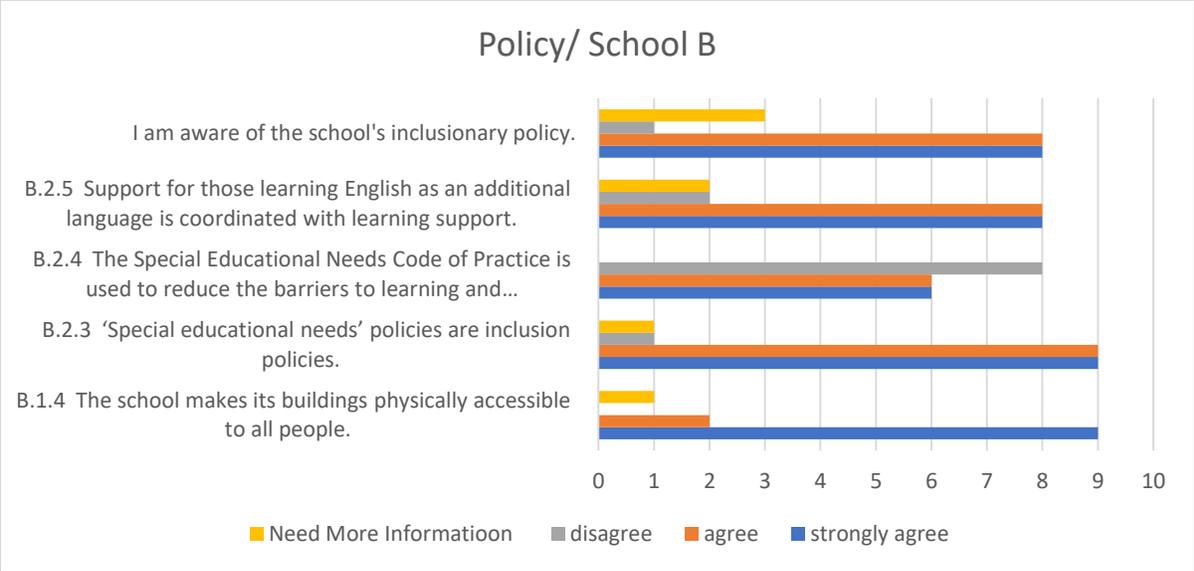
Figure (9) 4.4.2. Policy / School B

4.**4.3. School C.**

School C follows the British curriculum and provides services to 35 learners with SEND with different learning difficulties, visual or hearing impairment, autism, or developmental delay. The school provided a job description of the special education teacher as a policy that regulates and organizes the special education department in their school. The collected data shows that teachers are not confident about their information about their school's inclusionary policy although they believe that their school is an inclusionary school that caters for the needs of all learners and provides modifications that make learning accessible to all (Figure 10). The policy was not issued and shared with the staff which reduces the awareness about the rights preserved and the practices followed to support learners with SEND. The SENCO justified not sharing the policy with the staff members saying that the details related to learners with SEND go under the delicate and confidential issue that should not be discussed with all staff members.
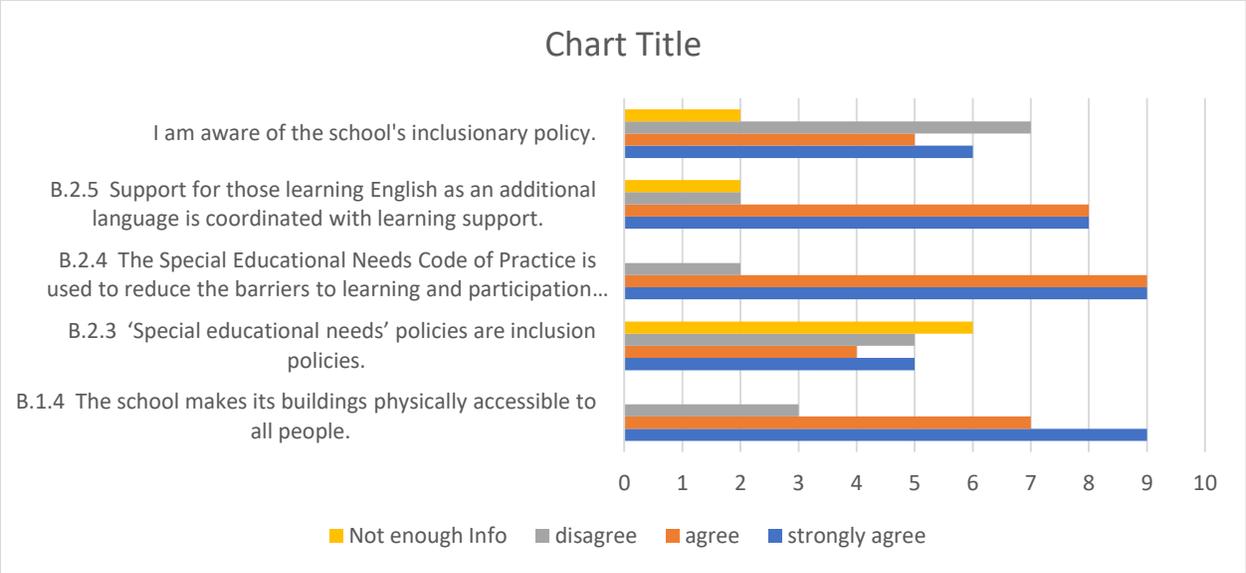
Figure (10) 4.4.3. School C

4.5 Conducting inclusionary practices

Complete inclusion supporters argue the many advantages of study-supported inclusive education. A number of scientific researches in the general school classroom have uncovered positive effects for children with disabilities. Schleef (2003) mentions more academic achievement in trying to compare children with disabilities in a segregated educational environment with those in an inclusive environment. Pupils in the integrated environment were exposed to a more comprehensive curriculum and spent a longer time on task in regular classrooms than those who had their special education in resource rooms. Socio-Emotional development tends to be the most substantial benefit linked to inclusionary practices. In a three-year experiment of inclusive provision programs at the primary school by Kochhar, West & Taymans, (2000), reveals that both low-achieving students of general education and disabled students achieved progress in emotional intelligence, social skills, and self-confidence. The curriculum and its modifications, IEP, differentiated instruction, accommodations, and differentiated

assessment do all create the inclusionary environment to make learning accessible for all learners regardless of their abilities.

4.5.1. Curriculum modification

In school A, the curriculum is modified by the class teacher according to the child's ability. The parent has a major role since the modifications are shared with parents to ensure that the child is followed up at home to perform well during exams. During the instruction time, the teacher is the one responsible to differentiate class activities to include students of all abilities. The teacher modifies the instruction methods to suit the child's level of understanding; however, the content is rarely modified since the assessment is provided by the Ministry and proper medical reports should be presented to ensure the test modifications required. The class teacher does not receive help from other adults in the school as class assistants do not exist in the school system. The SENCO indicated that the special education team is limited to a few individuals who cannot support the children on a daily basis. The teacher should give feedback on the child's progress directly to the parents. Because the school rarely gets students with intellectual disabilities, most of the curriculum modifications are done in the form of support to scaffold and facilitate learning. The SENCO indicates that the curriculum is standardized to all learners as the school had never faced a situation where they had to reduce the content of the curriculum.

In school B, the school's inclusive policy is in line with the MOE inclusive framework and clearly states the procedures that the school adopts for the wellbeing, accommodation, adaptation and progress check of learners with SEND. The SEND policy clearly explains the process followed to ensure how the individual needs of the students are met through proper planning and evaluations. The individual's targets and plans are prepared by the class teachers who follow the individual educational plans (IEP) which are prepared by the SEND department. Lessons and assessments are modified accordingly. Class teachers are helped by class assistants in inclusive classes from Kindergarten up to grade 3. Shadow

teachers are mandatory provided by the parents to follow up the child's daily activities and provide support in all classes. Pull out sessions are done when the learners with SEND are getting sessions to learn though playing, to meet a therapist, or undergo a certain assessment. The SEND department takes the responsibility of coordinating sessions paid by the parents and providing the required staff to support the learners with SEND. The SEND department plans interventions and accommodations according to the need of the learners. The curriculum provides a wide range of skills that can be selected to match the needs of each learner. The school controls the assessment until high school level; therefore, the special education teacher can be selective and choose the skills that the child needs so the child can perform based on his ability following a specific individual learning plan.

In school C, the curriculum is modified by the special education teachers who provide a pull-out session to the learners with SEND. The class teacher is not responsible to do any modification in the curriculum nor to assess the child differently. The learners with SEND are pulled out three times a week and all the skills they need are catered for during this specific time. The special education teacher prepares the IEP and conducts the sessions related. The time the learners with SEND spend in the class is considered the formal instruction time and the pull-out sessions are done to facilitate learning for the learners with SEND. This creates a huge pressure on the special education team in the school and limits the time provided for the learners with SEND to access the curriculum. The SENCO in the school stated that the school does not accept students with intellectual disabilities due to the fact that a small team of special educators cannot provide sessions to a wide range of ability learners. The curriculum is restricted to the check point exams and international tests in different stages which limits the ability to reduce the content of the curriculum. Therefore, the role of special education teachers is to facilitate learning and modify interaction to suite different abilities.

4.5.2. Environment

According to the interviewed SNCO in school A, the school does not conduct a baseline test to asses students' abilities upon their enrollment as an indication that all children are welcome. The school provides a good team to support learners with SEND that consists of the psychologist, special education specialist, and the social worker. Although the school provides services to students with hearing and visual impairment, there is no specialist that follows up students with visual and hearing impairment within the school building. However, students with visual and hearing impairment are followed up by external specialists which adds an extra cost on the parents. The identification process depends on the classroom teacher referrals to the SEND department in the school which usually refers the students and their parents to external agencies such as Sharjah City for Humanitarians Services and Sharjah Center for Learning Difficulties. The school's buildings and entrances are designed to provide accessibility and mobility with ramps, elevators, toilets, and furniture. There is no teacher assistant position in any of the stages and there are no shadow teachers appointed by the parents. Parents usually take the responsibility of following up with their children's academic performance with coordination with the class teacher. Teachers agree that their first priority is having real chances to professional development in the field of special education and inclusion, however the school conducts one internal training for all teachers at the beginning of the academic year usually delivered by the SEND department. Teacher training is not being addressed properly in school A as many class teachers and special education teachers indicated that the school does not spend on teacher training but organizes internal sessions to discuss and share experiences. These sessions are theoretical and lack the practical part. The paid sessions that are offered by external parties are circulated in the school communication channels as an optional training for teachers to pay and attend.

In school B, lists of students with special educational needs and disabilities are prepared at the beginning of each academic year and shared with the school's middle leaders, school nurses, and social workers. The pictures of the students are included along with a description of the child's medical or educational disability. The rationale behind such procedure is justified, according to the SENCO, by the need to immediate action required from the adults in the school building to recognize and assist the children with special needs. The school makes sure the security guards, genitors and helpers can recognize a child who might require any help or assistance. The school buildings are designed to provide accessibility and mobility to the students with special educational needs and disabilities. Elevators, ramps, and digital education are provided to facilitate learning; however, toilets, gyms, and play areas are not designed to suite students with physical disabilities. The SENCO indicated that the school's policies highly support the inclusive ethos of UAE. Admission policy welcomes students of all abilities to the school and specify procedures through which these students are identified at the entry level. According to the SENCO, the identification procedures follow the following steps:

1. The child is referred to the SEND department through teacher referrals, parent referrals, and through our standardized externals assessments like MAP and CAT 4, internal assessments and also through class room observations by specialists.

2. The referred child will be under observation for a period of one month, after that if no progress is witnessed, the department administers informal assessments to know the exact concerns and prepare a case study. The assessments clearly give the reading age, spelling age, behavior concerns or any other underlying concerns.

3. Once the concerns are identified, the child will be under the SOD list where he/she receives all services of the department.

4. The parents will be communicated throughout the process, but their consent is not required to provide the right education for the child.

The shadow teachers play a significant role in the special education department as the SENCO trains them and follows them up. Training shadow teachers, according to the SENCO, creates a sense of trust between the school and the community as the parents of the learners with SEND receive a daily recount of the child's activities, daily routine, and achieved learning targets. Although the school assigns many personals as inclusion champions and supports inclusionary practices, it assigns a limited budget for teachers' training and depends on the internal expertise to raise awareness and train teachers. Low budgeting is reflected in the classes and the resource rooms as they lack assistive technology and depend on big screens that do not offer interaction during instruction time.

In school C, there is no baseline assessment to reinforce the idea that all children are welcome. However, pulling learners with SEND from their classes to the resource rooms and individualizing instruction in small groups deprives the learners with SEND from being served in the least restrictive settings and from learning from their peers. According to the SENCO, the learners with SEND in the school are mainly categorized as students with learning difficulties and physical disabilities and having them in small groups can help them focus and achieve better as the school modifies instruction and does not modify the curriculum. The school buildings are designed to provide accessibility and mobility to students with disabilities. However, resource rooms are not equipped with digital resources nor manipulatives to facilitate instruction which puts more pressure on special education teachers to create their own resources. The school does not dedicate any budget for special education department aside from appointing specialized employees. This low budgeting is considered one of the biggest obstacles that face special education teachers in school C. The SENCO indicates that the department consists of

five people that are expected to train teachers, create resources, modify plans, and provide daily pull out sessions to the students of special education needs and disabilities.

4.5.3 Differentiated assessment

In school A, according to the SENCO, starting the preparatory school, most learners with SEND in the school move to schools with an easier curriculum where they find more curriculum modifications. The requirements in the national curriculum are considered rigid and partially controlled by the national examination division of the Ministry. Some parents fail to provide the required medical reports from the governmental specialists which causes the child to struggle in the national unmodified tests. International assessments like CAT4 are optional for all students. Teachers do not take the results of CAT4 tests into consideration while planning as they depend on ready- made plans that are provided by the Ministry. Class teachers and special education teachers do not take such data into consideration when planning for learners with SEND. The test modifications are usually planned according to the child's disability. These modifications are limited to extended time, reading questions, and writing answers when testing students with visual impairment.

In school B, international benchmark assessments such as CAT4, MAP, PISSA, TIMSS, and PIRLLS are mandatory for all students. Students with special needs and disabilities are offered test accommodations according to the child's learning or physical disability. These accommodations are documented in the test-taking process to provide genuine data and reasonable transitions to next grade levels. The internal assessments are designed by the SEND department and special education teachers to match the target skills listed in the child's IEP. Report cards are designed differently to show the target skills achieved by the learners with SEND at the end of each term. According to the SENCO, it is unfair to measure the progress of the students with special educational needs and disabilities in comparison to the whole group standards. The learners with SEND worked on different skills and that requires

different reporting system. Although this procedure can give the learners with SEND the sense of accomplishment and self-confidence, such reports can be an obstacle when the child is changing schools due to the fact that these modifications are not unified across schools in the emirate.

In school C, assessment can be differentiated from FS1 as the learners with SEND are followed up by the special education teachers and the IEP is designed to meet standards suitable for the students' abilities. Internal data collected from the internal tests can help modify the IEP goals and assess progress of the students with special educational needs and disabilities. The yearly ability tests called GL that are linked to the international benchmarking tests of British schools can be accommodated to match the requirements of the testing level of the learners with SEND. Theses test are challenging and stressful to all students and their parents. According to the SENCO in the school, students with special educational needs and disabilities usually withdraw from the school in year 7 when the requirements and standards become higher in subjects like math and science. The SENCO also admits that the special education teachers are usually trained to deal with primary students and the school should hire more staff to facilitate the content of high school subjects.

In conclusion, the analysis of the three case studies indicate similar and different inclusionary practices in terms of adopting the inclusionary framework "School for All". The initiative framework supports the private schools with regulations and strategies that help provide the learners with SEND with accessible education according to their abilities. The teachers' survey indicated that the inclusionary practices are carried on in the three schools in different ways. However, the total number of participants voted to adopting inclusionary practices and the data revealed that 47.62 % of the teachers agree on the present conducted practices, 11.11 % are neutral, and 41.27 disagree on the present conducted practices. (Figure 11)
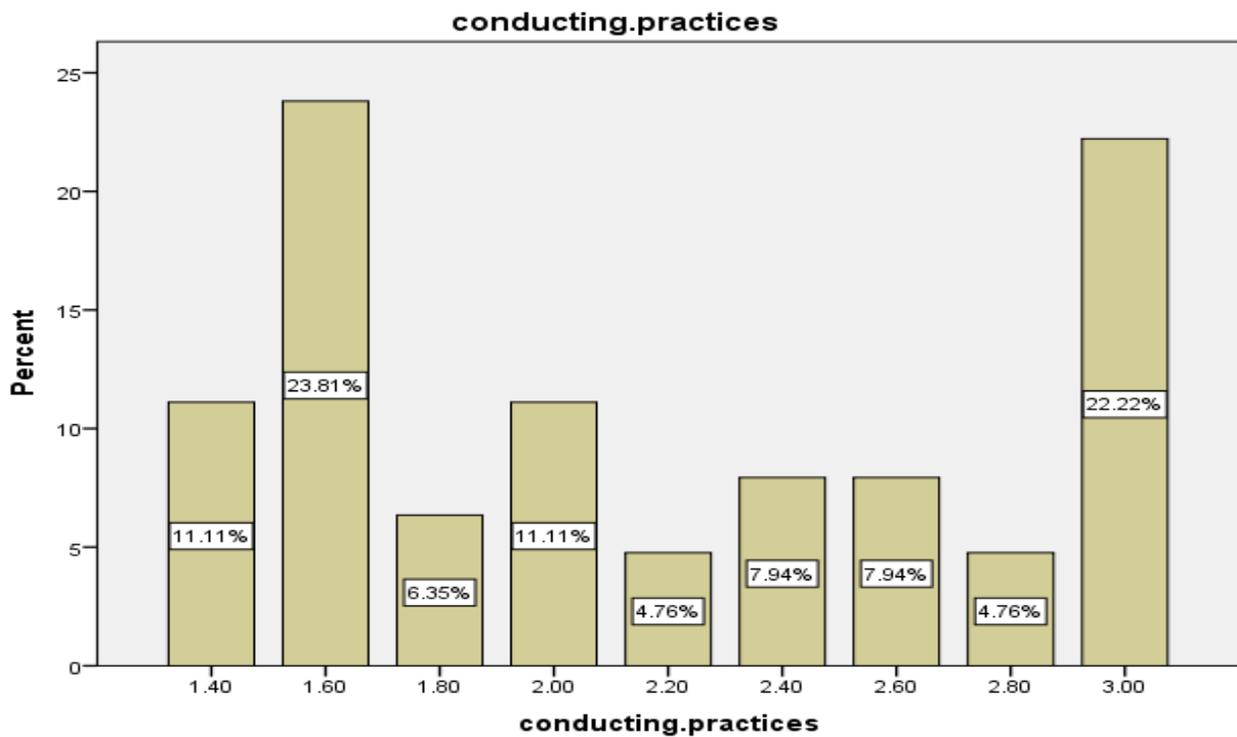
Figure (11)

CHAPTER FIVE: CONCLUSION

5.1 Introduction

This study aims at investigating the adoption of provisions and services proposed in the framework of " General Rules for the Provision of Special Education Programs and services" in three private schools in the Sharjah through the ' School for All ' initiative. This framework represents the MOE's first practical principle to incorporate Federal Law 29/2006 on the right to equal access to education for students with disabilities. This research seeks to investigate the essence of integrated schooling as it has evolved in the three schools following the execution of the project, with regard to the three aspects of cultures, policies and practices centered on the ' Index for Inclusion ' established by Booth and Ainscow (2011) which was selected as a practical tool to measure the three dimensions of the study. To provide a complete contextualized image of the situation, the study embraced a qualitative research strategy using various case study methodology. Using the quantitative and the qualitative techniques along with the semi-structured interviews, and artefacts, the data were gathered and analyzed using SPSS and other graphing tools in order to achieve clarity and reliable results. The addressed research questions of the study are:

1. What is the teachers' attitude towards the inclusion of learners with SEND in the private school of Sharjah?

    2. What is the current status of adopting inclusion of learners with SEND in private schools in Sharjah?

        2.1. In terms of curriculum modification

        2.2 In terms of the environment

        2.3.In terms of the differentiated assessment

3. To what extent are teachers aware of the inclusion policies of the MOE "General Rules for The Provision of Special Education Programs and Services"?

4. What recommendations can be provided to the private schools in Sharjah based on the findings of this study?

The data of each private school in the study were analyzed to identify the strengths and the weakness in each school based on the independent variable in the study which is the curriculum adopted. The three private schools in the study implemented the inclusionary practices based on what served their students within the limitation of their curriculum, budgeting, and vision adopted. The study is concluding its findings in reference to the researcher's recommendations and personal gains to serve as a reference for further research and future studies in the field of inclusion within the private sector of education in the UAE and the Emirate of Sharjah.

5.2 Conclusion

The MOE "General Rules for The Provision of Special Education Programs and Services" is nowadays the framework followed by the Emirati schools as the guidance for inclusionary practices and implementations. Although the 'Index of inclusion' by Aniscow and Booth (2011) is more general and comprehensive to all types of differences between individuals detected in the western communities, the 'Index of Inclusion' identifies the indicators by which the adopted practices in the Emirati schools and 'The School for All' initiative should be aligned with. These indicators are cultures, policies, and practices. The following areas were found common in both frameworks as areas of improvement to achieve inclusion.

5.2.1. Teachers' Mindsets and Teachers' training

The teacher's role in inclusion as indicated by the framework of the MOE is essential and vital in the success of the inclusion in the Emirati school. The qualified teachers are recognized to adopt and implement inclusionary practices. The related literature of the studies that inspected the field in the UAE indicated that teachers are resistant to accepting students with intellectual disabilities and still prefer the traditional instructional methods in teaching and learning (Alghazo and Gaad 2004; Gaad 2006). The participant teachers in the three schools pointed out teachers' training as a priority for self- development plans. They indicated that internal training is not enough and does not include the practical aspect. These training sessions include all teachers and discuss all learning difficulties and disabilities in a theoretical way. The sessions are sixty minutes long and usually conducted after school hours. They focus on the identification process and referral procedures. Class teachers expressed their thoughts in the questionnaire.

"I have a child with dyslexia in my class, and I need practical training to help me deal with the learning needs of my student. I currently need all the resources to help me make learning possible and accessible. I prefer that training should be by professional people and in small groups to equip the teachers with the needed tools."

"I want someone to model, mentor, and coach me. I have a child with autism in the third grade and I am not being helpful to her. Such general knowledge is not enough."

Training, as viewed by teachers, should be early at the beginning of the academic year. It should be hands-on activities, focused, and inclusive of best practices. Teachers prefer to take courses paid by the school in professional settings according to the learning difficulties and disabilities existing in their classes. According to Forline et al. (2013), the inclusion obstacles perceived by teachers include inadequate training, resources and support in addition to the lack of time by which teachers have to

complete numerous tasks. Purposeful and practical training is demanded by a majority of teachers participating in the study. Although general knowledge training can raise the community's awareness about inclusion and increase teachers' acceptance and cooperation to include students of all abilities, class modelling and hands-on training is a priority listed by most teachers in the study. Training programs such as Ta'alouf which were offered to teachers by the British University in Dubai and AlJalila Foundation are practical and applicable. Such training courses should be adopted to include as many teachers as possible as teachers now are ready to acquire the skills related to managing a successful educational environment in their classes.

5.2. 2. School environment

According to the study results, there are many aspects that determine the school environment as areas of inspection and analysis. School enrolment procedures, referral process and follow up, curriculum adaptation, and assessment. It was found that the three private schools in the study had a welcoming policy as students with all abilities were accepted without entrance exams as a criterion to reject less abled children. This policy that the three schools adopted lacks the understanding of the importance of early identification and intervention. The enrollment policy should include the entrance assessment as a tool to identify the students' strengths and weaknesses in a way that leads to a better understanding of the accepted students' needs right from the beginning and not waiting for the speculations, judging the slow students, and raising concerns. The entrance assessment should be conducted by the schools' psychiatrists who can check on the child's ability to respond to instruction, fine and gross motor skills, eye-hand coordination, social interaction, as well as receptive and expressive language. Students with disabilities and learning difficulties can be placed in supported surroundings to enhance their abilities and build positive starting points for the children with concerns.

Curriculum adaptations and modifications are done in the three schools according to the flexibility of the curriculum adopted in each school. The American curriculum, presented in the study by school B, showed the most flexible curriculum and the most desired by the parents for including children with special educational needs and disabilities. The possibility to select the suitable standards to be taught and assessed for each learner with SEND without the pressure of international unmodified assessments made this curriculum more desired by the parents for their children with SEND throughout all phases and ensured the continuity of the schooling of students with special educational needs and disabilities till the twelfth grade. In the British and The National curriculums, the schools' learners with SEND lists showed that students were enrolled until 6th or 8th grades only. Whereas in school B, the school's SEND list revealed the names of learners with SEND enrolled until the twelfth grade. In the three schools, some class teachers use different strategies to achieve best practices in instructional time due to the fact that differentiation is a priority to include different abilities in each class. Teachers use class screens, visuals, group work activities, and games to teach different concepts, especially in the elementary phase. According to the results of this study, the three model variables are highly related to inclusive practices. The results confirm that inclusive practices depend on the culture and policies adopted. It was found that the inclusive culture of each school depended on the policy and the effective implementation of a solid action plan to achieve inclusion which is in line with studies like Macura, Gera and Kovacevic (2010); Lambe, (2007) that present pilot studies which proved that more mapped, structured, and policy forward efforts along with blended instructional strategies enhanced the inclusive practices and improved the school's culture.

5.2.3. Raising awareness and community involvement

The Ministry's initiative Framework 'School for All' is designed as a guideline to public and private schools in the UAE in to ensure the implementation of the Federal Law No.29/2006 and its amendment of Law No 14/2009. It lists the duties of promoting awareness among students and parents, promoting programs and services for learners with SEND within the school and its surrounding community, educating students about the rights and the respectful language to be used with their peers with SEND, and developing the related programs to ensure the awareness campaigns. These duties were assigned to the special education department and the principal of the school. It was observed that one of the three schools was able to publish its inclusion policy on its website to inform the surrounding community. None of the schools organized an awareness campaign or meetings with the surrounding community beyond the parents of learners with SEND. The analysis of the data collected from the teachers' surveys reflected limited knowledge about the inclusionary policy in two schools although the class teachers had reflected good knowledge about the IEP content, the differentiated assessment, and the curriculum modifications of the learners with SEND in their classes. It was clear that school B had the clearest policy implemented in its settings and that also reflected more acceptance of the class teachers' responsibilities towards learners with SEND in their classes. In school A and B, the absence of a clearly documented inclusionary policy negatively affected the readiness of the teachers towards inclusionary practices and increased the individual instructional time in resource rooms. The assessment policy in the three schools did not indicate the scope and sequence of the skills and the standards to be covered by the learners with SEND which affected the students' progress and attainment. Class teachers and special education teachers did their work in isolation to what is expected in a regular unmodified curriculum which limited expectations for the learners with SEND and affected their academic gains.

5.2.4. Budgeting and resources.

The three private schools in the study are profit-making organizations that require tuition fees that range between 22000 to 30000. Learners with SEND in those schools have to pay additional charges that range between 5000 to 8000 to ensure special education services. Data obtained from observing the schools' environment and interviewing class teachers and special education teachers reflected that special education departments in the three schools lack the appropriate resources, the needed number of specialists, and the required school facility accommodations. In school B, class assistants and shadow teachers are considered a great help for the class teachers. However, in schools A and C, teachers complained about the load of responsibilities, paperwork, and the lack of assistance. This was evident in the classes as teachers in school B conveyed that they have time to prepare differentiated activities and games that included students with all abilities in their classes. Assistive technology, interactive smart boards, and authentic teaching resources were not used in any of the three schools. The resource rooms contained resources prepared by the special education teachers to help them deliver lessons to their learners with SEND during pull-out sessions. These resources were not shared with the class teachers to be used with their learners with SEND during regular instructional time. Ring and Travers (2005) indicates the lack of specialist teaching materials as one of the barriers to inclusion. The three schools did not invest in effective sustainable training for their teachers. Fuchs (2010) discussed that teachers consider that the responsibilities and assumptions required from the teachers are not reasonable compared to teachers' lack of training, school support, and staff collaboration.

5.3 Recommendation

The legislator in the United Arab Emirates issued the laws to acknowledge the rights of People of Special Needs in clear articles starting from the Federal Law 29/2006 and signed the Convention of the Rights of Persons with disabilities and Optional Protocol. The responsibilities of implementing the laws fall on the governmental sectors and especially the Ministry of Education to ensure that the governmental and the private sectors of education are applying the framework issued by the Ministry. The journey to achieve inclusive education demands collective efforts from all stakeholders and community members. Starting from the parents, who should accept that their children should not necessarily work on a certain level of learning and therefore should choose the least restrictive settings and the most flexible curriculums, to the school principals, who should understand inclusion as a philosophy, vision, and policy. It is an encouraging start that the three schools in the study have a welcoming policy to enroll and accept children with all abilities, however the extra tuition fees paid by the parents of children with special educational needs and disabilities are not justified compared to the low budgeting dedicated for the SEND department in each school. Although the rights and the framework exist, the implementations are not enough. Therefore, there are more steps to be taken to ensure the educational rights of students with special educational needs and disabilities. According to the findings of the study, these recommendations are presented:

1. The Federal Laws ensure the rights for learning for students of all abilities, but the articles in the law do not mention how the learners with SEND should learn. More specific laws can be issued to ensure that the learners with SEND are getting an education in the least restrictive setting and with their peers in regular classrooms. Laws should be using the terms that specify the conditions where learners with SEND learn and band the vulnerable children from learning alone in resource rooms away from the benefits of the whole group instructional time with their peers. Kenworthy and Whittaker (2000)

consider separating students in resource rooms as segregation that opposes the rights that were issued to protect students with special educational needs and disabilities. Nilholm and Alm (2010) pointed out that building the belonging and ownership feelings is a basic prerequisite to achieve inclusive education. These feeling can be nurtured in regular classrooms where the vulnerable children belong to the whole group and not being segregated.

2. Teachers' education should include strategies and methodologies by which the teachers are capable of teaching in inclusive classrooms. More specific courses of inclusion and special education should be added to the pre-service training and education of new teachers. The Ministry of higher education can set standards and expectations to the educational programs in the universities to ensure that the teachers graduating are able to educate students with different abilities. This can produce class and subject teachers with the skills and the abilities of special education teachers. Rakap, Cig and Parlak-Rakap (2017) indicate that special education courses imposed in teachers' preservice training positively affected the teachers' attitudes towards students with disabilities and impacted their philosophy and willingness to embrace inclusion. The study recommends including instructional strategies and practical experiences before the teachers' coursework.

3. Although Teachers' attitudes were found positive towards inclusive education in the study, in-service training and awareness campaigns should be mapped in a unified strategy and not to be left for the private schools to decide its content, approach and topics. A full description of the training can be proposed by the Ministry to the private sector to follow within the 'General Rules for the Provision of Special Education Programs and Services in Public and Private Schools'. Kenworthy and Whittaker (2000) indicate that professional training protects teachers from appearing to be emotionally involved and maps their efforts in a concise approach. School investment should start with appointing teachers who have the interest and the willingness to serve children with all abilities.

4. "General Rules for The Provision of Special Education Programs and Services" is the framework provided by the Ministry of Education to guide the schools in their journey to inclusion. This framework is recommended to be implemented in each school through in-service training and follow up. The framework can be communicated with teachers in all phases to ensure that teachers understand and implement the law and the governmental educational plans for an important category of their students.

5. Schools are recommended to develop their inclusionary policies and offer them on their websites and communication channels to ensure transparency and understanding of the rights of all learners. This can be a way to educate the community who will consent to the rights and know that the existence of students with special educational needs and disabilities in regular classrooms is a constitutional right that should be sustained in all schools. The policy should also include the extra tuition fees required to serve students with special educational needs and disabilities. These extra payments should be justified and linked to the services provided in regard of the type of disability so a student with visual impairment will be assisted with the proper type of assistive technology and materials to facilitate learning. The school inclusionary policy should be communicated and developed within the school's culture, vision, and mission. Teachers should be aware of the policy and its implementations in every step of their planning, teaching, and assessment. Building sustainable resources should start with creating inclusion advocates within the educational institutions among teachers, parents, and students.

6. The modifications in the three curriculums do not follow a specific scope and sequence which leads to low content and fewer skills taught to the learners with SEND. Repeating unmapped skills in the yearly and termly IEPs affects the progress of students through different phases. Inspecting schools by the MOE or KHDA should focus on the progression of teaching and learning which puts more responsibility on the SEND departments to work seriously on the attainment of the learners with SEND. According to Ainscow and Kaplan (2005) Raising standards as a way to improve education can lead to marginalizing

or excluding of some students who cannot compete in external tests. Adopting inclusive strategies to address students' diversity will necessarily develop ways to work on sustaining growing attainment of students over time. Class teachers and special education teachers should understand the implications of the modifications they apply to the adopted curriculums and feel responsible for the learning outcomes of the learners with SEND in their classes. Test modifications should follow a certain set of standards to meet. According to Elhoweris and Alsheikh (2010), teachers consider the testing modifications applied to learners with SEND are fair and easy. However, more research can be conducted to measure the effectiveness of test modification compared to the learning continuum of the learners with SEND.

7. Inclusive teams should be formed in each school with respect to the number of students with special educational needs and disabilities and the types of their disabilities. These teams should not be limited to special education teachers and specialists. To raise awareness about inclusive education, all stakeholders should be involved. Subjects teachers, parents, and students can become inclusion champions to promote the best practices and communicate the positive impact of inclusive classrooms.

8. Improving the traditional way of lesson delivery should be re-evaluated and constantly checked by the academic leadership of the schools. Lecturing and individual task completion cannot improve the learning of all students. More focus should be utilizing interactive learning and collaboration which can create an inclusive learning environment that helps the schools to stop justifying using resources rooms and special education classes.

9. The results of this study can be further investigated as future research studies could extend the scope of this study to include different school phases and schools of other curriculums. Future studies in inclusionary policies, inclusionary cultures and practices can advise the field of special education and inclusion in the private sector in Sharjah.

References

Ainscow, M., 1991. Effective schools for all: an alternative approach to special needs in education. *Cambridge Journal of Education*, *21*(3), pp.293-308.

Ainscow, M., 1999. Understanding the development of inclusive education. *London: Falmer Press. doi*, *10*, p.9780203016619.

Ainscow, M. and Kaplan, I., 2005. Using evidence to encourage inclusive school development: Possibilities and challenges. *Australasian journal of special education,* 29(2), pp.106-116.

Alhebsi, A., Pettaway, L. and Waller, L., 2015. A history of education in the United Arab Emirates and Trucial Shiekdoms. *The Global eLearning Journal*, *4*(1), pp.1-6.

Aljalia Foundation[online].[Accessed May212018].available at : http://www.aljalilafoundation.ae/what-we-do/education/taalouf/

Alghazo, E.M. and Naggar Gaad, E.E., 2004. General education teachers in the United Arab Emirates and their acceptance of the inclusion of students with disabilities. British Journal of Special Education, 31(2), pp.94-99.

Alkhateeb, J.M., Hadidi, M.S. and Alkhateeb, A.J., 2016. Inclusion of children with developmental disabilities in Arab countries: A review of the research literature from 1990 to 2014. *Research in developmental disabilities*, 49, pp.60-75.
Al Zyoudi, M., Al Sartwai, A. and Dodin, H., 2011. Attitudes of pre-service teachers towards inclusive education in UAE and Jordan (a comparative study). *International Journal of Disability, Community & Rehabilitation*, 10(1), pp.1063-1084.

Anati, N.M. 2012. Including Students with Disabilities in UAE Schools: A Descriptive Study. *International Journal of Special Education*, 27(2), pp.75-85.

Artiles, A.J. and Dyson, A., 2005. Inclusive education in the globalization age. *Contextualizing inclusive education*, pp.37-62.

Avramidis, E. and Norwich, B., 2002. Teachers' attitudes towards integration/inclusion: A review of the literature. *European journal of special needs education*, *17*(2), pp.129-147.

Barber, N. and Turner, M., 2007. Even while they teach, newly-qualified teachers learn. *British Journal of Special Education*, *34*(1), pp.33-39.

Booth, T. and Ainscow, M., 2002. *Index for inclusion: Developing learning and participation in schools*. Centre for Studies on Inclusive Education (CSIE), Rm 2S203 S Block, Frenchay Campus, Coldharbour Lane, Bristol BS16 1QU, United Kingdom, England (24.50 British pounds).

Bradshaw, K., Tennant, L., Lydiatt, S. (2004). Special Education in the United Arab Emirates: Anxieties, Attitudes and Aspirations. International Journal of Special Education, 19.1, 49-55.

Bradshaw, K., 2009. Teachers' Attitudes and Concerns Towards Integrating Students with Special Needs in Regular Classrooms: A United Arab Emirates Perspective. *Journal of the International Association of Special Education,* 10(1).

Britain, G., 1978. *Special Educational Needs: Report of the Committee on Enquiry Into the Education of Handicapped Children and Young People: Chairman Mrs HM Warnock*. HM Stationery Office.

Cameron, R., 2009. A sequential mixed model research design: Design, analytical and display issues. *International Journal of Multiple Research Approaches*, *3*(2), pp.140-152.

Carroll, A., Forlin, C. and Jobling, A., 2003. The impact of teacher training in special education on the attitudes of Australian preservice general educators towards people with disabilities. *Teacher Education Quarterly*, *30*(3), pp.65-79.

Creswell, J.W., 1996. Research design. *Qualitative and Quantitative Approach. Thousand Oaks: SagePublications*.

de Verdier, K., 2016. Inclusion in and out of the classroom: *A longitudinal study of students with visual impairments in inclusive education. British Journal of Visual Impairment*, 34(2), pp.130-140.

EDUCATION REFORM IN THE UAE – BRINGING PRIVATE SCHOOLS INTO THE FOLD. (2015). *Journal of Teaching and Education*, [online] 04(2165-6266), pp.311–320. Available at: https://www.researchgate.net/publication/292140685_Education_reform_in_the_UAE_-_bringing_private_schools_into_the_fold [Accessed 18 Dec. 2018]. *Ethics*, *41*(4), pp.754-767.

Elhoweris, H.E. and Alsheikh, N., 2010. UAE Teachers' Awareness & Perceptions of Testing Modifications. *Exceptionality Education International,* 20(1), pp.37-48.

Federal Law 29/2006[online].[Accessed May212018].available at : https://www.government.ae/en/information-and-services/education/education-for-people-with-special-needs

Fields, D., Akpan, J., Beard, L. and Notar, C., 2018. INCLUSIVE EDUCATION: WHICH INCLUSION MODEL PROVIDES ACADEMIC GAINS FOR STUDENTS WITH MILD TO SEVERE DISABILITIES IN THE SECONDARY SETTING?. *European Journal of Special Education Research.*

Forlin, C.I., Chambers, D.J., Loreman, T., Deppler, J. and Sharma, U., 2013. *Inclusive education for students with disability: A review of the best evidence in relation to theory and practice.*

Fuchs, W.W., 2010. Examining Teachers' Perceived Barriers Associated with Inclusion. *SRATE journal*, 19(1), pp.30-35.

Gaad, E. (2017). Three Birds with One Stone: Empower, Include, and Sustain the Emirati Community Program; Kayani. *The International Journal of Interdisciplinary Educational Studies*, 12(1), pp.1-13.

Gaad, E. and Khan, L., 2007. Primary Mainstream Teachers' Attitudes towards Inclusion of Students with Special Educational Needs in the Private Sector: A Perspective from Dubai. *International journal of special education*, *22*(2), pp.95-109.

Gaad, E. and Thabet, R.A., 2016. Behaviour Support Training for Parents of Children with Autism Spectrum Disorder. *Journal of Education and Learning*, *5*(1), p.133.

Gaad, E., 2010. *Inclusive education in the Middle East*. Routledge.

Gaad, E., Arif, M. and Scott, F., 2006. Systems analysis of the UAE education system. *International Journal of Educational Management*, *20*(4), pp.291-303.

Godwin, S.M., 2006. Globalization, education and emiratisation: A study of the United Arab Emirates. *The Electronic Journal of Information Systems in Developing Countries*, *27*(1), pp.1-14.

Gordon, J.S., 2013. Is inclusive education a human right?. *The Journal of Law, Medicine &* https://government.ae/en/information-and-services/education/education-for-people-with-special-needs [Accessed 26 Dec. 2018].

https://www.moe.gov.ae/Ar/OpenData/Documents/2016-2017.pdf [Accessed 26 Dec. 2018].

KHDA Framework[online].[Accessed May212018].available at : https://www.moe.gov.ae/Ar/ImportantLinks/Inspection/PublishingImages/frameworkbooken.pdf

Jack, E.P. and Raturi, A.S., 2006. Lessons learned from methodological triangulation in management research. *Management Research News*, *29*(6), pp.345-357.

 Kavale, K.A. and Forness, S.R., 2000. History, rhetoric, and reality: Analysis of the inclusion debate. *Remedial and special education*, *21*(5), pp.279-296.

Kenworthy, J. and Whittaker, J., 2000. Anything to declare? The struggle for inclusive education and children's rights. *Disability & Society*, 15(2), pp.219-231.

Kochhar, West & Taymans, 2000. Successful inclusion: Practical strategies for a shared responsibility. Columbus, OH: Prentice Hall Publishers.

Lambe, J., 2007. Student teachers, special educational needs and inclusion education: reviewing the potential for problem-based, e-learning pedagogy to support practice. *Journal of Education for Teaching*, 33(3), pp.359-377.
Lipsky, D. K. and Gartner, A. (1996) Inclusion, school restructuring, and the remaking of American society. *Harvard Educational Review*. 66(4), p. 762–795.

Macura-Milovanovic, S., Gera, I. and Kovacevic, M., 2010. *Mapping Policies and Practices for the Preparation of Teachers for Inclusive Education in Contexts of Social and Cultural Diversity. Serbia Country Report.* Torino: European Training Foundation.

Marshall, C. and Patterson, J.A., 2002. Confounded policies: Implementing site-based management and special education policy reforms. *Educational Policy*, 16(3), pp.351-386.
Olssen, M., Codd, J.A. and O'Neill, A.M., 2004. *Education policy: Globalization, citizenship and democracy*. Sage.

Mukhopadhyay, S., 2014. Botswana primary schools teachers' perception of inclusion of learners with special educational needs. *Journal of Research in Special Educational Needs*, *14*(1), pp.33-42.

Murthy, S.K., Malhotra, A.K., Mani, S., Shara, M.E.A., Al-Rowaished, E.E.M., Naveed, S., AlKhayat, A.I. and AlAli, M.T., 2007. Incidence of Down syndrome in Dubai, UAE. *Medical Principles and Practice*, *16*(1), pp.25-28.

Nilholm, C. and Alm, B., 2010. An inclusive classroom? A case study of inclusiveness, teacher strategies, and children's experiences. *European journal of special needs education*, 25(3), pp.239-252.

Panerai, S., Zingale, M., Trubia, G., Finocchiaro, M., Zuccarello, R., Ferri, R. and Elia, M., 2009. Special education versus inclusive education: the role of the TEACCH program. *Journal of autism and developmental disorders*, *39*(6), pp.874-882.

Rakap, S., Cig, O. and Parlak-Rakap, A., 2017. Preparing preschool teacher candidates for inclusion: Impact of two special education courses on their perspectives. *Journal of Research in Special Educational Needs,* 17(2), pp.98-109.

Pineda, V.S., 2010. *The Capability Model of Disability: Assessing the Success of UAE Federal Law No. 29 of 2006 in the Emirate of Dubai* (Doctoral dissertation, University of California, Los Angeles).

Ring, E. and Travers*, J., 2005. Barriers to inclusion: a case study of a pupil with severe learning difficulties in Ireland. *European Journal of Special Needs Education*, 20(1), pp.41-56.

Rodríguez, I.R., Saldana, D. and Moreno, F.J., 2012. Support, inclusion, and special education teachers' attitudes toward the education of students with autism spectrum disorders. *Autism research and treatment*, *2012*.

Rose, R., Kaikkonen, L. and Koiv, K., 2007. Estonian Vocational Teachers' Attitudes towards Inclusive Education for Students with Special Educational Needs. *International Journal of Special Education*, *22*(3), pp.97-108.

Schleef, L 2003 Inclusive school communities: accessible learning environments for all. Closing the Gap 22(3) 14-15. Retrieved March 9, 2008, Wilson Web database.

Schmidt, M. and Vrhovnik, K., 2015. Attitudes of teachers towards the inclusion of children with special needs in primary and secondary schools. *Hrvatska revija za rehabilitacijska istraživanja*, *51*(2), pp.16-30.

UN Convention [online].[Accessed May212018].available at :
https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf

Márton, S.M., Polk, G. and Fiala, D.R.C., 2013. Convention on the Rights of Persons with Disabilities.

United Nations Educational, Scientific and Cultural Organization, 1994. The Salamanca statement and framework for action on special needs [online].[Accessed May212018].available at : education. http://www.unesco.org/education/pdf/SALAMA_E.PDF

Weber, A.S. and City, E., 2012. Inclusive education in the gulf cooperation council. *Journal of educational and instructional studies in the world,* 2(2), pp.85-97.

Appendixes

Appendix 1: The BUiD Letter

2/1/2019

To Whom it May Concern

This is to certify that Ms.Zahra Abdulkhaleq Jweihan with Student ID number 20170239 is a registered part-time student in the Master of Education offered by The British University in Dubai since September 2017.

Ms. Jweihan is currently collecting data for her research (Inclusion and Special Education).

She is required to gather data through conducting surveys and interviews that will help her in writing the final research. Your permission to conduct her research in your organisation is hereby requested. Further support provided to her in this regard will be highly appreciated.

Any information given will be used solely for academic purposes.

This letter is issued on Ms.Jweihan's request.

Yours sincerely,

Dr. Amer Alaya
Head of Academic and Student Administration

PO Box 345015 · Block 11 Dubai International Academic City Dubai U A E · T +971 4 279 1400 · F +971 4 279 1490
FB.com/BUiD.Team   BUiD_Team   youtube.com/BUiDadmin   @BUiD_Team   BUiD

Appendix 2: School Consent

Dear Madam

I am a student at the British University of Dubai and currently completing the Masters of education program.

My research interest is inclusive education for children with disabilities.

Part of my research is based on a case study of schools that are adopting the "School for All" initiative which apply inclusive education practices. The purpose of the project is to assess the level of implementation provisions that helped the school achieve inclusive education, and consequently devise recommendations that can inform policy and practice based on the scientific research approach.

I hope you can approve my request of conducting my study in your school, while assuring you of complete confidentiality of any information conveyed and anonymity of school and participants' names, which is in line with the British University in Dubai (BUID) ethical code of conduct. I am also present a letter from BUID requesting your permission for conducting the research study in the school. Please see below the requirements of the study, and the interview protocol. I look forward to hearing from you, meantime, please accept my best regards.

Zahra Jweihan

Mob 0507758266

Email zahraajwn@hotmail.com

1. Requirements for the study:

a. Interview with principle

b. Interview with Special Education Coordinator

c. Interview with three class teachers that include children with disabilities.

d. Survey teachers' attitudes, abilities, and readiness for inclusion

e. The school will be responsible for obtaining teachers' consents.

2. Interview Protocol

a) Appointments will be requested ahead of time using email and confirmed by phone calls.

b) Participants will be briefed prior to interaction with the study purpose and objectives.

explaining the following:

- ✓ Anonymity (names will be coded if there is a need to mention them).
- ✓ Privacy of answers (negative points will not be conveyed to administration).
- ✓ Right to refrain or withdraw without any negative consequences

c) Permission for recording the interview will be requested at the beginning of the interview.

d) Notes will also be taken during the interviews.

e) Interviewees will be given the chance to check the data collected for authentication.

f) All data collected throughout the study will be safely kept until the end of the project and the dissemination of the results. Later, hard copies will be disposed using a shredder and all electronic files and recordings will be deleted.

If accepted, please sign below

Name:

Position: School Principal

Date: 28/5/2018

Appendix 3: Teachers' Questionnaire/ English

questionnaire 1
indicators

Please tick the box or boxes below to indicate your relationship to the setting:

☐ Practitioner   ☐ Volunteer

☐ Management committee/governor   ☐ Child/young person

☐ Parent/carer   ☐ Other (specify)

How well do the sentences below describe your setting?
Please tick a box for each sentence.

		definitely agree	agree and disagree	disagree	need more information
DIMENSION A	**Creating inclusive cultures**				
A.1.1	Everyone is made to feel welcome.				
A.1.2	Children help each other.				
A.1.3	Practitioners work well together.				
A.1.4	Practitioners and children treat one another with respect.				
A.1.5	Practitioners and parents/carers collaborate.				
A.1.6	Practitioners link what happens in the setting to children's lives at home.				
A.1.7	Practitioners and management committee/governors work well together.				
A.1.8	All local communities are involved in the setting.				
A.2.1	Everyone involved in the setting shares a commitment to inclusion.				
A.2.2	Expectations are high for all children.				
A.2.3	All children are treated as equally important.				
A.2.4	The setting helps children to feel good about themselves.				
A.2.5	The setting helps parents/carers to feel good about themselves.				
DIMENSION B	**Producing inclusive policies**				
B.1.1	Practitioners are treated fairly in employment and promotion opportunities.				
B.1.2	All new practitioners are helped to settle.				
B.1.3	All children from the area are encouraged to join the setting.				
B.1.4	The setting is made physically accessible to all people.				
B.1.5	All new children are helped to settle.				
B.1.6	Practitioners prepare children well for moving to other settings.				
B.2.1	All forms of support are co-ordinated.				
B.2.2	Professional development activities help practitioners to respond to the diversity of children and young people.				

continues

66

Appendix 4: Teachers' Questionnaire/ Arabic

إنتاج معلومات أكثر	لا أوافق بشدة	أوافق و لا أوافق	أوافق تماما	إستبيان رقم (3) خاص بالمعلمين	
				البعد أ وضع ثقافات دمجية	
			✓	هناك جهود تبذل كي يشعر الجميع بالألفة والترحاب	أ/1/1
			✓	يساعد الأطفال بعضهم البعض	أ/1/2
			✓	هناك تعاون بيني وبين جميع الزملاء في المدرسة	أ/1/3
			✓	هناك إحترام متبادل بين جميع العاملين في المدرسة والأطفال	أ/1/4
			✓	هناك مشاركة بين العاملين وأولياء الأمور	أ/1/5
			✓	هناك تعاون جيد بين جميع العاملين في المدرسة ومجلس الأمناء	أ/1/6
		✓		تشارك كل المجتمعات المحلية بتنوعها في أنشطة المدرسة	أ/1/7
			✓	أنا أشعر جميع الأطفال بأنه يمكنهم تحقيق الكثير من الإنجازات	أ/2/1
		✓		جميع العاملين في المدرسة وأولياء الأمور ومجلس الأمناء يعرفون المقصود بالتعليم الدمجي	أ/2/2
			✓	يحظى جميع الأطفال بالإحترام والتقدير المتكافئ	أ/2/3
		✓		جميع العاملين والأطفال يعاملون بعضهم البعض باحترام وتقدير كبير وكأصحاب دور في المجتمع مهما كانت مكانتهم	أ/2/4
			✓	يسعى العاملون لإزالة العقبات التي تواجه التعلم والمشاركة في كل ما يتعلق بالمدرسة	أ/2/5
			✓	تبذل المدرسة جهودا كبيرة للتقليل من جميع أشكال التمييز	أ/2/6
			✓	تسعى المدرسة لتحقيق الصالح العام للأطفال من كل الجوانب	أ/2/7
			✓	تقبل المدرسة الأطفال دون النظر إلى ظروفهم الإقتصادية	أ/2/8
				البعد ب وضع سياسات دمجية	
		✓		هناك عدالة تامة في تعيين وترقية العاملين بحسب الكفاءة	ب/1/1
		✓		تبذل المدرسة جهوداً كبيرة لمساعدة العاملين الجدد كي يألفوا العمل	ب/1/2
		✓		تسعى المدرسة لقبول كل الأطفال من المنطقة المحيطة بصرف النظر عن تنوعهم	ب/1/3
			✓	تعمل المدرسة على إزالة كافة المعوقات داخل مبانيها حتى يصبح التحرك بداخلها سهل للجميع	ب/1/4
			✓	الجميع يساعدون الأطفال الجدد كي يألفوا المدرسة	ب/1/5
			✓	تقوم المدرسة بتكوين الصفوف الدراسية بشكل يعكس التقدير لجميع الأطفال وليس هناك فصول للمتفوقين وفصول لغير المتفوقين	ب/1/6
			✓	المدرسة تهتم بوضع خطة للتطوير وتأخذ برأينا	ب/1/7
			✓	هناك تنسيق لكل أشكال الدعم – خارجي وداخلي- لتطوير التعلم والمشاركة	ب/2/1
			✓	التدريب والتنمية المهنية التي نتلقاها ساعدتنا على الإستجابة لتنوع الأطفال في المدرسة	ب/2/2
		✓		سياسات "الإحتياجات التعليمية الخاصة" هي سياسات دمجية	ب/2/3
			✓	تؤدي ترتيبات الإحتياجات التعليمية الخاصة إلى تقليل العوائق التي تواجه التعلم والمشاركة لكافة الطلاب	ب/2/4
			✓	ربط سياسات العمل الإجتماعي بتطوير المنهج وسياسات دعم التعلم	ب/2/5
			✓	يبذل العاملون في المدرسة مجهوداً كبيرا لوضع سياسات تحول دون توقيع العقاب البدني بشتى أنواعه	ب/2/6
			✓	هناك مجهودات لإزالة العقبات التي تؤدي إلى غياب الأطفال من المدرسة	ب/2/7

					النص	الرقم
			✓		تحاول المدرسة التقليل من العنف والمضايقات التي تحدث في المدرسة	ب/8/2
			✓		هناك تعاون بين المدرسة والجهات الأخرى لرعاية صحة الأطفال	ب/9/2
		✓			تساهم جميع الجهات الخدمية الخارجية (الجمعيات الأهلية والإدارة المحلية والهيئات التطوعية وخدمات الدعم) في دعم المدرسة لتصبح ثقافتها وسياساتها وممارساتها دمجية	ب/10/2
					البعد ج **تطوير ممارسات دمجية**	
			✓		عند التخطيط لعملية التدريس يُؤخذ في الإعتبار تعلم جميع الأطفال	ج/1/1
		✓			تعمل الدروس على تشجيع الأطفال على إبداء رأيهم في محتوى الدرس	ج/2/1
		✓			تعمل الدروس على تفهم الإختلافات الفردية بين البشر عامة وبين الأطفال	ج/3/1
			✓		تعمل الدروس على تشجيع إعتماد الأطفال على أنفسهم في عملية التعلم	ج/4/1
			✓		أحياناً في بعض الدروس يعمل الأطفال في ثنائيات ومجموعات	ج/5/1
			✓		تساهم الإمتحانات في عملية تعلم جميع الأطفال ويبدي الأطفال رأيهم فيها	ج/6/1
			✓		يقوم النظام والإنضباط في الصف على الإحترام المتبادل وليس على الرهبة والخوف	ج/7/1
			✓		يتعاون المعلمون في إعداد الدروس والتدريس وعمل المراجعة	ج/8/1
			✓		تساهم الواجبات المنزلية في إن يتعلم الجميع بما في ذلك المعلمين	ج/9/1
		✓			يشارك كافة الأطفال في الأنسطة غير الصفية والرحلات	ج/10/1
			✓		اللغة التي يتم التدريس بها لا تشكل عائقاً أمام التعلم والمشاركة	ج/11/1
			✓		يقوم جميع العاملين في المدرسة بتوفير الظروف الملائمة للتدريس والتعلم	ج/1/2
			✓		يُستفاد من الإختلافات بين الأطفال كمصدر للتعلم والتدريس	ج/2/2
			✓		يتم الإستفادة الكاملة من خبرة جميع العاملين غير تلك المرتبطة بالمادة العلمية	ج/3/2
			✓		يقوم العاملون بتنمية المصادر لدعم عملية التعلم والمشاركة	ج/4/2
			✓		تسعى المدرسة إلى الإستفادة من مصادر تفيد عملية التعلم في البيئة المحلية	ج/5/2
		✓			توزع المصادر بالمدرسة توزيعاً عادلاً لدعم عملية الدمج	ج/6/2
			✓		تقوم المدرسة بدعم تطوير محو الأمية في المجتمع المحلي	ج/7/2

Appendix 5: Special Education Teacher Interview

Producing Inclusive Policies	Definitely agree	Agree to some extent	disagree	Need more information
1. B.1.1 Staff appointments and promotions are fair.				
2. B.1.2 All new staff are helped to settle into the school.				
3. B.1.3 The school seeks to admit all students from its locality.				
4. B.1.4 The school makes its buildings physically accessible to all people.				
5. B.1.5 All new students are helped to settle into the school.				
6. B.1.6 The school arranges teaching groups so that all students				
7. B.2.1 All forms of support are coordinated.				
8. B.2.2 Staff development activities help staff to respond to student diversity.				
9. B.2.3 'Special educational needs' policies are inclusion policies.				
10. B.2.4 The Special Educational Needs Code of Practice is used to reduce the barriers to learning and participation of all students.				
11. B.2.5 Support for those learning English as an additional language is coordinated with learning support.				
12. B.2.6 Pastoral and behavior support policies are linked to curriculum development and learning support policies.				
13. B.2.7 Pressures for disciplinary exclusion are decreased.				
14. B.2.8 Barriers to attendance are reduced.				
15. B.2.9 Bullying is minimized.				

Are you aware of the SEND policy in your school?
To whom do you refer if you have concerns about the performance and the behavior of one of your students
Are you trained to accommodate and educate a child with special needs in your class?
What kind of training did you receive? How long did it take?
Do you believe that your school is an inclusive school? Why?
Did you take part in writing, issuing, reviewing the SEND school's policy?
What are the external agencies involved in taking care of the learners with SEND? What roles do they play?

Appendix 6: Interview of the SENCO

Questionnaire 2
Profession/ position: _____ Years of Experience: _____
Qualifications: _____

1. How does the SEND policy in your school help creating an inclusionary culture that helps all students with different abilities?

2. What is the identification process in your school and how does it help lead to effective inclusion?

3. Do you think the school's policy is effective and well created? what should be done to make it more solid?

4. Are you aware of the SEND policy in the MOE "General Rules of Provision of Special Education programs and services"? What criteria do you effectively follow in terms of students' numbers and referral procedures?

5. Are there meetings, involving staff, students, parents/carers and others, that attempt to deal with problems flexibly before they escalate?

6. Do you think teachers are well trained to teach students with disabilities and learning difficulties? If not, how can you deal with this issue?

7. Do you believe that your school is an inclusive school? Why?

8. Who are the external agencies involved in taking care of the learners with SEND? What roles do they play?

9. What are the numbers of students who are integrated into your school and what are some of the disabilities and special educational needs that the school deals with?

10. What are the modifications and accommodation provided to your learners with SEND ? Give examples.

11. What is the role of the IEP in your school? Who plans the IEP and who conducts it with the child?

12. What are the main obstacles to inclusion in your opinion?

Appendix 7: Interview of the SENCO / Arabic

الوظيفة: ــــــــــــــــــــ سنوات الخبرة: ــــــــــــــــــ المؤهلات الدراسية: ــــــــــــــــــ

1. كيف تساعد سياسة "التربية الخاصة" SEND في مدرستك في إنشاء ثقافة شموليّة تساعد جميع الطلاب ذوي القدرات المختلفة وذوي الإعاقة؟

2. ما هي عملية التشخيص في مدرستك وكيف يمكن أن تؤدي إلى دمج فعال للأطفال ذوي الاحتياجات الخاصة؟

3. هل تعتقد أن سياسة المدرسة فعالة وجيدة الإنشاء؟ ما الذي يجب عمله لجعلها أكثر صلابة وفعالية؟

4. هل أنت على علم بسياسة SEND في "القواعد العامة لتوفير برامج وخدمات التعليم الخاص" في وزارة التربية والتعليم؟ ما هي المعايير التي تتبعها بفعالية من حيث أعداد الطلاب وإجراءات إحالة الطلاب لقسم التربية الخاصة او الدعم؟

5. هل هناك اجتماعات تضم موظفين وطالبات وأولياء الأمور / مقدمي الرعاية وغيرهم ممن يحاولون التعامل مع المشكلات بمرونة قبل تصاعدها؟ كيف تصف تعاون الاهل مع احتياجات أبنائهم من ذوي الإعاقة مع قوانين المدرسة؟

6. هل تعتقد أن المدرسين مدربين تدريباً جيداً لتعليم الطلاب ذوي الإعاقات وصعوبات التعلم؟ إذا لم يكن الأمر كذلك، كيف يمكنك التعامل مع هذه المشكلة؟

7. هل تعتقد أن مدرستك هي مدرسة تطبق الدمج ضمن معايير حقيقية؟ لماذا؟

8. من هم الجهات الخارجية المشاركة في رعاية طلاب SEND؟ ما الأدوار التي يلعبونها؟

9. ما هي اعداد الطلاب المدمجين في مدرستك و ما هي الحالات التي تتعامل معها المدرسة؟
10. ما هي التعديلات المنهجية و طرف تكييف المناهج و الامتحانات لتتناسب مع طلاب التربية الخاصة؟ كيف يتم قياس تطور مهارات الطفل؟
11. ما دور ال IEP في المدرسة و كيف يتم تخطيطها و تنفيذها في مدرستك؟

12. ما هي اهم معوقات الدمج في نظرك؟