MANIPAL
ACADEMY *of* HIGHER EDUCATION
DUBAI CAMPUS
(Institution of Eminence Deemed to be University)

INCLUSIVE EDUCATION POLICY

Authored by

MANIPAL ACADEMY OF HIGHER EDUCATION, DUBAI DIAC

Aim

Provide a supportive learning environment for Students of Determination (SoD) at Manipal Academy of Higher Education, Dubai Campus.

The Manipal Academy of High Education promotes Equity in education wherein each child is provided an opportunity to be successful at the university. Students of Determination (SoD) are Integrated into the classrooms through accommodations, modifications, and available assistive technologies to help achieve academic potential along with opportunities to develop healthy relationships with the MAHE community of faculty, staff and students. The university seeks to identify and understand the unique challenges experienced by SoDs and make adjustments to reduce barriers to academic, social and emotional learning.

The university seeks to understand the needs of SoDs by identifying them either at the time of admission through an interview with parents/ caregivers or during the tenure of their program through discussions with the referee (please see end of document for referral procedure)

1. The support for the SoD is determined based on the medical and/or psycho-educational information obtained from the parents / guardian during enrolment.

2. The faculty ensures that students understand the learning objectives and how the assessment will measure their progress towards those objectives, and where possible use multiple measures.

3. They measure both independent and group assignments and provide frequent targeted feedback.

4. Collaborative student arrangements such as peer tutoring, co-operative group work, buddying, extended deadlines for assignments, extended time on tests/examinations and students providing feedback to teachers on the effectiveness of teaching also fosters an effective inclusive education.

5. SoD students are also provided support and encouragement to adjust to their surroundings and maintain good relations with their peers. The University strives to foster an environment where all the learners respect each other at the Campus and tolerate the differences in socio-economic, cultural background and their learning ability.

6. The social acceptance among peers encourages SoD students to thrive in a safe and secure learning environment.

For Students of Determination, MAHE Dubai:

1. Adapts infrastructure and modifies classrooms.
2. Modifies curriculum to suit needs.
3. Accommodates needs during assessment and learning.
4. Creates an IEP in collaboration with all concerned caregivers and educators.
5. Provides counseling sessions when required for socio-emotional needs.
6. Trains peers and teachers for adequate support
7. Ensures immediate action to eliminate any reported discrimination in campus as according to the Discipline Policy / Student Code of Conduct
8. Trains students to smoothly transition after college into the work environment.

Apart from the above each SoD can access provisions as per their specific learning barriers and challenges:

	Disability type	Special Provisions
1.	Intellectual Disability	Modified curriculum, assessment and accommodated provisions Vocational training
2.	Hearing Impairment	Assistive technologies to aid hearing
3.	Visual Impairment	Assistive technologies to aid sight
4.	Physical Disability	Ramp, wheelchair, accessible parking, accessible bathrooms
5.	Autism Spectrum Disorder	Intensified socio-emotional support Resources to help with anxiety, stress and other intra-personal needs
6.	Communication Disorders	Socio-emotional support when and where required
7.	Attention Deficit/ Hyperactive Disorder	Resources for calming and staying focused
8.	Specific Learning Disorder	Modified curriculum, assessment and accommodated provisions
9.	Deaf -Blind Disability	Assistive technologies as per need
10.	Psycho\ Emotional Disorders	Consistent Counseling Schedule and liaising with external professionals
11.	Multiple Disability	Resources and technologies as per need

Inclusion Team

Governing Body

1. Academic President
2. Head of Business Operations and Student Affairs
3. Manager, Office of Student Affairs

The role of the governing body is to overlook the effectiveness of the inclusion process and in alignment with the strategy of the organization on student support take decisions regarding provisions for students of determinations.

Accessibility Officer

Student Engagement Officer
The role of the Accessibility Officer (inclusion manager) is to monitor the inclusion policy and report annually to the governing body on its effectiveness; monitor and assess inclusive provision; identify barriers to learning and provide support to SoDs; share inclusive expertise with and support the professional development of professors and assigned buddies; purchase appropriate resources; liaise with parents; coordinate external specialist provision.

Inclusion Support Team

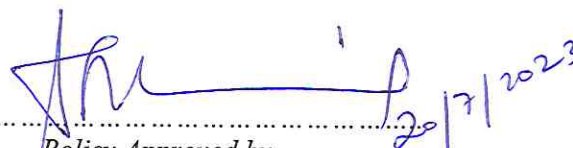**Professors – for enhanced academic support to staff**
Deputy Registrar – for exam support
Admission Counselors – for streamlined admissions
CDC officer – for work placements

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Policy Approved by

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