



المدرسة الهندية الجديدة  
NEW INDIAN SCHOOL

**NIS REMOTE LEARNING POLICY  
FOR STUDENTS OF DETERMINATION  
2026-2027**


**Signed**

**Principal**

: 

**Date : 02/03/2026**

**Inclusion Lead**

: 

**Date : 02/03/2026**

**Next Review Due By**

**Date : 02/03/2027**

# **REMOTE LEARNING POLICY FOR STUDENTS OF DETERMINATION** *(Aligned with MOE Inclusive Education Guidelines & RAKDOK Requirements)*

## **1. INTRODUCTION**

New Indian School (NIS) is committed to providing inclusive, equitable, and high-quality education to all students, including Students of Determination.

The implementation of remote learning for Students of Determination is based on a flexible and integrated educational model grounded in each student's Individualized Education Plan (IEP), ensuring that their educational and developmental needs are met in accordance with their abilities and capabilities.

## **2. PURPOSE OF POLICY**

This policy aims to:

- Ensure continuity of inclusive education during remote learning
- Provide structured guidelines for implementing IEP-based learning
- Promote equitable access to learning for Students of Determination
- Define roles and responsibilities of stakeholders
- Ensure monitoring, assessment, and intervention systems are in place

## **3. SCOPE OF APPLICATION**

This policy applies to:

- All Students of Determination (KG–Grade 12)
- Special Education Teachers
- Subject Teachers
- Teaching Assistants
- School Counsellor / Psychologist / Social Worker
- School Leadership
- Parents / Guardians
- External Specialists and Support Centers

## **4. DEFINITIONS**

### **Students of Determination:**

Students with special educational needs requiring additional support.

### **Individualized Education Plan (IEP):**

A structured plan outlining learning goals, accommodations, and modifications tailored to the student.

### **Synchronous Learning:**

Live, real-time instruction conducted via Microsoft Teams.

### **Asynchronous Learning:**

Learning through LMS-based activities, assignments, and recorded content.

## **5. POLICY STATEMENT**

NIS ensures that:

- Remote learning for Students of Determination is inclusive, flexible, and individualized
- All learning is aligned with IEP goals, accommodations, and modifications
- Students receive academic, behavioural, and therapeutic support
- Parents are actively involved in the learning process
- Assistive technologies and differentiated strategies are utilized

## **6. REMOTE LEARNING FRAMEWORK**

### **6.1 Learning Model**

The school adopts a blended remote learning model:

- Synchronous Learning (Microsoft Teams):  
Live lessons, real-time interaction, and guided instruction
- Asynchronous Learning (LMS):  
Assignments, activities, and self-paced learning

This ensures a balance between direct support and independent learning.

### **6.2 Key Implementation Principles**

- Learning is based on each student's IEP
- Activities are adapted to student ability and disability type
- Workload is modified to ensure achievable outcomes
- Assistive technologies are used where required
- Individual and group support sessions are provided

## **7. TEACHING AND LEARNING GUIDELINES**

### **7.1 General Guidelines**

- Align all activities with IEP objectives
- Promote self-directed learning
- Design activities that reinforce learning outcomes
- Ensure flexibility in delivery
- Monitor student progress continuously

### **7.2 Scheduling**

- Sessions are planned based on individual needs
- No conflict with core subject lessons
- Weekly review and adjustment of schedules
- Focus on academic, behavioural, and functional skills

### **7.3 Inclusive Teaching Approaches**

Teachers shall:

- Adapt content based on student needs
- Use visual, auditory, and interactive strategies
- Break tasks into smaller steps

- Provide simplified instructions
- Ensure active student engagement

## **8. ROLES AND RESPONSIBILITIES**

### **8.1 School Leadership**

- Approve and monitor schedules
- Ensure policy implementation
- Oversee student attendance and participation

### **8.2 School Support Team**

- Monitor IEP implementation
- Provide intervention strategies
- Track student progress

### **8.3 Special Education Teachers**

- Adapt curriculum and content
- Deliver individual and group sessions
- Monitor and document student progress
- Coordinate with subject teachers

### **8.4 Subject Teachers**

- Deliver lessons aligned with IEP
- Apply accommodations and modifications
- Collaborate with special education team

### **8.5 Teaching Assistants**

- Support lesson implementation
- Assist students during sessions
- Coordinate with teachers

### **8.6 Parents**

- Ensure student participation
- Provide a conducive home environment
- Monitor assignments and activities
- Support implementation of IEP goals

### **8.7 Specialists (External/Internal)**

- Provide therapy and intervention services
- Coordinate with school team
- Monitor student development

## **9. ASSESSMENT AND MONITORING**

### **9.1 Assessment Methods**

- Short quizzes
- Assignments and activities
- Observation of participation
- Monitoring responses and engagement

## **9.2 Monitoring**

The school shall:

- Track attendance, engagement, and performance
- Maintain student progress records
- Submit periodic reports
- Adjust teaching strategies accordingly

## **10. CATEGORY-SPECIFIC SUPPORT**

### **10.1 Hearing Impairment**

- Provide sign language support
- Ensure visual accessibility
- Include interpreter in sessions

### **10.2 Visual Impairment**

- Provide audio content
- Use enlarged text
- Use assistive devices

### **10.3 Autism**

- Maintain structured routine
- Provide simplified instructions

### **10.4 Learning Difficulties**

- Break tasks into manageable steps
- Provide additional support

### **10.5 General**

- Apply accommodations and modifications based on IEP

## **11. SUPPORTIVE AND THERAPEUTIC SERVICES**

### **11.1 Services Provided**

- Speech and language therapy
- Behavioural therapy
- Psychological support
- Occupational and sensory support

### **11.2 Implementation**

- Delivered via remote platforms
- Based on individual therapeutic plans
- Coordinated with teachers and parents
- Progress monitored and documented

## **12. SAFEGUARDING AND WELLBEING**

- Ensure student safety during remote learning

- Monitor emotional wellbeing
- Provide counselling support where needed
- Escalate concerns as per safeguarding policy

### **13. RECORD KEEPING**

The school shall maintain:

- IEP records
- Attendance logs
- Assessment data
- Therapy session reports
- Progress monitoring records

### **14. COMPLIANCE AND ALIGNMENT**

This policy aligns with:

- UAE Ministry of Education Inclusive Education Guidelines
- RAKDOK Regulations
- School Inclusion Policy
- Safeguarding Policy
- Distance Learning Policy

### **15. POLICY REVIEW**

- Reviewed annually or as required
- Updated based on MOE/RAKDOK directives
- Feedback from stakeholders incorporated

### **16. CONCLUSION**

NIS ensures that remote learning for Students of Determination is inclusive, flexible, and student-Centered, enabling every learner to achieve their full potential through structured support, collaboration, and continuous monitoring.

### **16. VERSION CONTROL**

<b>Version</b>	<b>Date</b>	<b>Description</b>	<b>Next Review</b>
<b>1.0</b>	<b>02/04/2026</b>	<b>Initial Development of Policy</b>	<b>05/05/2026</b>