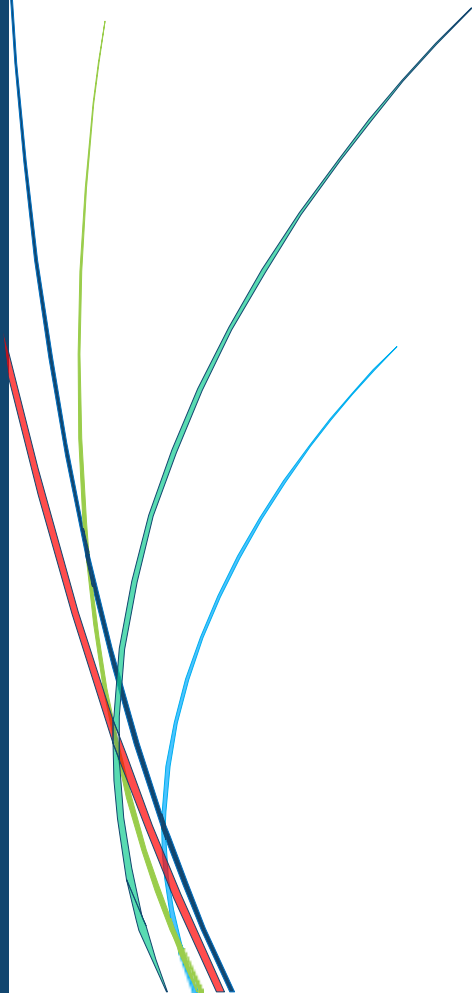




مدرسة ديوفال
DEWVALE SCHOOL
AL QUOZ

INCLUSION POLICY



Policy Name	Inclusion Policy	Policy No.	DWS_PLC_002
Effective Date	April 2025	Date of Last Review	26 th March 2025
Date of Next Review	March 2026	Person in-charge	Ms.Rakhi R (Head of Inclusion)

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 maximization of their potential.

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 7)

Objectives

- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To inform staff of students' needs and suggest ways of meeting those needs.
- To enable all staff to play a part in identifying SoFD and to take responsibility for recognizing and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SoFD.
- To monitor and review progress of students on the SoFD register.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To involve outside agencies, where these are available, to provide the necessary support for students.
- To advise on strategies to develop competency in basic skills.
- To help every student realize his or her full potential and optimize their self- esteem.
- To encourage and support pupils to participate in all decision-making processes that occur in

their education i.e. their views are sought and taken into account.

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 upon 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 of 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, monitored, and executed by the Head of 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.

Roles and Responsibilities of Inclusion Support Team

School Principal:

Establish a strong connecting link between the Inclusion department and all the stake holders namely students, parents, and staff of school. Train and sensitize all stakeholders to act in an inclusive manner and thereby communicate the school's vision on inclusion to all members of school community. Ensure the adoption and propagation of best practices carried out the school staff and to 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.

Inclusion Governor

Informing governing body about systems and practices in the school for the determined ones. Helping to raise awareness of SOD and Disability issues at governing body meetings. Ensuring that the budget for SOD's is appropriately allocated to support pupils. To ensure smooth enrolment and clearly set out the commitment to resources and services to aid participation, engagement, and progress for students of determination. Ensuring that all SOD's have access to a broad and balanced curriculum. Review and monitor the effectiveness of Inclusion Policy. To ensure SOD Code of Practice in school. Visiting the school to talk to Leader of provision about SOD's provisions. Monitoring the progress of Students of Determination.

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

The Inclusion Lead will work closely with school leadership, teachers, staff, and parents to develop a comprehensive and effective inclusion policy. The Head of Inclusion (HOI) will oversee the creation of strategies tailored to diverse student needs, ensuring alignment with the school's vision for inclusive education. By leading initiatives, offering guidance on best practices, and monitoring the policy's impact, the Inclusion Lead will empower the school community to embrace inclusivity as a fundamental value, fostering a more enriching and supportive learning environment for all students.

School 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 dealing 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 BMP's, child abuse and neglect reported case 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, Student, 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. Maintain regular communication with parents, teachers and Head of Inclusion.

Special Educator

Oversees the day-to-day implementation of the inclusion policy. Takes proactive measures to remove barriers that may hinder the learning and development of students of determination. Identifies and assesses students with special educational needs and disabilities, ensuring appropriate support. Designs and refines assessment tools and techniques to evaluate student progress effectively. Collaborates with parents and teachers to address students' learning, behavioral, and emotional needs. Develops and oversees Individualized Education Plans (IEPs), Advanced Learning Plans (ALPs). Conducts lesson observations to ensure the quality and effectiveness of support provided to students of determination. Maintains comprehensive records of all students with special educational needs and disabilities. Regularly monitors, evaluates, and reviews student progress, making necessary updates to IEPs. Provides guidance and counseling to parents, supporting them in understanding and advocating for their child's educational needs. Providing some strategies to teachers and other staff based on the findings of the observations and screening test. Model teaching strategies such as co-teaching or team teaching with the classroom teacher. Attend regular meetings (planning, review, and 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 weeks or less). Maintain regular communication with parents, teachers and Head of Inclusion. Planning for differentiation with the class teachers, LSA and ILSA. Observing the ILSA in class and through daily log book reviews, modelling and developing instructional, educational and behavioral strategies to support their students.

Learning Support Assistants (LSAs)

Shares relevant information about the performance and behavior of student 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 student master concepts and skills. Keep class teacher 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 .Documents, monitor the progress of IEP targets and reports to teacher/LS team. Carries out formative assessment activities to assist the teacher in developing learner profiles. Assists in the collection of data for the purpose of evaluating student progress. Support students with emotional or behavioral difficulties and help them to develop their social skills and confidence by facilitating peer interaction.

Categories of disability and barriers to learning

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	<ol style="list-style-type: none"> 1. Intellectual disability (¹including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and Interaction	<ol style="list-style-type: none"> 5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	<ol style="list-style-type: none"> 7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	<ol style="list-style-type: none"> 9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ²Chronic or acute medical conditions

The following information expands upon each of the ‘**12 categories of disability**’ (identified above). It provides specific examples of the different types of difficulties, conditions or disorders associated with each category and identify some of the barriers to learning that may be experienced by students of determination. This information provided should serve as a particularly important point of reference for teachers. It will support the implementation of procedures to assess and identify the needs of students of determination and will promote the development of provision that maximizes opportunities for learning and inclusive practice.

Cognition and Learning

1. General barriers to learning (Intellectual disability)

Mild intellectual disability (Mild barriers to learning)

Moderate intellectual disability (Moderate barriers to learning)

2. Multiple disabilities (Multiple barriers to learning)

3. Developmental delay (Barriers with typical development)

Global developmental delay (Global developmental barriers)

Specific developmental delay (Specific developmental barriers)

4. Specific learning disorder (Specific barriers to learning)

Dyslexia (Specific barriers with reading)

Dysgraphia (Specific barriers with writing)

Dyscalculia (Specific barriers with mathematical concepts)

Dyspraxia (Specific barriers with coordination)

5. Communication and Interaction

Communication disorders (Communication barriers)

Expressive language disorder

Receptive language disorder (Specific barriers with understanding verbal language)

Global language delay (General barriers with language)

Speech fluency disorder (Specific barriers with speech fluency)

Speech sounds disorder (Specific barriers with speech sounds)

Social communication disorder (Barriers with social communication)

6. Autism spectrum disorder (Barriers with social interaction, communication and flexibility)

Autism spectrum disorder – level 1 (Mild barriers with social interaction, communication and flexibility)

Autism spectrum disorder – level 2 (Moderate barriers with social interaction, communication and flexibility)

Autism spectrum disorder – level 3 (Extremely complex barriers with social interaction, communication and flexibility)

7. **Social, Emotional and Mental Health.**

Psycho-emotional disorders (Emotional and psychological barriers)

Depression (Significant barriers with feeling positive and motivated)

Bi-polar disorder (Signification and persistent barriers regulating mood)

Oppositional Defiance Disorder (Significant Barriers with being cooperative and staying calm)

Obsessive/Compulsive disorder (Barriers with managing thoughts and compulsions)

Post-traumatic stress disorder (PTSD) (Barriers dealing with trauma and arousal)

8. **Attention Deficit and Hyperactivity Disorder (Barriers with attention and self- regulation)**

ADHD – inattentive type (Barriers with maintaining focus and attention)

ADHD – hyperactive type (Barriers with managing hyperactivity and impulsivity)

ADHD - combined type (Barriers with focusing attention and managing hyperactivity)

9. **Physical, Sensory and Medical**

Sensory impairments (Barriers with using the senses)

Hearing impairment (Barriers with hearing)

Visual impairment (Barriers with vision)

Deaf-blind (Barriers with seeing and hearing)

10. **Physical disability (Barriers with physical movement)**

Muscular dystrophy (Barriers with muscle size and strength)

Cerebral Palsy (Barriers with posture, movement and coordination)

Spina Bifida (Barriers with leg movement)

11. **Chronic or acute medical conditions (medical barriers)**

Inclusive Culture and Climate

- ❖ Positive classroom culture and inclusive education will be reflected all aspects of the school system aligned to 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.

Inclusive Admission Procedure

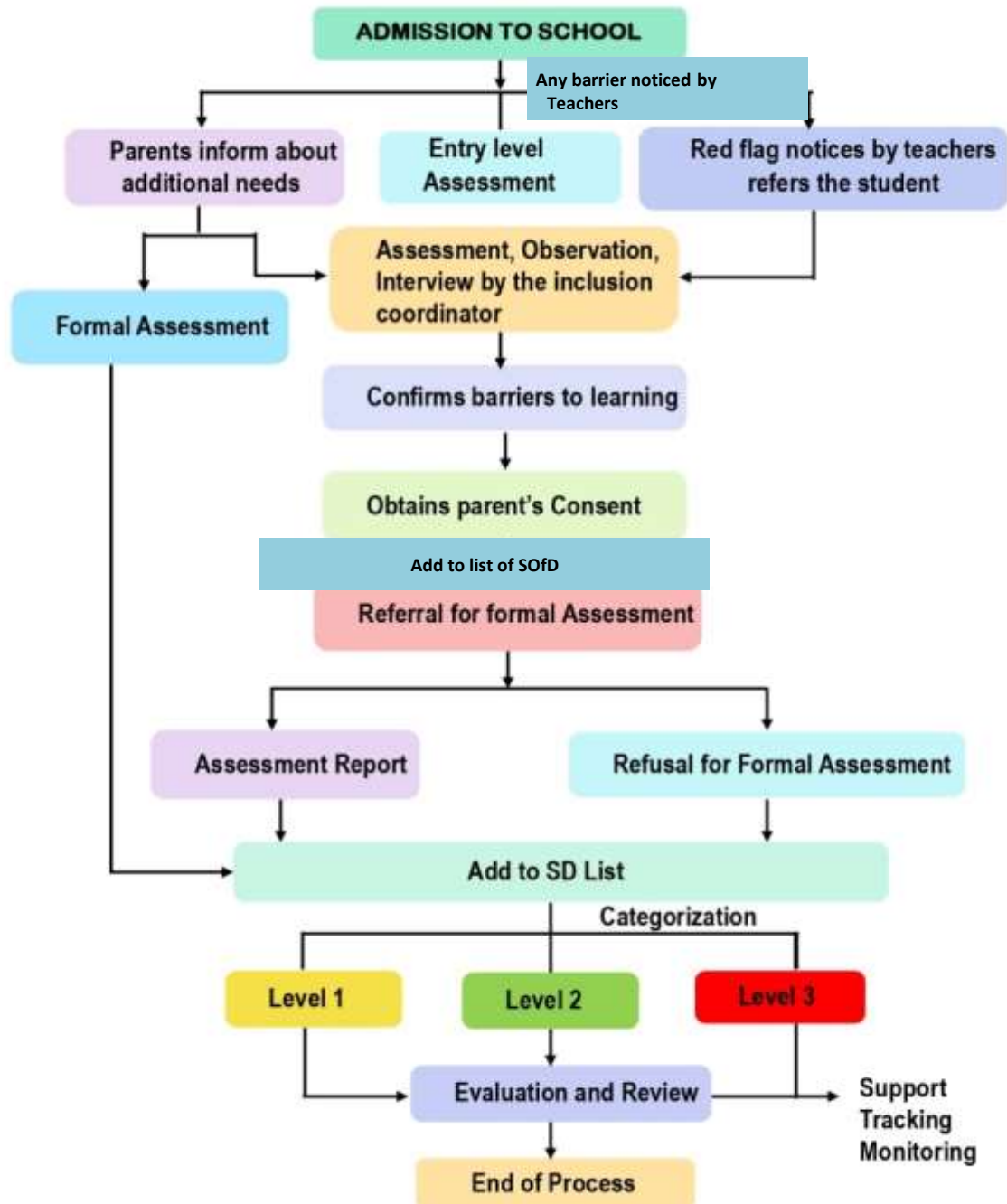
- ✧ Students of determination will be welcome in the school and they will be provided with a learning support program, addressing the individual needs of all students of determination including gifted and talented.
- ✧ In those instances, where a child's specific need has not been previously identified, the school reserves the right to review the situation in order 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 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 ensure compliance with the requirements of 'Dubai Inclusive Education Policy Framework'
- Admission test for students of determination will be waived off provided parents indicate the same on the registration form and provide 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.

INCLUSION PROCESS



Identifying students with barriers to learning

- 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 classrooms experience.
- Parents with concern in regard to their ward's behavioral, 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 SD list during handing over process. School will share data on yearly performance, detained/retest list, suspected cases of students experiencing barriers to learning based on CAT4 analysis with the teachers to cross check and ensure a credible tracking system.

Phase 2:

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

Phase 3:

- 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, identified by the Counsellor during admission screening.
2. Assessment and observation by counsellor confirms report and student included in SD list.
3. Teacher identifies areas of concern and refer the student to counsellor who in turn confirms "At risk" based on assessment and observations.

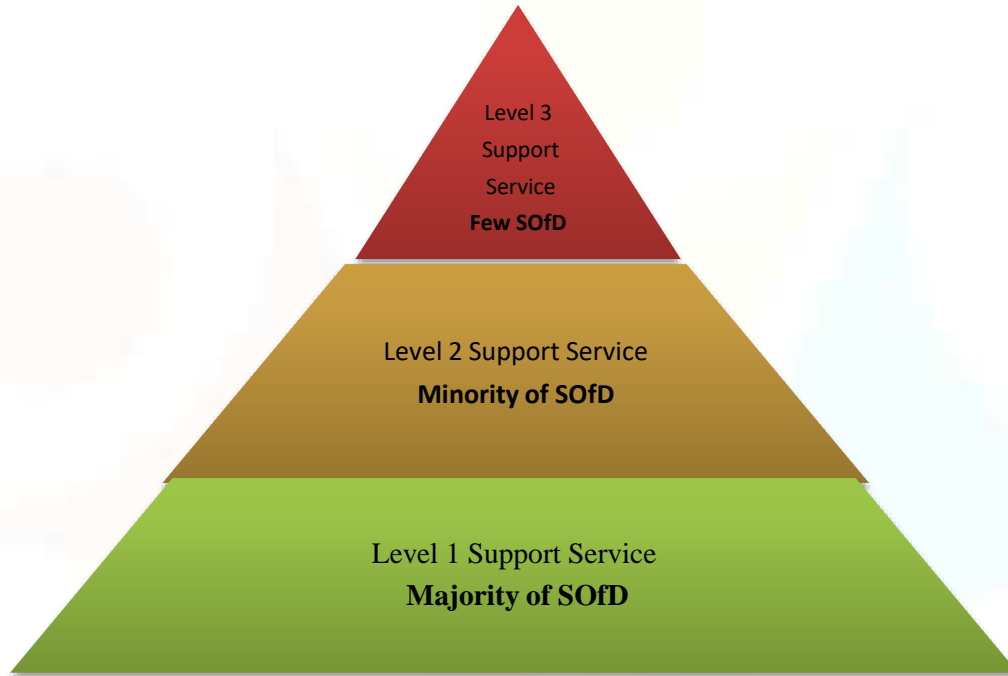
4. Those students confirmed as “Not at risk” by the counsellor are considered for closed files.
5. “At risk” categories are assessed to classify their levels and appropriate support given by members of department.
6. End of term evaluation and review is conducted to decide continuation of support or closure of case.
7. Level 1 support is given by Inclusion champion and SEND Cos and class teachers.
8. Level 2 support is given by Counsellor, Sp Ed, speech therapists as the case may be.
9. Level 3 support is given by Counsellor, teachers, IC, SpEd and SENDCos

GRADUATED APPROACH FOR STUDENT OF DETERMINATION

We have implemented a comprehensive Assess, Plan, Do, Review system, collaboratively involving teachers, parents, and external agencies, when necessary, to identify students who require additional support. Our commitment to a personalized approach ensures that we welcome students of all abilities and provide tailored interventions to facilitate their success.



Structure of Provision



LEVEL 3 - INDIVIDUALISED SUPPORT SERVICE INCLUSION POLICY

- Individualized and specialized provisions for students who needs intensive intervention.
- Students who need full time support from an LSA and /or students who need therapies such as ABA, speech therapy or occupational therapy.
- All students have an Individualized Education plan.
- Many students have a Full-time LSA and may avail therapy.
- The students also get additional strategic teaching (pullout sessions) by special educators or scaffolding for learning (push in support) t by the LSA.
- High Involvement of HOI and Special Needs Counsellor
- Curricular adaptation and modification as required.

LEVEL 2 - TARGETED SUPPORT SERVICE

- Specific and timed intervention/strategic intervention for students who are falling behind age expected level of performance.
- All students have an Individualized Support plan.
- Special Educator provide (pull-out sessions) strategic intervention.
- Teachers provide differentiated instructions

- Consultation with HOI
- Counselling and therapy services if required.
- Curricular adaptation and modification on need basis

LEVEL 1 - GENERAL SUPPORT SERVICE

- High quality differentiated teaching and learning and assessments in the classroom with accommodation.
- Students may have an Individualized Support plan or 504 Plan.
- Consultation from Inclusion team to implement teaching and learning.
- Strategies are given to lower barriers to learning.
- Scaffolding for learning (push in support) t by the LSA
- Teachers provide differentiated instructions.
- Consultation with HOI/SPEd/Counsellor
- Counselling and therapy services if required.

EMPOWERMENT PROGRAMME FOR THE STUDENTS OF DETERMINATION

1. Whole school approach

As an inclusive school, DWS assures us that the needs of each and every child should be met in the classroom by the teacher. Teachers differentiate their lessons and meet the parents every month to discuss progress. Teachers schedule 1:1 meeting with parents and share feedback and strategies. Guiding the parent about the role of the teacher and role of parent to support the child and narrow the gap.

2. Push-in approach

When the needs of the child are not met in the classroom, the teacher will approach SMC for support. SMC will identify the needs of the child and will suggest strategies/ accommodation to the teacher so that the needs of the child can be met in the classroom along with peer's student will be supported in the classroom itself where the teachers accommodate individual differences in ability, learning style and behaviour through effectively differentiated classroom practices

3. 4. Individualized approach

Individualized approach focuses on individualized programs to accelerate progress and enable students with complex learning needs to achieve their potential. This includes specialist approaches, intervention, and support services.

IEP, AND IEP DEVELOPMENT TEAM

The comprehensive assessments conducted during identification forms a basis on which IEP barriers are identified. The Special Educator may conduct further assessments to develop the present level of performance in areas of need/barriers which is followed by the development of IEP.

Individual Education Plan (IEP)

IEP serves as a core component of their educational program. Based on the graduated system, all students accessing level 3 support and some students accessing level 2 will be provided with an Individual Education Plan. IEP consists of SMART targets in areas of barriers that the student has in learning or development which forms the basis for intervention. It has accommodations and modifications as per the child's needs. IEP is reviewed every term and periodic IEP meetings are conducted with the stakeholders.

Behavior Modification Plan:

A written document that includes positive strategies program modifications and supplementary aids that attempt to replace a student's disruptive behavior with positive behavior in order to allow the child to be educated in the least restrictive environment.

504 plans:

A written document that includes accommodations that will ensure their academic success and access to the learning environment. It is developed for those students who do not have a formal Individual education plan but need accommodations for academic success.

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 exempted 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 Dewvale School parents are responsible for arranging and funding for the Individual Learning Support Assistant for their child. The Head of Inclusion and LS teachers collaborates with the parents, 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 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 opportunity of other students.

Parents Supporting Children in Mainstream Classes

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

Inclusive Curriculum

The school's CBSE/NCERT, Early years Curriculum are 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.

School will be 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 Principal, Section Supervisors, Head 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, restriction to engagement within the curriculum & the ultimate impact on students' personal, social & educational outcomes
- Establish Individualized Education Plans (IEPs) and Individualized Learning Plans (ILPs), specifically tailored to the unique need 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 joint 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 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 an integrated schooling focusing on their primary needs. This is done with an intention to gradually prepare them for full inclusion in class.

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 in relation to 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 in order to ensure that pupils' different learning styles and learning needs are taken into account.

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 is feasible. Key features of 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 block wise by the class teachers, SENCO, LS teachers, LSAs and ILSAs.
- Any assessments used will be relevant and accessible to each individual learner.

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 difficulty 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 in lieu of writing.
- Access to sensory room

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 result in disrupting the teaching and learning of other students or when it is hazardous to student themselves and others.

Student Participation

At Dewvale School we have student inclusion ambassadors, who is 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 own performance against their IEP targets. Their input is considered vital in making Behaviour Modification Plans, they fill in a self- reflection log every fortnightly basis as a way of communicating their needs to relevant teachers.

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 child and have rich experience 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 with an intention 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 on-going 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.

Identifying Gifted & Talented Students

Gifted and Talented Criteria

- **Based on CAT4**

Students who score in any two batteries greater than or equal to 126 or Score in any one battery greater than or equal to 141

- **Highly Abled/ Probable Gifted Grade 1-10 Academic**

Achievers of the previous Academic Year

- **Based on External Benchmark Tests**

ASSET STANINE ISA LEVEL ENGLISH 8&9

MATHEMATICS 8&9

SCIENCE 8&9

G&T students must meet criteria 1,2 and 3 as applicable.

Support to G&T students:

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

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

Evaluation and Review

This policy has been drafted January 2023 and it will be next reviewed in March 2025 or whenever the regulatory bodies like DSIB make changes in the regulation.