



INCLUSIVE EDUCATION POLICY -2026-27

Revision	Date	Prepared by	Reviewed by	Approved by
1	18 April 2026	Asna ,KV	Governing Body	Dr.Saifudeen P Hamsa (Principal)

1. Purpose and Scope

This Inclusive Education Policy set forth the protocols implemented at The New Indian School, Umm Al Quwain, to foster inclusivity for every student. This policy explains the approach to students with special education needs in keeping with the school's aims, teaching and learning policies, and equality of opportunity. The main aim is to understand and support students who fall into these categories to help them reach their full potential by embedding Federal Law n.29/2006, UNCRPD, 2008/2010 & Dubai Inclusive Education Policy Framework (2017).

- *Federal Law n. 29/2006 (articles. 12, 13, 14 and 15) and its updates in 2009: In 2006 the UAE passed a decree that protected the rights of people with disabilities and mandated that appropriate modifications, adaptations and techniques be used in all educational institutions. The Federal Law is linked with the commitments made in the UNCRPD (2006).*
- *United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2008); 2010): The UNCRPD is a legally binding international human rights treaty for people with disabilities. The UAE signed the UNCRPD in 2008 and ratified its status in 2010.*
- *The implementation and impact of the standard included within Dubai Inclusive Education Policy Framework (2017) are monitored and regulated by the Knowledge and Human Development Authority (KHDA). These processes involve regulating the quality of provision and outcomes of students of determination through the implementation of the UAE school Inspection Framework and monitoring compliance levels in accordance with stated standards, approved rules and regulations.*

The management and staff of The New Indian School, Umm Al Quwain are obligated to strictly adhere to the inclusion protocols outlined in this policy across all facets of their involvement.

Aims and Objectives

Aims

- To create a nurturing and positive learning environment, where each student with special education needs has easy access to quality education, becomes independent and reaches their full potential.
- To create a positive atmosphere wherein the students are valued, become competent skilled members of the school as well as the wider community.
- To help students develop confidence and self-respect.
- To ensure students and staff receive specialist support and guidance as appropriate.

- To give a voice to SOD and to ensure that their views and wishes are taken into consideration.
- To give academic, social and emotional needs to all students especially students with determination.

Objectives

- To ensure early identification, assessment, and provision for any child who may have special educational needs.
- To inform the staff of the student's needs and suggest ways of meeting their needs.
- To enable the staff to play a vital role in identifying the SOD & AGT and to take responsibility in recognizing and addressing their individual needs.
- To prepare an Individual education plan (IEP) or Advanced Learning Plan (ALP) for each student based on his/her capacity.
- To monitor and review the progress of the students through class observation, screening, triangulation of IBT/CAT4 scores etc.
- To encourage and maintain an effective parent relationship in developing and implementing a joint learning approach at home and in school.

Being identified with a special education need could mean that students require specialist support, specific curriculum modification or individualized planning to ensure that they make expected levels of progress given their starting points.

Definition of Special Education Needs (SEN)

According to Federal Law 29 (UAE), a Person with Special Needs is defined as: “Every person suffering from a temporary/permanent, full /partial deficiency or infirmity in his physical, sensational, mental, communicational, educational or psychological faculties to an extent decreasing the possibility of satisfying his ordinary requirements in the conditions of people without special needs.

“In line with Federal Law (2006) and Law No. 2 (2014), improving the education and outcomes of students with special educational needs (SEN) and disabilities remains a priority for UAE Schools.

This is to be conjunction with the following explicitly written policies like G&T policy, Behavior management policy

MOE Definition of Special Educational Needs (SEN):

“Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.

It states that Special education needs could mean a child has difficulties with:

- All the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in school;
- Organizing themselves, completing tasks or focusing on activities.

- Some kind of sensory or mobility needs that may affect them in some or all school activities

Definition of Inclusion:

It is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities and reducing exclusion within and from education.

Inclusion involves changes and modifications in content, approaches, structures and strategies with a common vision that cover all children of the appropriate age range.

Special Educational Provision:

Special educational provision refers to educational provision which is additional to, or otherwise different from, that is made generally available for children of their age in school. At NIS Kindergarten, we adhere to the following general categorization based on the support provided for our students of determination.

Differentiation/Accommodation:

Students whose attainment is well below expected levels in identified areas of the curriculum and/or those who require substantial accommodation due to some medical concerns / physical limitations.

Categories of disability and barriers to learning.

The following framework is based upon the UAE's unified categorization of disability.

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 (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 Hyper Activity disorder 8. Psycho-emotional disorders.

Physical, sensory, and medical	<p>9. Sensory impairment</p> <p>10. Deaf-blind disability</p> <p>11. Physical disability</p> <p>12. Chronic or acute medical conditions</p>
---------------------------------------	---

Type of Need	Description Compiled from a range of international best practices and using the DSIB definition
Behavioural, Social, and Emotional	Students whose behaviour presents a barrier to learning. Students who are experiencing emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette 's syndrome
Sensory and Physical	Blind students or those with partial sight Deaf students or those with partial hearing Students who are deaf and blind
Medical conditions or health-related disability	Medical conditions may lead to an associated 'special need.' These conditions may be temporary but are more likely to be ongoing and include such illnesses as asthma, diabetes allergies.
Communication and Interaction This does not include students with additional language needs	Students who cannot speak well enough to be understood or who stutter or have a speech impediment such as a lisp. Students who find it difficult to respond to language and so cannot follow simple instructions or make themselves understood. Autistic Spectrum Disorder (ASD) is a range of communication disorders related to students who find it difficult to: <ul style="list-style-type: none"> ● Communicate with others; ● Understand social behaviour; ● Think and behave flexibly.
Learning	<p>Specific Learning Difficulty (SLD) – students who have specific difficulties with any of the following:</p> <ul style="list-style-type: none"> ● Reading, writing, spelling ● Using numbers <p>General Learning Difficulty 1 – students' whose attainment is well below expected levels in all or most areas of the curriculum</p> <p>General Learning Difficulty 2 – students experiencing significant learning difficulties which have a major effect on their participation in the mainstream school curriculum, without support.</p> <p>Profound and Multiple Learning Difficulty (PMLD) – students who have been identified by a professional as having severe and complex learning needs as well as other significant difficulties.</p>

	<p>These may include physical disabilities or a sensory impairment. These students are likely to require a high level of adult support.</p>
<i>Gifted and Talented</i>	<p>Gifted and Talented – students who demonstrate outstanding ability or aptitude in one or more areas of creative or academic achievement. These students would demonstrate performance which is distinct from their peers who are in the same age group. These students may demonstrate special talents and abilities in areas such as poetry, drawing, sports, drama, etc.</p>
<i>Disabled</i>	<p>Disabled students are those who have any permanent or temporary condition resulting from illness or congenital disorder. A disability would impact a student’s ability to carry out everyday tasks such as speaking, hearing or moving like other individuals.</p>

Inclusion Core team

- School Principal
- Inclusion Governor
- Inclusion Champion
- Vice Principal
- Academic Coordinator
- School Counselor
- Section Heads
- Head of departments
- School Nurse
- Class Teachers

Roles and Responsibilities

- **Principal:** The principal is responsible for monitoring the functionality of all departments and school systems, including provisions for SEN children. The principal will work closely with the Inclusion Department, Teachers, and students.
- **Inclusion Governor:** A dedicated governor for inclusive education is appointed to support the board in setting strategic direction, holding the inclusion support team accountable and monitoring overall educational performance.
- **Inclusion Champion:** The Inclusion Champion will collaborate with school leadership, teachers, staff, and parents to craft a comprehensive and actionable inclusion policy. They will facilitate the development of strategies that cater to the diverse needs of all students, ensuring that the policy aligns with the school's vision for an inclusive education. By spearheading initiatives, providing guidance on best practices, and monitoring the policy's effectiveness, the Inclusion Champion will be responsible for the efficient functioning and coordination of the Inclusion department. They should empower the entire school community to embrace inclusivity as a core value, ultimately enriching the educational experience for all students.
- **Special Educator /SENDCo:** The SENDCO must build a strong and meaningful bond between the family and the school for all students by supporting the teachers, and assisting the development and implementation of the Individual Education Plan (IEP), Advance Learning Plan (ALP) and SEND policies. SENDCO will work in collaboration with the teachers to determine the strategic implementation of the SEND policy and provisions in the school in order to improve the academic achievement of children with special needs
- **Vice Principal**
The vice principal plays a crucial role in assisting the principal by overseeing the implementation of inclusive policies and practices on a daily basis. They act as a bridge between the Inclusion Core Team and the broader teaching staff, ensuring that inclusive strategies are consistently followed across all classrooms.
- **Academic Coordinator**
The academic coordinator ensures that the school's curriculum and teaching methods are inclusive and adaptable to meet the needs of all students. They work closely with teachers to develop differentiated lessons, provide resources, and monitor the progress of all students, particularly those with special educational needs.
- **Supervisors**
Supervisors work directly with teachers to ensure that inclusive practices are being implemented effectively within the classroom. They provide feedback on teaching methods, observe lessons, and support staff in delivering education that caters to a diverse range of students' needs.

- **Counsellor**
The school counsellor offers emotional and psychological support to students, ensuring their mental and social well-being is prioritized. The counsellor works closely with students with SEND (Special Educational Needs and Disabilities) and their families, and collaborates with teachers to create emotionally supportive learning environments.
- **Class teachers and Subject Teachers:** All concerned teachers will be responsible for delivering quality instruction and monitoring student progress toward SMART goals through ongoing assessment. All teachers should work along with SENDCO to implement the accommodations within the Individual Educational Plan (IEP) and Advanced Learning Plan (ALP). All staff should plan and teach a differentiated curriculum with the assistance of the SENDCO to ensure all children with SEND have access to the full range of the curriculum.

Functions of the Inclusion Department

At NIS the Inclusion Department mainly focuses on:

- Planning interventions and support measures for each determinant student
- Sharing information with the class teacher, subject teachers, and parents
- Conducting monitoring and reviewing sessions to gauge progress of individual Student of determination
- Following up with necessary and relevant improvement strategies.
- Leading individualized and whole-school Differentiated Learning CPD sessions to guide teachers to modify teaching styles, content/ material and assessment to suit each Student of determination
- Conducting periodic reviews to identify students that continue to demonstrate significant learning difficulties despite appropriate support and put in place suitable effective remedial measures in terms of one-to-one sessions, remedial classes, etc.
- Inviting parents to discuss their child's IEP and support program setup by the school, making them partners by sharing a specific plan of support at home, towards the student's development and progress.

Identification procedure of SEN students

- Referral by teachers: Referral forms are available
- Observations by Inclusion Champion: Observation log book is available
- Preliminary screening: SENCo checklist is tool for preliminary screening
- Parental communication: Parental communication log book is showing the communication details
- Referral to an external agency for comprehensive evaluation: Medical reports are available
- Submission of assessment report

The Three-Level Intervention Procedure at NIS (Wave 1, Wave 2, and Wave 3):



Wave 1	QUALITY FIRST TEACHING - Majority of children achieve well through classroom teaching.
Wave 2	<p>Students who are achieving below age related expectations with in the curriculum.</p> <ol style="list-style-type: none"> 1. Close Monitoring done by Inclusion team 2. Need based accommodation and modification 3. Need based intervention plans/Programs done by respective teachers 4. Need Based provisions (Push In and pullout session) 5. Students on it can be without medical report
Wave 3	<p>Highly personalized interventions -students who experience the most significant barriers to learning</p> <p>Target students: Clinically diagnosed with SEND, at risk awaiting diagnosed with parent consent and includes medical report. These students require additional support (learning and counselling) due to their health issue.</p> <p>Support: One to one support is provided by the specialized staff, CBSE exemptions and provisions, modified question papers, worksheets to SEND students based on their needs. Also, IEP, IBP, Curriculum modifications are provided based on their needs. The IEP objectives and targets are reviewed termly and modifications are made accordingly.</p>

Support offered to Students of determination:

When a student of determinant is identified, he/she is provided with appropriate additional support within and outside the classroom, as appropriate.

The school follows the Graduated Response to INCLUSION- it recognizes that all children learn in different ways and can have different types and level of educational needs. The graduated response means step by step support and more expertise can be brought in, to help the school support the difficulties a student may be experiencing. The support is initiated with differentiated activities and is devised based on the educational needs of each student. The class teacher and subject teachers are responsible for working with the student daily, under the guidance of the Inclusion champion. Students of determination are also supported by the Inclusion champion, and by Academic Coordinator in the class and work closely with the teachers to initiate suitable teaching strategies, activities, and class work to ensure the child learns along with his/her peers and progresses.

Modified Curriculum and Assessments

A modified curriculum is changing what the student is expected to learn, not how it is presented. Curriculum modification is done for the students of NIS based on the difficulty level and as per the CBSE guidelines. The modified assessments are also provided to support the students to cope with the curriculum.

The students with severe difficulties are provided a modified curriculum for all subjects except Arabic. Arabic will be considered based only on the approval.

Individual Education Plan (IEP)

An Individual Education Plan (IEP) is a written document for Wave 2 students as a planning, teaching, and reviewing tool. The special educator makes the IEP and records the goals that are per the child's current level of performance. All IEP goals are shared with the teachers and parents. Progress is tracked and considered for further interventions. This applies from kindergarten to grade 8. For grades 9 to 10, teachers are trained to prepare IEPs based on the subject-specific needs of the student and review it three times in a year.

Behavior Support Plan (BSP)

Students who have behavior concerns are provided with a Behavior Support Plan (BSP) and counselors review it for progress

Weaning-Off

The weaning-off structure for the Inclusion Policy is designed to ensure a gradual and structured transition of students from intensive support to full participation in the mainstream classroom.

The process begins at Wave 3, where the student receives high levels of individualized support, including special worksheets, simplified notes, differentiated question papers, additional time, and consistent assistance from a Learning Support Assistant (LSA)/ SENCo. At this stage, pull-out sessions, push-in sessions and tailored interventions are provided to build the student's foundational academic and behavioral skills.

Once the student shows progress and readiness, the transition moves to Wave 2, where support is moderately reduced. The student begins to spend more time in regular classrooms with limited support, while the learning materials gradually shift from fully modified to partially differentiated. Assessments may still include some scaffolding, but the goal is to foster greater independence.

As the student becomes more confident and capable, the support further reduces to Wave 1, where they are fully included in the mainstream classroom with minimal accommodations. At this stage, special worksheets, notes, and question papers are phased out entirely, and the student uses the same materials and assessments as their peers. SENCo involvement becomes minimal or consultative, and teachers provide only general classroom differentiation strategies.

Finally, the student transitions to the mainstream learning environment without specialized support, participating independently in all classroom activities. Continuous monitoring and regular review meetings ensure the transition is smooth and responsive to the student's needs, allowing them to thrive academically and socially within the regular classroom setting.

Stakeholder Partnerships:

We recognize that for our students of determination to achieve their maximum potential, the key is to establish and build on successful partnerships with a number of stakeholders:

- Parents and Guardians
- Counselor
- Administration
- Teachers
- School bus conductors

- External medical and clinical experts

To develop such partnerships, we:

- ❖ Work closely with all departments within school inclusion, co-coordinator, subject heads, teachers, school doctor/nurse and other professionals.
- ❖ Provide advice and information to and work closely with parents and staff about provisions and arrangements for special educational needs, including ways in which they can participate in the process.

The support we offer to our staff:

At NIS, we believe that our staff must be kept well-informed with all the information and latest updates they require to meet the specific needs of all our students, especially our students with special needs. Staff members are trained, as necessary, on the latest methods, strategies and best practices towards optimum enhancement of skills of our students. Appropriate training has been and will continue to be offered to teachers to ensure that all staff can develop their existing competencies to enable them to confidently meet the wide range of learning needs of our students, especially students with special educational needs.

❖ Provisions for teacher-training opportunities include but are not limited to:

- Focused training sessions are planned and conducted by the Head of Inclusion.
- Teachers share good practices and strategies.
- Funding is made available to send teachers for training, conducted by external agencies.

NIS Admission Policy for students of Determination

Whilst we endeavor to be fully compliant with the regulations stated in the Federal Law 29(UAE), there may be certain admission procedures for students of determination at NIS, such as:

- Submission of the latest assessment documentation (less than 2 years)
- Expert's recommendations and type of support required
- Complete disclosure of medical history, etc.
- Child readiness to be included in the mainstream school
- Parental support and compliance with specific recommendations from

the school

- Entry level examination

Protection and Safeguarding of Students with Determination

Our school understands that children with Special Educational Needs (SEN) and disabilities can be more vulnerable to exploitation/abuse and are required to have enhanced access to support systems. They may be isolated / feel isolated from their peers and find it difficult to express their concerns. No concern should be overlooked or passed off as a symptom of SEN or disability, including:

- Communication
- Toileting
- Understanding right and wrong
- Physical appearance Unusual or overly physical attachment to staff members or peers.

Staff must be vigilant to the needs and concerns of these children who are among the most vulnerable.

16 INCLUSION TEAM

The NIS policy aimed at creating general provisions for students with special needs to promote a safe and supportive learning environment, to thrive academically, socially and emotionally. It also included students at the other end of the spectrum, the gifted and talented. We aim to create a nurturing and positive learning environment, where each student has easy access to a quality education and becomes independent, valued, competent, skilled members of the school as well as the wider community. The Management hence decided to form an Inclusion Team for the academic year 2023-2024.

❖ NIS INCLUSION PROMOTION TEAM: The team comprises of:

<u>Inclusion core team</u>	<u>Inclusion Support team</u>
Principal	Core team members
Inclusion Governor	Head of Departments
Inclusion Champions	School Teachers
Vice principal	Parents
Academic coordinator	Students
Counsellor	
Supervisor	

Monitoring and review

This policy will be reviewed and updated annually under the direction of **Inclusion team**. The approved policy shall be uploaded in the school website and accessible to all stakeholders. Within the school, the Inclusion Champion and the team members will report regularly to Senior Leadership Team, concerning the effectiveness of the policy.