

INCLUSION POLICY

Policy Revised By	Head of Inclusion	Policy Based on	Dubai Inclusive Education Policy Framework 2017 and Federal Law 2006/09/14	CRESCENT/ IP 2026-27
Date of Review	30/01/2026	Approved By	Principal, Inclusion Governor	
Academic year	2026-27	Next Review	30/3/2027/ at times of significant legislative change or change in service delivery	

RATIONALE

This policy outlines the processes 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, as well as those who are gifted and talented in academic and co-curricular areas, will be provided with appropriate support to enable them to reach their full 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 aim to create a safe, supportive, and inclusive learning environment that promotes independent thinking, lifelong learning, and equal access to high-quality education, enabling every student to reach their full potential.

OBJECTIVES

- Promote an inclusive, safe, and supportive environment where diversity is valued and achievements are celebrated.
- Enable students to become active, responsible, and self-confident individuals by removing barriers to learning and development.
- Deliver high-quality teaching that addresses the personal, social, emotional, cultural, physical, and academic needs of all students.
- Ensure timely identification of Students of Determination and gifted and talented students, accommodating diverse needs in the school admission process.
- 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 meet students' needs through differentiated planning and interventions.

- Continuously monitor and adapt teaching practices to support student progress.
- Engage parents throughout their child's development and encourage their active participation.
- Promote social, emotional, and physical wellbeing through mindfulness and wellbeing initiatives.
- Provide high-quality, cost-effective training and development for staff to strengthen inclusive education.
- Establish partnerships with stakeholders and external organizations to support holistic student development.

INCLUSIVE EDUCATION

Inclusive education is a commitment to educating all students, including Students of Determination, within a common learning environment.

COMMON LEARNING ENVIRONMENT

A common learning environment is an educational setting where students from diverse backgrounds and abilities learn together in an inclusive environment.

SPECIAL EDUCATIONAL NEED

A Special Educational Need arises when a student requires additional support, accommodation, or modification to access education equitably within a common learning environment.

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, may restrict their full and effective participation in education on an equal basis with peers of the same age.

Students of Determination may be identified through one or both of the following procedures:

- Through the work of a specialist and/or a knowledgeable school-based team, where the student displays characteristics associated with a particular category of impairment, delay, or disorder; and/or
- Through a formal diagnosis by a qualified and licensed medical or allied health professional confirming a long-term difficulty, impairment, or disorder.

Learning opportunities for Students of Determination may be restricted when they are exposed to attitudinal, physical, technological, social, or environmental barriers. Such barriers can limit their full participation as valued members of the common learning environment. Schools have a responsibility to identify, reduce, and remove these barriers to ensure that all Students of Determination can access education equitably alongside their mainstream peers.

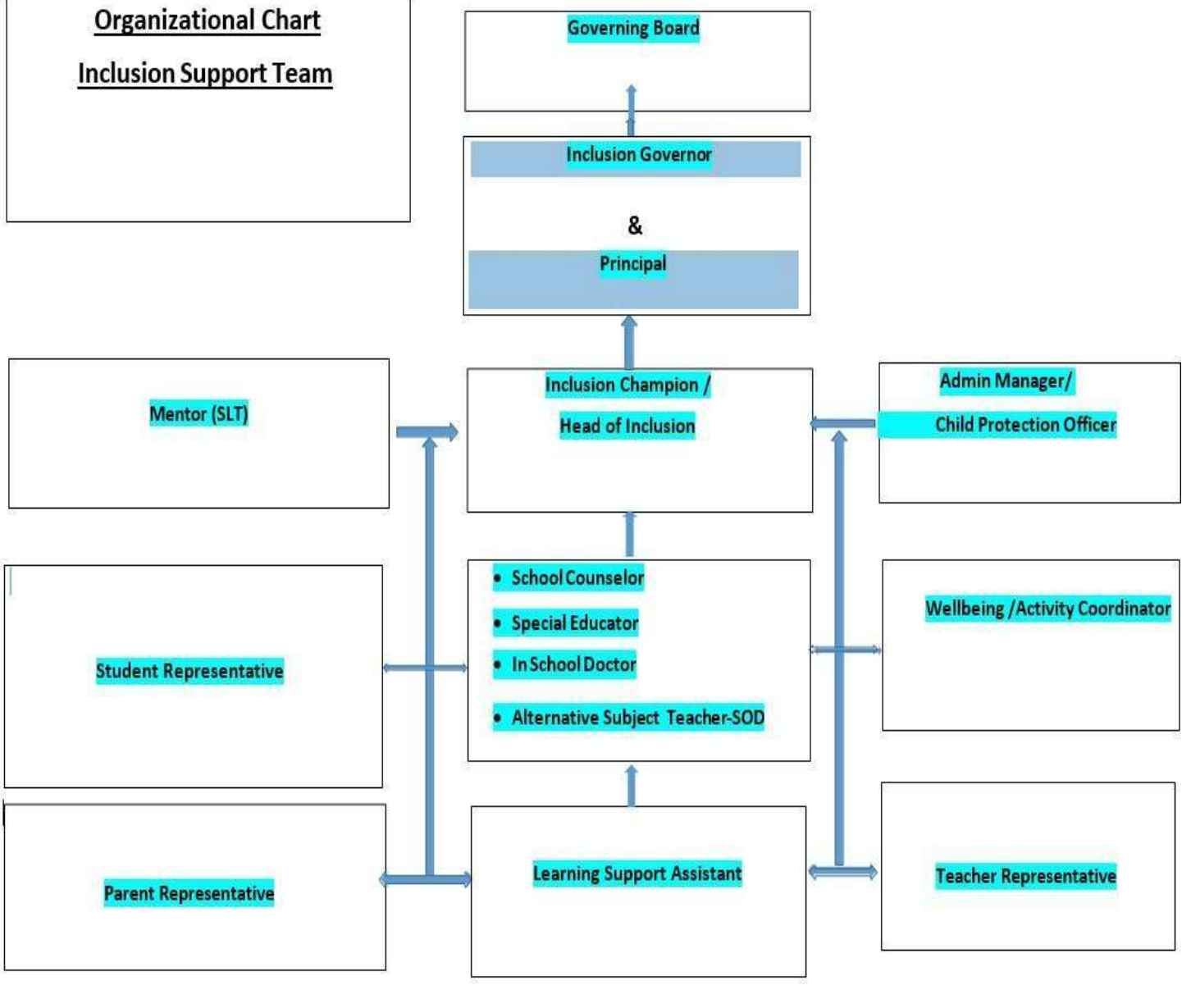
CATEGORIES OF NEED AND BARRIERS TO LEARNING

https://web.khda.gov.ae/KHDA/media/KHDA/Logos/Guide_for_Implementing_the_KHDA_Categorisation_and_Support_for_SOD_En.pdf

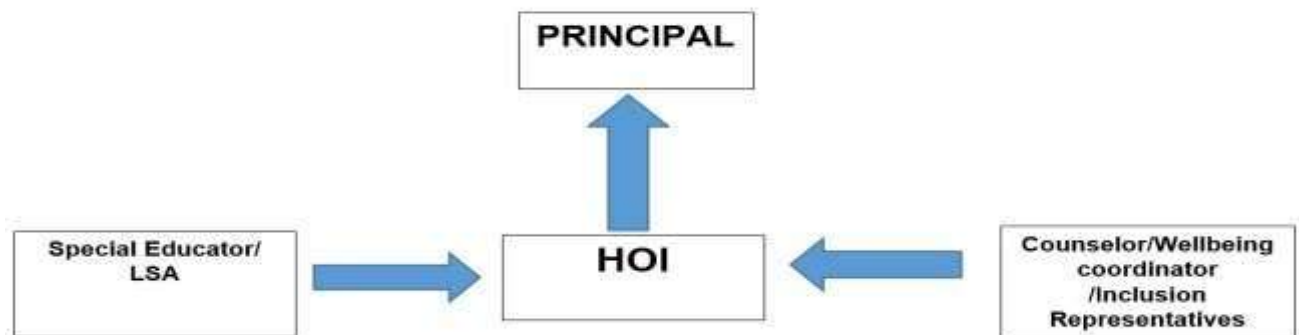
INCLUSION SUPPORT TEAM



**Organizational Chart
Inclusion Support Team**



REPORTING AND COMMUNICATION SYSTEM



ROLES AND RESPONSIBILITIES OF INCLUSION SUPPORT TEAM.

GOVERNOR FOR INCLUSIVE EDUCATION

The school's governing board plays a key role in supporting the development of an inclusive school. A dedicated Governor for Inclusive Education is nominated to develop the knowledge, understanding, and skills required to provide effective guidance and oversight. The Governor's responsibilities include:

- Setting the strategic direction through a clearly stated inclusive vision.
- Holding the school-based Inclusion Support Team accountable for developing and implementing an Inclusive Education Improvement Plan.
- Participating in the appointment process of members involved in implementing the Inclusion Policy.
- Monitoring overall school performance, student progress, and current practices to ensure clear inclusive outcomes.

SCHOOL PRINCIPAL

- Communicate and promote the school's inclusive vision to students, staff, and parents.
- Foster inclusive behaviors and ensure strong communication between the Inclusion Department and the school community.
- Develop, implement, and monitor the Inclusive Education Improvement Plan, ensuring progress for all students, including gifted and talented learners.
- Track and review inclusion practices, making data-driven adjustments to improve outcomes.
- Support staff in embedding inclusive practices and provide ongoing professional development.
- Highlight best practices and identify areas for improvement in school-wide inclusion.
- Integrate inclusive practices into staff recruitment and induction processes.
- Securing financial resources from management to support the effective execution of departmental support plans.

INCLUSION CHAMPION /LEADER OF PROVISION (HEAD OF INCLUSION)

- Develop and lead the strategic vision for inclusion, 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.
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- 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) and Gifted & Talented (G&T) students through collaboration with staff and external agencies.
- Liaise with admissions for screening and enrolling students with additional needs.
- Lead the development, implementation, 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 members, 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 if a suitable candidate is available.
- Ensure that Students of Determination participate fully in school life, both academically and socially.
- Ensure that all decisions regarding student support are based on functional needs rather than diagnostic labels, in line with KHDA guidelines.

SUPPORT TEACHER (SPECIAL EDUCATOR)

- Participate in identifying and assessing the specific needs of individual students.
- Contribute to the development of personalized Individualized 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, including teachers, parents, and therapists.
- Decide on and deliver appropriate interventions (in-class or withdrawal) based on mutual agreement with relevant parties.
- Support teachers in enhancing their inclusive teaching practices and foster strong partnerships to improve classroom inclusion.
- Observe and guide Learning Support Assistants (LSAs) in the classroom, assisting them in implementing 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 Gifted & Talented (G&T) students.

COUNSELOR

- Assist students and parents during 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, including physical, emotional, or sexual abuse.
- Observe students to assess behavioral, social, and emotional needs and collaborate with teachers and parents to provide appropriate support.
- Liaise with teachers regarding new referrals and conduct necessary screenings.
- Refer students to external specialists, such as psychologists or 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

- Observe the well-being of students in social settings, spending time within classes or in one-to-one sessions with individual students.
- Implement interventions to support the well-being and mental health of all members of the school community.
- Work alongside staff and students to promote positive relationships throughout the school day.

- Support collaboration with external family support agencies.
- Provide training to staff and parents and keep updated on developments in student well-being and mental health.

CLASSROOM TEACHERS

- Collaborate with the support team to deliver curricular modifications, personalized learning objectives, and inclusive teaching strategies and assessments.
- Foster a positive, safe, and supportive classroom environment by promoting inclusive values and principles.
- Contribute to the development of Individualized Education Plans (IEPs) for students of determination and monitor their progress.
- Work closely with parents, support staff, specialists, and multidisciplinary teams to meet students' needs.
- Ensure students are actively engaged in learning through differentiated instruction, Universal Design for Learning, and personalized activities.
- Encourage participation of all students in academic, social, emotional, and cultural activities, while monitoring their well-being and progress.
- Maintain regular communication with parents, providing timely updates and ensuring 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 positive social connections with peers.
- Maintain confidentiality of student information at all times.

LEARNING SUPPORT ASSISTANTS (LSA)

- Build strong relationships with students to overcome barriers to learning and maximize their potential.
- Collaborate with class teachers to enhance teaching and learning experiences in various contexts, including set and class support.
- Maintain confidentiality, keep communication logs with parents, and maintain 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 and styles.
- Monitor, document, and review the progress of IEP targets, reporting to the 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

- Keep health records up to date.
- Inform the Senior Leadership Team (SLT) of medical conditions that may impact learning.
- Maintain an effective reporting system regarding student clinic visits, attendance, or health concerns.
- Ensure the health and safety of all students under their care.
- Promote healthy lifestyles, mental health, and well-being for students, staff, and parents.
- Ensure students are aware of health precautions.

PARENTS AND GUARDIANS

- Participate in the development of Individualized Education Plans (IEPs) as required.
- Attend meetings with relevant teachers and the Leader of Provision for Inclusion as requested by the school.
- Engage in various aspects of their child's education, as guided by the Head of Inclusion.
- Be aware of the school's inclusion policy and KHDA guidelines.
- Attend awareness sessions and workshops organized by the school.
- Understand the uniqueness and specific needs of their child and provide (LSAs) if required.

MENTOR (SLT)

- Advocate for inclusive education policies and practices across the school.
- Support and guide parents and teachers in understanding and implementing inclusion strategies.
- Collaborate with the Inclusion Support Team to ensure effective planning and monitoring of inclusive practices.
- Provide individualized attention and mentoring to staff and students to promote equity and access.
- Promote a school-wide culture that values diversity, inclusion, and student well-being.

STUDENT REPRESENTATIVE

Student representatives help promote inclusive practices and represent the voice of students within the school community. Responsibilities include:

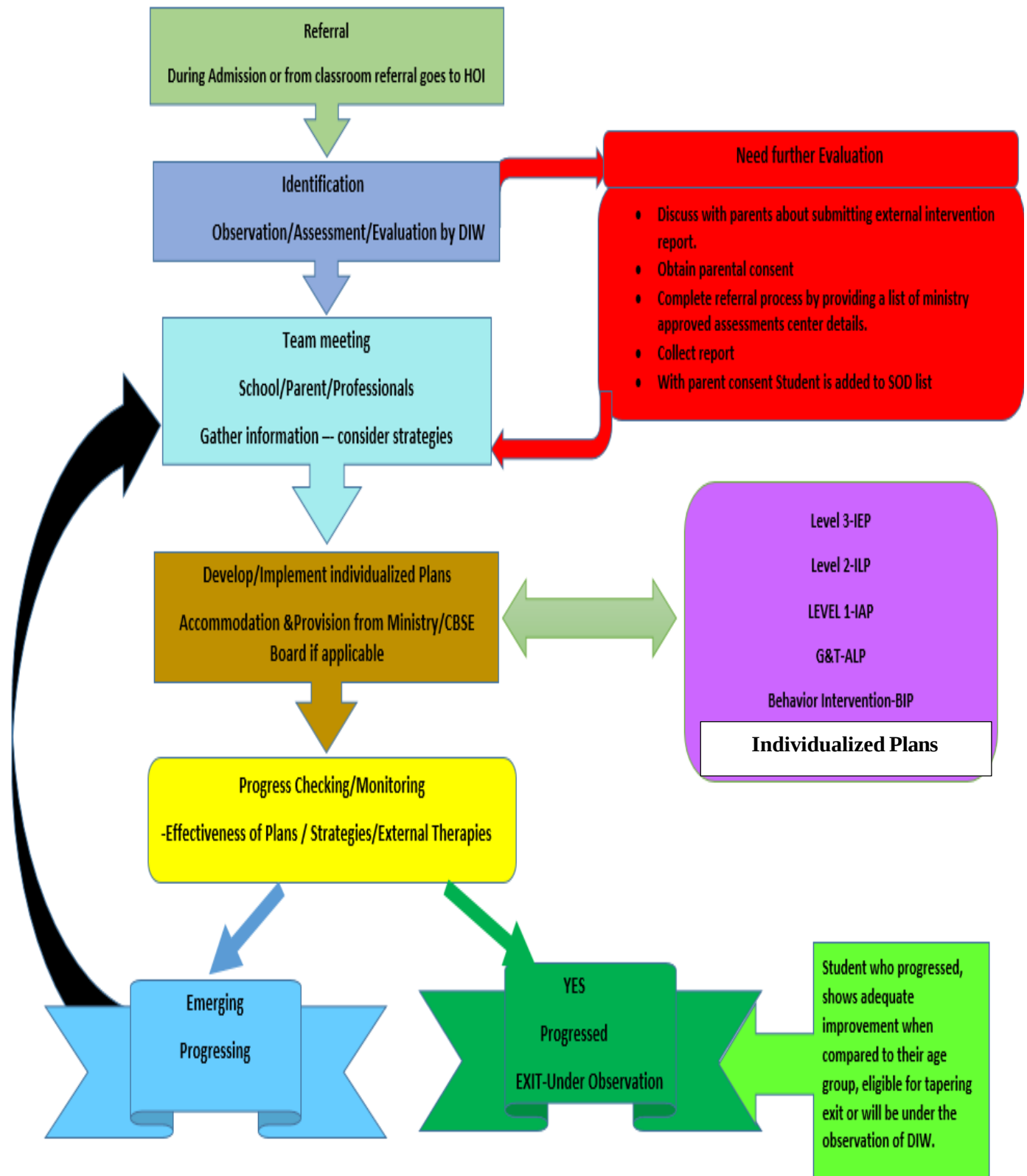
- Collaborate with teachers, administrators, and fellow students to raise awareness about diversity, equity, and inclusion.
- Advocate for the implementation of inclusive policies and initiatives.
- Serve as Peer Buddies or Mentors, providing encouragement, guidance, and friendship to promote a sense of belonging and acceptance among all students.
- Convey student perspectives, concerns, and feedback to relevant staff and committees to strengthen school-wide inclusion.

TEACHER REPRESENTATIVE

Teacher representatives support colleagues in meeting the needs of diverse learners and implementing inclusive practices. Responsibilities include:

- Provide individualized guidance and support to teachers on inclusive teaching strategies.
 - Facilitate communication and collaboration among staff members to ensure consistency in student support.
 - Assist in the development and implementation of IEPs, accommodations, and interventions for students with additional needs.
 - Promote best practices for differentiation, inclusive pedagogy, and assessment strategies across the school.
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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, ensuring compliance with the Dubai Inclusive Education Policy Framework (2017), Implementing Inclusive Education: A Guide for Schools (2019), and Directives and Guidelines for Inclusive Education (Jan. 2020).

The application form includes a provision to indicate whether the candidate is a Student of Determination (SOD). Sibling priority is given to SODs who are siblings of current or joining students.

Students may be:

- With an official diagnosis and psycho-educational report.
- Without a psycho-educational report but showing clear signs of determination.

Identification of Students of Determination may occur during the admission process. When a concern arises, a referral is made to the Head of Inclusion. In such cases, a pre-assessment is conducted by the Inclusion staff, including observation of the student's communication, social, emotional, behavioral, and academic skills.

The Head of Inclusion reviews the findings in liaison with the support teacher and parents. Parental consent will be obtained if external psychometric assessment is required.

Under UAE federal and emirate legislation, parental consent is not required to enter a student into the categorization system. All information is stored securely and shared only with authorized personnel, in compliance with Federal Decree-Law No. 45 of 2021 on the Protection of Personal Data (PDPL), Federal Law 29 of 2006, and Cabinet Resolution No. 3 of 2018 and KHDA regulations.

If the child has already been identified prior to admission, parents may approach the school with the psycho-educational report from an authorized agency approved by the MOH, DHA, or other relevant authorities, along with supporting documents, to request learning support services. Copies of all medical, psychological, and educational assessments are required to enable the school to evaluate whether it can meet the applicant's needs and plan appropriate provision.

The Principal, in coordination with the Inclusion Department, reviews and verifies the validity of all submitted assessment reports and documentation.

When multiple or conflicting diagnostic reports are provided, the school reviews all documentation to determine the most recent and credible evidence. Any discrepancies are discussed with parents, and clarification may be sought from the original assessor. Support will not be delayed while clarifying reports. If the school disagrees with an external report, findings are compared with internal evidence, such as classroom observations, progress data, and prior interventions. A second opinion may be sought if necessary, and all decisions are documented in the student's record.

The school proactively identifies practices that may restrict, limit, or prevent a student from accessing education alongside peers and takes actions to minimize any impact on the student's learning experience and outcomes.

Identification in School:

Indicators for additional support may be recognized by school staff through classroom performance, observation, and universal screening. Referrers are expected to provide initial interventions using differentiated activities within four weeks and maintain anecdotal records to document the student's progress.

If the student demonstrates insufficient progress, the referrer and class teacher will meet with the parents to discuss concerns and refer the case to the Inclusion Support Team (IST) for further assessment and support.

In the absence of a formal diagnosis, credible school-based evidence—including validated screening tools and classroom observations—may be used to identify Students of Determination. All identification decisions are reviewed by the IST and communicated to parents.

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.
- Data Triangulation
- Parent referral

INTERVENTION

The diversity of need experienced by students of determination requires a graduated approach to intervention. Students are grouped into two broad categories: those identified by the school and those with a formal diagnosis, and further supported through a graduated three-level provision model in line with KHDA recommendations. Support and interventions are based on the student's functional needs rather than diagnostic labels, ensuring that all students have equitable access to learning opportunities.

FORMALLY IDENTIFIED /IDENTIFIED BY SCHOOL		
LEVEL 1	LEVEL 2	LEVEL 3
• High quality teaching • Individual accommodation Plan – IAP • BIP-if required. • In class support if required by LSA • Group/Individual Remedial support if required • Lesson accommodation if required • Individual attention • Buddy support if required	• High quality teaching • Individual Learning Plan –ILP • BIP-if required • In class support if required by LSA • Group/individual Remedial support if required • Lesson accommodation if required • Individual attention • Buddy support if required • Preferential seating if required	• High quality teaching • Individual Education plan –IEP • BIP-if required • In class support by LSA • Group/individual Remedial support. • Lesson accommodation. • Individual attention • Buddy support • Preferential seating • Exam accommodation • Eligible for KHDA/CBSE Provisions

Provisions-Supports

In line with the KHDA Inclusive Education Framework, the school is committed to providing high-quality, inclusive education for all students, including Students of Determination, through effective universal provision.

- Teaching and learning are effectively differentiated to meet a wide range of learning needs, enabling all students, including Students of Determination, to make good or better progress from their individual starting points.
- Ongoing, purposeful, and timely assessment is used to monitor student progress, inform teaching and learning, and identify where additional targeted or specialist provision may be required.
- Reasonable classroom-based adjustments are implemented as part of everyday practice to support access, participation, and achievement for Students of Determination.

Targeted Support – some students may benefit from:

- Individual Support Plans are developed and implemented according to students' identified needs, including:
IEP (Individual Education Plan), ILP (Individual Learning Plan), IAP (Individual Accommodation Plan), BIP (Behavior Intervention Plan), and ALP (Advanced Learning Plan)
- Targeted intervention sessions are delivered by specialist staff to address specific learning, social, or behavioral needs.
- In-class support is provided by a Learning Support Assistant (LSA) or specialist teacher, as appropriate.
- Small-group interventions are implemented in line with identified needs and may include targeted in-class support and structured intervention programs.
- The school ensures that all students, including Students of Determination, actively participate in all school activities and clubs. Students are challenged and engaged through their interests, providing opportunities to share ideas and express their views, thereby fostering confidence and independence.
- As per the need students whose learning program is substantially and consistently different from the standard curriculum may be placed on an Alternative Education Pathway (AEP). AEPs represent long-term, individualized pathways beyond typical differentiation, designed to meet the student's specific needs.
- Reasonable accommodations and curriculum modifications are implemented where required, including:
 - Modified instruction, curriculum, and assessment
 - Accommodations such as flexible seating arrangements
 - Differentiated learning activities
 - Use of buddy systems and additional classroom support

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:

- 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)
- Modifications to the curriculum are made for students, to accommodate their learning needs in Math subject.
- 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

When an external diagnostic or assessment report raises concerns about accuracy or authenticity, the school conducts an internal review to ensure the assessor is appropriately licensed, the assessment tools are valid, and the diagnostic reasoning meets recognized professional standards. If necessary, a licensed specialist will validate the report, confirming its credibility and appropriateness. All validation documentation is retained in the student's file to ensure compliance with KHDA requirements. Only reports meeting professional standards are used to determine curriculum modifications or other accommodations.

****** 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.

ACADEMIC AND CAREER GUIDANCE

The school is committed to ensuring that all students, including Students of Determination and those requiring additional support, have equitable access to academic and career guidance. Inclusive guidance practices will promote each student's academic achievement, personal development, and future career aspirations, ensuring that every student can participate fully in opportunities for progression, enrichment, and post-school success.

MONITORING AND EVALUATION

Student progress and monitoring are conducted through a distributed leadership model, where every leader and teacher is accountable for students' learning and development.

By Inclusion Staff	By Teachers	Parent
• Individual plan progress analysis • Intervention session report • Lesson observation • Monthly report to parents • Learning walk • Attainment • Parent interactions	• Ongoing assessment in the lesson • Progress analysis /Attainment • IEP Anecdotes • Scrutiny of students work • Parent interaction	• Parent Meeting • Parent Feedback • IEP Anecdotes.

WEANING PROCEDURE

If the Inclusion Department or Support Teacher recommends weaning a student 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 parents wish their child to be weaned off Inclusion Support (Level 1, Level 2, or Level 3), they may withdraw their consent and formally request the discontinuation of learning support by submitting a written request to the Principal and the Head of Inclusion. A written undertaking will be obtained from the parents to confirm mutual agreement to the weaning-off process and to acknowledge the implications of discontinuing 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

Staff members from all departments work collaboratively to ensure that the individual needs of Students of Determination are effectively met. The Inclusion Support Team (IST) ensures that classroom and subject teachers are fully informed about each student's strengths and areas of need, as they hold primary responsibility for implementing differentiation, accommodations, and/or modifications in the classroom. Student information and relevant documents are shared during regular IST meetings.

Whole-school CPD (Continuing Professional Development) sessions are conducted regularly throughout the academic year to enhance staff knowledge and skills in providing classroom interventions, aligned with the most recent KHDA guidelines and the school's Inclusion Policy.

Classroom observations are carried out, and recommendations for effective teaching strategies are provided to ensure high-quality, inclusive instruction for all learners.

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 individualized education plan. 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:

We adhere to the rules and regulations provided by the Ministry of Education, UAE, and guide parents regarding external agencies that are approved by KHDA and work collaboratively with a wide range of external agencies that provide specialist support to students, their families, and the school. This collaboration includes:

- Offering professional advice and guidance on specific cases.
- Delivering training sessions for school staff and workshops for parents to strengthen inclusive practice.
- Facilitating introductions to carefully matched providers when additional specialist support is required.

GIFTED AND TALENTED POLICY

The school recognizes, supports, and makes appropriate provision for pupils identified as Gifted and/or Talented in accordance with KHDA guidelines, where their current attainment or demonstrated potential places them significantly ahead of the majority of their peers. The school also recognizes that all students possess gifts and talents and, through a broad and balanced curriculum, a rich co-curricular program, and a range of activities, ensures that students are provided with every opportunity to excel.

AIMS

- To ensure that all pupils have access to a broad, balanced, and relevant curriculum that meets their individual needs.
- To enable students to develop to their full potential.
- To provide students with opportunities to take ownership of and generate their own learning.
- To challenge and extend students through appropriately differentiated and enriched learning experiences.
- To encourage the development of 21st-century skills.

OBJECTIVES

- To ensure that all staff play an active role in identifying able, gifted, and talented pupils and take responsibility for recognizing and addressing their individual needs.
- To promote effective partnerships with parents, where possible, in developing and implementing a shared learning approach at home and at school.
- To involve external agencies and specialists, where appropriate, to provide additional support and enrichment opportunities for students.
- To support students in realizing their full potential and in developing positive self-esteem and confidence.

DEFINITION

*“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”*

CATEGORIES

<u>Exceptionally Able</u>	<u>Focused Achiever</u>
Demonstrates broad exceptional ability.	Demonstrates exceptional strength in a specific area.
Strength is evident across multiple cognitive/academic areas.	Strength is concentrated in one subject/domain.
Demonstrates broad learning potential.	Demonstrates high potential within an identified domain.
Usually supported by strong performance across several assessment areas.	May have one particularly strong cognitive/academic area.
Suitable for broad enrichment and advanced learning.	Suitable for subject/domain-specific enrichment.
May demonstrate exceptional ability even where achievement is not consistently high.	Strong attainment in the identified subject/domain is generally expected.
<u>Talented:-</u> Demonstrated exceptional talent in Performing Arts, Sports, Coding, Robotics, Leadership, Visual Arts, or other Specialized domains	

CRITERIA

GIFTED – ACADEMIC

<u>EXCEPTIONALLY ABLE</u>	<u>FOCUSED ACHIEVER</u>
- CAT4: Preferably 120+ in two or more batteries. - ASSET: Predominantly Stanine 8–9 performance across assessed areas. - NGRT-Preferably 8-9 - Internal Assessment: Consistently strong attainment. - Learning Characteristics: Demonstrates advanced reasoning, rapid understanding, problem-solving, creativity, independent thinking and ability to apply learning beyond the taught curriculum. High performance and ability are demonstrated consistently over time. - Teachers identify significant learning potential and readiness for greater depth, challenge and enrichment.	- CAT4: preferably 120+ in at least one battery, or a clearly strong relative profile. - ASSET: Preferably Stanine 7–9 in relevant areas. - NGRT: Preferably above average - Internal Assessment: Strong attainment, typically consistent performance in the identified subject/domain. - Subject-Specific Talent: Demonstrates advanced understanding, higher-order thinking, problem-solving, creativity, application or depth within the identified domain. - Teachers identify significant learning potential and readiness for greater depth, challenge and enrichment.

TALENTED

Consistent participation and outstanding achievement in school, inter-school, community, state, national, or international competitions.
Representation of the school, community, state, or country in recognized events.
Evidence of excellence through awards, certificates, portfolios, competition results, or verified achievements.
Teacher recommendations and documented evidence confirming sustained high performance in the identified domain.

IDENTIFICATION PROCESS

The school uses a KHDA-aligned, evidence-based and triangulated approach to identify Gifted and Talented students. Identification considers cognitive ability, academic attainment, standardized assessment, teacher observation, student voice, demonstrated strengths and potential for advanced learning. The school's operational criteria are used to guide identification, provision, monitoring and annual review.

ANNUAL REVIEW & EXIT CRITERIA

- G&T students will be reviewed annually based on assessment data, academic performance, teacher observations, data triangulation, student progress and participation in enrichment activities.
- Students may remain in the same category if they continue to meet the established identification criteria.
- Students may move between the Exceptionally Able and Focused Achiever categories when the available evidence indicates that another category more accurately reflects their current strengths and learning profile.
- Students may be removed from the G&T Register following a three-year review period when multiple sources of evidence consistently indicate that they no longer meet the school's identification criteria.

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 SLT members.

DATA PROTECTION/CONFIDENTIALITY

All student records, including diagnostic and assessment reports, are maintained confidentially. The school ensures alignment with national and KHDA standards for data protection and documentation.

Signed  Dr. Saleem Jamaludhin (Director)

Date: 30/01/2026

Signed  Dr. Sharafudeen Thanikatt (Principal)

Date: 30/01/2026