

INCLUSION POLICY

2023-2024



HABITAT SCHOOL
AL JURF, AJMAN

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MEMBERS OF THE COMMITTEE

- **Mr. Wasim Yousuf Bhat (Dean)**
- **Mr. Bala Reddy Ambati (Principal)**
- **Mr. Suresh Sukumar (Vice Principal)**
- **Ms. Saima Khan (Junior Section Head)**
- **Ms. Tanzeem Shabir (KG Section Head)**
- **Mr. Hamza Kollath (Administrative Officer)**
- **Ms. Sasneem Sanoop (HOD, Counseling Department)**
- **Ms. Fouzia Abdul Jabar (School Counselor)**
- **Ms. Anjana Joshi (School Counselor)**
- **Ms. Selwa Abdul Salam (Special Educator)**
- **Ms. Zakiya Azad (Special Educator)**

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VISION

The school envisages learning as a communitarian process of imbibing education from the natural, academic, social and technological ecosystems created around the institution of the school.

MISSION

We strive to provide a new model of education for expatriate children in the UAE in a culturally inclusive, technologically effective and ecologically sensitive way in a cosmopolitan environment.

PHILOSOPHY, VISION AND MISSION FOR SPECIAL EDUCATION IN THE UAE

Philosophy for Special Education

Each student is unique in his/her own way and needs to be provided with a safe, caring and stimulating environment to grow and mature emotionally, intellectually, physically and socially. Educators demonstrate a commitment to teaching all students and provide them with a safe and supportive environment to develop to their maximum potential based on their individual strengths and challenges.

Vision for Special Education

The UAE's vision is to provide educational programs and related services to students with special needs and gifts and talents in public and private schools in the UAE that reflect the best international standards and practices to prepare them to be productive members of society.

Mission for Special Education

Use all available resources to plan, implement, and monitor the provision of special education programs and related services for students with special needs and gifts and talents and ensure that they receive an Individual Education Program (IEP) or Advanced Learning Plan (ALP) based on their strengths and need to enhance their social competence and enable them to maximize their contributions to their communities.

Philosophy of Inclusive Education

The provision of support and equal access to educational programs and services for students with special needs and gifts and talents are the priorities of the educational policy in the United Arab Emirates and reflect the philosophy of inclusive education. Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs in regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs. In many cases, the least restrictive environment is the regular education classroom, though not all the time. Here it must be noted that students may be eligible to receive special education programs and services and may receive those services and remain enrolled in the regular education classroom.

SPECIFIC OBJECTIVES

- To welcome Student of Determination (SOD) and meet their needs in a positive manner so they achieve their best.
- To ensure that the students with special needs are identified as early as possible and are fully integrated into the classroom.

- To provide inclusive education for all students with special needs and use our best endeavors to remove barriers to learning by providing high-quality teaching differentiated for individual pupils.
- To promote the all-around development and self-esteem of children by creating a warm and nurturing environment where all children feel valued and are encouraged to reach their full potential.
- To implement different teaching and learning strategies to maximize achievement.
- To ensure that all staff including non-teaching staff, are provided with support and opportunities to develop their professional knowledge to work with the SOD.
- To maintain appropriate records and profiles of SOD and other challenging groups.

STUDENT SUPPORT TEAM IN SCHOOL

Sl. no:	Designation	Name
1	Principal	Mr. Bala Reddy Ambatti
2	Vice Principal	Mr. Suresh Sukumar
3	KG Section Head	Ms. Tanzeem Shabir
4	Junior Section Head	Ms. Saima Khan
5	Section Heads	Ms. Nisha Thomas (Grade 1)
		Ms. Shaila Ahmed (Grade 2)
		Mr. Mujbeer K S (Grade 3 & 4)
		Ms. Yerra Usha Rani (Grade 5 - 8 Girls)
		Mr. Vijesh Kumar (Grade 5 - 8 Boys)
		Ms. Fathima Sayeeda (Grade 9 - 12 Girls)
		Mr. Sajir K (Grade 9 - 12 Boys)
6	Head Of Departments	Ms. Leeja S (Maths)

		Mr. Dinabandhu Bona Biswas (English)
		Ms Smitha K (Biology)
		Ms. Pramitha Mishad (Physics)
		Ms. Samol Sunil (Chemistry)
		Mr. Lijo Joseph (Social Science)
		Ms. Rani Rachel (Computer Science)
		Mr. Abdul Shameer (Arabic)
		Mr. Sayyed Arsalan (Islamic)
		Mr. Eesuola Afolabi (French)
		Mr, Rajendra Gazmer (Hindi)
		Ms. Sreekala Biju (Malayalam)
		Ms. Mohiudeen Fathimal (Tamil)
		Ms. Sabee Jan (Urdu)
		Ms. Saki Kowser (Bangla)
		Ms. Fathimath Afaf (KG 1 Mentor)
		Ms. Binitha Tony (KG 2 Mentor)
Specialist Professionals		
7	Head of Counselling & Inclusion Department/ Social Worker	Ms. Sasneem Sanoop (Counsellor Grades 9-12 Girls)
8	Psychologist	Ms. Fouzia Abdul Jabbar (Counsellor KG - Grade 3)
		Ms. Anjana Joshi (Counsellor Grades 4 & 5-8 Girls)
9	Social Worker	Mr. Stebin Manoj (Counsellor Grades 5-12 Boys)
10	Special Educator	Ms. Selwa Abdul Salam

		Ms. Zakiya Azad
11	Speech-language pathologist	Ms. Anu Antic Kumar
12	Learning Support Assistants (LSA)	
13	Nurse	Ms. Tinu Linto
14	School Doctor	Ms. Sneha Kurup

SOD CATEGORIES AND DEFINITIONS

Special Education Categories: The following categories of disabilities are recognized by the UAE Ministry of Education as categories of disabilities that qualify a student to receive special education programs and related services if it can be demonstrated that the disability adversely affects the child's academic performance.

Specific Learning Disabilities: A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning. It includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, motor disabilities, cognitive disability, emotional disability, environmental, cultural economic disadvantages.

Physical and health-related disability: This means physical and health problems that are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect the educational performance of the student such as: (asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukemia, cerebral palsy, renal failure, HIV, and head injuries etc.).

Visual impairment: means impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes both partially sighted and blindness.

Hearing Impairment Including Deafness: Hearing impairment including deafness means an impairment that, with or without amplification, adversely affects educational performance; may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.

Speech and Language Disorders: Speech and language disorders mean having a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

Autism Spectrum Disorders: Autism spectrum disorder (ASD) is a developmental disability caused by differences in the brain. People with ASD often have problems with social communication and interaction, and restricted or repetitive behaviors or interests. People with ASD may also have different ways of learning, moving, or paying attention.

Emotional and Behavioral Disorders: An emotional and behavioral disorder means a condition exhibiting one or more following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances, (d) a general pervasive mood of sadness or depression, and (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term does not apply to children who are socially maladjusted unless it is determined that they have an emotional disturbance.

Intellectual Disabilities: Intellectual disabilities, formerly called “mental retardation” means having significantly below average general intellectual functioning, existing along with deficits in adaptive behavior which are manifested during the developmental period and adversely affect a child’s educational performance.

Gifted and Talented: Gifted and talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handcrafts, sports, drama, or leadership capacity. More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general education classrooms with support from special education teachers and class teachers. The Ministry of Education in the UAE provides various services to Gifted and Talented students such as: enrichment programs inside the general education classes or resource rooms (either in a subject in the curriculum, or subject not included in the curriculum). Additional services include assigning students individual projects and studies, specialized educational tours, opportunities for participating in lectures, debates, educational seminars, educational competitions and providing students with programs to solve problems, programs of leadership, communication, computer skills and other enrichment programs are also provided.

Exclusionary Clause

The term disability and or placement in special education does not apply to students who are experiencing learning problems that are primarily the result of the following circumstances:

- Environmental factors
- Cultural factors including not being a native Arabic speaker
- Economic disadvantage
- Students who have experienced academic failure.

If any of the above circumstances are present, a student should be referred to the School Support Team for intervention and support services. The major categories of disabilities

which may qualify a student for special education programs and services are not limited to the aforementioned but also includes other disabilities such as :

- Multiple Disabilities
- Developmental Delay

* ELL (English Language Learners): Particular care is given to students whose mother tongue or commonly used language is not English.

SOD SUPPORT IN SCHOOL

1. FORMALLY DIAGNOSED STUDENTS (Psychological/ Medical Assessment Report)

Learning Support for the Students - The following services will be given considering the requirements of the students.

- Individualized Education Plan (IEP)
- Individualized Accommodation Plan (IAP)
- Behavior Intervention Plan (BIP)

2. WITHOUT FORMAL DIAGNOSIS

- Individual Learning Plan (ILP)

3. GIFTED AND TALENTED STUDENTS

- Advanced Learning Plan (ALP)

SOD ENROLMENT PROCEDURE

When a student who is not enrolled in any special education program experiences learning or behavior difficulties, or has sensory, medical, or physical needs, the student may be referred by a parent, school personnel, or community organization for a comprehensive evaluation to determine his eligibility for special education programs and services.

STEP 1: Pre Referral

STEP 2: Referral, Formal Psycho-educational Assessment and Eligibility Determination

STEP 3: Develop IEP/ IAP/ BIP/ ALP

STEP 4: Implement IEP/ IAP/ BIP/ ALP

STEP 5: Monitor, Review and Revise IEP/IAP/BIP/ALP

PRE REFERRAL

- The student support team will brief the Students Of Determination (SOD) categories and teachers' role in identifying the SOD students at the beginning of the academic year.
- The written referral by class teachers, subject teachers, and parents will be received by the Student Support Team (SST).
- Then the SST meets and reviews referrals received from the team members.
- The SST conducts a review of a student's academic and behavior history, and medical history, and conducts a classroom observation in the area of concern. The team members make recommendations for pre-referral interventions intended to improve the student's academic and behavioral performance.
- The SST members monitor the student's progress for a maximum of four weeks and review data weekly for discussion.
- If the student's progress is adequate, interventions may be discontinued when no longer needed.

REFERRAL, EVALUATION, AND ELIGIBILITY DETERMINATION

The Student Support Team members who conduct the comprehensive evaluation are as follows:

- The Special Educator
- Teacher
- The Parent/Guardian
- The School Principal
- Psychologist
- Counselor
- Social Worker
- Speech Language Pathologist

Other specialists who are required according to the condition of the student such as a physician and nurse. Each member of the SST conducts a comprehensive assessment to determine the student's strengths, needs and present level of academic and behavioral

functioning. They complete an initial evaluation within 30 days from the date that the referral was received.

After the initial evaluation, SST will suggest the parents submit a Medical and Psycho-Educational Assessment report from MOE-approved clinics for initiation of further services from the school.

DEVELOP IEP, IAP, BIP OR ALP

The Student support team determines that the student is eligible to receive special education programs and services, and then the special education team will meet to develop an IEP. The most important elements of the IEP are the goals, objectives, accommodations, and modifications that are needed to meet the educational needs of the student.

BIP is a written improvement plan created for a child having repeated behavior problems in the classroom setting. The aim is to teach and reward good behavior and to control negative behaviors in children. If the child has an Individualized Education plan along with behavior issues, the team will decide to implement a Behavior Intervention Plan.

Accommodations and modifications are types of adaptation that are made to the environment, curriculum, instruction, or assessment practices in order for students with special educational needs to be successful learners. It will help them to actively participate with other students in the general education classroom and in other school activities.

IMPLEMENT IEP, IAP, BIP OR ALP

Special education programs and services are provided to students in accordance with the needs of the students. The IEP, IAP, BIP or ALP should be implemented following written parental consent. Implementation of the IEP, IAP, BIP or ALP should start within a two-week period. There are many factors to consider when placement decisions are being made.

MONITOR, REVIEW AND REVISE IEP, IAP, BIP, OR ALP

The IEP should be reviewed and progress monitored during each regularly scheduled period. During the first three months following the special education team members may be reconvened to review the progress. The special educator, responsible for overseeing

the implementation of the IEP, will prepare the IEP Annual review report at the end of the academic year and make recommendations for the next school year.

The BIP also reviewed and monitored progress during each regularly scheduled period. The Counselor will brief about the child behavior and the Behavior Intervention plan. Then they will brief about the Behavior Tracker and the pull out sessions. Then they sort and rank in accordance to the severity. The progress is monitored term wise.

ROLES AND RESPONSIBILITIES FOR SOD

Duties and Responsibilities of the School Principal

- Accept students with special needs and give them the full opportunity to learn.
- Thoroughly apply the principles and general rules for special education programs.
- Promote a culture of inclusion and concern for the rights of gifted & talented students and students of determination, and how to benefit from special education services.
- Create an appropriate educational and school environment that ensures the implementation of the special education programs in coordination with the relevant authorities.
- Facilitate the process of acceptance and integration of students with special needs in accordance with the recommendations of the special education team.
- Monitor the programs in place and the teachers by visiting them in classrooms to check their work, activities, and involvement.
- Encourage professional and personal development programs for employees with special needs and monitor their training and work.
- Coordinate with the special education instructor to inspect the school's needs for the professional staff working with people having special needs, and address the educational district in this regard.
- Cooperate with the Department of Special Education in the Ministry and Directorate of Special Education in the educational district as well as participating in educational meetings, courses, and activities.
- Strengthen relationships with parents and work to create awareness about programs and services for people with special needs within the school and beyond.

- Report at the end of each semester on special education programs and services existing in the school and document the pros and cons, and submit the same to the district and the Directorate of Special Education in the Ministry.
- Make sure that the requirements of every student with special needs are met.
- Coordinate with the concerned parties within and outside the school with respect to the transition of students with special needs to the different academic levels.
- Organize mechanisms to provide services for students with special needs in resource rooms, and to facilitate the process so that they receive services in these rooms during the school day in coordination with Special educators for the resource rooms.
- Undertake work assigned to him in the field of special education services in the school as deemed appropriate by the Directorate of Special Education in the Ministry.

Role of the Special Educator

In addition to the core functions of a Special Educator in accordance with the regulation of the Ministry of Education, it is supposed that the Special Educator will undertake the following important tasks:

- Accept students with special needs and provide them with equal opportunities to learn.
- Participate in the meetings, training courses, workshops, and special activities aimed at improving the quality and delivery of special education programs and services.
- Monitor the implementation of special education programs and provide periodic reports on the status of these programs and services.
- Participate as a member of the MET (Multi-Disciplinary Evaluation Team) in the educational zone and conduct assessments to determine a student's level of academic performance.
- Collaborate with parents of students with special needs to strengthen the home and school partnership.
- Monitor and support all instructions as issued by the Director of Special Education of the Ministry of Education.
- Engage in ongoing professional development to enhance the acquisition of knowledge and skills in the field of special education.
- Conduct field visits to schools to observe the implementation of inclusive education.

- Collaborate with other professionals inside the school such as other subject teachers, school administrators, and in the community to facilitate the implementation of special education programs.
- Collaborate with staff at organizations and educational institutions to identify programs and services for Gifted and Talented students.
- Perform any other tasks assigned by the Director of Special Education and the zone.

Role of Subject Teacher in the Regular Education Classroom

If a student with special needs is present in the classroom, the teacher should consider the following:

- Accept students with special needs and provide them with full opportunities to learn.
- Cooperate with the special educator in providing special education services to students with special needs.
- Collaborate with parents of students with special needs to strengthen the home and school activities.
- Participate in the effective implementation of IEP/ BIP/ IAP/ ALP.
- Encourage others to accept the idea of including special needs students in regular classes.
- Engage in ongoing professional development to enhance knowledge and skills in the field of special education.
- Modify teaching strategies and materials and evaluation methods as necessary to the needs of students according to the IEP.
- Participate in ongoing professional development.

Role of Special Educator (Gifted and Talented Students)

The special educator for the Gifted and Talented will develop and implement enrichment programs and services for students with special gifts and talents. Moreover, this teacher will undertake the following tasks:

- Assist in the identification of students with gifts and talents.

- Prepare an ALP for the gifted and talented students as needed, in cooperation with other school personnel.
- Implement teaching strategies to promote the development of the creativity of G&T students.
- Organize programs and special activities for G&T students in accordance with the approved programs of the Director of Special Education.
- Nominate gifted and talented students to participate in indoor and outdoor programs and activities.
- Application of best practices in the area of talent and excellence.
- Provide opportunities and educational experiences for students to develop motivation for independent learning
- Cooperate with subject teachers in order to design enrichment programs for the gifted and talented students.
- Develop and implement awareness programs for the school, parents and community of the methods and ways of identifying and developing the skills of gifted and talented students.
- Collaborate with parents of students with special needs to strengthen the home and school partnership.
- Engage in ongoing professional development

Role of Counselors (Psychologist & Social Worker)

To contribute as a member of the student support team

- To work with teachers when identifying SOD students while creating clear channels for communication between parents and teachers.
- To contribute to the process of identification of SOD students
- To help teachers select appropriate accommodations and adaptations in teaching
- To monitor student progress
- To contribute to the execution of IEP and ALP
- To spread awareness about inclusion
- To keep proper records

Roles of Peers of Students with Special Needs

Peers are encouraged to exchange ideas and information and provide help to students with special needs in the learning process. This interaction will lead to the acceptance of all students by each other, and contribute to the process of identifying the factors that support the inclusion of the student in the school community.

Role of Parents of Students with Special Needs

Parents should share accurate and relevant information about their ward with teachers and other Student Support Teams that will help promote the student's growth and inclusion in the school.

TRANSITION

Transitional services include activities designed to prepare the student with special needs to move from one stage, or from one environment to another.

- Parents and school personnel are expected to maintain communication to discuss transitions for students between educational levels and programs at least on an annual basis.
- The school will be providing two levels, i.e., SDL (low) & SDM (middle), of Curriculum Modification for the SODs based on their requirement. There will be only an SDM level of modification in Grade 7. As the child advances from one grade to the other the modification level will be upgraded, in order to better prepare him or her for grade 8's regular curriculum. Curriculum modifications will be discontinued from Grade 8.
- Set forth IEP services will be discontinued from Grade 8. Therefore, other educational alternatives such as vocational training should be considered to meet his or her academic and social needs the Guardian.
- The pull-out sessions for the IEP and BIP goals will be discontinued from Grade 7.
- If the goals and objectives set forth for the student in the IEP are not achieved with satisfactory progress, then the goals and objectives should be revised during the review process.

GRADE PROMOTION AND RETENTION

- As per the School Policy, the promotion will be obligatory till Grade 3, after which the promotion will solely depend upon the academic performance of the student since the relaxation is given in the form of Curriculum Modification, exam assistance, additional time and alteration in marking scheme.
- With the authentic psychoeducational or medical report, the school will be applying to CBSE for concessions like a scribe, extra time, exemption of language and flexibility in choosing the subjects for the board exams in grade 9. The concessions will be granted upon the approval from the CBSE.

CBSE RULES AND EXEMPTIONS FOR STUDENTS OF DETERMINATION

Board is extending several exemptions/ concessions to Spastic, Visually impaired, physically handicapped, Dyslexic, Autistic, and candidates with disabilities as defined in the Persons with Disabilities Act, 2016, which have been circulated to the schools and also hosted on the website of the Board, from time to time. Please refer to the link below to learn more about the CBSE provisions for Students Of Determination.

[CBSE circular - Exemptions/Concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure](#)

ADMISSION PROCEDURE FOR SOD

SODs and other students with learning and behavioral challenges are given admission to the school based on the student's reported condition and the resources available at school to support the child.

Admission procedure for students who are formally identified as SOD

- The registrar receives all necessary documents (any medical, educational or psychological assessment report, any relevant document from the previous school,

including other documents required for admission procedure), for a student's file and then presents it to the Student Support Team (SST) for review.

- The student's intake assessment and observation are then scheduled with the counselor/special educator by the Registrar.
- The counselor/special educator makes a recommendation for placement to the Section Head and Principal, for approval, based on the classroom behavior observation, analysis of academic screening as well as capacity of the school to meet the students' needs.
- Based on the observation done if the child requires individual supervision in the classroom setting, the parents will be strictly advised to hire a Learning Support Assistant (LSA).
- The SODs admitted without LSA support will be under monitoring of SST for three months from the first day of joining to see if a child requires LSA support or external agency interventions.
- The registrar completes formalities and informs the concerned personnel regarding the placement; the SST is also informed by the Admission office when a student is placed into a specific classroom.
- The SST, section head, and respective teacher confer before the start date of the student in order to discuss their effective accommodation in the respective classroom.

Admission of students who are not formally identified as SOD

- During the time of admission, if the registrar observes significant behavioral or learning challenges with a student, the SST is notified. An informal assessment of the child is done by the SST. In addition, the SST team will meet the parent and collect necessary information pertaining to the child.
- The SST will inform the parents to submit a formal psycho-educational or medical report. Without a proper report, admission will not be permitted.
- The SST team, in consultation with the Principal and Section Heads, decides the status of admission based on the report.
- Based on the observation done if the child requires individual supervision in the classroom setting, the parents will be strictly advised to hire a Learning Support

Assistant (LSA). If the reported condition of the child demands external agency interventions, the parents will be advised to provide the same.

LEARNING SUPPORT ASSISTANT POLICY

Learning Support Assistant (LSA) is recommended only for those SOD who require rigorous and continuous one-to-one support based on an observation by the class teacher, counselors, and special educators. The LSA will be hired by the parents but needs to be approved by the Principal, SST, and should also fulfill the requirements of the Ministry of Education (MOE), in order to ensure competence in managing the individual's needs and supporting his/her learning. (Refer to the LSA Policy of the school).

ASSESSMENT SCHEME FOR SOD

- Provisions like exam assistance, modified assessment schemes, and question papers are granted for SODs (if required).
- Assessments will be conducted in separate classrooms for SODs requiring individual assistance by the SST until Grade 8. Exam assistance given to SODs includes extra time and individual attention like reading questions and prompting.
- Modified question papers are to be given to SODs having curriculum modification, only on the recommendation of the special educator, and it is encouraged only till Grade 7. Modified question papers are prepared according to the modified marking scheme.

INCLUSIVE PRACTICE IN SCHOOL

The school tries to provide effective learning opportunities for all pupils by

A) Setting suitable learning environments and resources so that pupils experience:

- Success in their own learning.
- A flexibility of approach.

B) Responding to pupils' diverse learning needs by

- Setting and communicating realistic expectations and opportunities for achievement for all students.
- Planning and delivering lessons that reflect a range of learning and teaching styles, and a recognition of individual pupils' needs.
- Setting appropriate learning objectives and assessment targets.
- Creating effective learning environments.
- Promoting and securing pupil motivation and self-esteem.
- Providing equal opportunity and individual strategies to accommodate all kinds of learners in approaches for classroom management and delivery of subject content using appropriate tools and language for assessment and tracking.

C) Overcoming potential barriers to learning and assessment for individuals and groups of pupils by:

- Making provision for pupils to participate effectively in the curriculum through teaching learning strategies, curriculum modification, and classroom accommodation.

SCHOOL IMPROVEMENT PLAN PRIORITIES RELATED TO SOD PROGRAMME

Create an inclusive mindset in school (staff and students) - Widen the SOD awareness

- Implement proper identification procedure
- Make a thorough follow-up to monitor the progress of SOD students
- Impart the accommodation/adaptation methods to teachers
- Enhance systematic documentation
- Occasional self-evaluation
- Annual review of Inclusion Policy.

This policy is linked with all the other policies of the School.