INCLUSION POLICY
2025-2026

Policy Type	School
Reference	- UAE Federal Law No. 29 of 2006 concerning the Rights of People with Special Needs. - CBSE's guidelines on special education and inclusive practices.
Related Policies	Anti Bullying policy, Child Protection Policy, Cybersafety and security policy
Review Frequency	Annually
Committee Responsible	School Leadership Council
Chair Signature	PRINCIPAL Ms. Qurat Ul Ain

Purpose and Scope of the policy

Purpose:

To ensure that all students, regardless of their physical, intellectual, social, emotional, or cultural needs, have equal access to high-quality education and opportunities for personal and academic growth.

Scope:

This policy applies to all students, staff, and stakeholders within the school community.

Vision and Mission

Vision:

To create an inclusive learning environment where every student feels valued, respected, and supported to achieve their full potential.

Mission:

To implement practices that promote diversity, equity, and inclusion, ensuring that every student's unique needs are met through tailored educational strategies and support systems.

Legal and Policy Framework

Compliance:

Ensure alignment with local UAE regulations, CBSE guidelines, and international best practices regarding education and disability rights.

Regulations:

- UAE Federal Law No. 29 of 2006 concerning the Rights of People with Special Needs.
- CBSE's guidelines on special education and inclusive practices.

Key Principles

- **Equity:**

  Provide fair access to educational resources and opportunities, accommodating the diverse needs of students.

- **Respect:**

  Foster a culture of respect and understanding among students, staff, and the wider community.

- **Collaboration:**

  Work with families, external agencies, and specialists to support students' needs.

Special Educational Needs Categories by MOE UAE

In the UAE, the Ministry of Education (MOE) has established categories for Special Educational Needs (SEN) to provide tailored support to students with diverse needs. These categories help in identifying and addressing the specific requirements of students to ensure effective educational interventions. Here are the key categories as defined by the MOE:

1. Learning Disabilities

- **Dyslexia:** Difficulty with reading, writing, and spelling despite normal intelligence.
- **Dyscalculia:** Difficulty with mathematical concepts and calculations.
- **Dysgraphia:** Difficulty with handwriting and fine motor skills.

2. Attention Deficit Hyperactivity Disorder (ADHD)

- Characterized by inattention, hyperactivity, and impulsiveness that can affect academic performance and behavior.

3. Autism Spectrum Disorder (ASD)

- A range of conditions characterized by challenges with social skills, repetitive behaviors, and communication. Includes various levels of severity from mild to severe.

4. Intellectual Disabilities

- **Mild Intellectual Disability:** Delays in cognitive and adaptive functioning that impact learning but allow for some level of independence.
- **Moderate Intellectual Disability:** More significant delays that require ongoing support for daily living and learning tasks.
- **Severe and Profound Intellectual Disabilities:** Significant limitations in intellectual functioning and adaptive behavior, necessitating extensive support.

5. Speech and Language Impairments

- **Speech Disorders:** Issues with articulation, fluency, or voice that affect verbal communication.
- **Language Disorders:** Difficulty with understanding or using language effectively, including expressive and receptive language issues.

6. Hearing Impairments

- **Hearing Loss:** Partial or total inability to hear, which may require hearing aids or other assistive technologies.
- **Deafness:** Severe to profound hearing loss that significantly impacts communication and learning.

7. Visual Impairments

- **Low Vision:** Reduced vision that cannot be corrected with standard glasses or contact lenses, affecting educational performance.

- **Blindness:** Complete loss of vision or very limited vision that necessitates alternative methods of learning.

8. Physical Disabilities

- **Mobility Impairments:** Conditions affecting physical movement, requiring accommodations such as wheelchairs or adapted physical environments.
- **Chronic Health Conditions:** Health issues like epilepsy, diabetes, or asthma that may affect a student's ability to participate fully in school activities.

9. Behavioral and Emotional Disorders

- **Emotional Disturbances:** Issues such as anxiety, depression, or severe mood disorders that affect a student's behavior and learning.
- **Behavioral Disorders:** Challenges with managing behavior, including oppositional defiant disorder (ODD) or conduct disorder.

10. Autistic Spectrum Disorders

- This includes a range of conditions characterized by difficulties in social interaction, communication, and repetitive behaviors.

Support Structures

INCLUSION SUPPORT TEAM

Name of the Member	Designation
Ms. Qurat Ul Ain	Principal
Mr. Manzar Alam	Vice Principal
Mr. Fayid Muhammed	AO , Health & Safety Officer
Mr. Jayakrishnan	Section Head, Boys
Ms. Vinu	Section Head, Girls

Ms. Jagrita	Section Head, Primary 2
Ms. Diana	Section Head, Primary I
Ms. Aashiya	Section Head, KG
Mr. Rajalakshmi	HOD Representative
Ms. Amina	School Doctor
Ms. Vinaya	School Nurse
Ms. Sudheesha Rahul	HOD & Special Education Needs Teacher, Dept of Inclusion & Wellbeing
Mr. Shamjith	School Psychologist
Ms. Ashfina	School Psychologist
Ms. Aswani	Social Worker
Ms. Riya Shaju	Special Education Needs Teacher
Ms. Shehana	Special Education Needs Teacher cum School Psychologist

REFERRAL & EARLY IDENTIFICATION

I. Purpose of the Referral System

- **Identification:** To identify students who may require special educational support or services.
- **Assessment:** To assess students' needs and determine appropriate interventions and accommodations.
- **Support:** To provide timely and effective support to enhance students' learning and participation in the inclusive classroom.

2. Referral Process

A. Early Identification

- **Observation:** Teachers, parents, and other school staff should be observant of any signs of learning difficulties, behavioral issues, or developmental delays.
- **Screening Tools:** The informal screening tools usage for the screening purpose by the specialist staff.

B. Initial Concern

1. **Classroom Teacher's Role:**

- ○ **Document Concerns:** Record specific observations, academic performance, and behavioral issues.
- ○ **Classroom Interventions:** Implement and document initial classroom-based interventions and accommodations.

2. **Communication with Parents:**
   - ○ **Discuss Observations:** Meet with parents to share concerns and discuss the observed issues and initial interventions by the class teacher/section head/specialist staff.
   - ○ **Seek Input:** Gather insights from parents about the child's development, behavior, and any concerns they might have.

C. Referral for Formal Assessment

1. **Referral Form:**
   - ○ **Complete Referral:** Fill out a referral form that includes detailed observations, interventions tried, and reasons for the referral.
   - ○ **Submit referral :** Submit the referral form to the link provided by the CSE department.
   - ○ **Initial Observation by the Specialist staff :** Observation by the special educator/school psychologist/counsellor.
   - ○ **Obtain Consent:** Ensure parental consent is obtained before proceeding with formal assessments and intervention.

2. **Referral Team:**
   - ○ **Multidisciplinary Team:** Include special education staff, school psychologists, counselors, and other relevant professionals for an informal assessment before formal referral.
   - ○ **Review and Discuss:** Review the referral and discuss potential areas of concern and the need for further evaluation.
   - ○ **Referral to the external agencies.**

INCLUSION REGISTER

Purpose of the Inclusion Register

Centralized Record: Provides a single source of information about students with special educational needs.

Compliance: Ensures compliance with educational policies and regulations related to special education.

A. Format and Accessibility

- ● **Digital vs. Physical:** Decide whether to maintain the register digitally (e.g., through a school management system) or in a physical format. Digital registers can offer easier access and updates but require secure handling.

- **Access Control:** Ensure that access to the register is restricted to authorized personnel only to maintain confidentiality.

B. Data Entry and Maintenance

- **Initial Entry:** Enter all relevant information for each student as they are identified and assessed.
- **Regular Updates:** Continuously update the register with new information, progress reports, and changes to support plans.
- **Accuracy:** Ensure that all data is accurate and up-to-date.

C. Review and Quality Assurance

- **Regular Audits:** Conduct regular audits of the Inclusion Register to ensure data accuracy and completeness.
- **Feedback Mechanism:** Establish a process for staff to provide feedback on the register's effectiveness and suggest improvements.

Using the Inclusion Register

A. Monitoring and Tracking

- **Progress Tracking:** Use the register to monitor each student's progress and the impact of interventions.
- **Identify Trends:** Analyze data to identify trends or recurring issues across the student population.

B. Reporting

- **Generate Reports:** Create reports for internal use, such as staff meetings, or for external stakeholders, such as educational inspectors or regulatory bodies.
- **Inform Decision-Making:** Use data from the register to make informed decisions about resource allocation, professional development, and support strategies.

C. Communication

- **Share Information:** Provide relevant information from the register to teachers, support staff, and parents to facilitate effective collaboration.
- **Review Meetings:** Use the register during IEP meetings and reviews to ensure that all stakeholders are informed and involved.

CLASSIFICATION CATEGORIES WITH LEVEL OF SUPPORT

<u>Students of Determination (SODs) in wave 1,2 and 3.</u>

The concept of "Wave 1, Wave 2, and Wave 3" is commonly used in educational settings to describe the tiers of support provided to students with special educational needs (SEN) within an inclusive school environment. This tiered approach helps in delivering appropriate interventions based on the level of need. Here's a detailed overview of these waves:

Wave 1: Universal Support

Definition: Wave 1 encompasses high-quality, inclusive teaching practices and general classroom strategies that benefit all students, including those with special educational needs.

Key Features:

- **Differentiated Instruction:** Teachers use a range of teaching strategies and resources to accommodate diverse learning styles and abilities within the general classroom setting.
- **Inclusive Curriculum:** The curriculum is designed to be accessible to all students, with adjustments made to ensure that every student can participate in lessons.
- **Classroom Environment:** The classroom setup is inclusive, with visual aids, flexible seating arrangements, and assistive technology as needed.
- **Universal Strategies:** Strategies such as varied questioning techniques, collaborative learning opportunities, and formative assessments are employed to support diverse learners.
- **Monitoring Progress:** Regular monitoring of all students' progress through formative assessments and observations to ensure that they are making adequate progress.

Objective: To provide a supportive learning environment where all students, including those with mild SEN, can succeed through high-quality, inclusive teaching practices.

Wave 2: Targeted Support

Definition: Wave 2 involves additional, targeted interventions for students who require more support than what is provided through universal strategies but do not need intensive, individualized assistance.

Key Features:

- **Small Group Interventions:** Specific groups of students receive targeted support in small groups, focusing on particular areas where they need improvement (e.g., reading or math interventions).
- **Additional Resources:** Use of supplemental materials and resources, such as intervention programs or specialized educational tools.
- **Enhanced Support:** Implementation of strategies tailored to address specific learning needs or difficulties identified through assessments and observations.

- **Short-Term Interventions:** Interventions are typically short-term and designed to address specific learning gaps or challenges.
- **Progress Monitoring:** Regular assessments and tracking of progress to determine the effectiveness of the interventions and adjust as necessary.

Objective: To provide targeted support to students who need extra help beyond the general classroom strategies but do not require individualized, one-on-one support.

Wave 3: Specialized Support

Definition: Wave 3 consists of highly personalized, intensive interventions and support for students with significant or complex special educational needs that require specialized approaches.

Key Features:

- **Individualized Education Plans (IEPs):** Development and implementation of IEPs tailored to the specific needs and goals of the student.
- **Specialist Support:** Involvement of special education professionals, such as learning support teachers, speech therapists, or occupational therapists, to provide individualized support.
- **One-on-One Interventions:** Provision of intensive, individualized interventions, often with additional time and resources dedicated to the student.
- **Customized Strategies:** Use of specialized teaching methods, accommodations, and modifications designed to meet the student's unique needs.
- **Regular Review:** Frequent reviews and evaluations of the student's progress, with adjustments made to the support plan based on ongoing assessments.

Objective: To offer intensive, personalized support to students with significant or complex needs, ensuring that they receive the specialized assistance required to make progress and achieve their educational goals.

Implementation of the Wave Model

1. **Assessment and Identification:**
   - Regularly assess students to identify those who may require additional support.
   - Use data from assessments, observations, and feedback from teachers and parents to determine the appropriate level of support.
2. **Support Planning:**
   - Develop and implement support plans based on the identified needs and the appropriate wave of support.
   - Ensure that interventions and strategies are evidence-based and tailored to the individual student's requirements.
3. **Monitoring and Review:**

- Continuously monitor the effectiveness of the support provided and make necessary adjustments.
- Review the progress of students receiving targeted or specialized support and revise support plans as needed.

4. **Collaboration:**
   - Work collaboratively with all stakeholders, including teachers, parents, and external specialists, to ensure that support is effective and integrated into the student's learning experience.

By utilizing the Wave 1, Wave 2, and Wave 3 model, schools can provide a structured and systematic approach to meeting the diverse needs of students with special educational needs, ensuring that each student receives the appropriate level of support to succeed in an inclusive educational environment.

GIFTED AND TALENTED

Gifted and talented students require special attention and support to ensure they are challenged and engaged in their educational experience. These students often demonstrate exceptional abilities or potential in areas such as intellectual capacity, creativity, leadership, or specific academic subjects. Here's a comprehensive approach to identifying, supporting, and developing gifted and talented students in school:

1. Identification of Gifted and Talented Students

A. Identification Criteria

- **Academic Performance:** High academic achievement or performance that is significantly above grade level in one or more subjects.
- **Standardized Tests:** Scores on intelligence tests, achievement tests, or other standardized assessments that indicate advanced abilities.
- **Teacher Observations:** Evidence of exceptional skills, talents, or interests observed by teachers in the classroom.
- **Parent and Self-Nominations:** Input from parents or students themselves about areas of advanced ability or exceptional talent.
- **Portfolios:** Collection of student work demonstrating advanced skills, creativity, or accomplishments.

B. Assessment Methods

- **Formal Assessments:** Use of standardized tests and diagnostic tools to evaluate cognitive abilities, creativity, and academic performance.
- **Informal Assessments:** Observations, teacher reports, and student portfolios showcasing exceptional work or achievements.
- **Multi-criteria Approach:** Combine various sources of data (e.g., test scores, teacher recommendations, and work samples) to get a comprehensive view of the student's abilities.

2. Supporting Gifted and Talented Students

A. **Curriculum and Instruction**

1. **Differentiation:**
   - **Depth and Complexity:** Offer tasks and projects that delve deeper into subjects, encouraging higher-order thinking and problem-solving.
   - **Pacing:** Adjust the pace of instruction to allow for faster progression through material, ensuring that students are consistently challenged.
   - **Extension Activities:** Provide enrichment activities, such as independent research projects or advanced problem-solving tasks.
2. **Enrichment Programs:**
   - **Advanced Classes:** Offer advanced or honors classes in subjects where students demonstrate exceptional ability.
   - **Extracurricular Activities:** Encourage participation in clubs, competitions, or programs related to their areas of talent, such as debate clubs, math leagues, or art workshops.
   - **Special Projects:** Provide opportunities for students to engage in special projects or interdisciplinary studies that align with their interests and strengths.

B. **Social and Emotional Support**

1. **Counseling:**
   - **Social Skills:** Offer support to help students navigate social relationships, manage perfectionism, and cope with the unique challenges of being gifted.
   - **Emotional Well-being:** Address issues such as stress, anxiety, or feelings of isolation that may arise from being significantly advanced or different from peers.
2. **Peer Interaction:**
   - **Gifted Groups:** Facilitate interaction with other gifted students through special groups or programs where they can collaborate and exchange ideas.
   - **Mentoring:** Pair students with mentors or role models who can provide guidance and encouragement in their areas of talent.

3. Developing Gifted and Talented Students

A. **Personalized Learning Plans**

1. **Advanced Learning Plans (ALP):**
   - **Advanced Goals:** Set specific, challenging goals for gifted students that align with their advanced abilities and interests.
   - **Customized Support:** Tailor instructional strategies, resources, and interventions to meet the unique needs of each gifted student.
2. **Talent Development:**

- **Opportunities for Growth:** Provide opportunities for students to develop their talents further through specialized programs, advanced coursework, or mentorship.
- **Leadership and Innovation:** Encourage students to take on leadership roles or engage in innovative projects that allow them to apply their talents in meaningful ways.

Students with low scholastic performance

Addressing low scholastic performance in students is crucial for ensuring they reach their full academic potential. Here's a structured approach to support these students effectively:

I. Understanding the Causes of Low Scholastic Performance

A. Academic and Cognitive Factors

1. **Learning Disabilities:**
   - **Examples:** Dyslexia, dyscalculia, ADHD.
   - **Impact:** These conditions can affect reading, writing, math, and concentration skills.
2. **Cognitive Gaps:**
   - **Examples:** Difficulty with foundational skills, lack of prerequisite knowledge.
   - **Impact:** Gaps in basic skills can hinder progress in more advanced topics.

B. Behavioral and Emotional Factors

1. **Motivation and Engagement:**
   - **Examples:** Lack of interest, low motivation, or disengagement from school.
   - **Impact:** Reduced effort and participation can lead to poor performance.
2. **Emotional and Social Issues:**
   - **Examples:** Anxiety, depression, family problems, bullying.
   - **Impact:** Emotional distress can affect concentration, attendance, and overall academic performance.

C. Environmental Factors

1. **Home Environment:**
   - **Examples:** Lack of support, instability, inadequate resources.
   - **Impact:** An unsupportive home environment can affect a student's ability to focus and succeed in school.
2. **School Environment:**
   - **Examples:** Teaching methods, classroom management, peer interactions.
   - **Impact:** An ineffective or non-inclusive learning environment can contribute to academic struggles.

2. Strategies for Improving Scholastic Performance

A. **Personalized Learning and Support**

1. **Differentiated Instruction:**
   - **Adjust Content:** Modify the complexity of tasks and materials to match students' skill levels.
   - **Flexible Grouping:** Group students by ability or interest for targeted instruction.
2. **Individualized Education Plans (IEPs):**
   - **Customization:** Develop IEPs for students with identified learning disabilities, specifying goals, accommodations, and modifications.
   - **Regular Review:** Update IEPs based on student progress and changing needs.

B. **Classroom Interventions**

1. **Remediation and Enrichment:**
   - **Targeted Remediation:** Offer additional practice and support in areas where students are struggling.
   - **Enrichment Activities:** Provide opportunities for advanced learning for students who are ready for more challenging material.
2. **Engaging Instruction:**
   - **Interactive Lessons:** Use interactive and hands-on learning activities to make lessons more engaging.
   - **Varied Resources:** Incorporate different resources such as multimedia, manipulatives, and technology.

C. **Behavioral and Emotional Support**

1. **Motivation and Engagement:**
   - **Goal Setting:** Help students set achievable academic goals and celebrate their successes.
   - **Interest-Based Learning:** Incorporate students' interests into lessons to increase engagement.
2. **Emotional Support:**
   - **Counseling Services:** Provide access to school counselors or psychologists for students dealing with emotional or social issues.
   - **Social-Emotional Learning (SEL):** Implement SEL programs to help students develop coping skills, resilience, and positive relationships.

D. **Parental Involvement**

1. **Regular Communication:**

- **Updates:** Keep parents informed about their child's progress and areas needing improvement.
- **Collaborative Planning:** Work with parents to develop strategies for supporting learning at home.

2. **Parent Workshops:**
   - **Educational Support:** Offer workshops to help parents support their child's learning and address academic challenges.

E. Academic Support Programs

1. **Tutoring and Extra Help:**
   - **After-School Programs:** Provide tutoring or homework help outside regular school hours.
   - **Peer Tutoring:** Set up peer tutoring programs where students help each other.
2. **Study Skills Training:**
   - **Time Management:** Teach students effective time management and organizational skills.
   - **Study Techniques:** Provide training on effective study techniques and test-taking strategies.

3. Monitoring and Evaluating Progress

A. Assessment and Feedback

1. **Regular Assessments:**
   - **Formative Assessments:** Use quizzes, tests, and informal assessments to monitor progress.
   - **Summative Assessments:** Evaluate overall performance through exams and end-of-term evaluations.
2. **Feedback and Adjustments:**
   - **Constructive Feedback:** Provide timely and specific feedback to guide improvement.
   - **Adjust Strategies:** Modify teaching methods and support strategies based on assessment results and student feedback.

B. Progress Reviews

1. **Progress Meetings:**
   - **Student Meetings:** Hold regular meetings with students to discuss progress, set goals, and address any concerns.
   - **Parent-Teacher Conferences:** Schedule conferences to review student progress and discuss strategies with parents.
2. **Data Analysis:**

- ○ **Track Performance:** Analyze data to identify trends and adjust interventions accordingly.
- ○ **Evaluate Effectiveness:** Assess the effectiveness of support strategies and make necessary changes.

4. Addressing Specific Challenges

A. Learning Disabilities

1. **Specialized Interventions:**
   - ○ **Targeted Programs:** Implement specialized programs or interventions tailored to specific learning disabilities.
   - ○ **Accommodations:** Provide accommodations such as extended time on tests, modified assignments, or alternative formats.
2. **Professional Support:**
   - ○ **Special Education Services:** Collaborate with special education teachers or consultants for additional support.

B. Behavioral and Emotional Issues

1. **Behavioral Plans:**
   - ○ **Behavior Intervention Plan (BIP):** Develop and implement a BIP for students with significant behavioral challenges.
   - ○ **Counseling:** Provide access to counseling services to address underlying emotional issues.
2. **Social Skills Training:**
   - ○ **Group Programs:** Offer social skills training programs to help students develop interpersonal skills and manage social interactions.

5. Creating a Supportive Learning Environment

A. Positive Classroom Climate

1. **Inclusive Practices:**
   - ○ **Respect and Acceptance:** Foster an inclusive and respectful classroom environment where all students feel valued.
   - ○ **Collaborative Learning:** Encourage collaborative learning and peer support to build a positive classroom community.
2. **Engagement Strategies:**
   - ○ **Interactive Lessons:** Use engaging and interactive teaching methods to capture students' interest and keep them motivated.
   - ○ **Differentiated Tasks:** Offer a variety of tasks and activities to meet the diverse needs of students.

Students with severe behavioural issues

Addressing behavioral issues in students is a critical aspect of maintaining a positive and effective learning environment. Behavioral challenges can vary widely, from minor disruptions to severe emotional or behavioral disorders. Here's a comprehensive approach to understanding, managing, and supporting students with behavioral issues in school:

1. Understanding Behavioral Issues

A. **Types of Behavioral Issues**

1. **Disruptive Behaviors:**
   - **Examples:** Talking out of turn, interrupting, being off-task, or causing distractions.
   - **Impact:** Can disrupt the learning environment for other students and hinder their ability to concentrate.
2. **Defiant and Aggressive Behaviors:**
   - **Examples:** Refusal to follow instructions, arguing with teachers or peers, physical aggression, or verbal outbursts.
   - **Impact:** Can create conflicts in the classroom and affect the safety and well-being of others.
3. **Emotional and Social Challenges:**
   - **Examples:** Anxiety, depression, social withdrawal, or difficulty forming and maintaining relationships.
   - **Impact:** Can affect students' overall engagement, participation, and academic performance.
4. **Attention-Related Issues:**
   - **Examples:** Difficulty maintaining focus, impulsiveness, or restlessness.
   - **Impact:** Can lead to incomplete work, missed instructions, and academic difficulties.

2. Identifying and Assessing Behavioral Issues

A. **Observation and Documentation**

1. **Behavioral Records:**
   - **Documentation:** Keep detailed records of specific behaviors, including frequency, duration, and context.
   - **Patterns:** Look for patterns or triggers that may indicate underlying causes or contributing factors.
2. **Teacher Observations:**
   - **Observations:** Teachers should observe and document behaviors during different times of the day and in various settings (e.g., classroom, playground).
   - **Feedback:** Gather feedback from other staff members who interact with the student.

B. **Assessment and Evaluation**

1. **Behavioral Assessments:**
   - ○ **Tools:** Use assessment tools such as behavioral checklists, rating scales, and questionnaires to evaluate the severity and impact of the behavior.
   - ○ **Professional Evaluation:** Consult with school psychologists or behavioral specialists for more in-depth assessment if needed.
2. **Contextual Factors:**
   - ○ **Examine:** Consider factors such as family dynamics, social relationships, academic pressures, and any recent life changes that may influence behavior.

3. Strategies for Managing Behavioral Issues

A. Classroom Management Techniques

1. **Clear Expectations:**
   - ○ **Rules:** Establish and communicate clear behavioral expectations and rules in the classroom.
   - ○ **Consistency:** Apply rules consistently to create a stable and predictable environment.
2. **Positive Reinforcement:**
   - ○ **Rewards:** Use positive reinforcement to encourage desired behaviors, such as praise, rewards, or special privileges.
   - ○ **Incentives:** Implement incentive programs to motivate students and reinforce positive behavior.
3. **Behavioral Interventions:**
   - ○ **Prevention:** Use proactive strategies to prevent problematic behaviors, such as structured routines and engaging lessons.
   - ○ **Redirection:** Redirect students to appropriate behaviors when they display disruptive or challenging behaviors.

B. Individualized Support

1. **Behavioral Plans:**
   - ○ **Behavior Intervention Plan (BIP):** Develop a BIP tailored to the student's specific needs, outlining strategies and supports to address targeted behaviors.
   - ○ **IEP Goals:** For students with an Individualized Education Plan (IEP), incorporate behavioral goals and supports into the plan.
2. **Support Services:**
   - ○ **Counseling:** Provide access to school counselors or psychologists to address emotional and behavioral challenges.
   - ○ **Social Skills Training:** Offer programs or groups focused on developing social skills, conflict resolution, and emotional regulation.

C. **Collaborative Approaches**

1. **Parent and Caregiver Involvement:**
   - ○ **Communication:** Maintain open communication with parents or guardians about the student's behavior and progress.
   - ○ **Partnership:** Work collaboratively with parents to develop and implement strategies and supports both at school and at home.
2. **Team Collaboration:**
   - ○ **Involvement:** Involve all relevant staff members, including special educators, support staff, and administrators, in addressing behavioral issues.
   - ○ **Shared Strategies:** Ensure consistency in implementing behavioral strategies and interventions across different settings.

4. Addressing Severe Behavioral Issues

A. **Crisis Management**

1. **Emergency Protocols:**
   - ○ **Protocols:** Develop and implement protocols for managing crises, including safety procedures and immediate interventions.
   - ○ **Training:** Provide training for staff on de-escalation techniques and managing aggressive or highly disruptive behavior.
2. **Referral for Additional Support:**
   - ○ **External Services:** Refer students to external services such as mental health professionals or specialized behavioral programs if needed.
   - ○ **School-Based Services:** Utilize resources such as behavioral specialists, school psychologists, or specialized educational programs.

B. **Long-Term Support**

1. **Ongoing Monitoring:**
   - ○ **Review:** Continuously monitor and review the effectiveness of behavioral interventions and supports.
   - ○ **Adjustments:** Make necessary adjustments based on the student's progress and changing needs.
2. **Integration into School Culture:**
   - ○ **Inclusive Practices:** Foster an inclusive school culture that supports all students and promotes understanding and respect.
   - ○ **Professional Development:** Provide ongoing professional development for staff on best practices for managing behavioral issues and supporting diverse learners.

5. Evaluation and Improvement

A. **Assessing Effectiveness**

1. **Data Analysis:**
   - **Review Data:** Analyze data on behavioral incidents, interventions, and outcomes to evaluate the effectiveness of strategies.
   - **Adjust Strategies:** Use data to make informed decisions about adjusting or changing behavioral interventions.
2. **Feedback:**
   - **Collect Feedback:** Gather feedback from students, parents, and staff to assess the impact of behavioral supports and identify areas for improvement.

B. **Continuous Improvement**

1. **Reflect and Adapt:**
   - **Reflection:** Regularly reflect on the effectiveness of behavioral management practices and make improvements as needed.
   - **Innovation:** Stay informed about new strategies, research, and best practices in behavior management and incorporate them into the school's approach.

By adopting a comprehensive approach to managing behavioral issues, schools can create a positive learning environment that supports all students and addresses challenges effectively. This approach involves understanding the root causes of behavior, implementing targeted strategies, and fostering collaboration among educators, parents, and support services.

ADMISSIONS

A Zero Rejection Policy for admission of special needs students in UAE schools represents a commitment to inclusivity, ensuring that no student is denied access to education based on their special needs. This policy aligns with the UAE's broader goals of educational inclusivity and accessibility.

A. **Purpose**

- **Inclusivity:** Ensure that all students, regardless of their special needs, have the right to access education.
- **Equity:** Provide equitable educational opportunities and support for students with diverse needs.

B. **Scope**

- **Applicability:** Applies to all students with special needs seeking admission to the school, regardless of the nature or severity of their needs.

- **Compliance:** Ensures alignment with UAE federal laws, MOE guidelines, and local educational regulations.

2. Admission Process

A. Application and Documentation

1. **Initial Application:**
   - **Submission:** Accept applications from all prospective students with special needs without preconditions.
   - **Required Documents:** Request necessary documentation such as medical reports, psychological evaluations, and existing Individualized Education Plans (IEPs) or behavioral intervention plans.
2. **Documentation Review:**
   - **Assessment:** Review submitted documents to understand the student's needs and determine required accommodations and support.
   - **Privacy:** Ensure that all personal and medical information is kept confidential.

B. Evaluation and Support Planning

1. **Needs Assessment:**
   - **Multidisciplinary Team:** Form a team including special education experts, school counselors, and administrators to assess the student's needs and identify appropriate supports.
   - **Support Plan:** Develop a support plan outlining the necessary accommodations, resources, and services required for the student's success. The school may ask for the MOE approved clinical diagnosis and provision for Learning Support Assistant (LSA) if required by the multidisciplinary team or leadership team.
2. **Individualized Education Plan (IEP):**
   - **Development:** Create an IEP or equivalent plan that specifies individualized goals, accommodations, modifications, and support services.
   - **Collaboration:** Involve parents, teachers, and specialists in the development of the IEP to ensure it addresses all relevant needs.

3. Implementation of Support

A. Classroom and School-wide Accommodations

1. **Inclusion in Regular Classrooms:**
   - **Integration:** Strive to integrate students with special needs into regular classrooms with the necessary supports and modifications.
   - **Specialized Support:** Provide additional support such as classroom aides, modified materials, or assistive technology as needed.

2. **Specialized Services:**
   - ○ **Therapies and Counseling:** Offer access to therapies (e.g., speech, occupational) and counseling services as required.
   - ○ **Academic Support:** Provide targeted academic support through specialized instruction or tutoring programs.

B. Training and Professional Development

1. **Staff Training:**
   - ○ **Inclusive Education:** Offer professional development for teachers and staff on inclusive education practices, disability awareness, and strategies for supporting students with special needs.
   - ○ **Ongoing Support:** Provide ongoing training and resources to address evolving needs and best practices.
2. **Awareness Programs:**
   - ○ **Community Awareness:** Conduct programs to raise awareness and understanding of special needs within the school community.

Admission of students who are not formally identified as SEND

During the time of admission, if the registrar observes significant behavioural or learning concerns with a student, the SST is notified. An informal assessment of the child is done by the SST and parents are met. The SST team Principal and then decides on the status of admission based on the report. The school will decide on what the best level of support is for each individual case and every effort will be made to admit students who can benefit from the services offered at school.

LSA

The school may ask for the LSA provision to the students who have severe to profound level of disability with the recommendation from the approved clinicians. Learning Support Assistant (LSA) is recommended only for those SEND who require rigorous and continuous one to one support. The LSA will be hired by the parents but need to be approved by the school Principal, SST and should also fulfill the requirements of the Ministry of Education (MOE), to ensure the competence in managing the individual's needs and supporting his/her learning.

A Learning Support Assistant (LSA) plays a critical role in providing personalized support to students, particularly those with special educational needs (SEN) or learning difficulties. Their role involves working closely with students, teachers, and parents to enhance the learning experience and ensure that students receive the necessary support to succeed academically and socially.

I. Role and Responsibilities

A. Supporting Individual Students

1. **Academic Assistance:**

- ○ **One-on-One Support:** Provide individualized help with classroom tasks, assignments, and activities.
  - ○ **Skill Development:** Assist students in developing specific academic skills such as reading, writing, or math.
2. **Behavioral Support:**
  - ○ **Behavior Management:** Implement strategies to manage and support positive behavior in the classroom.
  - ○ **Emotional Support:** Offer emotional support and encouragement to help students build confidence and resilience.

B. Collaborating with Teachers

1. **Lesson Preparation:**
  - ○ **Resource Preparation:** Assist in preparing educational materials and resources tailored to the needs of students.
  - ○ **Lesson Planning:** Work with teachers to plan and adapt lessons to include differentiated instruction and accommodations.
2. **Classroom Management:**
  - ○ **Supportive Role:** Help manage classroom activities and maintain a positive learning environment.
  - ○ **Group Work:** Support small group instruction and activities, ensuring all students are engaged and participating.

C. Engaging with Parents and Caregivers

1. **Communication:**
  - ○ **Progress Updates:** Provide regular updates to parents on their child's progress and any areas of concern.
  - ○ **Feedback:** Share feedback and strategies with parents to reinforce learning and behavioral goals at home.
2. **Collaborative Approach:**
  - ○ **Partnership:** Work collaboratively with parents and caregivers to address challenges and support the student's needs effectively.

EXAMINATIONS

Providing exam modifications and accommodations for special needs students is crucial for ensuring equitable assessment and allowing all students to demonstrate their knowledge and skills accurately. Here's a detailed guide on how to implement effective modifications and accommodations in a normal school setting:

Types of Accommodations

A. **Time Modifications**

1. **Extended Time:**
   - **Description:** Allow additional time for completing exams beyond the standard duration.
   - **Application:** Typically used for students with conditions such as ADHD, dyslexia, or processing delays.
2. **Breaks:**
   - **Description:** Provide scheduled or unscheduled breaks during the exam.
   - **Application:** Beneficial for students who need to manage anxiety, sensory processing issues, or fatigue.

B. **Environmental Modifications**

1. **Alternative Testing Locations:**
   - **Description:** Provide a quiet or less distracting environment for taking exams.
   - **Application:** Suitable for students with sensory sensitivities or anxiety disorders.
2. **Specialized Furniture:**
   - **Description:** Use of adaptive furniture, such as ergonomic chairs or adjustable desks.
   - **Application:** Helps students with physical disabilities or those requiring specific ergonomic support.

C. **Format Modifications**

1. **Modified Exam Format:**
   - **Description:** Adjust the format of the exam, such as using oral exams instead of written ones or providing multiple-choice options instead of essay questions.
   - **Application:** Useful for students with dyslexia, writing difficulties, or processing disorders.
2. **Visual Aids:**
   - **Description:** Provide additional visual aids like diagrams, charts, or highlighted text.
   - **Application:** Assists students with visual processing issues or learning disabilities.

D. **Assistive Technology**

1. **Screen Readers:**
   - **Description:** Use of software that reads text aloud for students with visual impairments or dyslexia.
   - **Application:** Supports students who have difficulty reading standard text.
2. **Speech-to-Text Software:**
   - **Description:** Allow students to dictate their responses instead of writing them.
   - **Application:** Useful for students with fine motor difficulties or dysgraphia.

E. **Instructional Support**

1. **Clarification of Instructions:**
   ○ **Description:** Provide oral clarification or simplified written instructions.
   ○ **Application:** Helps students who have difficulty understanding complex instructions.
2. **Examples and Practice:**
   ○ **Description:** Offer practice questions or examples similar to those on the exam.
   ○ **Application:** Assists students with test anxiety or difficulty understanding exam questions.

F. **Response Modifications**

1. **Alternate Response Formats:**
   ○ **Description:** Allow responses in various formats, such as oral presentations or recorded answers.
   ○ **Application:** Beneficial for students with writing difficulties or communication disorders.
2. **Use of Scribes:**
   ○ **Description:** Provide a scribe to write down the student's answers verbatim.
   ○ **Application:** Useful for students who have difficulty with writing due to physical or cognitive challenges.

ROLES AND RESPONSIBILITIES

Duties and Responsibilities of the School Principal

❏ Accept students with special needs and giving 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 and talented students and students with disabilities and how to benefit from special education services.
❏ Create an appropriate educational and school environment that ensures 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 as well as 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 relationship 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 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 teachers of special education for the resource rooms and subject teachers.
❏ 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 Education Teacher

In addition to the core functions of Special Education Teacher in accordance with the regulation of the Ministry of Education, it is supposed that the Special Education Teacher will undertake 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 in the educational zone and conduct assessments to determine 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.
❏ Prepare and implement vocational programs at inclusive schools, or at schools that have students with special needs.
❏ Coordinate with the subject teachers.
❏ Collaborate with other professions inside the school such as other subject teachers, school administrators and in the community to facilitate the implementation of special education programs.
❏ Prepare comprehensive progress reports semi-annually including what has been accomplished during the semester.
❏ 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

In addition to his main task of teaching, he will, however, undertake the following if a student with special needs is present in his classroom:

❏ Accept students with special needs and provide them with the full opportunities to learn.
❏ Cooperate with the special education teacher in providing special education services to the students with special needs.
❏ Special education teacher, Collaborate with parents of students with special needs to strengthen the home and school partnership.
❏ Special education teacher, Participate in the effective implementation of IEP and ALP.
❏ Special education teacher, Encourage others to accept the idea of including people with special needs in regular classes.
❏ Engage in ongoing professional development to enhance knowledge and skills in the field of special education.
❏ Special education teacher, Assist the MET with preparing the IEP and ALP

Role of Subject Teacher in the Special Education Classrooms

❏ Accept students with special needs and provide them with the full opportunities to learn.
❏ Cooperate with the special education teacher in the implementation of the recommendations of the individual educational plan.
❏ Collaborate with parents of students with special needs to strengthen the home and school partnership.
❏ 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 Education Teacher (category of Gifted and Talented Students)

The special education teacher 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 all students.
❏ Organize programs and special activities for gifted and talented 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.
❏ Implement programs to help gifted and talented students develop the abilities for scientific research and its methods.
❏ 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 community organizations and individuals to identify and provide services to the talented students.
❏ Collaborate with parents of students with special needs to strengthening the home and school partnership.
❏ Engage in ongoing professional development

Role of Counsellors (Psychologist & Social Worker)

❏ To contribute to a member of student support team
❏ To work with teachers when identifying SEN students while creating clear channels for communication between parents, teachers and outside agencies.
❏ To contribute in the process of identification of SEN students
❏ To help teachers for selecting appropriate accommodation and adaptations in teaching
❏ To monitor student progress
❏ To contribute in the execution of IEP and ALP
❏ To spread awareness about inclusion
❏ To keep proper records

Role of Peers of Students with Special Needs

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

Role of Parents of Students with Special Needs

Parents should share relevant information about their student with teachers and other school staff that will help promote the student's growth and inclusion in the school. Role of Student with Special Needs The student with special needs is obliged to follow the program prepared for him according to his educational plan to demonstrate his interest in his educational progress.

Identification and Assessment:

- Use a variety of assessment tools and strategies to identify students' needs.
- Conduct regular reviews and updates to ensure accurate understanding of each student's requirements.

Individualized Support:

- Develop Individual Education Plans (IEPs) for students with specific needs.

- Provide reasonable accommodations and modifications to the curriculum, teaching methods, and assessment procedures.

Specialist Support:

- Employ or consult with special education professionals, counselors, and therapists.
- Provide training for teachers on inclusive education practices and specific needs.

CBSE EXEMPTIONS AND CONCESSIONS FOR CWSN

The CBSE (Central Board of Secondary Education) provides specific exemptions and concessions to students with special needs (CWSN) to ensure equitable access to education and assessments. These measures are designed to accommodate diverse needs and help students demonstrate their true capabilities. Here's a comprehensive guide to the exemptions and concessions available for CWSN under CBSE guidelines:

I. Exam Concessions

A. Extended Time

I. **Additional Time:**
   - **Description:** Allow extra time beyond the standard duration of exams.
   - **Application:** Typically granted to students with learning disabilities, dyslexia, ADHD, and other conditions affecting processing speed.
2. **Breaks:**
   - **Description:** Provide scheduled or unscheduled breaks during exams.
   - **Application:** Useful for students who need time to manage anxiety, fatigue, or sensory processing issues.

B. Alternative Formats

I. **Braille and Large Print Papers:**
   - **Description:** Provide exam papers in Braille or large print for visually impaired students.
   - **Application:** Ensure accessibility for students with visual impairments.
2. **Oral Examinations:**
   - **Description:** Offer oral examinations or provide responses in oral format instead of written.
   - **Application:** Beneficial for students with severe writing difficulties or motor impairments.

C. Assistive Technology

I. **Use of Computers:**
- **Description:** Allow the use of computers for writing responses, including speech-to-text software.
- **Application:** Supports students with physical disabilities or dysgraphia.

2. **Screen Readers:**
- **Description:** Provide screen readers or other assistive technology to help with reading and understanding exam questions.
- **Application:** Assists students with visual impairments or reading difficulties.

D. **Additional Support**

I. **Scribes:**
- **Description:** Provide a scribe to write down the student's responses as dictated.
- **Application:** Useful for students who have severe physical or writing difficulties.

2. **Readers:**
- **Description:** Offer a reader to read exam questions aloud to the student.
- **Application:** Beneficial for students with visual impairments or severe reading difficulties.

Curriculum and Instruction

Adaptations:

- Modify teaching strategies, resources, and assessments to cater to diverse learning styles and needs.
- Ensure that classroom materials and resources are accessible to all students.

Differentiation:

- Implement differentiated instruction to address varying levels of ability and learning preferences.
- Use assistive technology and adaptive tools to enhance learning outcomes.

Professional Development

Training:

- Provide ongoing professional development for teachers and staff on inclusive education practices.
- Include training on cultural competence, disability awareness, and differentiation strategies.

Support:

- Establish mentorship programs and peer support networks for staff working with diverse student groups.

Parent and Community Involvement

Engagement:

- Actively involve parents and guardians in the development and review of IEPs and support plans.
- Offer workshops and resources to help families understand and navigate the inclusive education process.

Partnerships:

- Collaborate with local organizations, community groups, and educational institutions to enhance support for students.

Monitoring and Evaluation

Assessment:

- Regularly assess the effectiveness of inclusive practices and support systems.
- Collect feedback from students, parents, and staff to identify areas for improvement.

Reporting:

- Provide transparent reports on the progress and outcomes of inclusion initiatives.
- Use data to inform decision-making and policy adjustments.

TRANSITION

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

➢ environmental factors 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 during IEP review or MET meetings.

➢ environmental factors If a student with special needs who is enrolled in grades 7th through 9th does not consistently meet the annual revised goals and objectives as set forth in the IEP, then other educational alternatives including vocational training should be considered to meet his academic and social needs.

➢ environmental factors However, a student with special needs should not be transferred from a school to community-based or adult education programs prior to the beginning of the 7th grade unless special circumstances exist which must be reviewed and approved by the Ministry of Education, Special Education department.

Grade Promotion and Retention

➢ environmental factors Promotion to the next grade level commensurate with the student's age level is automatic for students with special needs.

➢ environmental factors 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.

➢ environmental factors It is not permitted to retain or fail students with special needs in a grade.

➢ environmental factors If a student with special needs is not making adequate progress, then perhaps the goals and objectives set forth in his IEP far exceed his present level of academic performance and may need to be adjusted.

Review and Revision

Policy Review:

- Conduct regular reviews of the inclusion policy to ensure it remains relevant and effective.
- Update the policy based on feedback, new research, and changes in regulations.

Feedback Mechanism:

- Implement a system for receiving and addressing concerns or suggestions regarding inclusion practices.

PROVISIONS FOR GIFTED AND TALENTED G & T POLICY

Purpose:

To provide a comprehensive and inclusive framework for identifying and supporting gifted and talented students, ensuring they reach their full potential.

Definition:

Gifted and talented students are those who demonstrate exceptional ability, achievement, or potential in one or more of the following areas:

1. Academic subjects (e.g., math, language arts)
2. Arts (e.g., music, visual arts)

3. Physical education or sports
4. Leadership or entrepreneurship

Identification:

1. Teacher nominations
2. Parent nominations
3. Student self-nominations
4. Standardized test scores (e.g., IQ tests, achievement tests,CAT4,ASSET talent search)
5. Observations of student behavior and performance
6. Portfolios of student work
7. Review of student records

Identification Criteria:

1. Superior academic achievement (e.g., grades, test scores)
2. Exceptional creativity or innovation
3. Outstanding leadership or entrepreneurial skills
4. Remarkable talent in the arts or physical education
5. Demonstrated motivation and enthusiasm for learning

Program Options:

1. Accelerated learning programs
2. Enrichment activities (e.g., clubs, workshops)
3. Advanced Learning Programme
4. Mentorship programmes
5. Independent study projects
6. Competitions and challenges (e.g., science fairs, math Olympiads)
7. Summer programs and camps
8. Curriculum Differentiation

Support Services:

1. Gifted and Talented Coordinator
2. Teacher training and professional development
3. Counseling services for social-emotional support
4. Parent-teacher organization for gifted and talented students
5. Resource library with advanced materials
6. Technology support for accelerated learning
7. Field trips and guest lectures

Monitoring and Evaluation:

1. Regular progress reports

2. Student self-assessments
3. Parent-teacher conferences
4. Program evaluations and surveys
5. Standardized test scores and academic achievement data
6. Review of student portfolios and projects
7. Annual review of gifted and talented policy

Communication:

1. Parent-teacher conferences
2. Regular progress reports
3. Program newsletters and updates
4. Social media announcements
5. Parent-teacher organization meetings
6. Annual gifted and talented program review

Review and Revision:

This policy will be reviewed and revised annually to ensure alignment with school to reflect best practices in gifted and talented education.

Responsibilities:

1. Gifted and Talented Coordinator(Principal) : oversees program implementation
2. Teachers: provide instruction and support
3. Parents: participate in identification, program planning, and support
4. Administrators(HODs & CSE department Faculty): provide resources and oversight
5. Students: actively engage in program opportunities

By implementing this policy, IIS aims to provide a supportive and challenging environment for gifted and talented students to thrive.

Inclusion Documentation Formats Reference Link :
https://drive.google.com/drive/folders/1DM-0Ctb-q6wwLnHUeRVoqPbK3LC9r7bB?usp=sharing

"Inclusive education recognizes and values the unique strengths of all students, including those who are gifted and talented, ensuring that every learner is provided with the opportunities, resources, and support they need to thrive and reach their full potential."