




المدرسة الهندية العالمية الخاصة INTERNATIONAL INDIAN SCHOOL

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INCLUSION POLICY 2026-2027

Ratified	2019
Amended	April 2026
Next Review Date	March 2027
Policy Type	School
Reference	<ul style="list-style-type: none">• 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	Child Protection Policy
Review Frequency	Annually
Committee Responsible	School Leadership Council
Chair Signature	 PRINCIPAL Ms. Qurat Ul Ain

School Mission and Vision

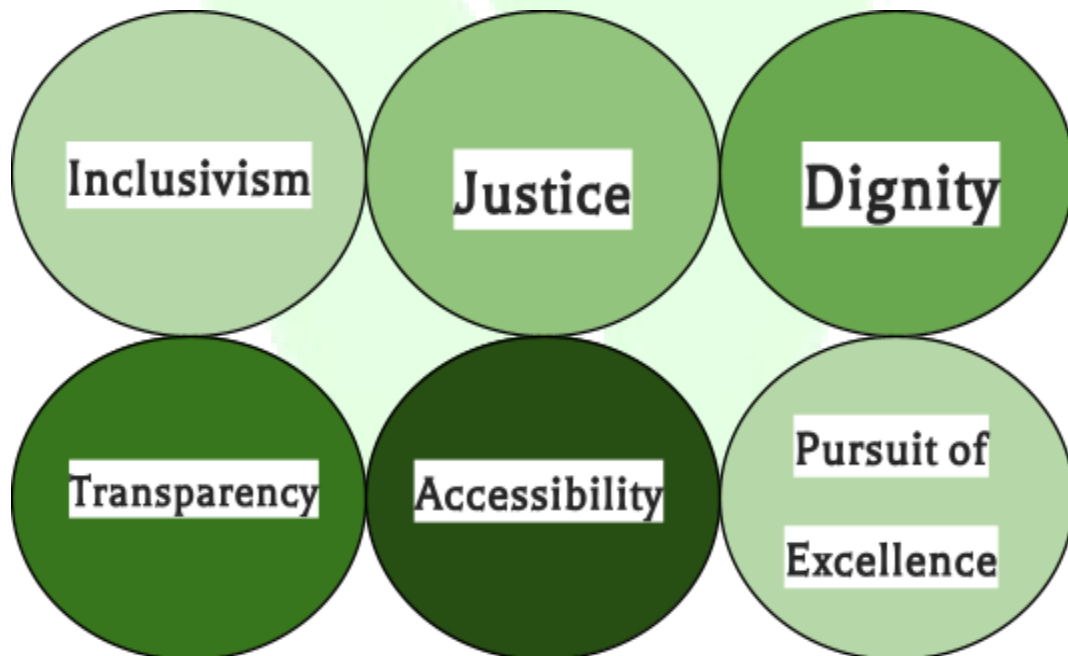
Our Vision

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

Our Mission

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

CORE VALUES



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 & RPWD Act 2016, India

This section provides an overview of recognized categories of disabilities and special educational needs used as a reference framework within the school. It draws upon the classifications outlined in the Rights of Persons with Disabilities Act, 2016, which defines legally recognized disability categories, as well as the inclusive education framework followed by the Ministry of Education (United Arab Emirates).

1. Categories of Disabilities (RPWD Act, 2016 – India)

The Rights of Persons with Disabilities Act, 2016 recognizes **21 disability categories**. CBSE examination exemptions and accommodations are aligned with the provisions and recognized categories under the Rights of Persons with Disabilities Act, 2016.

A. Physical Disabilities

- Locomotor disability
- Cerebral palsy
- Dwarfism
- Muscular dystrophy
- Acid attack victims

B. Sensory Disabilities

- Blindness
- Low vision
- Deaf
- Hard of hearing

C. Intellectual & Developmental Disabilities

- Intellectual disability
- Specific learning disabilities (SLD)
- Autism spectrum disorder

D. Mental / Behavioural Conditions

- Mental illness

E. Neurological Conditions

- Multiple sclerosis
- Parkinson's disease

F. Blood & Chronic Conditions

- Thalassemia
- Hemophilia
- Sickle cell disease

G. Multiple Disabilities

- Multiple disabilities including deafblindness

H. Other Recognized Conditions

- Chronic neurological conditions
- Speech and language disability

2. Special Educational Needs Categories (UAE MOE Framework)

The Ministry of Education (United Arab Emirates) uses a broader **Inclusive Education / SEND classification system**, commonly aligned with international practice:

A. Learning Difficulties

- Specific Learning Difficulties (Dyslexia, Dyscalculia, Dysgraphia)
- General learning delay

B. Communication & Language Needs

- Speech and language delay/disorder
- Communication disorders

C. Autism Spectrum Disorder

- Autism (ASD) with varying support levels

D. Intellectual Disabilities

- Mild, moderate, severe intellectual disability

E. Physical / Medical Needs

- Physical disabilities
- Chronic medical conditions (e.g., epilepsy, diabetes, asthma affecting learning)

F. Sensory Impairments

- Hearing impairment
- Visual impairment

G. Social, Emotional & Mental Health (SEMH)

- Anxiety, depression (school-impacting)
- Behavioural difficulties
- ADHD (commonly included under neurodevelopmental needs)

H. Gifted & Talented (Important UAE inclusion category)

- High ability / gifted learners
- Talented students needing enrichment

I. Multiple or Complex Needs

- Combination of two or more difficulties requiring individualized planning

INCLUSION SUPPORT TEAM

Name of the Member	Designation
Ms. Qurat Ul Ain	Principal
Mr. Manzar Alam	Vice Principal
Mr. Alphin Joby Johnny	AO , Health & Safety Officer
Mr. Jayakrishnan	Section Head, Boys
Ms. Vinu	Section Head, Girls
Ms. Jagrita	Section Head, Primary 2

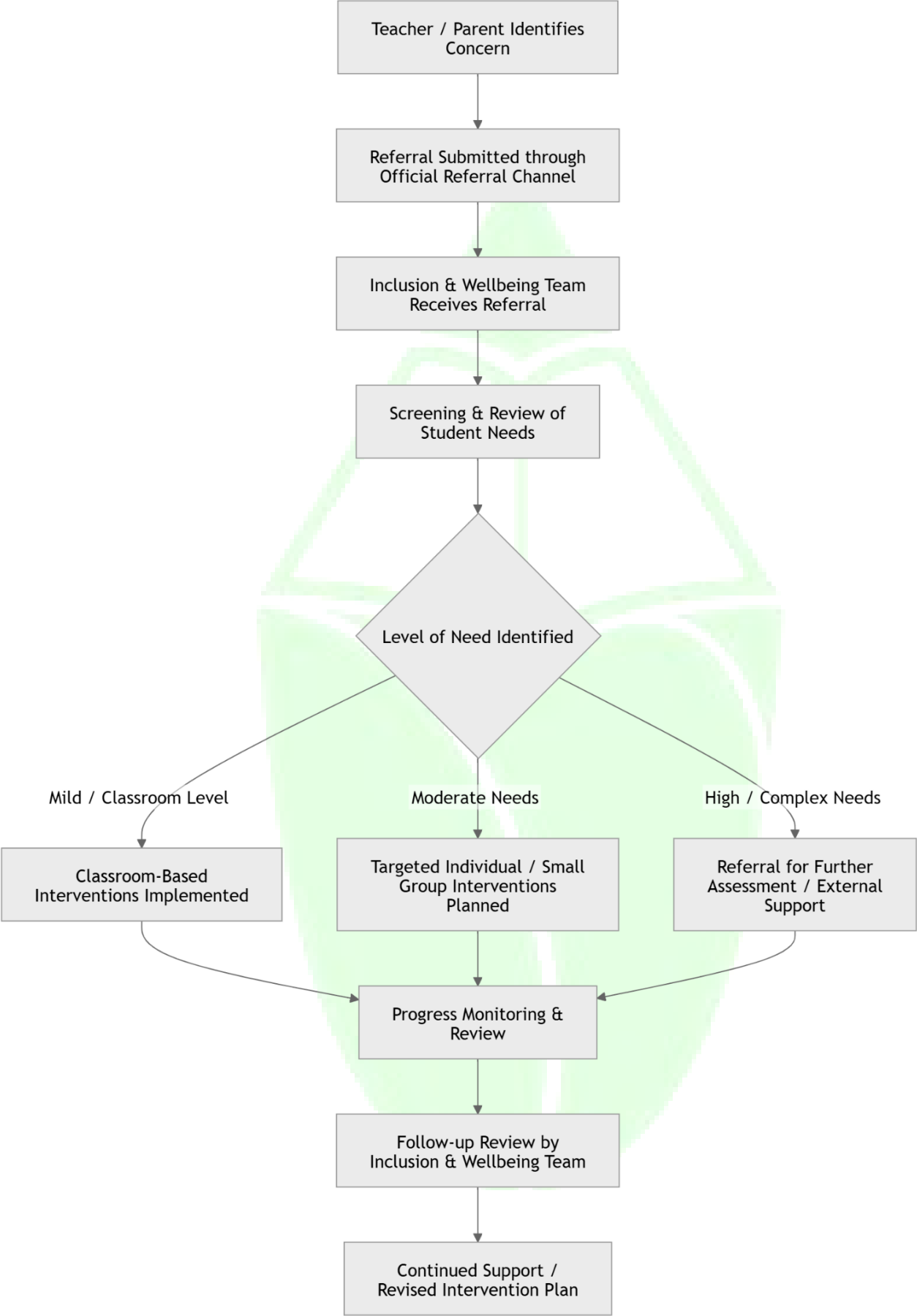
Ms. Diana	Section Head, Primary 1
Ms. Syeda Asra	Section Head, KG
Mr. Rajalakshmi	HOD Representative
Ms. Niranjana	School Doctor
Ms. Vinaya	School Nurse
Ms. Sudheesha Rahul	HOD & Special Education Needs Teacher, Dept of Inclusion & Wellbeing
Mr. Shamjith	School Psychologist
Ms. Ashfina	School Psychologist
Ms. Aswani	Social Worker
Ms. Riya Shaju	Special Education Needs Teacher
Ms. Shehana	Special Education Needs Teacher cum School Psychologist

REFERRAL & EARLY IDENTIFICATION

Early identification of learning, behavioural, emotional, and developmental needs is essential to ensure timely and appropriate support for students. Referrals may be initiated by teachers or parents through the designated official referral channel of the school.

All referrals are reviewed and screened by the Inclusion and Wellbeing Team to determine the nature and level of support required. Based on the identified needs, appropriate in-school interventions will be planned and implemented, including classroom strategies, targeted support, and individualised interventions.

Where necessary, students may be referred for further assessment or external support services in order to ensure accurate identification and effective intervention planning. The referral process is aimed at ensuring early support, continuous monitoring, and improved learning and wellbeing outcomes for all students.



INCLUSION REGISTER

A centralised digital register of Students of Determination (SOD) is maintained by the Inclusion and Wellbeing Department. This register includes relevant student data, support plans, interventions, and progress records.

Access to the inclusion register is strictly restricted and shared only with authorised staff members on a need-to-know basis to ensure confidentiality and data protection. The register is securely stored in a digital format to ensure accuracy, easy monitoring, and timely updates of student information.

CLASSIFICATION CATEGORIES WITH LEVEL OF SUPPORT

Students of Determination (SODs) in wave 1, 2 and 3.

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.

STUDENTS WITH LOW SCHOLASTIC PERFORMANCE/ADDITIONAL NEEDS

The school identifies students who demonstrate low scholastic performance or require additional academic support, even in the absence of a clinical diagnosis. Such students are provided with remedial support based on their learning needs.

The Inclusion and Wellbeing Team, in collaboration with teachers, designs and implements targeted remedial interventions, classroom strategies, and differentiated learning approaches to support academic

progress. These interventions are regularly reviewed to monitor student improvement and adjust support as required, ensuring that all learners receive appropriate educational opportunities to achieve their potential.

STUDENTS WITH SEVERE BEHAVIOURAL ISSUES

Students presenting with severe behavioural concerns are identified through teacher observation, referrals, and Inclusion and Wellbeing Team review. For such cases, a Behaviour Intervention Plan (BIP) is developed and implemented based on the individual needs of the student.

The BIP includes clear behaviour targets, preventive strategies, positive reinforcement approaches, and consistent monitoring mechanisms. Implementation is carried out collaboratively by teachers, the Inclusion and Wellbeing Team, and parents to ensure consistency across settings. Progress is regularly reviewed, and the intervention plan is modified as required to support positive behavioural change and student wellbeing.

ADMISSIONS

All incoming students are screened by a member of the Inclusion and Wellbeing Department, specifically the Special Educator, in collaboration with the Admissions Team. This initial screening is conducted to identify any potential learning, developmental, behavioural, or additional support needs.

Students who are identified as suspected cases will undergo a comprehensive screening process by the Inclusion and Wellbeing Team. Where necessary, parents may be advised to obtain a clinical assessment or diagnosis from a qualified professional to support accurate identification and planning of interventions.

Students presenting with a confirmed clinical diagnosis will be automatically enrolled under the Students of Determination (SOD) category with/without LSA, subject to approval by the school leadership team, ensuring appropriate support provisions are initiated from the time of admission.

LEARNING SUPPORT ASSISTANT

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.

CURRICULUM AND INSTRUCTION

Curriculum differentiation, accommodations, and modifications will be provided as per the individual needs of the student, based on identified learning requirements and recommendations from the Inclusion and Wellbeing Team. These provisions will ensure appropriate access to the curriculum, support participation, and enable students to progress in their learning in alignment with their capabilities and Individual Education Plan (IEP), where applicable.

EXAMINATIONS PROVISIONS

Exam provisions are designed to ensure equitable access to assessments for Students of Determination (SOD), in alignment with guidance from the Ministry of Education (United Arab Emirates) (Al Manhal portal) and the Central Board of Secondary Education examination guidelines and frameworks.

All examination provisions are provided based on individual student needs and are subject to the required assessment, recommendation, and approval by the Inclusion and Leadership Team in line with applicable MOE and CBSE guidelines.

A. Question Paper Design & Accessibility

- Questions are clear, direct, and free from ambiguity
- Avoid open-ended or essay-type questions wherever possible (e.g., discuss, compare, explain, justify)
- Questions are placed directly below reading passages to reduce cognitive load
- Papers are not visually crowded; adequate spacing and structured formatting are ensured
- Abstract and concept-heavy language is simplified to match learner accessibility
- Use of objective-type questions preferred over long descriptive responses
- Visual supports (pictures/diagrams) provided where appropriate
- Alternative questions provided for visually impaired learners where required

B. Assistive Technology & Digital Accommodations

- Electronic examinations permitted where applicable
- Screen reader software enabled for auditory access to questions
- Adjustable screen settings (font size increase/decrease, background colour control)
- Use of assistive devices permitted (as per medical recommendation), including calculators and magnifiers

C. Human Support Provisions

- Provision of reader to read question papers
- Scribe/Writer support with compensatory time (for students with writing/physical difficulties)

- Adult prompter support where required
- Sign language interpreter for hearing-impaired students
- Subject specialist presence in exam room where applicable
- Support for lip-reading, oral communication, or coded speech interpretation when needed

D. Physical & Environmental Accommodations

- Separate or low-distraction examination rooms (small group settings)
- Seating arrangements away from windows, corridors, or distractions
- Provision of ground-floor examination rooms when required
- Special lighting arrangements where needed
- Allowance for frequent breaks and rest periods
- One exam per day or split sessions if required
- Flexible exam timing based on student needs

E. Alternative Assessment Arrangements

- Substitution of oral exams with written exams or vice versa where appropriate
- Alternative formats for practical/lab-based assessments where required
- Modified or alternative questions aligned with individual learning plans (IEP)
- Use of simplified or adapted assessment tasks based on ability level
- Support through individual educational plan (IEP) accommodations

F. Examination Flexibility & Academic Adjustments

- Extra time allocation as per need (including digital exams)
- Relaxation of attendance requirements upon request and approval
- Flexibility in subject selection where applicable
- Exemption from second language requirements (as per approved guidelines)
- Allowance for medication during examinations (with medical approval)
- Use of calculators, geometric tools, or assistive aids permitted where justified

G. Special Examination Arrangements

- Braille question papers for visually impaired students
- Magnified examination papers
- Audio-supported assessments where applicable
- Special exam committees or controlled environments for high-support needs students
- Participation or exemption from national/international assessments based on approval and eligibility

H. Assessment Governance

- Examination category is assigned based on verified disability/support needs
- Alignment with Individual Education Plan (IEP) provisions
- Approval of accommodations by Inclusion & Leadership Team
- Ensuring fairness, accessibility, and standardization across all assessments

CBSE EXEMPTIONS AND CONCESSIONS FOR CWSN (Grade 10 & 12)

- Relaxation of attendance (on request)
- Examination through computers
- Scribe and compensatory time in case of hand dysfunction
- Examination room on ground floor
- Permitting assistive devices during exam (with doctor's advice): calculator, Magnifying glass/Portable video, magnifier
- Provision of Reader to read the question paper
- Adult Prompter
- Alternative type questions are provided in lieu of questions having visual inputs for visually impaired candidates
- Question papers in Braille
- Flexibility In choosing subjects
- Exemption in studying second language

Professional Development

The school ensures continuous professional development of staff through regular training, capacity-building programs, and workshops focused on inclusive education practices, differentiation strategies, behaviour management, and student wellbeing, as per school priorities and emerging needs.

Parent and Community Involvement

The school actively promotes collaboration with parents and the wider community through regular communication, awareness sessions, and engagement initiatives to support student learning, wellbeing, and inclusion, ensuring a strong partnership between home and school.

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.

MONITORING AND EVALUATION

The school ensures continuous monitoring and evaluation of inclusion practices through regular review of student progress, intervention effectiveness, and implementation of support strategies. The Inclusion and Wellbeing Team, in collaboration with teachers and school leadership, conducts periodic reviews to assess impact, identify areas for improvement, and update support plans in line with student needs and school priorities.

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

This policy will be reviewed periodically to ensure its continued relevance and effectiveness in supporting inclusive practices. Revisions will be made as required in line with updates to applicable regulations, including guidelines from the Central Board of Secondary Education and the Ministry of Education (United Arab Emirates), as well as emerging school needs and best practices in inclusive education.

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

The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practice.

- The term **giftedness** refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.
- The term **talented** refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Common distinctions between the able and gifted child include:

- an able student knows the answer; the gifted learner asks the questions
- an able student works hard to achieve; the gifted learner knows without working hard.
- an able student enjoys school; the gifted learner enjoys self-directed learning
- an able student has a fine imagination; the gifted learner uses that imagination to experiment with ideas.

It is essential in the education of students with special gifts and talents, that schools form effective partnerships with parents so that students with special gifts and talents are understood, valued and included in the school community, where they have the ability to make friendships with students with similar interests and abilities. Giftedness is not always visible and easy to identify. Its visibility can be affected by cultural and linguistic background, gender, language and learning difficulties, socioeconomic circumstance, location and lack of engagement in a curriculum that is not matched to their abilities.

Identification could happen through a range of ways including:

- observations
- interviews with parents
- gifted and/or talented screening checklists
- student interest surveys, self-reports and student interviews
- standardised attainment tests
- standardised assessments of cognitive development and ability that can only be administered by psychologists.

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

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 & Inclusion 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-q6wwLnHUeRVogPbK3LC9r7bB?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."