

**THE INDIAN HIGH SCHOOL
AL GARHOUD CAMPUS**

INCLUSION POLICY (V15)

ACADEMIC YEAR 2026-2027

MAY 15, 2026



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1. RATIONALE

The purpose of this policy is to establish the process and considerations that guide the institution in providing inclusive education and support to Students of Determination. This is to maximize the potential of all students who experience barriers to learning or are gifted and talented in scholastic and co-scholastic areas.

2. SCOPE

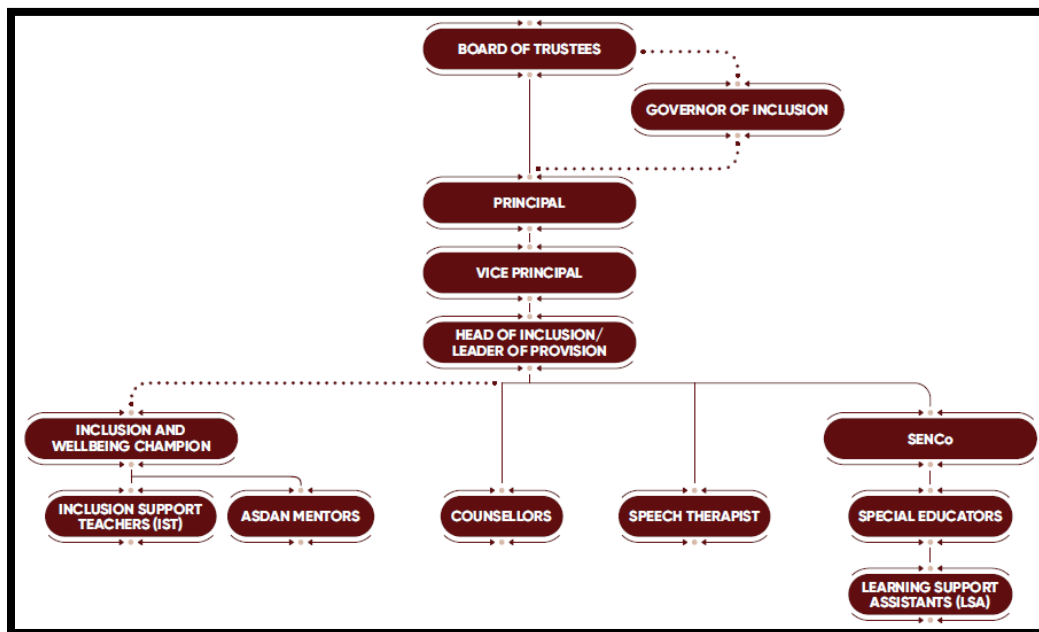
The policy applies to all students of determination who need special learning support, counseling support, personalization of learning, and assessment strategies in the mainstream classrooms. It applies to all such students in all levels of K-12.

3. POLICY STATEMENT

The central focus of this policy is to ensure access to education for students of determination by identifying and removing barriers that prevent or restrict their participation and engagement in a relevant and appropriately challenging school-based learning environment. We actively develop a shared understanding of the agreed values and standards of inclusive education among all stakeholders. The policy is based upon *Dubai Inclusive Education Policy Framework (2017)*, *'A revised categorization framework for students of determination (2019-2020)'*, *Implementing Inclusive Education: A Guide for Schools (2019)* *'Directives and Guidelines for Inclusive Education'* (Jan. 2020), *Advocating for inclusive education - A Guide for Parents (March 2021)* the *Federal Law 29 of 2006 and the Dubai Law 2 of 2014, the School Inspection Framework, General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)*, the Knowledge and Human Development Authority (KHDA) guidelines and best international practices.

The policy is implemented through a detailed procedure which clearly states the comprehensive identification process of students of determination, the revised categories, the kind of support and intervention provided for each category, and the role and responsibility of all concerned at various levels, headed by the Governor for Inclusive Education. There are no hidden charges or any extra cost for the support provided. There is a provision for admitting students of determination (refer to the Admission Policy), and parents are encouraged to declare the same while applying for admission. The function of the entry assessment process for applicants is to inform the school's provision planning and enable them to be enrolled in the school.

4. INCLUSION SUPPORT TEAM



Governor for Inclusive Education	Ms. Siobhan Brady
School Principal	Ms. Amita Kapoor
Head of Inclusion/Leader of Provision & DCPO	Ms. Sonali Ajay Bhat
Inclusion & Wellbeing Champion	Ms. Mudita Joshi
SENCo.	Ms. Swapnaja Deshpande
Inclusion Support Teachers	Ms. Deepa Manglani Ms. Nimita Bhattarai Ms. Bhavi Soni Ms. Deepthi Sadhani Ms. Saritha Samad Ms. Neeraja Kaimal Ms. Neetu Balani Ms. Farah Dastur Ms. Farsana Shaji Ms. Anju Krishnan
Counselors	Ms. Tasneem Murtaza Mithaiwala Ms. Shameema Abdul Azeez Ms. Lizbeth Sabu Koduvanal Ms. Swapnaja Deshpande Ms. Sonali Ajay Bhat Ms. Helvin Reena Barboza Ms. Shafeena Ibrahim
Special Educators	Mr. Julie Anne L. Fernandez Ms. Charlotte C. Natividad Ms. Camille Lopez Ms. Khadija Saya
Speech Therapist	Ms. Nithina Alice Boban Ms. Sandhya Nair Ms. Neethu Rajeev
Learning Support Assistants	Ms. Sarabjeet Kaur Ms. Mithra J S Ms. Roopam Chaturvedi Ms. Madhu Nageshwari Ms. Sajitha Mohandas Ms. Rasha Mohamed (Arabic) Ms. Amal Hussain (Arabic)
Parent Representatives	Ms. Chinmayee Deepak – 3E
Student Representatives	Head Boy- Amaan Khan Asst. Head Boy - Mohammed Faizan Shanu Head Girl-Ahanika Mohandas Asst. Head Girl- Cera Maria Jinesh
Parent Focus Group Representatives	KG-1: Ms. Anusha Thampi- KG1 N KG-2: Mrs. Bhargavi Vanama – KG2-K Gr. 1 boys: Gaganpal Singh Sethi – 1O Gr. 1 girls: Shamna Roshith -1L Gr. 2 boys: Ms. Aini Ansari – 2V Gr. 2 girls: Ms. JinshaRanjith – 2A Gr. 3 boys: Ms. Farzeena Iftikar – 3S Gr. 3 girls: Ms. Padmapriya P. – 3D Gr. 4 boys: Mr. Shreekanth Narayanan – 4W Gr. 4 girls: Ms. Shahana P.K. – 4I

5. RESPONSIBILITIES OF THE INCLUSION SUPPORT TEAM

Members of the Inclusion Support Team:

- be proficient in inclusive education techniques, curricular modification, personalization of learning objectives, and assessment strategies;
- meet on a regular basis, typically once a week;
- maintain minutes of the meetings and utilize effective systems to follow up on specific actions and strategies;
- work in close collaboration with classroom teachers and other educational staff to support the education of students who experience barriers to learning in the classroom environment by providing coaching and support to teachers on a timely basis;
- assign learning support assistants to individual students/groups of students who experience barriers to learning and/or class groups as needed. The focus and impact of their support is routinely reviewed, and their allocation may change in accordance with student and teacher need;
- where appropriate, develop partnerships with special centers and external professionals who work with individual students. These partnerships will be responsive to the needs of students who experience barriers to learning and their families to ensure access to high-quality, inclusive education;
- demonstrate and apply knowledge and understanding of inclusive education values and principles;
- work with parents, caregivers, and professionals to develop appropriate individual education plans for individual students who experience barriers to learning;
- collaborate effectively with parents, other teachers, specialized professionals, and other service providers, including those working as members of a multi-disciplinary team;
- collaborate with support teams to create opportunities that facilitate the meaningful participation of all students in the common learning environment (e.g., lesson planning, classroom set-up, purposeful student groupings);
- prioritize student relationship building, followed by familiarity with the student's learning characteristics, performance levels, and personalized learning outcomes;
- apply formative assessment, universal design for learning, differentiation, and other learner-centered activities, so that students can pursue and achieve curricular-based learning goals;
- engage in coaching and co-teaching opportunities with support teachers and other colleagues to accommodate all students within an inclusive learning environment;
- assist teachers in the provision of instruction to students who experience barriers to learning.

The management secures the support of a qualified **Governor for Inclusive Education** who works with the school leaders to ensure the implementation of the Inclusion policy, suggests provisions for improvement, and evaluates the quality of education provided by the school with common inclusive education standards. The governor for inclusive education is committed to developing the knowledge, understanding, and skills required to provide effective support and challenge to the school as it progresses towards realizing a vision of inclusion in practice. This includes supporting the governing board to:

- set strategic direction through a clearly stated, inclusive vision and ethos;
- hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan;
- recommends financial investment to ensure that targeted plans are sufficiently resourced;

The school principal plays a uniquely powerful role in enabling students, staff, and parents to think and act in a more inclusive manner. The **principal**, in partnership with the inclusion support team:

- communicates a vision of inclusion, ensuring the engagement of the entire school community;
- conducts a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement.

The Head of Inclusion/Leader of Provision:

- develops and implements a comprehensive and strategic inclusive education improvement plan;
- applies a rigorous system of monitoring and review to track progress and inform revisions to strategic plans;

The **Hol/LoP** holds deep knowledge about barriers to learning experienced by students, the associated challenges for teachers, and the impact on learning, development, and outcomes. The Head of Inclusion/Leader of Provision plays a crucial role in supporting classroom teachers to identify and develop specific approaches in the classroom so that every student is empowered to succeed. Particularly important aspects of the role are:

- working alongside teachers to observe, assess, and identify special educational needs; This involves using observation templates or rubrics to document and address specific challenges.
- responsible for managing **all levels of provision** (Levels 1, 2, and 3).
- oversee the work of the SENCO, Counsellors, and Speech and Language Therapists to ensure a holistic and integrated approach to inclusion.
- Lead the development of policies, monitor progress, and ensure compliance with best practices in inclusive education.
- **Oversee ASDAN provision for Students with Determination**, ensuring they receive appropriate skill-building opportunities.
- working collaboratively with other in-school specialists, such as speech therapists, counselors, and special educators, to promote student learning, development, and well-being;
- providing advice and guidance to both teachers and parents;
- promoting high expectations of student learning and achievement;
- supporting the development of relevant and meaningful learning activities;
- facilitating collaborative meetings to promote the development of ILP/IEP;
- monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning;
- implementing evidence-based programs of intervention for individual and small groups of students. Leading structured interventions for individual or small groups, applying research-backed methods to improve learning outcomes.
- **support** the mental health of staff members by providing **confidential, open-access mental health sessions**, ensuring they have access to support during scheduled school hours.

The **Inclusion Champion** works as a bridge between the Counseling and Special Education Department and the Mainstream classrooms to ensure that the modalities of the procedure are carried out, and specifically, modifications and concessions granted in the IEP are carried out for students of determination with learning difficulties. The concerned takes onus of bringing about more awareness towards the entire program, which leads to cultural transformation and streamlining of the entire process. Inclusion champion advocates for the inclusion of students of determination with a passionate belief in the value of inclusive systems of education.

The inclusion champion plays an important role in:

- ensures that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice;
- plans continued professional development for all staff at all levels across the school;
- catering to the needs of **Level 1 students**, ensuring they receive appropriate classroom support and minor interventions as needed.
- **oversee Gifted and Talented (G&T) provisions**, ensuring that high-ability students receive appropriate challenges and enrichment opportunities.
- promoting ideas that support the development of inclusive attitudes and approaches; For example, conducting workshops for teachers to support differentiated instruction effectively.
- **manage the Inclusion Support Teachers (ISTs) and ASDAN Mentors for the Gifted and Talented program**, ensuring the courses are effectively implemented.
- engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills;
- sharing information with senior leaders;
- providing the motivation and support required for improvement over time.

- ensures that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.

SENCo. supports in monitoring the impact of interventions and their outcomes for students with learning difficulties as part of the school's full range of attainment and learner-related information. SENCo's activities include:

- identification of students who experience barriers to learning in the school. For instance, this involves analyzing classroom engagement patterns and initiating targeted assessments to uncover specific needs.
- **manage** the provision for **Level 2 and Level 3 students**, coordinating targeted interventions, collaborating with teachers, and ensuring individualized support plans are effectively implemented.
- collaborates closely with special educators, counselors, and teachers to adapt and modify the curriculum in accordance with individual student needs, and reviews and vets assessment documents to ensure they are aligned with the student's learning level.
- ensuring there is high-quality teaching and intervention for students with learning differences through joint observation and feedback; Such efforts often lead to implementing differentiated instruction or integrating accommodations that have shown success in similar contexts.
- plan provision and ensure consistency in its implementation. As an example, this can involve aligning interventions across phases to ensure consistency in addressing learning gaps.

Inclusion Specialists include Counsellors, Special Educators, and Speech Therapists. They are responsible for fostering a culture of inclusion within the school community. They facilitate the implementation of inclusive practices and support the needs of diverse learners.

Counsellors,

- play a crucial role in the identification, administration of psychometric assessment, and collaboration with all stakeholders in developing and implementing the Individual Education Plan/Behavior Intervention Plan/Individual Support Plan/Student Passport; For instance, creating a BIP might include strategies like positive reinforcement for managing impulsiveness.
- provide guidance and training to educators on inclusive teaching strategies, differentiation, and accommodations to meet diverse learning needs; This can involve guiding staff on using behavior charts or restorative practices to manage classroom challenges effectively.
- engage with parents and the wider community to promote understanding, acceptance, and support for inclusion initiatives;
- gather data and assess the effectiveness of inclusion practices, using this information to inform decision-making and continuous improvement;
- offer immediate support and intervention for students during crises or challenging situations affecting students' well-being;
- advocate for the mental health and well-being of all students, promoting an inclusive and supportive school environment. As an example, organizing mindfulness sessions that help students manage stress and anxiety during assessments.
- responsible for conducting mass counseling sessions through structured talks for parents, teachers, and students, as well as delivering SEL sessions under the "Thrive" program and Happiness Hub Talks.

Special Educators,

- create and implement Individualized Education Programs (IEPs) for students of determination, ensuring their academic and social success. For instance, this could include using online resources like Rosen Level-Up, Tinkle, and Jolly Phonics in supporting the students with learning difficulties.
- collaborate with general education teachers to adapt curriculum, develop strategies, and provide necessary accommodations for students with diverse learning needs. Such collaboration often results in introducing tools like graphic organizers or step-by-step instructions for complex tasks.
- responsible for collaborating with Learning Support Assistants. This includes providing guidance and support to LSAs in implementing individualized education plans, ensuring they are effectively supporting students with special educational needs in the classroom. SPEDs also monitor the progress of students, offer feedback to LSAs, and ensure that classroom strategies and accommodations are consistently applied.

- regularly assess and monitor student progress, adjusting teaching strategies and interventions as needed to support their growth. This could entail incorporating peer support systems to foster social inclusion among students with autism.
- work closely with parents to communicate progress, discuss goals, and involve them in the educational journey of their child.

Speech Therapist,

- with parental consent, conduct informal assessments to identify speech, language, and communication disorders in students, using various tools and methods to evaluate their needs accurately; For instance, interventions might focus on articulation exercises for clearer speech delivery.
- recommend parents seek external assessments to gain a more comprehensive understanding of the student's needs and to support the development of tailored interventions.
- develop and implement individualized therapy plans to address speech and language difficulties, providing targeted interventions to improve communication skills;
- collaborate with teachers and other specialists to integrate speech and language goals into the overall educational plan, ensuring consistency and support across all aspects of learning. This can include strategies like visual prompts or language modeling to enhance vocabulary development.
- educate parents on strategies and exercises to support their child's speech and language development at home, fostering a collaborative approach between school and home environments;
- regularly monitor and assess students' progress in speech and language therapy, documenting improvements and providing comprehensive reports to inform educational planning.

***Inclusion Support Teachers* are highly experienced classroom teachers who, in addition to mainstream teaching, provide support through:**

- **guiding** the identification of individual student needs, by advising teachers on the use of informal observations to understand triggers for classroom disruptions;
- **supporting and monitoring Level 1 learners** within their section by providing targeted interventions and accommodations to promote inclusive learning and ensure academic success;
- **advocating** for the need for **differentiation and inclusive practices** within their section, ensuring that teaching methods are adjusted to meet the diverse needs of all learners;
- **supporting and monitoring** the formulation of the Student Passport in collaboration with relevant staff;
- guiding teachers in the use of effective instructional and educational strategies, such as differentiated seating arrangements or structured visual schedules;
- supporting and monitoring curriculum modifications and adaptations to ensure accessibility and inclusion;
- guiding and reviewing the use of appropriate assessment procedures aligned with student needs and learning levels;
- **Modeling and supporting** effective inclusive teaching strategies, including co-teaching or team teaching alongside the classroom teacher.

Their areas of support include:

- support teachers in an active and sustained manner across the year in accordance with the time allocation guidelines given in the ***'Dubai Inclusive Education Policy Framework.'***
- **create** innovative worksheets and learning materials for use by students across sections, contributing to differentiated instruction.
- **collaborate** with the team in **planning creative and inclusive lessons**, ensuring that all students have access to engaging, effective learning experiences.
- working directly with teacher(s) to collect information about the student's strengths and weaknesses necessary to complete IEP/BIP and Student Passport;
- working closely with the Inclusion Champion to ensure the effective administration and operation of the Inclusion Support Team;
- facilitating the transition of students who experience barriers to learning from segregated into mainstream settings; engage in class-wide monitoring of student learning (e.g., independent or small-group work) identified and planned by teachers and the Inclusion Support Team;

- guiding the teachers in preparing learning materials for use by student(s);
- collect formative assessment data on student performance and progress, based on systems designed by teachers or the Inclusion Support Team;

ASDAN Mentors:

- **guide** Gifted students who enroll in **ASDAN life skills**, helping them choose appropriate courses based on their interests and abilities.
- **support** students throughout the process by assisting with course planning, checking their work, and ensuring that they complete the necessary tasks to gain certification.
- **provide** ongoing encouragement and guidance, helping students navigate the course requirements and stay on track to achieve their goals.

School and Parent employed Learning Support Assistants:

- work closely with class teachers and the Inclusion Team to ensure IEP targets link to, and support class-based targets where possible; This may encompass supporting group activities to incorporate specific skill-building exercises outlined in the IEP.
- work with children to ensure the child understands the next steps in their learning and how they can achieve their targets. This could mean using visual aids or checklists to help students track their progress and celebrate milestones.
- contribute to the education of students in inclusive schools and classrooms by implementing individual instruction; For example, utilizing multi-sensory teaching techniques to help students grasp foundational concepts in literacy or math.
- apply current best practices and strategies learned through professional development courses, in-service training, or workshops.

Parents and guardians are given the opportunity to be involved in many aspects of their child’s education. Class teachers, alongside Support Teachers and Section Supervisors, have the responsibility to invite parents and guardians for the development of IEP goals, to discuss their child’s progress, the targets their child is working towards, and the support their child is receiving.

Class teachers and subject teachers:

- set targets for all students of determination and take measures to ensure learners are involved in understanding their targets and how they can achieve them.
- providing instruction to student(s) individually or in a small group in the common learning environment;
- dealing with social, emotional, behavioral, and/or family situations (e.g., housing, food, health, and mental health conditions) of students;
- maintaining effective communication with parents as well as any service providers working with the family or the child;

6. PARTNERSHIPS FOR INCLUSION

School–community partnerships at the Indian High Group of Schools help implement a system of integrated services for students of determination, often providing supports and resources to meet staff, family, and student needs that go beyond what is typically available through school. Reciprocally, community partners benefit from their relationships with the school, including learning about the school’s inclusive culture. We have agreements with the following local organizations.

- ASDAN (Award Scheme Development and Accreditation Network)
- Switch 4 Schools
- Dubai Autism Center (DAC)
- Al Jalila Foundation
- Rashid Centre for the Disabled
- Al Noor Training Centre for Persons with Disabilities
- The Special Needs Future Development Center (SNF)

7. INCLUSIVE CULTURE, COMMITMENT AND ETHOS

An ethos of positive classroom culture and inclusive education permeates all aspects of the school system.

- School exercises a positive admissions policy, which welcomes a diverse range of learners, allows a waiver of the eligibility test, and provides direct admission to students of determination upon providing an external assessment report from an authorized testing agency approved by MOH, DHA, and CDA, resulting in greater diversity of needs.
- A qualified Governor for Inclusive Education leads to greater accountability to carry forward the whole school vision of Inclusion, aligned with the 'Dubai Inclusive Education Policy Framework.'
- The school system embodies a strong commitment to fostering a positive classroom culture across through training of teachers on SEL competencies.
- School places a strong emphasis on ongoing professional development for our staff, ensuring they are equipped with the latest knowledge and strategies related to inclusive education, sensitizing them, and increasing their awareness about how to identify and support learners who have learning difficulties.
- Provide opportunities for parents and caregivers to better understand barriers to learning, and the resources and support mechanisms available to them and their families.
- Develop promotional materials within the school to raise awareness and reduce stigma on issues relating to inclusion and promote the inclusion of students of determination.
- Incorporates and integrates a monitoring and evaluation plan to track and measure any impact on attitudes, beliefs, and experiences of students who experience barriers to learning.
- Increase the representation of all types of learners, particularly those who experience barriers to learning, in education and promotional materials, including print and online sources, literature, toys, the media, and other relevant sources of information to highlight the abilities and capacities of individuals who experience barriers to learning.
- Safeguards the health, safety, and welfare of all pupils, with a particular focus on vulnerable groups.
- School is fully equipped with facilities for Students of Determination such as modification of washrooms, wheelchairs, and ramps, leading to an inclusive physical environment.
- A well-defined Circle of Happiness, Inclusion and Wellbeing raises the quality of support for students of determination in lessons and outside the classroom.
- AGREE - Appraisal Grading and Reward format is developed for the circle of inclusion. Six performance standards have been identified for Counsellors, Special Educators, and LSAs. These standards are based on research on international best practices, KHDA guidelines for inclusion, Wellbeing Matters guidelines, and CBSE Mental Health and Wellbeing manual.

8. INCLUSIVE ADMISSION PRACTICE

School welcomes students of determination and has a learning support program, addressing the individual needs of all students of determination, gifted and talented. In the case where a child's specific need has not been previously identified, the school reserves the right to review the situation in order to assess the capacity to address his/her needs within their existing level of provision. We expect parents to work closely with us if a particular educational need is identified during or following the admission process.

School adopts an admission process that:

- ensures that students who experience barriers to learning will be provided with the support, accommodations, and curricular modifications required to enable equitable access to educational opportunities;
- preference for “sibling priority” will be given to students who experience barriers to learning, subject to availability of seats;
- aims to be inclusive at all times unless it is not possible to fully support the particular child due to constraints beyond our control, e.g., infrastructure or personnel;
- proactively identify practices that may restrict, limit, or prevent a student from accessing education alongside their peers, and plan action to ensure minimization of any impact upon a student’s learning experience and outcome.
- ensures compliance with the requirements of *‘Dubai Inclusive Education Policy Framework.’*
- Admission test for students of determination is waived off, provided parents indicate the same on the application form for admission and provide an assessment report from an authorized testing agency approved by *MOH and DHA.*
- In exceptional circumstances, an enhanced level of provision may be registered through an individualized service agreement with KHDA, including a stated individualized service fee.
- In all cases, if the school makes the decision not to enroll a student, a complete Non-Admission Notification Form prior to any final decision being taken is submitted to KHDA for monitoring and regulation purposes.

9. IDENTIFICATION AND INTERVENTION

The identification process is ongoing as teachers, parents, and students can submit referrals at any point in the year. Circle of Inclusion provides training to educators at all levels to equip them and increase their awareness about the experience of SEND and how to identify and support students who have learning difficulties. We aim to identify learners who have any difficulties as soon as possible so that appropriate support can be given from an early age. The school employs multiple avenues to identify students with Special Educational Needs (SEN) to ensure a comprehensive and inclusive approach to support all learners. These identification methods include:

School-wide Screening within Schools

School-wide screenings are conducted to identify potential students who may be experiencing barriers to learning. This process involves school-wide screening by educators using the School Wide Screening – SNQV, followed by detailed screening conducted by internal Inclusion Specialists. Standardized assessments and observations are conducted further to detect various learning and developmental needs, either by external specialists or internal inclusion specialists.

School Internal Referral System

The **staff is sensitized** with the knowledge and definition of the various categories for students of determination through regular workshops, reading material, case studies, and hands-on classroom experience. Parents are encouraged during the **orientation program** at the beginning of the academic year to share the information about their child with medical issues that need special handling, learning deficits they may know of, or behavioral and emotional issues. Parents have access to an online Parent Referral Form, and they are encouraged to refer students whom they suspect may have special educational needs. The referrals are thoroughly considered and assessed by the school's specialist team.

Teacher Referral Form provides timely and effective support to initiate an appropriate plan of action for students at various levels of need. Possible sources of referrals may include a list of likely ‘at-risk’ students shared at the start of the academic year, along with a list of symptoms and triggers in the areas of concern document, referred by parent(s)/ guardian(s), teachers, and/or other school personnel. The quantitative (objective) and qualitative

(subjective) student data collected are used to develop an intervention plan. That intervention plan is only shared with those involved in the referral process.

Pre-referral intervention is to identify, develop, and implement alternative education strategies for students who have recognized problems in the classroom before the student is referred to special education. The pre-referral team consists of the teacher, the parents/guardians, an administrator, and teachers involved in the education of the student. The teacher provides background information regarding the problem exhibited by the student, and the team works together to develop possible solutions. The intent is to provide interventions that will help the student achieve success without entering special education. However, if these interventions do not improve the student's performance, then the student will be referred for an assessment to determine possible eligibility for special education services.

Admission Process

During admission, parents can declare if their child has Special Education Needs. The school ensures that students declaring SEN receive provisions to determine their support needs. Additionally, the inclusion team during KG admission conducts an assessment and observes all students for potential indicators of Special Needs. If the observed difficulty is moderate to severe, parents are requested to go for an external psychoeducational assessment to provide a comprehensive understanding. If difficulties are mild, the observations are shared with the teaching and learning team in KG, such that interventions are streamlined to help overcome barriers at an early stage.

How we decide when a student's name needs to go on the 'Students of Determination' record

Stage 1: Primarily, school-wide screening conducted by teachers and Inclusion Specialists informs potential students who may be experiencing barriers to learning. Further psychoeducational assessment confirms the difficulty, level, and category of barrier faced by the student, leading to engagement with all stakeholders and addition of the identified student to the Student of Determination record. Provisions and support are made through personalized and targeted Individual Learning Plan/Individual Education Plan/Behavior Intervention Plan/Student Passport.

Stage 2: Teachers utilize various markers such as classroom observations, teacher evaluations, CAT4 and ISA assessments, diagnostic tests, and ongoing assessment records to pinpoint students who might face obstacles to learning. They collaborate with parents to intervene and mitigate these barriers, aiming to support the students' learning progress.

Stage 3: This involves teachers completing a referral form, noting all relevant concerns in Academic, Behavioral, Socio-emotional, and Developmental areas as outlined in Referral Form 2.0, for persistent or unchanged concerns.

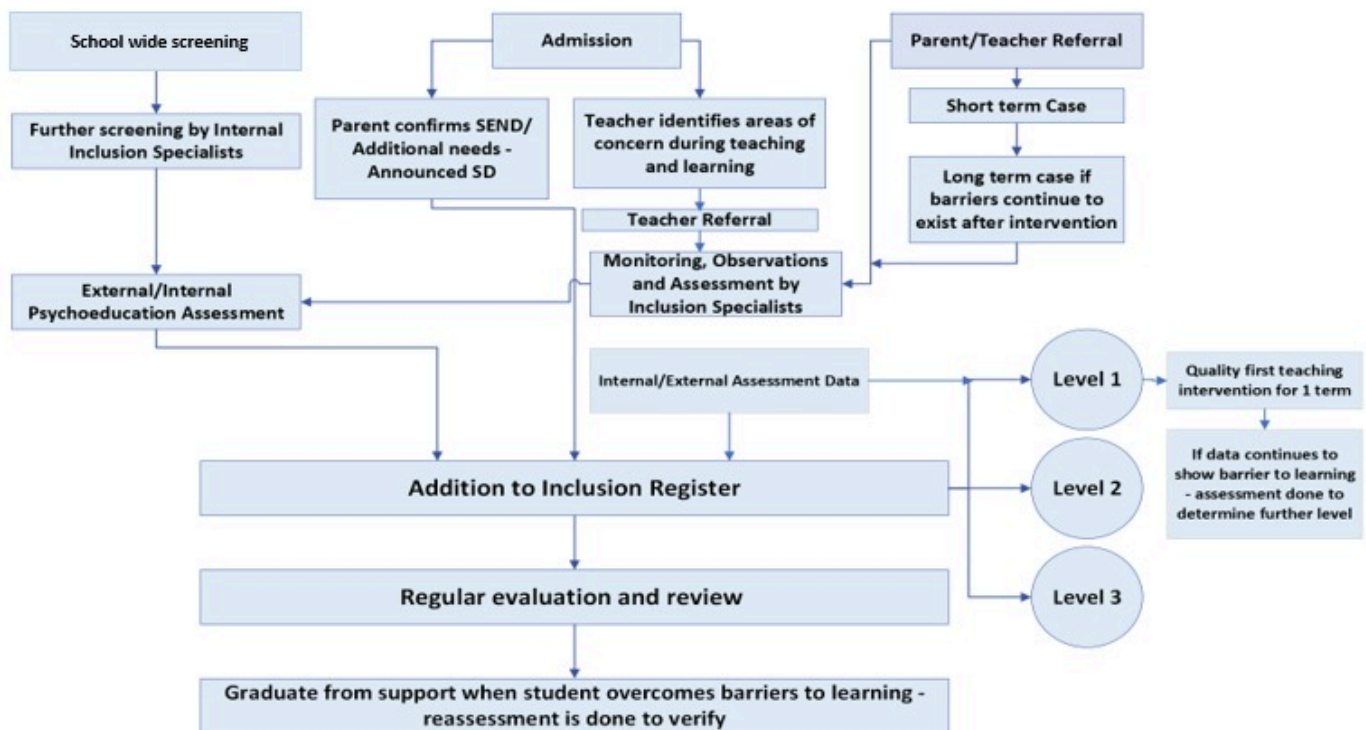
Stage 4: Upon receiving the referral form, the specialist team collaborates with the class teacher, subject teachers, observes the student in class, and engages with parents for input. Subsequently, if an assessment is deemed necessary, either internal or external psychoeducational assessments are conducted. Those encountering learning/cognitive and language/communication challenges are furnished with an Individual Education Plan (IEP)/Student Passport (for mild difficulties), tailored to their specific needs. Similarly, students encountering barriers stemming from behavioral issues receive a Behavior Intervention Plan (BIP) designed to address and support their behavioral challenges. Furthermore, students facing medical concerns that impede their learning progress, as well as those seeking external assistance such as psychotherapy or medication for psychiatric/psychological conditions, benefit from an Individual Support Plan (ISP) meticulously crafted to accommodate their unique circumstances and provide requisite support. Alternatively, short-term support is provided to alleviate barriers for students in cases where formal assessment isn't required.

Monitoring and tracking of level 3 students with barriers to learning is formally done regularly and tracked four times a year (twice a term), once a term through the IEP/BIP tracking using a 5-point rubric system. Assessment is ongoing, and the mainstream data is used for tracking level 1 and level 2 students, along with continuous discussions and monitoring. Identified needs are evaluated and discussed, considering assessment results and through staff and parent discussions. As assessments are completed, strategies are planned to ensure high-quality provision for students with learning differences. IEPs are developed and implemented with input from all stakeholders.

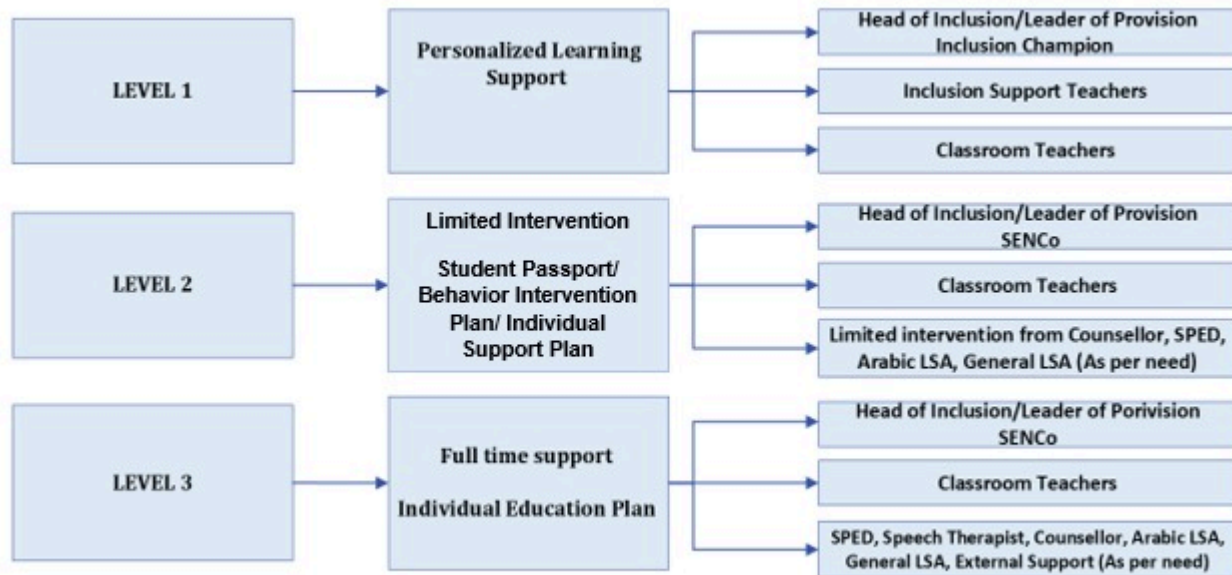
Parents are guided with appropriate information on approaching external specialists as and when required to result in improved identification and provisions. The Circle liaises with external professionals and Psychologists as required.

Case Conference is employed to formulate, assess, and update the individual provisions for students of determination. It is conducted at various intervals involving all relevant stakeholders to deliberate, create, assess, and amend the individualized provision. Each student receiving special education services has four case conference meetings within a 10-month timeframe. The committee is composed of the Inclusion Champion, Head of Inclusion/Leader of Provision, Section Supervisor, HODs, Counselor, Inclusion Specialist Teacher (IST), Special Educator, Speech Therapist, Learning Support Assistant (LSA), and teachers.

Flow Chart for Identification of Students of Determination (2025-2026)



10. STRUCTURE OF PROVISION



Level 1 students are identified through classroom observations, the filtering of **internal & external assessment data**, and receive **first-quality teaching** in the classroom. The **Inclusion Team** will monitor their progress for a term, following the acquisition of **parental consent**. During this period, students' progress will be evaluated, particularly through their performance in the **ongoing assessments**. If significant progress is made, the students will be monitored and gradually weaned off the Level 1 support. However, if students continue to perform at a lower level, additional steps will be taken, such as administering **screeners** and possibly referring them for **further assessment**. These assessments will help identify the underlying barriers to their learning, and based on the findings, **Level 2** or **Level 3 support** may be provided to ensure the appropriate interventions are in place.

Level 2 describes specific, **additional, and time-limited interventions** provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Children who have been consistently over two terms, identified through the data, as having fallen behind the levels expected, may be included in the Level 2 intervention. The category of need is arrived at based on KHDA's categorization (For further details, please see Appendix A). This is usually through limited and personal support through Classroom teachers/Counsellor/Special Educator/Learning Support Assistants/ to enable a student to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. Support Teachers, and or in-school specialists are likely to support this process by observing lessons and making recommendations, as well as providing support through professional coaching and monitoring. Section Counsellor, Head of Inclusion/Leader of Provision, and Inclusion Champion study the Learner Profile/BIP/ISP and jointly observe the in-class support and provide teachers with constructive feedback after gap analysis. When **Level 2 students** make significant progress, they may be moved to **Level 1**. Following this transition, they will be monitored for a term to assess their continued progress. If they continue to make better-than-expected progress during this monitoring

period, they will be gradually weaned off the additional support. This ensures that students can thrive independently, having developed the necessary skills through targeted interventions.

Level 3 describes targeted provision for a minority of children where it is necessary to provide *highly tailored intervention* to accelerate progress or enable children to achieve their potential. **Level 3 students** are identified either at **entry level** or as soon as possible, based on their specific needs. These students receive **specialized full-time support** from a team that may include a **Special Educator, Speech Therapist, LSA, and Counsellor**, depending on the nature of their needs. They may require **curriculum modifications** or **modified question papers** to ensure they can access the examination and learning content. However, these adjustments are not necessary for all **Level 3 students**; they are implemented on an individual basis, depending on each student's specific needs and the level of support required to facilitate their learning and assessment. With individualized programs to accelerate progress, the child should be able to make good progress, although they may not close the attainment gap with their peers. This provision is 'additional to' or 'different from' the provision required to meet the needs of most students within the school and is likely to include the use of specialist approaches, intervention, or support services. Special Educator, Speech Therapist, and/or Counsellors jointly observe the in-class support with the SENCo/Head of Inclusion to ensure implementation of the goals and objectives stated in the IEP.

Twice exceptional (2e) students have unique learning profiles, excelling in certain areas while facing barriers in others. For example, a student may excel in Math while having Dyslexia or show exceptional creativity alongside ADHD. The school proactively identifies 2e students through internal assessment tools/external assessments and observations. Individual Education Plans are designed to nurture their strengths while addressing learning barriers through enrichment opportunities and targeted interventions. Their progress is monitored to ensure both academic advancement and growth in the areas of their strengths.

11. LESSON OBSERVATION AND FEEDBACK (LEARNING WALKS)

Teacher Audit and Feedback Process

School leaders at all levels regularly observe teachers as part of an ongoing audit process. Prior to the observation, **lesson plans** are discussed and improved to ensure alignment with best practices. The **observation form** includes dedicated indicators for **inclusion** and **well-being**, which observers focus on during the lesson. After the observation, teachers receive **feedback** highlighting what went well and areas for improvement, ensuring continuous professional development and support.

Learning Walks by the Governor for Inclusive Education

The school is committed to fostering an inclusive learning environment where every student, regardless of their abilities or disabilities, receives tailored support for their holistic development. The Governor for Inclusive Education plays a distinct role in ensuring that the principles of inclusive education are effectively implemented within our classrooms. Their monthly observations are intended to offer insights into the classroom dynamics, pedagogical approaches, and the extent to which differentiation strategies are employed to cater to students with disabilities.

Following each observation, the Governor for Inclusive Education collaborates with educators and the circle of inclusion, offering targeted feedback and constructive suggestions to enhance differentiation practices. This feedback is provided in a supportive and developmental manner, aiming to assist teachers in refining their approaches to better meet the needs of students with disabilities. Furthermore, the feedback sessions serve as valuable opportunities for professional growth. Teachers are encouraged to engage in reflective practices, leverage the feedback provided, and participate in ongoing professional development tailored to inclusive teaching methodologies. The insights gained from the Governor's observations and feedback sessions are instrumental in

fostering a culture of continuous improvement. This iterative process ensures that our educators are equipped with the necessary support and guidance to continually enhance their differentiation strategies, ultimately benefiting all students within our diverse learning community.

Inclusion and Wellbeing Observation

Inclusion specialists, working collaboratively with the academic team, conduct regular classroom observations across all grades and subjects. Observations focus on identifying effective inclusive practices and areas for growth. Specialists and academic team jointly provide targeted feedback to teachers to enhance their inclusive teaching strategies, focusing on classroom environment, classroom management, planning, and implementation of differentiation, in-class assessment and feedback, and embedding of social and emotional learning. Feedback from inclusion specialists and academic teams forms an integral part of professional growth for teachers. Specialists provide constructive feedback based on observations to support teachers in refining their inclusive teaching strategies.

Joint Observation Feedback

Joint observation of teaching practice and conversations involving multiple people with different perspectives helps develop horizontal expertise in teacher education. We have a team of experts who use observational evidence of all students of determination at different levels to equip our classroom teachers with the best practices and give them constructive feedback. This educative mentoring works to broaden their knowledge and expertise about the subject, and as a consequence of their engagement, educators develop shared practices and common perspectives.

Level 1 student support is observed by an expert from the T&L team and the **Inclusion Champion**, who gives helpful feedback to the teacher on the strategies used for the student in class. Each learner on the provision list is jointly observed.

Level 2 student support strategies are jointly observed by the **Counsellor/Special Educator and SENCo/LOP/Head of Inclusion** to mentor the teacher in class once each term.

Level 3 learner support measures taken by the classroom teacher are strengthened with constructive feedback from the **Head of Inclusion/LoP/SENCo** and the **Special Educator/Counsellor** who supports the learner. This is a scheduled term-wise joint observation followed by group feedback to all teachers, ISTs, and section supervisors by the specialist team. During **Push-In Sessions**, students are supported through a joint effort of their class teachers and Special Educators. Class teachers coordinate closely with the special educators to plan and initiate teaching strategies, activities, and classwork to ensure the progress of students with additional learning needs in their respective classes.

12. DIFFERENTIATED CURRICULUM AND SUPPORT

We endeavor to underpin a high level of expertise and training of staff to support *students of determination* by:

- following the systems and procedures outlined in the *Inclusive Education Framework*;
- school leaders at all levels, including Headmistress, Section Supervisors, Head of the Departments, Inclusion Support Teachers, are responsible for ensuring that the curriculum, in its narrow and broadest senses, is personalized to match the needs of the learners;
- teachers develop a comprehensive understanding of barriers to learning restriction to engagement within the curriculum, and the ultimate impact on students' personal, social, and educational outcomes; For more details, refer to Curriculum Policy.

- establishing Individualized Education Plans (IEPs), Behavior Intervention Plan (BIP), Student Passport(SP), and Individual Support Plan (ISPs) specifically tailored to the unique needs of individual students with barriers to learning;
- regularly evaluate the effectiveness of provision made for all students who experience barriers to learning and ensure that specialist expertise is secured where necessary;
- all teachers are proficient with inclusive education techniques, curricular modification, personalization of learning objectives, and assessment strategies;
- provisions are continually monitored throughout the whole school by members of IST, including Support Teachers;
- learning walks take place frequently, and pupils also have the opportunity to express their views to members of IST;
- setting suitable levels of learning challenges (determined through comprehensive analysis and assessment);
- emphasizing the importance of, and creating opportunities to develop, a holistic learner profile, which helps all individuals to become responsible members of local, national, and global communities;
- modified curriculum for Level 3 students is planned by the subject teachers in coordination with ISTs and HoDs;
- need for curriculum modification is recommended by the experts based on external assessment reports.
- depending upon curriculum modification, effective interventions through support from LSA or special educator are provided;
- every chapter is modified, and the IEP and modified curriculum complement each other, involving Learning Support Assistants, in planning and delivering the curriculum;
- school evaluates the effectiveness of provision every term made for all students who experience learning difficulties and ensures that specialist expertise is secured where necessary;
- students who require significant modification are supported with individualized curriculum expectations prepared by the inclusion team;
- students are suitably challenged at all levels, personalized learning and appropriate interventions result in students' achievement and personal development;
- parents and students are guided on the way forward with higher education through career talks and one-to-one guidance;
- provisions are continually monitored across phases by school leaders and the circle of inclusion;
- students are given ample opportunities to enhance their hidden talents and meet their personal and socio-emotional well-being needs through thrive program, co-curricular activities, and varied competitions;
- school has implemented the ASDAN curriculum from KG to Grade 4 to embed a structured system that promotes lifelong learning and entrepreneurship.
- IEP goals take into account a student's ability level, learning profile, and individual needs. This is shared with teachers of all subjects, thereby bringing in consistency of expectations across all curricular areas;
- suitable challenge levels are determined through comprehensive analysis and assessment;
- IEP goals are reviewed termly and, accordingly, including curriculum modification, in-class support, and support from LSA or special educator is provided.

13. INCLUSIVE TEACHING AND CLASSROOM CULTURES

We ensure that the needs of all groups of learners are effectively met by:

- following the systems and procedures outlined in the *Inclusive Education Framework*;
- adopting **Universal Design for Learning**, providing multiple means of representation, expression, and engagement. This approach allows us to address the diverse needs of our student body and create a more inclusive and effective learning experience for all.

- maintaining clear and effective whole-school systems for accurate and timely identification of individual needs in relation to communication, learning, social-emotional wellbeing, and behavior;
- whilst in-school specialists (special educator/IST) lead the development of IEP/Student Passport, it is essentially the classroom teachers who are enabled to implement it and therefore accountable for its impact within the classroom;
- utilizing a variety of teaching strategies, activities, and assignments that accommodate the needs of students with diverse learning styles, abilities, and experiences;
- offering additional, systematic, targeted small group (level 2) and 1:1 instruction (level 2 & 3) within the Learning Centre;
- embedding extension and enrichment opportunities for G&T students throughout the curriculum and school;
- monitoring how planning and differentiation are undertaken throughout the school in order to ensure that pupils' different learning styles and learning needs are taken into account;
- analysis of data, focusing on the progress made by various identified groups of students, rigorous self-evaluation, and action planning.
- Counsellors conduct School Day Observation to gather a holistic view of level 3 learners and provide feedback to teachers and LSAs for effective intervention.
- Special Educator (level 3) and Counsellor (level 2) jointly observe the in-class support with the SENCO to ensure implementation of the goals and strategies as stated in the IEP/Student Passport.
- Push-in sessions are conducted weekly, wherein the specialist sits with the learners in lessons to provide guidance to the teacher and student, to promote active engagement and learning.
- Pull-out sessions equip the learner with strategies and skills that lower their barrier to learning and hone age-appropriate skills, so it equips them to become active learners in the classroom.
- Differentiated instruction, suitable learning challenges at all levels, personalized learning, and appropriate interventions result in meaningful learning and progress.
- Teachers effectively utilize learnings from training conducted by the Governor of Inclusion in the classroom to secure scaffolded learning of students.
- Teachers promote skills, confidence, and resilience by honoring the choices and decisions that students make and supporting the goals that the students set.

14. ASDAN - EMPOWERING STUDENTS THROUGH PERSONALIZED LEARNING

Every child is different, consequently we are developing a diverse and inclusive curriculum that supports every learner to achieve their full potential by providing flexible and engaging programs. ***ASDAN (the Award Scheme Development and Accreditation Network)*** offers imaginative ways of developing, recording, and certificating student's personal achievements.

The **ASDAN Life-Skills Challenge** is offered to **Students of Determination** starting from KG to **Grade 4**, often complementing **IEP goals** and focusing on the development of essential life skills. The specialists delivering the program are specifically trained in **ASDAN Life-Skills**. In contrast, **Gifted students** also begin their participation in **ASDAN life skills** from **Grade 3&4**, where they are **mentored by ASDAN Mentors**. These students complete the life skill challenges to receive certification, helping them develop key leadership and life skills.

The programs and qualifications will help our learners to develop skills for learning, work, and life. As a fully registered and accredited ASDAN Centre, we offer a wide range of challenges and options to students that fit with their learning needs. ASDAN programs and qualifications blend activity-based curriculum enrichment with a framework for the development, assessment, and accreditation of key skills and other personal and social skills, with emphasis on cooperation and rewarding achievement.

15. ASSESSMENT AND OUTCOMES

Assessment and its associated feedback are essential to student learning. Timely and appropriate identification and assessment are important factors in ensuring that appropriate intervention commences as soon as is feasible.

- Assessment is continuous and happens at every stage routinely as an integral part of teaching and learning
- Information from different kinds of assessments, i.e., attainment, CAT4, NGRT, and ISA help in setting aspirational goals where appropriate.
- Self and peer assessment enable students to better understand assessment expectations and work towards improving their own performance. Student input is taken in developing the IEP, against which feedback is taken from students during the closure of the IEP.
- Problem-based learning frequently involves elements of group work composed of students with mixed abilities, experiences, academic cultures, and/or motivations.
- Modified assessment and accommodations are planned for level 2 and 3 students based on assessment reports and in coordination with HODs and IST members.
- Students of Determination are provided with assessment accommodations and concessions as per the recommendations from the Circle of Inclusion.
- The data is analyzed to assess the progress – accordingly, almost all Students of Determination make expected or better than expected progress against targets set in the IEP.
- Progress of SD is monitored over time using evidence from a range of sources (lessons/continuous assessments/individual skill-based targets). Students are then withdrawn from LC/LSA/assistant teacher support and monitored for a given period before being weaned off.
- The Learning Centre and the Special Educators actively involve the students with SEND in drawing up their targets in IEPs.
- For **Level 3 students** on an **Individualized Education Plan (IEP)**, progress will be tracked against the **three goals** set for them. This progress will be reviewed **four times a year**, with assessments conducted **twice per term**. The **IEP goals** will be **SMART** (Specific, Measurable, Aspirational, Relevant, and Time-bound) and will be rated as follows:

1. **Mastered Target**
2. **Attaining Target**
3. **On Target**
4. **Developing Skill**
5. **Below Target**

For **Level 1 and Level 2 students**, their progress will be tracked using **mainstream data** to assess their overall progress and attainment within the general curriculum.

- Assessment happens at every stage routinely as an integral part of teaching and learning.
- Triangulation between different kinds of assessment, i.e., attainment, CAT4, and ISA help in leading students to work to the best of their ability.
- Self and peer assessment enable students to understand assessment expectations better and work towards improving their own performance.
- Problem-based learning frequently involves elements of group work composed of students with mixed abilities, experiences, academic cultures, and/or motivations.
- Assessment satisfies several different purposes in addition to student learning, such as classifying achievement, quality assurance, and supporting lifelong learning.
- Modified assessment and accommodations are planned for level 2 and 3 students based on assessment reports and in coordination with HoDs, Class Teachers, and IST members.

- Progress in terms of knowledge, skills, and understanding is evidenced through the written work in notebooks, written and non-written formative assessment tools, and progress in subject enrichment activities.
- **Student outcome** is reflected on the **report card**, showcasing the knowledge, skills, and understanding the student has gained. Teachers ensure that all forms of student output are **thoroughly marked**, and **constructive feedback** is provided, outlining the next steps in learning to address gaps and promote further development of learning skills.
- The support provided to them is evident in lessons, as a range of teaching and learning strategies are currently being used, and this is enabling students to make progress.

SCHOOL ASSESSMENT SYSTEM: The outcome of teacher assessment and internal processes, which benchmark, monitor, and analyze student performance provide valuable information to signal the need for further assessment and screening: fluctuations in student achievement level are monitored closely, and sustained periods of academic decline are identified and examined in order to remove any potential barriers to success. Particular indicators of concern may include:

- a student who makes significantly slower progress than their peers starting from the same baseline;
- a student who fails to match or improve upon previous progress rates;
- a student whose gap in attainment, when compared to same-aged peers, widens.

Targeted pre-referral discussions with parents, student observations, and the analysis of behavior and attendance patterns over time provide valuable information to inform further assessment. Members of the inclusion support team, such as the support teacher and the Head of Inclusion/Leader of Provision for students of determination, conduct these discussions and observations. For more information on the internal assessment system, please refer to Assessment Policy.

Names of internal psychometric assessments for Students of Determination for screening:

- Brown ADD
- Wechsler Adult Scale of Intelligence II (WASI II)
- Beck’s Anxiety Inventory
- Wide Range Achievement Test-5 (WRAT-5)
- Beck Youth Inventory-2 (BYI-II)
- Childhood Autism Rating Scale-2 (CARS-II)

DIAGNOSTIC (Baseline) ASSESSMENT

From an **educational perspective**, a school-based diagnostic assessment is a form of pre-assessment that allows a teacher to determine a student’s profile of strengths, weaknesses, knowledge, and skills and provides important information to help guide lesson planning and curriculum modification. The assessment outcome enables educators to make predictions about future achievement and inform expectations about student learning and performance within the school.

From a **medical perspective**, a diagnostic assessment is a formal and standardized procedure, which is applied by an appropriately qualified and licensed professional from an external agency. The purpose of this type of diagnostic assessment is to examine the developmental/functional profile of children in order to provide information about areas that may require further monitoring or support.

16. RECORD KEEPING

Students of Determination have individual digital case files, learning support log, updated SD record, and IEP/ILP Tracker, which is regularly updated by the circle of inclusion to record all information about a child.

Students receiving individual support have an Individual Education Plan/Behavior Intervention Plan or an Individual Support Plan. The intervention is planned with the class teacher and shared with parents and the learner. The goals are linked to the student's class-based individual targets where possible. The department monitors progress towards the IEP/BIP/ILP target regularly with the student and class teacher. Formal meetings with the parent to review the IEP/ILP take place twice per year. Concerned teachers, section supervisors, and circle of inclusion maintain assessment reports from outside agency and teachers have access to the records for the children they teach, only as these records are confidential. Should **external agencies** require information about a student, **parental consent** will be obtained prior to sharing any student-related data. This ensures that the privacy and rights of students and their families are respected in all instances.

Medical Records

Some students have reports/records from medical/health professionals. The School Medical Officer who passes on any relevant information, and teachers maintain these.

17. BEHAVIOUR INTERVENTION PLAN FOR SD

A Behavior Intervention Plan (BIP) is used as a proactive action plan to address behavior(s) that are impeding the learning of the student or others. BIP first focuses on understanding 'why' the behavior occurred and then focuses on teaching an alternative behavior that meets the student's need in a more acceptable way. This includes making instructional and environmental changes, providing reinforcement, and effective communication. BIP includes positive strategies, program modifications, and supplementary aids to replace a student's disruptive behavior with positive behavior in order to allow the child to be educated in the least restrictive environment. The BIP team comprises the student, teachers in class, parent, IST, a counselor, and the section supervisor. While we recognize and understand that students of determination may exhibit behavioral challenges due to their barriers to learning, any behavior that causes harm to another individual or violates the laws of the United Arab Emirates will be subject to the behavior policy, just as it applies to all students. However, every effort will be made to support and intervene before resorting to disciplinary measures laid down as per this Behavior Policy. For more details, please refer to the Behavior Policy.

Student Self-Reflection think sheet promotes self-regulation of choices, behaviors, and feelings. This form is designed for students to reflect on their behavior if they do not meet the guidelines as stated in the ***student code of conduct policy***.

18. SELF-ADVOCACY AND SELF REGULATION SKILLS FOR STUDENTS WITH LEARNING DIFFICULTIES

Self-Advocacy

Helping students with learning disabilities become self-advocates and build on self-reflection skills is a critical step in their education. Teachers play an important role in these steps that help students to become independent learners. Self-advocacy is the process of learning how to communicate one's needs effectively and acquiring help in achieving learning goals. This means being able to understand the nature of their disability, articulate their strengths, and understand their weaknesses. In order to self-advocate, students need to be able to know what accommodations work best for them, and they need to be able to speak with teachers about these needs in clear and succinct ways. Parents participate in the IEP/BIP meetings, which are an important and empowering opportunity for the students to reflect on what they need to be successful in the classroom and to follow up at home while completing their assignments with support from parents.

Four Steps to Self-Advocacy

- Know your strengths - Helping students identify their strengths through reflective activities and discussions, empowering them to see their potential
- Be aware of your weaknesses - Supporting students in recognizing areas of difficulty without stigmatization, allowing them to approach these as opportunities for growth.
- Identify strategies to overcome those weaknesses - Encouraging the exploration of effective strategies and accommodations, such as the use of assistive technology, personalized resources, or modified teaching methods.
- Effectively communicate those needs to others - Training students to articulate their needs clearly, using role-play or structured conversations to build confidence.

To strengthen the development of self-advocacy skills, **individual pull-out sessions and group sessions** led by inclusion specialists are integrated into the support framework for students of determination. These sessions focus on equipping students with **reflective and communication strategies** tailored to their unique needs. Inclusion specialists and teachers collaborate to embed self-advocacy practices within the classroom setting, ensuring that all students receive consistent reinforcement throughout their school day. Teachers are provided with **professional development** to confidently facilitate self-advocacy opportunities during regular lessons, helping students articulate their strengths, challenges, and accommodations as part of their everyday learning experience.

Self-advocacy goals are **embedded into students' individual plans**, enabling structured monitoring and progress tracking. Peer mentorship programs are implemented to provide students with relatable role models, fostering a supportive learning environment.

Self-Regulation

Self-regulation refers to the ability to manage emotions, behavior, and thoughts in pursuit of long-term goals. It includes being able to control impulses, stay focused, and make thoughtful decisions. Students will be encouraged to set personal goals, monitor their own progress, and use strategies such as mindfulness and self-reflection to regulate their emotions and actions, especially in challenging situations.

Steps for Supporting Self-Regulation:

- **Goal Setting and Monitoring** – Encouraging students to set realistic goals and track their progress to stay focused and motivated.
- **Mindfulness Practices** – Introducing techniques such as breathing exercises and meditation to help students manage stress and emotions through Switch4Schools.
- **Reflective Journals** – Allowing students to reflect on their behaviors and emotional responses to help them identify patterns and develop coping strategies.
- **Regular Check-ins** – Teachers and inclusion specialists will conduct regular check-ins with students to provide feedback on their self-regulation progress and adjust support as needed through Switch4Schools.

Together, **self-advocacy** and **self-regulation** equip students of determination with the tools they need to thrive academically, socially, and emotionally, promoting greater independence and success in their educational journey.

19. RESOURCING FOR INCLUSIVE EDUCATION

Inclusive education refers to a wide range of strategies, activities, and processes that seek to make a reality of the universal right to quality, relevant, and appropriate education.

We enhance the development of inclusive education by:

- Staffing is a key resource in supporting students of determination. The dedicated team of professionals works collaboratively to provide individualized support at no extra cost as per the local offer.
- collaboration between all stakeholders to develop strategies;
- listen to and involve all learners in planning and implementing;
- identify, unlock, and use resources in the community;
- allocate resources to support the learning of all students;
- listen to teachers, offer support, promote team teaching, and offer relevant practical training;
- develop and implement policy to respond to diversity and combat discrimination;
- develop child-to-child and peer tutoring approaches;
- create links with community organizations and programs;
- develop whole school approach – joint responsibility and problem-solving
- providing expertise and sharing their knowledge and experience of working with students who experience barriers to learning;
- providing specialist advice, support and educational services to students and families who experience barriers to learning;
- development and delivery of individual educational plans in common learning environments;
- providing external support to individual students as requested by parents or guardians
- support the identification of students who experience barriers to learning, and assist in the development and provision of related interventions;
- maintaining data and other information about students who experience barriers to learning from early years to senior secondary;
- networking with local service providers to improve the quality of support;
- facilitate parental access to services needed by their child who experience barriers to learning;
- monitor and evaluate the quality of education provided by special education centers in accordance with common inclusive education standards.

Assistive Technology:

Rosen Level Up is a robust adaptive reading platform that brings educators and students to one engaging resource to foster students' literacy growth. Supporting small groups and whole class instruction as well as individualized practice, Rosen Level Up provides a personalized experience for every student.

Achieve 3000 provides online differentiated instruction with the goal of improving reading comprehension of students and teachers use Achieve3000 to establish a baseline Lexile reading level for their students, then incorporate the site's numerous standards-aligned lessons and tools to foster academic growth and track student progress.

Open door online assessment program provides students with an opportunity to think & question, building their concepts in Math's & Science.

Immersive Reader is an important tool that helps students by enhancing reading accessibility. It reads text aloud, breaks it into syllables, and offers translation and picture dictionary features, making written content more accessible for students with reading difficulties or language barriers.

Tablets are used to access written documents or materials, providing students with an alternative method of viewing and interacting with content when **visual impairments** are a barrier. The touch-screen interface and adjustable settings allow for a more personalized learning experience.

Thrive Program

The Circle of Inclusion has implemented the 'Thrive Program' where counsellors teach students the knowledge, attitudes, and skills necessary for academic, career, and social/emotional development. The work of a school counsellor aligns with the school's mission to support all students' academic achievement as they prepare for the ever-changing world of the 21st century. This **Character Education Program**, uniquely termed as 'Thrive Program' is executed during counsellors' productive proxy classes with students. The topics for the different grades have been identified based on the gap analysis from the 'Student Wellbeing Survey' and common concerns that surface through student wellbeing requests.

Student Wellbeing Request

Our mission at the Indian High Group of Schools is to facilitate each student's personal, social, mental, and academic development through a plethora of services that include both individual and group counselling sessions offered by experienced, highly qualified, and specially trained counsellors. All learners are entitled to confidentiality, and the information brought to the session is held in confidence between the learner and the school counsellor unless there are concerns about the student's safety or another person's safety.

Experts in the Circle of Happiness, Inclusion, and Wellbeing assist in identifying students' interests and abilities, enhance productivity, accurate decision-making, and conflict-resolution skills, along with other competencies that remediate student deficits like performance anxiety or low self-esteem due to bullying, strengthen their unique capabilities, and enable the young learners to participate in society as responsible future leaders. Students submit the 'Student Wellbeing Request' form, which can be accessed through the student portal. QR codes leading to the portal are also placed in strategic locations in the school.

Integrating the Expressive Arts into Counselling Practice is used as a part of the strategy for a wide variety of behavioral, emotional, and mental health concerns. The focus of expressive arts therapy is on the therapeutic effect of creative experience, and it highlights the human capacity to transform thoughts, emotions, and experiences into tangible shapes and forms.

School-wide **Social and Emotional Learning (SEL)** integrates academic, social, and emotional learning across all school contexts. An effective social and emotional learning program at school involves coordinated classroom practices that help students develop the following five key skills: Self-awareness, Self-management, Social-awareness, Relationship Skills, and Responsible Decision Making. Promoting social and emotional development for all students in classrooms involves teaching and modeling social and emotional skills, providing opportunities for students to practice and hone those skills, and giving students an opportunity to apply these skills in various situations.

20. STAFF PROFESSIONAL LEARNING PLAN

Targeted professional training and support for classroom teachers is a critical component of inclusive classrooms. The school governing body adequately allocates the budget to meet the needs of students of determination. The 'Governor for Inclusive Education' executes monthly training sessions on identified topics to support classroom teachers with required skills and resources on identification, teaching strategies, behavior management etc. Most of the Support Teachers are professionally qualified with a Specialized Diploma. The school makes use of local staff training, and whenever possible, staff attend local courses and conferences. New learning from on-going webinars organized by recognized platforms is shared with SLT, included in school improvement action plans, and shared with concerned departments.

The Indian High Group of Schools supports a wide portfolio of CPD approaches in order to facilitate school improvement, assist teachers to meet the Teachers’ Standards and the Professional Standards. In addition, we establish a culture of innovation, strengthening the capacity for scientific research and innovation in accordance with quality, efficiency, and transparency standards. The school holds CPD training days during the academic year, which are planned in advance by the Senior Leadership Team. The content of which is informed by the needs of the school outlined in the Institutional Planner and the School Improvement Plan.

A **CPD portfolio** helps keep track of learning progression from year to year. It is an individual’s evidential documentation of their Continuing Professional Development obligations. Contained within a CPD portfolio is the register of activities, such as training courses, workshops, and educational events attended, the number of CPD points the individual has completed for any given year, as well as a copy of the delegate CPD certificates for each activity.

21. CATEGORIZATION FRAMEWORK FOR STUDENTS OF DETERMINATION

All students of determination (students with a formal diagnosis) and students identified with evidence-based indicators of a possible disability must be classified with reference to the following:

- **Table 1:** Every student of determination (student with a formal diagnosis) must be classified under one of the 11 main categories.
- **Table 2:** Every identified student (student with evidence-based indicators of a disability) must be categorized using the barrier categories in Table 2.

Table 1: Main diagnosed category (Formal Diagnosis)	Table 2: Main Barrier (Barrier Identification)
1. Intellectual Disability	1. Thinking and Learning Needs
2. Communication Disorders	2. Communication and Speech Needs
3. Autism Spectrum Disorder	3. Social Communication and Interaction Needs
4. ADHD	4. Attention and Focus Needs
5. Psycho-Emotional Disorders	5. Social, Emotional, and Behavioral Needs
6. Specific Learning Difficulties	6. Learning Difficulties in Specific Skills
7. Visual Impairment	7. Vision Needs
8. Hearing Impairment	8. Hearing Needs
9. Deaf-Blind Disability	9. Physical and Movement Needs
10. Physical Disability	10. Multiple and Complex Needs
11. Multiple Disability	

22. PARENT PARTNERSHIP: COMMUNICATION, SUPPORT & GUIDANCE TO PARENTS OF SDs

The school places parents at the center of its provision for students with learning differences. It takes innovative actions to remove barriers to communication with parents, including apt use of technology. Class teachers have an in-depth understanding of each student’s needs, which, when necessary, informs insightful and regular updates to parents. There is ongoing and effective cooperation among the school, teachers, and parents of students with additional learning needs, as appropriate in the interest of the student, through exchange of information, periodic reports, setting educational goals, and participation in every step of the educational process. Parents and guardians are given the opportunity to be involved in many aspects of their child’s education. Class teachers, alongside Circle of Inclusion and Section Supervisors, have the responsibility to invite

parents and guardians to discuss their child's progress, the targets their child is working towards, and the support their child is receiving.

- School provides parents with all the information on programs for students with additional learning needs and creates positive relationships with the parents based on mutual trust and effective communication.
- Parents are notified of the dates for H2H sessions, meetings, and assessments as related to the education of their children, along with stating the purpose of such meetings.
- School provides parents with periodic reports on the performance of students in achieving the goals set for them in the educational plans.
- Parents are notified before any formal evaluation of the student, and before any change in the places where services are provided.
- School encourages parents to participate and volunteer in students' or the school's activities for the sake of their children.
- School promotes strong relationships with the parents through Parent Focus Groups and Open House.
- Parents are aware of the categories and programs for students of determination.
- Parents give input while Counsellors and Special Educators develop an IEP for their ward.
- Information provided or observed by school staff is kept confidential and only shared with individuals working with their child.
- Parents are required to attend meetings or assessments related to the education of their children, with a need to focus on their involvement in the decision-making process.
- Effective communication and correspondence are ensured with respect to their child and their role in the implementation of educational plans.
- Parents play an important role in the assessment process, and whilst medical assessments or diagnoses are not required for admission, they are expected to share any useful information about their child's needs and abilities. This includes providing the school with copies of any existing medical assessments, diagnoses, and therapy reports.
- School cannot use the in-school assessment information to formally 'diagnose' a child with a specific disorder, condition, or disability. Only an appropriately licensed and qualified specialist can provide a medical diagnosis. Some parents may wish to obtain medical assessments or diagnostic reports for their child as part of, or following, the in-school assessment and identification process. As a student progresses through the school, medical assessments may be required to:
 - Apply for access arrangements and accommodations for students to be supported to complete examinations;
 - enable the school to apply for a 'language exemption' for learners;
 - investigate the level and cause of the barrier/s to learning through implementing a comprehensive range of assessments.
- Parents hold unique knowledge of their child's development and ability. Consequently, it is essential that they are engaged as a valued partner during the in-school assessment and identification process. This includes:
 - holding discussions with parents about their child's developmental, educational, and medical history;
 - explaining the assessment and identification activities that will take place;
 - informing parents of assessment outcomes and related identification indicators;
 - exploring the options for providing further support for the child.

- On some occasions, the provision outlined within the IEP may require additional services which are not typically available as part of the standard school service for Students of Determination. In this situation, the school establishes an Individualized Service Agreement with parents. This agreement will:
 - explain the reason why additional services are required;
 - define the responsibilities that members of the school team, parents and others have in delivering these additional services;
 - describe the arrangements to monitor and review the impact of these additional services;
 - detail the amount to be charged to parents in order to purchase these additional services. The charge must represent the actual cost of the service/s.

The school provides part-time LSAs when the student's needs can be effectively managed with support during specific periods of the day. In these cases, the school works to gradually reduce the time and intensity of support as the student's needs are met through other interventions and strategies.

However, when the needs of a student are high-risk, severe, or require constant assistance throughout the school day, the school requests that parents cover the cost of a full-time LSA. The school works closely with the family to assess and plan for this arrangement, ensuring that both the school and parents are aligned in supporting the student's needs. The intention is to build a structured transition plan, where the full-time support may be gradually reduced as the student's independence and coping strategies improve over time. In instances where a part-time LSA is appropriate, the school will continue to assess and adjust the level of support based on the student's ongoing progress and evolving needs. The aim is always to provide the right level of support, with the ultimate goal of reducing dependency and promoting the student's autonomy.

- Parents have access to helpful guidance, training, and support within school, and this may be achieved through some or all of the following:
 - school's systems to promote parental engagement, such as surveys, support networks, information workshops, training sessions, parent talks, H2H, etc.
 - dedicated education development and review meetings;
 - informal information updates;
 - individualized communication methods, such as emails, telecons, or Zoom meetings.
 - formal reports, including information about achievements within the curriculum and updates on the student's progress towards their personalized targets, including IEPs.
- School provides opportunities for parents and caregivers to better understand SEND through regular 'Parent Talks', resources in the form of regular infographics, and support mechanisms available to them and their families.
- Term-end meetings are held to review the progress made and shared with parents.
- Parent feedback is taken in a parent involvement form, and collaborative interventions are planned during case conference meetings.
- In exceptional circumstances, parents are supported in the application of special permissions from KHDA to cater to the needs of high-need students. Parents approach the school with the required documents for exemption in the Arabic and Hindi language and the school supports their application to request regulatory authorities for approval.

23. PARENT REFERRAL FOR COUNSELLING SUPPORT

Parents who have concerns regarding their child's behavioral, academic, developmental, or social-emotional issues complete an online parent referral form. This service is completely confidential and secure. Once completed, the referral form is accessed by the Leader for Provisions, who determines where the referral should

go from that point. After discussing the case with the parent, the referral form and supporting documents are either forwarded to a teacher, school counselor, or supervisor, depending on the issue or the type of need.

24. DEFINITIONS

Definitions from the 'Dubai Inclusive Education Policy Framework' (2017) and 'A revised categorization framework for students of determination (2019-20):

INCLUSIVE EDUCATION is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful, and supportive. This is evident through student engagement and participation in an education program within a common learning environment, with the benefit of targeted support that enables the reduction and removal of barriers that may lead to exclusion.

DISABILITY: "A social condition that occurs when an individual with a long-term limitation experiences attitudinal, social, and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person."

STUDENT OF DETERMINATION (SD): A student of determination is a student with a long-term physical, mental, intellectual, or sensory impairment that, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.

TWICE EXCEPTIONAL students are gifted in certain areas, like math or music, but also have a learning or developmental challenge, like ADHD, dyslexia, or autism. The term "twice-exceptional," also referred to as "2E," is used to describe gifted children who have the characteristics of gifted students with the potential for high achievement and give evidence of one or more disabilities. A twice-exceptional student thrives when their school addresses their deficits but also makes sure they are intellectually challenged.

25. EVALUATION AND REVIEW

The policy is revised annually or whenever the regulatory bodies like MOE and DSIB make changes in the regulations.

26. REFERENCES

- Advocating for inclusive education [A GUIDE FOR PARENTS 23 March 2021](#)
- [Directives and Guidelines for Inclusive Education 26 Jan. 2020](#)
- A revised [Guide for Implementing the KHDA Categorisation and Support for SOD](#)
- ['Implementing Inclusive Education: A Guide for Schools \(2019\)](#)
- [Dubai Inclusive Education Policy Framework \(2017\)](#)
- UN Convention on the [Rights of Persons with Disabilities and Optional Protocol](#)
- [Federal Law No. \(29\) of 2006 Concerning the Rights of People of Determination](#)
- [Law No. \(2\) of 2014](#) Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- [Executive Council Resolution No. \(2\) of 2017](#) Regulating Private Schools in the Emirate of Dubai
- General Rules for the [Provision of Special Education Programs and Services](#) (Public & Private Schools)
- Admission Policy
- Child Protection and Safeguarding Policy
- Student Code of Conduct Policy
- Assessment Policy
- School Wellbeing Policy

- Gifted and Talented Policy
- Curriculum Review and Development Policy
- Teaching and Learning Policy

27. EFFECTIVENESS AND REVISION DATES

This policy has been in effect since April 2014 as the SEND policy and then revised in September 2018 as the Inclusion Policy. This policy has been revised and reviewed in **December 2025**, and it will be reviewed next in June 2026.