

GIIS-AD-Policy-26-27-011

SPECIAL EDUCATION POLICY

Last Review	April 2026
Revised on	11 April 2026
Reviewed by	Principal, Vice Principal , SLT and Inclusion Team
Next Review	April 2027

SCOPE/INTENT

This policy provides broad guidelines on the provision of special education for students studying in the school.

RESPONSIBILITY & AUTHORITY

The admissions team shall brief the aspiring students and parents on the special education provisions available at the school. The Special Education Coordinator shall identify students needing special education.

APPLICATION

This Policy is applicable to students studying in this school.

POLICY

GIIS believes in inclusive education and hence shall strive to provide placements to students with mild to moderate special education needs. Additional charges might be incurred from the parent to provide any equipment or support to the disabled students. Special Education Needs students shall be treated without discrimination and will be treated similar to their peers. Everyone shall be given equal educational opportunities.

The School shall provide high-quality services to meet the different needs of students with special education needs and involve them as much as possible with others in daily School activities. Each student with such mild or moderate delays or disabilities shall be admitted to the School and be treated with due respect and utmost care by the entire School community.

The school shall make adequate provisions to address the needs of gifted and talented students.

The school identifies the special educational needs by:

The school identifies the needs of children by considering the needs of the whole child and not just the special needs or disabilities of the child.

Classify a child as having a learning difficulty if:

They have significantly greater difficulty in learning than the majority of children of the same age.

Classify children as having an emotional difficulty if:

They are unable to conform to the expected norms of behaviour displayed by the vast majority of the children in the school.

Classify children as having a disability if

It is physically difficult for them to make use of the educational facilities that are provided for children of the same age.

They have a diagnosed medical condition that requires intervention.

Special Education Needs Teacher

School has a full-time Special Education Needs Teacher and other staff members who will be responsible for assisting the SEN Coordinator to effectively meet the requirements of students with special education needs.

The SEN Teacher shall:

- Identify the needs of students with Special Educational Needs and Disabilities as early as possible and ensure that their needs are met.
- Ensure that all students make the best possible progress
- Monitor the progress of all students in order to aid the identification of students with Special Educational Needs and Disabilities
- Work with parents/guardians to gain a better understanding of their child and involve them in all stages of their child's education.
- Ensure that students express their views and are fully involved in decisions which affect their education.
- Ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development
- Promote effective partnership between school and outside agencies to support any student with special education need as and when required.

Individual Education Plan

The school shall develop an Individual Education Plan for Special Education Needs students if they experience difficulties in accessing or being able to learn the curriculum. The IEP will be used by teachers and students to guide instructional practice, including modifications of the programme and adaptations of the environment of aspects of instruction and assessment. These will be tailored to the individual student's needs to enable optimal learning success. The school shall also develop an Individual Support Plan (ISP) for students who require learning support.

An IBP (Individualised Behavioural Plan) is also developed for students who require support to focus on tasks and are overly distracted.

Identification Process:

1. Observation by teacher
 2. Measures taken by teacher to address concerns
 3. Parent involvement
 4. Referral to the SEN department
 5. Observation from subject expert (Minimum 3 observations in different setting)
 6. Parent conference
 7. Informal assessment
 8. If required referral for external assessment for diagnosis.
- ◇ Taking consent from parents for extra support in the School set up.
 - ◇ Preparation of Individual Education Plan/ Behavior plan
 - ◇ Sharing accommodations and exam modifications (if required)
 - ◇ One to one therapeutic support for the student.
 - ◇ Monitoring students progress on a termly basis.

Gifted & Talented

The term gifted is usually used to refer to the students with superior intellectual or cognitive ability specific, aptitude ability (Subject science, IT or mathematics), social maturity and leadership, mechanical / Technical/ technological ingenuity. The term talented is usually refer to the students who show outstanding performance in a specific area such as visual and performing arts (Art, Theatre, Recitation) psychomotor ability (Dance & sports) Students who meet this criteria of high performance in scholastic or co scholastic are treated as gifted and talented.

The school develops an Advanced Learning Plan (ALP) through enrichment programmes for the gifted and talented. ALP shall identify ways in which teachers can enrich the students' learning in order to achieve their potential.

The Identification of gifted and talented usually involves a combination of procedures including

- ◇ Intelligence scores
- ◇ Creativity measurements
- ◇ Achievements measures
- ◇ Nomination –By teacher, By parents, by peers and by self
- ◇ During assemblies
- ◇ Inter-school competitions
- ◇ Art/science exhibition
- ◇ Special initiatives plans brought up by schools ('Al Tasamuh', Month of curiosity, innovation week, set up of planetarium, Robotics, STEM and GOAL,
- ◇ External tests (SOF & ASSET)

Enrichment Programmes:-

The major purpose of enriching a school programme for the gifted is to stimulate and foster optimum development with extension and challenge.

Individual enrichment

- 1) Group-oriented enrichment 5) Peer buddies
- 2) Excursions 6) Leading clubs
- 3) Library facilities 7) Community services
- 4) Research Projects 8) Faster lessons

Advanced Learning Plan

The school will develop Advanced Learning Plan through an enrichment programme for gifted and talented students who are exceptionally exceeding scholastic or co scholastic expectations. The ALP shall identify ways in which teachers can enrich the student's learning in order to achieve according to their potential.

Involvement of Parents/Guardians

The school considers parents and guardians as partners in education. All staff liaises regularly with parents of students with SEN at formal parents meetings as well as on a more informal basis. The school will provide an annual report for parents on their child's progress.

When a student is receiving SEN support, we will meet parents regularly to set clear outcomes and review progress, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the student and the school. These discussions will usually be led by either the class teacher or the SENCO.

They provide an opportunity for the parent to share their concerns and, together with the teacher, agree on their aspirations for the student. Where possible these meetings will be aligned with the normal cycle of discussions with parents of all students. The views of the students will be included in these discussions either through involving the student in all or part of the discussion itself or by gathering their views as part of the preparation.

A record of the outcomes, actions and support agreed upon through the discussion will be kept and shared with all the appropriate school staff.



Dilip Kumar
Principal
Global Indian International School, Abu Dhabi.

