



SHINING STAR INTERNATIONAL SCHOOL ABU DHABI

INCLUSION POLICY

I. INTRODUCTION

This policy supports and guides schools functioning in promoting the principles of inclusive education in an ecosystem in which skilled professionals are equipped with the pedagogical knowledge to meet the diversity of needs present in this school. Through its implementation, this policy promotes a rights-based approach to education for all students where an understanding of equity and inclusion is instilled in all aspects of the community as set out in Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, and the School for All: General Rules for the Provision of Special Education Programs and Services (MOE, n.d.).

II. DEFINITIONS

1. Accommodations and Modifications to Teaching

- a. Any adjustments to the way in which teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs.

2. Accommodations and Modifications of Assessments

- a. Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations and modifications to external assessments should be in line with the guidelines of assessment providers/examination boards.

3. Adaptive Teaching

- a. An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.

4. Additional Learning Needs

- a. Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodations to participate in Physical Education and building accommodations to access facilities but may not require any accommodations in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodations (e.g., sit in the front of the class to be able to lip read) to access learning.

5. Annual Review

- a. A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalized approach to learning.

6. Assistive Technology

- a. Any item, piece of equipment, software program, or product system that is used to increase, maintain, or improve the functional capabilities of persons with disabilities (ATIA, n.d.).

7. Clinical Assessment Report

- a. A report arising from the assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.

8. Continuing Professional Development

- a. All activities undertaken by staff to improve their knowledge, skills, competencies, and performance on a regular basis. CPD includes in-person training, online training (synchronous or asynchronous), coursework, short certificate and degree programs, mentorship programs, peer/collaborative learning, academic conferences, research projects, observational visits, and community programs to share teaching best practices. CPD excludes planning hours and general staff meetings.

9. Documented Learning Plan

- a. A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plans (IEP), Individual Support Plans (ISP), Individual Learning Plans (ILP), Behavior Support Plans (BSP), Advanced Learning Plans (ALP), etc. This may be to address any specific identified academic, behavioral, language, or social and emotional need.

10. Equitable Access to Education

- a. Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.

11. Gifted and Talented

- a. Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.

12. Governing Board

- a. The governing body of a school, appointed by the school owners, and includes qualified representatives and parents. The Governing Board is the senior authority of the school, with responsibility for the overall governance of its activities.

13. Head of Inclusion

- a. The senior leader with responsibility for the coordination of provision for students with additional learning needs.

14. Inability to Accommodate

- a. The process, where a school applies to ADEK to inform, through a variety of evidence, of their inability to accommodate a student within the school, including, but not limited to, medical/clinical reports, student observations, adapted assessments, physical environments, and any other information available. Schools shall be able to evidence that allowing a student to join the school would negatively impact a student's development or safety, negatively impact peer development or other students' safety, or put a strain on resources beyond what is mandated in policy.

15. Inclusion Assistant

- a. A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.

16. Inclusive Education

- a. An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.

17. Inclusion Teacher

- a. A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.

18. Inclusion Team

- a. Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.

19. Individual Assistant

- a. Formerly known as "Shadow Teachers", Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioral, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.

20. Mainstream Education

- a. The learning environment where all students learn alongside their peers in an inclusive school environment.

21. Modified Curriculum

- a. Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum.

22. Multilingual Learners

- a. Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.

23. Personal Emergency Evacuation Plan (PEEP)

- a. A personalized plan, for any students that require it, to support either a short- or long-term need, which specifies the types of assistance required to support their safe evacuation and continuous safety, from the point of raising the alarm to exiting the school building.

24. Pull-out intervention

- a. Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist outside of the mainstream classroom.

25. Push-in intervention

- a. Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.

26. Specialized Provision

- a. Educational provision that meets the individual needs of students who require specialist attention (a blend of teaching and therapy) and a Tiered Model of Support focused resource allocation due to unique learning and engagement requirements. An approach to meeting the different needs of students which acknowledges that most needs can be met by the teacher (Tier 1: Universal), whilst some may require specific interventions (Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists (Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.

27. Twice Exceptional Students who are both gifted and/or talented and have other additional learning needs.

28. Universal Design for Learning

- a. An approach to teaching and learning that promotes equitable access to education for all students regardless of their differing needs.

III. PURPOSE AND OBJECTIVE

- To define expectations of inclusive education as a fundamental right for all students including students with additional learning needs in schools.
- To specify admissions requirements for students with additional learning needs.
- To ensure the school is offering standard inclusive provision in terms of staffing, physical accessibility, and teaching and learning support.
- To outline requirements to charge additional fees to parents.
- To identify school leadership roles and responsibilities to promote inclusive learning environments.

- To define minimum requirements for compliance and standard provision of education for students with additional learning needs in schools.

IV. ADMISSION

Our school is committed to fostering an inclusive and supportive learning environment by Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments. The admission process for students with additional learning needs adheres to the following guidelines:

1. **Priority for Siblings:** We prioritize the attendance of students with additional learning needs and their siblings in the same school, ensuring a sense of familiarity and support within the educational community.
2. **Clinical Assessment Reports:** Parents are requested to provide original clinical assessment reports completed by relevant specialists, such as therapists, psychologists, or pediatricians. These reports aid in understanding the specific needs of the student and inform appropriate support strategies.
3. **Transition Support:** We are committed to supporting the transition process for all students with additional learning needs. Specialized transition support is provided for:
 - a. Students starting school for the first time or transitioning from alternative early education settings.
 - b. Students transferring from specialized provision, homeschooling, or any other type of educational provision.
 - c. Students participating in exchange programs.
4. **Assessment Accommodations:** If assessments are part of the admissions process, the school will provide any necessary accommodations to facilitate the student's participation. The results of these assessments will inform the provision of learning support, but admission will not be denied based on assessment outcomes.
5. **Equitable Access:** Utilizing all available information, we ensure equitable and safe access to the learning and physical environment for students with additional learning needs. Reasonable adjustments will be made as necessary to accommodate individual requirements.
6. **Inability to Accommodate:** The school understands that it is imperative to submit an “inability to accommodate” notification to ADEK no student of determination can be denied admission and in case the school is not able to accommodate the specific needs of the child due to the lack of infrastructure and facilities needed to effectively help the child.
7. By following these guidelines, our school aims to create an inclusive and nurturing educational environment that empowers students with additional learning needs to thrive academically, socially, and emotionally.
8. **Re-enrollment:** In line with the ADEK Student Administrative Affairs Policy, schools shall re-enroll all students for the next academic year.

- V. REFERRALS TO SPECIALIZED PROVISION:** The majority of students with additional learning needs will attend mainstream schools along with their peers. Alternative placement may be considered for students who meet eligibility criteria.
1. Where a school considers that a student may require a more specialized placement, they must contact ADEK prior to conversations with parents, in order to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.
 2. In instances where a UAE National has obtained a diagnosis of severe autism from a clinical assessment (and this is their primary need), they may only be referred for consideration for specialized provision, if they meet all three of the following conditions:
 - a) ADEK, the school, and parents agree that the student will gain greater benefit from specialized provision than a mainstream school.
 - b) The student requires intensive therapy, such as occupational therapy, speech and language therapy, and Applied Behavior Analysis, which cannot be delivered in a mainstream school.
 - c) The school ensures parents understand the criteria for admission to specialized provision and consent to the school making a referral to ADEK

VI. INDIVIDUAL ASSISTANT/LSA FADING OUT/ WITHDRAWAL PROCESS

1. **Assessment of Needs:** We assess the student's current capabilities and determine specific areas where they may need more support.
2. **Gradual Transition:** The fading out process involves gradually reducing the LSA's presence. This means initially allowing the assistant to step back during certain activities while remaining available for others.
3. **Collaboration:** It's essential for parents to be involved and to communicate with us throughout this process. Your insights into Muhammad's behavior and needs are invaluable.
4. **Monitoring Progress:** We closely monitor Muhammad's progress during this transition. If he demonstrates the ability to handle tasks independently, we can consider further reducing support.
5. **Adjustments as Needed:** Should we notice any challenges, we may need to adjust the level of support accordingly.

VII. STANDARD INCLUSIVE PROVISION

The school follows the staff requirements for the Department of Inclusion as per the ADEK inclusion policy. The School has the following staff members which constitute the core team members of the Inclusion team:

1. Head of Inclusion (1)
2. Inclusion Teacher/Special Educator (1)
3. Inclusion Assistant (1)
4. Individual Assistants/LSA – (20)
5. School Counselor (1)

1. **Head of Inclusion:** The school has a Head of Inclusion with no more than 10% of their timetabled workload dedicated to teaching commitments outside of their role as Head of Inclusion and member of the school leadership team who meets *ADEK staff eligibility policy*.

With adequate training in topics related (but not limited) to:

- SEND (Special Educational Needs and Disabilities) pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Learning interventions and evaluation of effectiveness
- Target-setting for learning and developing IEPs
- Coordinating inclusive provision
- Resource allocation and deployment

2. **Inclusion Teacher:** The school has appointed Inclusion Teachers per cycle, with no more than 10% of their timetabled workload outside of their role of teaching students with additional learning needs as per the *ADEK Staff Eligibility Policy*,

With adequate training in topics related (but not limited) to:

- SEND pedagogies
- Identification of barriers to learning
- Strategies to support SEND
- Effective teaching
- Target setting for learning and developing IEPs
- Planning and evaluating interventions
- Data to inform practice

- 3. Inclusion Assistants:** The school has Inclusion Assistants to provide additional support to teachers for students with additional learning needs. Inclusion Assistants work under the direction of a teacher and may provide:
- Whole-class support where there are higher numbers of students with additional learning needs.
 - Targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable their progress towards Documented Learning Plan (DLP) targets,
 - To support to a particular student, if required, as per their DLP and the Clinical Assessment Report.

The school conducts an annual review, at a minimum, to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact.

- 4. Individual Assistant:** The school seeks the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision. Where a student with additional learning needs requires additional individualized assistance for personal care and other non-teaching related support.
- a) When requesting parents to engage an Individual Assistant, the school provides evidence and a justification to outline the need for support for the majority of the student's school day.
 - b) The Individual Assistant will be available outside the classroom and is authorized to enter the classroom to provide support to the concerned student only upon request by the teacher.
 - c) The school maintains records on the Enterprise Student Information System (e.SIS) and Private Schools Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student.

5. The School Counselor

The primary responsibility of a school counselor is to provide individualized and group counseling to students with Additional Learning Needs. By conducting assessments, counselors identify students' strengths and areas for improvement, tailoring support strategies to fit each child's unique requirements. This personalized approach is vital in developing Individualized Education Plans (IEPs), which outline specific goals and accommodations designed to enhance each student's learning experience.

Working closely with teachers, counselors help implement inclusive teaching strategies that cater to a diverse classroom. They provide professional development and resources, equipping educators with the tools necessary to create a supportive learning environment. This partnership fosters a culture of understanding and empathy, where all students feel valued and included.

Counsellor engages with parents, discuss their child's progress, and share effective strategies for supporting learning at home. Organizing workshops and informational sessions further empowers families, helping them navigate the resources available to them and reinforcing the importance of collaboration between home and school.

In addition to academic support, school counselors prioritize the social and emotional well-being of all students, and develop programs that promote social skills, emotional regulation, and positive peer interactions, creating a safe space where students can express themselves and build confidence. In times of crisis, counselors provide immediate support, ensuring that students receive the guidance they need to overcome challenges.

Ultimately, the school counselor's role in the Inclusion Department is to champion inclusive practices and advocate for all students. By fostering a supportive and understanding school culture, counselors help create an environment where every child can thrive academically, socially, and emotionally, paving the way for future success and leadership.

VIII. PHYSICAL AND GENERAL ACCESSIBILITY

We are committed to providing an inclusive and equitable learning environment for all students, including those with additional needs. We are actively engaged in a plan to address some of the limitations and enhance accessibility throughout the school.

1. Ground Floor Access

Most students with additional needs are placed in ground-floor classrooms, minimizing challenges with stairs.

2. Risk Assessments

A comprehensive risk assessment is conducted for all Students with Additional Learning Needs to identify potential hazards and implement mitigation strategies during emergencies.

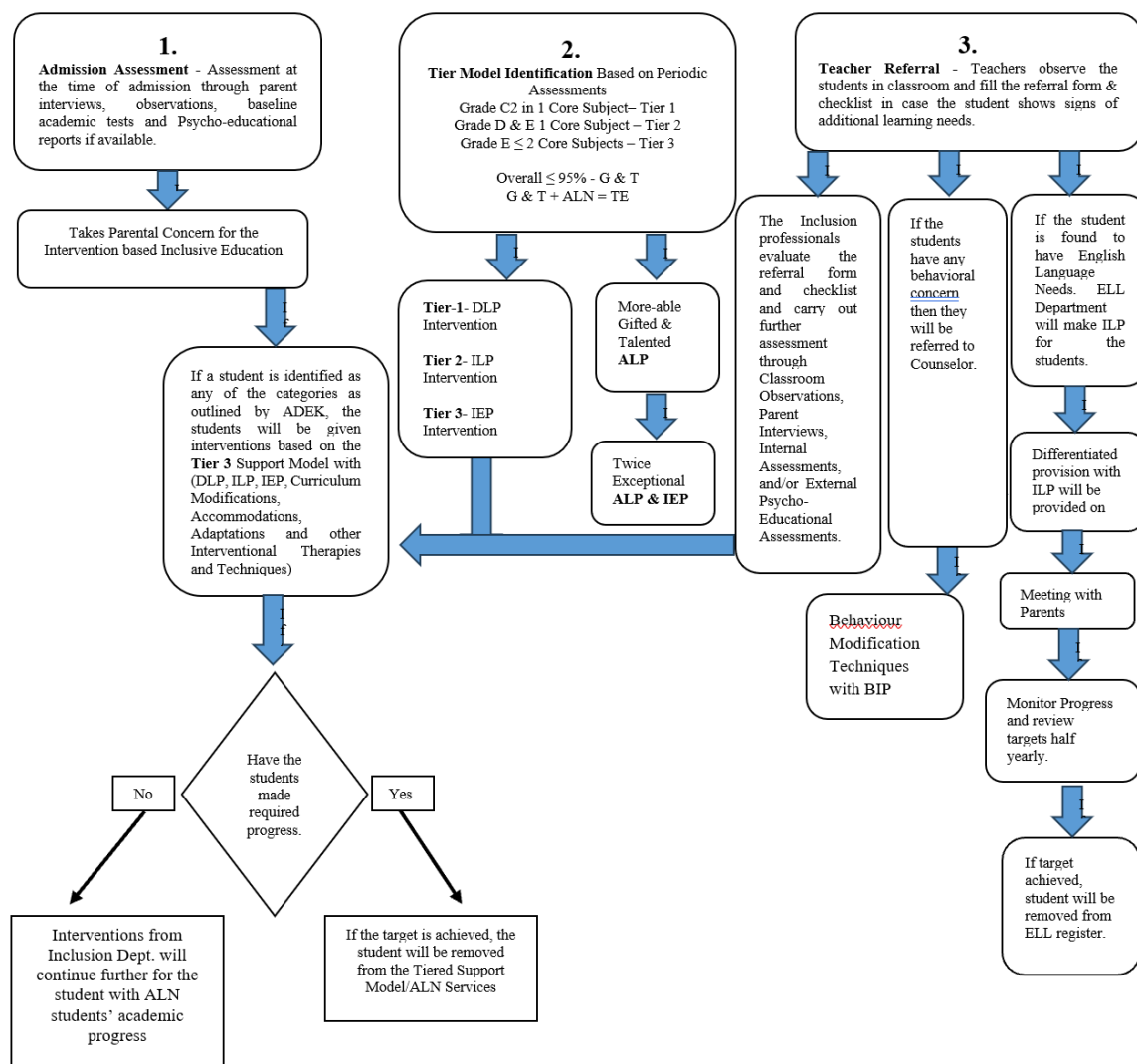
3. Addressing Accessibility Gaps

- **Ongoing Improvements:** We are continuously working to improve accessibility, including:
 - Accessible entrances: All entry points comply with wheelchair accessibility standards, including ramps.
 - Signage: Signage utilizes clear visuals and appropriate color contrast for enhanced visibility.
 - Sensory alerts: Evacuation alarms are accompanied by flashing lights for individuals with hearing impairments.

- Accessible bathrooms: Dedicated accessible bathrooms cater to individuals with physical disabilities in both buildings.
- **Emergency Evacuation**
 - Evacuation chairs are available for individuals unable to descend stairs independently.
 - Staff receive training in operating evacuation chairs and assisting individuals during emergencies.
 - Personal Emergency Evacuation Plans (PEEPs) are developed for each student and staff member requiring additional support during evacuation.

Our School is dedicated to fostering an inclusive and accessible learning environment for all. We acknowledge our limitations and are actively working to remove barriers and enhance accessibility throughout the school. We remain committed to continuous improvement and welcome feedback from our community to achieve this goal.

IX. IDENTIFICATION OF STUDENTS WITH ADDITIONAL NEEDS (ALNs)



The above flowchart explains the process of Identification followed by the Department of Inclusion. The identification takes place on three levels.

The first level is at the time of admission where a student is assessed for any Additional Learning Needs or being referred by the parent. It is achieved through parent interviews, observations, baseline academic tests, and psycho-educational reports if available.

At the second level, we use a structured approach using the Tier Support model. This model is designed to provide differentiated levels of assistance based on students' academic performance as indicated by our grading system.

In this framework, students achieving a C2 grade are categorized under Tier 1, representing the foundational support designed for those who are generally progressing well but may still benefit from targeted interventions. This tier focuses on enhancing their existing skills and ensuring they receive the necessary resources to continue thriving in their educational journey.

Conversely, students receiving D and E grades are identified as Tier 2. This tier addresses those who require more intensive support due to their academic challenges. At this level, we implement tailored strategies and interventions aimed at bridging the learning gaps, ensuring these students receive the guidance needed to improve their performance and build confidence in their abilities.

The third level takes place at classroom level which is a continuous process. The teachers are given training on how to identify a student with Additional Learning Needs in classroom and refer with check list to the Department of Inclusion.

The Inclusion professionals evaluate the Referral Form and Checklists and carry out further assessment through Classroom Observations, Parent Interviews, Internal Assessments and/or External Psycho-educational Assessments.

The students identified as falling in any of the categories outlined by categorization framework will be given interventions like (IEPs, ILPs, Differentiated instructions, Curriculum Modifications, ALN Mapping, Accommodations, Adaptations and other Interventional Therapies and Techniques).

The progress of the students would be tracked through ALN Mapping assessment, IEP reviews, and Performance Trackers. The services provided by the Department of Inclusion would be continued or stopped depending on the achievement of targets and progress shown by the student.

The students are referred to a Counselor in case if any behavioral concern is identified. The Counselor provides interventions such as Counseling & Psychotherapy, Behavior Modification, Cognitive Training, Stress Management, Parental Counseling and other Psycho-social Interventions such as Referral Services to Psychiatrists and Clinical Psychologists.

If the student is found to have English Language Needs. English Department will make ILP for the students. The teachers responsible will Monitor Progress review targets half yearly and conduct meetings with parents.

If the students are identified as More Able, Gifted, and Talented they are provided with Advanced Learning Plans, and in the case of Twice Exceptional with ALP and other strategies to meet additional needs.

X. CATEGORIES OF STUDENTS WITH ADDITIONAL NEEDS (ALNs)

The following framework is based upon the UAE unified categorization of disability. It provides schools with an important structure for identifying Students with Additional Learning Needs.

Common barriers to learning Categories of disability	Categories of disability (aligned with the UAE unified categorization of disability)
Cognition and Learning	1. Intellectual disability (including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and Interaction	5. Communication disorders 6. Autism spectrum disorders
Social, Emotional and Mental Health and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, Sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. <i>2Chronic or acute medical conditions</i>

1 Intellectual disability (unspecified) is identified as a distinct category within the UAE unified categorization of disability. However, due to the common ‘barriers to learning’ experienced by students with ‘intellectual disabilities’ both are combined for use by schools.

2 *An additional category ‘chronic or acute medical conditions’ has been added under ‘physical, sensory and medical’ to ensure a comprehensive coverage of student needs.*

XI. APPROACH OF RESPONSE TO INTERVENTION

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behaviour needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. (Gorski, Deb. “What Is Response to Intervention (RTI)?” *Rtinetwork.org*, 2019)

XII. TIER SUPPORT MODEL

Tier 1: General Service of Support

The classroom teacher responds to a child’s learning needs. The child is closely monitored and work is differentiated within the class. These students often experience low-level barriers to learning and benefit sufficiently from differentiated teaching and general support provided within the classroom. Teachers differentiate their lessons within their lesson planning, through provision maps, parent meetings, and children’s personal classroom targets, and intervention provided, if any, within the classroom.

For Tier 1 students with additional learning needs, we implement a Differentiated Learning Plan (DLP). This plan is specifically designed to provide personalized strategies and resources that cater to the unique strengths and challenges of each student.

By utilizing the DLP, educators can tailor instruction to meet varying learning styles and paces, ensuring that all students have the opportunity to engage meaningfully with the curriculum. This approach allows for flexible groupings, varied assignments, and alternative assessments, creating an inclusive environment that recognizes and values individual differences.

Through the Differentiated Learning Plan, Tier 1 students will receive the necessary support to build on their existing skills while addressing any areas of concern. Our goal is to empower these students to achieve their academic objectives and develop a love for learning, reinforcing our belief that every child can succeed when provided with the right tools and guidance

Tier 2: Targeted Service of Support

Tier 2 is provided in addition to Tier 1. It focuses upon supporting students who are achieving below age-related expectations within the curriculum, as a result of an identified difficulty, condition, or disorder. Tier 2 support often involves students participating in small group support sessions. The conditions of eligibility for Tier 2 are:

1. Any student who is scoring “D” grade in internal assessment and/or scoring “E” in at least one subject in core subjects (English, Math, Science, Islamic Studies, Social (UAE/Indian) and/or Arabic) needs additional support.
2. The student, on standard Intellectual Assessment, may have an average IQ.

Such students will be provided with an Individual Learning Plan (ILP) and this provision goes beyond the “regular” classroom. This may also possibly involve some external assessment and possible cost of support such as withdrawal for remedial sessions in small groups to support literacy and/or mathematics with the ALN staff or in a remedial study period with the subject teacher.

Tier 3: Individualized Service of Support

Tier 3 is provided to students who experience the most significant barriers to learning and those who do not benefit from Tier 2 inclusive strategies. Any student who scores “E” in more than one subject in core subjects (English, Math, Science, Social (UAE/Indian) and/or Arabic) and/or has sub-average intelligence on standard Intellectual Assessment is given Tier 3 support.

This level of support involves implementing personalized education programs that are different from those provided to almost all other students within the school, such as receiving high levels of support from a Learning Support Assistant, Individual Educational Plan (IEP) is made for the students on Tier 3 support.

Such student, if need be so, will be referred to for additional support/assessment from outside agency specialists such as speech therapists, occupational therapists, or psychologists and/or any child who requires a one-to-one Individual Assistant to access the curriculum. The student registered in Tier-3 list will not be detained in any of the grades, however, she/he will be registered under the CBSE provisions and exemptions for persons with disabilities.

XIII. INTERVENTION PLANS

1. Differentiated Learning Plan (DLP)

Differentiated Learning Plan (DLP) is an educational strategy designed to address the unique learning requirements of each student. This approach recognizes that students have varying strengths, weaknesses, interests, and learning styles, and it seeks to provide personalized support to enhance their educational experience.

At its core, a DLP involves tailoring instructional methods and resources to meet individual student needs. This may include modifying the curriculum content, using diverse teaching techniques, and providing varying levels of support based on each student’s abilities. For instance, some students may benefit from visual aids and hands-on activities, while others may thrive with verbal explanations or technology-assisted learning.

The DLP also incorporates flexible grouping strategies, allowing students to collaborate with peers in ways that promote engagement and peer learning. This flexibility helps create an inclusive environment where every student feels valued and supported.

Regular assessment and feedback are crucial components of a DLP. Educators continuously monitor student progress to make informed adjustments to the plan, ensuring that support remains aligned with each student's evolving needs.

Overall, a Differentiated Learning Plan empowers students with additional learning needs by providing a customized educational experience that fosters academic growth, builds confidence, and cultivates a lifelong love of learning. Through this approach, we aim to create a supportive environment where all students can thrive and reach their full potential.

2. Individual Learning Plan

The Individual Learning Plan (ILP) is a personalized educational framework designed to address the specific learning requirements of each student in Tier 2 category. The ILP is a collaborative document created through the input of teachers, special educators, parents, and the students themselves, ensuring that it reflects the unique strengths, challenges, and aspirations of the learner.

The primary purpose of an ILP is to set clear, achievable goals tailored to the individual student's needs. These goals encompass not only academic objectives but also social, emotional, and behavioral targets. By focusing on the whole child, the ILP aims to foster a well-rounded educational experience that promotes both personal and academic growth.

The ILP outlines the strategies and resources necessary to support the student in reaching their goals. This may include differentiated instruction, specialized teaching methods, and specific accommodations, such as modified assignments or additional time for assessments. The plan also identifies any additional services the student may need, such as speech therapy or counseling.

Monitoring progress is a crucial aspect of the ILP. Educators regularly assess the student's achievements about the outlined goals, making adjustments as needed to ensure the student remains on track. This ongoing evaluation allows for flexibility in the learning process, adapting to the student's evolving needs and interests.

Regular communication among educators, parents, and the students is essential for the success of an ILP. By fostering an open dialogue, all parties can collaborate effectively to support the student's learning journey.

3. Individual Educational Plan

The Individual Educational Plan (IEP) is a tailored document that outlines specific educational goals, services, and accommodations designed to support a student's unique learning requirements. The IEP serves as a roadmap for educators, parents, and support staff, ensuring that each student's educational experience is customized to help them succeed academically and socially.

The process of creating an IEP begins with a comprehensive assessment of the student's strengths, challenges, and learning preferences. This assessment may involve input from teachers, special education professionals, and parents, as well as the student themselves, to ensure a holistic understanding of the learner's needs.

An IEP includes clearly defined, measurable goals that are realistic and achievable within a specified timeframe. These goals are tailored to address the student's specific learning challenges, whether they pertain to academic skills, social interactions, or behavior.

In addition to goals, the IEP outlines the services and support the student will receive. This may include specialized instruction, related services such as speech or occupational therapy, and accommodations like modified assignments or additional time for tests. The plan also specifies how progress will be monitored and reported, ensuring that parents and educators stay informed about the student's development.

Regular reviews of the IEP are essential, typically occurring at least annually, to assess progress and make necessary adjustments based on the student's evolving needs. This collaborative approach fosters communication among educators, parents, and student, ensuring that everyone is aligned in supporting the learner's journey.

4. Additional Learning Needs Mapping (ALN Mapping)

We have ALN Mapping, or Additional Learning Needs Mapping, which is a comprehensive framework designed to identify, track, and support students with additional learning needs (ALN) in educational settings. This systematic approach focuses on gathering and organizing information about each student's unique strengths, challenges, and specific requirements, allowing educators to create tailored strategies that enhance learning and promote student success.

At the heart of ALN Mapping is the collection of detailed data, which may include assessments, observations, and input from teachers, parents, and specialists. This information is compiled to create a clear overview or "map" of the student's needs, making it easier for educators to understand how to best support each learner. By visualizing the diverse needs within a classroom, educators can identify patterns and trends that inform targeted interventions and resource allocation.

ALN Mapping also emphasizes collaboration among all stakeholders involved in a student's education. By involving parents, teachers, and support staff in the mapping process, a holistic understanding of the student's needs is developed. This collaborative approach ensures that strategies are aligned and that everyone is working towards common goals.

Furthermore, ALN Mapping is essential for monitoring student progress over time. Regular updates to the mapping process allow educators to assess the effectiveness of implemented strategies and make necessary adjustments. This continuous evaluation helps ensure that students receive timely and appropriate support, fostering an environment where they can thrive academically and socially.

XIV. GIFTED & TALENTED STUDENTS

The term giftedness refers to a student who has untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability.’ These domains will include intellectual, creative, social, and physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually underachieve.

The term talented refers to, a student who has been able to transform their ‘giftedness’ into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

The Advanced Learning Plan (ALP)

The Advanced Learning Plan (ALP) for gifted and talented students in Abu Dhabi is a strategic framework designed to provide tailored educational opportunities that meet the unique needs of these learners within an inclusive educational environment. Recognizing that gifted and talented students often require more than the standard curriculum to thrive, the ALP aims to challenge them intellectually while fostering their social and emotional development.

Teachers assess each student’s strengths, interests, and areas for growth to create personalized learning pathways. This may involve offering advanced coursework, project-based learning, or opportunities for independent study that align with the student's passions and talents. By providing a curriculum that goes beyond the standard expectations, the ALP encourages gifted students to explore subjects in depth, fostering critical thinking, creativity, and problem-solving skills.

Schools work closely with parents, teachers, and specialists to ensure a comprehensive understanding of each student’s needs. Regular communication and feedback loops allow for ongoing adjustments to the plan, ensuring that it remains relevant and effective in supporting the student’s growth.

ALP emphasizes the importance of social and emotional learning. Gifted and talented students often face unique challenges, such as feeling isolated from their peers or experiencing heightened emotional sensitivities. The ALP includes strategies to foster social connections, encourage teamwork, and build resilience, helping students navigate their educational journey with confidence.

XV. MORE-ABLE

More-able students are provided with differentiated instruction tailored to their unique strengths and interests. Teachers are encouraged to assess each student’s capabilities and design learning experiences that foster critical thinking, creativity, and problem-solving skills. This may include advanced coursework, enrichment activities, and opportunities for independent projects that allow students to explore their passions in depth.

Collaboration among teachers, parents, and specialists is a fundamental aspect of the ALP strategy. By working together, educators can develop Advanced/Individualized Learning Plans that address the specific needs of more able students.

Our policy emphasizes the importance of social and emotional development for more able students. Recognizing that these learners may face challenges such as feeling different from their peers, the policy encourages schools to create an inclusive environment that fosters connections and collaboration among students. This includes promoting social skills, teamwork, and resilience through group projects and extracurricular activities.

XVI. TWICE EXCEPTIONAL

Twice Exceptional students are provided with tailored educational strategies that recognize their exceptional abilities while also accommodating their specific challenges. Educators are trained to identify the dual nature of these students, enabling them to develop individualized learning plans that leverage their strengths while addressing their learning needs. This differentiation may include modified teaching methods, specialized resources, and targeted interventions that support both giftedness and any areas of difficulty.

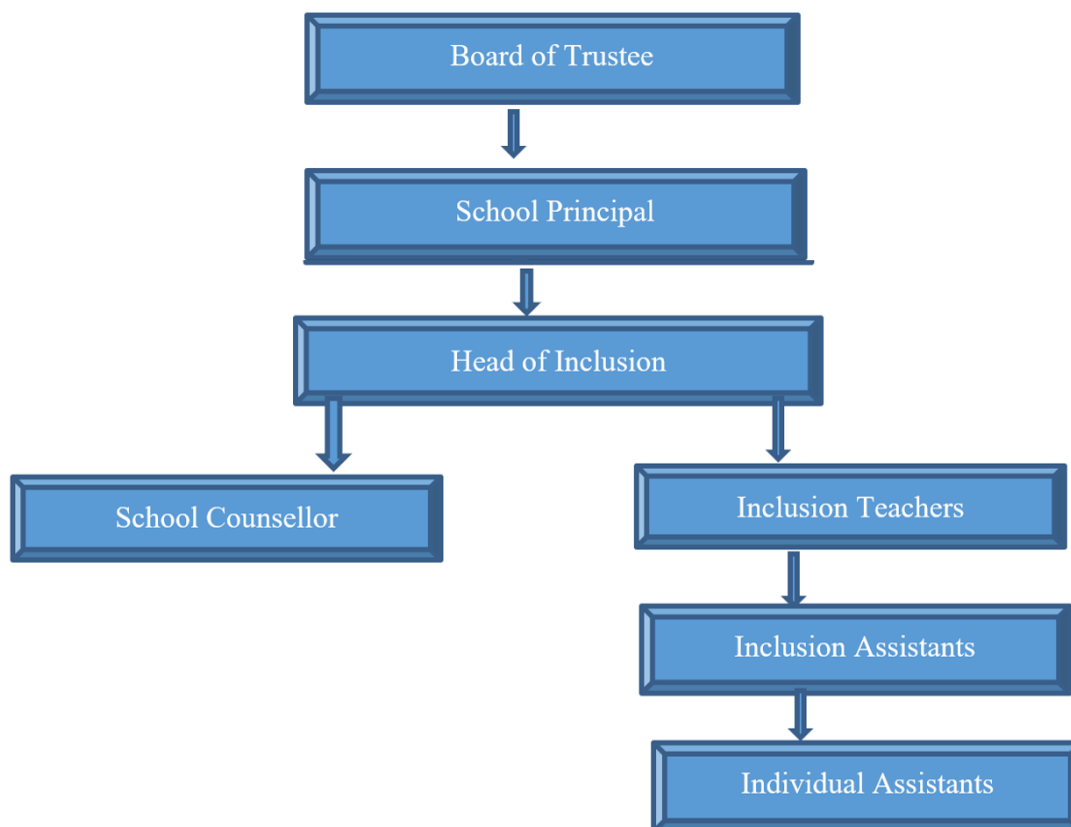
Collaboration is a cornerstone of our policy for twice-exceptional students. Teachers, inclusive/special education professionals, and parents work together to create a cohesive support network that prioritizes the student's overall well-being. Maintains regular communication and feedback to ensure that strategies implemented are effective and responsive to the student's evolving needs.

We emphasize the importance of social and emotional support for twice-exceptional students. These learners often face unique social challenges, such as feeling isolated or misunderstood due to their dual exceptionalities. SSIS encourages fostering inclusive environments that promote social interactions, peer relationships, and self-advocacy skills, helping these students build resilience and confidence.

XVII. PEOPLE RESPONSIBLE FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS

Support for students with Additional Learning Needs is provided by the Inclusion and Wellbeing 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 students with additional learning needs at **Shining Star International School** is the Head of Inclusion with the Inclusion Teacher, Inclusion Assistant, Individual Assistant, and School Counsellor as other members of the Inclusion Team. The School Principal makes important decisions and oversees the work of the Inclusion Department.



The day-to-day management of all aspects of the Inclusion and Wellbeing Department are:

- To communicate a vision of inclusion and ensure that best practices of inclusive approaches to teaching and learning are embedded in the entire school community.
- To monitor and support all teachers to remove barriers to learning and identify and develop approaches so that every child can be successful.
- To provide advice and guidance to both teachers and parents.
- To promote high expectations of Students with Additional Learning Needs.
- To facilitate collaborative meetings to develop IEPs and implement any research-based interventions.
- Keeping the Principal well informed about Learning Support within the school
- Maintaining records and master copies including support Register.
- Working with an individual and small group of students to offer extra support and guidance
- Building & Sustaining a strong student's teacher relationship.
- Keeping an unwavering focus on maintaining a safe learning environment for the students.

XVIII. LEADERSHIP ROLES AND RESPONSIBILITIES

The school leadership at SSIS whole heartedly support inclusion and they strive to implement Inclusive Ethos in school. The leadership team consists of following members with their brief responsibilities.

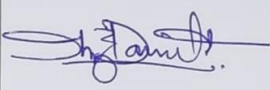
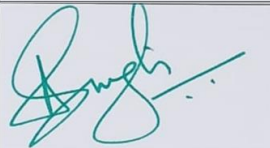
1. Board of Trustee

The Chairman and Vice Chairperson are the Board of Trustees responsible for overseeing and supporting the Department of Inclusion. The Head of Inclusion submits the yearly budget to the principal and gets it approved by the Board of Trustees.

It is ensured that necessary adjustments and accommodations are made to the school environment and infrastructure. This involves planning and implementing modifications to physical spaces, pathways, and facilities to enhance access and create a barrier-free environment. By proactively addressing these concerns, the board promotes an inclusive atmosphere that fosters the full participation of all students.

2. Principal

- The Principal ensures that Inclusion is a top priority and is discussed regularly with leadership and trustees.
- The Principal has delegated responsibility for inclusion to a dedicated team member who is the Head of Inclusion and responsible for handling day-to-day affairs related to the implementation of Inclusion. The Principal is actively involved in the hiring process for the Inclusion team.
- The Principal encourages the Inclusion Team to receive ongoing training in inclusive teaching, safeguarding, and identifying specific needs and Level-3 Safeguarding certificate is mandatory for all Senior Leaders.
- The Principal ensures that all staff takes training in Child Protection.
- The Principal carries out regular observations in classrooms and observations for remedial sessions. She provides consistent feedback to the team.

	Name	Signature	Date
Prepared by:	Dr. Aby Daniel A. Head of Inclusion		20/09/2024
Policy Review Approved by:	Mrs. Abhilasha Singh (Principal)		03/10/2024

References:

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- Differentiation Model of Giftedness and Talent.
- François Gagné: *The DMGT: Changes within beneath and beyond*. 2013. International Research Association for Talent Development and Excellence.
- ADEK. Policy 48: Students with Students with Additional Learning Needs Corresponding to Article (53) of the Organising Regulations
- (Gorski, Deb. “What Is Response to Intervention (RTI)?” *Rtinetwork.org*, 2019)
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- Abu Dhabi Private Schools Policies (ADEK): Inclusion Policy-October 2023