

## **INCLUSION POLICY**

GIIS-AD-Policy-26-27-025

Prepared on	June 2024
Reviewed	April 2026
Reviewed by	Principal, Vice Principal, SLT, HOI and Inclusion Team
Next Review	April 2027

At Global Indian International School Abu Dhabi, we committed to promote the principles of inclusive education in an ecosystem in which skilled professionals are equipped with the pedagogical knowledge to meet the diverse needs present in the school. We believe passionately in the importance of inclusion and equality for all children, especially students who are experiencing additional learning needs. All our children will receive equal opportunity and mutual respect to fulfil their potential in all aspects. Through its implementation, this policy promotes a rights-based approach to education for all students where an understanding of equity and inclusion is instilled in all aspects of the community.

The school provides a high quality, accessible, flexible, and inclusive and specialist educational opportunities to meet the needs of all within the school community. To achieve our aims, we work closely with our stakeholders to ensure a challenging yet caring, structured approach to the development of the school strategy plans, policies and procedures. We strongly believe every child has a fundamental right to education and has unique characteristics, interests, abilities and learning needs and styles; our education system is designed and all programmes implemented to consider the wide diversity of these characteristics and needs. A culture for inclusion requires a progressive development of attitudes, behaviors, systems and beliefs that enable inclusive education to become a norm which underpins school culture and is reflected in attitudinal, organizational and pedagogical discussion and decisions. Securing sustainability is essential for the development of a truly inclusive system of education.

### **VISION**

Nurturing an inclusive environment where every student is empowered to excel.

### **MISSION:**

We nurture our global students into men and women, who will be leaders of distinction, committed to the spirit of excellence, through high-quality education imparted by globally



**GLOBAL INDIAN INTERNATIONAL SCHOOL**  
Abu Dhabi Campus, Street 12  
Plot 17, Baniyas East, Abu Dhabi, UAE

Campus Tel: +971 522 181 585 | +971 02 507 9555  
Admissions (WhatsApp): +971 56 768 7040

experienced and caring teachers, building strong virtues and values while focusing on all-round development, creativity, and entrepreneurship.

## OBJECTIVES

- Promoting an Inclusive environment that is safe, supportive, mutually respected, where diversity is accepted and accommodated.
- Provide inclusive education as a fundamental right for all students, including students with additional learning needs in the school.
- To provide high quality teaching to ensure all students personal, social, emotional, cultural, physical and academic needs are fully met in a safe and challenging learning environment.
- To ensure timely identification of students of determination and gifted and talented students.
- To ensure school admission policy enables students to accommodate a diverse population where individual needs are accommodated.
- To promote positive perceptions of pupils with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents.
- To ensure students' individual needs/s are identified and assessed timely and interventions are designed accordingly.
- To enable access to the curriculum through differentiated planning/ accommodation/ modification by subject teachers with the support of IST members and learning support staff as appropriate.
- To continually monitor the progress of all students by reviewing the current practices and adjust further if progression is below expectation.
- Outline requirements to charge additional fees to parents.
- Ensure the school is offering standard inclusive provision in terms of staffing, physical accessibility, and teaching and learning support.
- To ensure parents are involved in every stage of their child's development and share their ideas and views for better practice.
- Identify school leadership roles and responsibilities to promote inclusive learning environments.
- Define minimum requirements for compliance and standard provision of education for students with additional learning needs in the school.
- To promote mindfulness where social, emotional and physical wellbeing is practiced.
- To provide high quality, cost-effective, time-efficient and accredited, inclusive education training and development opportunities for all staff.
- To establish partnerships with stakeholders and external intervention centers for the holistic development of the child.

## IDENTIFYING AND SUPPORTING STUDENTS WITH ADDITIONAL LEARNING NEEDS

Students with additional learning needs are those who require support, modifications, or accommodation within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students with additional learning needs and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented). For example, a student with restricted mobility may require lesson accommodation to participate in Physical Education and building accommodations to access facilities but may not require any accommodation in assessments. Equally, a student with hearing impairment may require adaptive and assistive technology to access content in class and may also require physical accommodation (e.g., sitting in the front of the class to be able to lip read) to access learning.

## ADMISSIONS

Admitting Students with Additional Learning Needs:

In line with the principles of Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments, students with additional learning needs shall, under no circumstances, be denied admission at GIIS Abu Dhabi provided the school has the capacity to admit them in the appropriate grade/year, as per ADEK Inclusion Policy 2024.

Accordingly, the school's admissions processes shall adhere to the following:

- a. Prioritizing the attendance of students with additional learning needs and their siblings in the same school.
- b. Requesting original clinical assessment reports from parents completed by any relevant specialists, such as a therapist, psychologist, or pediatrician.
- c. Supporting the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to:
  - i. Students start school for the first time or come from alternative early education settings.
  - ii. Students transferring from specialized provision, homeschooling, or any other type of educational provision.
  - iii. Students in exchange programs.
- d. Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.



If the school is unable to meet the needs of any student who is applying, then an Inability to Accommodate Notification will be submitted to ADEK within 7 days of admission decision being issued.

The school makes reasonable adjustments and accommodations to enable admission for all students with additional learning needs.

**Referrals to Specialized Provision:** Most students with additional learning needs will attend mainstream school along with their peers. Alternative placement is considered for students who meet eligibility criteria.

Request for a child for repeating a Grade/Year Clarification on the requests for a child repeating a grade/year be made by parent to ADEK. Where a parent wishes to request a child to repeat the grade/year, ADEK approval is required and the school shall apply form for retention, including a medical report, and the student's documented learning plan.

If the student requires a more specialized placement, the school will contact ADEK prior to conversations with parents to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.

The staff is sensitized with the knowledge and definition of the various categories for students of determination through regular workshops, reading material, case studies, and hands-on classroom experience. Parents are encouraged during the orientation program at the beginning of the academic year to share information about their ward? with medical issues that need special handling, learning deficits they may know of, or behavioral and emotional issues.

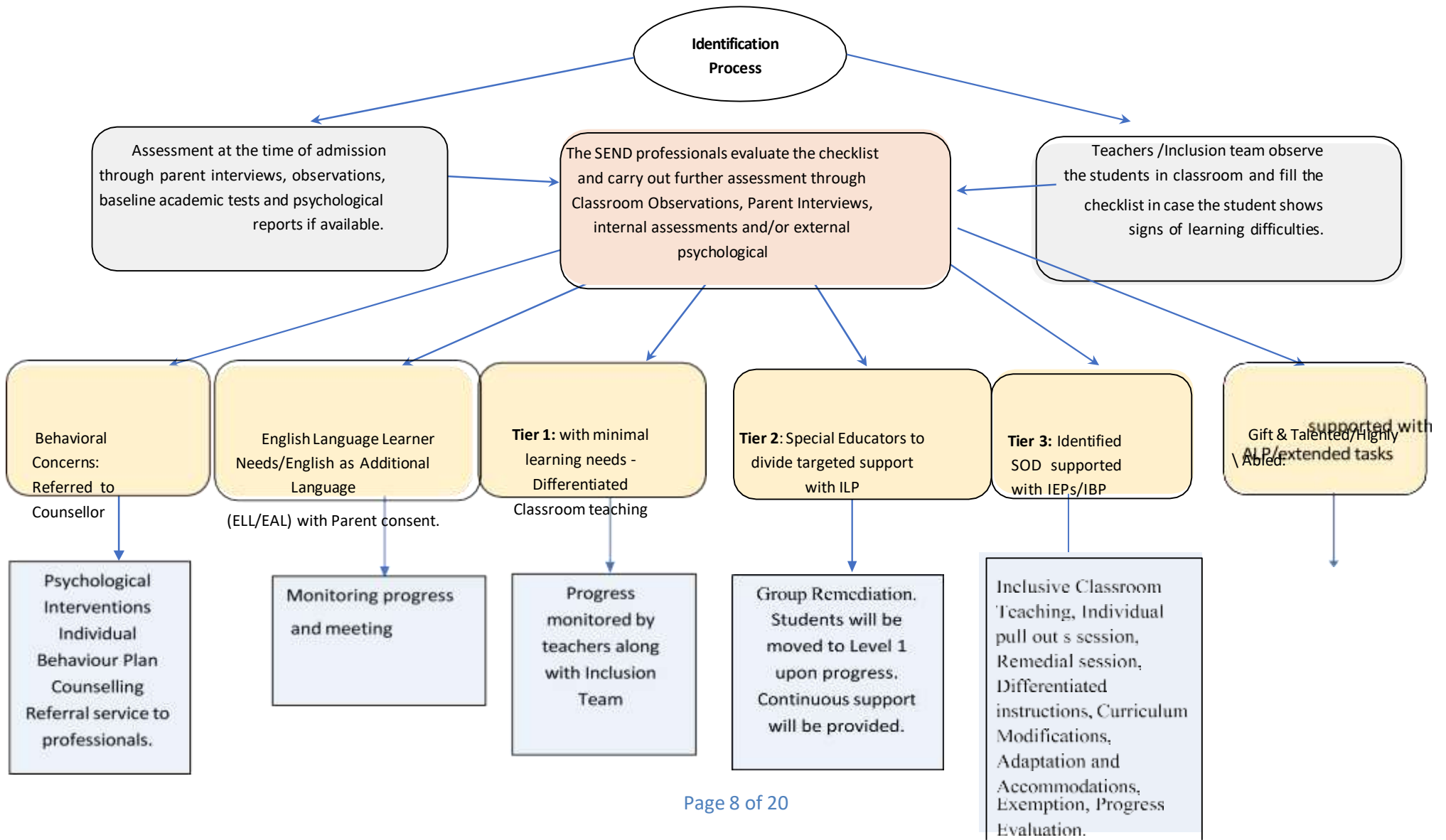
### **Procedures for identifying the students**



How do we decide when a student's name needs to go on the student of Determination record?

- ❖ Stage 1: Before the start of the new academic year, all teachers are updated with the previous year's ALN list during the transition. Teachers are given detailed information on the ALN categorization and identification process during the professional development training session to discuss and identify likely cases of students experiencing barriers to learning. This process helps to identify new likely cases. Teachers study the previous year's data shared with them at this stage and closely observe the students in class looking for signs while correcting notebooks and noticing their behavior in class.
  
- ❖ Stage 2: Within the first month of the new academic year all class teachers along with subject teachers submit a teacher referral form with details of the students who experience barriers to learning. Referrals for all students identified during stage 2 are submitted to the Department of happiness and Wellbeing for a follow-up.
  
- ❖ Stage 3: Inclusion team follows up for internal assessment and in case the symptom is mild then a prereferral meeting is scheduled with the parent to gain clarity. Parents are updated about the provision for additional support for learning given to their wards. All the care and supportive services for the students with additional needs will be explained to the parents and a consent will be signed by the parents and inclusion team for the acceptance of inclusive service delivery and special education provisions [Concessions, Exemptions, Curriculum Modifications, Adaptations and Accommodations in the learning process etc.] will be delivered. Parent referral or self-referral will proceed for intervention by just signing in the consent form.

INCLUSION FRAMEWORK - Provision, Mapping and Intervention



Differentiation,  
Enriched  
Activities,  
Maximum  
opportunities  
provided.

## INCLUSIVE TEACHING AND LEARNING SUPPORT

The school has established a robust identification, referral, and tracking system to ensure that students with additional learning needs are effectively supported. This system enables staff to raise concerns, incorporates input from students, parents, and teachers, and uses standardized assessments to identify needs and plan appropriate interventions. Differentiated Learning Plans (DLPs) are developed for students requiring Tier 2 and Tier 3 support, regularly reviewed, and monitored through progress tracking and annual reviews. The process ensures clear communication with parents, accurate recording on eSIS, and collaboration with subject leaders to monitor attainment, while progress reports are personalized to celebrate each student's growth from their unique starting point.

**Remedial intervention in class** aims to identify, develop, and implement alternative education strategies for students who have recognized problems in the classroom before the student is referred to inclusion department. The pre-referral team consists of the coordinator, the parents/guardians, and teachers involved in the education of the student. The teacher provides background information regarding the problem exhibited by the student and the team works together to develop possible solutions. Teachers will provide differentiated activities and make their observations for one month depending on the child's needs. The intent is to provide interventions that will help the student achieve success without entering additional provisions. However, if these interventions do not improve the student's performance, then the student will be referred to for an assessment to determine possible eligibility for ALN provisions.

**Teacher Referral Form** provides timely and effective support to initiate an appropriate plan of action for students at various Tiers of need. Possible sources of referrals may include a list of likely 'at-risk' students shared at the start of the academic year. ASSET analysis, baseline checklists, internal progress analysis, self-nomination, student attendance mechanism, early exit, and latecomers register, regular clinic visitors, survey result analysis, screening checklist and attainment. The teacher will fill in the referral form and the Inclusion team will observe the child in the classroom. It may extend to three weeks depending on student needs. If the child needs further interventions, parents are called for a meeting, and a detailed psycho-educational assessment and history will be taken as well as the need for external psychological assessment. The student will be put in the appropriate Tier of intervention after all the assessments both internal and external.

The school follows a system where support and intervention are ensured at three different Tiers. The effective implementation of documented Learning Plans with differentiation in the classroom will be regularly checked and followed by the Inclusion Team concerned. Wherever subject teachers need support from Inclusion team professionals to implement interventions [IEPs & ILPs] immediate support will be provided.

### **TIER 1: GENERAL SERVICE OF SUPPORT**

Tier 1 is the main support service required by the large majority of students with additional learning needs. These students often experience low-level barriers to learning and benefit sufficiently from differentiated teaching and general support provided within the classroom. Examples may include adapted learning activities and teaching strategies, environmental alterations, the use of specific resources to promote understanding or independence, or the use of support plans.

Every teacher is expected to differentiate the learning in their classroom to meet the needs of all students. For most students, the high-quality differentiated teaching in the classroom will be sufficient to help them address any additional needs that students may have. These students will be closely monitored by the class and subject teachers to ensure that they are making good progress. An Individual Learning Profile will be formulated with the provision and interventions identified.

### **TIER 2: TARGETED SERVICE OF SUPPORT**

Tier 2 focuses on supporting students who are achieving below age-related expectations within the curriculum, because of difficulty, condition, or disorder. Tier 2 support often involves students participating in small group support sessions that target improvements in particular aspects, such as numeracy or literacy, for example.

Some students will need additional support to make progress or overcome a particular barrier to their learning. This support may only need to be short-term and/or in specific areas such as literacy, numeracy, or areas of social and emotional understanding. At Tier 2, the classroom teacher holds the main responsibility with support from the Inclusion Team.

The students will receive short-term, targeted interventions and an Individual Learning Plan will be put in place for the student that will identify the individual needs of the student and ensure a program of intervention is delivered to target these needs. The progress will be monitored by the Class Teacher and the inclusion team and will be reviewed formally with the parents and the students at least termly.

### **TIER 3: INDIVIDUALIZED SERVICE OF SUPPORT**

Tier 3 support is provided to students who experience the most significant barriers to learning. This Tier of support involves implementing personalized education programmes that are different from those provided to almost all other students within the school, such as receiving high levels of support from a Inclusion assistant. for example. For students accessing Tier 3 support, the school provides an Individual Education Plan (IEP).

Tier 3 provisions involve developing an Individual Education Plan for the student that will identify the individual needs of the student and ensure a program of intervention is delivered to target these needs. This program will be monitored by the Inclusion Team in collaboration with the class/subject teachers and will be regularly reviewed with parents and students on at least a termly basis. Adjustments will be made to ensure progress. Level 3 level support will normally involve the employment of a Learning Support Assistant to support the student. The format of Level 3 provision will be dependent on the identified needs of the student.

## PHYSICAL ACCESSIBILITY

### GENERAL ACCESSIBILITY:

The school ensures school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students.

- a. Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- b. All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- c. Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step.
- d. Signage uses symbols to accompany text and considers color contrast for ease of visibility.
- e. Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- f. School buildings are accessible on the ground floor, at a minimum, to all students.
- g. Accessible bathrooms are equipped with appropriate sanitary provisions for people with physical disability as per the applicable codes.
- h. A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
- i. Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.
- j. All teaching staff receive training in the safe operation of evacuation chairs, and specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- k. Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
- l. Coordination with school transportation providers to enable students with additional learning needs access to school buses, making any appropriate and approved adjustments necessary.
- m. Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility-deficient areas.
- n. Development of a school accessibility plan (based on risk assessment) to identify required adaptations to the school environment and buildings with clear steps and timelines to improve accessibility.
- o. Existing school buildings that are unable to fulfill universal design-based accessibility requirements are authorized to seek exemption, with justification, from ADEK. However, existing school buildings seeking to renovate/expand are subject to the general accessibility requirements.

## **ACCESSIBILITY OF LEARNING SPACES:**

To provide equitable access to education and inclusive learning opportunities, the school shall ensure:

- a. All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.
- b. There is a variety of classroom resources (pens, pencils, scissors, etc.), which offer choices regarding size and ease of use.
- c. All timetabled classes are physically accessible to students with additional learning needs, to the best possible extent.
- d. Specialized teaching spaces, such as science laboratories, sports facilities, spaces for the arts, etc., are accessible to students of different ages and lessons, and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.
- e. Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment to reduce any background noise/visual disturbances that may interfere with access to learning.
- f. Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms, and facilitating engagement with learning through different means.
- g. The teaching and learning environment incorporate accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

## **ASSESSMENT ACCOMMODATIONS FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS (ALN)**

Our school is committed to ensuring that students with Additional Learning Needs (ALN) are provided with fair, equitable, and appropriate opportunities to demonstrate their knowledge, skills, and understanding during assessments. All accommodations are documented in the student's Documented Learning Plan (DLP) and reviewed regularly. The application of accommodation is consistent across internal and external assessments, with prior approval sought from relevant examination boards where required. Regular reviews will ensure that accommodation remains appropriate, effective, and aligned with each student's evolving needs.

### **Types of Accommodations Include:**

- Additional time or supervised rest breaks.
- Small group or individual assessment settings to reduce distractions.
- Alternative formats of assessment materials (e.g., large print).
- Use of assistive technology such as text-to-speech, speech-to-text, or adapted input devices.
- Support of a reader or scribe where appropriate.
- Adjusted methods of response (oral, written, or practical demonstrations).
- Modified environments or conditions, including preferential seating and reduced sensory stimuli.

### **Implementation Process:**

- Accommodations will be determined through collaboration between the Inclusion Team, class teachers, parents, and (where appropriate) external specialists.
- All accommodations will be applied consistently across formative, summative, and standardized assessments.
- Effectiveness of accommodations will be monitored, reviewed, and updated to align with student progress.

### **SPECIALIST SUPPORT SPACES:**

In order to provide specialist pull-out intervention or targeted support for any student with additional learning needs as per the ADEK In-School Specialist Services Policy, the school shall:

- a. Provide accommodation for each cycle (dedicated spaces within the school premises for the duration of interventions) to allow specialist learning support and pull-out interventions for any student with additional learning needs.
- b. Evaluate the specialist support space on acoustics, lighting, flooring, and textiles to promote access to learning through consideration of sensory needs.
- c. Avail a specialist support space that has technological and digital resources that mirror those of other classrooms to support the development of digital literacy skills.
- d. Avail a range of nondigital teaching and learning resources to allow specialists to deliver interventions as part of the DLP.

### **IN-SCHOOL SPECIALIST SERVICES**

Our school commits to implementing the ADEK In-School Specialist Services framework to ensure that students with additional learning needs or who are designated as Students of Determination receive the full range of therapeutic and specialist support within the school environment. In partnership with ADEK-approved centers, we provide accessible services such as speech and language therapy, occupational therapy, psychotherapy and other evidence-based interventions directly on school premises during the school day. A clear referral process — from identification and documentation of need, to contract agreements with specialist providers, to ongoing monitoring and progress reporting — is established in accordance with the ADEK policy. The school will maintain a dedicated, suitable space for in-school specialist sessions and will coordinate regular reviews of student progress, involving the Head of Inclusion, teachers, specialists, parents and, where appropriate, the student themselves. Through this model we reinforce our commitment to inclusion, enabling every learner to access the curriculum and thrive in a safe, supportive and responsive environment.

## MONITORING PROGRESS AND EVALUATION

- Students' progress is carefully monitored through classroom observations & progress evaluation of documented learning plan against the objectives specified.
- Following the review of a student's progress, the Inclusion team in collaboration with Coordinator, class/subject teacher and parents & inclusion assistant, makes decisions as to the level of support required to improve the student's progress.
- Inclusion team conduct observations of students, discussions with teachers, in support and remedial classes will help parents to understand the present progress level of the student.
- The teacher monitors students' performance as part of ongoing observation and assessments.
- Standardized screening or assessment tools administered by the Inclusion team to check the scores of pre-tests, and post-test and interpret progress based on these screening tests.
- If the student has been removed from the ALN register, then the monitoring of the student's ongoing progress will be done through reviews carried out by the Inclusion department.

Transitional services include suggestions/sensitization/readiness to prepare the students with additional need to move from one stage to another. They include the following:

- From one Grade level to the next Grade
- To remain at the same grade level
- From one school to another school
- Rehabilitation and Therapy Centre services

Inclusion team maintains the following data of all students with additional learning needs with utmost confidentiality:

- Parent consent form
- Psychoeducational Assessment /medical reports
- Term-wise mark list for each ALN student
- Teacher Observation forms
- Referrals made by teachers through a referral form.
- Parent feedback form
- Documented Learning plans maintained by the teacher till the end of the academic year and submitted to the Inclusion department at the end of the academic year.
- Learning support consent and withdrawal form/application from parents
- Record of Learning Support Sessions
- Referral form recommendation for formal assessments
- Sessions held with parents by counsellor and support teacher after identification to discuss the difficulties and remedial measures.

## **ROLES AND RESPONSIBILITIES OF INCLUSION SUPPORT TEAM.**

### **GOVERNOR FOR INCLUSIVE EDUCATION**

Leadership Roles and Responsibilities: The school's Inclusion Policy shall describe the roles and responsibilities of the school leadership, with the following as a minimum:

#### **The Governor of Inclusion shall:**

- a. Set the strategic direction for the school incorporating a commitment to inclusive education.
- b. Nominate one board member for oversight of inclusive provision.
- c. Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
- d. Ensure adjustments and accommodations to the school environment/infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.

#### **The Principal shall:**

- a. Ensure inclusive provision is a standing agenda item of senior leadership and the Governing Board meetings.
- b. Develop and review their inclusive provision as part of their School Development Plan including measurable targets, to evaluate and improve provision and accessibility for students with additional learning needs.
- c. Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
- d. Appoint a separate member of staff to be responsible for the coordination and provision of multilingual learners.
- e. Appoint a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with senior leaders.
- f. Ensure all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures which include how to identify concerns that may be specific to students with additional learning needs, as per the ADEK School Student Protection Policy.
- g. Establish a risk assessment procedure for all structures within the school to be undertaken to identify and mitigate any hazards that may present heightened risks to those with communication, mobility, sensory, and behavioral needs.
- h. Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- i. Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.

- j. Establish a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key people identified are aware of their roles and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.
- k. Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

**The Head of Inclusion shall:**

- a. Coordinate all aspects of educational, behavioral, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- b. Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- c. Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per the ADEK School Records Policy.
- d. Maintain, review, quality assure and update the school-based register of students with additional learning needs, including their DLPs and PEEPs.
- e. Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per the ADEK School Health and Safety Policy. This should be reviewed on a termly basis or where the needs of the individual or setting changes.
- f. Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- g. Ensure all data requirements and eSIS information on students with additional learning needs are reviewed and updated.
- h. Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- i. Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support that can be provided in the home setting.
- j. Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- k. Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK School In-School Specialist Services Policy.

**Inclusion teacher shall:**

- a. Ensure identification and assessment of the specific needs of individual students.
- b. Develop specific and personalized individual education plans

- c. Assist teachers in the modification and adaptation of curriculum.
- d. Liaise with teachers in developing appropriate instructional and educational strategies and resources.
- e. Modify learning materials to suit diverse learning styles and abilities.
- f. Assisting in developing appropriate assessment procedures.
- g. Providing instruction to students individually or in a small group in the common learning environment.
- h. Regular tracking of student performance against individual goals to adjust instructional strategies and measure success.
- i. Facilitate student's learning and personal social development individually or in small groups through structured pullout sessions depending on the need.
- j. Maintain effective communication and attend regular meetings (planning, review, and transition) and any other with regular teachers, Parents, counsellors, Inclusion assistants, Students, Head of inclusion, and any other therapist.
- k. Member in deciding and delivering the type of intervention (in-class intervention or withdrawal).
- l. Support teachers to engage in activities that directly influence the inclusive competence of classroom teachers.
- m. Ensure positive and professional partnerships with classroom teachers.
- n. Observing the inclusion assistants in class and through daily logbook reviews, modeling and developing instructional, educational and behavioral strategies to support their students.
- o. Regularly track student progress against the target goals.
- p. Planning for differentiation with the class teachers and inclusion assistants.
- q. Assisting in developing resources for teachers to improve the provision for our students of determination ALN & G&T.

**Counsellor/Social Worker shall:**

- a) Identifying the students who have Behavioral, social, emotional difficulties.
- b) Assisting students and parents with settling into their new school, classroom or transition.
- c) Help identify students learning support needs and deal with the same.
- d) Provide immediate individual or small group counseling- with parental consent.
- e) Maintain confidential files such as child abuse and neglect reported cases of physical/emotional abuse.
- f) Make classroom observations to check personal, social, emotional and mental developmental needs.
- g) Collaborate with teachers and parents to support students in their Behavioral, social, emotional difficulties.
- h) Liaising with classroom / subject teachers regarding new referrals.
- i) Observing the student referred and conducting the screening test, if deemed necessary.
- j) Liaising with parents for conducting the screening tests by Counsellor or referring them to external educational psychologists, therapists or specialists, as required.
- k) Providing strategies to teachers and other staff based on the findings of the observations and screening test.
- l) Maintain regular communication with parents, teachers and Head of inclusion.

m) Develop Individualized plans as needed.

**Inclusion Assistants shall:**

- a. To work and build strong relationships with the child, to overcome his/her barriers to learning, and support him/her to maximize their learning potential.
- b. To be an integral part of the classroom setup and work in collaboration with class teachers to enhance the learning and teaching experiences of the child in a range of different contexts including support within set and class support.
- c. Inclusion assistants are expected to respect the confidentiality of the class teacher/ students/Parent.
- d. Maintaining communication log with the parent and daily logbook with the Inclusion support team.
- e. Attend and contribute to planning, developing, implementing the ILP/IEP/IBP of respective students in collaboration with Inclusion Team.
- f. To prepare learning materials and implement strategies to accommodate individual learner needs/styles.
- g. Documents, monitors, reinforces, and reviews the impact of provisions and progress of IEP targets and reports to Inclusion Team to develop and implement appropriate strategies.
- h. Engage in class-wide monitoring to contribute to the education of students in inclusive schools and classrooms to have an experience of effective full inclusion in all aspects.
- i. Support the child with emotional or behavioral difficulties and help them to develop their social skills and confidence by facilitating peer interaction based on the guidance of the learning support team.
- j. Apply current best practices and strategies learned through professional development courses, in service training or workshops.
- k. Collect formative assessment data on student performance and progress, based on a system designed by teachers or IST and review.
- l. Supporting intervention or therapy sessions.

**Medical Team shall:**

The school medical team has a key role in promoting and supporting inclusive practice at the school. They undertake a variety of tasks which include:

- a. Keeping health records up to date
- b. Informing SLT of medical conditions which impact on learning
- c. Ensuring an effective proper reporting system to the concerned people, when students are regularly visiting clinics, visiting on a particular period, visiting without valuable reason.
- d. Ensuring the Health and Safety of all students under the care.
- e. Promoting healthy lifestyles, mental health and well-being of the staff, students and parents.
- f. Ensuring students are sun safe.
- g. Providing awareness sessions for parents, staff and students.

### Parents shall:

- a. Involve in the process of making Individualized plans as needed.
- b. Attend meetings with concerned teachers and the Leader of provision for inclusion as and when required by the school.
- c. Involve in several aspects of their child's education as required by the Head of Department of Inclusion.
- d. Be aware of the school inclusion policy and KHDA guidelines
- e. Attended awareness classes organized by school.
- f. Understanding the uniqueness and need of the child and Provide inclusion assistants if Mandatory.

### Student Representative shall:

Student representatives play a crucial role in promoting inclusive practices within the school community. They collaborate with teachers, administrators, and fellow students to raise awareness about the importance of diversity, equity, and inclusion, and advocate for the implementation of inclusive policies and initiatives.

### Peer Buddy and mentor shall:

They serve as role models and allies, offering encouragement, guidance, and friendship to promote a sense of belonging and acceptance among all students. They convey student perspectives, concerns, and feedback to relevant parties, helping to bridge the gap between different members of the school community.

### Teacher representative shall:

Teacher representatives offer individualized support and guidance to their colleagues in effectively meeting the needs of diverse learners in their classrooms. They facilitate communication and collaboration among team members, helping to develop and implement documented learning plans and accommodations that address each student's unique need.



**Dilip Kumar**  
Principal  
Global Indian International School Abu Dhabi

