



INDIAN SCHOOL RAS AL KHAIMAH

Inclusion Policy 2025-2026

This policy & procedures are reviewed annually to ensure compliance with current regulations



Approved / Reviewed by	
Policy Lead	Mrs. Yamuna V
Role	Head of Inclusion Department
Date of review	06-04- 2025
Date of next review	06-04-2026
Signature	

Approved



Introduction

The Indian School Ras Al Khaimah is committed to offering an Inclusive curriculum to all its students, to meet their needs or abilities and to ensure the best possible progress for all. The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks. These are to ensure that students who experience SOD have equitable access to quality inclusive education with their peers.

For children and youth identified as having Students of Determination (SOD) it can be difficult to get the support they need to do well. It can take too long for their families to find out that their child needs extra help. The system of support available to children with SOD is also very complex, with teachers, health workers and social care workers often working separately to meet the particular needs of a child.

We are making sure that they have the same opportunities as everyone else and that they receive the necessary support to move effortlessly into adulthood. To provide the structure for a learner-centered process that engages students, family, school and other professional in planning and implementing high quality needs led provision that is consistent across the cluster.

This is to ensure all our students are able to access quality of opportunities for learning and social development, achieving maximum progress and promoting well-being, focusing on ensuring needs are met and appropriate difference is made.

This policy has been written with reference to the following guidance and documents:

- The UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.
- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.
- Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that 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 where their personal, social, emotional and academic needs are fully met.
- The UAE 'School for All': General rules for the Provision of Special Education Programs and Services' (2010) guidance.
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.

AIM:

Indian School RAK has an inclusive system of education. We strive to create equal opportunities for all our students, especially students of determination. We aim at developing a school environment as a miniature mainstream society with diversity. In our school, we foster an environment among students and teachers to empathize, help and support students with special needs to bring out their potential to the fullest.

A fully-fledged special education program is not offered due to limited provisions. Enrollment of students with severe disabilities is based on specifications mentioned in admission criteria.

Objectives

- ☐ To identify and eliminate **physical, academic, social, and emotional barriers** that may hinder the participation or progress of any learner.
- ☐ Developing Individual education plans to meet the needs of the students.
- ☐ Adopting co-curricular activities.
- ☐ Latest technologies and facilities to stimulate interest in learning.
- ☐ Regular assessment of students' progress in academic and co-curricular activities.
- ☐ Designing and developing behavior strategies to manage challenging behavior.
- ☐ Students are entitled to receive a broad, balanced and relevant curriculum. We recognize that appropriate advice, support and resources are required to achieve this for some students in the mainstream curriculum.
- ☐ Staff will ensure that students of determination join in the activities of the school together with their peers, so far as that is reasonably practical and compatible with the student receiving the necessary SEND provision, the efficient education of other students in the school and the efficient use of resources.
- ☐ Indian school believes that valuing individual differences leads all students, irrespective of social or cultural background, learning challenges and disability, to succeed in terms of the fulfilment of academic and social goals, and in the development of positive attitudes to self and others. Indian school inclusion provision is child- centered, strengths-based and aims to support the whole person.

Vision Statement

"To create a safe and inclusive school environment founded on values, that empowers all students to be independent, reach their full potential and become competent global citizens."

Goal

Inclusion policies strive to provide equal opportunities for all individuals, ensuring that everyone can participate fully in societal activities. For instance, the UAE's Ministry of Education has adopted an Inclusive Education Policy to facilitate the integration of students of determination into the school community, promoting quality education aligned with international best practices.

Purpose of Inclusion Policy

The purpose of the Inclusion Policy is to help ensure that equitable opportunities are provided for every child at Indian school taking into account their individual strengths and needs. This policy describes the way we meet the needs of students who experience barriers to their learning.

Definition of Inclusion

"Students of Determination" refers to individuals with disabilities or special needs, encompassing a broad spectrum of conditions that may affect a person's physical, sensory, intellectual, or psychological abilities. This designation aims to acknowledge and celebrate their resilience and achievements across various domains.

Categories of Students of Determination

The Ministry of Education identifies nine primary categories of Students of Determination.

1. Intellectual disabilities
2. Communication disorders
3. Autism Spectrum Disorder (ASD)
4. Attention Deficit Hyperactivity Disorder (ADHD)
5. Specific learning disabilities
6. Visual impairments
7. Hearing impairments
8. Physical disabilities
9. Psychological or emotional disorders

Federal Law No. 29 of 2006, amended by Law No. 14 of 2009, guarantees equal opportunities in education for individuals with disabilities. It mandates that these individuals have access to education in both regular and special classes, with appropriate accommodations such as sign language or Braille where necessary.

Admission of SOD

The **Indian School Ras Al Khaimah (ISRAK)** is committed to providing an inclusive educational environment for all students, including those identified as **Students of Determination (SOD)**. The school emphasizes holistic development, encouraging participation in both academic and co-curricular activities, fostering confidence and creativity among its students.

- The school is open to admitting SOD and engage all students in a quality learning experience alongside same aged peer.
- Parents are advised to provide the school with copies of all medical, psychological, educational assessments for evaluation; to determine the best possible pathway the school is able to lay out according to the needs of the applicant. These materials are a prerequisite in supporting the school to provide the best provision for the child.

Prereferral Process and Referral Process

Prereferral Process

Definition:

The prereferral process occurs **before a formal referral** is made to special education. It is intended to identify strategies and interventions that can support the student within the **general education classroom**.

Goals:

- Provide early interventions
- Avoid unnecessary special education referrals
- Gather data on student performance and behaviour
- Collaborate with parents, teachers, and specialists

Steps:

1. **Identification of Concern:**
General education teacher observes challenges in academic performance, mobility, or behaviour.
2. **Consultation and Team Formation:**
Teacher discusses concerns with parents and the school's Inclusion département.
Head of inclusion observing the child in six weeks.

3. **Implementation of Interventions:**

Accommodations or modifications are implemented (e.g., seating arrangement, assistive devices, shadow teacher, classroom support).

4. **Monitoring and Documentation:**

Teacher collects data on student progress and response to interventions.

5. **Decision Making:**

If interventions are successful, the student remains in general education. If not, a **formal referral** is made.

2. Referral Process

Referral is the **formal request for a special education evaluation**. It is made when prereferral interventions do not adequately support the student.

Goals:

- Determine if the student has a disability
- Assess the need for special education services
- Develop an Individualized Education Program (IEP)

Steps:

1. **Submission of Referral:**

A referral is submitted by a teacher, parent, or administrator, often with documentation from the prereferral phase.

2. **Parental Consent:**

Written consent from parents is required to begin evaluations.

3. **Multidisciplinary Evaluation:**

Specialists. (Psychiatrist, Psychologist, Psychiatry Social Worker,)

4. **Development of an IEP:**

If eligible, an Individualized Education Program is created outlining goals, accommodations, and services.

5. **Placement and Services:**

The student is placed in the least restrictive environment with necessary supports.

Type of Admission	Regular
Support Given by School	Differentiated Teaching Method, LSA (Learning Supportive Assistants Paid by Parents) Pull out Sessions
Documents Provided by Parents	Specialist Medical Report
Reports Maintained by	School Office and Inclusion Head
Severe/ Profound Behavioral Issues	Admission Based on Individual Conditions. If Poor Adaptive Skills, Comprehensive Special Education Program is Recommended
Severe Physical Disability Condition	Admission Based on Individual

Coordinating provision for children with SOD

The needs of majority of students will be met in the classroom. Teachers are expected to ensure that children with SOD are fully involved during lesson is being taught. Pull out sessions and remedial classes are conducted for the children who need extra attention to learn basic concept.

PROVISION

Provision: The students receive provision from CBSE. This provision is given after formal diagnosis and procedure from CBSE. There is extended timing in examinations, exemption from additional language, scribe, interpreter, computer and calculator for examination.

Students with Additional Educational Needs

- ☐ This additional need may be the result of low school attendance or circumstance in the home

Students with Wellbeing Concern

- ☐ Students may include poor attitudes to self and school sudden changes in mood/behavior, poor attendance, persistent behavior challenges, lack of emotional control, or difficulty establishing and maintaining peer relationship without any identified SOD at this time

Indian School RAK has a method of identification, assessing, planning, teaching, making necessary provisions, which consider individual needs of students. The entire process is a continuum and cannot be done in parts.

IDENTIFICATION

- ☐ During admission- identified by teacher
- ☐ Identified in the class by teachers due to behavior or academic concerns
- ☐ Parent may directly approach teacher or school administration during and present the diagnosis and request for Inclusion Head Room services. (Parent referral)
- ☐ Parents may choose to not disclose the child's condition. Subsequently teacher may identify in class and get in touch with the Inclusion Head. While being empathetic here, we help parents overcome denial. This may take few sessions for the Inclusion Head with parents.
- ☐ Teachers may spot a child with SOD; parents may not be aware that their child has an additional need. In such situations we help parents understand and create awareness. (Teacher's referral)
- ☐ We can also identify students with additional needs by the following tests employed in school.
 - Entry Level Tests which are conducted at the beginning of term.
 - Entrance test conducted for new admission.
 - Observation of class grades.

OBSERVATION

- ☐ Before we set out to provide intervention the students' level is determined by observation by the Inclusion Head, parent and teacher feedback.
- ☐ The inclusion Department has adapted checklists for learning difficulties, Autism and ADHD.

TEAM MEETING

- ☐ We recognize that for our students of determination to achieve their maximum potential, the key is to establish and build on successful partnerships with the team-Principal, Inclusion Head, Parents, SODCO, Teachers and Learning Supportive Assistants

SUPPORT

- ☐ Inclusion Head room support
- ☐ Individual accommodation plan
- ☐ Individual education plan
- ☐ Modified curriculum and lessons
- ☐ Modified exams
- ☐ Behavior intervention

REVIEW

- At the end of term, scheduled IEP meeting with the team (parents, teachers, Inclusion Head, LSA) student progress is evaluated and goals are either reset or carried on for maintenance or new ones are introduced.

SCHOOL GOVERNING BODY

- **Chairman**
- **Principal**
- **Vice Principal**
- **Stakeholders**

INCLUSIVE EDUCATION ACTION TEAM

- ☐ Inclusion Governor
- ☐ Inclusion Champion/SODCO
- ☐ Learning Supportive Assistants

INCLUSION SUPPORT TEAM

- Principal
- School Inclusion Head
- LSA
- Teachers
- Parents

INCLUSION SUPPORT TEAM

**INCLUSION
GOVERNOR**

PRINCIPAL

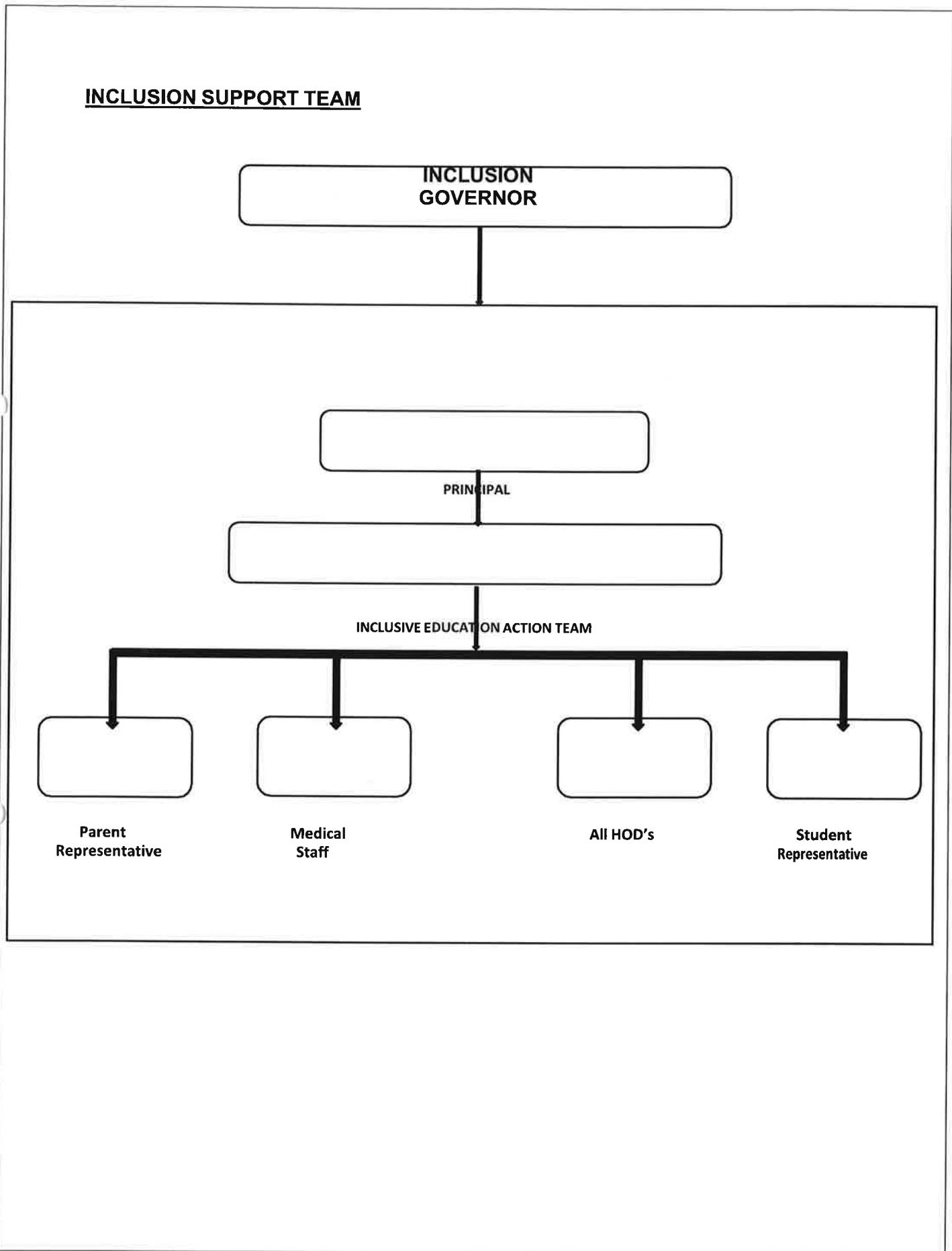
INCLUSIVE EDUCATION ACTION TEAM

**Parent
Representative**

**Medical
Staff**

All HOD's

**Student
Representative**



The role of the school

The school does its best to secure the necessary provision for any pupil identified as having students of determination. The school ensures that all teachers are aware of the importance of providing for these children and report annually to parents on the success of the school's policy for Students of Determination.

The school has decided that Students of Determination will be admitted to the school in line with the school's agreed admissions policy.

Roles and Responsibilities

- ☐ All teaching staff needs to be aware of the school's inclusion policy and the procedures for identifying, assessing and making provision for students with SOD
- ☐ Teachers remain responsible for working with SOD children on a day-to-day basis
- ☐ Teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes taking withdrawal sessions, reviewing IEP, ILP, Progress Monitoring Chart and where necessary, improving, their understanding strategies to identify and support SOD children
- ☐ Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupil's diverse needs in **order to** remove potential barriers to learning. This process should include working with the SOD COORDINATOR to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment
- ☐ Teachers liaise regularly on planning, assessment and progress in order to contribute effectively to the graduated response (assess, plan, do, review)
- ☐ Targets arising from individual Education Plans (IEP's) meetings and reviews will be used to inform and support whole class approaches to inclusion. E.g., differentiation, varied teaching styles.
- ☐ Implement strategies, accommodation and modification to the general education setting that may be necessary to meet the needs of students with a disability
- ☐ To differentiate classwork/ homework appropriately.

The role of Class Teacher

Class Teacher is expected to ensure early identification of children with behavioral & academic difficulties and liaise with SOD Dept. Class teacher should include pupils with SOD in the classroom, and provide an appropriately differentiated curriculum. They can draw on the SOD COORDINATOR for advice on assessment and strategies to support inclusion making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SOD and giving feedback to parents of pupils with SOD.

Subject Teachers

Teachers should demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupil's education at different stages of development. Implements strategies, accommodation and modification to the general education setting that may be necessary to meet the needs of students with a disability.

The role of LSA

LSAs / Learning Support Assistants work in association with the SOD Department to help the students with Special needs and disability individually or in a group to meet the targets set in their IEPs.

As a team LSA's contribution to the SOD Department will be the following:

- ☐ To liaise, advise and consult with the other members of the team supporting the students
- ☐ In conjunction with the class teacher and/or other professional to develop a system of recording the child's progress
- ☐ To contribute to the maintenance of students/ progress records
- ☐ Carry out structured classroom assessment
- ☐ To participate in the evaluation of the supporting program

- ☐ To provide regular feedback about the students to the teacher and SOD COORDINATORS
- ☐ To contribute to reviews of children's progress as appropriate
- ☐ Contribute to the planning & reviewing of IEPs, perhaps by identifying significant difficulties and specific subject areas where the students' needs are the greatest
- ☐ To assist the SOD COORDINATORS to develop a suitable program of support in the areas of learning and then carry out the program, within the classroom or in a pull-out session for a group of children with specific needs
- ☐ To maintain the SOD team's system of recording and monitoring of students' progress
- ☐ Liaise with SOD COORDINATORS/ Inclusion Head when students have approached them about personal issues
- ☐ To attend Open house with the SOD Team as and when required
- ☐ To attend relevant in-service training
- ☐ To be aware of school procedures
- ☐ To be aware of confidential issues linked to home/ student/ teacher/ schoolwork and to keep confidences appropriately

Medical Staff

Work with all staff to promote the inclusion of all students, including the development of health care plans where required.

Parents and Caregivers

We value highly the knowledge that parents/caretakers and students provide. Parents have the best knowledge and understanding of their child's strength, challenges and goals. We encourage all parents to communicate regularly with the team as appropriate to their requirements. As we firmly base our practice on person centered approaches we also liaise with parents and students in all plans/actions we take to ensure they are not only part of the decision-making process but happy with it.

Parents play a vital role in their child's education and their input is crucial. We encourage all parents to make us aware of all relevant information and documentation, so we might best support the student. We support parents in accessing regular contact with the school through the following:

- Open house
- Communicate with parents by writing in school diary about the students 'performance and needs.
- Personal counselling or communication with the Inclusion Head during working hours of school.
- Parents will receive progress data of the wards three times in a year through open house.
- Encourage and motivate their wards to achieve their goal.

The Individual Education Plan

For clarity, the IEP cycle and review dates are outlined below. Parents are invited to be part of the IEP meeting and targets are discussed with students in a child-friendly manner. IEPs are written at the end of the previous term or at the beginning of a term, or at the time a need is identified and are formally reviewed on a termly basis. Once the IEPs are written, they are emailed to parents, specialist teachers and the classroom teacher shares the child friendly targets with the child to get their comments. IEPs can be added to and targets updated as the progresses when needed.

Facilities for students experiencing SOD

Every opportunity has been taken to ensure that the school building is suitable for those experiencing Students of Determination (SOD). The school does have several flights of steps within the building which makes access difficult and Special Needs Toilets.

Conclusion

Inclusion is a fundamental principle that ensures all students, regardless of ability, background, or need, have equal access to quality education and opportunities for meaningful participation.

- > All children are given the opportunity to achieve their full potential.
- > Ensure the removal of obstacles by implementing the IAP.
- > Teachers use a range of strategies to meet student of determination.
- > Multi-sensory learning is promoted.
- > Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stages of learning.
- > We gave Individual Education Plans, Individual Accommodation Plans, SOD question paper, Extra time for exam SOD notes and SOD activities and pull-out services.
- > We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy.
- > Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximize learning, children work in small groups, or in a one-to-one situation.