



Inclusion Policy

Identification and Support for Students of Determination, Gifted and/or Talented

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1. Rationale

This policy aims to establish the process and considerations that guide the school in providing inclusive education and support to Students of Determination.

All students who experience barriers to learning or are gifted and talented in scholastic and co-scholastic areas will be given appropriate support to ensure the maximization of their potential.

2. Scope

The policy applies to all students of determination, who need special support in learning, personalization and individualization of learning and assessment strategies in the regular classrooms. This policy applies to all such students across the school. (Pre-KG to Grade 10)

3. Policy Statement

The main objective of the policy is to provide 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. The values and standards of inclusive education arrived at after much discussion and deliberation will be shared among all stakeholders.

This policy is drafted based on the following sources:

1. Directives and Guidelines for Inclusive Education (Jan. 2020),
2. 'A revised categorization framework for students of determination (2019-2020)',
3. Implementing Inclusive Education: A Guide for Schools (2019)
4. Dubai Inclusive Education Policy Framework (2017),
5. Advocating for inclusive education –
6. A Guide for Parents (March 2021) the Federal Law 29 of 2006
7. Dubai Law 2 of 2014, the School Inspection Framework, General Rules for the Provision of Special Education Programs and Services (Public & Private Schools), the Knowledge and Human Development Authority (KHDA) guidelines and best international practices.

The policy will be implemented through a detailed procedure involving the following steps:

- ✧ Methods to be used to comprehensively identify students of determination as per

the revised categories.

✧ The kind of support and intervention provided for each category and the role and responsibility of all concerned at various levels are monitored, and executed by the Head of the Department of Inclusive Education.

✧ No extra cost will be charged for the support to be provided. Students of determination will be admitted as per the admission policy of the school and parents will be required to declare the needs of their wards at the time of submitting application for admission.

✧ Entry point assessment will be used as a tool to derive the process for inclusion to be used by the Department of Inclusion to provide appropriate support to students experiencing special educational needs.

4. Roles And Responsibilities Of Inclusion Support Team

Governor for Inclusive Education

- The management nominates a 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 the following roles and responsibilities:
- 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.
- Supporting the governing board to set strategic direction through a clearly stated inclusive vision and ethos.
- Hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan, and allocate financial investment to ensure that targeted plans are sufficiently resourced.
- Will appoint the Principal, Counselor, Inclusion Champion and Special educators who will work in consultation and coordination with the Principal, Supervisor and Subject leaders to ensure the implementation of the Inclusion policy.
- Obtain financial support from the Chairman to ensure the smooth and seamless execution of support plans of the department.

School Principal:

- Establish a strong link between the Inclusion department and all the stakeholders namely students, parents, and staff of the school,

- Train and sensitize all stakeholders to act inclusively and thereby communicate the school's vision on inclusion to all members of the school community.
- Ensure the adoption and propagation of best practices carried out by the school staff and identify areas that require improvement.
- Appoint Wellbeing, Happiness Coordinator to support and promote student achievement and progress through suitable and relevant inclusion practices of teaching and learning and counselling support to all students including the Gifted and Talented.
- Hold the Inclusion champion accountable for framing the appropriate and effective support strategy aligned with the school vision and policy.

Head of Inclusion/ Inclusion Champion/ Leader of Provision for Students of Determination

- Admission of students with determination
 - Liaising with the admissions officer regarding admissions of any new student of determination.
 - Assessing every new applicant with identified additional or probable needs
 - Liaising with parents of new applicants, as required.
- Identification of students of determination / G&T/ EAL
 - Liaising with classroom / subject teachers regarding new referrals
 - Forwarding the Teacher Referral Form to the relevant LS teacher.
 - Analysing the CAT4 data and developing the Referral List of probable SEND / G&T students (based on CAT4, ASSET scores internal assessment scores and teacher feedback)
- Intervention / Support services for identified SEND students:
 - Supervising the development of ILPs/ IEPs / BMIPS.
 - Attending meetings with regular teachers, LS teachers, Parents, Ed Psych, LSA, Students, and any other therapist.
 - Providing further strategies to LS teachers and other staff and reviewing their impact in different learning environments.
 - Overlooking the provision of the intervention services (in-class or intervention on an individual or small group basis) and their impact on student's achievement and progress through IEPs and whole school assessment systems.
 - Arranging for ILSAs, if requested by the parent and relevant CV available.

- Ordering Annual resources, screening tests, and other resources during the year, as necessary.
 - Developing resources for LS staff and regular teachers to improve the provision for our students of determination / G&T /EAL
 - Training the LS staff, regular teachers, LSAs and parents to cater to the needs of the students of determination / G&T/ EAL
 - Applying for Arabic exemptions to the KHDA, as necessary
 - Attending the Dubai Inclusion meets and passing relevant information to staff.
 - Organising workshops and coffee mornings for parents and teachers
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- Recommend provisions for improvement and monitor and assess the quality of education provided by the school along the lines of common inclusive education standards.
 - Report to the Principal on the framework of support strategy aligned with the school vision and policy.
 - Hold the inclusion support team accountable for designing and implementing necessary and relevant processes for the improvement of inclusive education.
 - Obtain financial support from the Governor for Inclusion through the Principal to ensure the smooth and seamless execution of support plans of the department.
 - Applies a rigorous system of monitoring and review to track progress and inform revisions to strategic plans.
 - Establish a link between the Counseling and Special education department with the Subject Heads to ensure the procedures spelt out by the policy are carried out effectively and appropriate curriculum modifications are reflected in the IEP of students with learning difficulties.
 - Ensure impact on learning outcomes for students with learning difficulties by finding solutions to tackle and remove challenging barriers to learning faced by teachers.
 - Monitor the impact of intervention provided by the SENCO and members of the inclusion team for students with learning difficulties on their learning outcomes.

SENCO

- Coordinating SEND Support Services with the respective LS Teachers and Head of SEND and Inclusion.

- Providing guidance to the Teachers and LSAs.
- Supporting the Head of Inclusion in assessing new referrals/students with identified additional or probable needs.
- Supervising the development of ILPs/ IEPs / BMIPs.
- Attending meetings with regular teachers, LS teachers, ILSAs and Parents.
- Liaising with classroom/subject teachers/LS Teachers regarding new referrals.
- Liaising with parents for conducting the screening test.
- Planning for differentiation with the class teachers, LS Teachers, LSA and ILSA.
- Performance management of Individual Learning Support Assistants (ILSA - Parent funded) and Learning Support Assistants (LSA - school funded)
- Maintain regular communication with parents, teachers and the Head of SEND & inclusion.
- The SENCO also work as the LS Teacher for a few students when required.

Counsellor

- Assisting students and parents with settling into their new school, classroom or transition.
- Suggest strategies for developing positive friendships and peer relationships.
- Help identify learning and emotional support needs and deal with the same.
- Recommend outside therapists or specialists, as required.
- Provide immediate individual or small group counselling- with parental consent.
- Maintain confidential files such as IEPs, child abuse and neglect-reported cases of physical/sexual/emotional abuse.
- Make classroom observations to check on PSEM developmental needs.
- Liaising with classroom / subject teachers regarding new referrals.
- Observing the student referred and conducting the screening test if deemed necessary.
- Liaising with parents for conducting the screening tests by Counsellor or referring them to external Educational psychologists.

- Providing some strategies to teachers and other staff based on the findings of the observations and screening test.
- Developing the individual plans for each student in collaboration with parents/teachers/LSA
- Model teaching strategies such as co-teaching or team teaching with the classroom teacher
- Attend regular meetings (planning, review, transition) and any other with regular teachers, Parents, ILSA, Students, and any other therapist.
- Deciding the type of intervention (in-class intervention or withdrawal individual or small group basis) for each student after mutual consent by all relevant parties.
- Liaise with teachers in developing appropriate instructional and educational strategies and resources.
- Regularly track student progress against the Individual Plan goals (every week or less).
- Maintain regular communication with parents, teachers and the Head of Inclusion.
- Deliver Counsellor talks to students on topics connected to the National Agenda and Moral Education.

Learning Support Teacher / Special Needs Teacher

- Liaising with classroom / subject teachers regarding new referrals.
- Observing the student referred and conducting the screening test if deemed necessary.
- Liaising with parents for conducting the screening tests by LS teachers or referring them to external Educational psychologists.
- Providing some strategies to teachers and other staff based on the findings of the observations and screening test.
- Developing the ILP/IEP/BMIP for each student in collaboration with parents/teachers/LSA
- Model teaching strategies such as co-teaching or team teaching with the classroom teacher

- Attend regular meetings (planning, review, transition) and any other with regular teachers, Parents, Ed Psych, Shadow, Student, and any other therapist.
- Deciding and delivering the type of intervention (in-class intervention or withdrawal individual or small group basis) for each student after mutual consent by all relevant parties.
- Liaise with teachers in developing appropriate instructional and educational strategies and resources
- Regularly track student progress against the IEP goals (every week or less).
- Maintain regular communication with parents, teachers and Head of SEND & inclusion.
- Planning for differentiation with the class teachers, LSA and ILSA
- Facilitate student's learning and personal social development individually or in small groups through in-class and withdrawal sessions depending on the need.
- Observing the ILSA in class and through daily log book reviews, modelling and developing instructional, educational and behavioural strategies to support their students.

Learning Support Assistants (LSAs)

- Assist in developing the ILP/IEP/BMIP for each student in collaboration with parents/teachers/LS teacher
- Share relevant information about the performance and behaviour of students to support IEP and BMIP goals.
- Produces materials and implements strategies to accommodate individual learner needs/styles.
- Reviews and reinforces learning activities and strategies developed by the teacher/ LS team to help individual students master concepts and skills.
- Keep class teachers and LS teachers up to date on the implementation of the different intervention programs.
- Carries out work within developed structures and plans, being consistent with expectations for students.

- Facilitates student learning individually and in small groups after consulting with parents, teachers and LS team
- Document and monitor the progress of IEP targets and reports to the teacher/LS team.
- Carries out formative assessment activities to assist the teacher in developing learner profiles.
- Assists in the collection of data to evaluate student progress.
- Support students with emotional or behavioural difficulties and help them to develop their social skills and confidence by facilitating peer interaction.

Individual learning support assistants provided by parents (ILSA)

- To observe that the child has effective and full inclusion in all aspects of school life.
- To contribute to the education of students in inclusive schools and classrooms by implementing small-group and individual instruction
- To plan, deliver and implement the IEP targets using a wide variety of pre and over-learning activities individually/groups and monitor the impact of the provision.
- To 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
- To prepare learning materials for use by the student(s) under the direction of the CT and LS teacher
- To attend and contribute to the Inclusion meetings, including IEP reviews and so on where appropriate.
- To provide objective and accurate feedback to all stakeholders assisting in the development and implementation of appropriate strategies.
- Support the child with emotional or behavioural difficulties and help them to develop their social skills and confidence by facilitating peer interaction based on the guidance of the learning support team.
- To work and build strong relationships with the child, to overcome his/her barriers to learning and support him/her to maximize their learning potential.

- To be an integral part of the classroom setup and enhance the learning and teaching experiences of the child in a range of different contexts including support within set and class support.
- The ILSA is expected to respect the confidentiality of the class teacher/ students.
- Maintaining communication log with the parent and daily log book with the Inclusion support team precisely which will be monitored weekly by the LS teacher

Class teachers and Subject teachers

- Implement and monitor the effectiveness of IEP in mainstream classrooms.
- 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.

Parents and Guardians

- Attend meetings with concerned teachers and the Leader of the provision for inclusion as and when required by the school and participate in the development of IEP.
- Involvement in a number of aspects of their child's education as required by the Head of Department of Inclusion.

5. Inclusive Culture And Climate

- ✧ Positive classroom culture and inclusive education will be reflected in all aspects of the school system and aligned with the school vision.
- ✧ Admission policy ensures admission access to a diverse range of learners.
- ✧ Continuous professional development training will be provided to leaders and teachers at all levels to sensitize and increase awareness on methods of identification and support to be provided to students with learning difficulties.
- ✧ Provide opportunities for parents and guardians to better understand barriers to learning, and the resources and support mechanisms available to them and their families.
- ✧ Develop and use promotional materials within the school to raise awareness and reduce stigma on issues relating to inclusion and promote the inclusion of students of determination.

- ✧ Incorporate and integrate a monitoring and evaluation plan to track and measure any impact on attitudes, beliefs and experiences of students who experience barriers to learning.

6 . Inclusive Admission Procedure

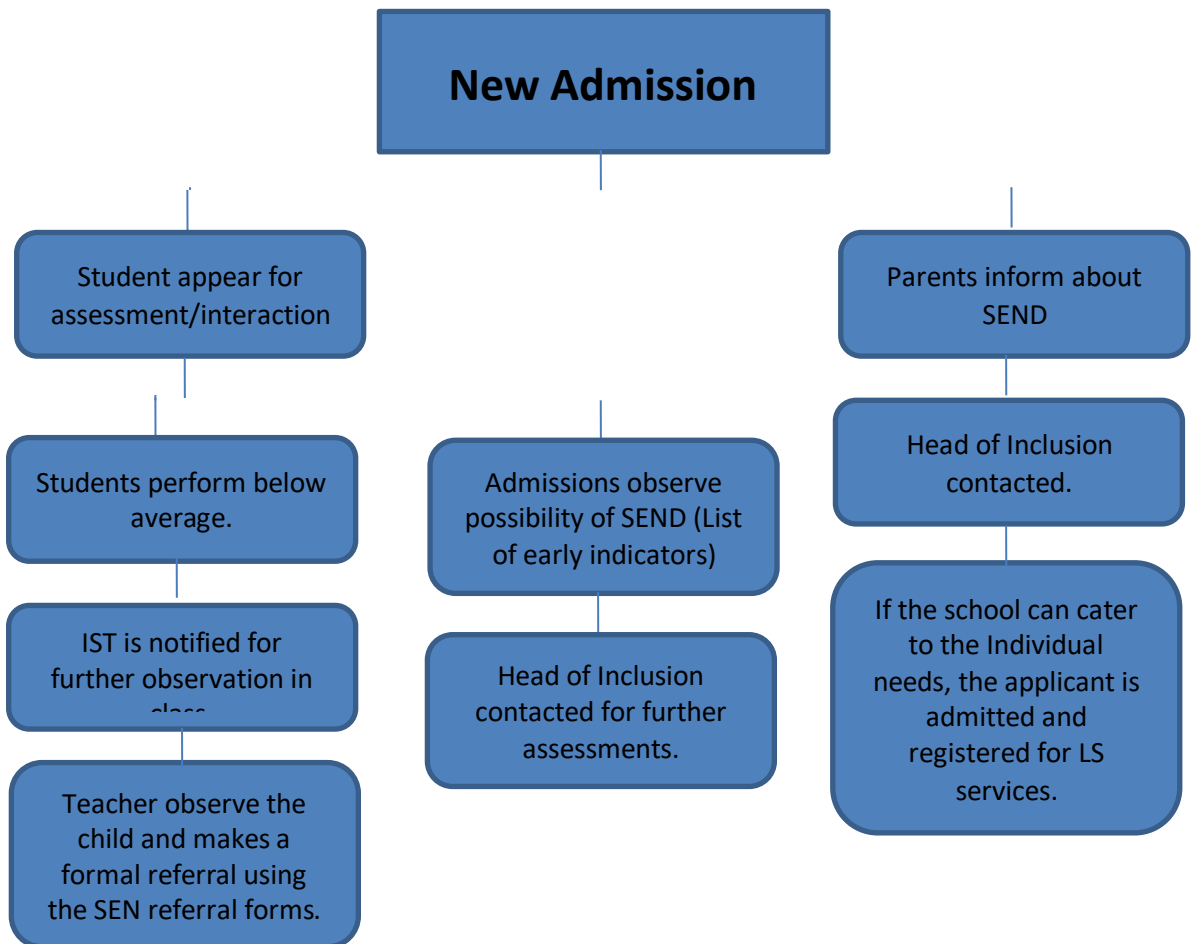
- ✧ Students of determination will be welcome in the school and they will be provided with a learning support program, addressing the individual needs of all students of determination including gifted and talented.
- ✧ In those instances where a child's specific need has not been previously identified, the school reserves the right to review the situation to assess the capacity of the school provision to meet his/her needs.
- ✧ Parents are required to work closely with us if a particular educational need is identified during or following the admission process

The following procedures will be adopted during the admission process:

- Any new applicant with identified special educational needs and disabilities (SEND) will be referred to the Head of Inclusion.
- The Learning Support team will study the reports, observe and assess the child and make appropriate recommendations to the Admissions Department.
- The final decision regarding the new admission will be taken collaboratively between the Head of Inclusion and the Principal.
- Ensures that students who experience barriers to learning will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities.
- Preference for "sibling priority" will be given to students who experience barriers to learning subject to availability of seats.
- Will be inclusive at all time unless it is difficult to fully support the particular child due to constraints beyond our control e.g., infrastructure or personnel
- Will ensures compliance with the requirements of 'Dubai Inclusive Education Policy Framework'
- Admission tests for students of determination can be waived off provided parents

indicate the same on the registration form and provide an assessment report from an authorized testing agency approved by MOH and DHA.

- In exceptional circumstances, an enhanced level of provision may be registered through an individualized service agreement with KHDA including a stated individualized service fee.



7 . Identifying students with barriers to learning

- The school aims to identify children who have any difficulties as early as possible so that appropriate support can be given from an early age.
- All information provided to the school at the time of admission will be used along with several assessment tools to identify students and their learning difficulties if any.
- All members of staff will be sensitized with the knowledge and definition of the various categories for students of determination through regular workshops, reading material, case studies and hands-on classroom experience.
- Parents with concerns regarding their ward's behavioural, academic, developmental

or social-emotional issues will be required to complete an online parent referral form.

- Teacher Referral Form provides timely and effective support to initiate an appropriate plan of action for students at various levels of need.
- Pre-referral intervention will help 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.

Criteria to include a student's name to be included in the 'Students of Determination' record

Phase 1:

- Before the start of the new academic year, all teachers are updated with the previous year's SD list during the handing-over process. The school will share data on yearly performance, detained/retest list, and suspected cases of students experiencing barriers to learning.

Phase 2:

- Within the first month of the new academic year, all class teachers along with subject teachers submit a teacher referral form with details of the students who experience barriers to learning.

Phase 3:

- The leader of Provision follows up for internal assessment and in case the symptom is mild then a pre-referral meeting is scheduled with the parent to gain clarity. Monitoring and tracking of children with barriers to learning is through the same methods as identification.
- Assessment will be ongoing, with a more formal one each term.
- Identified needs are evaluated and discussed during staff meetings.
- The subject Heads of departments meet to develop, review and revise the educational program and services for students with disabilities who are eligible for special education and present their findings to the Leader of Provision for Inclusion.

Sequential steps involved in providing support to the Students of Determination:

KG 1-

1. Additional needs are confirmed by the parent, and identified by the Inclusion Team during admission screening.
2. Assessment and observation by the Inclusion Team confirm the report and the

student included in SD list.

3. The teacher identifies areas of concern and refers the student to the Inclusion Team who in turn confirms “At risk” based on assessment and observations.
4. Those students confirmed as “ Not at risk” by the counsellor are considered for closed files.
5. “At risk” categories are assessed to classify their levels and appropriate support given by members of the department.
6. End-of-term evaluation and review are conducted to decide the continuation of support or closure of the case.
7. Level 1 support is given by the Counsellors, Special Educators and class teachers.
8. Level 2 support is given by counsellors, Special Educators, SENCO and speech therapists as the case may be.
9. Level 3 support is given by Counsellors, Subject specialist teachers, Special Educators and SENCO.

8 . Structure of Provision

Level 1 (WAVE1):

Inclusive class-based differentiation and Individual Learning and Behavior plans (ILP/IBP), learning support programs are provided through pull-out sessions depending on the need.

Level 2 (WAVE2):

In addition to class-based differentiation, Individual/Group support is provided. Specific, additional and time-bound interventions are 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 identified through the data, as having fallen behind the levels expected may be included in the Level 2 intervention. Progress is monitored through whole-school tracking and Individual Education Plans or Behavioural Modification Intervention Plans.

Level 3 (WAVE3):

In addition to Level 2, personalized support is provided by the ILSA. In-class and withdrawal support by LS teacher/curriculum modification/ parallel curriculum is made depending on the needs of the child. Special educators deliver individual teaching sessions to accelerate progress although they may not close the gap in attainment levels

on par with their peers.

The Learning Support team (LST) consists of a team of professionals including the Head of Inclusion, SENCO, Counsellors, Learning Support Teachers (LS teacher) and Learning Support Assistants (LSA). It aims to identify and support students with challenges in learning, social and emotional adjustment and behaviour. The team supports the diverse needs in the following ways.

- Identification and screening of students upon the referral of the teacher and other school staff or parents.
- Coordinating with parents, teachers and school management regarding the challenges faced by students.
- Organize and conduct workshops for teachers and parents, empower them with skills and strategies needed to assist students.
- Developing Individual Educational Plans (IEPs'), Behaviour Modification Intervention Plans (BMIPs') and Individual Learning/Behaviour Plans (ILPs/IBP) to cater to diverse needs.
- Where required, exemptions from Arabic and a third language are provided, after getting approval from KHDA/CBSE.
- Coordinate with the CBSE Board for provisions and educational concessions that are granted to students with Special Needs.

Individual / Small Group Support

Individualized instructions or small group-based instructions are given to students of determination by LS teachers and LSAs based on their individual needs. Students may receive this support provision by missing lessons from their regularly scheduled classes or during subject-exempt periods, this can take place in the quiet study room/ therapy room / sensory room. The decisions regarding the withdrawals from classes are made collaboratively by the Head of Inclusion, LS teacher, parents, subject teachers, therapists and students.

Individual Learning Support in the Classroom Setting

At Woodlem Park School parents are responsible for arranging and funding the Individual Learning Support Assistant for their child. The Head of Inclusion and LS teachers collaborate with the parents, and subject teachers to ascertain the smooth functioning of

this individualized support system. The ILSAs are monitored by the Head of Inclusion and the LS teachers through a review of daily logs and observations.

The goal of providing individual Learning Support Assistant (ILSA) is to support the child to become independent learners in the least restrictive school settings. ILSAs allow the child to function in a mainstream school setting successfully by supporting the academic and/or behavioural goals taken from the IEP. This individualized support also ensures that the child's behaviour does not diminish the educational opportunities of other students.

- The need for an ILSA will be reviewed as per the child's needs.
- To review, the ILSA will remain in the school but will be withdrawn from close work with the pupil in stages as agreed with the class teacher, the SLT and the LST team. This will be monitored to gauge the effect on the individual pupil and the class.
- The decision to discontinue the LSA provision is at the discretion of the school and will be approved by the Head of Inclusion and class teacher.
- Where there is a dispute between the parents and the school over the need for an ILSA, the case will be referred to the Principal.

Parents Supporting Children in Mainstream Classes

- On a case-by-case basis to be approved by IST.
- The time frame for the duration of support will not exceed a total of 10 days.
- Teacher to manage parent support in class following the Head of Inclusion's guidelines.

9 . Inclusive Curriculum

The school's CBSE/NCERT, Early Years Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Schools will tap expertise from experts and provide training to staff to support students of

determination by taking proactive measures as listed below:

- Adopt the systems and procedures outlined in the Inclusive Education Framework.
- School leaders at all levels, including the Principal, Section Supervisors, Heads of the Departments, leader of Inclusion and Support Teachers, will be held responsible for ensuring that the curriculum in its narrow and broadest senses, is personalized to match the needs of the pupils.
- Teachers to identify a comprehensive list of barriers to learning, restrictions to engagement within the curriculum & the ultimate impact on student's personal, social & educational outcomes
- Establish Individualized Education Plans (IEPs) and Individualized Learning Plans (ILPs), specifically tailored to the unique needs of individual students with barriers to learning.
- Ensure that all teachers are proficient with inclusive education techniques, curricular modification, personalization of learning objectives and assessment strategies.

Curriculum modification

- Students with significant difficulties will receive a modified curriculum in specific subjects this is subject to recommendation by the Inclusion support team parents and teachers. This is done with an extended view to help the student bridge the gap and meet the minimum set criteria for the next grade level.
- Students who have severe learning gaps and are academically performing more than 1 year below their peer level are considered for parallel curriculum. This is done after a joint approval of the IST and parents.
- Students who are facing challenges with a parallel curriculum will be considered for an overlapping curriculum with substitute curriculum accreditation. The pathway to the substitute curriculum will be identified by the end of lower school (grade 3 or grade 5).
- Students with severe behaviour concerns will be considered for integrated schooling focusing on their primary needs. This is done to gradually prepare them for full inclusion in the class.

10 . Inclusive Teaching

School will 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 concerning communication, learning, social-emotional well-being, and behaviour.
- Employ a variety of teaching strategies, activities, and assignments that accommodate the needs of students with diverse learning styles, abilities, and experiences.
- Monitor the planning and differentiation process across the school to ensure that pupils' different learning styles and learning needs are taken into account.

11 . Inclusive Assessment

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 feasible. Key features of the assessment and feedback process are listed below:

- Assessments will be planned and executed as an integral part of teaching and learning.
- Formative and Summative assessments are used to prove progress and attainment.
- Problem-based learning is carried out as group work composed of students with mixed abilities, experiences, academic aptitude and motivation.
- Assessment tools are used to serve purposes such as student achievement and lifelong learning.
- The IEPs are tracked term-wise by the class teachers, SENCO, LS teachers, LSAs and ILSAs.
- Any assessments used will be relevant and accessible to each learner.

12 . Categorisation Framework For Students Of Determination

The following framework is based upon the UAE's unified categorization of disability. It provides schools with an important structure to support the identification of students of determination.

I. Cognition and learning

1. Intellectual disability (including Intellectual disability - unspecified)
2. Specific learning disorders
3. Multiple disabilities
4. Developmental delay (younger than five years of age)

II. Communication and interaction

5. Communication disorders
6. autism spectrum disorders

III. Social, emotional, and mental health

7. attention deficit hyperactivity disorder
8. Psycho-emotional disorders

IV. Physical, sensory, and medical

9. Sensory impairment
10. Deaf-blind disability
11. Physical disability
12. Chronic or acute medical conditions

13 . Provisions for students with determination

- Additional time to complete homework, written assignments, assessments and projects.
- Students with severe physical or writing difficulty are allowed the use of a computer to submit written work.
- Exemptions of second languages are based on a formal diagnosis by the Ed psychologist and are subject to the guidelines by CBSE.
- Arabic exemption will require approval by the KHDA.
- Differentiated question paper keeping in mind the level of the class is given.

- Students with reading difficulty are allowed to have the assessment /question paper read out to them.
- Students with fine motor issues are allowed the use of keyboards.
- Students with physical or writing difficulties are allowed the use of a scribe during the examination. The scribe must be from a lower grade e.g. If the student is from grade 9, the scribe should be from grade 7 or 8. Both student and scribe should have time to practice working together before the examination/ assessment.
- Dyslexic students are provided special fonts (comic sans/ dyslexia)
- The language in the question paper/ worksheet may be rephrased for students with severe comprehension difficulties.
- Spelling errors are not penalized at every instance- content is looked for rather than presentation and neatness.
- Students with Attention difficulties are seated in front of the classroom.
- A student may be allowed to photocopy notes when there has been a significant accumulation of incomplete work.
- Quantum of written work may be reduced for a student with writing difficulty or handouts may be given instead of writing.
- Access to the sensory room

14 . Criteria for exiting from the Learning Support program

Exiting the Learning Support programme will be a collaborative decision made by the Head of Inclusion, SENCO, LS teacher, classroom/subject teacher, parents, students and therapist if any after evaluating the progress made in two consecutive terms. This will usually be taken at the end of the school term or year. The student shall remain on the register for monitoring.

Consideration for Alternative Schooling

The school will advise for alternative schooling or integrated schooling when the severity of behavioural concerns results in disrupting the teaching and learning of other students or when it is hazardous to the students themselves and others.

15 . Student Participation

At Woodlem Park School we have student inclusion ambassadors, who are a part of our regular IST meeting. Students are also involved in decisions wherever it is feasible to do so. They are encouraged to make judgments about their performance against their IEP targets. Their input is considered vital in making Behavior Modification Plans, they fill in a self-reflection log every fortnightly basis as a way of communicating their needs to relevant teachers.

16 . Partnership with Parents

Parents are included in all the important decisions regarding the child. The school regards liaison with parents as very important and recognizes that they play a key role in enabling our determined ones to achieve their potential. We acknowledge that parents often hold important information about their children and have rich experiences that could benefit our inclusive services.

Regular feedback is taken by the LS teachers regarding their service to the students and parents. This is done annually and during PTMs to improve further. The school works closely with parents in the support of those students with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for students with special educational needs. Apart from our regular IEP meetings every term, parents are always welcome to drop in for school visits.

17 . Identifying Gifted & Talented Students

Based on External Benchmark Tests and Academic performance

- **CAT4:** Students who score in any subject-specific battery (Verbal / Quantitative / Spatial) greater than or equal to 126.
- **ASSET:** Students who score stanine 8 and 9 in Subject Specific Batteries (English / Maths / Science)
- **Academic Achievers** of the previous Academic Year (Annual aggregate of 90% and above in English / Maths / Science.

Students meeting all these 3 criteria in subject-specific areas will be listed as gifted.

For students in lower grades, Academic performance in the previous academic year

can be considered as the criteria for selection in the absence of external benchmark tests. In these cases, the school will assess the child using the Wide Range Achievement Test 5th Edition (WRAT5).

Support to G&T students:

Gifted and Talented students will be supported by specific ALP developed by subject experts and GT-trained coaches in consultation with parents.

Opportunities for challenges are embedded in classroom planning through leadership and creative and collaborative project-based learning topics.

18 . Evaluation And Review

This policy was reviewed in November 2023 and it will be next reviewed in April 2024 or whenever the regulatory bodies like DSIB make changes in the regulation.