THE INDIAN INTERNATIONAL SCHOOL, DSO

INCLUSION POLICY

OCTOBER 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/or co-scholastic areas.

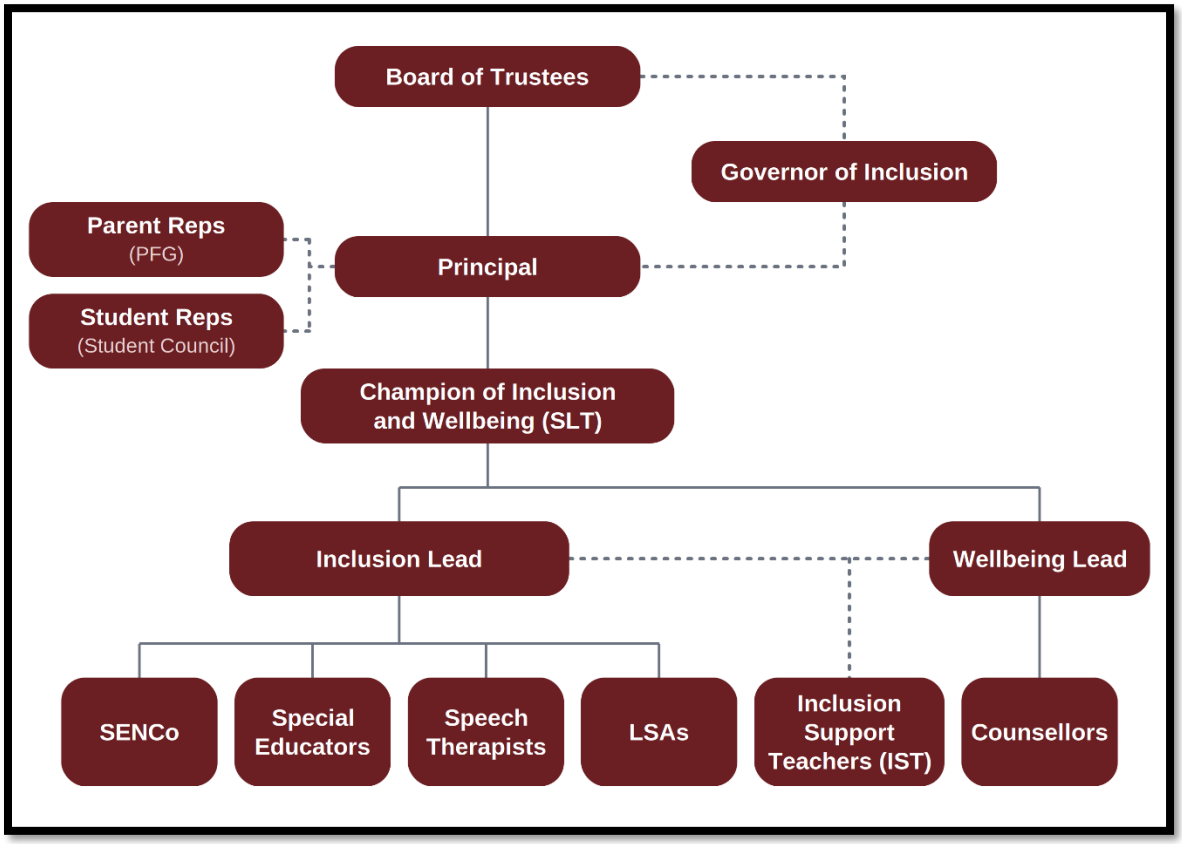
2. SCOPE

This policy applies to all students from Pre-KG to Grade 12 who experience barriers to learning and require additional learning support, counselling, personalized learning approaches, and/or adaptations to teaching, learning, and assessment strategies within mainstream classrooms.

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 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



5. RESPONSIBILITIES OF INCLUSION SUPPORT TEAM

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 for equitable access to education 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;
- ensures the school's vision and strategic priorities reflect a strong commitment to inclusive education, with a focus on equitable access, student wellbeing, and high-quality support for all learners.
- supports evidence-based decision-making by regularly reviewing school-wide data on student identification, progress, and outcomes to ensure effective support and continuous improvement.

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.
- provides an annual program of continued professional development for all staff at all levels across the school;
- applies a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- ensures that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.
- ensures assessments are student-centred, strategically used, and aligned with the school's inclusive education vision, complementing internal evaluation processes.
- maintain oversight of inclusive education policies related to external assessments, ensuring they are equitable and align with KHDA's inclusive education policies, directives, and guidelines.
- lead the development of high-quality inclusive education by building strong in-house expertise, strengthening early identification practices, and ensuring adaptive teaching approaches that reduce reliance on external assessments.
- secure adequate resources, staffing, and professional development opportunities to enhance staff competence

Senior Leadership Team assist in the promotion, direction, and oversight of high standards of teaching and learning, student achievement and progression through effective inclusion for students with learning differences, Gifted and Talented students and students receiving counselling support. Ensuring inclusive practice is developed and incorporated through all aspects of the school and adhering to the KHDA and UAE law and requirements of Inclusive Education. The concerned:

- supports the implementation of a comprehensive and strategic inclusive education improvement plan;
- ensures that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice;
- provides an annual program of continued professional development for all staff at all levels across the school;
- applies a rigorous system of monitoring and review to track progress and inform revisions to strategic plans;
- ensures that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.
- support the Principal in embedding inclusive practices across daily school operations, including early identification, adaptive teaching, and coordination of internal support mechanisms.

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, concessions granted reflect in the IEP of 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:

- 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 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;

The Head of Inclusion for Students of Determination 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 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 Inclusion Champion, 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 wellbeing;
- 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 IIP/ISP/BIP/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.

Efficient and effective management of external assessment reports by ensuring:

- **Periodic screening:** Collaborate with internal and external specialists to implement early and ongoing screening processes, ensuring that potential concerns are identified promptly, maintaining accurate records of screening outcomes and follow-up actions.
- **Training, support, and adaptive teaching**: Ensure that teachers receive and apply ongoing training, guidance, and support in early identification, adaptive teaching and personalized support strategies, ensuring accountability and continuous improvement.
- **Coordination of the assessment process**: Manage the referral process for additional or external assessments, assisting in selecting providers who meet the school's quality standards.
- **Assessment requirements**: Clearly communicate the purpose, scope, and expected outcomes of assessments to all stakeholders, including anticipated timelines and how results will be used to inform provision.
- **Family engagement in assessment**: Keep parents informed of early concerns and actively involve them in the in-school assessment process, ensuring communication is timely, transparent, and documented. Support families through the assessment and planning process by explaining the rationale, potential costs, and expected impact of external assessments. Provide empathetic support, especially when outcomes are unexpected or new to parents, helping them understand and navigate next steps.
- **Documentation and records management**: Ensure that Individual Education Plans (IEPs), Behavior Support Plans (BSPs), and other personalized support documents are developed in accordance with KHDA guidelines and policies, and are regularly reviewed, updated, and aligned with assessment outcomes and the student's evolving needs. Keep accurate documentation of

parental engagement, including meeting notes, review summaries, consent forms, and ongoing communication. Ensure that all records are compliant with KHDA requirements, maintain confidentiality, and adhere to relevant data protection laws.

- **Resource allocation**: Oversee the allocation of support and accommodations recommended in assessment reports. Ensure that provisions are effectively implemented and documented, with accountability measures in place.
- **Monitoring and follow-up**: Regularly review student progress and evaluate the effectiveness of support strategies. Use well-maintained records to inform adjustments to provision, and support internal, external and ongoing quality assurance processes.

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 barrier 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.
- supervise the Special Educators, who in turn manage the Learning Support Assistants, ensuring consistent and effective student support.
- tracking and monitoring the progress made by the students of determination; This may include designing rubrics to monitor improvements in reading fluency or social skills.
- 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.
- provide hands-on guidance to teachers in implementing adaptive teaching, personalized strategies, and classroom accommodations.

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 identification, administration of psychometric assessment and collaboration with all stakeholders in developing and implementation of Individual Education Plan/behavior Intervention Plan/Individual Support Plan; 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 student's wellbeing.
- 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 exams.
- lead the school's drug prevention program, including awareness campaigns, student workshops, staff training, and collaboration with local health and law enforcement agencies.
- work in partnership with parents, educators, and external specialists to identify risk factors early and implement proactive strategies to prevent substance misuse.
- provide early intervention and support for students at risk, ensuring access to counselling and referral services when needed.
- maintain records of interventions and report emerging trends to school leadership to inform preventive strategies.
- observe and document academic or behavior patterns, emotional regulation challenges, social concerns, or wellbeing indicators that suggest the need for internal or, in severe cases, external psychological assessment.
- engage parents with empathy and clarity when behavioral, emotional, or social concerns arise. Explore home patterns, stressors, developmental history, or previous reports.
- provide the Head of Inclusion with academic records, observations, behavior notes, attendance concerns, or wellbeing indicators to support referral for psychological/behavioral assessment.

Special Educators,

- create and implement Individualized Education Plans (IEPs) Individual Support Plans (ISPs) for students of determination, ensuring their academic and social success; For instance, this could include using assistive technology to support students with dysgraphia in completing written assignments.
- 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 managing the 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.
- serve as ASDAN tutors for Students of Determination and facilitate ASDAN sessions, focusing on the development of essential life skills.
- 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 collaboratively with subject experts to co-plan, co-deliver, and co-assess learning experiences, ensuring that teaching strategies, differentiation, and support mechanisms enable all learners to access, participate in, and progress within the curriculum.
- contribute specialist pedagogical expertise, provide targeted and responsive support within the classroom, monitor learner engagement and progress, and promote inclusive practices that benefit the diverse needs of all students.
- 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.
- in severe cases, 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:**

- the identification of the specific needs of individual students; For instance, using informal observation to identify triggers for classroom disruptions.
- Support Level 1 learners in their section by providing targeted interventions and accommodations to promote inclusive learning and ensure academic success.
- advocate 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.
- the development of specific and personalized individual intervention plans;
- the development of instructional and educational strategies; This can consist of techniques like differentiated seating arrangements or creating structured visual schedules.
- the modification and adaptation of curriculum structures;
- the development of appropriate assessment procedures;
- modeling appropriate teaching strategies such as co-teaching or team teaching with the classroom teacher;
- the operation of the Inclusion Support Team.

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 student(s) to determine individual needs and collect information about the student's strengths and weaknesses necessary to complete IEP/BIP;
- providing instruction to student(s) individually or in a small group in the common learning environment;
- providing instruction to student(s) individually or in a small group outside the common learning environment;
- dealing with social, emotional, behavioral and/or family situations (e.g., housing, food, health and mental health conditions) of students;
- working closely with the school principal to ensure the effective administration and operation of the Inclusion Support Team;
- maintaining effective communication with parents as well as any service providers working with the family or the child;
- 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;
- prepare learning materials for use by student(s) under the direction of the teacher;
- collect formative assessment data on student performance and progress, based on systems designed by teachers or Inclusion Support Team;
- facilitate peer interactions based on guidance from the teacher and Inclusion Support Team. Invite students to help each other and as required, also engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and the Inclusion Support Team.

ASDAN Mentors:

- guide Gifted students who enroll in ASDAN short courses, 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 to ensure IEP/ISP/BIP targets link to, and support class-based targets where possible; This may encompass tailoring 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 milestone
- 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 to discuss their child's progress, the targets their child is working towards, and the support their child is receiving.

- **Confidentiality and collaboration**: Respect confidentiality and work in partnership with the school in line with its policies and educational goals. Engage in open, respectful communication and support planning and review processes.
- **Information sharing**: Provide the school with relevant external assessment reports and findings to ensure informed decision-making and support the development of tailored provisions.
- **Financial responsibility**: Understand and accept the financial responsibilities associated with obtaining external assessments or parent-paid learning support assistants, if that provision is needed for their child.
- **Provider selection**: Work with the school to conduct due diligence and select appropriate external providers aligned with educational goals and quality outcomes.
- **Implementation collaboration**: Collaborate with the school to implement recommended strategies and provide feedback on

the child's progress both at home and in school.

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.

- **Observation and initial identification**: Observe and document learning challenges and behavioral patterns that may indicate the need for further assessment. Teachers use CAT4 and NGRT data to identify students who may require additional learning needs support, enabling earlier and more accurate identification and intervention.
- **Parent communication**: Share concerns with parents early, confirm whether similar concerns have been noted previously, and check for any existing assessment reports or relevant background information.
- **Referral initiation**: Communicate concerns and provide preliminary data to the Head of Inclusion to initiate the referral process.
- **Implementation of recommendations**: Implement recommendations from the assessment report in the classroom and monitor the students' response to these interventions.

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 schools' inclusive culture. We have agreements with the following local organizations.

- ASDAN (Award Scheme Development and Accreditation Network)
- Switch4Schools (S4S)
- Dubai Autism Center (DAC)
- Al Jalila Foundation
- Rashid Centre for People of Determination
- 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 eligibility test and direct admission to students of determination experiencing barriers to learning.
- 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 phases equipped with the latest knowledge and strategies related to inclusive education, sensitize them, and increase 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 on-line 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, provision of elevators and club-carts based on needs, 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 LSA. These standards are based on research on the best international practices, KHDA guidelines for inclusion, Wellbeing Matters guidelines and CBSE Mental Health and Wellbeing manual.

8. INCLUSIVE ADMISSION PRACTICES

School welcomes students of determination and has a learning support program, addressing the individual needs of all students of determination, gifted and talented. Where a student's specific educational needs have not been previously identified, the school will work collaboratively with the student and parents to understand their individual strengths, needs and barriers to learning, and determine the appropriate level of support within the school's existing provision. Parents are expected to share relevant assessment, diagnostic and professional progress reports available to them and work in partnership with the school.
Where ongoing reviews indicate the need for an external psychoeducational assessment to deepen the understanding of the student's barriers to learning and inform appropriate support, parents are expected to cooperate with the school and provide relevant professional assessment and progress reports when requested, to support their child's learning and development. 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 adaptations / 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 always be inclusive 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 plans action to ensure minimization of any impact upon a student's learning experience and outcome.
- Ensures compliance with the requirements of 'Guide for Implementing the Categorization for Students of Determination (2025)' Guidelines and Standards for the use of External Assessment Reports for Students of Determination in Dubai Private Schools (2025)' and *'Dubai Inclusive Education Policy Framework.'*
- The admission test for students of determination may be waived upon the parents' indication on the registration page, with appropriate marking of indicators for special needs in the referral form, accompanied by supporting evidence.
- Based on parent's application, the school may conduct an informal screening solely to understand the student's current level, learning needs, and potential barriers. This screening is not an eligibility test and does not determine admission. Its purpose is to inform the school in providing the most appropriate support.
- When parents provide assessment certificates issued outside the UAE, the Principal, in coordination with the Circle of Inclusion and Wellbeing, shall verify the validity and authenticity of the assessment. The school may also request validation from a DHA/CDA-licensed practitioner to ensure accuracy and compliance with local standards. In cases where parents request an exemption from compulsory subjects such as Arabic or Hindi, a report from a CDA-licensed practitioner will be required to support the exemption request.
- In grade11, tailor made combination will be offered to students of determination, subject to availability of seats.
- 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 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 on-going 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 barriers to learning as soon as possible so that timely and appropriate support can be given. 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 -Teachers'

observations, CAT4 and NGRT reports, annual performance of students on internal assessments, information from parents and the student, and screening tools.

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

- Brown ADD
- Wechsler Adult Scale of Intelligence II (WASI II)
- The Dyslexia Early Screening Test-Second Edition (DEST-2)
- Wide Range Achievement Test-5 (WRAT-5)
- Beck Youth Inventory-2 (BYI-II)
- Childhood Autism Rating Scale-2 (CARS-II)
- BRIGANCE Early Childhood Screen III
- BASC-3 BESS (Behavior Assessment System for Children, Third Edition - Behavioral and Emotional Screening System)

School Internal Referral System

The staff is sensitized with the knowledge of the various barriers and diagnosis through regular workshops, reading material, case studies and hands-on classrooms experience. Parents are encouraged during the orientation program in 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 designated team.

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, the student will be referred to the inclusion team for further screening.

How we decide when a student needs to get on the 'Students of Determination' record

Stage 1: Teachers utilize various markers such as classroom observations, teacher evaluations, CAT4 and external benchmark assessments, diagnostic tests, and annual performance records to identify students who might face barriers to learning. They collaborate with parents to intervene and mitigate these barriers, aiming to support the students' learning progress.

Stage 2: 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 3: 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 additional information. The specialists use screening tools to screen the student for potential SEN. Once identification of barriers is complete an individual intervention plan (IIP) is developed to minimize the barriers identified. Those with profound needs have an Individual Education Plan (IEP), 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) 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 of their IIP/ISP goals. Identified needs are evaluated and discussed considering assessment results and through staff and parent discussions. As assessments are completed, the strategies are planned to ensure high quality provision for students with learning differences.

If the student would benefit from language exemptions or if the student is not making the expected progress, parents are encouraged to get an external assessment and guided by appropriate information on the type of assessment and a probably list of clinics/centers they could approach. The Circle liaison with external professionals and Psychologists as required.

Case Conference (team around the child) 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 12- month timeframe. The committee is composed of the Head of Inclusion/Leader of Provision, Inclusion Champion, Section Supervisor, Counselor, Inclusion Specialist Teacher (IST), Special Educator, Speech Therapist, Learning Support Assistant (LSA), and teachers.

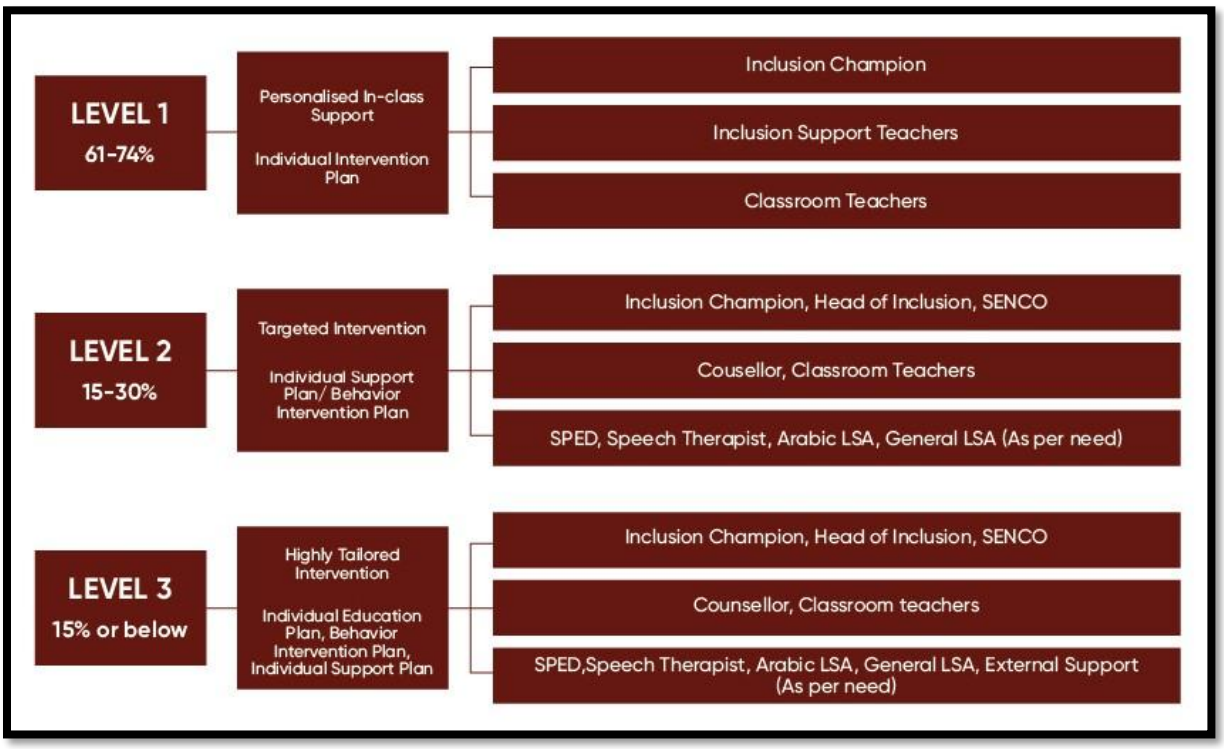
10. STRUCTURE OF PROVISION

Level 1 students are identified through the year based on the analyses of internal assessment data. Sustained periods of academic decline are identified at the end of every formal assessment cycle to remove any potential barriers to success. Particular indicators of concern may include – students who make significantly slower progress than that of their peers starting from the same baseline; students who fail to match or improve upon previous progress rates and students whose gap in attainment when compared to same-aged peers widens. These at-risk students receive support from teachers through quality first 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 formal assessments. If significant progress is made, the students will be monitored and gradually weaned off 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, the student may qualify for a higher level of support.

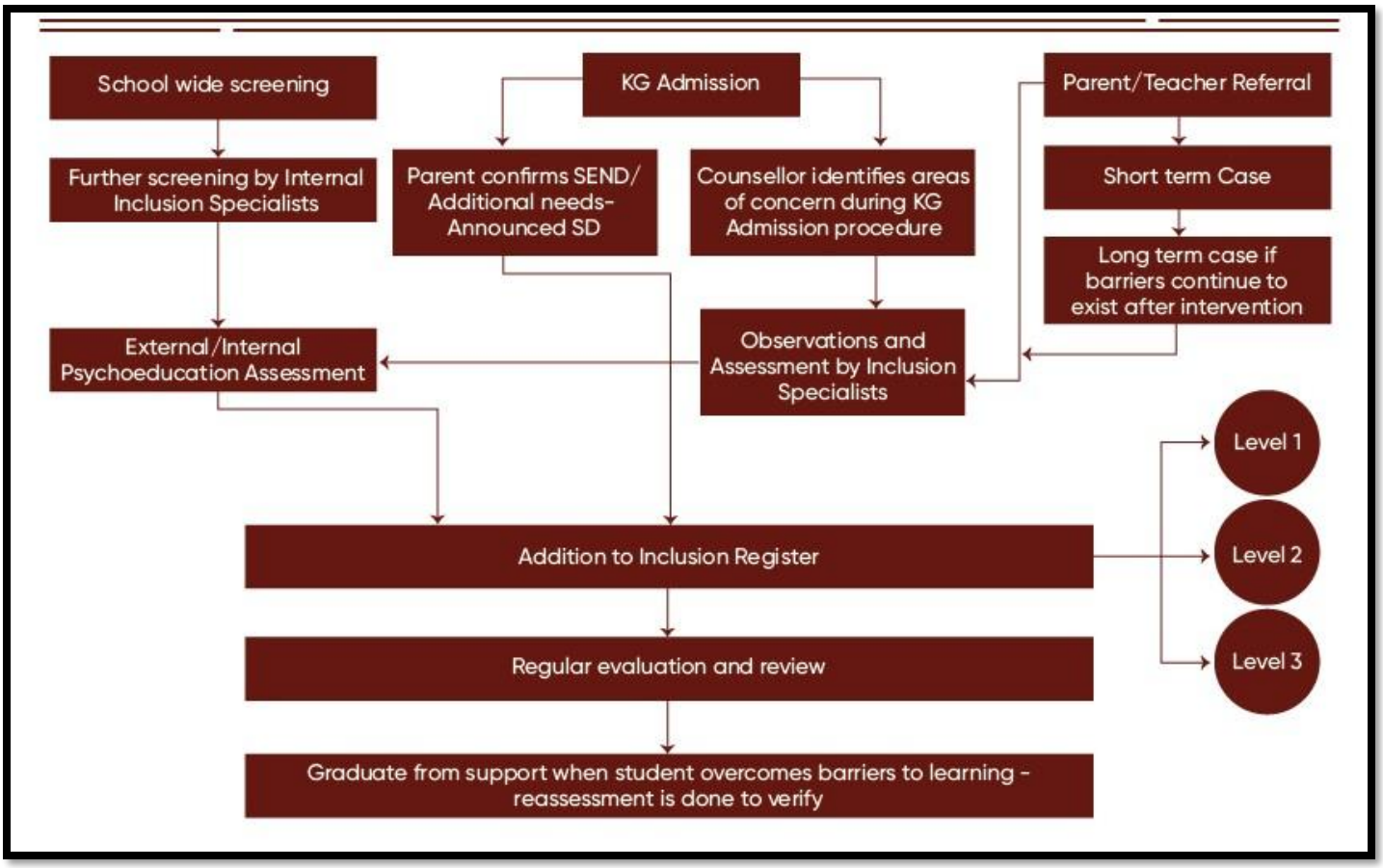
Level 2 describes targeted, specific, additional, and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Children who have been consistently over two terms, identified through the data, as having 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, Super Inclusive 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 specialist 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 targeted, individualized programs to accelerate their development, the child is expected to make strong progress, though they may not fully close the attainment gap with their peers. This provision goes beyond what is typically offered to most students in the school and may involve specialist strategies, targeted interventions, or support services. Special Educator, Speech Therapist and/or Counsellors jointly observes 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.



Flow Chart for Students of Determination



LESSON OBSERVATION AND FEEDBACK (LEARNING WALKS)

Learning Walks by 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 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 embedment 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/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/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 supervisor 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 Principal, VP, AVP, 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;

- establishing Individualized Education Plans (IEPs), Behavior Intervention Plan (BIP) and Individual Support Plan (ISPs) specifically tailored to the unique need 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;
- learning walks take place frequently and pupils also have the opportunity to express their views to members of IST;
- 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 internal/external assessment reports.
- depending upon curriculum modification, effective interventions through counseling support, support from LSA or special educator is provided;
- every chapter is modified and the IEP and modified curriculum compliments each other, involving Learning Support Assistants, in planning and delivering the curriculum;
- students that 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;
- school has implemented the ASDAN curriculum to embed a structured system that promotes lifelong learning, entrepreneurship, and aspirational career pathways;
- students of determination moving towards CBSE Board classes are provided with learning pathway support by applying for special permission for provision of skill subjects and/or lower-level Math from the concerned authorities;
- 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;
- suitablechallengelevelsaredeterminedthroughcomprehensiveanalysisandassessment;
- IEP goals are reviewed termly and accordingly including curriculum modification, in-class support, counselling support, 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;
- 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, 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(level2) and1:1instruction(level3) within the Learning Centre;
- monitoring how planning and differentiation is 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.
- Case managers (Counsellors/Special Educators) conduct School Day Observation together a holistic view of level 3 learners and provide feedback to teachers and LSAs for effective intervention.
- Special Educator (level3) and Counsellor (level2) jointly observe the in-class support with the SENCO to ensure implementation of the goals and strategies as stated in the IEP.
- Students of determination in Grade 9 are provided with alternate learning pathways, engaging them in active skill- based education in alignment with their interests and strengths.
- 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 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)*** offer imaginative ways of developing, recording, and certificating student's personal achievements.

The ASDAN Life-Skills Challenge is offered to Students of Determination starting from Grade 2, 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 short courses from Grade 4, where they are mentored by ASDAN Mentors. These students complete the courses 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 courses and options to students in fitting 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 and as per specific assessment frameworks and timelines set for each cohort. ***(Please refer Assessment Policy)***
- Information from various external assessments such as CAT4, NGRT and ISA help in setting aspirational goals where appropriate.
- Modified assessment and accommodations are planned for level 2 and 3 students based on assessment reports and in coordination with the assessment and academic teams.
- 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 against targets set in the IEP.
- Progress of SD is monitored over time using evidence from a range of sources (lessons/continuous assessments/written work in notebook/subject enrichment/individual skill-based targets) students are then withdrawn from LC/LSA/assistant teacher support and monitored for a given period before being weaned off.
- 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. The IEP goals will be SMART (Specific, Measurable, Aspirational, Relevant, and Time-bound) and will be rated as follows:

    1. **Exceeds Aspirational Target**
    2. **Meets Aspirational Target**
    3. **Working Towards Aspirational Target**
    4. **Approaching Target**
    5. **Does Not Meet 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.

Equalisation of Assessment Outcomes

Where appropriate, the school may apply equalisation of assessment outcomes for students identified through the Inclusion framework as working significantly below age-related and grade-level expectations in Literacy and/or Numeracy.

Consistent with KHDA Inclusive Education Policy Framework and CBSE guidelines on inclusive education, decisions regarding equalisation are based on documented evidence, professional judgement, and collaborative review. This review involves the Inclusion Team, subject teachers, and relevant assessment personnel, and considers the student's individual learning profile, agreed curriculum benchmarks, and access arrangements provided. Equalisation is applied in a manner that maintains the integrity of curriculum standards, supports equitable access to assessment, and does not compromise the validity of reporting.

The principles, criteria, and oversight mechanisms governing equalisation are documented in supporting procedures and are reviewed regularly to ensure fairness, consistency, transparency, and ongoing compliance with KHDA and CBSE requirements.

16. RECORD KEEPING

Students of Determination have individual digital case files, learning support log, updated SD record, and IEP 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 target regularly with the student and class teacher. Formal meetings with the parent to review the IEP takes 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. Where external assessments are present, the documents are kept in confidential folders, with a need to know basis access. Information that is relevant to teaching and learning is extracted and shared with teachers from the report.

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 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 of the student, teachers in class, parent, IST, a counselor, and section supervisor.

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 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 helps 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 is an important and empowering opportunity for the students to reflect about 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 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 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;
- 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:

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.
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 'Thrive Program' where counsellors teach students the knowledge, attitudes, and skills necessary for academic, career and social/emotional development. The work of 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 counsellor's productive proxy classes with students. The topics for the different grades have been identified based on the gap analysis from the 'Dubai Student Wellbeing Census' 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 includes 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 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 student's 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 the 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. 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 for 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. 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 support 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 that is 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.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 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 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 school activities for the sake of their children.
- School promotes strong relationships with parents through Parent Focus Groups, and Open House.
- Parents are aware about the categories and programs for students of determination.
- Parents give input while Counsellors and Special Educators develop 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 the 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' 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 students' progress through 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. 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 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 parent involvement form and collaborative interventions 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 school with required documents for exemption in Arabic and Hindi language and school supports their application to request regulatory authorities for approval.

22. PARENT REFERRAL FOR COUNSELLING SUPPORT

Parents who have concerns regarding their ward'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.

23. GUIDELINES AND STANDARDS FOR THE USE OF EXTERNAL ASSESSMENTS

External assessments play a vital role in developing a comprehensive understanding of a student's cognitive, behavioural, and social–emotional profile. The detailed information they provide enables educators to design targeted support strategies and appropriate accommodations that address each student's individual needs.

External assessments are recommended when a student demonstrates ongoing learning, behavioural, or social–emotional challenges that cannot be fully understood or addressed through school-based evaluations and interventions. These assessments offer specialised insights that support the development of personalised education plans and ensure that interventions are accurately aligned with the student's unique requirements.

Once an external assessment is submitted, the school's Inclusion Team, along with relevant educators, reviews its findings and recommendations. Where appropriate, these recommendations are incorporated into the student's Individual Education Plan (IEP) or support plan. Additional staff training is provided as needed to ensure that recommendations are implemented consistently and effectively in the classroom.

In accordance with the *KHDA Directives and Guidelines for Inclusive Education (2020)*, the school cannot require a medical diagnosis or external assessment as a condition for admission or access to support services. However, the *KHDA Parent–School Contract* requires parents to disclose any existing assessment or diagnostic information during the admissions process to enable effective planning for provision and support.

In some circumstances, external assessments may provide the evidence needed for examination boards to approve access arrangements such as extra time or the use of assistive technology. These accommodations are determined on an individual basis and typically require supporting documentation from both the school and an external assessment professional.

In-school evaluation

- Teachers or staff identify persistent behavioural or learning challenges that impact the student's engagement or performance.
- Initiate communication with the head of inclusion to discuss observed indicators of need, review general in-class accommodations, and explore potential in-school assessments.
- In collaboration with teachers, support staff, and other teams such as pastoral support and counselling services, the head of inclusion conducts comprehensive observations and documents behaviours and indicators using established frameworks.
- Engage parents and teachers in discussions to gather additional insights, share assessment findings, and outline next steps, including enhanced interventions based on observed indicators.
- Apply enhanced support strategies based on the outcomes of in-school evaluations.
- Hold regularly scheduled interim review meetings to discuss the effectiveness of interventions and decide if an external assessment is necessary.
- Monitor the effectiveness of interventions and conduct formal reviews to determine the need for external assessment.
- Discuss the necessity and benefits of external assessments with parents, ensuring their understanding and written consent.
- The school works collaboratively with parents to select appropriate external specialists based on the student's specific needs. It is important to note that, unless otherwise directed by KHDA or another government authority, the final decision when choosing the external assessment provider rests with the parents.
- The school coordinates with external agencies, facilitating observation, collaboration and the sharing of available data.
- The school reviews the external assessment report with key staff to understand the student's needs and the specialist's recommendations.
- The educational team discusses implementation of the recommended strategies.
- Parents are involved to ensure they understand and can provide input on the new strategies.
- The student's IEP or support plans are updated to incorporate new strategies and accommodations.
- The school provides necessary training for staff on the new techniques or strategies recommended in the report and continuously monitors the effectiveness of updated interventions through regular observation, data collection, and feedback from staff involved in the student's support.
- School team updates the educational plan regularly, adapting strategies based on the student's progress, emerging needs, and

feedback from teachers and support staff.

- School documents all changes to interventions, along with their observed impacts, to inform ongoing assessment and future planning.

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.

PERSON WITH DISABILITY: A person who has a permanent or temporary physical, sensory, mental, communicative, learning, or psychological impairment or deficiency which, through interaction with physical or behavioural barriers, may hinder their full and effective participation in society on an equal basis with others.

STUDENT OF DETERMINATION (SD): A student of determination is a student with a long-term physical, mental, intellectual, or sensory impairment which, 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 who 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. REFERENCES

CBSE – Inclusion and Support for Students with Special Needs

CBSE Guidelines for Children with Special Needs (CwSN) – 2024

CBSE Examination Facilities and Concessions for CwSN Students

CBSE Online Portal for Exemptions/Facilities for CwSN – Board Examinations 2026

CBSE Secondary School Curriculum – 2026–27

Dubai – KHDA Inclusive Education

Administrative Resolution No. (15) of 2026 – Inclusive Education

Dubai Inclusive Education Policy Framework

Directives and Guidelines for Inclusive Education

Implementing Inclusive Education: A Guide for Schools

Guide for Implementing the Categorisation System for Students of Determination

External Assessment and Professional Reports

Guidelines and Standards for the Use of External Assessment Reports for Students of Determination

FAQs – External Assessment Reports for Students of Determination

Parent Resources

Advocating for Inclusive Education – A Guide for Parents

KHDA Parent Guidance for Students of Determination

School–Home Provision: A Collaborative Approach to Distance Learning for Students of Determination

School Policies

Admission Policy

Child Protection and Safeguarding Policy

Student Code of Conduct Policy

Assessment Policy

Teaching Policy

School Wellbeing Policy

Gifted and Talented Policy

Curriculum Review and Development Policy

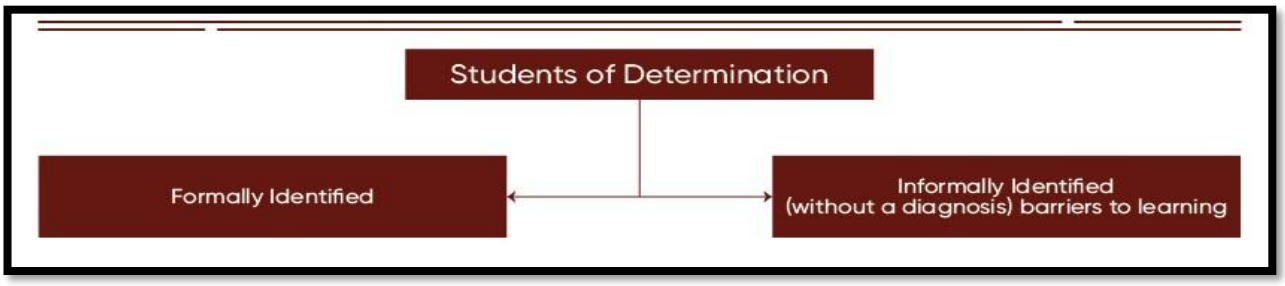
Assessment Concessions and Modifications Policy

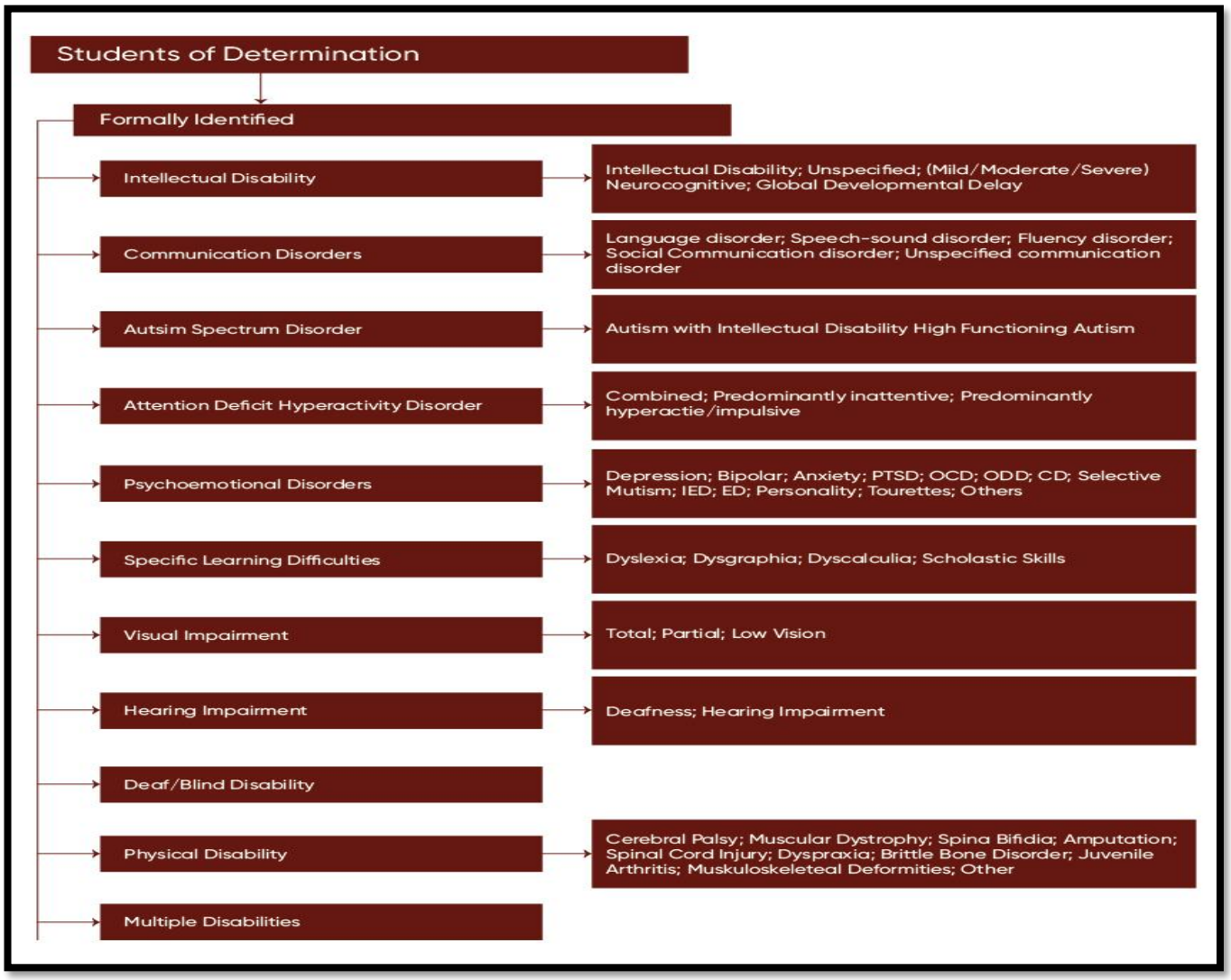
26. MONITORING AND REVIEW

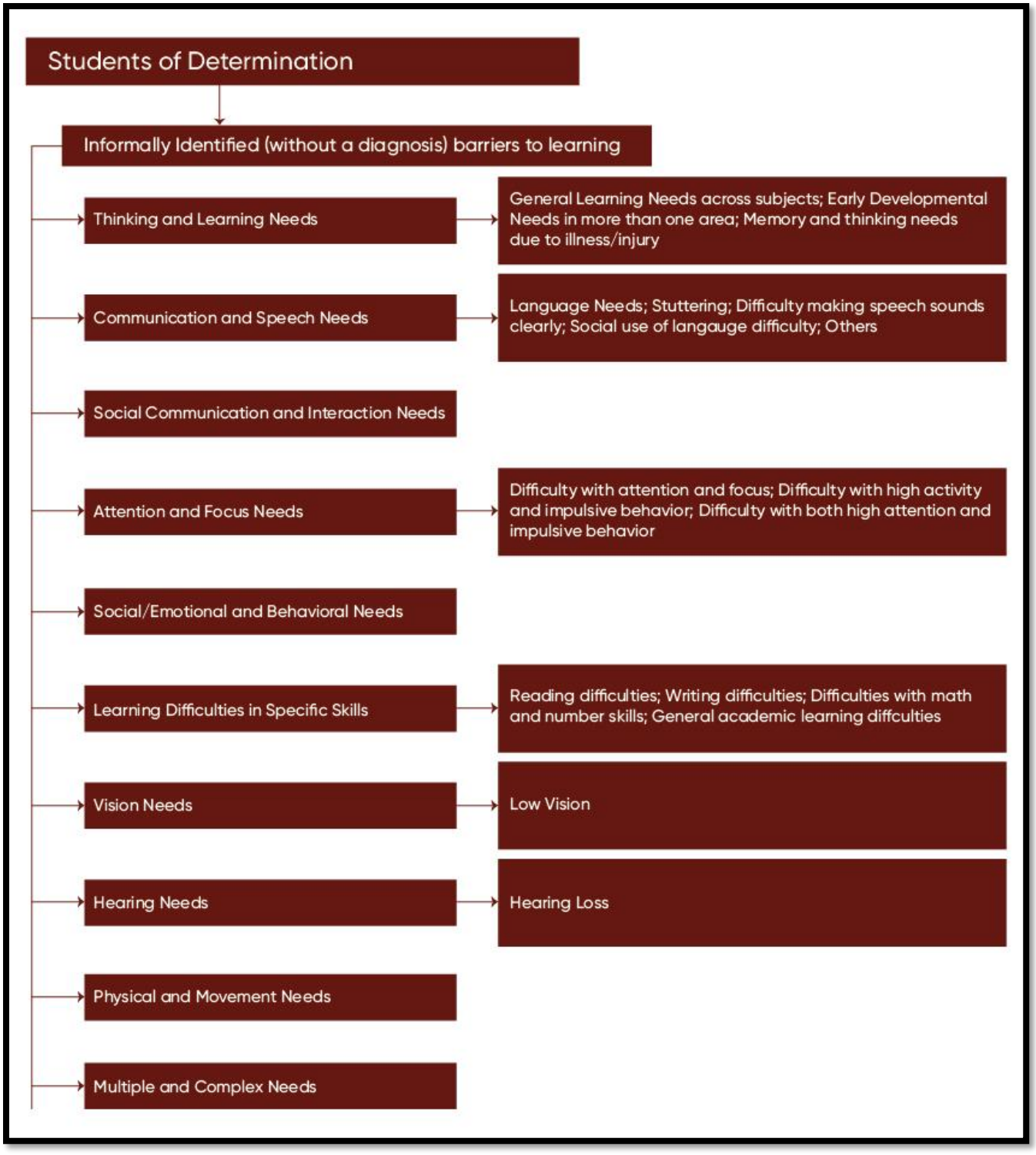
This policy was originally implemented as the SEND Policy in April 2014 and subsequently revised as the Inclusion Policy in September 2018. The policy is revised annually or whenever the regulatory bodies like MOE and DSIB make changes in the regulations. It was most recently updated in September 2026 and is scheduled for review in March 2027.

27. APPENDICES

A. CATEGORISATION FRAMEWORK FOR STUDENTS OF DETERMINATION






Students of Determination
Informally Identified (without a diagnosis) barriers to learning
Thinking and Learning Needs
General Learning Needs across subjects; Early Developmental Needs in more than one area; Memory and thinking needs due to illness/injury
Communication and Speech Needs
Language Needs; Stuttering; Difficulty making speech sounds clearly; Social use of langauge difficulty; Others
Social Communication and Interaction Needs
Attention and Focus Needs
Difficulty with attention and focus; Difficulty with high activity and impulsive behavior; Difficulty with both high attention and impulsive behavior
Social/Emotional and Behavioral Needs
Learning Difficulties in Specific Skills
Reading difficulties; Writing difficulties; Difficulties with math and number skills; General academic learning diffculties
Vision Needs
Low Vision
Hearing Needs
Hearing Loss
Physical and Movement Needs
Multiple and Complex Needs