



**HABITAT SCHOOL**  
AL TALLAH, AJMAN, UAE

# **INCLUSION POLICY**

## **(2025-26)**

*In the name of Allah, the Most Gracious, the Most Merciful!*



UNITED ARAB EMIRATES  
MINISTRY OF EDUCATION

## **PHILOSOPHY, VISION AND MISSION FOR SPECIAL EDUCATION IN UAE**

### **Philosophy for Special Education**

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

### **Vision for Special Education**

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

### **Mission for Special Education**

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



## Student Support Team (SST) in Habitat School, Al Tallah

| LEADERSHIP MEMBERS               |                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principal                        | Ms. Mariyam Nizar Ahamed                                                                                                                                                                                                                                                                                                                                          |
| Vice Principal                   | Dr. Huma Ather                                                                                                                                                                                                                                                                                                                                                    |
| Section Heads                    | Ms. Sheelu Bajpai<br>Ms. Neethu Raj<br>Ms. Annie Jerald Maryadasan<br>Ms. Anjana Geotheendran Pillai<br>Mr. Anuraj G.S.                                                                                                                                                                                                                                           |
| HOD of Inclusion & Wellbeing     | Ms. Andleeb Wani                                                                                                                                                                                                                                                                                                                                                  |
| Special Educator/ SOD Specialist | Ms. Shahida Muhamed Shefeek<br>Ms. Alfiya Nagriwala                                                                                                                                                                                                                                                                                                               |
| School Psychologist              | Ms. Rithika Sureshbabu Reena<br>Mr. Harikrishnan K                                                                                                                                                                                                                                                                                                                |
| School Counselor                 | Ms. Anju Kunjoonju                                                                                                                                                                                                                                                                                                                                                |
| Head of the Department           | Ms. Huda Sayyed (English)<br>Ms. Shabeeja Valliyil (Mathematics)<br>Mr. Lavakumar Belery (Social Studies)<br>Ms. Fatima Hussein (Arabic)<br>Ms. Lubna Faisal (Physics & Chemistry)<br>Ms. Saba Haris (Biology)<br>Ms. Vidhya Sreejith (Commerce)<br>Mr. Abdul Nisam (Physical Education)<br>Ms. Meenal Umamagesh (Computer Science)<br>Mr. Abdus Saboor (Islamic) |
| Teaching Faculties               | Ms. Zumana Hazeen (KG)<br>Ms. Farisa P. (Grade 1&2)<br>Ms. Savitha C. Murali (Grade 3&4)<br>Ms. Divyajyothi Aerol (Grade 5 to 12 Girls)<br>Ms. Chaithra Koppala (Grade 5 to 12 Boys)                                                                                                                                                                              |

## **Special Education in Habitat School Al Tallah**

### **Objectives for Supporting Students of Determination**

**1. Welcoming and Empowering Environment:**

To welcome Students of Determination (SOD) and meet their needs in a positive and inclusive manner, enabling them to achieve their highest potential.

**2. Early Identification and Inclusion:**

To identify Students of Determination as early as possible and ensure their full integration within the classroom and wider school community.

**3. Provision of Appropriate Services:**

To provide appropriate support and services that address individual needs and enhance the abilities of Students of Determination.

**4. Equal Educational Opportunities:**

To ensure that all students, irrespective of ability, have access to equal educational opportunities.

**5. Inclusive and Differentiated Teaching:**

To foster an inclusive learning environment through high-quality, differentiated instruction that removes barriers to learning for every student.

**6. Holistic Development and Well-being:**

To promote the all-round development, confidence, and self-esteem of students by creating a warm, nurturing, and respectful environment where every child feels valued.

**7. Effective Teaching and Learning Strategies:**

To implement diverse and evidence-based teaching and learning strategies that maximize student achievement.

**8. Professional Development for Staff:**

To ensure that all staff, including non-teaching staff, receive ongoing support and professional development opportunities to effectively work with Students of Determination.

**9. Accurate Documentation and Monitoring:**

To maintain comprehensive and updated records of Students of Determination and other disadvantaged groups to monitor progress and guide interventions.

**10. Parent Collaboration:**

To collaborate closely with parents at every stage — from assessment to developing and reviewing Individualized Education Plans (IEPs) — ensuring transparency and shared responsibility in supporting the child's growth.

**11. Partnership with External Agencies:**

To maintain strong and positive working relationships with outside agencies to ensure adequate support and provision for Students of Determination and other disadvantaged groups.

**12. Ongoing Training and Capacity Building:**

To provide continuous professional training for all teaching and non-teaching staff working with Students of Determination and other disadvantaged groups.

**13. Awareness and Advocacy:**

To promote awareness among students and parents regarding special education programs, support plans, and the various categories of Students of Determination.

## STUDENTS OF DETERMINATION- CATEGORIES AND DEFINITIONS

**Special Educational Needs (SEN):** It is the generic term for any disability, disorder, difficulty, impairment, exceptional needs (rare cases) or other additional needs that may be caused by mental, behavioural, physical, emotional or cognitive factors and which may affect a student's learning and his or her educational performance. These students require additional educational support beyond that provided in general classrooms in order to achieve the greatest benefit from the curriculum.

**Disability:** Disability is a social condition that occurs when an individual with a long-term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.

### Categories of Special Education

The following categories of disabilities are recognized by the UAE Ministry of Education as qualifying conditions for students to receive special education programs and related services, provided that the disability adversely affects the student's academic performance.

#### 1. Specific Learning Disabilities (SLD)

A Specific Learning Disability is a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. It may manifest as an imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations or reasoning.

This includes conditions such as:

- Perceptual disabilities
- Brain injury
- Minimal brain dysfunction
- Dyslexia
- Developmental aphasia

The term does not include learning problems primarily resulting from visual, hearing, or motor disabilities, intellectual disabilities, emotional disturbances, or environmental, cultural, or economic disadvantages.

## **2. Physical and Health-Related Disabilities**

These refer to chronic or severe physical and health conditions that limit functionality and adversely affect educational performance. Examples include:

- Asthma
- Attention Deficit Hyperactivity Disorder (ADHD)
- Diabetes
- Heart disease
- Epilepsy
- Leukemia
- Cerebral palsy
- Renal failure
- HIV
- Head injuries

## **3. Visual Impairment**

A Visual Impairment is a vision loss that, even with correction, adversely affects educational performance. includes:

- Partial sightedness
- Blindness

## **4. Hearing Impairment (Including Deafness)**

This refers to hearing loss—permanent or fluctuating—that adversely affects educational performance. It may range from mild to profound and may impair the child's ability to process linguistic information through hearing, with or without amplification.

## **5. Speech and Language Disorders**

A Speech or Language Disorder refers to communication difficulties such as:

- Stuttering
- Impaired articulation
- Language impairment
- Voice impairment

These conditions adversely affect a child's educational performance and ability to communicate effectively.

## **6. Autism Spectrum Disorders (ASD)**

Autism Spectrum Disorders (also known as Pervasive Developmental Disorders – PDDs) are characterized by severe and pervasive impairments in thinking, communication, social interaction, and behavior.

These disorders, usually diagnosed in early childhood, range from severe to mild forms:

- Autistic Disorder
- Asperger's Disorder
- Pervasive Developmental Disorder–Not Otherwise Specified (PDD-NOS)
- Rett's Disorder
- Childhood Disintegrative Disorder

## **7. Emotional and Behavioural Disorders**

These are conditions that exhibit one or more of the following characteristics over an extended period of time, significantly affecting educational performance:

- Inability to learn not explained by intellectual, sensory, or health factors
- Difficulty forming or maintaining relationships with peers and teachers
- Inappropriate behaviors or feelings under normal circumstances



- Persistent mood of unhappiness or depression
- Physical symptoms or fears associated with personal or school problems

This category includes schizophrenia, but excludes children who are solely socially maladjusted unless an emotional disturbance is diagnosed.

## **8. Intellectual Disabilities**

Formerly termed mental retardation, Intellectual Disability refers to significantly below-average intellectual functioning, accompanied by limitations in adaptive behavior. These limitations must manifest during the developmental period and negatively impact educational performance.

## **9. Gifted and Talented**

Gifted and Talented students demonstrate exceptional ability, creativity, or achievement in one or more domains such as:

- Academics
- Creativity
- Oratory or poetry
- Visual and performing arts
- Sports
- Leadership

Such students often require enrichment programs or individualized learning opportunities to meet their advanced educational needs.

The UAE Ministry of Education provides various services for gifted and talented students, including:

- Enrichment programs within general education or resource rooms
- Specialized projects, research, and educational tours
- Participation in lectures, debates, and competitions
- Training in leadership, communication, and problem-solving
- Development of computer and innovation skills

## CATEGORIES OF SPECIAL EDUCATION

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

- **Specific Learning Disabilities:** A Specific Learning Disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive disability, of emotional disability, or of environmental, cultural, or economic disadvantage.

- **Physical and Health Related Disability:** This means physical and health problems which are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect the educational performance of the student such as: (Asthma, Attention Deficit Hyperactivity, Diabetes, Heart Disease, Epilepsy, Leukemia, Cerebral Palsy, Renal Failure, HIV and Head Injuries etc.)
- **Visual Impairment:** It means impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes both partially sighted and blindness.
- **Hearing Impairment including Deafness:** Hearing Impairment including deafness means, an impairment that, with or without amplification, adversely affects educational performance; may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.
- **Speech and Language Disorders:** Speech and language disorders means having a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

- **Autism Spectrum Disorders (ASD):** It is also known as Pervasive Developmental Disorders (PDDs), cause severe and pervasive impairment in thinking, feeling, language, and the ability to relate to others. These disorders are usually first diagnosed in early childhood and range from a severe form, called Autistic Disorder, through Pervasive Development Disorder Not Otherwise Specified (PDD-NOS), to a much milder form, Asperger's Disorder. They also include two rare disorders, Rett's Disorder and Childhood Disintegrative Disorder.
- **Emotional and Behavioural Disorders:** An emotional and behavioural disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:
  - (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors;
  - (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
  - (c) inappropriate types of behaviour or feelings under normal circumstances,
  - (d) a general pervasive mood of unhappiness or depression, and
  - (e) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.
- **Intellectual Disabilities:** It was formerly called "mental retardation" means having significantly below average general intellectual functioning, existing along with deficits in adaptive behaviour which are manifested during developmental period and adversely affect a child's educational performance.
- **Gifted and Talented:** It refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creative, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama or leadership capacity. More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general education classrooms with support from special education teachers and resource room teachers.

The Ministry of Education in the UAE provides various services to Gifted and Talented students such as: enrichment programs inside the general education classes or resource rooms (either in a subject in the curriculum, or subject not included in the curriculum). Additional services include assigning students individual projects and studies, specialized educational tours, attending

lectures, debates, educational seminars, participating in educational competitions, providing students with programs to solve problems, programs of leadership, communication and computer skills, and other such enrichment programs are also provided.

### **Exclusionary Clause**

The term “**disability**” and/or **placement in special education** does **not** apply to students whose learning difficulties are primarily the result of the following circumstances:

- Environmental factors
- Cultural factors, including students who are not native Arabic speakers
- Economic disadvantage
- Academic failure

If any of the above circumstances are present, the student should be referred to the School Support Team (SST) for appropriate intervention and support services, rather than being classified under special education.

### **Additional Categories of Disabilities**

In addition to the categories previously outlined, the UAE Ministry of Education recognizes that some students may qualify for special education programs and related services under the following categories:

#### **1. Multiple Disabilities**

A Multiple Disability refers to the coexistence of two or more severe barriers to learning—such as a sensory disability combined with a physical disability—that collectively have a significant impact on the student’s personal and educational functioning.

Students with multiple disabilities often experience:

- Severe challenges across multiple developmental or functional areas
- Limited progress over time, even with targeted interventions
- The need for highly individualized and multidisciplinary support

Each student's combination of challenges is unique, but always results in considerable learning and adaptive difficulties.

## **2. Developmental Delay (Barriers with Typical Development)**

Developmental Delay refers to significant delays in reaching developmental milestones in infants and young children. These may involve difficulties in one or more of the following areas:

- Language and speech
- Vision
- Movement and motor skills
- Social and emotional skills
- Thinking and cognitive skills

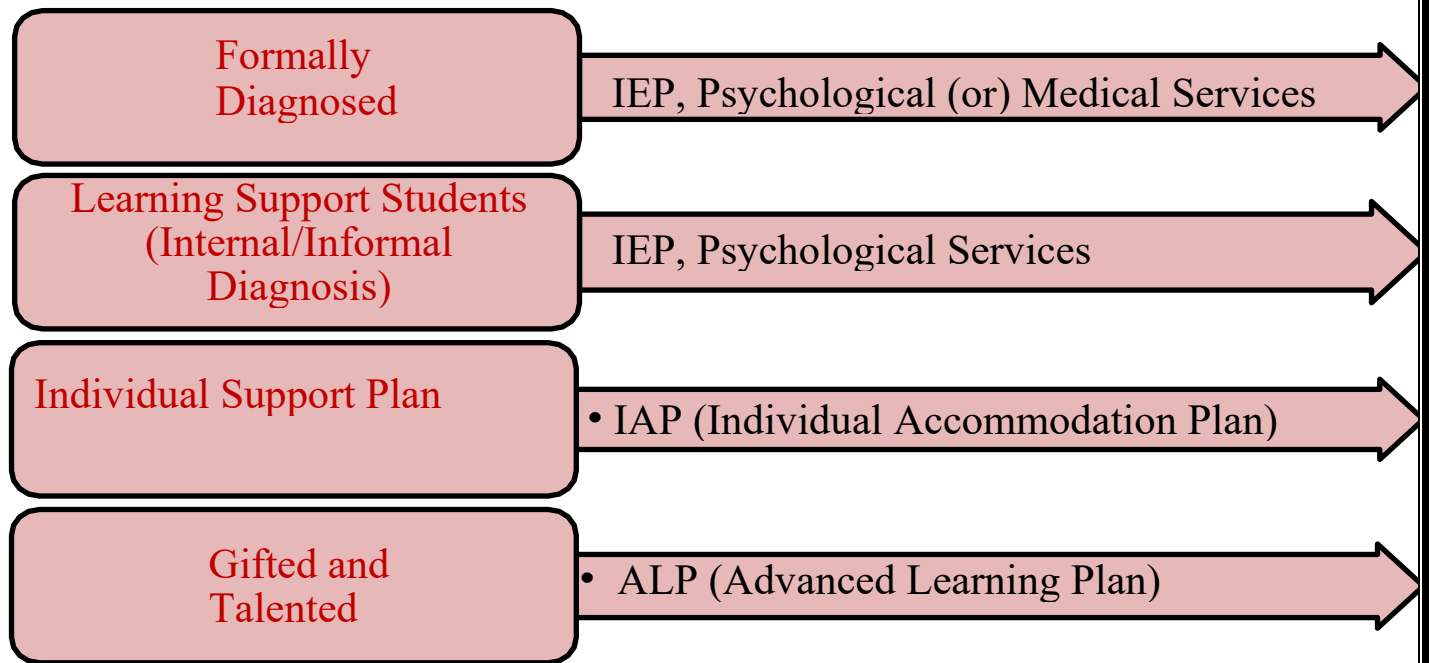
Early identification and intervention are crucial to minimize the long-term impact of developmental delays on learning and social development.

## **3. English Language Learners (ELL)**

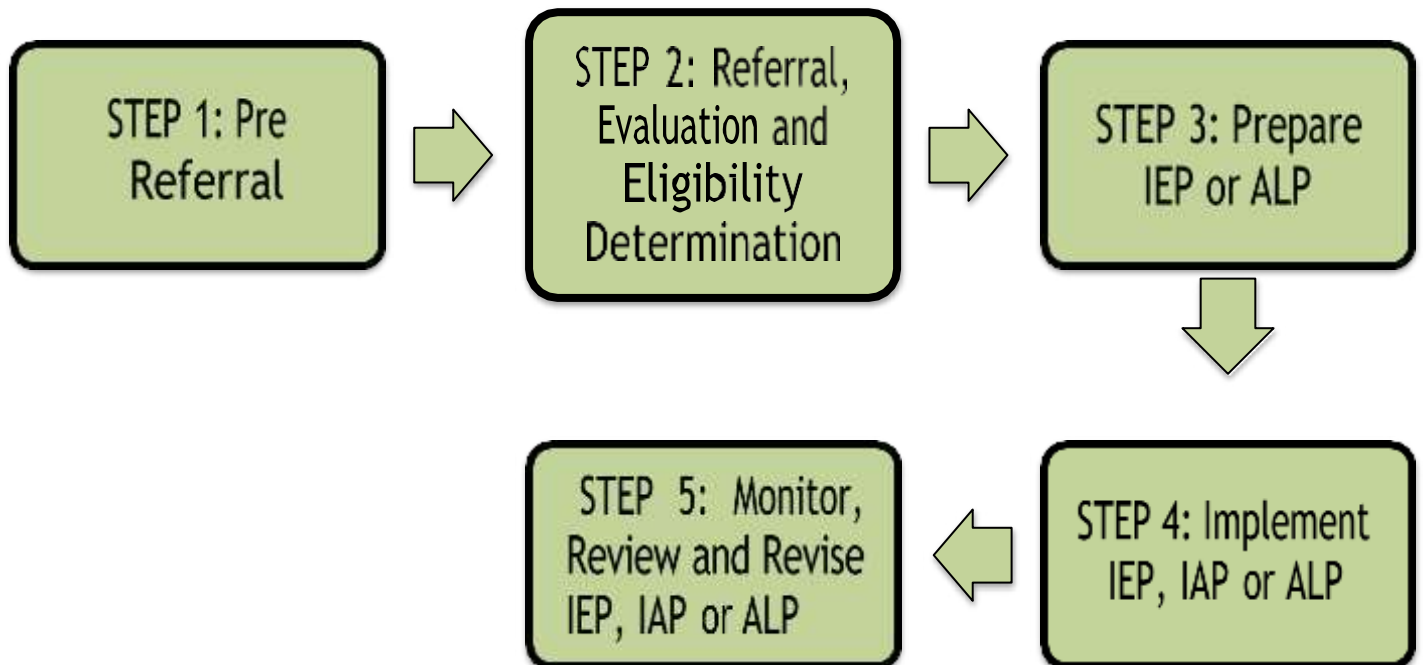
Special consideration is given to students whose mother tongue or commonly used language is not English. While English Language Learners (ELL) may require targeted language support, they are not classified as Students of Determination unless an additional diagnosed disability is present. Support for ELL students should focus on:

- Language acquisition programs
- Differentiated instruction
- Culturally responsive teaching practices

## SOD SUPPORT IN SCHOOL



## PROCEDURES FOR IDENTIFICATION AND ELIGIBILITY DETERMINATION



## **STEP 1 - Pre Referral**

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

## **STEP 2 - Referral, Evaluation and Eligibility Determination**

The Student Support Team members who shall conduct the comprehensive evaluation includes the following:

- Special Education Teacher
- Teacher (Class teacher, Subject teacher)
- The Parent/Guardian
- The School Principal
- Vice Principal
- School Counsellor and other specialists who are required as per the condition of student such as a physician, nurse and the student himself, if appropriate.

Each member of the Student Support Team will conduct a comprehensive assessment to determine the student's strengths, needs and present level of academic and social functioning. Each member must complete an evaluation within 30 days from the date the referral was received by the SST.



### **STEP 3 - Develop IEP, IAP or ALP**

If the Student Support Team determines that the student is eligible to receive special education programs and services, then following the special education team meeting, an IEP meeting is held, and an IEP is developed. The most important elements of the IEP are the goals and objectives and accommodations, and modifications that are needed to meet the educational needs of the student.

### **STEP 4 - Implement IEP/ILP or ALP**

Special education programs and services are provided to students in accordance with the recommendations of the IEP or ALP. The IEP or ALP should be implemented immediately following written parental approval.

Implementation of the IEP or ALP should start as soon as possible but within a 2 week period. There are many factors to consider when placement decisions are being made.

### **STEP 5 - Monitor, Review and Revise IEP/ILP or ALP**

The IEP should be reviewed and progress should be monitored during each regularly scheduled period. However, school personnel or a parent/guardian may request the team to review progress at an earlier date. During the first three months, the special education team members may be reconvened to review the progress. The special education teacher, responsible for overseeing the implementation of the IEP will prepare the IEP Annual Review report at the end of the academic year and make recommendations for the next school year.

**ROLES AND RESPONSIBILITIES**  
**Duties and Responsibilities of the School Principal**

- ✓ Accept students with special needs and give them the full opportunity to learn.
- ✓ Thoroughly apply the principles and general rules for special education programs.
- ✓ Promote a culture of inclusion and concern for the rights of students of determination 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 participate 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.
- ✓ Undertake work assigned to them 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.
- ✓ 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.
- ✓ Coordinate with the subject teachers.
- ✓ Collaborate with other professionals inside the school such as other subject teachers, school administrators and in the community to facilitate the implementation of special education programs.
- ✓ 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 students of determination.
- ✓ Perform any other tasks assigned by the Directorate of Special Education.

### **Role of Subject Teacher in the Classroom**

In addition to their main task of teaching, they will, however, undertake the following, if a student with special needs is present in their 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.
- ✓ Collaborate with parents of students with special needs to strengthen the home and school partnership.
- ✓ Participate in the effective implementation of IEP and ALP
- ✓ Modify teaching strategies and materials and evaluation methods as necessary to the needs of students according to the IEP
- ✓ 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.

## **Role of Counsellor's (Psychologist & Social Worker)**

### **Active Member of the Student Support Team:**

Collaborates effectively with the Inclusion Department, teachers, and school leadership to ensure that all students, including Students of Determination, receive appropriate academic, emotional, and social support.

### **Collaboration for Identification of Students of Determination:**

Works closely with teachers to identify students who may require additional support. Establishes clear and consistent communication channels among teachers, parents, and external professionals or agencies to ensure accurate identification and early intervention.

### **Contribution to the Identification Process:**

Participates in assessment meetings and case reviews, providing professional input based on psychological, social, and behavioral observations. Supports the process by gathering relevant data, conducting screenings, and maintaining confidentiality.

### **Guidance in Classroom Adaptations and Accommodations:**

Assists teachers in selecting and implementing appropriate teaching strategies, accommodations, and classroom modifications to support diverse learning needs. Provides guidance to enhance inclusive practices within the classroom setting.

### **Monitoring Student Progress:**

Regularly tracks and reviews the academic, behavioral, and emotional progress of Students of Determination. Provides feedback to teachers, parents, and the Inclusion Team to ensure timely adjustments to support plans.

### **Support in Implementation of IEP/IAP/ALP:**

Actively contributes to the development and execution of Individualized Education Plans (IEP), Individualized Action Plans (IAP), and Adapted Learning Plans (ALP). Ensures that interventions are aligned with each student's unique strengths and needs.

### **Promoting Awareness on Inclusion:**

Organizes workshops, awareness sessions, and classroom activities to promote understanding and acceptance of inclusive education among students, staff, and parents. Advocates for a positive and empathetic school culture.

### **Maintaining Professional Records:**

Keeps accurate, confidential, and up-to-date records of student assessments, counselling sessions, progress reviews, and meetings. Ensures proper documentation for follow-up and compliance with school and regulatory policies.

**Role of Peers of Students of Determination:** 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 of Determination:** Parents should share relevant information about their child with teachers and other school staff members that will help promote the student's growth and inclusion in the school.

**Role of Students of Determination:** 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.

### **Transition**

Transitional services include activities designed to prepare the Students of Determination to move from one stage or from one environment to another.

- Parents and school personnel are expected to maintain communication to discuss transitions for students between educational levels and programs at least on an annual basis during IEP review .

### **Admission Procedure for SOD:**

Students of Determination are given admission in the school based on the nature of the concern of the students and the provisions available at school to support the child. We can admit 5% admission for sod students.

Admission procedure for students who are formally identified as SOD groups:

- The registrar receives all necessary documents (any medical, educational or psychological assessment report, any relevant document from previous school, including other documents required for admission procedure), for a student's file and then present it to SOD Support Team for review.
- The student's intake assessment and testing are then scheduled with the Special Educator/ Counsellor by the Registrar.

- The Special Educator/ Counsellor also speak briefly with the parents after the assessment and review the students' performance based on informal assessment.

The Special Educator/ Counsellor makes a recommendation for placement to Principal, for approval, which depends on the capacity of the school to meet the student's needs.

- Registrar completes formalities and informs the Section Head regarding the placement; the SST is also informed by the Admission's office when a student is placed into a specific classroom.
- If a student's file includes an IEP or other similar plan from a previous school, SST will review the document(s) and implement as many strategies as possible, while developing an IEP based on the documents provided. If there is no previous plan, the SST assesses and identifies the academic challenges and puts strategies in place in order to help them to be successful.

### **Admission of students who are not formally identified as SOD**

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 a meeting is organized with parents. The SST team along with the Principal 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.

### **Learning Support Assistant Policy**

Learning Support Assistant (LSA) is recommended only for those Students of Determination 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.

### **Examination Department & SOD**

- Receive a copy of the list of SOD who require specific examination provisions and exemptions.
- Provide a copy of the list to the invigilator and to ensure it is implemented.
- Modified assessment papers to be given to SOD (if required) only on the recommendation of the Special Educator and it is encouraged only till grade 6th . Question papers can be read out and extra time can be given to complete the paper.
- Provide seating arrangements conducive to the SOD.

## Inclusive practice in school

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

***a.* Setting suitable learning challenges so that pupils experience:**

- Success in their own learning;
- A flexibility of approach; and
- Suitably challenging work.

***b.* Responding to pupils' diverse learning needs by:**

- Planning and delivering lessons that reflect a range of learning and teaching styles, and a recognition of individual pupils' needs;
- Setting appropriate learning objectives and assessment targets;
- Creating effective learning environments;
- Providing equality of opportunity through approaches to classroom management and delivery of subject content;
- Using appropriate tools and language for assessment and tracking.

***c.* Overcoming potential barriers to learning and assessment for individuals and groups of pupils by:**

- Making provision for pupils to participate effectively in the curriculum; and Planning for SODs and providing access to learning for all pupils.

### **REVIEW:**

This policy will be reviewed as it is deemed appropriate, but no less frequently than every 2 years. The policy review will be undertaken by the Principal or nominated representative.

**LAST REVIEW DATE: 23/6/2025**

### **CONTACT:**

If you have any queries or concerns regarding this policy then please contact:

[hodinclusion@tallah.habitatschool.org](mailto:hodinclusion@tallah.habitatschool.org)