

INCLUSION POLICY

<i>Policy Revised By</i>	<i>Head of Inclusion</i>	<i>Policy Based on</i>	<i>Dubai Inclusive Education Policy Framework 2017 and Federal Law 2006/09/14</i>	CRESCENT/ IP 2025-26
<i>Date of Review</i>	<i>30-3-2025</i>	<i>Approved By</i>	<i>Principal, Inclusion Governor</i>	
<i>Academic year</i>	<i>2025-26</i>	<i>Next Review</i>	<i>30-03-2026/ at times of significant legislative change or change in service delivery</i>	

RATIONAL

This policy aims to establish the process and considerations that guide the school in providing inclusive education and support to Students based on their individual needs. All students who experience barriers to learning or are gifted and talented in scholastic and co-scholastic areas will be given appropriate support to ensure maximization of their potential.

VISION

"To create an inclusive learning environment that nurtures responsible citizens, fosters independent thinking, and empowers all individuals to become effective leaders of tomorrow."

MISSION

We empower our students to develop independent thinking and embrace a life-long learning mindset to meet the challenges of the future.

We aspire to create an environment that fosters a sense of belonging, responsibility, strong values, and collaboration among students, teachers, parents, and the community by providing a safe, supportive and inclusive environment. Our commitment is to provide equal access to high-quality education, acknowledging and celebrating the unique strengths and contributions of each individual. Through an inclusive curriculum, flexible teaching strategies, and a supportive network.

We aim to empower every student to reach their full potential.

OBJECTIVES

- Promote an inclusive, safe, and supportive environment where diversity is valued and success is celebrated.
- Enable students to become active, responsible, and self-confident by removing barriers to their learning and development.
- Provide high-quality teaching that meets the personal, social, emotional, cultural, physical, and academic needs of all students in a challenging learning environment.
- Ensure timely identification of students of determination and gifted and talented students and

accommodate diverse needs in the school admission policy.

- Foster positive perceptions of students with additional needs, ensuring inclusive provision is valued by staff and parents.
- Collaborate with teachers, IST members, and support staff to ensure students' needs are met through differentiated planning and interventions.
- Continuously monitor and adjust teaching practices to ensure student progress aligns with expectations.
- Involve parents at every stage of their child's development and promote their contributions for better practice.
- Promote social, emotional, and physical wellbeing through mindfulness practices.
- Provide high-quality, cost-effective training and development opportunities for staff to support inclusive education.
- Establish partnerships with stakeholders and external centers for the holistic development of students.

INCLUSIVE EDUCATION

Inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment.

COMMON LEARNING ENVIRONMENT

An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment.”

SPECIAL EDUCATIONAL NEED

“A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with peers of the same ages.”

STUDENTS OF DETERMINATION (SOD)

A student of determination is a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.

Students of determination are identified through one or both of the procedures listed below:

- Through the work of a specialist and/or a knowledgeable school team, as displaying almost all of the characteristics of a particular category of impairment, delay or disorder

- Formally diagnosed by a qualified and licensed medical professional as having a long term difficulty, impairment or disorder.

Learning opportunities for students of determination will be restricted if they are exposed to attitudes, beliefs, practices, physical, technological, social and environmental barriers. Which will lead to student's exclusion from or in their full participation as a valued equal in the common learning environment in mainstream schools and classrooms. Schools have a duty to take action to reduce or remove these barriers to ensure that all students of determination can access education on an equitable basis with their mainstream peers.

CATEGORIES OF NEED AND BARRIERS TO LEARNING

The following framework is based upon the UAE unified categorization of need. It provides schools with an important structure to support the identification of students of determination.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorization of disability)
Cognition and learning	<ol style="list-style-type: none"> 1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	<ol style="list-style-type: none"> 5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	<ol style="list-style-type: none"> 7. Attention Deficit Hyperactive disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	<ol style="list-style-type: none"> 9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. <i>Chronic or acute medical conditions</i>

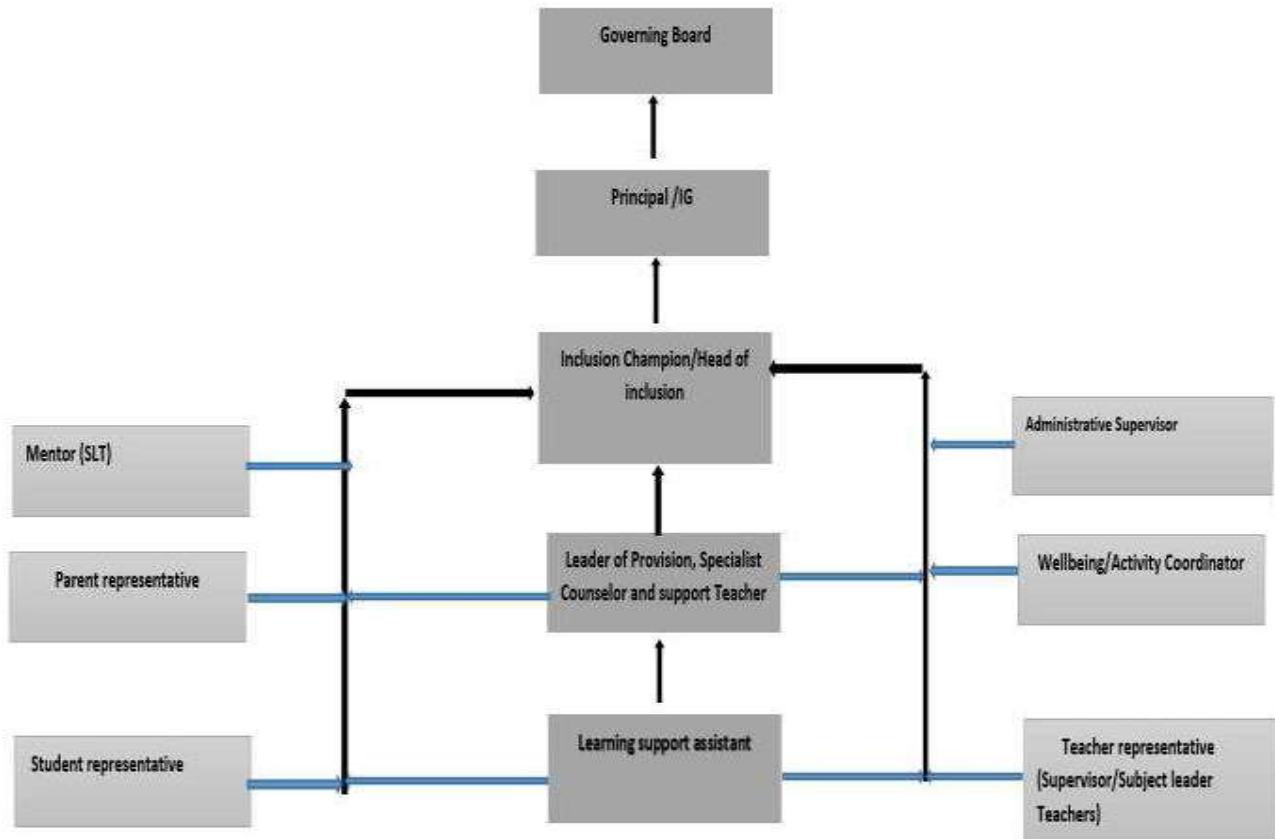
INCLUSION SUPPORT TEAM

Following the KHDA Dubai Inclusive Education Policy Framework, the school has formed an Inclusion Support Team. This comprises the Governor of Inclusion, Principal, the Inclusion Champion, The leaders of provision for students who experience SEND(SENCO), the Support teacher(Special Educator), the Learning Support Assistant, the Student representative, the Parent representative, the Counsellor, the Mentor(Senior leadership members), therapist, Medical team and classroom teacher representative. Our nominated Inclusion Champion is the head of Inclusion.

The members of IST are assigned with specific roles and responsibilities for the effective operations.



Organizational Chart



Reporting & communication system



ROLES AND RESPONSIBILITIES OF INCLUSION SUPPORT TEAM.

GOVERNOR FOR INCLUSIVE EDUCATION

A school's governing board plays a critical role in providing systematic support for the development of an inclusive school.

The management nominates a dedicated Governor for Inclusive Education, who is committed to developing the knowledge, understanding and skills required to provide effective support and challenge to the school as it progresses towards realizing a vision of inclusion in practice. This will include supporting the governing board to:

- Set strategic direction through a clearly stated inclusive vision.
- Hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan.
- Be a part of the appointment process of the members who will work in consultation and coordination to ensure the implementation of the Inclusion policy.
- Obtain financial investments from Management in the targeted stages for the smooth and seamless execution of support plans of the department.
- Monitoring the overall educational performance of the school, student's progress and current practices in terms of clear inclusive outcomes.

SCHOOL PRINCIPAL

Strong leadership is a critical factor in generating inclusive schools. School principals play a uniquely powerful role in enabling students, staff and parents to think and act in a more inclusive manner. Consequently, it is important that they develop a comprehensive understanding of inclusive approaches to education and be clear about the strategies required to embed these approaches across their school. The principal, in partnership with the inclusion support team will

- Communicate and promote the school's inclusive vision to engage all stakeholders (students, parents, and staff) in creating an inclusive learning environment.
- Foster behaviors that align with the school's inclusive ethos and ensure strong communication between the Inclusion Department and the school community.
- Develop and implement a strategic Inclusive Education Improvement Plan, regularly monitoring and revising practices to ensure progress for all students, including G&T.
- Track and review inclusion practices, making data-driven adjustments to improve outcomes.
- Support staff in embedding inclusive practices in their teaching and provide continuous professional development on inclusive education.
- Conduct reviews to highlight best practices and identify areas for improvement in school-wide inclusion.
- Integrate inclusive practices into recruitment and induction processes for new staff.

INCLUSION CHAMPION /LEADER OF PROVISION (HEAD OF INCLUSION)

- Develop and lead the strategic vision for inclusion across the school, ensuring compliance with KHDA and CBSE inclusion policies.
- Establish strong links between the Inclusion Department, Wellbeing Team, and Subject Heads to embed inclusive practices across the curriculum.
- Apply a rigorous system of monitoring, review, and accurate data management to track student progress and inform strategic planning.
- Recommend school-wide improvements aligned with inclusive education standards and monitor the quality of inclusive education provision.
- Lead the process of identifying Students of Determination (SOD), Gifted & Talented (G&T), through collaboration with staff and external agencies.
- Liaise with admissions for screening and enrolling students with additional needs.
- Lead the development, implementation, Progress and review of Individualized Education Plans (IEPs), ensuring curriculum accommodations are clearly reflected.
- Design and supervise interventions for individual students or small groups to reduce barriers to learning.
- Oversee the quality and effectiveness of in-class support and targeted interventions.
- Liaise with teachers, IST, parents, external professionals, and other schools to coordinate support and ensure continuity of provision.
- Work closely with teachers to support lesson planning that addresses diverse learning needs and styles.
- Promote strong partnerships between home and school through regular communication and involvement in student support planning.
- Provide ongoing training and mentoring for academic staff on inclusive practices and differentiation strategies.
- Monitor and support the performance of Learning Support Assistants (LSAs), especially those funded by parents.
- Apply for Arabic language exemptions with KHDA and special accommodations with the CBSE board.
- Coordinate the procurement of learning support materials, screening tools, and other required resources.
- Manage referrals to internal learning support teachers or external educational psychologists as needed.
- Arrange LSAs upon parent request and if a suitable candidate is available.
- Ensure that students of determination participate fully in school life, both academically and socially.

SUPPORT TEACHER (SPECIAL EDUCATOR)

The support teacher is a competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches within their teaching practices.

- Participate in identifying and assessing the specific needs of individual students.
- Contribute to the development of personalized Individual Education Plans (IEPs) and assist in modifying and adapting the curriculum.
- Collaborate with teachers to design appropriate instructional strategies, resources, and assessment procedures.
- Model and support co-teaching or team teaching strategies, providing individual or small group instruction when necessary.
- Facilitate student learning and social development through withdrawal sessions as needed.
- Maintain effective communication by attending planning, review, and transition meetings with relevant stakeholders (teachers, parents, therapists, etc.).
- Decide and deliver appropriate interventions (in-class or withdrawal) based on mutual agreement with relevant parties.
- Support teachers in enhancing their inclusive teaching practices and form strong partnerships to improve classroom inclusion.
- Observe and guide Learning Support Assistants (LSAs) in the classroom, helping them implement instructional and behavioral strategies.
- Track student progress regularly against set goals and collaborate on differentiation plans with teachers and LSAs.
- Develop and share resources to enhance provision for students of determination and G&T.

COUNSELOR

- Assist students and parents with transitions into the school, classroom, or during major changes.
- Identify students' learning support needs and provide counseling (individual or small group) with parental consent.
- Maintain confidential files on cases of abuse and developmental concerns (physical, emotional, sexual abuse).
- Observe students to assess their behavioral, social, and emotional needs and collaborate with teachers and parents for support.
- Liaise with teachers regarding new referrals and conduct necessary screenings.
- Refer students to external specialists (psychologists, therapists) when required, and provide strategies based on observations.
- Develop individualized plans for students in need and maintain regular communication with parents, teachers, and the Head of Inclusion.

WELLBEING COORDINATOR

- Observing the well-being of students within social settings and spending time within classes or in conferences working with individual students.
- Implement intervention for well-being and mental health of all members in the school community.
- Working alongside staff and students to promote positive relationships for all students throughout the school day.
- Undertaking individual or group work with students whose behavior gives us cause for concern.
- Maintain and analyze all student data and prepare programs and activities to provide support to all student plans.
- Taking a supporting role in working alongside external family support agencies.
- Provide training to all staff members and parents and update knowledge on all development requirements of students.

CLASSROOM TEACHERS

- Collaborate with the support team to deliver curricular modifications, personalized learning objectives, and inclusive techniques and assessments.
- Foster a positive, safe, and supportive inclusive classroom environment by promoting inclusive values and principles.
- Contribute to the development of Individual Education Plans (IEPs) for students with SEND and monitor their progress.
- Work closely with parents, teachers, specialists, and multidisciplinary teams to support students' needs.
- Ensure students are actively involved in their learning through differentiated instruction, Universal Design for Learning, and personalized activities.
- Encourage the participation of all students in academic, social, emotional, and cultural activities, while monitoring their well-being and progress.
- Maintain communication with parents, provide timely updates, and ensure connection between home and school provisions.
- Participate in coaching, co-teaching, and collaborative opportunities to enhance inclusion in the classroom.
- Prioritize relationship-building with students, ensuring they maintain social connections with peers.
- Maintain confidentiality of student information.

LEARNING SUPPORT ASSISTANTS (LSA)

LSA provides a 'bridge' of support to students, helping them achieve what they are capable of without creating dependency. Effective learning support will enable students of determination to become confident learners who are increasingly able to contribute to and gather meaning from the school and wider community.

- Build strong relationships with students to overcome barriers to learning and maximize their potential.
- Collaborate with class teachers to enhance teaching and learning experiences across various contexts, including set and class support.
- Maintain confidentiality and keep communication logs with parents and daily records with the Inclusion Support Team.
- Contribute to the development and implementation of IAP/ILP/IEP/BIP in collaboration with the IST.
- Prepare learning materials and implement strategies to meet individual learner needs/styles.
- Monitor, document, and review the progress of IEP targets, reporting to IST and adjusting strategies as needed.
- Support emotional, behavioral, and social development, helping students build confidence and facilitating peer interactions.
- Assist students with personal care needs, as required.
- Apply best practices from professional development and workshops to improve student support.
- Collect formative assessment data to track student progress and assist with intervention or therapy sessions.

MEDICAL TEAM

The school Medical team has a key role in promoting and supporting inclusive practice at the School. They undertakes a variety of tasks which includes:

- Keeping health records up to date
- Informing SLT of medical conditions which impact on learning
- Ensuring an effective proper reporting system to the concerned persons, when students are regularly visiting clinics, visiting on a particular period, visiting without valuable reason.
- Ensuring the Health and Safety of all students under the care.
- Promoting healthy lifestyles, mental health and well-being of the staff, students and parents.
- Ensuring students are sun safe.
- Providing awareness sessions to parents, staff and students.

PARENTS AND GUARDIANS

- Involve in the process of making Individualized plans as needed.
- Attend meetings with concerned teachers and the Leader of provision for inclusion as and when required by the school.
- Involve in a number of aspects of their child's education as required by the Head of department of Inclusion.
- Be aware about school inclusion policy and KHDA guidelines
- Attended awareness classes organized by school.
- Understanding the uniqueness and need of the child and Provide LSA if Mandatory.

MENTOR (SLT)

Mentors in inclusive education play a vital role in creating an environment where every student feels valued, supported, and empowered to reach their full potential. Through advocacy, Promoting policies, support and guidance to parents and teachers, collaboration with inclusion teams, and individualized attention, they help ensure that all students have equal access to a quality education and opportunities for success.

STUDENT REPRESENTATIVE

Student representatives play a crucial role in promoting inclusive practices within the school community. They collaborate with teachers, administrators, and fellow students to raise awareness about the importance of diversity, equity, and inclusion, and advocate for the implementation of inclusive policies and initiatives.

Peer Buddy and Mentor: - They serve as role models and allies, offering encouragement, guidance, and friendship to promote a sense of belonging and acceptance among all students.

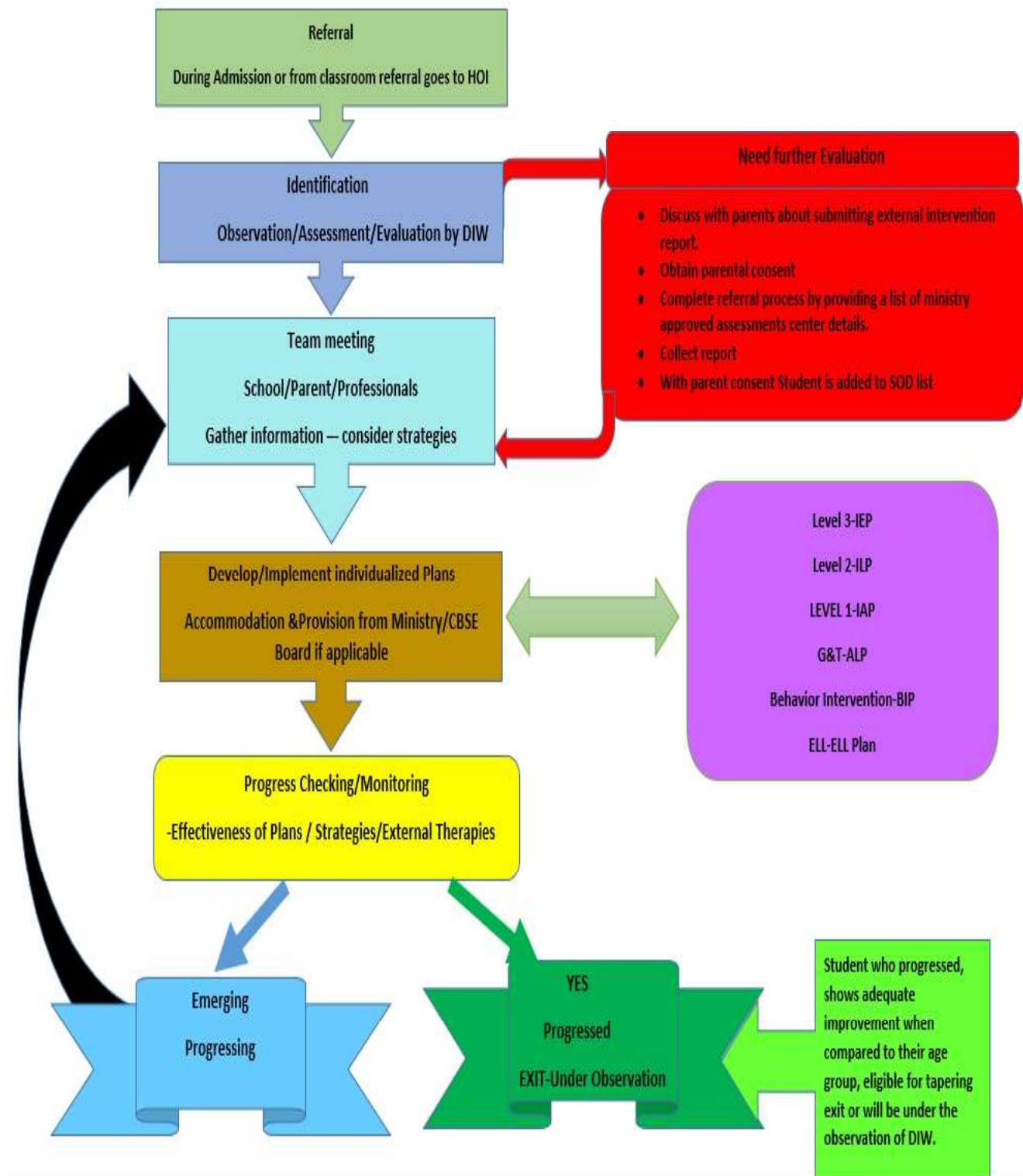
They convey student perspectives, concerns, and feedback to relevant parties, helping to bridge the gap between different members of the school community.

TEACHER REPRESENTATIVE

Teacher representatives offer individualized support and guidance to their colleagues in effectively meeting the needs of diverse learners in their classrooms.

They facilitate communication and collaboration among team members, helping to develop and implement individualized education plans (IEPs) and accommodations that address each student's unique needs.

INCLUSION PROCESS FLOW CHART



IDENTIFICATION

At the time of Admission

All admissions are made in accordance with the rules and regulations of the Ministry of Education, UAE and ensures compliance with the requirements of ‘Dubai Inclusive Education Policy Framework (2017)’, ‘Implementing Inclusive Education: A Guide for Schools (2019)’ ‘Directives and Guidelines for Inclusive Education’ (Jan. 2020).

In the application form, there is a provision to indicate whether the candidate is a student of determination (SOD).

Sibling priority will be given to Students of Determination who are siblings of current or joining Students.

The students could be:

- With official diagnosis and psycho-educational report
- without psycho-educational report but show clear signs of determinations / EAL Students

Identification of SEND may have occurred during the admission process. When concern is evident a referral will be made to the Head of Inclusion.

In both cases a member of the inclusion Team will do the pre-assessment and interaction which will involve observation of the student’s communication, social, emotional, behavioral, and academic skills.

The Head of Inclusion will review this in liaises with the support teacher, parent.

Parent consent will be taken and reference to an external intervention center for psychometric assessment will be given if required.

If the child has been identified before admission, the parents may directly approach the school administration and present their ward’s psycho-educational report from an authorized testing agency approved by MOH and DHA and other relevant documents to request for learning support services. Parents should provide the school with copies of all medical, psychological, educational assessments for evaluation to the school to determine whether the school can cater to the needs of the applicant; as such materials are a prerequisite in enabling the school to provide the best provision for the child.

Principal in coordination with the Inclusion Department scrutinizes the authenticity of the Certificates for SEND.

School proactively identifies practices that may restrict, limit or prevent a student from accessing Education alongside their peers, and plans action to ensure minimization of any impact upon a Student’s learning experience and outcome.

Identification in School:

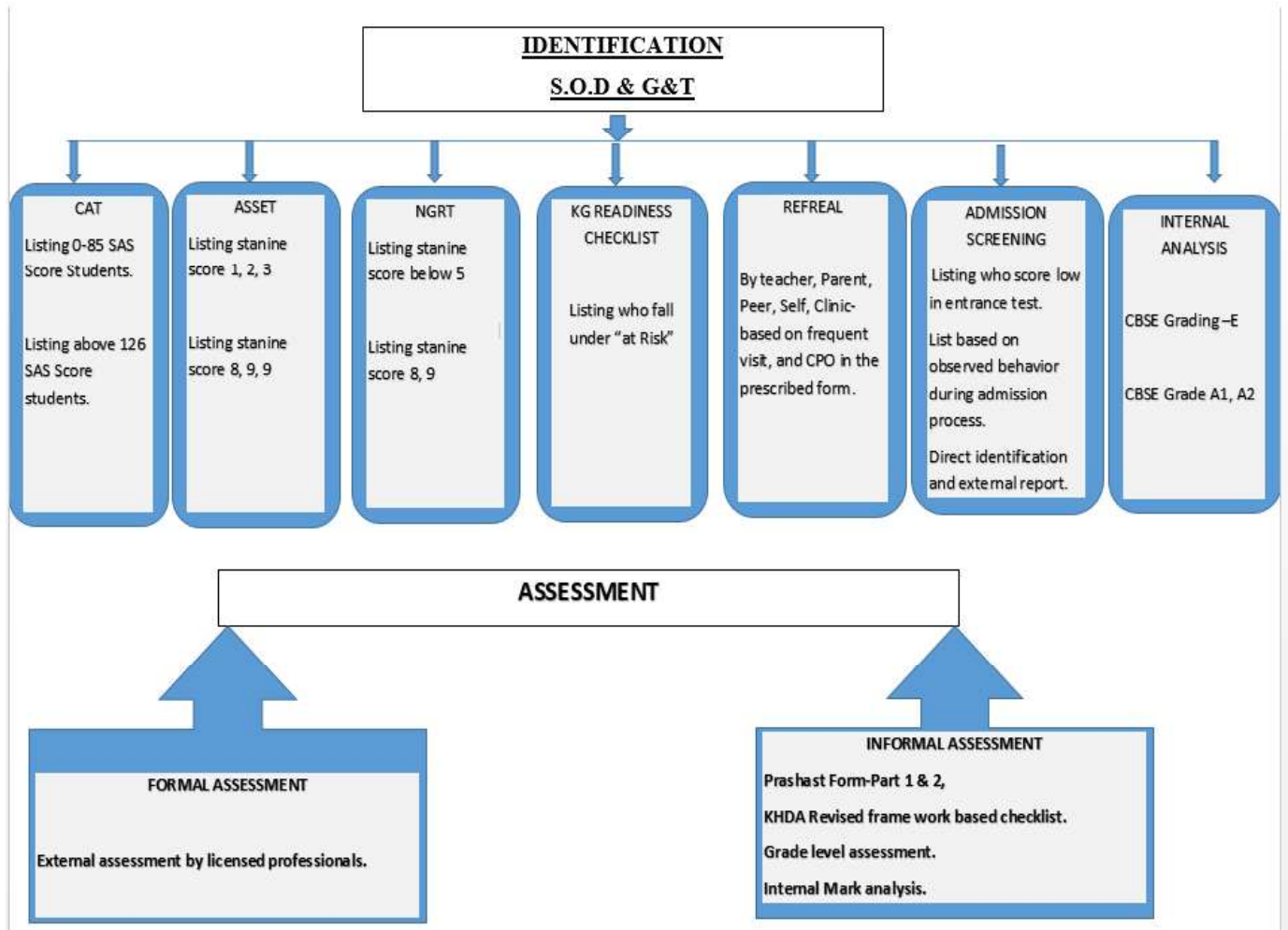
Indicators of additional support may also be recognized by the teachers based on the student’s classroom performance and universal screening.

Teachers are expected to provide initial intervention through differentiated activities within 4 Weeks and keep anecdotal notes about the child. If the student seems to be making insufficient progress, the teacher meets the child’s parent to discuss his/her progress and forward the concern to the Inclusion support team.

•The following assessments may be used as supporting evidence for referral and identification:

Observation, CAT 4 result analysis, ASSET analysis, Internal Progress analysis, Self-Nomination, Student attendance mechanism, early exit and late comers register, regular clinic visitors, Survey

Result analysis, KG screening checklists play a vital role in referral and identifying students who experience SEND in all aspects.



Inclusion department carries forward a multi-dimensional approach for the assessment. Student input form reflects the student's views and area of needs.

INTERVENTION

The diversity of need experienced by students of determination requires a graduated approach to intervention, for that we group the students into three cohorts in line with their needs and KHDA recommendations.

Level 1 Mild	Level 2 Moderate	Level 3 Severe	Medical Condition	G&T Advanced
<ul style="list-style-type: none"> • High quality teaching • Individual accommodation plan-IAP • Lesson differentiation with tailor made task and activities. • Max. Opportunity for all school activities. • PSED session if required. 	<ul style="list-style-type: none"> • High quality teaching • Individual learning plan-ILP • May or may not with curriculum modification • Lesson differentiation with tailor made task and activities. • Group /Individual remedial Pullout sessions. • Max. Opportunity for all school activities. • PSED session if required. • All CBSE /KHDA exemption and provisions. 	<ul style="list-style-type: none"> • High quality teaching • Individual Education plan-IEP • •Targets are given • •Curriculum modification • •Lesson differentiation with tailor made task and activities. • In class support by LSA/Specialist • Individual Remedial pullout Support. • Assessment support and modification • Max. Opportunity for all school activities. • PSED session if required. • All CBSE /KHDA exemption and provisions. 	<ul style="list-style-type: none"> • High quality teaching • Individual Safety Plan 	<ul style="list-style-type: none"> • Enriched activities • Lesson differentiation with extended task and activities. • Max. Opportunity for all school activities. • PSED session if required.

Provisions-Supports

Universal High quality learning through the provision of high quality differentiated classrooms incorporating teaching based on learning theories

- Formal learning and teaching that is differentiated to need and enables the students to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

Targeted Support – some students may benefit from:

- Individual support plans
 - IEP/ILP/IAP/BIP/ALP
 - Home management plans
 - Intervention sessions by the specialist
 - In –class support by Learning support Assistant or specialist
- Small-group intervention for students in line with their needs
 - In –class support
- We ensure students are always participating in all our school activities and clubs. Students were challenged and engaged in their interest. Also this gives a platform for the students to share and express their ideas and views which ultimately create confident independent learners.
- Each student is entrusted with a peer buddy who is sensitive to the students' needs by supporting and assisting in the school environment.
- Wellness and happiness staff ensure students any physical, social or emotional barriers are accommodating and eradicating.
- Student leadership opportunities are ensuring and creating tomorrow's young leaders with 21st century skill sets.
- Learning support assistance as per requirement.
- Sensory corner (Time break during sensory overload).
- Accommodation and modification:-modified instruction, modified curriculum, modified assessment, Accommodation through seating, differentiated activities, buddy system.

CURRICULUM MODIFICATION:

All students have access to a broad and balanced curriculum in line with KHDA regulation. If the students' diagnosed difficulties do not permit them to access the standard school curriculum, then:

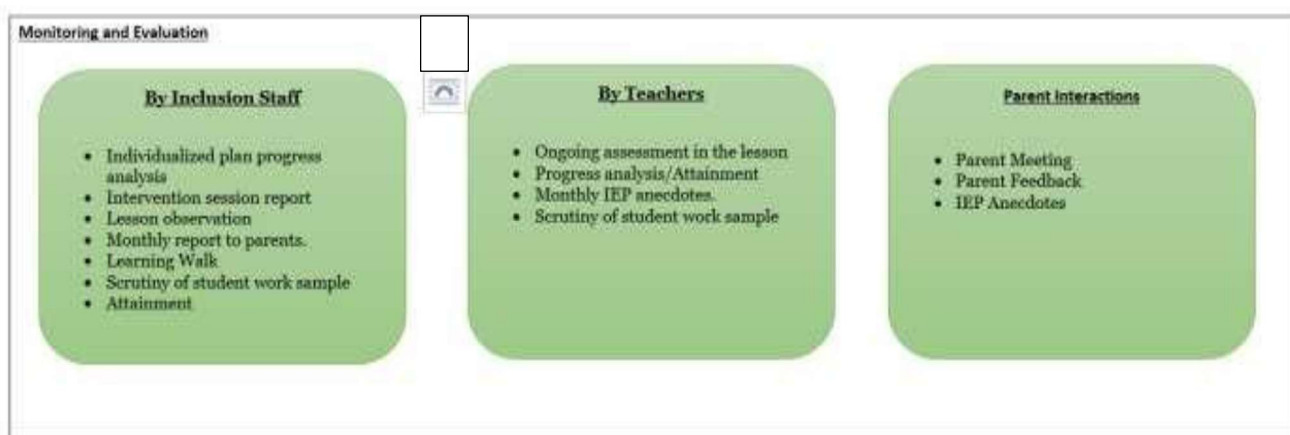
- Modifications to the curriculum are made for students, to accommodate their learning needs.
- Language exemptions based on the formal assessment reports are applied from the Ministry of Education for all grade levels, and the time that would be used to learn additional languages are used to develop skills such as reading, writing, spelling or math.
- CBSE Norms: - the students avail subject exemption as per CBSE norms. The approval of the subject exemption is subject to getting a medical diagnosis from an authorized hospital. The students are also given extra time, scribe, adult prompt, interpreter, Calculator support, Preferential seating during exam as per the CBSE norms.(Refer CBSE Annexure-guideline)
- Eventually when students require a more flexible learning plan to include vocational training, they are guided to pursue Vocational Training Program.
- Exam support: - Students are supported during examination in class/individual as required. The determined one who received simplified paper have an attachment with the report card containing the provisions provided

** The above provisions and exemptions may be provided to help the student to keep pace with their grade-level expectations:

Parental consent is required before applying for exemption, giving modified curriculum and assessments to the students. The Subject Teachers modify the curriculum and assessment with the guidance of the Section Coordinator, Subject Heads, and Inclusion team members.

MONITORING AND EVALUATION

Student progress and monitoring are done in a distributive leadership pattern. Every leader and teacher takes accountability for students' progress. IST has a structured monitoring and evaluation process. Reporting and communication systems also catalyze the progress tracking.



WEANING PROCEDURE

If the SEND department /teacher wants a student to be weaned off from level 3, level 2 or level 1 then He/she must show consistent progress. Students should be able to function independently. The case may be closed if the student is observed to be making consistent progress in achieving the target IAP/ILP/IEP goals and class marks over a period of 2 terms. The case is considered successful when the student obtains at least 70% in the IAP/IEP goals and 50% in the class marks without modifications.

If the parent wants the child to be weaned off from SEND Support (Level 3, Level 2 or level 1), then the parents may revoke their consent and request for the discontinuation of learning support for their ward, by giving written notice to the Principal and Head of inclusion. A letter of undertaking will be obtained from the parent as a mutual consent to weaning off procedure and an undertaking support.

- The students will be observed for 3 months to measure progress.
- Collective feedback will be taken from the parent/teacher.
- Decisions to wean off will be recorded in coordination with the request department.

PARTNERSHIP

To foster an atmosphere that will help the students of determination to achieve their maximum potential, Crescent English High School, Dubai strongly believes in the importance of building genuine partnership and strong collaboration with the members of the school community and the stakeholders.

PARTNERSHIP WITH THE SCHOOL COMMUNITY

The staff members from all departments within the school work together to ensure that the individual needs of Students of determination are met and that access to psychosocial, health, cafeteria, sports, extra-curricular activities and transport facilities are provided.

The IST ascertains that the classroom teachers and subject teachers are well informed about the strengths and needs of the students as they hold the main responsibility in implementing differentiation, accommodations and/or modifications in the classroom. Student information and necessary documents will be shared during regular meetings.

Whole-school CPD will be conducted regularly throughout the school year to impart knowledge on providing classroom interventions as per the updated KHDA and School inclusion policies. Scheduled classroom observation will be conducted and recommendation for effective teaching strategies will be given.

PARTNERSHIP WITH THE PARENTS

Regular and clear lines of communication with the parents are ensured to keep them informed about the provisions and arrangements given to their child in the school.

The parents take part in the framing of the IAP/IEP /ALP/BIP. A copy of the same is given to them and trained to write anecdotes on the plans monthly.

The parents are also guided in scheduling appointments for external assessments.

Training and workshops for parents will be conducted on topics that will help them better understand their children to further guide them in overcoming their difficulties.

EXTERNAL AGENCIES:

At Crescent English High School we follow rules and regulations provided by the ministry and guide parents with agency information which are approved by KHDA.

We also work collaboratively with a wide range of external agencies who provide specialist support to the student, their families and to school through team around the Child collaboration, advice and guidance on individual cases and through the delivery of training (staff) and workshops to parents. Through this close working relationship, Crescent English high school can also facilitate introductions to carefully matched providers; and offer school premises and intervention rooms for sessions to take place.

GIFTED AND TALENTED STUDENTS

We ensure that we recognize, support and make appropriate provision for those pupils who have been identified as being gifted or talented according to KHDA guidelines when their current attainment or perceived potential places them significantly ahead of the majority of their peers. Also we identifies that all of our students have gifts and talents and through a broad and balanced curriculum, rich co- curricular program and philanthropic activities will ensure that these students have every opportunity to excel

“The term Giftedness refers to ‘a student who is in possession of untrained and spontaneously- expressed exceptional natural ability in one or more domains of human ability.’ These domains will include intellectual, creative, social, 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”

AIMS

- To ensure that all pupils have access to a broad, balanced and relevant curriculum, which meets their individual needs.
- To enable the student’s to develop to their full potential
- To offer students opportunities to generate their own learning
- To challenge and extend the students through the work that we set them
- To encourage students to develop 21st century skill sets.

OBJECTIVES

- To enable all staff to play a part in identifying able, gifted and talented pupils and to take responsibility for recognizing and addressing their individual needs.
- To encourage, wherever possible, an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To involve outside agencies to provide the necessary support for students.
- To help children realize his or her full potential and optimize their self- esteem.

IDENTIFICATION

<u>GIFTED AND TALENTED ACADEMIC</u>	
<p style="text-align: center;"><u>EXCEPTIONALLY ABLE</u></p> <ul style="list-style-type: none"> • CAT 4 score 138 or above in one or more area with • NGRT overall stanine 9 • Asset score any two stanine 8,9 • With an attainment in line or above. 	<p style="text-align: center;"><u>FOCUSED ACHIEVER</u></p> <ul style="list-style-type: none"> • CAT 4 score 126 or above in one or more area with • NGRT overall stanine above average and • Asset Score any two stanine 8,9
<p style="text-align: center;"><u>GIFTED AND TALENTED NON-ACADEMIC</u></p> <p>Students are being identified in the areas of Performing Arts, Physical Education and Visuals Arts.</p> <p>•Criteria for identifying students in three separate levels.</p> <p>Participates within the school Represents the community Represents the country</p>	

- Teacher observation checklist
- Student input form
- Parent questionnaire
- External Educational Psychologists report if required
- Exceptional levels of competence in the specific domains of human ability recognition

Children who are identified as being gifted or talented are placed on the Gifted and Talented register

PROVISION FOR GIFTED AND TALENTED STUDENTS

Curriculum enrichment involves departures from traditional use of time and space – fast tracking, vertical grouping, mentoring, enrichment clusters, working offsite, master classes, extension classes etc. Content consists of ideas, concepts, descriptive information, and facts. Content, as well as learning experiences, are modified through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials. Students are challenged by questions that require a higher level of response or by open-ended questions that stimulate inquiry, active exploration, and discovery.

Our gifted students provided with the best receptive, nonjudgmental, student-centered environment that encourages inquiry and independence, includes a wide variety of materials, physical movement, is generally complex, and connects their school experience with the greater world

- Stimulation – activities and experiences which bring the student in touch with different kinds of topics or areas. This could include speakers or visits
- Creative or critical thinking – open-ended activities which allow students to escalate their thinking processes and introduce students to more advanced study
- Investigation and enquiry – following planned programs of study from external organizations.
- Leadership – opportunities for displaying leadership skills amongst peers and the wider school learning community.
- Innovation - opportunities for entrepreneurship and enterprise to be nurtured and developed beyond the school community.
- Time for independent study.
- Presenting work in school exhibitions.
- Flip classes run by specific departments.
- Participation in school and inter school team events innovative clubs and other activities.
- Extension activities to broaden a pupil's knowledge and skills.
- Encouraging a student to pursue their own lines of research and methods of presentation.
- Additional time to work on a specific program or topic to enrich and promote flexibility in the pupil's thinking.
- Opportunities to share knowledge and interests with the peer group.
- Asking the student to set own learning targets.
- Involving the student in evaluating own progress

MONITORING AND REVIEW

The progress of all our students is monitored carefully by class and subject teachers by formative and summative assessments. The progress of the gifted and talented student is assessed, evaluated and noted at Parent/ Teacher meetings. The Heads of Department, in liaison with the Inclusion Champion. The monitoring includes feedback from staff, parents and pupils, as well as regular classroom observations of teaching and learning.

DATA PROTECTION

All documents relating to students on the SOD and G&T register are stored in the department of inclusion. All relevant data and assessments reports are available in the school portal for all the staff. Staff are restricted to obtain certain information regarding the students unless adequate permissions from the authorities.

COMPLAINTS PROCEDURE

If a parent has any concerns or complaints regarding the safety or provisions, an appointment can be made by them to speak to the Principal or HOI or they can drop complaints form to the IST members, who will be able to advise on formal procedures for complaint.

CONFIDENTIALITY

All information regarding the student's needs will be kept confidential and shared by the counselor and special educator only with the principal, vice principal, concerned heads of section, concerned supervisor, parents, teaching and non-teaching staff working with the students. Any information to be further shared with any external agency will be done so only after the consent of the parents.

Signed  _____ Dr. Saleem Jamaludhin (Director)

Date: 30/03/2025

Signed  _____ Dr. Sharafudeen Thanikatt (Principal)

Date: 30/03/2025