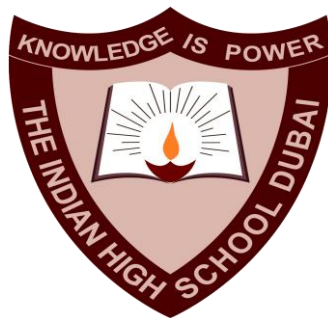




**THE INDIAN HIGH SCHOOL
AL GARHOUD CAMPUS**

INCLUSION POLICY (V15)

ACADEMIC YEAR 2026-2027

MAY 15, 2026



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1. RATIONALE

To establish a clear process for inclusive education and support for Students of Determination (SD), including gifted and talented learners, so that barriers to learning are identified and addressed and every student can maximize academic, personal and co-scholastic potential.

2. SCOPE

Applies to all Pre-KG–4 students requiring learning support, counselling, personalized learning, assessment accommodations or other inclusive provision within mainstream classrooms.

3. POLICY STATEMENT

The school is committed to removing barriers that restrict participation, engagement and achievement and to providing appropriately challenging learning for all. The policy promotes shared understanding of inclusive education and is implemented in line with the Dubai Inclusive Education Policy Framework, KHDA guidance, UAE legislation, school inspection requirements and relevant international best practice.

- The procedure defines identification, categorization, provision, intervention and responsibilities.
- The Governor for Inclusive Education provides strategic oversight and accountability.
- Students of Determination are admitted in accordance with the Admission Policy; parents are encouraged to disclose identified needs.
- Support provided through the school's inclusion provision carries no hidden or additional cost.

4. INCLUSION SUPPORT TEAM

Inclusion support Team consists of Governor for Inclusive Education; Principal; Inclusion & Wellbeing Champion; Leader of Provision/DCPO; SENCo; Inclusion Support Teachers; Counsellors; Special Educators; Speech Therapist; and Learning Support Assistants.

5. RESPONSIBILITIES OF THE INCLUSION SUPPORT TEAM

- Governor for Inclusive Education: provides strategic direction, challenge and support; monitors implementation and quality; supports the inclusion improvement plan and recommends resourcing.
- Principal: promotes an inclusive vision, engages the school community, reviews practice and identifies strengths and areas for improvement.
- Leader of Provision develops and monitors the inclusion improvement plan; reviews provision and supports teachers to remove barriers and improve outcomes.
- Inclusion Champion: bridges counselling, special education and mainstream provision; promotes implementation of IEP modifications/concessions and an inclusive culture.
- SENCo: monitors interventions and their impact as part of attainment and learner information.
- Inclusion Specialists: counsellors, special educators and speech therapist support diverse learners and strengthen inclusive practice.
- Inclusion Support Teachers: identify needs, monitor Level 1 learners, promote differentiation, support Student Passports, curriculum adaptation and assessment, and model effective practice.
- ASDAN Mentors: guide gifted students in course selection/completion and monitor certification requirements.
- LSAs: work with teachers and the Inclusion Team to align support with IEP/classroom goals and provide individualized, evidence-based support.
- Parents and class/subject teachers are active partners in setting, understanding and reviewing student targets.

6. PARTNERSHIPS FOR INCLUSION

The school develops partnerships with community organizations and external professionals to provide integrated services, specialist expertise and resources that support students, families and staff beyond internal provision.

7. INCLUSIVE CULTURE, COMMITMENT AND ETHOS

- Positive classroom culture and inclusive education are embedded across the school.
- Inclusive admissions and accessible facilities support diverse learners.
- Leadership and governance promote alignment with inclusion expectations.
- Ongoing professional learning strengthens staff capacity.
- Parent engagement and awareness initiatives promote inclusion and reduce stigma.

8. INCLUSIVE ADMISSION PRACTICE

The school welcomes Students of Determination and gifted and talented learners and provides learning support according to identified needs. Where a need is identified during or after admission, the school reviews its capacity to meet that need and works collaboratively with parents to plan appropriate support.

9. IDENTIFICATION AND INTERVENTION

- Identification occurs through admissions, referrals, classroom observation, screening, standardized assessments, psychoeducational evaluation and ongoing monitoring.
- Referrals may be made by teachers, parents or students at any point in the year.
- Staff receive sensitization through workshops, reading materials, case studies and classroom experience.
- School-wide screening is followed by detailed specialist screening where required.
- Pre-referral strategies are implemented before formal assessment wherever appropriate.
- Parents contribute developmental, medical, learning, behavioural and emotional information and participate in referral/assessment decisions.
- Support plans may include IEPs, BIPs and Student Passports.
- Progress is monitored through data, reviews, meetings and case conferences.

Internal referral pathway: screening/teacher observation → classroom intervention → teacher referral where concerns persist → specialist review and observation → internal/external assessment where required → individualized provision and monitoring.

At admission, declared SEN is considered for provision planning. KG admissions include observation for potential indicators; moderate/severe concerns may lead to external psychoeducational assessment, while mild concerns may initially be addressed through classroom intervention.

Level 3 students are formally tracked three times annually, with IEP/BIP progress reviewed twice each term using the five-point rubric. Case conferences are held as required, with three meetings within a 10-month period for students receiving special education services.

10. STRUCTURE OF PROVISION

- Level 1 – First-quality classroom teaching, differentiation and targeted monitoring. Students may move off support when progress is sustained or progress to Level 2/3 following further screening/assessment.
- Level 2 – Specific, additional and time-limited interventions to accelerate progress. Support may include teacher, counsellor, special educator, LSA and specialist coaching/observation. Students may return to Level 1 when progress is sustained.
- Level 3 – Highly tailored provision for significant or persistent barriers. Support may include Special Educator, Speech Therapist, LSA and Counsellor, with individualized curriculum/assessment modifications where required.
- Twice Exceptional (2e) – Learners whose strengths/giftedness coexist with a disability or learning/developmental barrier receive provision that develops strengths while addressing barriers.

11. LESSON OBSERVATION AND FEEDBACK (LEARNING WALKS)

- School leaders regularly observe teaching through an ongoing audit and feedback process.
- Lesson planning is reviewed before observation; inclusion and wellbeing indicators are considered.
- Teachers receive developmental feedback identifying strengths and areas for improvement.

- The Governor for Inclusive Education conducts monthly observations and works with teachers and the Circle of Inclusion to strengthen differentiation.
- Inclusion specialists and academic teams jointly observe classrooms and provide feedback on environment, management, planning, differentiation, assessment, feedback and SEL.
- Level 1, 2 and 3 support is jointly observed by appropriate academic and inclusion specialists, with scheduled termly observations for Level 2/3.
- Push-in support is coordinated between class teachers and special educators.

12. DIFFERENTIATED CURRICULUM AND SUPPORT

- Curriculum and learning are personalized to student needs, with appropriate challenge based on assessment.
- IEPs, BIPs, Student Passports are tailored to individual needs and reviewed regularly.
- Level 3 modified curriculum is planned by subject teachers with Inclusion Support Teachers/HoDs and informed by specialist recommendations.
- LSAs and special educators support implementation of modified curriculum and interventions.
- IEP goals reflect ability, learning profile and individual needs and are shared across subjects.
- Students receive opportunities for enrichment, competitions, Thrive activities and development of hidden talents.
- ASDAN is implemented from KG to Grade 4 to develop life skills, personal skills and entrepreneurship.

13. INCLUSIVE TEACHING AND CLASSROOM CULTURES

- Universal Design for Learning provides multiple means of representation, expression and engagement.
- Teachers are accountable for implementing IEP/Student Passport strategies in the classroom.
- Teaching strategies, activities and assignments are differentiated for diverse learning styles, abilities and experiences.
- Targeted small-group and 1:1 support is available through the Learning Centre where required.
- Gifted and talented learners receive extension and enrichment opportunities.
- Data analysis, observation and self-evaluation inform planning and action.
- School Day Observations, joint observations, weekly push-in and targeted pull-out sessions support implementation.
- Students are encouraged to make choices and develop confidence, resilience and independence.

14. ASDAN – EMPOWERING STUDENTS THROUGH PERSONALIZED LEARNING

As a registered and accredited ASDAN Centre, the school offers flexible, activity-based programmes that develop, assess and certify personal, social and life skills.

- ASDAN Life-Skills Challenge is offered to Students of Determination from KG to Grade 4 and may complement IEP goals.
- Gifted students in Grades 3–4 are mentored in ASDAN life-skills challenges and certification.
- Programmes promote skills for learning, work and life, including cooperation, leadership and achievement.

15. ASSESSMENT AND OUTCOMES

- Assessment is continuous and informs teaching, intervention, curriculum modification and goal setting.
- Attainment, CAT4, NGRT, ISA and other relevant assessment information inform aspirational and individualized goals.
- Students participate in self/peer assessment and contribute to IEP target-setting and review.
- Level 2/3 students receive modified assessment and accommodations based on specialist recommendations and school procedures.
- Level 3 IEPs contain three SMART goals and are reviewed four times a year using: Mastered Target, Attaining Target, On Target, Developing Skill, Below Target.
- Level 1/2 progress is tracked through mainstream attainment and progress data.

- Progress evidence includes written work, formative assessment, skills targets, enrichment and report-card outcomes.
- Sustained decline, slower progress than peers or a widening attainment gap may trigger further assessment or intervention.

16. RECORD KEEPING

- Each SD has an individual digital case file, learning-support log, updated SD record and IEP/ILP tracker as applicable.
- IEP/BIP/Student Passports interventions are planned with teachers and shared with parents and learners.
- Formal parent reviews of IEP/ILP take place twice yearly, with ongoing monitoring.
- External reports are maintained securely and access is limited to staff working with the student.
- Parent consent is obtained before sharing student information with external agencies.
- Relevant medical/health information is maintained through the School Medical Officer and concerned staff.

17. BEHAVIOUR INTERVENTION PLAN FOR SD

A BIP is a proactive plan addressing behaviours that impede learning or safety. It identifies the purpose of behaviour and teaches an appropriate alternative through environmental/instructional changes, reinforcement and effective communication.

- BIPs use positive strategies, programme modifications and supplementary aids.
- The team may include the student, teachers, parent, Inclusion Support Team, counsellor and section supervisor.
- Behavioural challenges related to barriers to learning are supported through intervention; behaviour that harms others or violates UAE law remains subject to the Behaviour Policy.
- A Student Self-Reflection Think Sheet supports reflection on choices, behaviours and feelings.

18. SELF-ADVOCACY AND SELF-REGULATION SKILLS

Students are supported to become independent learners who understand their strengths, recognize areas of difficulty, identify effective strategies/accommodations and communicate their needs.

- Individual/group sessions, classroom reinforcement, teacher CPD and peer mentoring strengthen self-advocacy.
- Self-advocacy goals are embedded in individual plans and monitored.
- Self-regulation includes managing emotions, behaviour and thoughts, controlling impulses, maintaining focus and making thoughtful decisions.
- Strategies include goal setting, mindfulness/breathing, reflective journals and regular check-ins, through Switch4Schools.

19. RESOURCING FOR INCLUSIVE EDUCATION

- Qualified staffing and collaborative specialist support are key resources and are provided within the school's local offer.
- Resources are allocated to support learning; students, teachers and families are involved in planning.
- The school promotes team teaching, practical training, peer tutoring, community partnerships and whole-school problem-solving.
- Specialist advice and educational services support students and families experiencing barriers to learning.
- The school maintains data, networks with service providers and facilitates parental access to relevant services.
- Assistive/digital resources referenced include Rosen Level Up, Achieve3000, Open Door online assessment, Immersive Reader.
- The Thrive Programme supports academic, career and social-emotional development; SEL develops self-awareness, self-management, social awareness, relationship skills and responsible decision-making.
- Student wellbeing requests are confidential except where safety concerns require information to be shared.

20. STAFF PROFESSIONAL LEARNING PLAN

- Targeted professional learning is a core component of inclusive education.
- The Governor for Inclusive Education conducts monthly training on identified needs including identification, teaching strategies and behaviour management.
- Staff access local courses, conferences and recognized webinars where appropriate.
- Learning from external training is shared with SLT/departments and incorporated into improvement planning.
- CPD days are planned by SLT according to institutional and school improvement priorities.
- Individual CPD portfolios record training, workshops, educational events, CPD points and certificates.

21. CATEGORIZATION FRAMEWORK FOR STUDENTS OF DETERMINATION

Students with a formal diagnosis are classified using the main diagnosed categories; students with evidence-based indicators are categorized using barrier categories.

Main diagnosed categories	Main barrier categories
Intellectual Disability	Thinking and Learning Needs
Communication Disorders	Communication and Speech Needs
Autism Spectrum Disorder	Social Communication and Interaction Needs
ADHD	Attention and Focus Needs
Psycho-Emotional Disorders	Social, Emotional and Behavioral Needs
Specific Learning Difficulties	Learning Difficulties in Specific Skills
Visual Impairment	Vision Needs
Hearing Impairment	Hearing Needs
Deaf-Blind Disability	Physical and Movement Needs
Physical Disability	Multiple and Complex Needs
Multiple Disability	Multiple and Complex Needs

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

- Parents are valued partners in assessment, planning, IEP development, goal setting, review and decision-making.
- Communication includes meetings, reports, H2H, Parent Focus Groups, emails, calls/online meetings and individualized methods.
- Parents receive information about programmes, assessments, progress, targets and support.
- Parents are notified before formal evaluations or changes in service location and are encouraged to participate in school activities.
- Confidentiality is maintained; information is shared only with relevant staff and, where appropriate, with parental consent.
- Parents may provide medical, diagnostic and therapy reports. The school does not formally diagnose disabilities; diagnosis is undertaken by appropriately qualified professionals.
- Where additional services beyond standard provision are required, an Individualized Service Agreement defines rationale, responsibilities, monitoring and actual costs.

- Part-time LSA support may be used for specific periods; full-time LSA support may be requested from parents where needs are high-risk, severe or require constant assistance, with a transition plan aimed at increasing independence.
- Parents receive guidance through Parent Talks, workshops, information resources, review meetings and case conferences.
- Exceptional cases may involve support for applications to KHDA/regulatory authorities, including language exemptions where applicable.

23. PARENT REFERRAL FOR COUNSELLING SUPPORT

Parents may submit a confidential online referral for behavioural, academic, developmental or social-emotional concerns. The Leader of Provision reviews the referral and directs it to the appropriate teacher, counsellor or supervisor following discussion with the parent and review of supporting information.

24. DEFINITIONS

- Inclusive Education: ensuring access to quality education by responding to diverse needs, supporting participation and reducing/removing barriers within a common learning environment.
- Disability: a social condition arising when long-term impairment interacts with attitudinal, social or environmental barriers that restrict participation.
- Student of Determination: a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with barriers, restricts full and effective participation in education on an equal basis with peers.
- Twice Exceptional (2E): a gifted learner who also has a learning, developmental or disability-related challenge and therefore requires both enrichment and targeted support.

25. EVALUATION AND REVIEW

The policy is reviewed annually and whenever regulatory bodies such as the Ministry of Education or DSIB introduce relevant changes.

26. REFERENCES

- Advocating for Inclusive Education: A Guide for Parents (2021)
- Directives and Guidelines for Inclusive Education (2020)
- A Revised Guide for Implementing the KHDA Categorizations and Support for Students of Determination
- 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, Child Protection and Safeguarding, Student Code of Conduct, Assessment, Wellbeing, Gifted and Talented, Curriculum Review and Development, and Teaching and Learning Policies.

27. EFFECTIVENESS AND REVISION DATES

The policy originated as the SEND Policy in April 2014 and was revised as the Inclusion Policy in September 2018. It was revised and reviewed in December 2025 and in May 2026.