

Policy	INCLUSION POLICY
Date Published	January 2022
Evaluation & Review	August 2024
Rationale	<p><u>We at International Indian School believe in:</u></p> <ul style="list-style-type: none"> ● Providing an environment that enables every pupil to be safe and healthy ● Valuing every individual and enabling them to enjoy the learning environment to achieve their full potential and economic well-being ● Identifying and responding to pupils diverse and individual needs ● Identifying and overcoming barriers to learning ● Setting suitable and challenging targets for every pupil
Roles and Responsibility	Principal, Head of Inclusion, Counsellor, HODs, Supervisors, Subject teachers, Class Teachers, Nurse, and other members of the staff.

Policy Statement

1. Inclusion Policy

At International Indian School, we value the abilities and achievements of all our students. We are committed to providing the best possible learning environment by:

1. Identifying learning support needs as early as possible in students' school careers, through collaboration between the **Learning Support Team** and the Inclusion Department.
2. Following the ADEK **Tiered Model of Support** to meet the individual needs of students with special educational needs.
3. Developing **Individual Education Plans (IEPs)** to guide and indicate if learning accommodations or modifications are necessary.
4. Implementing **Adaptive Teaching** practices to support all students, as well as those with additional learning needs. This approach involves using a variety of teaching methods, materials, and levels of support to meet the needs of every student in the class.
5. Providing differentiated learning tasks for students identified as gifted or talented, while ensuring they are challenged within the daily curriculum. Students will receive appropriate advanced learning opportunities through the development of an Advanced Learning Plan (ALP).
6. Working collaboratively with parents/guardians and, if required, outside agencies.
7. Involving students in decision-making regarding their education.

8. Personalizing learning for each student with additional learning needs.
9. Promoting independence among students.
10. Ensuring that all staff members take responsibility for special education support, thereby removing barriers to achievement and success.

Additional Learning Needs

Individual requirements for **additional support, modifications, or accommodations within a school setting can be either permanent or temporary**, depending on specific contexts. These accommodations are necessary for students of determination, as well as those with special educational needs and/or additional barriers to learning, access, or interaction in a particular setting. This includes students with various conditions such as dyslexia, hearing or visual impairments, twice exceptionality, or those identified as gifted and/or talented.

Children have a learning difficulty if they:

- a) Have significantly greater difficulty in learning than the majority of children the same age; or
- b) Have a disability that prevents or hinders a child from making use of educational facilities of a kind generally provided for children of the same age in a similar setting.
- c) Are under compulsory school age and fall within definitions a) and b) above

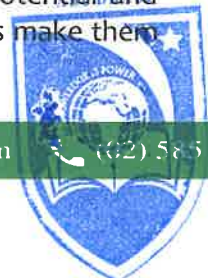
Special Educational provision means provision which is additional to, or otherwise different from, the educational provision made for other children of their age in schools of a similar setting

Special Education Categories

- Specific Learning disability
- Emotional and Behavioural Disorders (EB/ BD)
- Autism Spectrum Disorder(ASD)
- Speech and Language disorder
- Physical and health-related Disabilities
- Visually impairment
- Hearing impairment including Deafness
- Multiple disabilities

Gifted and Talented Students

Gifted and talented students can be found in all communication regardless of their cultural or economic backgrounds. Gifted and talented students must be given the appropriate opportunity, stimulation, and experience to develop their potential and satisfy their learning needs. These are students whose outstanding abilities make them





capable of high performance. Their needs require specific consideration within mainstream educational programs. Their current attainment or perceived potential places them significantly in advance of the major of their peers in one or more of the following areas:

- Intellectual ability
- Subject-specific aptitude (e. g in science or mathematics)
- Social maturity and leadership
- Mechanical/technological ingenuity
- Visual and performing arts (e.g. art, theater, recitation)
- Psychomotor ability (e.g. dance or sport)

2. Admissions

In Admitting Students with Additional Learning Needs, The school follows the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments. This means that **students with additional learning needs cannot be denied a place at our school if we have the capacity to admit them in the appropriate grade/year**, as outlined in Policy 44 (Student Admission, Registration, and Distribution).

Students identified as having Special Needs (mild to moderate) may be required to attend an interview and/or sit placement tests. These tests help us understand their educational and psychological needs better, ensuring we provide the appropriate support.

To cater to a student with Special Needs, the school may charge up to an additional 50% of the admission fee, as permitted by Article 53 of the Regulation and Policy 48 on Children with Special Needs.

Placement Assessment:

For students seeking admission to class 1 and above, placement assessments will be conducted to determine their performance level. These assessments include:

- Baseline assessments in English, Mathematics, and Science.
- Specialized subject assessments for students entering higher classes.

The information gathered from these assessments will help inform our teaching staff about the most appropriate provision for each student.

Our admissions processes adhere to the following:

Inclusion Policy 2024 | International Indian School



1. Priority is given to students with additional learning needs and their siblings in the same school.
2. We request original clinical assessment reports from parents, completed by relevant specialists such as therapists, psychologists, or pediatricians.
3. If assessments are part of our admissions process, we provide any accommodations required by the student to complete the assessment. These assessments help us understand how to support the student's learning, as per Policy 44. However, these assessments do not determine whether a student is admitted to the school.
4. We use all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs. We make reasonable adjustments where necessary.
5. We define what constitutes the school's "inability to accommodate" (see Section 2.2).

2.2 Inability to Accommodate Notification: Where a school considers they are unable to meet the needs of any students with additional learning needs, the school shall submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued.

ADEK may review and either approve or reject a school's inability to accommodate notification based on the evidence provided by the school and other relevant sources. Schools must make reasonable adjustments and accommodations to ensure that all students with additional learning needs can be admitted

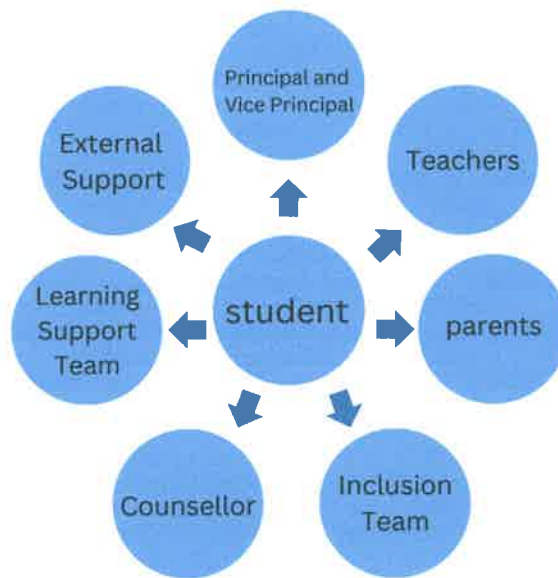
2.3 Referrals to Specialized Programs:

While most students with additional learning needs attend regular schools, alternative placement may be considered for those meeting eligibility criteria. If a school believes a student requires a specialized program, they must contact ADEK before discussing with parents. ADEK will determine if the student meets criteria for specialized provision and what type of placement would best meet their needs.

3. Standard Inclusive Provision

KEY ROLES AND RESPONSIBILITIES FOR ALN PROVISION AT IIS

A whole-school approach to the Education and Welfare of our students. The student is central to all our endeavors.



PEOPLE RESPONSIBLE FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS

Support for children with Additional Learning Needs (ALN) is provided by the Inclusion Department depending on the needs of each child. The school works closely with parents to support them and keep them informed.

The person responsible for coordinating the day-to-day provision of education for determined students at International Indian School is the Inclusion Department and **Head of Inclusion**, in coordination with the School Principal, Department heads, School Counsellor, and para-counseling team members in coordination with concerned teachers and parents.



The important responsibilities of the **Inclusion Department** include, but are not limited to:

- The day-to-day management of all aspects of learning support
- Keeping the Principal well informed about Learning Support within the school
- Working closely with the para-counseling team and Inclusion Assistant (In case inclusion assistants are provided)
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Data analysis
- Monitoring and reviewing Inclusion Policy
- Accountability of teachers
- Preparations of data for inspections etc.
- Maintaining records and master copies including support Register.
- Accept students with special needs who have a reasonable expectation of success with the IIS curriculum and to provide them with opportunities to learn.
- Make sure that the requirements of every student with special needs are met.
- Thoroughly apply the principles and general rules for special education programs.
- Promote a culture of inclusion and concern for the rights of all students.
- Create an appropriate school environment that ensures high-quality support for students with Additional Learning Needs (ALN)
- Monitor the students and the work of the school's teachers by visiting them in their classrooms to check their work, activities, and involvement.
- Strengthen relationships with parents and to create awareness about the support services of the Inclusion Department
- Organize and provide resources and services for students with Additional Learning Needs (ALN).
- Identify Gifted & Talented (G&T) and monitor the progress of every talented child within the school.
- Coordinate provision for children who are gifted and talented.
- Maintain a central record and oversee the records of all children who are identified as G&T
- Liaise with and advise fellow teachers.
- Liaise with the teachers to spot talent at an early age
- Keep the Principal well-informed about the G&T within the school.
- Ensure that the school has a clear and flexible strategy for working with parents and that these strategies encourage involvement in the child's education.
- Monitor and review the G&T Policy
- Maintain records and master copies including support register.
- Conduct CPD for staff



The Role of the Principal

The important responsibilities of the Inclusion Department include, but are not limited to:

- Ensure inclusive provision is a standing agenda item of senior leadership and Board of Trustees meetings.
- Develop and review their inclusive provision as a part of their School Development Plan (SDP) including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs (ALN).
- Ensure a member of the senior leadership team has a direct oversight of inclusion provision in the school.
- Ensure all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures, which may be specific to students with additional Learning Needs (ALN) as per the ADEK policy on Child Protection (ADEC, 2016)

The Role of the Head of Inclusion

The Head of Inclusion plays a crucial role in the school's Inclusion provision, who is trained to guide in the areas to secure high-quality teaching and effective use of resources to bring standards of achievement for all students. This involves working with the Principal, School Counsellor and Inclusion Teachers to determine the strategic development of the policy.

The important responsibilities of the Head of Inclusion at IIS are:

- To oversee the day-to-day operation of the Inclusion Policy.
- To work closely with the school counselor, coordinators & supervisor, Inclusion teachers, subject teachers, parents, and nurses.
- To coordinate the provision for students with Additional Learning Needs (ALN)
- To support students with additional learning needs (ALN) individual learning needs.
- To oversee and monitor students' records.
- To liaise with and advise subject/class teachers.
- To ensure the involvement of parents in decision-making about students with Additional Learning Needs (ALN)
- To liaise with external agencies, support services, health and social services, and voluntary bodies if necessary.
- To participate in the meetings, professional development courses and workshops, and special activities aimed at improving the quality and delivery of special education programs and services.
- To participate in the completion of an annual Inclusion program review.
- To develop and facilitate programs to increase awareness about the rights and needs of students with special needs/ Students with Additional Learning Needs (ALN)





The Role of the Counselor

The most important obligations of the school counselor are:

- To contribute as a member of the Inclusion Department.
- To work with teachers when identifying students with Additional Learning Needs while creating clear channels for communication between parents, teachers, outside agencies, and administration.
- To work with the para-counseling team to help teachers identify and provide accommodations to students with Additional Learning Needs (ALN) in their classroom
- To monitor student's behavioral progress.
- To coordinate provision to students with Additional Learning Needs and gifted and talented students.
- To generate and monitor IEPs in coordination with teachers for students with Additional Learning Needs (ALN) whose needs are primarily social and emotional.

The Role of the Inclusion Teacher

The most important obligations of Inclusion Teachers at IIS are:

- To provide direct individual support for the students with Additional Learning Needs following the requirements of IEP/ILP.
- To deliver targeted Pull out and push-in/ In-class support to individual or small groups of students with Additional Learning Needs (ALN) to enable their progress towards IEP/ILP targets.
- To monitor and assist students with Additional Learning Needs to complete work assignments.
- To assist with the preparation of materials, equipment such as audio and video equipment, and strategies to enhance the learning for students with Additional Learning Needs.
- To assist in the collection of information of the students with Additional Learning Needs (ALN) to identify student progress.
- To collaborate with the Class teachers, and Subject Teachers, or any other school staff that have direct support to students with Additional Learning Needs (ALN) to meet the individual needs of the student.
- To participate in meetings with Parents and Class teachers to discuss the goals and progress of the student with Additional Learning Needs (ALN)
- To maintain and track data and records of students with Additional Learning Needs (ALN)

The Role of the Subject and Classroom Teacher

The IIS Inclusion Policy acknowledges the importance allocated to the class teachers. The most important obligations of subject and classroom teachers at International Indian School are:

- To create and participate in the effective implementation of IEP/ILP in coordination with



the Inclusion Department.

- To provide additional support or accommodations for students with Additional Learning Needs (ALN) and track progress in collaboration with the Inclusion Teacher.
- To be aware of the school's procedures for the identification and assessment of subsequent provision for students with Additional Learning Needs (ALN)
- To work with Inclusion Teachers, Counselors, para counseling team, Administration, and Parents to provide the best possible learning environment for students with Additional Learning Needs (ALN)
- To participate in the meetings, training courses, workshops, and activities related to services for students with Additional Learning Needs (ALN)
- To cooperate with the Inclusion Department in all matters related to the plans, special education services, course revision, evaluation and examinations, and setting goals.
- To collaborate with parents of students with Additional Learning Needs (ALN) to strengthen the partnership and communication.

The Role of the Parents

IIS firmly believes in developing a strong partnership with parents. This will enable students with special needs to achieve their potential. The school recognizes the unique overview of the child's needs and how best to support them that gives them a key role in the partnership.

Agreeing To help their child at home with specified IEP or ILP targets or other work sent home by the Teachers.

The most important obligations of the parents of students with Additional Learning Needs(ALN) are:

- To attend meetings or assessments related to the education of their children.
- To collaborate with school leaders and teachers and the Inclusion department to strengthen the home-school partnership.
- To communicate effectively with its personnel concerning their child.
- To communicate regularly with the Inclusion teacher or Head of Inclusion for the educational progress of the child.
- To accept their role in the implementation of educational plans and participate in the decision-making processes to the assessment of the student's needs.
- To be forthcoming, about its full disclosure clause regarding any information relating to the student.
- To meet deadlines as specified about registration, evaluation, and formal assessment.
- To set appropriate expectations for their child which are commensurate with his or her capabilities.

The Role of the Students

All students will be offered the opportunity to participate in a safe and friendly school

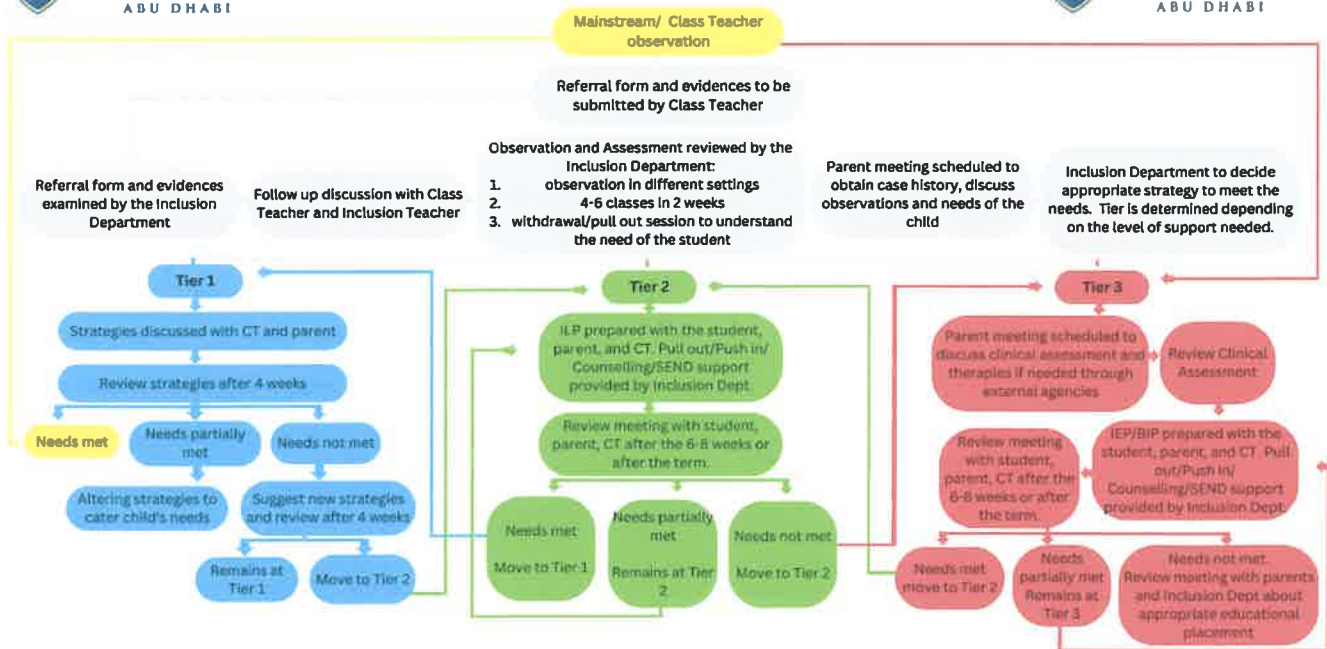
environment. Students with special needs should have their needs identified in a reasonable timeframe and receive appropriate responses to support the identification of strengths and needs. An IEP should be appropriate involving the students in academic, behavioral, and social goals.

Students have the responsibility to:

- Follow the school rules and policies.
- Attend IEP meetings
- Attend Annual Review meetings

WHAT IS THE PROCESS OF IDENTIFICATION AND SUPPORT FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS?

Inclusion: Referral Flow



STEP 1- Referral to Inclusion Department

- ✓ When a student experiences learning, behavior difficulties, sensory, medical, or physical needs, she/he may be referred by parents, or teachers for an evaluation to determine eligibility for IIS Support services for students with Additional Learning Needs Program.



- ✓ The Head of Inclusion will be primarily responsible for communicating with parents and coordinating conversations with other members of the Inclusion Department.
- ✓ When the Inclusion Department receives a student referral, the Inclusion teacher conducts a review of a student's academic and performance history, medical history, and (if appropriate) Inclusion Department conduct a classroom observation, identify the area of concern and gather anecdotal reports from the classroom teacher along with the Inclusion Teacher's observation report for documentation.
- ✓ The Inclusion Department also begins to monitor the student's progress and collect data for regular discussion
- ✓ If the student's progress is adequate and the classroom interventions appear successful, the Inclusion Department in coordination with the teacher and parents can determine that Inclusion support is not necessary.

STEP 2- Evaluation and Determination of Eligibility

- ✓ If the student's progress is not adequate (meeting grade-level expectations for success), the Inclusion Department may begin a comprehensive evaluation to determine eligibility for special education programs and related services. Students will be placed in Tier 2 or Tier 3.
- ✓ When classroom interventions have been attempted, but do not sufficiently address the child's needs, members of the Inclusion Department will meet with the student's parents to review why they believe a comprehensive evaluation is necessary and how it will benefit the child. Members of the Inclusion Department will share information with parents about qualified professionals who can assess their children. They will suggest a timeline for completing the assessment.
- ✓ Parents will schedule their **child's assessment with a qualified clinical psychologist**. Once the assessment is complete, parents will share written documents or **Clinical Assessment Report with the Inclusion department**. Members of the Inclusion Department, especially the Head of Inclusion, may also contact the psychologist with parental consent to discuss the child's assessment as necessary.
- ✓ The Inclusion Department will conduct a meeting with the parents for an **IEP implementation** and support services offered by the school.
- ✓ Recommend Specialized provision or external **therapy program from external services** for those students with Additional Learning Needs (ALN) according to their individual needs for improvement of social, behavior, communication, and academic performance
- ✓ If the child is already medically diagnosed, The Head of Inclusion will communicate with the parents for the IEP Implementation and Inclusion Support Services:
Classroom/In-class and Pull- out support with Parent's consent to give rightful intervention for the students according to their individual needs

Step 3— Implementation of the IEP/ILP Reports for Inclusion Support (IS) services

- Special education services are provided to students by the recommendations of the IEP,
 - ✓ Referral form
 - ✓ Observational behavior reports
 - ✓ Anecdotal record
 - ✓ Parent's consent
 - ✓ Baseline Test
 - ✓ Classroom/ Push In/ In class support by Inclusion Teacher
 - ✓ Pull-out support by Inclusion Teacher
- **An IEP/ILP** should be implemented immediately following written parental approval of the services offered by the school.

Step 4— Development of Reports and IEP

Students with a formally diagnosed disability or with special educational needs as identified by a Developmental Doctor or Clinical Psychologist will have an Individualized Educational Program is written for them that will help students, parents, POD teachers, counselors, and administration identify:

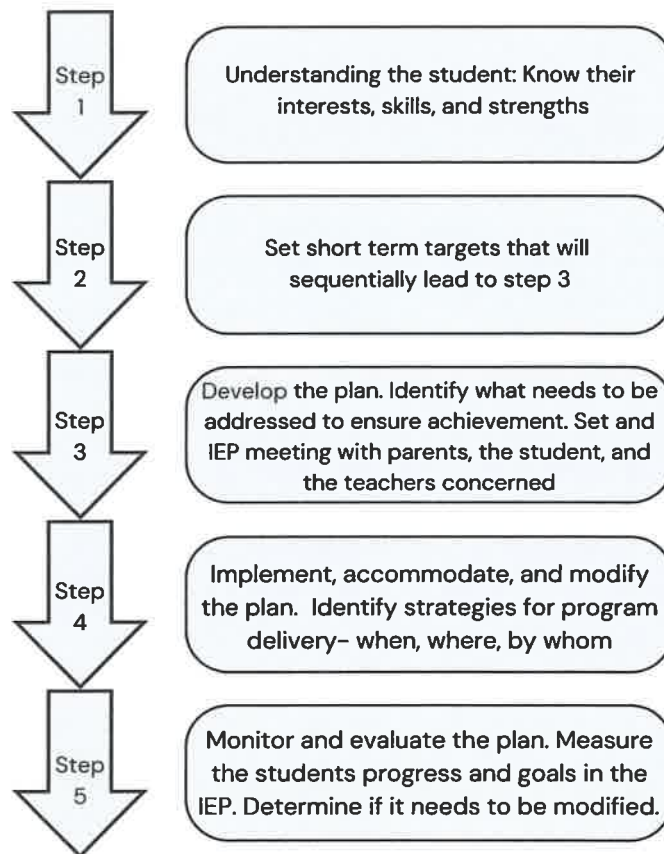
- ✓ A questionnaire for student and parent information will be filled up by the parents to know their background information and help the counseling team understand the student's development (**History Questionnaire**)
- ✓ **Performance background** for the student, including strengths and areas of concern tracked by the class teachers and monitored by the Inclusion Teacher
- ✓ Classroom and testing accommodations. Accommodations are changes that do not alter what is being taught and include alterations of the environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks with **modification of task or activities on the lesson plan.**
- ✓ The **IEP or ILP** will record only that which is different from or additional to the normal curriculum and will concentrate on several targets that closely match the student's needs. The IEP/ILP will be discussed with the parents involving student goals, strategies, assessment, and progress.
- ✓ **IEP/ILP will be reviewed** termly or as needed during the academic year. The school will endeavor to hold the reviews formally, and parents' views on their child's progress will be actively sought. Wherever possible or appropriate, the school will involve students in this process.

Step 5— Counseling team Monitoring and Reviews of Student Progress

- The IEP/ILP should be reviewed and the student's progress monitored closely by the Inclusion Department

- During the first 2 months, LST members and teachers may be reconvened to review the progress and revise the IEP/ILP for the next target goals.
- Monitoring of student progress involves:
 - ✓ Lesson Plan Modification for students with Additional Learning Needs (ALN)
 - ✓ Question Paper Modification based on the IEP
 - ✓ AFL/Termly test result
 - ✓ Student's output
 - ✓ Report card and Progress tracker sheet
 - ✓ Session Tracker
 - ✓ Feedback from the teachers (Termly Anecdotal Report for holistic tracking: behavior, social, emotional, communication, academics)
 - ✓ IEP meeting
 - ✓ IEP Revision of goals every after Term (sooner, if deemed necessary)
- If the target goals in the IEP are not met by the students for the expected period, those goals will be retained through the revision of the IEP until learned.
- IEP meetings with Parents, class teachers, Inclusion Teacher, and Head of Inclusion will take place during the 2nd month of school, and every after Term exam during Open House.
- Parents are required to attend the IEP meeting so that discussions, concerns, and reviews of the child's performance are properly tackled.
- Revision of the IEP is mutually agreed upon and appropriately planned.
- Revision of the IEP is signed by the Parents and counselor for legal agreement purpose.
- The **Head of Inclusion with the Inclusion Team schedules an annual review report** of all Inclusion Support services and makes recommendations for the next school year.

Developing an Individual Educational Plan



SUPPORT AND MONITORING PROGRESS OF STUDENTS WITH ADDITIONAL LEARNING NEEDS

IIS adopts the **Tiered Model of Support**, designed to address the diverse needs of our students. This approach recognizes that the majority of students' needs can be effectively met within the classroom setting by the teacher (Tier 1: Universal). However, some students may require more targeted interventions (Tier 2: Targeted), while a few may need highly personalized support, possibly involving external specialists (Tier 3: Intensive and Individualized).

The **Tier 1** is good quality support in general education classrooms, which will include differentiation of the curriculum to meet different learning needs. Gathering information about students who require learning support. Inclusion department may recommend intervention plans for these students.





Tier 2 is a referral and placement determined by the Learning Support Team and Inclusion Department for special educational needs and additional support through set targets. All students will have **Individual Learning Plans (ILPs)** or Advanced Learning Plans (ALPs) for Gifted and/or Talented Students (G&T)

Intervention and Support Procedures: Tier 2

The Inclusion Teacher with the concerned teachers are also responsible for monitoring the appropriateness of the support/intervention and its impact on learning and achievement. They will accept and request information from subject teachers, parents, and other concerned parties and will meet the individual student regularly. A child in this tier will receive 1 pull out and 1 push in support from the Inclusion Teacher. At the end of an agreed period of not more than four school weeks, the Inclusion Teacher will conduct a formal stage 1 Review of the appropriateness of the support/intervention. The following outcomes are possible.

- Targets have not been achieved → support /intervention is modified (Tier 2), or determine if the ILP needs modification, or if child needs to have intensive support and be moved to tier 3
- Some targets have been achieved/partially met → new targets are set if necessary and support/intervention / modified (sTier 2), continue with the set goals.
- All target has been achieved → determine if the child can be moved to tier 1, or set new targets and support/intervention is modified (Tier 2)

Intervention and Support Procedures: Tier 3

At the end of an agreed period of not more than a further four school weeks, the member of staff responsible will conduct a formal stage 2/Tier 2 Review of the appropriateness of the support/intervention. The following outcomes are possible

The **Tier 3** is a support service for a smaller group of students all of whom have special educational needs. **All students will have an IEP.**

- Tier 3 targets have not been achieved → support /intervention is modified, meet with the parents to discuss progress and further external support
- Tier 3 targets have been partially achieved → new targets are set if necessary and support/intervention is modified , or make changes with the IEP.
- Tier 3 targets have been achieved → determine if the child can be moved to Tier 2, new targets are set because support/intervention is modified , and determine if the child can be moved to Tier 2. Meet with the Inclusion Team to determine if intervention and support is necessary.



HOW DO WE IMPLEMENT INTERVENTION EXTENSION FOR G&T?

Advanced Learning Plan (ALP)

The ALP aims to identify and structure the help and support individual students need with learning if they are to maximize their potential and attain at a level appropriate to their age and ability. The IEP must reflect the goals and objectives for student's academic, behavioral, and social needs specific and measurable. The IEP also identifies needs of accommodations or modifications that are necessary for the student to actively participate in a whole-school program.

ALP Implementation

- The ALP must be endorsed with the written approval of the parent before implementation.
- IEP will be implemented by the Head of Inclusion and Inclusion Teacher with the support of the LST.

Behavioral Management Plan

The Behaviour/Monitoring Card aims to address aspects of individual students' behavior that prevent them from making progress and attaining at a level appropriate to their age and ability.

A copy of the Report card is held by the councilor, Supervisors, and the student:

The Report Card /monitoring Card

- Up to three specific targets for improving Behaviour for Learning and behavior around the school.
- Action plan –subject specific
- Subject teacher's judgments about the extent to which each target is met during each period of the day.
- Weekly or daily reflection from students, and also may come from but not limited to : parents, counsellor, inclusion Teacher, coordinator.

Monitoring and Reviewing the IEP & ALP

- Inclusion Teachers will support the implementation and monitor the implementation weekly.
- Following the monitoring, every week a review of the IEP will take place with the Head of Inclusion, LST at the end of the month.
- The Inclusion Teacher and Head of Inclusion will monitor with the subject teacher and



the student if the targets set are met.

- The Inclusion Teacher and Head of Inclusion with the support of LST will prepare annual review reports at the end of each academic year and make recommendations for any changes for the new school year

The Annual IEP Review Team:

- Principal
- Vice Principal
- Head of Inclusion
- Inclusion Teacher
- Counselor
- Concerned teacher
- The student of concern and the parent must attend the annual review.

ADEK DEFINITION- GIFTED AND TALENTED

Students whose outstanding abilities make them capable of high performance. Their needs require Specific consideration within the mainstream educational program. Their current attainment or Perceived potential places them significantly in advance of the majority of their peers in one or more of the following areas.

IDENTIFYING GIFTED AND TALENTED

Identification of gifted and talented learners should occur as early as possible. For some learners, giftedness may emerge at a later time and therefore identification processes need to be repeated at regular intervals. Identification of gifted and talented learners should not be an end in itself. It must be viewed as an ongoing process and the impetus for providing appropriate and personalized learning programs.

Identification could happen through a range of ways including:

- Parental questionnaire
- Identification by the use of objective assessment measures
- Gifted and talented screening checklist
- Meeting pupils' needs with a range of appropriate strategies
- Raising staff awareness of the range of strategies available to them
- Providing access to a suitably differentiated and challenging activities
- An emphasis on creating opportunities for pupils to identify their gifts and talents and for abilities to flourish
- Fostering a culture of achievement by creating a climate of learning and excellence throughout the school





- Working in partnership with the parent to help them promote children's learning and development
- Making use of links with other schools and the wider community to enhance learning opportunities
- Making use of standardized test - CAT4 results

Reference:

1. Abu Dhabi Private Schools Policies-Inclusion Policy (2023)

Policy Review: Ms. Ophelia Dcruze
Head of Inclusion

INTERNATIONAL
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ABU DHABI



Approved by: Dr. Beno Kurien
School Principal

