



المدرسة الهندية الجديدة
NEW INDIAN SCHOOL

NIS INCLUSION POLICY

2026-2027

Signed

Principal

:

Date : 02/03/2026

Inclusion Lead

:

Date : 02/03/2026

Next Review Due By

Date : 04/03/2027

Policy Statement

At New Indian School, RAK herein identified as NISRAK , we are committed to fostering an inclusive educational environment where every student is valued, supported, and empowered to achieve their fullest potential. Our approach is grounded in the principles of equity, diversity, and respect, ensuring that all students, regardless of their abilities, backgrounds, or circumstances, have equitable access to quality education.

NISRAK is dedicated to:

- **Inclusive Education:** Educating students with disabilities in the least restrictive environment, utilizing a range of educational options and alternatives that suit different levels of disability and diversity.
- **Equal Opportunities:** Ensuring that students of determination have equal opportunities in education within all educational institutions, in regular classes or special classes with the availability of appropriate curriculum adaptations.
- **Individualized Support:** Developing and implementing Individualized Education Plans (IEPs) tailored to the specific learning needs of students with disabilities, incorporating support services and assistive technologies both inside and outside the classroom.
- **Professional Development:** Providing ongoing training for educators and staff to effectively support diverse learning needs and promote an inclusive school culture.
- **Community Engagement:** Collaborating with parents, guardians, and external specialists to ensure a holistic approach to the education and well-being of students of determination.

The purpose of ‘NISRAK Inclusive Education Policy Framework’ is to provide information about the procedures and standards necessary for the improvement of inclusive education provision within NISRAK. It is also intended to inform entity specific directives, so that: Every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met.

The policy development team conduct a detailed analysis of national and international inclusion frameworks—including but not limited to the UAE Federal Law No. 29 of 2006, the Dubai Inclusive Education Policy Framework, the United Nations Convention on the Rights of Persons with Disabilities, and the UNESCO Salamanca Statement—to ensure alignment with legal mandates, ethical standards, and globally recognized inclusive education practices, thereby fostering a policy that is both locally grounded and globally informed.

NISRAK Vision & Mission for Inclusive Education

Our vision is to create a school environment where every student, regardless of their ability, background, or needs, is welcomed, supported, and empowered to achieve their fullest potential. We strive to foster an inclusive, diverse, and respectful learning community where all students have equitable access to opportunities, feel valued, and are encouraged to succeed both academically and personally.

Our mission is to provide an educational experience that is equitable, inclusive, and responsive to the diverse needs of all learners. We are committed to removing barriers to learning by offering personalized support, promoting a culture of respect and belonging, and ensuring that every student is provided with the tools, resources, and opportunities they need to thrive. Through collaboration, innovation, and continuous reflection, we aim to create a nurturing environment that prepares students for success in an ever-changing world.

Objectives

The objective of this policy is to foster an inclusive learning environment that promotes equal access, participation, and achievement for all students, including students of determination. The school is committed to ensuring that every student receives appropriate support to reach their full potential, academically, socially, and emotionally. The policy aims to:

1. **Identify and address barriers to learning** by making timely and appropriate provisions tailored to each student's identified needs.
2. **Facilitate access to the curriculum** through differentiated instruction and collaborative planning involving class teachers, the Inclusion Department, and support staff.
3. **Provide a bespoke curriculum** within the school for students with severe cognitive delays and explore external curriculum alternatives when necessary.
4. **Design and implement modified curricula** that cater to the diverse learning needs of students, ensuring improved curriculum accessibility and engagement.
5. **Collaborate closely with teachers and parents** in the identification of needs, goal-setting, and ongoing review of Individualized Education Plans (IEPs), Behaviour Intervention Plans (BIPs), and Learning Support Plans (LSPs).
6. **Promote independence** by equipping students with age- and ability-appropriate skills in literacy, numeracy, social independence, resilience, and self-confidence.
7. **Establish strong partnerships among stakeholders**—including students, parents, staff, and external professionals—to support both academic progress and emotional well-being.
8. **Empower student voice** by involving students in planning and decision-making processes that directly affect their learning journey.
9. **Maintain an open-door policy** to encourage transparent communication and support for students, parents, and staff.
10. **Engage with external agencies** as needed to enhance the support and services available to students of determination.

NISRAK Inclusion Policy Development Team

To ensure the comprehensive creation of an inclusive education policy that reflects diverse perspectives and meets the evolving needs of the entire school community, a multidisciplinary policy development team comprising SLTs, Inclusion Lead, Inclusion Team Members, General and special educator, counsellor, parent representatives, student voice advocates (where age-appropriate), and external experts, is formed to design, implement, and review phases of the policy.

Responsibilities of the Inclusion Policy Development Team (IPDT)

The IPDT is entrusted with the following key responsibilities:

- Draft a comprehensive Inclusion Policy that aligns with the school's ethos and educational objectives.
- Oversee the rollout of the policy, ensuring that all stakeholders are informed and engaged.
- Organize consultations, workshops, and feedback sessions with students, parents, staff, and external partners to gather diverse perspectives.
- Establish key performance indicators (KPIs) to assess the impact of the Inclusion Policy.
- Regularly review and update the policy based on feedback and changing needs.
- Advocate for inclusive values throughout the school community.
- Encourage practices that recognize and celebrate diversity.
- Identify training needs and facilitate professional development opportunities for staff to effectively implement inclusive practices.
- Maintain records of successful inclusion strategies and share them within and beyond the school community to foster continuous improvement.

Definition of Inclusive Education

Inclusive Education refers to a philosophy and practice where students of determination are fully integrated into the school community, learning alongside their peers, with the necessary support, accommodations, and modifications to meet their diverse needs.

NISRAK School Support TEAM (SST) of SOD

Principal	Ms. Beena Rani
Vice Principal	Ms. Rajyasree Sanjeev
Inclusion Lead, Counsellor CPO	Ms. Githu Marin Varghese
CPO	Ms. Shabna
Special Educator	Ms. Anu Sara
SenCo	Ms. Devu S
HODs	Ms. Sini Ms. Shenanj Ms. Renjini Mr. Ahmed Ms. Safeeramin Ms. Sajini Ms. Benazir Ms. Firdouse Ms. Asha Ms. Naaz Ms. Nandana Ms. Resma Ms. Seena Ms. Shahida Ms. Sumaiya
LSA	Ms. Hafsa Ms. Meera Ms. Shafeena K
Others	Class Teachers, Subject Teachers and Parents

Roles and Responsibilities

Effective inclusive education requires clear roles and responsibilities at every level of the school community, from leadership to teaching staff, support staff, students, and families. Each member plays a crucial role in ensuring that inclusive practices are implemented successfully. The following outlines the key roles and responsibilities to create a cohesive, collaborative, and supportive learning environment for all students.

1. School Leadership Team (Principal, Vice Principals, etc.)

Responsibilities:

- Communicate and integrate the school's inclusive vision across all policies and practices.
- Lead the development, implementation, and review of the Inclusive Education Policy in line with legal and educational frameworks.
- Ensure adequate staffing, funding, and tools to support inclusive practices and staff training.
- Set measurable goals, review progress, and hold staff accountable for inclusive strategies.
- Build strong partnerships with parents, external agencies, and the community.
- Represent and promote inclusive education within and beyond the school.

2. Special Education Needs Coordinators (SENCO) / Inclusion Lead

Responsibilities:

- Lead the identification and assessment of students with special educational needs (SEND), including coordinating the development of Individualized Education Plans (IEPs) and Intervention Plans (BIPs).
- Collaborate with teachers, therapists, and external agencies to coordinate support for students with SEND, ensuring interventions are implemented effectively.
- Provide ongoing training and professional development for teachers and support staff on inclusive practices, SEND strategies, and differentiated instruction.
- Regularly track the progress of students with SEND, ensuring that IEP goals are met, and report on progress to leadership and families.
- Maintain regular communication with parents of SEND students, ensuring they are involved in decision-making processes and aware of their child's progress.

3. Classroom Teachers

Responsibilities:

- Adapt and differentiate teaching methods, materials, and assessments to meet the diverse needs of all students, including those with SEND, G&T, ELL, and students at risk of underachievement.
- Implement and follow the strategies outlined in IEPs, BIPs, and other support plans, ensuring each student's needs are met in the classroom.
- Work collaboratively with the SENCO, teaching assistants, and other support staff to design and deliver lessons that are inclusive and accessible to all students.
- Regularly assess and monitor the academic and social progress of all students, providing timely feedback and adjusting instruction as needed.
- Create a welcoming and inclusive classroom environment that promotes respect, empathy, and positive relationships between students of all abilities.

- Participate in ongoing professional development related to inclusive education, including workshops, training sessions, and collaborative learning communities.

4. Teaching Assistants and Support Staff

Responsibilities:

- Support students with SEND, G&T, or other needs as directed by teachers and SENCO.
- Help manage the classroom and promote active student engagement.
- Implement BIPs and use positive behaviour strategies.
- Collaborate with teachers and SENCOs to provide holistic support.
- Monitor student progress and share observations with relevant staff.

5. Counsellors / School Psychologists

Responsibilities:

- Provide individual/group counseling to support emotional and social well-being.
- Deliver targeted interventions and integrate therapy into learning plans.
- Collaborate with staff to support students with behavioural and emotional needs.
- Respond to crises and refer to external services when necessary.
- Work with parents and staff to align emotional support with academic goals.

6. Students

Responsibilities:

- Take an active role in their learning, seeking support when needed and engaging in classroom activities and school life to the best of their ability.
- Advocate for their own learning needs, expressing concerns, preferences, and challenges related to their education and well-being.
- Contribute to creating a respectful, inclusive school culture by embracing diversity, showing empathy towards peers, and supporting classmates with different abilities or needs.
- Collaborate with teachers and peers in group activities, projects, and class discussions, respecting and valuing the perspectives of others.
- Set personal learning and development goals, working with teachers and support staff to achieve academic and social milestones.

7. Parents and Caregivers

Responsibilities:

- Actively participate in the development and review of their child's IEP or support plan, providing valuable input regarding their child's strengths, needs, and preferences.
- Maintain regular communication with teachers, the SENCO, and other support staff to stay informed about their child's progress and areas of concern.
- Support their child's learning and development at home by creating a conducive learning environment, reinforcing strategies suggested by the school, and providing emotional support.
- Collaborate with the school to address any challenges their child may face, working together to find solutions and ensure their child's success in an inclusive setting.
- Be an advocate for their child's educational needs, ensuring that the school is aware of any changes in circumstances, health, or challenges that may affect their child's learning.

8. External Partners and Community Organizations

Responsibilities:

- Provide specialized services and interventions, such as psychological assessments, therapy, tutoring, and enrichment programs for students with specific needs.
- Collaborate with the school's leadership team, SENCO, and teaching staff to ensure that external support aligns with the school's inclusive education goals.
- Offer training, resources, or expertise to staff on best practices for supporting students with SEND, al challenges, or other specific needs.
- Support the school in engaging with families and the wider community, providing resources, guidance, or services that strengthen the school's inclusive approach.

9. School Governing Body and Policy Makers

Responsibilities:

- Ensure that the school's inclusive education policies are in line with national and international standards, regulations, and best practices.
- Advocate for policies that support inclusive education at the regional or national level, ensuring that adequate resources and funding are allocated to support all students.
- Monitor the effectiveness of the school's inclusive education practices, ensuring that goals are met, and that policies are being implemented successfully.
- Hold the leadership team accountable for implementing the school's inclusive education initiatives and ensuring that students receive the support they need to succeed.

Target Student Groups

The school prioritizes inclusive education for the following student groups, ensuring tailored support to meet their diverse needs:

1. **Students of Determination (SEND)**

This includes students with physical, intellectual, sensory, emotional, or behavioral challenges, as well as specific learning disabilities and mental health needs. They may require adjustments in the curriculum, environment, or assessment, along with individualized plans and emotional or social support to fully participate in school life. For eg - Autism Spectrum Disorder, ADHD, Speech and Language Disorders, Specific Learning Disabilities (Dyslexia, Dyscalculia, etc., Intellectual Disabilities, Physical Disabilities, Emotional and Behavioural Disorders, Sensory Impairments (Visual/Hearing)

2. **Gifted and Talented (G&T) Students**

Students who show high potential in academics, creativity, leadership, or specific talents. They benefit from differentiated instruction, enrichment activities, and opportunities for acceleration or specialization to extend their learning.

3. **English Language Learners (ELL)**

Students whose first language differs from the language of instruction. They need focused language development support and culturally responsive teaching to integrate successfully into the academic and social life of the school. This includes immigrant, refugee, and culturally diverse students.

Admission and Registration Procedures for Students of Determination

- Parent submits medical or educational documentation with the admission form.
- Student attends an observation/interview session.
- Inclusion team evaluates documentation and observations.
- The school schedules a parent meeting to share outcomes.
- If admitted, an IEP meeting is arranged within the first four weeks.

Pre Referral Procedure for Identification of SEND Students

Signs to Look For by Teachers

- Struggles with reading, writing, or math beyond expected age level.
- Difficulty speaking clearly or understanding verbal instructions.
- Behavioural Challenges, Persistent frustration, anxiety, or acting out in class.
- Social/Emotional Difficulties, Trouble forming relationships, handling emotions, or managing behaviour.
- Physical Disabilities such as Vision, hearing, or mobility impairments.
- Slow Progress and Limited improvement in learning despite additional help or interventions.
- Check for CAT4 Scores, Baseline Test Reports, Unit Test Reports and other Internal Assessments.

Action Steps

- Read the detailed student CAT4 Report and list the accommodation
- For those without CAT4 Assessment review Baseline Test and Internal Assessments
- Teachers Observation Report
- Special Educator's Observation Report
- Interaction with Parents to help them understand the situation
- External Evaluation Report from Registered Centres.
- Use differentiated instruction to accommodate their specific needs by creating IAP (Individual Accommodation Plan for Wave 1 students.
- Create IEP (Individual Education Plan) as per need basis (for Wave 2 and Wave 3 students)

WAVE 1	WAVE 2	WAVE 3
Wave 1 student who is able to experience success by being supported by quality teaching. Example: A dyslexic student that requires reading in advance, organisation and vocabulary support.	Wave 2 students who are able to experience success through learning support intervention which closes the gap between them and their peers. Example: A student with Dyscalculia who is removed from a subject to receive numeracy intervention.	Wave 3 students who are able to experience success though a large amount of learning support. The students may also have a Learning Support Assistant paid for by parents or school.

Pre Referral Procedure for Identification of Gifted and Talented (G&T) Student

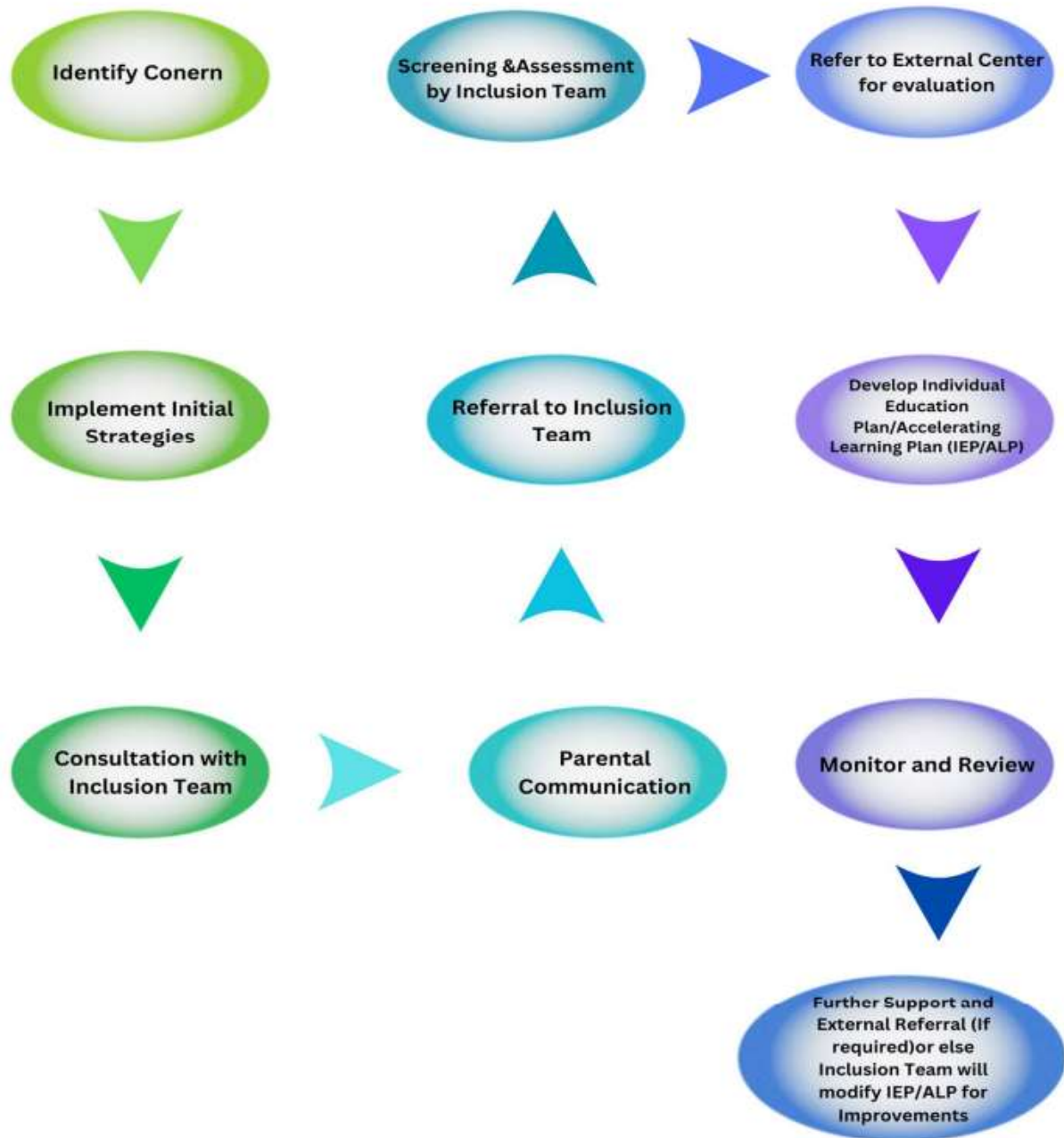
Signs to Look For by Teachers

- They tackle complex problems quickly and creatively, often exceeding grade-level expectations.
- They ask insightful, deep questions and seek out knowledge beyond what's taught in class.
- They absorb new concepts and skills rapidly, needing minimal repetition or instruction.
- Strong Academic Performance: They consistently perform well across subjects, often outperforming peers in assessments and projects.
- They bring fresh, innovative ideas to assignments and tasks, displaying original thinking.
- They retain and recall information effortlessly, often able to link ideas from different areas of study.
- When engaged, they can concentrate deeply and work on tasks for extended periods without distraction.
- They use a richer, more sophisticated vocabulary than expected for their age.
- They demonstrate a genuine love for learning and often go beyond the curriculum to explore topics in-depth.
- They may show heightened empathy, self-awareness, or a strong sense of fairness, often reflected in their academic work.
- They often seek out or excel in more challenging, abstract subjects, such as higher-level math, science, or philosophy.

Action Steps:

- Review and analysis CAT4 Data
- For those without CAT4 Assessment review Baseline Test, Pre-Assessment (before lesson) and Internal Assessments
- Classroom Observation Report
- Anecdotal Records
- Student and Parent Survey
- Exemplary Score Card

Referral Procedure for SEND, ELL, G&T Students



A structured, transparent, and multi-tiered process is essential for effectively identifying, referring, and providing ongoing support for students with diverse learning needs. This procedure ensures that all students, particularly those who require additional support, are identified early, referred to the appropriate teams, assessed comprehensively, and provided with tailored interventions that are regularly reviewed and adjusted. The following outlines the key steps in this process:

1. Early Identification of Learning Needs

- Teachers will continuously observe and document students' academic, al, social, and emotional progress. This will include formative assessments, classroom observations, and feedback from peers and parents.
- If a student's learning, , or social integration is a concern, the teacher will initiate a discussion with the school's inclusion team (SENCO, counselors, and relevant support staff).
- Use standardized screening tools, diagnostic assessments, and teacher checklists to identify potential learning difficulties, al issues, or emotional needs. These tools should be used regularly at key points throughout the academic year.
- Encourage students to express any learning challenges or areas where they feel they need support, fostering self-awareness and responsibility for their own learning needs.

2. Referral Process to the Inclusion Team

- If initial observations and screenings indicate that a student may need further support, the teacher will complete a referral form and submit it to the Inclusion Team (SENCO, school psychologists, counselors, etc.). This referral will include relevant observations, screening results, and any academic or all data.
- Parents will be informed of the referral and will be invited to a meeting to discuss their child's learning needs, concerns, and potential next steps.
- The Inclusion Team will conduct an initial review of the referral, considering the teacher's observations, student data, and any available prior assessments. If further assessment is needed, the Inclusion Team will plan the next steps.
- Prior to any formal assessments or interventions, parental consent will be obtained to ensure they are fully involved in the process and aware of their child's specific needs.

3. Comprehensive Assessment and Consultation with Parents

- The Inclusion Team will work collaboratively to assess the student's needs from multiple perspectives, including academic performance, social-emotional development, al observations, and any specific challenges. This may include psychological evaluations, speech and language assessments, and learning disability screenings.
- Parents will be asked to provide additional insights into their child's needs, challenges, strengths, and any relevant background information that could support the assessment. Parent questionnaires or interviews may be used to gather this information.
- Where appropriate, students may also be included in the assessment process to provide their perspectives on their learning needs, strengths, and any areas where they feel they require additional support.
- If necessary, the Inclusion Team may refer the student to external specialists or agencies (e.g., medical professionals, therapists) to gather further data and ensure a comprehensive understanding of the student's needs.

4. Development of Individualized Education Plans (IEPs) or Plans (IBPs)

- Based on the comprehensive assessment, the Inclusion Team, in collaboration with parents and teachers, will develop an Individualized Education Plan (IEP) or Intervention Plan (BIP) for the student. These plans will include:
 - **Specific, measurable goals** for academic, al, and social development.
 - **Accommodations** (e.g., extended time on tests, modified assignments) and **modifications** (e.g., different curriculum or instructional approaches) to ensure access to the general education curriculum.

- **Interventions and strategies** that are evidence-based and designed to address the student's specific needs.
- **Support services** such as speech therapy, counseling, or additional instructional support, if required.
- **Clear timelines** for review and adjustment of the plan.
- Parents will be actively involved in the development of the IEP/BIP, providing input on the strategies that will work best for their child and agreeing on goals and expectations. Teachers will also provide feedback on the plan's feasibility and alignment with the classroom environment.

5. Implementation of Interventions and Support

- Teachers will implement the accommodations and modifications outlined in the IEP/BIP within the classroom, ensuring that the student is receiving the necessary support for success.
- Any additional services (e.g., one-on-one support, therapy, counseling) outlined in the IEP/BIP will be provided by the appropriate professionals, such as special education teachers, teaching assistants, or counselors.
- Teachers and support staff will monitor the student's progress towards the goals outlined in the IEP/BIP, regularly assessing academic achievement, , and social development. Adjustments will be made as needed to ensure the student's success.

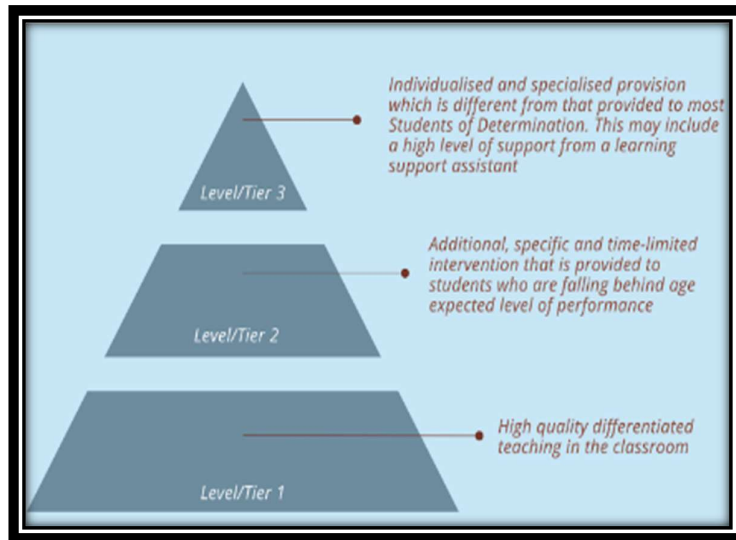
6. Regular Review and Adjustment of Interventions

- IEP/BIP goals and progress will be reviewed at regular intervals, typically every term or semester. These meetings will include the student's parents, the SENCO, the classroom teacher, and any other relevant staff members.
- The effectiveness of the interventions will be assessed through student progress data, teacher observations, and feedback from parents and the student. If necessary, changes to the interventions, goals, or strategies will be made.
- Based on the review, adjustments may be made to the student's IEP/BIP, such as modifying academic goals, increasing or decreasing the level of support, or changing intervention strategies.
- Continuous feedback will be provided to all stakeholders namely teachers, parents, and students ensuring they are aware of progress and any necessary adjustments. This feedback loop promotes transparency and ensures that the student's needs are being met in a dynamic and responsive manner.

7. Parent Involvement, Communication and Documentation

- All referral forms, assessments, IEP/BIP plans, review meeting notes, and communication with parents will be thoroughly documented and stored securely in the student's confidential records.
- Parents will be regularly updated on their child's progress, and they will receive a copy of all formal documentation, including the IEP/BIP, assessment reports, and review meeting summaries.
- Regular communication will occur between the Inclusion Team, classroom teachers, support staff, and parents to ensure that all parties are informed about the student's needs and progress. This collaboration ensures that the student's support is cohesive and aligned across all areas of their education.

Graduated Approach – Identification and Support Pathway



Step 1 - Identification

1. Referred by Teacher/Supervisor/Parent
2. Students scoring less than 85 in CAT4 or scoring repetitively low in other performance test reports.
3. Identification of the new students during the admission.
 - a. The school follows the social model which means admission is not incumbent on a medical or formal psychological diagnosis.
 - b. By and large all students even those who have special needs are admitted if the school can support their special educational needs.
 - c. All new students who are admitted from grade (K-12) identified to be having difficulties during entrance exam, admission interview and referred by parents meets the Inclusion Team to carry out any informal assessment so an effective home plan/program and strategy for classroom support may be planned even before the student begins formal schooling. Information from the previous school, if any, is sought if the special educator needs clarity on matters related to the student's learning (e.g. documents such as the IEP and/or professional diagnosis reports).

Step 2 - Referral

1. Teacher informs Supervisor and Learning Support Department.
2. Classroom observation is conducted- strategies may be suggested OR further investigation may be recommended.
3. Informal assessment with parent's consent.
4. Self- referral by the students.

Step 3 - Documentation

1. Plan the support program (IEP/ LSP/ IAP) for the student with teacher and parent input.
2. Share plan with Teacher and SLT
3. Design Behavior Intervention Plan as required, in line with the school's Behaviour Policy.

Step 4 - Support

1. Push-in and Pull-out sessions with the Special Educators.
2. Teacher/Class orientation by the team.
3. Buddy support in class.
4. Learning Support Assistants if required may support the child in class full-time, or part time, only when recommended by the Special Educator/ Counsellor.
5. Peer mentoring, senior students support students with learning challenges following the class curriculum.
6. Enhancement classes- teacher goes over concepts with the student on a one on one basis or in a small group setting.
7. Parent Volunteers or student volunteers (mostly ex-students of the school) may support the child in the regular class.
8. Academic concessions/modifications granted by the school inclusion and the curriculum team.
9. Scaffolding for independent learning.
10. Modifying the curriculum and assessments, only if needed.

Step 5 - Formal Diagnosis

1. Student may be referred for a formal psycho-educational assessment to confirm or gain clarity about nature of difficulties
2. Curriculum concessions, as required, will be requested for afterwards. However, learning support and in-class modifications will not be dependent on this.

Step 6 - Evaluating Progress

1. Progress for students in KG-12 will be evaluated on the IEP/LSP goals and teacher anecdotal records to assess effective transfer of learning.
2. Students on level 1 and level 2 will be evaluated by tracking their progress on the skill-based Pupil tracker, assessing performance in formative and summative classroom assignments that may be conducted during and at the end of every term.
3. Students on level 3, and those accessing alternate curriculum pathways will be evaluated on the progress they make in their IEP goals.

Step 7 - Graduated Weaning-off Support

All students who have identified needs and have intervention programmes are reviewed regularly. The graduated response is a fluid process and students can move between levels as necessary. All students' progress is reviewed annually for their placement on the register and when a student has achieved their targets they can be removed from the register.

The review is based on the following

1. Reflection and analysis by the inclusion team
2. Assessment Data
3. Teacher Feedback
4. Classroom Observations
5. IEP/IAP target reviews
6. Parent Feedback
7. Student Feedback

The Inclusion team will monitor the student and keep a record of the student for one term who has been weaned-off support.

Modification & Accommodations

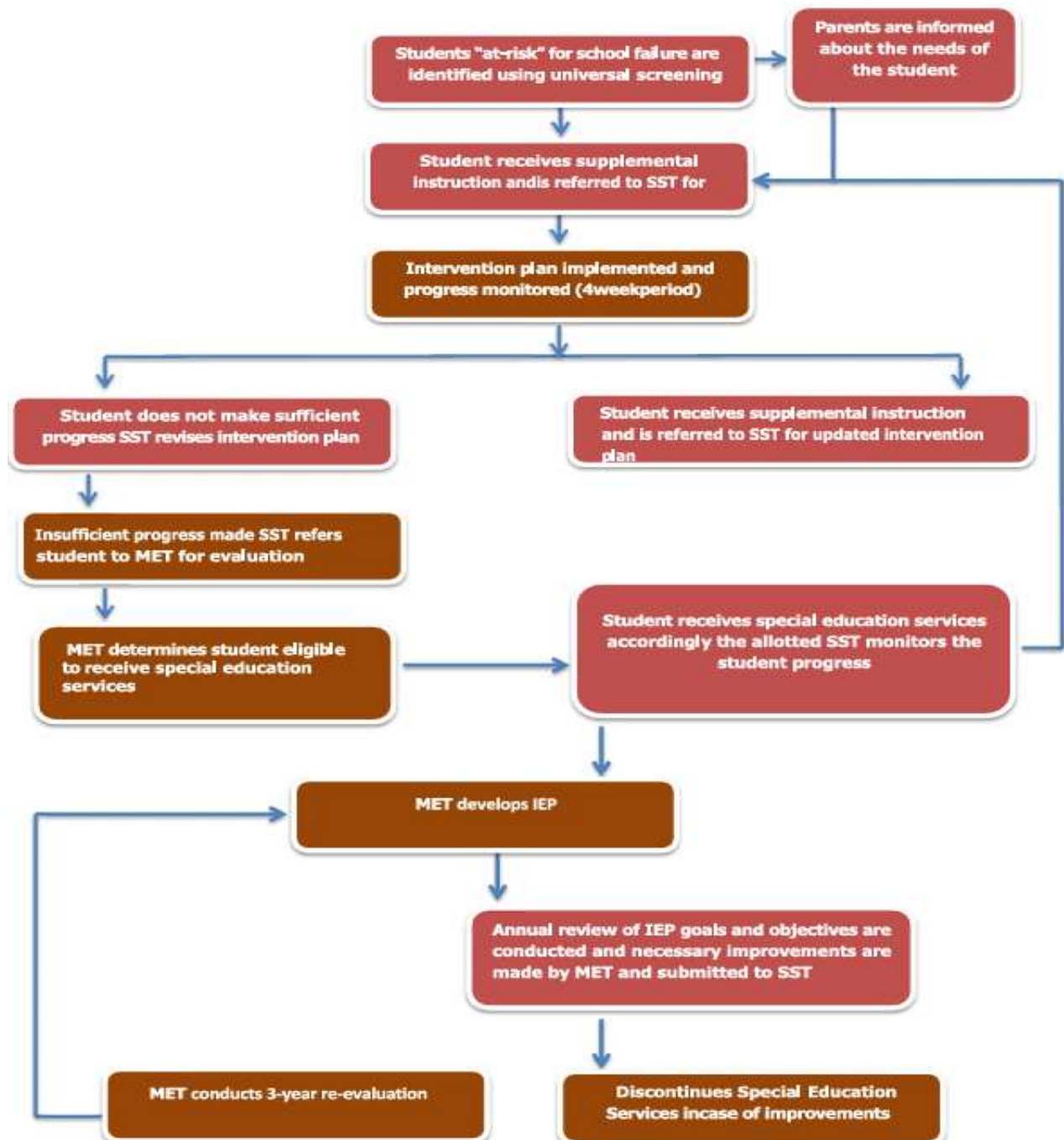
Curriculum Modification

1. All students with learning challenges will be actively supported in their learning. They will be encouraged to access the regular curriculum with a scaffolded approach if required and offered alternate curriculum pathways when needed.
2. Modified Curriculum may be offered to students who need a scaffolded approach to learning and meeting classroom goals. The modifications are arranged in a tiered system with effective tapering down, to ensure that the student learns and makes progress with his/her peers, and the student is readied to meet the assessment requirements.
3. Alternative curriculum pathways are also offered to students with severe cognitive deficits so they may continue to learn in common learning environment.
4. Concessions in assessments are in accordance with provisions granted by the SCERT Board.
5. However, there may be some internal allowances to ensure that the student's active participation in the learning process.
6. Concessions offered during board examinations for Special Need students:
 - Extra time for completing written assignments: The student gets extra time during written assessments and examinations (15 minutes per hour - 25% additional time). Students may be given additional time to complete homework, assignments, and projects.
 - Use of a Computer and Calculator: Students with severe physical or writing difficulty are allowed the use of a computer to complete written work. Students are allowed to submit typed work in lieu of written work. Students with challenges in numeracy are allowed the use of a calculator.
 - Exemption from studying additional languages: Students with learning challenges, from Grade 8 upwards are exempted from learning the Second Language. Students are also exempted from learning Arabic on a case-to-case basis as granted by the Ministry of Education.
 - Students with reading difficulty can have the assessment/question paper read out to them. The questions must only be read out aloud and not explained to the student.
 - Use of an amanuensis: Students with motor or writing difficulty are allowed the use of a scribe during examinations. The scribe must be a student from a lower grade for e.g., if the student is from the 9th grade, the scribe should be from the 7th or 8th grade. The scribe and the student should have time to practice working together before the examination/assessment.

7. Other Accommodations:

- Enlarged print and/or change in font/ bigger question paper/worksheet may be used for a student with visual/writing issues.
- 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.
- Quantum of written work may be reduced for a student with writing difficulty or handouts may be given in lieu of copywriting.

Special Education Process



Safeguarding guidelines for Students of Determination

- Safeguarding the welfare of Students of Determination is everybody's responsibility and given that we know that these students are more vulnerable to abuse than other children, awareness amongst professionals about safeguarding them and what constitutes best practice, is essential.
- Training for all staff including the bus drivers and support staff to enable them to respond appropriately to signs and symptoms of abuse or neglect in children of SEN.

Policy Version Control

The purpose of policy version control is to maintain an accurate and up-to-date record of all revisions made to the school attendance policy. This ensures transparency, accountability, and easy reference for all stakeholders.

Version Control

Version	Date	Description of Changes	Approved By	Next Review Date
1.0	05/10/2024	Created Document	Principal	05/02/2025
2.0	05/02/2025	Updated	Principal	07/04/2025
3.0	01/05/2025	Updated	Principal	15/05/2025
4.0	15/05/2025	Updated	Principal	15/09/2025
5.0	15/09/2025	Updated	Principal	02/03/2026
6.0	02/03/2026	Updated	Principal	04/03/2027