

## IIS INCLUSION POLICY

### **Vision:**

Evolve, Thrive, succeed – Empowering every learner to reach their full potential in a supportive and inclusive environment.

### **Mission:**

Nurturing Thriving Success through an innovative and sustainable learning environment that promotes academic excellence, fosters holistic development, and cultivates lifelong achievement.

### **Purpose**

The UAE has made significant efforts to include people of determination in mainstream education, as outlined in the Federal Decree Law No. (29) of 2006 and Ministerial Resolution No. 647 of 2020 on inclusive education. This policy outlines how the International Indian School addresses the needs of students of determination, who face barriers related to sensory or physical impairments, learning difficulties, emotional/social development, or environmental factors, including their school learning environment.

### **Introduction**

At International Indian School, we are dedicated to providing all students with the opportunity to achieve the highest standards, regardless of their age, gender, or background. This policy ensures that every student, including those with additional learning needs (ALN), has access to a broad and balanced curriculum. It should be read alongside our Admissions, Assessment, Anti-Bullying, Behavior, E-Safety, Gifted and Talented, Teaching and Learning, and Wellbeing policies.

According to the UAE School Inspection Framework, special education needs arise from disabilities or recognized disorders that create barriers to learning, requiring modifications or specific support. A disability is defined as a substantial and long-term impairment that affects day-to-day activities.

In line with UAE Federal Law 29 (2006), we ensure that no student faces discrimination due to special needs and that all students enjoy equal rights and access to education.

At International Indian School, we focus on providing inclusive education to all students, including Emirati students, those with ALN, EAL students, and gifted/talented learners. We admit students of all abilities, provided we can meet their educational needs without compromising the welfare of others.

Students with ALN will be identified through screening or referrals, and the Head of Inclusion will oversee assessments. We will adapt the learning program to ensure all students receive the support they need to succeed. Legislation and Guidance International Indian School's Inclusion Policy are based on a rights-based approach, ensuring equitable access to quality education for students with Additional Learning Needs (ALN).

**Key legislation includes:**

- UN Convention on the Rights of Persons with Disabilities
- Federal Law No. (29) of 2006, Article 12: Guarantees equal educational opportunities for people with special needs.
- Federal Law No. (14) of 2009: Ensures equality and non-discrimination for people of determination.
- ADEK Inclusion Policy (2023)
- School for All: General Rules for Special Education Programs (MOE, n.d.)
- Other relevant federal laws and local strategies

**The Inclusion Department ensures that:**

- All children with special educational needs are fully included in the school community with dignity, respect, and care.
- A comprehensive approach is adopted to support a diverse range of learners, including Able, Gifted & Talented (AGT) students, English as an Additional Language (EAL) learners, and those with Additional learning needs (ALN).
- Students receive the maximum benefit from counselling and related support services to enhance their emotional well-being, academic success, and personal development.

**INCLUSION POLICY FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS**

**Policy Statement**

- At the International Indian School Abu Dhabi, we value and celebrate the uniqueness of every child. It is our policy to recognize and support the individuality of each student entrusted to our care, fostering their physical, intellectual, emotional, and social development regardless of their starting point.
- The school is committed to creating an inclusive environment that welcomes students with a variety of learning needs and related difficulties. We believe in treating every learner with dignity and respect, ensuring they feel valued as integral members of our school community.
- We accept students who can access the curriculum and navigate the school environment with appropriate support. The school embraces its responsibility to support Students of Additional Learning Needs as fully participating members of the learning community.

- All students are entitled to equitable access to high-quality learning experiences, tailored opportunities, and appropriate support systems that enable them to thrive and reach their full potential.

### **Practice and Procedure**

At the International Indian School Abu Dhabi, it is recognized that every child is unique, with individual learning styles, starting points, and developmental trajectories—particularly in the early years. The school acknowledges the need for reasonable adjustments to be made in the learning environment, curriculum (up to Grade 8), and instructional delivery, to support students in accessing education more effectively. These adjustments may be temporary or ongoing, based on the student’s evolving needs.

For students in Grades 9 to 12 who face learning difficulties, the school follows the guidelines prescribed by the Central Board of Secondary Education (CBSE), offering flexible academic choices. Students may select subjects for board examinations from the list of approved subjects provided by CBSE.

(Reference: CBSE Circular No. CBSE/COORD/112233/2019)

Additionally, students have the option to choose between Mathematics - Basic and Mathematics - Standard at the Grade 10 level.

(Reference: CBSE Circular No. F.1002/CBSE/Dir (Acad)/Mathematics/2019)

In alignment with CBSE policy, personalized accommodations are provided to students during internal assessments and external board examinations. These accommodations are determined based on individual needs and may include:

(Reference: CBSE Circular No. CBSE/COORD/112233/2019)

Through these inclusive practices and procedures, the school ensures equitable access to learning and promotes the success and well-being of all students, particularly those with additional learning needs.

We recognize that students identified with Additional Learning Needs (ALN), English as an Additional Language (EAL) requirement, and those classified as Able, Gifted & Talented (AGT) have diverse learning needs that require tailored support. While these learners are addressed under the school's EAL Policy and AGT Policy respectively, the following points outline additional considerations specific to students with Additional learning needs and/or disabilities.

A student is considered to have an Additional Learning Needs/or Disability (ALN) if they meet one or more of the following criteria:

**Learning Difficulties:** The student is experiencing significant challenges in achieving age-appropriate learning outcomes when compared to their peers. It is acknowledged that in some cases, this may reflect a developmental delay rather than a permanent learning difficulty.

- **Physical or Sensory Disabilities:** The student has a physical or sensory impairment that may hinder or prevent full access to the school's educational facilities, resources, or curriculum.
- **Communication and Social Interaction Challenges:** The student experiences substantial difficulties in communication and/or social interaction, which impact their ability to engage with peers and participate fully in the learning environment.
- **Emotional and/or Behavioral Needs:** The student presents ongoing emotional or behavioral difficulties that significantly interfere with their learning and well-being, despite targeted interventions.

These criteria align with the school's commitment to inclusive education, ensuring that every student receives appropriate support to thrive academically, socially, and emotionally.

### **Admission to the School**

At the International Indian School Abu Dhabi, we are committed to fostering an inclusive learning environment. As part of this commitment, the school gives due consideration to the admission of siblings of Students of Additional Learning Needs in accordance with our priority admission policy.

Upon application, all new students undergo an initial assessment to determine their readiness to access the curriculum and meet the school's academic expectations. This also ensures that International Indian School has the appropriate structures and resources in place to support the student's individual educational needs.

In cases where there is uncertainty regarding a prospective student's ability to meet expected academic benchmarks, additional assessments for school readiness may be conducted. These are carried out by the Head of Inclusion or designated Inclusion Teachers. If a student has been previously identified as a Student of Additional Learning Needs, parents are required to submit relevant documentation and reports as outlined in the Parent-School Contract. It is important to note that admission is not contingent upon a formal medical diagnosis. However, the school reserves the right to decline admission if adequate resources or support systems are not available to meet the specific needs of the student, in line with the Abu Dhabi Inclusion Policy Framework.

Furthermore, the school reserves the right to withdraw admission in situations where:

- Parents are unwilling to collaborate with the school in implementing agreed-upon recommendations for the child's well-being and development, or
- Parents fail to provide essential support required by the school to effectively cater to the child's individual needs.

Such decisions will be made following a consultative process involving the Head of Section and the Principal, who serves as the final decision-making authority. Where needed, the principal may also seek external expert opinion to support a fair and informed decision.

### Teaching and Learning

The International Indian School Abu Dhabi adopts a flexible, tiered approach to supporting students of Additional learning needs and those requiring additional learning interventions. Teaching and learning practices are inclusive, evidence-based, and responsive to students' evolving needs. Two key approaches are implemented:

### In-Class Support

The Support Teacher (Inclusion Teacher) plays a vital role in delivering in-class support to students identified under Tier 1, Tier 2, and Tier 3 categories:

- **Tier 1, Tier 2 and Tier 3 students** receive differentiated support within the mainstream classroom, with occasional input from the Class Teacher, Subject Teacher and Inclusion Teacher. This may include adapted teaching strategies, visual aids, or task simplification, provided as and when required.
- Co-teaching/Collaborative Teaching is encouraged as a best-practice model. This involves the Inclusion Teacher and Subject Teacher planning and delivering lessons together, ensuring instructional strategies meet the diverse needs of all learners. Co-operative teaching enhances student engagement, reinforces subject content, and minimizes stigma associated with support.

### Pull-Out Support (Department of Inclusion Intervention Program)

In alignment with ADEK guidelines, Tier 2 and Tier 3 students may receive targeted pull-out support in the Inclusion department. This may involve individualized or small-group instruction, focusing on:

- Core academic skills (e.g., literacy and numeracy)
- Social-emotional development
- Executive functioning
- Behavior management and social skills training

Pull-out sessions are designed to complement mainstream learning, not replace it. Subject Teachers collaborate with Inclusion Teachers by sharing curriculum goals, concepts, and

terminology to ensure continuity and alignment between mainstream and pull-out instruction.

### **Planning, Consent, and Monitoring**

- The decision to implement pull-out support is made through a multi-disciplinary team approach, involving the Support Teacher, Subject Teachers, Head of Section, Parents, and School Leadership.
- Parental consent is mandatory. In case of students registered as Students of Determination, approval from relevant authorities (ADEK) may be sought if required.
- A clear intervention plan is developed prior to implementation, outlining:
  - The duration of the pull-out support
  - Goals and expected outcomes
  - Review dates
  - Progress monitoring tools
  - Exit criteria or continuation plans

All pull-out sessions are reviewed periodically to assess their effectiveness. Adjustments to the plan are made collaboratively, ensuring alignment with the student's Individual Education Plan (IEP) and the broader Inclusion Support Team (IST) objectives.

### **Differentiation and Inclusion**

At the International Indian School Abu Dhabi, we are committed to fostering an inclusive learning environment that ensures equity, access, participation, and progress for all students, including Students of Determination and those with diverse learning needs. Differentiation is a key strategy employed across classrooms to support student success.

### **Teacher Responsibility and IEP Implementation**

- All class/subject teachers are responsible for being fully aware of the content of a student's Individual Education Plan (IEP/ILP/INTERVENTION PLAN) and for implementing necessary accommodations, modifications, and differentiated strategies in their day-to-day teaching.
- Where a student's learning needs exceed what can be met by standard classroom differentiation, the Support Teacher (Inclusion Teacher) works collaboratively with the subject teacher to plan and implement an individualized learning program, aligned with the student's IEP/ILP.
- The IEP is a dynamic document, reviewed at least once per term, and updated based on ongoing assessment, progress monitoring, and consultation with parents, teachers, and the Inclusion Team.

### **Progress Monitoring and Parent Involvement**

- A student’s progress against IEP/ILP goals is tracked regularly using formative and summative assessments, teacher observations, and student work samples.
- Parents are actively engaged as partners in their child’s educational journey. They are invited to participate in termly IEP review meetings, and their feedback and insights are valued in decision-making.
- The Head of Inclusion (Specialized Academic and Wellness Assistance) or Inclusion Teacher is available to provide consultation and recommend strategies, interventions, and resources to both teachers and parents.

### **Curriculum Flexibility and Subject Exemptions**

- In line with ADEK’s commitment to flexible curriculum pathways, students who require substantial academic support may be exempted from studying Arabic or an additional language, as per individual needs.
- During this time, the student may attend Department of Inclusion’s pull-out sessions to focus on:
  - Core academic support
  - Literacy and numeracy development
  - Behavior or emotional regulation strategies
  - Life skills and social communication
- All exemptions from Arabic are processed in accordance with ADEK Inclusion Guidelines and require supporting documentation. The school will liaise with the ADEK Inclusion Officer and submit formal exemption requests through the school Arabic PRO or designated coordinator.

### **Alignment with ADEK Provisions**

The school’s differentiation and inclusion practices are in full compliance with ADEK’s “Implementing Inclusive Education: A Guide for Schools” and the Private Schools Policy and Guidance Manual. These include:

- Identification and categorization of Students of Determination
- Implementation of a tiered model of intervention (Tier 1, 2, 3)
- Development of IEPs/ILPs and personalized support plans
- Professional development for all staff on inclusive practices

### **Assessment and Identification**

The process of identifying students with Additional Learning Needs (ALN) or Individual Needs at the International Indian School Abu Dhabi is systematic, data-informed, and collaborative. Identification may occur through one or more of the following pathways:

- **Teacher Referrals:** Students' academic performance is continuously monitored using data from CAT4 assessments, as well as formative and summative evaluations. If a student consistently fails to meet expected learning outcomes or target levels, the class/subject teacher may initiate a referral to the Inclusion department for further investigation.
- **Professional Recommendations:** Based on classroom observations, student performance, or behavioral patterns, the Head of Inclusion or Inclusion Teacher may recommend a comprehensive external assessment by specialists such as an:
  - Psychiatrist
  - Clinical Psychologist
  - Educational Psychologist
  - Speech and Language Therapist
  - Occupational Therapist

In such cases, the Head of Inclusion will support parents in understanding the rationale for referral, and may assist in coordinating with external service providers.

- **Pre-existing Diagnosis:** Students may enter the school with prior identification or formal diagnoses from external agencies. In such cases, parents are required to submit all relevant documentation during the admission or onboarding process to ensure timely planning and provision of support.
- **Screening and Observation:** In some cases, informal classroom observations, developmental checklists, and baseline screening tools, standardized assessment may also prompt further inquiry into a child's individual learning profile.

### Record Keeping

Accurate, secure, and up-to-date documentation is an essential part of effective ALN provision. The Head of Inclusion is responsible for maintaining a comprehensive Provision Map (Register) which includes all students identified as having Additional Learning Needs and Disabilities.

- The Provision Map includes:
  - Student's full name, grade, and category of need (as per ADEK classification)
  - Tier of support (Tier 1, 2, or 3)
  - Type of support being provided (e.g., in-class, pull-out, and assistive technology)
  - Review dates and outcomes

- The Provision Map is shared with relevant stakeholders, including:
  - Heads of School
  - Heads of Academics
  - Class/Subject Teachers
  - Inclusion Champions (if applicable)
- Each student receiving support will have an individual ALN file maintained by the assigned Inclusion Teacher, which includes:
  - Referral documentation and Developmental and child history
  - Medical Reports
  - Classroom observation logs
  - Communication logs with parents, teachers, and specialists
  - Intervention Plans (IEP/ILP/Intervention Plan) with termly review notes
  - Student Passport/Profile (one-page summary of strengths and support strategies)
  - Baseline assessments and Present Level of Academic and Functional Performance (PLAFP)
  - Term progress reports and intervention records
  - Learning Support Assistant (LSA) daily logs and feedback, where applicable
  - Lesson plans
  - Anecdote records

All records are handled with confidentiality and professional integrity, in compliance with ADEK guidelines and the school's data protection policies.

### Staffing and Resources

The International Indian School Abu Dhabi is committed to building a whole-school culture of inclusion, where all students are supported to thrive academically, socially, and emotionally. The school has established a dedicated Inclusive Education Team that supports the implementation of best practices across all phases.

#### Inclusive Education Team Composition

- **School Principal** (Leadership and accountability for inclusive education)
- **Head of Inclusion** (Strategic planning, coordination of inclusive practices, oversight of Inclusion department)
- **School Counsellor** (supports inclusive education by offering emotional, social, and behavioral support to students of determination)
- **Inclusion Champion(s)** (Designated teacher(s) in each phase supporting implementation of inclusive practices and collaboration among staff)
- **Inclusion Teacher / Support Teacher** (Direct academic and behavioral support to students of determination, collaboration with teachers for differentiated planning)
- **Student Inclusion Champions** (Peer-led support, mentorship, and advocacy for inclusive culture among students)

- **Parent Representative** (Facilitates home-school communication and promotes family engagement in inclusion initiatives)

### **Training and Professional Development**

At International Indian School Abu Dhabi, we believe in continuous learning and capacity building for all stakeholders involved in supporting inclusive practices.

#### **Internal Training**

- Regular in-house training sessions are conducted for class teachers, subject teachers, support staff, and leadership, focusing on:
  - Understanding diverse needs
  - Differentiation strategies
  - Behavioral support and accommodations
  - IEP /ILP/Intervention Plan implementation and progress tracking IIS INCLUSION POLICY
- Training is led by the Head of Inclusion, Inclusion Teacher, or certified professionals and is aligned with the ADEK Inclusive Education. External Professional Development
- Teachers and Inclusion staff are nominated to attend ADEK-recognized workshops and certifications, including those related to:
  - Applied Behavior Analysis (ABA)
  - Autism spectrum support
  - Speech, Language, and Communication Needs (SLCN)
  - Emotional and Behavioral Difficulties (EBD)
  - Inclusive pedagogy

The school also encourages ongoing reflective practice, learning walks, and collaborative peer coaching to ensure inclusive education is embedded across teaching and learning.

#### **Complaints about ALN Provision**

Complaints about ALN provision in our school should be made to the Head of Inclusion or the Principal in the first instance. They will then be referred to the school's complaints policy.

#### **Monitoring and review**

This policy will be reviewed and updated annually or as needed. Within school, the Head of Inclusion will report regularly to- the Principal, Senior Leadership Team, and Inclusion Support Team concerning the effectiveness of the policy.

**Policy Reviewed by**

Ms. Shanty P Devasia

Vice Principal

**Approved by**

Mr. Dr. Beno Kurien

School Principal

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**Next policy review date: 5 January 2027**