



INCLUSION HANDBOOK



مدرسة سبرينج دايلز دبي
SPRINGDALES SCHOOL Dubai

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PRINCIPAL'S MESSAGE

At Springdales School, Dubai, we believe that inclusive education is fundamental to fostering a community of learners that celebrates diversity, values individuality, and ensures that every student, including those with special educational needs and disabilities (SEND and including those students of determination), have the opportunity to succeed. Our commitment to inclusive practices aims to provide an environment where all students are supported to achieve their fullest potential in a respectful, enriching, and equitable learning atmosphere.

Key Principles of Inclusive Practice at Springdales School:

Promote a culture of respect and equality

We cultivate a learning environment that respects the diverse needs of all students, ensuring they feel valued and accepted as part of the school community.

Recognize and support student diversity

We view diversity as a strength and embrace the learning potential of all students, including those with SEND, by providing tailored support that addresses their unique needs.

Provide quality instruction and support

All students, regardless of their abilities, have access to high-quality teaching, interventions, and resources that empower them to succeed academically and socially.

Adopt child-centred and personalised approaches

Our teaching strategies are personalized and differentiated to accommodate various learning styles and abilities, ensuring that every student has an equal opportunity to thrive.

Create an inclusive learning environment

We strive to eliminate barriers to participation and learning by modifying curricula and teaching approaches to suit the diverse needs of our students.

Prevent discrimination and marginalization

We are committed to reducing the marginalization of students with SEND by ensuring they have the same opportunities for success and participation as their peers.

Reject ability-labelling

At Springdales, we reject the notion that students' abilities define their potential. We believe that all learners are capable of growth and achievement with the right support.

Foster collaboration and accountability

We encourage collaboration among staff, students, parents, and governing bodies to promote an inclusive culture. Everyone in our community shares the responsibility for fostering inclusion and is held accountable for creating a positive, supportive learning environment.

Through these practices, we affirm our belief that inclusion enhances the educational experience for all students and prepares them to be compassionate, responsible members of a diverse global society, fulfilling the Springdales motto, that the 'World is a Family'.

"What we are hoping for is to nurture our children into lovely human beings with enlightened minds and compassionate hearts, children who will grow up to make the world a more vibrant, peaceful and beautiful place in which all can live in harmony."

Dr. (Mrs.) Rajni Kumar (Chair, Springdales Education Society, founded in 1956)

We are committed to cultivating an inclusive culture that empowers determined learners beyond the classroom. By fostering lifelong learning, we aim to equip them with the skills and confidence to overcome barriers, achieve their full potential, and actively engage in all aspects of life.

MS NESLY MOHAMMED, INCLUSION LEAD.

Inclusion is grounded in equity, dignity, and access—ensuring that every learner receives what they need to succeed, not what is convenient for the system."

Ms PRITI MARODIA, INCLUSION COORDINATOR

VISION

Our vision is to give equitable opportunities to people of determination by giving personalized individual attention, respect and removing barriers to learning, whether they are social, emotional, cultural, language, physical and intellectual. We are committed to providing a safe, engaging and supportive setting to our determined learners which will benefit and enrich their sense of belonging in the mainstream academic community

We comply with the 'Dubai Inclusive Education Policy Framework', the Federal Law No. 29 of 2006, the Law No. (2) 2017 and Executive Council Resolution No (2) of 2017 which guarantees the following:

The rights and protection in health and high quality education with the appropriate provisions, resources and curricular options

- Identification and Early Intervention
- Admission of students according to the rules adopted by KHDA
- Systems of Support for Inclusive Education
- Co-operation, Co-ordination and Partnerships
- Fostering a Culture of Inclusive Education
- Monitoring, Evaluation and Reporting
- Resourcing for Inclusive Education.
- Vocational Education and Training

INTRODUCTION

The purpose of the handbook is to provide a point of reference regarding the federal law, KHDA policy and provides practical guidance and information to Staff, Principal, teachers, Special education teachers, Counsellors, Learning support assistant, Individual learning support assistant and other professionals who work and support students with determination, AGT (Able gifted and talented) and EAL (English as second language) to achieve success. It should be considered a 'living document', evolving as the environment in support of learners of determination to meet their needs. The document is designed to serve as a flexible and dynamic approach to realizing the goals of inclusion, the provisions of the Dubai Inclusion Policy Framework (2017) and the Implementation document (2019).

SECTION 1 (PART 1) SCHOOL PROCEDURES

1.1 SPECIAL EDUCATION POLICY STATEMENTS

1.2 ROLES & RESPONSIBILITIES OF INCLUSIVE EDUCATION TEAM

1.3 DEFINITIONS

1.1 Special Education Policy Statements

UN Rights for People with Disability

The 48 International Conference on Education handled Inclusion in UAE in its workshop in 2008. It was gathered and understood that the inclusive education is essential and important for the equality of human rights. As stated by the Human Rights and Disability report published by UNICEF, one of the considerable issues in the field of education is the unavailability and lack of education for children and adults with disabilities (Ward, Bosek & Trimble 2010). Education is a fundamental and inherent right of every individual (Hassan 2008). UNICEF has been working on the aim of 'Education for All', but it is rather important for all the nations to work together to achieve inclusive education or this goal will continue to stay unaccomplished.

Federal Law 29/2006

The UAE is a signatory to the United Nations (UN) Convention on the Rights of Persons with Disabilities and Federal Law 29/2006 guarantees rights for people with special needs (Alborno & Gaad, 2012). Similarly, the UAE Federal Government ratified the UAE Disability Act to protect the rights of people with determination and special needs. Any service that is provided by a school administration to any child who has disability should be the same as the one provided to a normal child. (Hassan; UNICEF 2008).

Federal Law 14/2009

In UAE Federal Law No. 14/2009 amending Law No. 29/ 2006 on people with special needs was issued (Alborno and Gaad 2012). The phrases "the disabled" and "disabled individuals," wherever they occur, were removed from the text of Law No. 29 and replaced with "Individuals with Special Needs" and "Individual with Special Needs," as per Article 1 of the new Law No. 14 (Alborno and Gaad 2012). As per this law, the pupil who is disabled should be treated in the same way as the pupil who is not disabled. Any services that the children receive at the school should be provided equally.

Article 12 indicated that: "The state shall guarantee to provide for an individual with Special Needs equal educational opportunities in all educational institutions. Special needs do not represent an obstacle preventing an individual from applying to or joining any government or private educational institution of any kind" (Ministry of Social Affairs 2006).

Dubai Inclusive Education Policy Framework 2017:

Person with determination". This is how the UAE has chosen to view the attributes of persons with disabilities; a reflection of their strength of character, their perseverance and their courage.

Purpose

The purpose of the policy is to make sure that students with determination, as well as students who are gifted or talented, are able to reach their full potential within a supportive and encouraging educational environment that prepares them well for adult life. This will allow them to:

- Participate and engage as equally as possible in the available educational opportunities.
- Generate a well attained progress and achieve an age appropriate accredited education.
- Make a positive and impactful contribution to their local and wider communities.
- Develop and maintain their physical, mental and emotional health throughout.
- Achieve economic well-being through the access of educational and vocational opportunities and activities beyond school.

Implementing Inclusive Education: A guide for Schools

The purpose of the guide is to support Dubai Private Schools in embedding inclusion and equity in their educational policy and practice. The main objective is to create system-wide change to overcome barriers to educational access, participation and engagement. The guide (please refer to Appendix H) should be used as a supplementary reference document to enable better understanding and more effective implementation of the standards set out in the Dubai Inclusion Education Policy Framework (2017)

- Development of the school's self-evaluation form.
- Teacher training and monitoring
- School improvement planning
- Communication with other stakeholders

Implementation of the policy in Springdales School

- In order to meet the individual needs of students with determination, wave 1, wave 2 and wave 3 approaches were taken into consideration.
- We have a well-established Inclusion Education Action Team, to be able to provide extra academic support services and life skills training.
- Admit students with special needs to age appropriate classes through specified registration process.
- Identify the special needs of students within the school context.
- Involve and engage parents.
- Identify and develop staff development practices needed in order to achieve inclusive classroom practice.
- Develop, implement and review individual plans.
- Assess and analyze progress from student's own baseline.
- Apply Effective Academic modifications, adaptations and exemptions where needed i.e. day to day and for tests/exams etc.
- Refer to external support services where needed to improve quality.

1.2 Roles and Responsibilities of Inclusive Education Action Team

When considering the legislation related to SEN including UAE federal law 29/2006 regarding the rights of individuals with special needs, Action Plan for Inclusive Education of Children and Youth with Disabilities, MHRD, 2005- India CBSE, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014 and Dubai inclusive education policy framework:

The Inclusive Education Action Team:

The purpose of the team is to enhance collaboration and coordination of SAWA with other sections across the school by involving them in the planning of strategic actions and initiatives for the students with special needs. The Inclusive Education Action Team is a huge family with members from various sections who work together with a common goal of providing support and education to the special needs students.

• Senior Leadership Team	• Teacher Inclusion Champion
• SAWA Governor	• Student Inclusion Champion
• Inclusion Lead	• Parents and Guardians
• Inclusion Coordinator	• Career Counselor
• Special Educators	• School Nurse
• Teachers/Subject Teachers	• Doctor
• Learning Support Assistant.	• External Agencies
• Individual Learning Support Assistant	• Guidance Counselor

Senior Leadership Team

Responsible for providing and managing the school to be truly inclusive and aims to promote the inclusion through school's policies and practices.

- Ensure that leaders at all levels are held responsible and accountable for the quality of provision and outcomes of students who have an exposure to and experience SEND.
- Making the use of inclusive instructional strategies and quality teaching through the support of on-going capacity building which includes providing classroom teachers with coaching and mentoring to facilitate quality learning for all students
- Making sure that a student's education is mainly provided by classroom teachers and other educators within a common learning environment
- Developing and implementing a plan to ensure the accessibility of school premises and other education settings in accordance with Dubai Universal Accessibility Code.
- Organise and maintain educational staff and other school resources in order to meet the learning needs of all students.
- Developing the right quality of working conditions that foster inclusive practices such as collaborative educational cultures, teachers' involvement in professional development that is essential for their work and allow them to focus on the development of teaching strategies.
- Ensuring that educational staff receive effective support to meet the needs and requirements of individual learners in their classes.
- Enclosing effective collaborative systems to draw on the knowledge and competencies of educators, therapists and other members of staff to help and assist each other in meeting the requirements of students who experience SEND.
- Ensuring that, where appropriate, educational staff have access to expert support from external professionals such as psychologists, therapists, counsellors, medical practitioners and others to improve learning.
- Actively engaging families, parents, caregivers and other relevant stakeholders, such as community and social workers and medical professionals so the responsibility can be shared for the education of students who experience SEND.
- Ensuring educational staffs are accountable and responsible for the monitoring of student progress in learning.
- Provide full access for all students to a broad and balanced curriculum.
- Establish and apply knowledge and understanding of inclusive education values, standards and principles.

Inclusion Governor

Coordinating with the KHDA inspection team annually.

- Periodic meetings between the Head of Inclusion and Inclusion Governor may occur, to get updated on the progress of the pupils with SEND and how they are being reinforced, along with the priorities for development of Inclusion Unit that the Head of inclusion has identified.
- Keeping themselves informed about SEND systems and practices in school through meetings and school visits.
- Confirming that the views of pupils and parents/ care givers in relation to the SEN provision that is being made, are being pursued.
- Building an honest and supportive affiliation with the professionals.
- Assembling an annual report on programs.
- The Inclusion Governor does not ask about exact arrangements for individual pupils but how the cohort is being supported as a whole.

Inclusion Lead

- Responsible for managing the inclusion of students with determination, students identified as gifted and/or talented (AGT) and students needing English as an additional language (EAL) support.
- Developing and maintaining the policies for inclusion and oversees all the matters related to inclusive practices including admissions, identification, intervention, assessment, teaching and learning.
- Collaborate and work together with teachers, inclusion champions (teacher and student) in the school in order to create opportunities that facilitate the meaningful participation of all students in the common learning environment (e.g., lesson planning, classroom set-up, purposeful student groupings, events and awareness program).
- Responsible for continuing professional development of all teaching staff and the learning support assistants.
- Demonstrate and apply the needed knowledge and understanding of inclusive education principles and values.
- Work closely with the external agencies involved in the education of students requiring support provisions to maintain the quality needed.
- Lead on whole school differentiation training for staff (SEN).
- Ensure by taking all the necessary steps needed so that the curriculum meets the needs of SEN students and secures high standards, as well as provide them with an equal opportunity to be at par with students in their grade.
- Use data effectively to identify students who are underachieving; create and implement an action plan to support those students with IEPs (Individualized Education Plan).
- Analyze, assess and interpret relevant school data, plus research and inspect evidence, to inform policies, practices, expectations, targets and teaching methods.
- To frequently analyze SEN student's data (as per the monitoring schedule) and inform key stakeholders accordingly.
- Monitor the progress attained and evaluate the effectiveness of support on student progress and achievement.

- Establish association with parents to involve them in their ward's learning, as well as providing information EMPLOYMENT about the curriculum, attainment, progress and targets.
- Contribute to high standards of progress and attainment.
- Establish a clear and shared understanding of the importance and role of special needs department in contributing to students' personal development and in preparing them for the opportunities, responsibilities and experiences as a global citizen.
- Provide and ensure guidance to staff on appropriate teaching and learning methods.
- Monitor the implementation of SEN, AGT and EAL programs and to provide periodic reports on the status of these programs and services.
- Collaborate and work effectively with parents, teachers, counsellor, specialized professionals and other service providers, including those working as members of a multi-disciplinary team.

Roles and Responsibilities of the Inclusion Coordinator

The Inclusion Coordinator supports the Inclusion Lead and is in charge of whole-school provision for Students of Determination, ensuring high-quality, equitable, and inclusive practices. Key responsibilities include:

- Overseeing the provision for all Students of Determination across phases to ensure access, participation, and progress in line with KHDA and CBSE guidelines.
- Assisting in the implementation of the school's Inclusion Policy, including admissions, identification, assessment, intervention, and review processes.
- Coordinating the development and monitoring of IEPs, ILPs, ALPs, PLFs, and Student Passports, ensuring accurate documentation and effective impact tracking.
- Collaborating with teachers, LSAs, and Inclusion Champions (staff and students) to facilitate meaningful participation in classroom learning, assemblies, co-curricular, and extracurricular activities.
- Supporting the professional development programme by co-leading training sessions on inclusive pedagogy, differentiation, UDL strategies, and classroom management.
- Working with external agencies and therapists (speech, OT, behavioural, psychological) to ensure smooth coordination and quality of services.
- Conducting data analysis and progress monitoring for Students of Determination, providing regular reports to inform practice and intervention strategies.
- Ensuring the curriculum is accessible, with accommodations, modifications, and alternative subject pathways from Grade 9 onwards (as per CBSE CWSN provisions).
- Coordinating exam accommodations and modifications for internal and external assessments (readers, scribes, extra time, modified papers).
- Building strong partnerships with parents, ensuring they are engaged and informed about progress, interventions, and inclusive practices.
- Supporting the Head of Inclusion in school-wide awareness initiatives, campaigns, and events to build a culture of equity and respect.
- Acting as a liaison between leadership and teaching staff, ensuring consistency in inclusive practices across the school.
- Supporting the evaluation and review of inclusive provision, preparing reports and evidence for KHDA/DSIB inspections.

Special Educator

- Providing support to the classroom teacher/subject teacher to be fully inclusive.
- Demonstrating and applying the right knowledge and understanding of inclusive education values and principles.
- Working directly with student(s) to understand individual needs and gather information about the student's strengths and needs necessary in order to formulate an IEP in coordination with the subject teachers/subject teachers, counsellor and parents.
- Plan and implement program by developing appropriate intervention strategies, accommodations, curricular modification with other teachers to achieve targeted IEP goals.
- Monitor the progress made and evaluate the effectiveness of support on student progress and achievement as well as to support teachers and other colleagues to accommodate all students within an inclusive learning environment.
- Providing support to teachers of regular education classes to develop and deliver instructional learning when needed.
- Make use of appropriate technologies, including "assistive technology" as a tool to support learning to empower and encourage students who experience SEND.
- Collaborate with teachers and inclusion champions (teacher and student) so great opportunities can be created that facilitate the meaningful participation of all students in the common learning environment (e.g. classroom set-up, lesson planning, purposeful student groupings, events and awareness program).
- Prioritize student relationship building, followed by familiarity with the student's learning characteristics, performance levels, and personalized learning outcomes
- Facilitating the transition of students who experience SEND from segregated into mainstream settings.
- To participate in the meetings, various professional development courses, workshops, and special activities which can lead to improving the quality and delivery of special education programs and services.

Class Teacher/Subject teacher

- Class teachers and Subject teachers along with the special educators are responsible for managing and creating an inclusive classroom environment and make sure that the students receive differentiated instruction according to their ability so that Individual focus can be enhanced.
- Provide SEND students with learning opportunities that allow all students to access the subject taught, confront appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes will be recorded by the teacher.
- Parents/care givers are informed by their child's class teacher of any additional or different provision and arrangement being made for their child.
- To establish monitoring the attainment, learning, behaviour and well-being of students, teachers take the lead role in achieving that in their class. This information is recorded and students' achievement and needs are discussed and further planning is processed in accordance of regular student performance reviews.

- Class and Subject teachers have an important role to play in achieving positive and supportive relationships with students.

Teacher Inclusion Champion

- Support and celebrate the achievements of children with special needs. They act as a link between the Inclusion Department and teachers.
- Attend relevant training and meetings to regularly update their skills and knowledge on the education of children with special needs and cascade their own training to their colleagues.
- Support the entire Inclusive Education Action Team in assessing and planning to meet the needs of children with special needs through IEP and drive the school towards more inclusive practices.

Student Inclusion Champion

- Inclusion champion showcases his /her understanding of diversity equality, and inclusion and willingness to include it proactively.
- The inclusion champion monitors, advises, evaluates and plans it all for the development of inclusive practice and provision across the school.
- Willingness to cooperate and engage others in the department to spread best practice and opportunities to advance inclusive practice.
- Ability to attend two meetings in a month with the Head Of inclusion/ Inclusion Education action team and note down the minutes of the meeting.
- Maintain confidentiality as per requirements.
- Detail-oriented with excellent problem-solving and analytical skills.
- Handle time management effectively as well as a range of responsibilities.
- Spreading news of events, alterations to policy and procedures, best practice and developments in inclusion practices to colleagues via: meetings, presentations, website, etc.
- Celebrate successes of various activities, through organizing of local events, e.g. lunchtime activities, showcasing films and celebration of certain days and months as shown in the Diversity Calendar.

Individual Learning Support Assistant (Shadow Teacher)

Individual Learning Support Assistant will be required to:

- Inclusion champion showcases his /her understanding of diversity equality, and inclusion and willingness to include it proactively.
- Provide targeted in-class support, as specified in the IEP, student passport and conveyed by experienced and trained learning support assistants.
- Maintaining resource file and resource kit.
- Engaging students in 1:1 or small group reading activities to boost their confidence and expertise in this critical skill.
- When and where considered appropriate, withdraw students from lessons for specific interventions.
- In case of particular special educational needs and disabilities (for example, access arrangements, special equipment to support pupils who have a sensory impairment), specialist advice and guidance should be requested from special educators and teachers.
- Support classroom teachers and subject leaders to differentiate effectively by working with them.

- Manage the monitoring system and tracking sheet for students.
- Maintain good communication with teachers, parents and external professional concerning their child's development.
- Arrange learning materials for use by student(s) under the guidance of the teacher.
- Assisting students when required in personal care supports (e.g., eating, using the bathroom, dressing)
- As and when required, aid in peer interactions based on guidance from the teacher and Inclusive Education Action Team. Moreover, engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) recognized by teachers and the Inclusion Inclusive education action team.
- Apply existing best practices and strategies learned through professional development courses, in-service training or workshops.

Guidance Counsellor

Guidance Counselor plays a crucial role in promoting the emotional and social well-being of all students including those with special educational needs and disabilities. The counselor provides a safe, supportive, and confidential space where students can express themselves, seek guidance, and develop essential life skills.

Support for Students of Determination

The Guidance Counselor ensures that students with additional learning needs receive the care and emotional support required for their overall development. The counselor works closely with teachers, Individual Learning Support Assistants (ILSAs), and parents to create individualized strategies for each student. This includes:

Emotional and Social Development

- One-on-one counseling sessions to help students manage emotions, build self-esteem, and develop social skills.
- Group sessions focusing on communication, self-regulation, and confidence-building.
- Regular check-ins to monitor emotional well-being and provide necessary interventions.

Behavioral and Life Skills Support

- Identifying behavioral patterns and working with students to develop self-regulation techniques.
- Helping students understand and express their emotions in a healthy manner.
- Encouraging independence through real-life skill activities such as problem-solving and decision-making.

Student Sessions

To support the emotional well-being of SEN students, specialized sessions are conducted regularly, focusing on:

- Heartfulness & Mindfulness Practices to enhance self-awareness and relaxation.
- Stress Management Strategies to help students cope with academic and social challenges.
- Peer Interaction & Communication Skills to build confidence and improve relationships.

Parent Support & Coffee Mornings

To empower parents in supporting their child's development, bi-annual Coffee Mornings are conducted, where various wellness topics are discussed, including:

- Coping mechanisms for both parents and children.
- Managing stress and emotional well-being within the family.
- Parenting strategies to create a nurturing and supportive home environment.

These sessions provide parents with a platform to share experiences, learn new techniques, and strengthen their support system.

Collaboration with Parents & Staff

- Regular parent meetings to discuss behavioral progress and emotional well-being.

Career Counselor

- Career Counseling: Use aptitude, achievement & personality assessments to help students evaluate their interests, skills, and abilities.
- Evaluate students' background, education, and training, to help them develop realistic goals.
- Counsel individual learners, work with them to aid in the development of both hard and soft skills.
- Guide students through making decisions about their careers, such as choosing the type of degree to pursue.
- Help students learn job search skills, such as interviewing and networking
- Help students select and apply for educational programs, to obtain the necessary degrees, credentials, and skills •
- Help with the transitioning process for students from one grade to another
- Prepare and organize career/university fairs for students.
- Support all students by being the point of contact including new students as needed.
- Observing the well-being of students within social settings.
- Engaging in individual or group work with students whose behavior gives us reason for concern.
- To work at preventive, pro-motive, curative and rehabilitation levels.
- Comprehensive coordinated treatment, rehabilitation and aftercare.
- In-depth analysis and subsequent intervention at personal, family, school, office, peers i.e. at various environment levels.
- To liaise with special educator, teachers, parents, supervisor, H.M/Principal for student effective functioning and easy school adjustments.
- Effective handling of counseling work at clinic, community and Organization level.
- To render personalized and general counseling
- To coordinate with different professionals and Para professionals
- Early identification, assessment and adequate treatment plan
- Assembly talks and Life Skill Program
- Orientation and Training workshops with teachers and parents
- Case Work & Group Work
- Specific and general Personality workshops with children, adults of all age groups pertaining to their development stage.

Doctor

The school doctor is in charge of providing medical care to pupils in accordance with medical science and experience. This care has a holistic approach, i.e. from the physical and the mental perspective,

regardless of age or gender and represents the health interests of pupils. The main task of the school doctor's activities lies in preventive medical care. The activities of a school doctor require special medical and psycho-social knowledge, acquired by adequate training professional development.

Nurse

- The school nurse plays a vital role in promoting and supporting inclusive practice at the School.
- The nurse takes part in a range of tasks which include:- Saving health records
- Notifying Inclusion team of medical conditions which affect learning
- Fostering healthy lifestyles
- Confirming the Health and Safety of all students under their care.

Parents

- The most crucial obligations of the parents of SEND students are:
- To participate in meetings or assessments in relation to the education and other services of their children.
- To coordinate with school leaders and teachers to reinforce the home-school partnership.
- Effective communication with Inclusive education action team with respect to their child.
- To accept their function in the execution of educational plans.
- To come forward, with regard to full disclosure clause concerning any information relating to the student.
- To meet deadlines as specified with regard to registration and evaluation; and to set suitable expectations for their child corresponding to his or her capabilities.

External Agencies

- Some children with special educational needs and disabilities, may need support from professionals outside of the school setting to achieve a successful learning journey. At Springdales, we work closely with external agencies and services to support the needs of children with special needs. Permission is always sought from parents/care givers when involving external agencies.

The Outside Agencies and services include:-

- The Educational Psychologist
- The Speech and Language Therapist
- The Physiotherapist
- The Occupational Therapist

1.3 DEFINITIONS

According to the Dubai Inclusive education framework policy 2017

A. IMPAIRMENT A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

B. DISABILITY 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.

C. SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND) A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.

D.BARRIERS Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.

E. COMMON LEARNING ENVIRONMENT An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students who experience SEND learn in isolation from their peers. Effective common learning environments: Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting; Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals; Are responsive to individual learning needs by providing sufficient levels of support and applying student-centered teaching practices and principles.

F. EQUITY It is the extent to which individuals can take advantage of education and training in terms of opportunities, access, treatment and outcomes. Equity is not the same as equality. It assumes that learners have different needs that require different types of support in order to develop their full learning potential. Equity therefore requires differential treatment that takes account of student diversity and reduces the gaps between the outcomes achieved by the most advantaged and the least advantaged social groups. Equity in education for students with special educational needs and disabilities occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and social engagement.

G. INCLUSIVE EDUCATION Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which ables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviors, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

H. EDUCATIONAL EXCLUSION The act of marginalizing and discriminating against students with the effect of preventing them from accessing quality educational opportunities in common learning environments with their peers. Preventing, reducing and removing exclusion within the education system is a fundamental step to aligning the UAE with internationally ratified policies and commitments to inclusive education.

I. DIRECT DISCRIMINATION Actions that cause a student to experience unequal, inferior and unjust treatment than another student on the basis of experiencing a special educational need and disability (SEND). Examples of direct discrimination include: Not admitting who experiences a disability into the regular classroom or forcing them into a separate or otherwise "special" educational program or service; Failure to ensure and enable physical access to appropriate educational provision; Failure to provide appropriate accommodation or support to a child; Preventing access to extra-curricular activities or opportunities to learn outside the classroom.

J.INDIRECT DISCRIMINATION A process that occurs when an education provider applies a provi-

sion, criterion or practice in the same way for students with and without special educational needs and disabilities [SEND], but by doing so has the effect of putting students who experience SEND at a disadvantage compared to other students.

Examples of indirect discrimination include:

- Failure to communicate a clear commitment to the inclusion of students with Special education and disabilities (SEND) in marketing material and policies;
- Failure to adjust admission criteria to accommodate a student's special educational need and disability;
- Forcing parents of children who experience SEND to incur excessive additional cost to enroll their children in educational settings;
- Failure to provide opportunities for appropriate educational progression. An education authority is a public authority or government agency responsible for exercising autonomous authority over education providers within Dubai.
- A Governing body is a group of people who formulate the policy and direct the affairs of an education provider in partnership with the senior leaders. Governing bodies are accountable for the quality of provision and outcomes provided by an education provider.

DSIB Special Educational Needs Categories.

Common Barrier to Learning	Categories of Disability (Aligned with the UAE unified categorisation of disability)
Cognition & Learning	1. Intellectual Disability (Including Intellectual disability-unspecified) 2. Specific Learning Disorders 3. Multiple Disabilities 4. Developmental Delays (younger than 5 years of age)
Communication & Interaction	5. Communication Disorders 6. Autism Spectrum Disorders
Social, Mental & Emotional Health	7. Attention Deficit Hyperactivity Disorder 8. Psycho - Emotional Disorders
Physical, Sensory & Medical	9. Sensory Impairment 10. Deaf-Blind Disability 11. Physical Disability 12. Chronic or Acute Medical Conditions

SECTION 2 (PART 1)
SCHOOL PROCEDURES

- 2.1 Graduated Approach
- 2.2 Admission Procedures
- 2.3 Identification, Referral Process, Evaluation And Determination Of Eligibility
- 2.4 Development Of Kys/ Plf/ Iep/ Student Passport/ Bip
- 2.5 Waves Of Intervention
- 2.6 Parent Involvement

2.1 Graduated Approach

We follow the Graduated Approach, welcome pupils with a range of learning and related difficulties, and provide an accessible curriculum that is effectively designed and implemented, enabling our students to fulfil their potential.



2.2 Admission Procedures

Identification

- To decide whether or not a child has a special educational need, schools should ensure the following:
- Where a student is making less progress than anticipated, high quality teaching is aimed for the student in the fields of learning in need of development.
- The effect of this targeted support is reviewed and where progress continues to be less than predicted, the class or subject teacher, should evaluate holistically what factors may be affecting the student's lack of progress. Factors influencing underachievement.

Risk Factor	SEN
• Poor attendance • Lack of engagement -home/school • Neglect/abuse • EAL • Cultural barriers • Poverty • Poor health • Regular changes of school	• Developmental delay • Genetic/medical difficulties • Complex needs • Sensory issues • Social issues-poor housing/changes in homelife • Bullying • Low self-esteem

2.3 Identification,Referral process, evaluation & determination of eligibility

Pre-referral student Inclusive education action team

Teacher referral

In case the student encounters challenges as social behavioral emotional or academics. Subsequently, teachers may recognize these students in class and get in touch with the SAWA department. The teacher arranges for a meeting with the parents. Parents may be aware but are in denial and choose not to disclose the child's condition. While being empathetic here, we assist parents in overcoming denial. This may take few sessions for the counselor or special educator with parents.

Teachers may identify a child with trouble in coping with day to day activities in social, school emotional or behavioral issues.

Parents may not be aware that their child has an additional need. In such cases we help parents understand and create awareness. The SAWA members make recommendations

for pre-referral interventions to instantly improve the student's performance. The team also starts to monitor the student's progress and gather data for frequent discussion, if requested by the teacher and offers the support. The teacher will apply strategies to assist the child in overcoming the learning barriers for about 2 to 3 weeks. This will help the child get through the situation and overcome his/her difficulties. The teacher and the SAWA Inclusive education action team screens the child's progress and communicates with parents as necessary. The teacher may refer him or her again to SAWA team.

If in case the child continuous to struggle and doesn't progress, the teacher will submit the referral form indicating the strategies employed by them to the Head of inclusion who will represent the case to the team. One member of the Student Inclusive education action team (special educator, counsellor teacher, subject teacher) will be assigned the case manager. He or she will be the person primarily responsible for communicating with parents and managing conversation with other members of the learning student Inclusive education action team.

Before the SAWA team set out to provide intervention, the student's level is decided by observation by the head of Inclusion, special educator and parent and teacher feedback are taken into consideration. The SAWA team carries out a review of a student's social, emotional, behavioral, academic performance, medical history (if appropriate) and will conduct a functional assessment. The SAWA department completes the checklists for e.g. learning difficulties, Autism Spectrum Disorder, ADHD and Grade wise curriculum expectation. This will help the team in evaluating and determining the eligibility of level of support (Wave 1, Wave 2, and Wave 3). The school may even request parents for an assessment by external professionals (psychological assessment report) and the checklist can be shared with the external professional, if needed. Teachers may identify a child with trouble in coping with day to day activities in social, school emotional or behavioral issues.

Referral by the admission officer:

All applicants go through initial baseline testing. Moreover, previous school performance and records are taken into account when deciding whether students are likely to be successful in SPD's academic program. Specific procedures by divisions are provided below:

The Admission officer gathers the essential documentation for a student's file and carries out an initial assessment. Additional assessments may be set where there is doubt over a prospective pupil's capacity to achieve the School's normal academic standards. These additional assessments for school readiness are conducted by the Head of SAWA or Support teacher (Special Educators). Thereafter, the requirements and recommendations are discussed with the parents. Prior to the admission, the parents are notified regarding the need for a Learning Support Assistant for the student who fall under the Wave 3 Category. The student is then admitted. The Inclusive education action team organizes a meeting with the parents and teachers regarding academic support concerns, decides the best class placement and support program from SAWA (Wave 1/Wave 2/Wave 3). School also reserves the right to terminate the admission in case of parents' unwillingness to collaborate with the school on recommendations regarding the child's needs and/or fails to give assistance which the school considers vital for the child's development. All such decisions will be made in consultation with the suitable Head of Section and the Principal, who is the final arbiter. The Principal might call for additional expert opinion to support a decision.

Parent referral

In case the Identification of determined learners may have taken place prior to a student's enrolment at school, then the parents are requested to give the relevant documentation on the diagnosis of their ward and ask for SAWA support. The admission policy clearly mentions that admission is not conditional on medical diagnosis. However, the school reserves the right to reject the entry, only if the availability of resources is insufficient to meet the child's needs. Initial interaction with the SAWA team is arranged to evaluate and decide the next stages of intervention and appropriate placement.

Identification through observation

During the SAWA team's routine visit for observation in the classroom, they may identify the students with special educational needs and arrange a meeting with the SAWA team and teacher and parents to discuss further. Parents might be asked to get an external psychological assessment done depending on the case. When a student is recognized as having a documented special educational needs and disabilities through the completion of a multi-disciplinary evaluation, additional educational services will be made available based on individual requirements.

We can also identify students with additional needs by the following tests carried out in school.

- CAT4 which is going to be requirement for new admission and some grades.
- Diagnostic Tests which are carried out at the beginning of term
- Observation of class grades
- IBT and ASSET (International Benchmarking Test) scores.

2.4 Development of IEP/ Student Passport/ KYS/ PLF

Individualized Education Program (IEP)

IEP is the process whereby special educators, teachers, support personnel, and parents work together as a team to meet the requirements of individual students who require a range of support? The team develops outcomes or goals based on a student's current requirements and skills and writes the plan for the school year in the student's IEP. The written plan is called an IEP. IEPs are written for students who require support for behavioral and learning or cognitive skills who fall under the Wave 2 and Wave 3 category.

Purpose of an IEP

The purpose of an IEP is to provide a plan to assist a student in meeting individual outcomes or goals beyond his other current skills. As members of the IEP team, parents should be part of the individual planning process and sign the IEP for their child.

Developing an IEP involves the following four stages:

1. Collecting and sharing information
2. Setting direction
3. Developing and writing the IEP
4. Implementing and revising the IEP

These stages may take place in different sequences or may be worked on simultaneously, depending on the individual requirements of the student.

Stage 1: Collecting and Sharing Information:

Parents can provide valuable information in the starting stages of developing and setting the direction of the IEP for your child aspirations and goals for your child – personality traits – interests, talents, and desires – strengths and needs – family and educational history that affects your child’s current learning situation – current medical history and health care needs.

Stage 2: Setting Direction:

Choosing priorities aids the team to focus on what is most important for the child to learn each school year. To determine priorities, the team needs to do the following: – List your child’s learning requirements. – Rank your child’s learning requirements in order of importance.

Stage 3: Developing and Writing the IEP:

The team, offer ideas and information for the enhancement of student-specific results. These results or goals usually indicate what the student might achieve in a specific area in a determined amount of time during the school year. They are often written according to subject areas (e.g., language arts, mathematics) or planning domains (e.g., communication, self-help, functional, academic, social, behavioural, fine and gross motor skills).

Stage 4: Implementing the IEP:

At this stage, the team members evaluate the student-specific results and decide how they will know when the student has reached the goals. Teaching and assessment strategies are put into practice. The IEP goals are primarily focused on literacy and numeracy, Activities of Daily living, vocational and social skills

Stage 5: Reviewing the IEP:

The team evaluates the content of the IEP in relation to the student’s timetable (either classroom or individual) to ensure that the IEP is being conducted daily. Throughout review meetings, child’s growth within the IEP is discussed, and likely changes to the plan are considered. The team will evaluate the IEP and plan for the following school year.

Student passport (SP)

A concise, student-centred document that provides essential information about a student’s learning needs, strengths, and accommodations. It helps teachers, support staff, and examiners quickly understand how to best support the student in the classroom and during assessments.

Know Your Student (KYS) Profile

A concise document summarizing the student’s learning profile, strengths, areas requiring support, accommodations and modifications.

Present Level of Functioning (PLF):

It provides a comprehensive overview of a student’s current academic, social, emotional, and functional abilities, forming the foundation for intervention planning.

Behavior Intervention Plan (BIP)

Behavior intervention is provided by the counselor for those with challenging behavior. In the primary school a Behavior intervention Plan (BIP) is provided which will provide strategies to control the behavior. In the middle and senior school a Behavior Contract is worked alongside the student. The A-B-C (Antecedent – Behavior - Consequence) and the frequency of challenging behavior are documented to aid in planning the BIP.

Team Meetings

- Team consists of parents, SLT, teachers, special educators, counselor and external professionals.
- Meet regularly for IEP/BIP/ILP/ALP planning, end of term assessment and need based. Goal is to have a common understanding of student requirements and support.
- We identify that for our special needs students to attain their maximum potential, the key is to

create and build on successful partnerships with the team - Parents , SENCO, Special Educators, Counselor, Learning Support Assistant, Teachers, SLT and external professionals. We have planned meetings with the team for IEP (Individualized Education Program)/IBP (Individualized Behavior Plan)/ILP (individualized Learning Plan/IAP (individualized Action Plan) planning by two to three weeks at the start of term and the end of term review meeting.

- Planned meetings with teachers and SLTs are also conducted to ensure best support in classrooms.
- We work closely with parents and teachers by delivering information on provisions and preparations for special educational needs, which also comprises of ways in which they can partake in the process.
- CPD’s are carried out for staff on related topics.

2.5 WAVES OF INTERVENTION

We follow a three-tiered intervention model to support students with diverse learning needs. This model ensures a structured, inclusive approach that progressively increases the level of support based on individual student requirements.

Wave 1: Quality First Teaching (Universal Design of learning)

Target Group:

- All students, including those with mild learning difficulties, are supported within mainstream classrooms.
- Students with mild ADHD, dyslexia, mild autism (ASD), or slow processing speed.

Key Strategies:

Differentiated Teaching: Teachers adapt lesson plans, instructions, and assessments to accommodate diverse learning styles. Scaffolding and Visual Aids: Use of graphic organizers, word banks, and structured worksheets.

Flexible Grouping: Mixed-ability group work to encourage peer learning.

Assistive Tools: Use of highlighters, enlarged fonts, reading rulers, and spelling aids.

Classroom Accommodations: Preferential seating, minimizing distractions, and providing extra processing time.

Assessment Accommodations:

- No major modifications to tests, but instructions may be simplified.
- Extra time (up to 10-15 minutes per hour if required).
- Read-aloud support for comprehension-based tasks.

Wave 2: Targeted Intervention

Target Group:

- Students who need short-term interventions beyond regular classroom differentiation.
- Those with moderate learning difficulties, working below age-related expectations in literacy, numeracy, or social-emotional development.

Documentation

- Individualized Educational Plans:
- Know Your Student (KYS) Profile
- Present Level of Functioning (PLF)
- Student Passport

Key Strategies:

Pull out sessions: Focused sessions for literacy, numeracy, behaviour intervention, social skills train-

ing and vocational training.

Modified Instructional Materials: Simplified language, visual schedules, and structured step-by-step instructions.

Use of Technology: Speech-to-text tools, audiobooks, or tablets for extended writing tasks.

Assessment Accommodations:

Extended Time: 20 minutes per hour based on student needs.

Scribe or Reader Support: If writing or reading difficulties impact performance.

Alternative Assessment Formats:

- Question Paper modified to the level of the student
- Oral responses or project-based assessments instead of written exams.

Wave 3: Intensive and Individualized Support (Specialist Intervention)

Target Group:

Students with significant learning difficulties or disabilities, requiring highly personalized intervention plans.

Those with severe ASD, intellectual disabilities, complex speech/language impairments, or physical disabilities.

Key Strategies:

Individual Educational Plans (IEP): Developed with input from teachers, special educators, therapists, and parents.

One-on-One Support: May include an Individual learning support assistant (ILSA) or a dedicated special educator.

Alternative Curriculum Pathways: ASDAN, functional life skills programs, or vocational training. Therapeutic Interventions: Occupational therapy (OT), speech therapy (SLT), or behavioral therapy sessions.

- Assessment Accommodations:
- Extended Time
- Exams in a Separate Setting
- Scribe, Reader, or Assistive Technology
- Modified or Alternative Assessments

2.6 PARENT INVOLVEMENT

Parents play a vital role in their child’s special education by working closely with the school to support academic and personal growth. They are actively involved in the development of Individualized Education Plans (IEPs), where their insights into their child’s strengths, challenges, and needs help tailor the educational plan. Parents are also informed about any academic concerns through regular communication, including progress reports, parent-teacher meetings, and direct updates from special educators. In addition, schools engage parents through initiatives like Parent Coffee Mornings, where they can discuss strategies, share experiences, and stay informed about their child’s progress. This partnership ensures that both home and school work together to support the child’s success.

SECTION 2 (PART 2)
SCHOOL PROCEDURES CONTINUED

- 2.7 DIFFERENTIATION
- 2.8 ACCOMMODATIONA AND MODIFICATIONS
- 2.9 INTERNAL AND EXTERNAL ASSESSMENTS
- 2.10 TRANSITION

2.7 DIFFERENTIATION

'Differentiation' explains how schools and teachers can meet the educational requirements of individual (or groups of) students with different learning requirements. This is a necessary element of the provision that schools make for learners with Special Educational Needs, including those who are Gifted and Talented. This is valid whether the students are in wave 1, wave 2 or wave 3 of the appraisal and intervention procedure. All of the following are differing practices within general education programs:

- a) Distinct tasks or challenges that meet the requirements of particular students.
- b) Modified resources or facilities that allow students at different levels to access for suitable learning.
- c) Small group activities planned to be suitable for distinct ability levels within a larger class.
- d) Extension tasks that allow students to acquire standard topics to more demanding levels.
- e) Enrichment tasks that elevate or widen the level of thinking around a topic.
- f) Flexible tasks that allow students to take different routes via common material.
- g) Common topics or questions that allow differing levels of answers or engagement (open-ended).

2.8 Accommodations and Modifications

Students with special educational needs should be able to access the curriculum and the school learning environment. The Learning Inclusive education action team carefully evaluates individual student requirements before determining essential accommodations or amendments, which should then be detailed in the student passport.

Accommodations: These are alterations in how a student accesses information and conveys learning. These changes do not considerably alter the instructional level, content or performance benchmarks. Accommodations give the pupil equal access to learning and equal opportunity to express what he/she knows and can accomplish. The IEP team decides the need for accommodations and documents these in the IEP. Accommodations can consist of changes in the following:

A. Presentation and/or response format and procedures

B. Instructional strategies

C. Time / Scheduling

D. Learning Environment / Setting

E. Architecture

A. Presentation and/or response format and procedures:

These accommodations permit the student to access instruction or assessment, and could help students with an inability to read print due to physical, sensory or cognitive disability.

- Large print (at least 18 point type)
- Magnification devices (enlarged computer monitors)
- Spelling and grammar checking devices
- Visual organizers (highlighters, graph paper, color coding) Graphic organizers (flowcharts, diagrams, mind maps)

Response accommodations permit students to finish assignments and assessments as well as to solve and structure problems. These accommodations could help students with learning disabilities, physical, sensory or memory deficits. Examples of response accommodations are:

- Scribe (to write as the student dictates)
- Customized keyboards
- Calculator device (for math calculation, not reasoning)

B. Instructional strategies

These are accommodations which reply to the individual learning style of the pupil. Examples of instructional accommodations are:

- Visual cues (printed copy of lessons given to the student such as notes, outlines, written instructions)
- Auditory cues (summarizing or repeating directions)
- Kinesthetic cues (students are given manipulatives, real life samples to view, touch, work with. They are urged to actually participate rather than listen or see in a picture or textbook). Students with disabilities benefit from multisensory prospects in the classroom. Teachers will be successful with these students if they integrate the visual, auditory and kinesthetic into each lesson.

C. Time / Scheduling

- These accommodations permit students with learning disabilities, sensory disabilities, physical disabilities or health-related disabilities to have sufficient time to prove their competence or to obtain their classes while at peak performance level.

Examples of time/scheduling accommodations are:

- Extended time (the IEP team decides exactly how much extra time a student should be given for class assignments, homework, projects, which are sensible based on the disability)
- Multiple or regular breaks (assignments broken into sections or made shorter)
- Alter schedule or order of activities (utilizing peak performance time if student is on medication, or if concentration is low at specific points of the day: move to plan complicated classes first)

D. Learning Environment / Setting

Accommodations to the learning environment may include changing the location in which the student with disabilities gets instruction or assessment.

Examples of time/scheduling accommodations are:

- Easily distracted students, students with physical disabilities and or students with health impairments might require such accommodations: Examples of learning environment/setting accommodations are:
- Decreasing distractions to the student (e.g. putting students in front of the class)
- Decreasing distractions to other students (e.g. use of study carrels if the student needs to speak aloud or utilize noisy equipment)
- Change location to increase access (e.g. change place of instruction to near bathroom/lunchroom for student in wheelchair)
- Other adjustments can be made (e.g. lighting, temperature or ventilation may need to be checked for students with visual impairments, severe health disabilities)

E. Architecture

These accommodations are structural in nature and require planning ahead to ensure access and comfort.

Examples of architectural accommodations are:

- Installation of a lift for students with physical disabilities
- Broader doorways for bathroom entry
- wheelchair ramps
- Room signage
- Door-opening devices
- Visual emergency alarm systems.

This will increase the accessibility of “barrier free” learning environments for pupils with special needs and thus support increased inclusion.

Modifications

Modifications are alterations in what a student is expected to learn. These alterations are made to give a student the opportunity to attend meaningful and productive school learning experience alongside other students in classroom. The requirement for learning modifications is individually decided by the IEP team and recorded in the student’s passport. Students regularly considered for modifications are those under wave 2 and wave 3 categories.

Modifications consist of changes to the curriculum with respect to the instructional level, content, and learning outcomes.

Adaptation

Adaptation is a modification to the transfer of instructional methods and intended aims of student performance that does not alter the core content but does slightly alter the conceptual difficulty of the curriculum.

In order to apply adaptation, the teacher needs to specify envisioned goals for individualized students.

Examples of adaptation are:

- Differentiated activities
- Utilizing different instructional materials and activities for individual students.

2.9 INTERNAL AND EXTERNAL EXAMINATIONS

Internal Examinations

The Inclusion Department ensures that students of determination receive the necessary accommodations and support during internal examinations, tailored to their individual needs:

Wave 1 Students: Sit with their peers in the regular examination setting and attempt the paper without modifications.

Wave 2 Students: Take their exams within the Inclusion Department, where they receive accommodations such as extra time, reading assistance, and rephrasing of questions if needed.

Wave 3 Students: Receive one-on-one support while attempting the exam. Their question papers are modified based on their level, ranging from simplified language to objective-type questions for students with complex needs.

These provisions ensure a fair and supportive assessment process, allowing all students to demonstrate their knowledge and skills effectively.

EXTERNAL EXAMINATIONS

Provisions for Children with Special Needs (CWSN) in CBSE Board Examinations

The Central Board of Secondary Education (CBSE) has consistently taken steps to ensure inclusivity in education, particularly for Children with Special Needs (CWSN). In line with this commitment, CBSE issued a circular in April 2019, outlining various examination concessions and accommodations for CWSN to promote an equitable assessment process. These provisions aim to create a level playing field for students with disabilities and ensure that they can perform to the best of their abilities.

Key Provisions as per CBSE April 2019 Circular

1. Extra Time for Examinations

2. Scribe and Reader Facility.
3. Use of Assistive Devices
4. Subject Exemptions and Alternative Options.

To ensure flexibility in academics, CWSN candidates can opt for alternative subjects in place of core subjects.

5. Relaxations in Practical Examinations
6. Separate Examination Venues and Seating Arrangements
7. Attendance and Promotion Concessions

Relaxation in Attendance: CWSN students who miss school due to medical conditions or disability-related reasons may receive attendance concessions.

Flexibility in Evaluation: Spelling, grammar, and handwriting errors may be overlooked in the answer scripts of students with dyslexia and other learning disabilities.

CBSE’s April 2019 circular reinforces its commitment to inclusive education by ensuring that CWSN students receive the necessary support during board examinations. These provisions empower students by addressing their unique challenges and fostering an equitable assessment environment. By implementing these accommodations, CBSE continues to uphold the principles of fairness and accessibility in education. (Refer Appendix C for CWSN circular).

2.10 TRANSITION

- At the completion of the year, students of the wave 1, 2 and 3 categories are evaluated by Inclusive Education Action Team for class placements.
- The Inclusion Team, in partnership with head of the section and grade coordinators assembles appropriate class placements for all of students under each wave taking into account classroom strengths, numbers of students at each wave, and the extent of support needed by each student.
- At the start of the new academic year, student transition portfolios on each child are circulated from last year’s teacher to new teacher. Portfolios consist of all SEN documentation (student passport, IEP/ILP/BIP class Reports, strategies and tracking sheets), past copies of report cards, student work in order to help the new teacher in understanding each child. All SEN student files are kept in the class teacher’s classroom.
- The inclusion team meets with class teacher and subject teachers within the first two weeks of the school year to discuss the main concerns and effective plans to develop IEP/ILP/BIP for the new academic year.
- From this point, regular meetings are conducted and the inclusion team starts to monitor student progress in all wave categories.

The safety and security of the student portfolio is the responsibility of the class teacher and must be given back to the head of section/ head of inclusion at the end of each academic year.

SECTION 3 SERVICES PROVIDED BY THE INCLUSION DEPARTMENT

- 3.1 ACADEMIC SUPPORT.
- 3.2 SOCIAL & EMOTIONAL DEVELOPMENT.
- 3.3 LIFE SKILLS & INDEPENDENCE DEVELOPMENT.
- 3.4 VOCATIONAL & FUNCTIONAL LIFE SKILLS TRAINING.
- 3.5 SENSORY ROOM
- 3.6 IN - HOUSE THERAPY SERVICES
- 3.7 PARENT TRAINING & WORKSHOPS
- 3.8 ASDAN CURRICULUM
- 3.9 SEND ALTERNATIVE PATHWAYS
- 3.10 ENGLISH AS ADDITIONAL LANGUAGE (EAL)
- 3.11 ABE GIFTED AND TALENTED (AGT)

3. SERVICES PROVIDED BY THE INCLUSION DEPARTMENT

The Inclusion Department support the students of determination by providing tailored interventions to bridge academic, social, and life skills gaps. The department ensures that students receive the necessary accommodations, modifications, and support to achieve their full potential in an inclusive learning environment.

3.1. Academic Support

Pull out Sessions: Literacy & Numeracy Intervention Sessions

Literacy and numeracy intervention sessions are designed to support students who struggle with basic reading, writing, and math skills, aiming to bridge the gap in learning. These targeted sessions focus on improving foundational skills through personalized instruction and specialized strategies. In literacy, interventions may include activities to enhance reading comprehension, vocabulary, and writing abilities. For numeracy, the focus is on building understanding of basic mathematical concepts, such as addition, subtraction, multiplication, and problem-solving. These sessions are essential in helping students overcome learning challenges, build confidence, and achieve academic success.

Push In sessions: In-Class Support

In-class support by special educators involves providing tailored assistance to students with diverse learning needs within the general education classroom. Special educators collaborate with teachers to adapt lessons, offer individualized support, and implement strategies that help students engage with the curriculum.

3.2. Social & Emotional Development

Social Skills Training

Social skills training helps individuals develop the abilities needed to interact effectively with others. It focuses on teaching communication, empathy, conflict resolution, and appropriate social behaviors. Through structured activities and role-playing, individuals learn how to initiate and maintain conversations, understand non-verbal cues, and build positive relationships. Social skills training is especially beneficial for individuals with autism, developmental delays, or other social challenges, promoting greater social integration, self-confidence, and emotional well-being. It empowers individuals to navigate social situations more comfortably and engage meaningfully with others.

Behavior Management & Emotional Well-being

Behavior management and emotional well-being focus on helping individuals develop positive behaviors and cope effectively with their emotions. Behavior management involves using strategies and interventions to encourage appropriate behaviors, address challenging behaviors, and promote self-regulation.

Emotional well-being focuses on teaching individuals how to manage stress, anxiety, and other emotions in healthy ways. Together, these approaches support personal growth, enhance social interactions, and improve overall mental health. They are particularly important for individuals with special needs, helping them build resilience, develop coping mechanisms, and maintain a balanced, positive outlook on life.

3.3. Life Skills & Independence Development

Activities of Daily Living (ADL) Training

Activities of Daily Living (ADLs) are the basic tasks essential for independent living and are used to assess an individual's functional status. They play a critical role in determining the

level of care needed for a person, especially those with physical or cognitive disabilities. Basic ADLs include:

- Personal hygiene routines (brushing teeth, grooming, dressing).
- Basic cooking skills (simple meal prep, using kitchen appliances safely).
- Money management (recognizing money, budgeting, shopping skills).
- Time management & organization (using planners, following routines).

3.4. Vocational & Functional Life Skills Training

Vocational and functional life skills training equips individuals with the essential skills needed for both employment and daily living. Vocational training focuses on specific job-related skills, including technical abilities, soft skills, and workplace readiness, preparing individuals for meaningful employment. Functional life skills training, on the other hand, teaches everyday tasks like self-care, household management, money handling, and social interactions, helping individuals live independently. Both types of training are crucial in promoting independence, boosting self-esteem, and enhancing quality of life, particularly for those with disabilities or special needs. By combining job readiness with practical life skills, individuals are empowered to thrive in their personal and professional lives.

3.5. Sensory Room

As part of our comprehensive inclusion services, we offer a sensory room—a carefully designed therapeutic space that caters to the unique sensory needs of students of determination.

Key Benefits and Features:

Sensory Regulation: Supports students with sensory processing challenges, such as Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD), in managing their responses to sensory stimuli.

Controlled Environment: Minimizes overstimulation or under-stimulation, creating a calm and structured setting.

Safe and Secure Space: Provides a refuge for students to relax and decompress when feeling overwhelmed.

Multisensory Elements: Incorporates features like soft lighting, soothing sounds, and gentle tactile materials to promote stress relief and emotional balance.

Focus and Attention Enhancement: Helps students return to classroom activities with improved concentration and readiness for learning.

Structured Activities: Prepares students for tasks requiring sustained attention through guided sensory experiences.

Emotional Regulation Tools: Includes calming swings, weighted blankets, and tactile panels to assist students in recognizing and managing their emotions.

Anxiety Reduction: Promotes emotional well-being by providing a supportive environment that alleviates stress and enhances self-regulation.

Motor Skill Development: Encourages the improvement of fine and gross motor skills through the use of balance boards, tactile paths, and climbing elements.

3.6. In-House Speech Therapy Services

The Inclusion Department collaborates with External Therapy Providers to provide in-house speech therapy for students of determination. This partnership ensures that students receive essential speech and language support during school hours, offering convenience

for both students and parents. By integrating therapy sessions within the school day, we enhance accessibility and continuity of care, fostering better communication skills and overall development.

3.7. Parent Training & Workshops

Parent training and workshops are designed to equip parents with the knowledge and skills to support their children's development and well-being. These sessions focus on strategies for managing behavior, enhancing communication, promoting learning, and addressing specific challenges such as developmental disabilities or learning delays. By providing parents with practical tools and insights, these programs empower them to create supportive home environments that foster their child's growth. Parent training also helps strengthen the parent-child relationship and enhances overall family dynamics.

3.8 Asdan Curriculum

To challenge and channel our Students of Determination to achieve their potential and goals, we have introduced a program ASDAN which is highly approved by KHDA. Springdales School, Dubai is now an ASDAN registered centre. ASDAN is a curriculum development and registered awarding organisation from UK. ASDAN programs and qualifications cater for all ages and abilities. These programs will help our students to develop specific skills of their interest. On completion, the students will be awarded with certificates.

ASDAN programmes and qualifications are designed to:

- Encourage student-centred learning
- Challenge students to achieve
- Enable students to learn through experience
- Encourage a wide range of skill development
- Reward success

How is it assessed?

Learners gather a portfolio of evidence to support their activities. Following internal moderation, centres (school) are required to register learners for external moderation. This is carried out by post or electronically.

Certification from ASDAN.

Gold certification is available to learners who have completed at least five activities from each of the four modules.

Silver certification is available and can be used to recognize the achievements of learners who have completed one or more modules, but have not yet met the full requirements of the program. Bronze certification is available for learners who have completed 60 hours of ASDAN modules.

3.9 SEND ALTERNATIVE PATHWAYS (SAP)

To support students who find it challenging to cope with the demands of a traditional curriculum, we have introduced SEND Alternative Pathways—a program designed for learners aged 8 to 17 years.

The vision behind Alternative Pathways is to create an inclusive, supportive, and meaningful learning journey that equips students with skills essential for independence and future success. The program focuses on:

Functional Academics: building literacy and numeracy skills relevant to real-life contexts.

Financial Literacy: fostering an understanding of money management, budgeting, and responsible decision-making.

Activities of Daily Living (ADLs) – enhancing self-care, independence, and social responsibility. Vocational and Life Skills Training – providing hands-on experiences in crafts,

workplace readiness, and employability skills.

Entrepreneurship Opportunities – nurturing creativity, problem-solving, and enterprise through student-led initiatives.

A key feature of SEND Alternative Pathways is that it is not a stand-alone program. Students are given equitable opportunities to participate in mainstream school activities, ensuring they remain an integral part of the larger school community. Through assemblies, events, celebrations, and collaborative projects, our students experience meaningful inclusion while benefiting from personalized pathways tailored to their needs.

3.10 English as an Additional Language (EAL)

At Springdales School Dubai, we believe that every student has the right to feel valued, supported, and empowered to succeed, regardless of their linguistic background. We recognize that learning English as an additional language can be both a challenge and an opportunity for personal growth. Our mission is to ensure that EAL students are not only able to access the curriculum but also thrive in a nurturing and inclusive environment.

Our approach to inclusion is centred on the belief that language should never be a barrier to learning or participation. We strive to create a supportive environment where EAL students feel confident, motivated, and inspired to develop their English language skills while fully engaging in the academic, social, and cultural life of the school.

The EAL referral, identification and support process follows the following route:

Identify → Referral → Class observation → Assessment → EAL Register → Support.

We provide tailored support through differentiated teaching methods, small-group interventions, and one-on-one guidance. Our teachers work collaboratively to ensure that lessons are accessible and engaging, using strategies like visual aids, simplified language, and scaffolded instructions to help EAL students build their confidence and proficiency. We also encourage peer support through language buddies, and group activities that foster collaboration and communication.

We identify, assess, and support EAL students, ensuring their unique needs are met with care and precision. It reflects our commitment to fostering an inclusive learning environment where every student is given the opportunity to excel and reach their full potential.

3.11 ABLE GIFTED AND TALENTED (AGT)

The term 'Gifted' refers to a child with a broad range of achievement at a level well above average age-related expectations, typically in the more academic subjects.

'More Able' refers to a child who has the potential to or is working above age or grade-related expectations in academic subjects.

'Talented' refers to a child who excels in one or more specific fields, typically those that call for performance skills, such as sport or music but does not necessarily perform at a high level across all areas of learning.

The role of Student Inclusive Education Action Team in supporting Gifted and Talented Students are:-

a) Evaluate provision.

b) Maintain and update annually the G&T register.

c) Work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and in extra-curricular activities, looking at all the time for extension and enrichment opportunities e.g. competitions, partnership work, subject clubs, global seminars etc.

d) Make students on the G&T register, and others as appropriate, aware of local and national opportunities.

e) Foster an attitude within the school to promote challenge within and beyond the classroom and communicate this to all stakeholders.

Gifted and Talented Action Plan

The Four Stage Process are:-

1. Audit The aim being to create the extension and enrichment opportunities being offered to pupils at present both within and beyond lessons:

a) Throughout the taught curriculum, both in class and in 'extra' classes;

b) Throughout enhancement activities (clubs, teams, assemblies, fieldtrips, visits etc.);

c) Through the organizing of curriculum delivery (extension work, suggested reading and follow-up)**2. Provision:** School's role in supporting its able gifted and talented Students.

The School targets to help its able gifted and talented students in four ways:

1. School wide 'challenge' which puts learning as the center of all school improvement and is a practical plan for talent development. This is shown in a challenging curriculum, curriculum extension tasks, appropriate grouping etc.

The sort of activities which maybe included are:

a) Stimulation – activities and experiences which bring the student in touch with different sorts of topics or areas. This may consist of speakers or visits.

b) Creative or critical thinking – open-ended activities which permit students to increase their thinking processes and introduce students to more advanced kinds of study with external organizations e.g. open University.

c) Leadership – opportunities for showcasing leadership skills amongst peers, staff and the wider school learning community.

d) Innovation - opportunities for entrepreneurship and enterprise to be cultivated and established beyond the school community.

3. Monitoring and impact assessment

The results of effective identification and provision for the G&T students are likely to be a combination of qualitative and quantitative assessments and long term monitoring. However, the following ways will be used to measure the effectiveness of the work:-

a) Improved exam results for recognized students (results versus prediction) and improved 'achievement score'

b) Attendance at enhancement opportunities – registers can screen these statistics

c) Improved skills levels – pupils and staff assessments

d) Higher independence of students in learning and research – teacher assessment/parental comment

e) Higher self-esteem for G&T student – student assessment/counsellor feedback

f) Enhanced teaching – lesson observation forms

g) Showcasing at local, national and international level.

SECTION 4

SUPPORTING DIVERSE LEARNERS: IDENTIFICATION, STRATEGIES, AND INTERVENTION IN THE CLASSROOM

4.1 Identification Of Disabilities And Teaching Strategies.

4.1 IDENTIFICATION OF DISABILITIES AND CLASSROOM TEACHING STRATEGIES

1. INTELLECTUAL DISABILITY

Intellectual Disability (ID) is a neurodevelopmental condition characterized by significant limitations in intellectual functioning (IQ below 70) and adaptive behaviors that affect daily living, social skills, and academic performance. It can range from mild to profound and impacts learning, problem-solving, reasoning, and social interactions.

IDENTIFICATION

Signs of Intellectual Disability in the Classroom

Academic Challenges:

- Struggles with reading, writing, and basic math.
- Slow pace in understanding new concepts.
- Difficulty following multi-step instructions.
- Poor memory and retention of learned material.

Cognitive & Problem-Solving Difficulties:

- Struggles with abstract thinking, reasoning, and problem-solving.
- Requires constant repetition and reinforcement to retain skills.
- Difficulty transferring skills to new situations.

Speech & Communication Delays:

- Limited vocabulary and difficulty forming complete sentences.
- Challenges in understanding and responding to questions.
- Trouble expressing thoughts clearly.

Social & Emotional Difficulties:

- Difficulty making or maintaining friendships.
- May not understand social cues or norms.
- Tends to be dependent on teachers or peers for guidance.
- Prone to frustration, low self-confidence, or withdrawal from tasks.

Adaptive & Life Skills Challenges:

- Struggles with organization, personal hygiene, or daily routines.
- Finds it hard to transition between tasks or adapt to changes.
- May show repetitive behaviors or reliance on routine.

Behavioral Indicators:

- Easily distracted or has short attention span.
- May exhibit avoidance behaviors when faced with difficult tasks.
- Needs constant supervision and encouragement to stay on task.

TEACHING STRATEGIES FOR STUDENTS WITH INTELLECTUAL DISABILITY

To support students with ID, teachers should use structured, differentiated, and hands-on approaches tailored to their needs.

A. Classroom Instructional Strategies

Simplified & Structured Learning:

- Use clear, simple language and short instructions.
- Break tasks into smaller, manageable steps.
- Provide visual schedules, checklists, and graphic organizers.

Multi-Sensory Teaching Approach:

- Visual (pictures, charts, flashcards).
- Auditory (songs, verbal repetition).
- Kinesthetic (hands-on activities, role-playing, real-life applications).

Repetition & Reinforcement:

- Daily practice of essential skills.
- Reinforce learning through games, storytelling, and interactive exercises.
- Use real-world examples to make concepts relatable.

Use of Assistive Technology & Visual Supports:

- Text-to-speech apps, audiobooks, digital worksheets.
- Color-coded notes, picture cues, and mind maps.
- Task organizers and timers to promote independence.

Encouraging Peer Support & Cooperative Learning:

- Pair with buddies or peer mentors for group work.
- Implement small-group instruction for focused learning.
- Teach social skills through role-playing and interactive discussions.

Allow Extra Processing Time & Adjust Assessments:

- Offer extended time for assignments and tests.
- Use oral assessments, visuals, and hands-on demonstrations instead of written work.
- Modify curriculum to focus on functional academics (life skills, money handling, reading signs, etc.).

B. Social & Behavioral Strategies

Structured Classroom Routine & Predictability:

- Maintain consistent daily schedules to reduce anxiety.
- Use visual timetables for transitions.
- Give advance warnings for changes in routine.

Positive Reinforcement & Motivation:

- Reward effort through praise, stickers, or small privileges.
- Provide choices in tasks to encourage participation.

- Celebrate small achievements to build self-esteem.

Emotional Regulation & Self-Help Training:

- Teach coping strategies (deep breathing, calm-down corners).
- Provide opportunities for independent decision-making.
- Encourage role-playing for real-life problem-solving.

C. Assessment & Individualized Support

Differentiated Assessments:

- Use shorter, more structured tests.
- Provide visual aids and oral response options.
- Adapt content as per the need of the student.

Individualized Education Plan (IEP):

- Set realistic, measurable goals based on the student's abilities.
- Include functional academics, vocational training, and life skills.
- Work closely with special educators, therapists, and parents.

Collaboration with Parents & Support Teams:

- Share progress reports and home-based strategies.
- Involve parents in reinforcing daily routines and life skills at home.
- Coordinate with special educators for additional support.

2.AUTISM SPECTRUM DISORDER (ASD)

Autism Spectrum Disorder (ASD) is a neurodevelopmental condition characterized by differences in communication, social interaction, and behavior. Symptoms can vary widely, from mild to severe, but often emerge in early childhood. Early identification is essential for providing appropriate support and interventions.

IDENTIFICATION

Key Signs and Symptoms of Autism:

Social Interaction Challenges:

- Difficulty in understanding and responding to social cues, such as facial expressions or tone of voice.
- Lack of interest in or difficulty making and maintaining friendships.
- Limited eye contact or failure to use gestures (e.g., pointing, waving).
- Challenges in engaging in reciprocal conversations (e.g., may not understand when to take turns in a conversation).

Communication Difficulties:

- Delayed speech development or absence of speech (non-verbal).
- Difficulty with both verbal and non-verbal communication.
- Repetitive speech patterns, such as echolalia (repeating words or phrases).
- Limited ability to understand abstract concepts, idioms, or sarcasm.

Repetitive Behaviors:

- Engaging in repetitive movements or activities, such as hand-flapping, rocking, or repeating words or actions.
- Intense focus on specific objects, topics, or routines.
- Resistance to changes in routines or the environment.

Sensory Sensitivities:

- Over- or under-sensitivity to sensory stimuli like lights, sounds, textures, or smells.
- May become overwhelmed or distressed by sensory overload (e.g., loud noises, bright lights).

Restricted Interests:

- Strong focus on particular activities or topics, often to the exclusion of other things.
- May show obsessive interest in specific objects or topics, such as trains, animals, or numbers.

CLASSROOM TEACHING STRATEGIES FOR STUDENTS WITH AUTISM

1. Structured and Predictable Environment:

Use Visual Schedules: Provide a clear daily schedule with visual aids (e.g., pictures or symbols) to help students understand what is coming next and prepare for transitions.

Consistent Routines: Establish a consistent classroom routine to create predictability and reduce anxiety. Students with autism thrive in environments where they know what to expect.

Clear Expectations: Use clear, simple language and visual cues to communicate classroom expectations and rules. Reiterate rules regularly to ensure understanding.

2. Communication Support:

Visual Supports: Use visual aids, such as charts, picture communication systems (PECS), or written instructions, to help students with understanding and expressing ideas.

Speech Therapy Support: Work in collaboration with speech-language therapists to develop communication goals, especially for students with speech delays.

Non-Verbal Communication: If a student is non-verbal, provide alternative methods of communication, such as communication boards, sign language, or speech-generating devices.

3. Social Skills Training:

Teach Social Cues and Skills: Use role-playing, social stories, and structured activities to teach students appropriate social behaviors, such as making eye contact, greeting peers, or taking turns.

Peer Buddy System: Pair the student with a peer who can model appropriate social behaviors and assist with social interactions in group settings.

Encourage Group Work: Foster cooperative learning opportunities in small groups to allow students to practice social interaction in a structured and supportive environment.

4. Behavioral Support:

Positive Reinforcement: Reinforce appropriate behaviors with praise, tokens, or preferred activities. Consistent positive reinforcement helps to strengthen desired behaviors.

Behavioral Interventions: Implement strategies such as Applied Behavior Analysis (ABA) or

other behavior management techniques to teach new skills, reduce disruptive behaviors, and improve communication.

Clear and Immediate Feedback: Provide immediate feedback for both positive and negative behaviors. Be specific about what behavior is being reinforced or corrected.

5. Sensory Considerations:

Create Sensory-Friendly Spaces: Set up a designated quiet area where students can go to calm down or self-regulate if they feel overwhelmed by sensory input.

Sensory Tools: Provide sensory tools like noise-canceling headphones, fidget toys, or weighted blankets to help students manage sensory sensitivities.

Monitor Overstimulation: Pay attention to environmental factors such as lighting, noise levels, and temperature to ensure the classroom is comfortable and not overly stimulating.

6. Modify Assignments and Expectations:

Simplify Instructions: Break down complex tasks into smaller, manageable steps. Use visual or written instructions along with verbal ones to reinforce understanding.

Provide Extra Time: Allow additional time for completing assignments or tests, as students with autism may require more time to process information.

Adapt Assignments: Modify assignments to align with the student's interests and strengths to increase engagement and motivation. Use their specific interests (e.g., animals, math) to create more meaningful learning experiences.

7. Promote Independence:

Teach Self-Regulation Skills: Teach students strategies for managing their emotions and behavior, such as deep breathing, using a sensory tool, or asking for help.

Encourage Autonomy: Gradually increase the student's level of responsibility for completing tasks independently. Use visual reminders, charts, and checklists to support this process.

Set Achievable Goals: Set realistic and attainable goals for the student, celebrating successes along the way to build their self-esteem and sense of achievement.

8. Foster Emotional Support:

Understand Emotional Triggers: Identify common emotional triggers (e.g., changes in routine, social interactions) and preemptively provide strategies to cope.

Provide Emotional Validation: Acknowledge the student's feelings and provide validation, particularly when they are feeling anxious, upset, or overwhelmed. Offer calming strategies as needed.

Use Calm and Reassuring Language: Maintain a calm, steady tone of voice and provide positive affirmations to encourage and support the student's emotional well-being.

9. Collaboration with Support Staff:

Work with Specialists: Collaborate with special education teachers and Individual Learning Support Assistants (ILSA) to create an individualized education plan (IEP) for the student.

Regular Parent Communication: Communicate regularly with parents to ensure that the strategies used in the classroom are aligned with those being used at home for consistency and progress tracking.

STRATEGIES TO HANDLE SENSORY MELTDOWNS IN STUDENTS WITH AUTISM

Sensory meltdowns in students with Autism Spectrum Disorder (ASD) can be triggered by overwhelming sensory input, changes in routine, or emotional distress.

Preventive Strategies:

Create a Sensory-Friendly Environment: Reduce bright lights, loud noises, and unexpected stimuli in the classroom.

Establish Predictable Routines: Maintain a structured schedule to minimize anxiety caused by unexpected changes.

Use Visual Supports: Implement visual schedules, timers, and social stories to prepare students for transitions.

Provide Sensory Breaks: Allow students access to quiet spaces, fidget tools, or movement activities to self-regulate.

Identify Triggers: Observe and document potential triggers to prevent meltdowns before they occur.

DURING A SENSORY MELTDOWN:

Stay Calm and Offer Reassurance: Use a gentle tone and avoid excessive verbal instructions.

Reduce Stimulation: Move the student to a quiet, dimly lit space or provide noise-canceling headphones if needed.

Use Deep Pressure Techniques: Weighted blankets, firm hugs (if appropriate), or hand squeezes can help calm the nervous system.

Encourage Self-Regulation Tools: Guide the student to use breathing exercises, sensory toys, or relaxation techniques.

Allow Time to Recover: Avoid rushing the student back into activities until they have fully calmed down.

POST-MELTDOWN SUPPORT

Validate Their Feelings: Acknowledge the student’s distress without judgment.

Reflect and Learn: Help the student recognize triggers and develop coping strategies for future situations.

Communicate with Parents and Staff: Share insights to ensure consistency in support across school and home environments.

Adjust the Environment: Modify classroom settings, routines, or sensory tools to better support the student’s needs.

3.SPECIFIC LEARNING DISABILITIES (SLD)

Specific Learning Disabilities (SLD) refer to a group of neurodevelopmental disorders that affect an individual’s ability to acquire, process, or use specific academic skills, despite having average or above-average intelligence. These difficulties are not due to intellectual disabilities, sensory impairments, or inadequate instruction but rather result from differences in brain function.

SLD primarily impacts skills related to:

Reading (Dyslexia): Difficulty with word recognition, decoding, reading fluency, and comprehension.

Writing (Dysgraphia): Challenges with handwriting, spelling, and organizing thoughts on paper.

Mathematics (Dyscalculia): Struggles with number sense, calculations, and problem-solving.

Motor Coordination (Dyspraxia): Impairment in fine and/or gross motor skills, affecting activities such as handwriting, balance, coordination, and planning movements.

Individuals with SLD may require specialized teaching strategies, accommodations, and interventions to support their learning and academic success.

DYSLEXIA

Dyslexia is a specific learning disability that affects reading skills, including decoding, fluency, and comprehension. Early identification is crucial for effective intervention. Common signs include:

IDENTIFICATION

Preschool & Early Years:

- Delayed speech development or difficulty pronouncing words.
- Struggles with rhyming words and recognizing letter sounds.
- Difficulty remembering letter names and sequences.
- Trouble learning new vocabulary or recalling words.

Primary & Secondary School:

- Slow, inaccurate, or effortful reading.
- Frequent spelling errors and difficulty recognizing high-frequency words.
- Challenges in sequencing letters, numbers, or steps in a task.
- Difficulty understanding and following written instructions.
- Avoidance of reading and writing tasks.

Adolescents & Adults:

- Poor reading comprehension and difficulty summarizing texts.
- Difficulty with note-taking and written expression.
- Slow processing speed when reading or writing.
- Continued spelling difficulties and struggles with foreign languages.

TEACHING STRATEGIES FOR DYSLEXIA

Effective strategies focus on multisensory, structured, and explicit instruction to support reading, writing, and comprehension skills.

Reading Strategies:

- Use phonics-based instruction to build decoding skills.
- Implement multisensory techniques (e.g., tracing letters while saying sounds).
- Provide text-to-speech tools and audiobooks to support comprehension.
- Encourage paired or guided reading to build fluency.
- Break reading material into smaller sections with visual aids.

Writing & Spelling Strategies:

- Teach structured spelling rules and patterns explicitly.
- Allow the use of assistive technology (e.g., speech-to-text software).
- Encourage graphic organizers to plan written work.
- Provide sentence starters and word banks to support writing tasks.

Classroom Accommodations:

- Give extra time for reading and writing tasks.
- Use dyslexia-friendly fonts and large, clear text.
- Provide verbal instructions alongside written ones.
- Assess understanding orally rather than relying solely on written work.

DYSCALCULIA

Dyscalculia is a specific learning disability that affects a person's ability to understand and work with numbers. It impacts mathematical reasoning, number sense, and problem-solving skills. Early identification helps in providing targeted support.

IDENTIFICATION**Preschool & Early Years:**

- Difficulty recognizing numbers and understanding their sequence.
- Struggles with basic counting and one-to-one correspondence.
- Poor sense of estimation (e.g., difficulty judging "more" or "less").
- Trouble understanding simple concepts like bigger vs. smaller.

Primary & Secondary School:

- Difficulty with basic arithmetic operations (addition, subtraction, multiplication, division).
- Struggles with place value, number patterns, and sequencing.
- Slow recall of math facts despite repeated practice.
- Confusion with time concepts, such as reading clocks and understanding schedules.
- Difficulty grasping measurement, money, and word problems.

Adolescents & Adults:

- Anxiety and frustration when dealing with numbers.
- Trouble with mental math and estimating quantities.
- Difficulty understanding graphs, charts, and numerical data.
- Struggles with budgeting, managing finances, and calculating expenses.

TEACHING STRATEGIES FOR DYSCALCULIA

Students with dyscalculia benefit from structured, hands-on, and visual learning approaches that make math concepts more tangible and meaningful.

Basic Math Strategies:

- Use concrete materials like counters, beads, and base-ten blocks for visual representation.
- Teach one concept at a time with step-by-step explanations.
- Encourage verbalization of problem-solving steps to enhance understanding.
- Introduce real-life math applications to build relevance (e.g., shopping, cooking).

Number Sense & Operations Strategies:

- Use number lines, grids, and charts to strengthen numerical understanding.
- Provide structured, repetitive practice with hands-on activities.
- Teach finger counting, chunking, and breaking down numbers to aid computation.
- Incorporate rhymes, songs, and mnemonic devices to help with memorization.

Classroom Accommodations:

- Allow extra time for math tasks and assessments.
- Provide calculators and number charts as needed.
- Use graph paper to help with number alignment in multi-step problems.
- Offer alternative assessment methods, such as oral responses or real-life projects.

DYSPRAXIA (Developmental Coordination Disorder - DCD)

Dyspraxia is a neurological condition that affects motor coordination, planning, and execution of movements. It can impact fine and gross motor skills, speech, and daily life activities.

IDENTIFICATION**Early Signs (Preschool Years):**

- Delayed milestones (e.g., crawling, walking, feeding).
- Poor hand-eye coordination (e.g., difficulty catching a ball).
- Struggles with holding crayons or using scissors.
- Trouble with self-care skills like buttoning clothes or tying shoelaces.

Primary School Age:

- Difficulty with handwriting (messy, slow, or illegible writing).
- Struggles with organizing school materials and personal belongings.
- Clumsiness—frequent tripping, dropping items, or bumping into objects.
- Poor coordination in sports and playground activities.
- Trouble following multi-step instructions.

Adolescents & Adults:

- Difficulty learning new motor tasks (e.g., driving, using tools).
- Slow, disorganized work habits and difficulty managing time.
- Challenges with spatial awareness, balance, and posture.
- Problems with speech clarity and articulation in some cases.

TEACHING STRATEGIES FOR STUDENTS WITH DYSPRAXIA**Fine & Gross Motor Skills Support:**

- Use pencil grips, slanted desks, and wide-ruled paper to improve handwriting.

- Provide alternative methods for writing, such as typing or voice-to-text software.
- Encourage activities that develop hand strength, such as playdough, threading beads, or finger exercises.
- Break physical activities into small, manageable steps and provide extra practice time.

Classroom Accommodations:

- Allow extra time for writing tasks and fine motor activities.
- Use visual aids, checklists, and step-by-step instructions for tasks.
- Minimize clutter and distractions in the learning environment.
- Seat the student near the front of the class to ensure clear instructions.

Physical & Social Skills Development:

- Incorporate movement breaks to help with coordination and focus.
- Encourage low-impact physical activities, such as swimming or yoga.
- Support social skills with structured group activities and peer mentoring.
- Assistive Technology & Alternative Learning Approaches:
 - Use speech-to-text software or tablet-based note-taking apps.
 - Offer oral responses or alternative project-based assessments instead of extensive written tasks.
 - Encourage multi-sensory learning, combining visuals, audio, and hands-on experiences.

DYSGRAPHIA

Dysgraphia is a specific learning disability that affects writing abilities, including difficulties with handwriting, spelling, and organizing thoughts on paper. It is a neurodevelopmental disorder often seen alongside other learning disabilities.

IDENTIFICATION

Signs and Symptoms of Dysgraphia:

- Handwriting Difficulties:
 - Illegible handwriting that may be difficult to read, even by the writer.
 - Slow, labored handwriting, even with simple tasks.
 - Uneven or inconsistent spacing between letters or words.
 - Difficulty forming letters, with inconsistent letter sizes and shapes.
- Physical discomfort or fatigue when writing.

Spelling and Grammar Issues:

- Frequent spelling mistakes, even with commonly used words.
- Difficulty remembering or applying spelling rules.
- Struggles with punctuation and grammatical conventions.

Organizational and Thought Process Difficulties:

- Difficulty organizing thoughts or ideas in writing, often leading to poorly structured essays or reports.
- Trouble with planning and outlining writing tasks.
- Difficulty with transitioning between ideas or sentences smoothly.

Avoidance of Writing Tasks:

- A tendency to avoid writing assignments or become easily frustrated when asked to write.
- Exhibits reluctance or anxiety towards tasks that involve writing.

Key Indicators in Different Age Groups:

Younger Children (Elementary Level):

- Struggles with holding a pencil correctly, forming letters, or keeping the writing on a line.
- Difficulty copying from the board or other written sources.
- Avoidance of written tasks or excessive erasing.

Older Children (Middle & High School Level):

- Difficulty completing written assignments on time.
- Slow writing speed in class, with some students relying on verbal reports instead of written work.
- Issues with summarizing or organizing ideas in written form.

TEACHING STRATEGIES FOR STUDENTS WITH DYSGRAPHIA

Accommodations for Handwriting:

- Allow the use of keyboard typing instead of handwriting when possible, or use word processors with built-in spell checkers.
- Provide graph paper to help students with spacing and alignment of text.
- Offer a slant board to improve writing posture and comfort.
- Use pencil grips or special pens to assist with better control.
- Allow the use of scribe or dictation software (such as speech-to-text) to assist with writing tasks.

Support for Written Expression:

- Allow students to verbally express their ideas before writing them down.
- Encourage the use of graphic organizers (e.g., mind maps, storyboards, or outlines) to help students organize their thoughts and structure their writing.
- Provide a step-by-step guide for writing tasks, breaking them down into smaller, more manageable steps.
- Use sentence starters or prompts to assist with initiating writing tasks.

Accommodations for Spelling and Grammar:

- Allow the use of spelling aids such as dictionaries or word banks.
- Provide access to spell checkers or speech-to-text programs for written assignments.
- Offer pre-written word lists for students to use when writing essays or assignments.
- Provide explicit instruction on spelling rules and practice activities focusing on phonetic patterns.

Support for Organization and Thought Process:

- Provide extra time for writing assignments and assessments.
- Use visual aids (like charts, graphic organizers, or color coding) to help with planning and organizing thoughts before writing.
- Teach story mapping to help students structure essays, narratives, and reports.
- Offer verbal summaries as an alternative to written reports, especially for complex assignments.

Encouragement and Motivation:

- Offer positive reinforcement and praise for effort, even if the final product isn't perfect.
- Break tasks into small, achievable goals and provide regular feedback.
- Use peer support or small group writing activities to reduce anxiety and create a supportive environment for practice.
- Allow students to focus on content over form, especially when writing skills are still developing.

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)

ADHD is a neurodevelopmental disorder characterized by symptoms of inattention, hyperactivity, and impulsivity that affect a child's ability to function in various settings, including school. ADHD can manifest in different ways, and not all symptoms are present in every individual.

IDENTIFICATION

Early Signs (Preschool Years):

- Inattention: Difficulty following simple instructions, frequently losing toys or belongings, and being easily distracted by noises or other stimuli.
- Hyperactivity: Constant motion, difficulty sitting still, excessive talking, or difficulty playing quietly.
- Impulsivity: Interrupting others, difficulty waiting for turns, and acting without considering consequences.

Primary School Age:

Inattention: Trouble staying on task, forgetting homework, difficulty organizing materials, and avoiding tasks that require sustained focus (e.g., reading, writing).

Hyperactivity: Fidgeting, squirming in the seat, excessive movement, and difficulty engaging in quiet activities.

Impulsivity: Impulsive decision-making, blurting out answers without thinking, and having difficulty waiting for their turn.

Adolescents & Adults:

Inattention: Chronic disorganization, poor time management, and challenges in completing long-term projects.

Hyperactivity: Restlessness or difficulty relaxing, especially in sedentary tasks (e.g., meetings or exams).

Impulsivity: Struggling with self-regulation, emotional outbursts, and difficulty adhering to rules or expectations.

TEACHING STRATEGIES FOR STUDENTS WITH ADHD

- Classroom Structure & Routine:
- Provide a consistent daily schedule with clear expectations.
- Break tasks into smaller, manageable chunks and provide frequent breaks.
- Use visual schedules and reminders to support transitions between activities.
- Seat students near the teacher or away from distractions to maintain focus.
- Provide clear, concise instructions with examples, using both verbal and visual cues.

Behavioral Strategies:

- Implement positive reinforcement to encourage appropriate behaviors (e.g., rewards, praise).
- Set up a system for rewards and consequences that is clear and consistent.
- Use behavior charts or token systems to track progress and motivate desired behavior.
- Give immediate, specific feedback on both positive and negative behaviors.

Accommodations & Modifications:

- Allow extra time for tasks and exams, especially those requiring sustained focus.
- Use alternative formats for assessments (e.g., oral exams, project-based assessments).
- Provide quiet, distraction-free areas for tests or independent work.
- Allow the use of fidget tools or stress-relieving activities to help with focus.
- Encourage multi-sensory learning (hands-on activities, visual aids, and audio).

Social & Emotional Support:

- Implement social skills training and structured group activities to develop peer relationships.
- Use role-playing to practice appropriate social behaviors and impulse control.
- Teach self-regulation techniques, such as deep breathing exercises or mindfulness practices, to help manage impulsivity and emotional reactions.

Technology & Tools:

- Utilize assistive technology such as voice-to-text, text-to-speech, or organizational apps to aid with writing and organization.
- Use timers or visual cues to help students manage time effectively during tasks.

VISUAL IMPAIRMENT

Visual impairment refers to a significant loss of vision that cannot be fully corrected with glasses or surgery. It can range from partial sight to complete blindness and may be caused by a variety of factors, including congenital conditions, diseases, or injury.

IDENTIFICATION

Signs and Symptoms of Visual Impairment:

Frequent Squinting or Eye Rubbing: Students may squint, rub their eyes, or tilt their head to try to see more clearly.

Difficulty Seeing the Board or Printed Text: Trouble reading from a distance, such as from the board or on printed pages. May lean forward to see better or sit close to the screen.

Challenges with Hand-Eye Coordination: Difficulty with tasks requiring fine motor skills, such as writing, cutting, or catching a ball.

Inability to Recognize Faces or Objects at a Distance: Struggling to recognize people or objects, especially when they are further away.

Complaints of Blurry or Double Vision: Students may complain of blurry or distorted vision, even with corrective lenses.

Avoidance of Visual Tasks: Avoiding activities that require focus, such as reading or looking at visual material.

CLASSROOM TEACHING STRATEGIES FOR STUDENTS WITH VISUAL IMPAIRMENT

1. Modify Learning Materials:

Use Large Print or High Contrast Text: Provide materials in large print or with high contrast between text and background. For students with low vision, use black text on white or yellow paper for improved readability.

Use Tactile Materials: For students with severe visual impairment or blindness, use tactile learning tools such as braille books, raised-line drawings, tactile charts, or models.

Provide Digital Formats: Offer digital resources that can be adjusted for font size or used with screen reader software for students with low vision.

Color Contrast: Use strong color contrasts in visual materials and avoid color combinations that are difficult to distinguish (e.g., red/green).

2. Seating and Lighting Arrangements:

Preferential Seating: Seat students near the front of the classroom or close to the board to make it easier for them to see visual materials.

Control Lighting: Ensure adequate lighting in the classroom to minimize glare and provide sufficient illumination for reading and working. Dim or adjust lights to suit the needs of the student.

Reduce Visual Clutter: Keep the classroom organized and free from distractions that may confuse or overwhelm a student with visual impairment.

3. Use Assistive Technology:

Screen Readers and Magnification Software: Provide screen readers or magnification software to help students with low vision access digital content. This software reads aloud the text on the screen or magnifies the text.

Braille Technology: Provide braille books, devices, or braille e-readers for students who are blind.

Audio Books and Recordings: Offer audiobooks or audio recordings of texts and assignments so that students can access the content without relying solely on visual input.

4. Provide Verbal and Audio Support:

Describe Visual Content: When using visual aids like charts, graphs, or images, describe the content in detail. Ensure that students understand the key information conveyed visually.

Verbalize Instructions: Provide clear verbal instructions for all tasks and activities. Ensure that students understand how to complete activities without needing to rely on visual information.

Read Out Loud: Read written material out loud, including instructions, text in books, or other relevant content during lessons.

5. Encourage Active Participation:

Incorporate Hands-On Learning: Use tactile, auditory, and kinesthetic materials to engage students actively in learning. This includes models, tactile objects, or hands-on activities that don't require visual input.

Group Work and Peer Support: Encourage group work where students can collaborate with peers who can provide additional support. Assign peer buddies to help students navigate classroom tasks and materials.

Active Use of Technology: Use technology like voice-activated devices or tools that help students

with visual impairment engage with learning more effectively.

6. Modify Assessment Methods:

Alternative Forms of Assessment: Modify assessment methods by offering oral presentations, audio-based assessments, or using braille or large print for written tests.

Extended Time: Allow additional time for assignments or tests, especially if the student requires extra time to process information through alternative formats or devices.

Interactive Assessments: Use verbal, tactile, or hands-on methods to assess learning in ways that do not depend solely on visual responses.

7. Provide Structured and Consistent Environment:

Create a Predictable Routine: Students with visual impairments benefit from a structured, predictable classroom environment. Consistent routines help them feel comfortable and navigate the space effectively.

Labeling and Organization: Label classroom materials, books, and areas in braille or with tactile signs to help students with low vision or blindness find materials and navigate independently.

Keep Pathways Clear: Ensure that aisles and pathways in the classroom are free from obstacles, so students can move easily and safely.

8. Encourage Social Interaction and Inclusion:

Foster Peer Relationships: Promote group activities and encourage students to interact with peers to reduce feelings of isolation. Peer relationships can help build confidence and improve social skills.

Educate Peers: Teach classmates about visual impairments to promote understanding and empathy. Encourage students to be supportive and considerate of their peers with disabilities.

Peer Buddy Systems: Assign a peer buddy to help with navigation, reading, and general classroom tasks. A peer buddy can also support social interactions and integrate students more effectively into group activities.

9. Collaborate with Specialists and Families:

Involve Families in the Process: Regularly communicate with the student's family to understand their child's needs better, learn about preferences, and gather feedback on strategies that work best.

Professional Development for Educators: Participate in training to become familiar with the latest tools, technologies, and strategies for supporting students with visual impairments.

10. Foster Emotional Support and Independence:

Encourage Self-Advocacy: Teach students to identify and communicate their needs. Encourage them to ask for help when necessary and advocate for the tools they require to succeed.

Promote Confidence: Create an inclusive, supportive environment where students with visual impairments feel confident and valued. Reinforce their strengths and accomplishments.

Build Independence: Help students develop skills for independence, such as learning to use assistive devices, organizing their materials, and navigating the classroom.

HEARING IMPAIRMENT

Hearing impairment refers to a partial or complete inability to hear in one or both ears. It may be present from birth (congenital) or acquired later in life due to illness, injury, or other factors. Hearing impairments can range from mild to profound and may affect communication, socialization, and learning.

IDENTIFICATION

Signs and Symptoms of Hearing Impairment:

Delayed Speech Development: Children with hearing impairments may have delayed speech and language development, especially in terms of articulation, vocabulary, and sentence structure.

Inconsistent or Poor Response to Sound: Children may not respond to loud noises, their name being called, or other auditory cues.

Frequent Asking for Repetition: Students may ask for instructions or questions to be repeated often due to difficulty hearing.

Difficulty Following Oral Instructions: Students may have trouble following verbal instructions, especially in noisy environments or if the instructions are not accompanied by visual cues.

Inappropriate Volume or Tone: Children may speak too loudly or too softly, or use an unusual tone of voice.

Social Withdrawal or Frustration: Children with hearing impairment may exhibit signs of frustration or social withdrawal if they have difficulty understanding peers and adults.

Frequent Misunderstanding of Information: Children may misinterpret words or fail to understand jokes, instructions, or conversation due to limited hearing ability.

CLASSROOM TEACHING STRATEGIES FOR STUDENTS WITH HEARING IMPAIRMENT

1. Use of Visual and Written Cues:

Provide Written Instructions: Always provide written instructions, along with verbal explanations, to reinforce comprehension. This ensures that students who cannot hear all the information have access to alternative communication.

Use Visual Aids: Incorporate charts, diagrams, pictures, videos with captions, and other visual materials to support oral instructions. Visual aids help reinforce the content and provide additional learning pathways.

Use Sign Language or Gesture Communication: If the student uses sign language, learning some basic signs can facilitate communication. For students with moderate hearing loss, gestures and facial expressions may be important tools for effective communication.

Use Technology with Visual Output: Use tablets, computers, or other devices that provide visual feedback, such as interactive educational programs and videos with captions.

2. Modify the Classroom Environment:

Seating Arrangement: Seat students with hearing impairments close to the teacher and any visual learning tools, such as the whiteboard or projector. If using sign language, ensure the student has a clear line of sight to the teacher’s face.

Reduce Background Noise: Minimize noise distractions in the classroom, such as fans, air conditioning, or other environmental sounds. Reducing background noise will help students focus better on sounds they need to hear.

Ensure Good Lighting: Make sure that the room is well-lit, especially during face-to-face communication. Good lighting helps students see the speaker’s mouth and facial expressions, which is especially important if lip reading is involved.

3. Use Technology and Assistive Devices:

Hearing Aids and Cochlear Implants: Ensure that students with hearing aids or cochlear implants have them in working order and encourage them to wear them consistently. The teacher should be familiar with the functioning of these devices.

FM Systems: An FM system (Frequency Modulation) can be used in the classroom, which amplifies the teacher’s voice and transmits it directly to the student’s hearing aid or cochlear implant.

Captioning and Subtitles: Use videos with captions, or provide a real-time captioning service (e.g., CART - Communication Access Realtime Translation), which transcribes spoken language into text.

4. Provide Clear and Concise Instructions:

Speak Clearly and Face the Student: When giving verbal instructions, speak clearly and slowly while facing the student. Ensure the student can see your mouth for lip-reading, if necessary.

Use Simple Language: Use clear and simple language, and repeat instructions as needed. Avoid speaking too quickly, and use short, direct sentences.

Check for Understanding: After giving instructions or presenting information, ask the student to repeat or demonstrate their understanding. This helps ensure they have comprehended the material.

5. Foster Peer Interaction and Group Work:

Encourage Peer Support: Pair the student with a peer buddy who can assist them in understanding instructions or completing tasks. This encourages social interaction and ensures the student is fully included in group activities.

Promote Group Communication: Encourage group discussions, interactive activities, and collaborative learning. These provide opportunities for students with hearing impairments to participate and learn from their peers.

Make Use of Peer Sign Language Support: If possible, having a peer who is proficient in sign language can be helpful in creating an inclusive environment.

6. Use Alternative Forms of Communication:

Speech to Text Apps: There are many apps and devices available that can convert speech to text in real-time, which can be useful for students who struggle to hear.

Sign Language or Visual Cues: If the student uses sign language, encourage the use of sign language interpreters or peers who can sign. Visual cues can also include gestures, written notes, and interactive learning tools.

Picture Communication Systems: For younger students or those who are not yet proficient in language, use picture communication systems or symbols to help convey ideas.

7. Provide Visual Feedback and Assessments:

Interactive Learning Activities: Use interactive and engaging learning materials like flashcards, apps, and games that include visual feedback, making it easier for the student to participate.

Modify Assessments: Offer assessments that do not rely solely on auditory information. For example, use written tests, visual presentations, or oral presentations with visual support like PowerPoint slides.

8. Promote Emotional and Social Support:

Encourage Self-Advocacy: Teach students to express their needs and ask for accommodations when necessary. Encourage them to advocate for themselves in different classroom situations.

Provide a Supportive Environment: Create a classroom culture of acceptance and respect. Discuss hearing impairments with the class to raise awareness and reduce social stigma.

Foster Social Inclusion: Engage students in social activities and group work to reduce isolation. Encourage friendships and ensure that all students, including those with hearing impairments, feel included and valued.

9. Collaborate with Specialists and Families:

Involve Families: Keep open communication with the student’s family to understand their preferences, strategies that have worked at home, and additional resources they might be using.

Professional Development: Educators should engage in training on how to work effectively with students with hearing impairments, including learning about assistive technologies and classroom modifications.

10. Reinforce Positive Behaviors and Encourage Independence:

Provide Positive Reinforcement: Offer praise and reinforcement for efforts to communicate, participate, and engage in classroom activities. This encourages confidence and a positive learning attitude.

Foster Independent Learning: Help students develop skills to use assistive technologies and other resources independently. This enhances self-esteem and encourages autonomy.

PHYSICAL DISABILITY

A physical disability refers to a condition that affects a person’s ability to move, coordinate actions, or perform daily tasks independently. This may be due to congenital conditions, injuries, or illnesses that impact mobility, muscle control, or motor skills. Examples include cerebral palsy, muscular dystrophy, spina bifida, and orthopedic impairments.

IDENTIFICATION

- Observation of motor difficulties affecting movement, coordination, or balance.
- Difficulty in performing fine and gross motor tasks, such as writing, using scissors, or climbing stairs.
- Reports from medical professionals diagnosing conditions such as cerebral palsy, muscular dystrophy, or orthopedic impairments.
- Challenges in mobility, posture, or fatigue that impact classroom engagement.
- Need for assistive devices such as wheelchairs, walkers, or orthotic supports.

TEACHING STRATEGIES

Classroom Accessibility: Ensuring wheelchair-friendly spaces, modified seating, and accessible learning materials.

Use of Assistive Technology: Incorporating speech-to-text software, adaptive keyboards, and specialized communication devices.

Modified Physical Activities: Providing alternative PE activities and physiotherapy exercises tailored to the student’s abilities.

Flexible Teaching Approaches: Allowing additional time for tasks, offering alternative methods of completing assignments, and using visual aids.

Peer Support and Inclusion: Encouraging collaborative learning and buddy systems to promote social integration.

SECTION 5 APPENDICES

APPENDIX A: FORMS

APPENDIX B: POLICIES

APPENDIX C: CWSN CIRCULAR: CBSE

APPENDIX A: FORMS

CONFIDENTIAL REFERRAL FORM KINDERGARTEN

Date of Request : _____ Father's name : _____

Student Name : _____ Mobile Number : _____

Student Grade : _____ Mother's Name : _____

Gender : _____ Birth Date: _____ Mobile Number: _____

Reason(s) for Referral-Problems/Concerns related to: (Please check all that apply.)

- | | | | |
|--|---|---|--|
| ☐ Dramatic change in behavior | ☐ Nervous/anxious | ☐ Chews (paper/clothes/hair) | ☐ Academics |
| ☐ Worries | ☐ Perfectionist | ☐ Absences | ☐ Tardy |
| ☐ Daydream/fantasizes | ☐ Aggression/Anger | ☐ Makes Odd Sounds | ☐ Swearing |
| ☐ Grief | ☐ Fighting | ☐ Stealing | ☐ Always tired |
| ☐ Destruction of Property | ☐ Fears | ☐ Lying | ☐ Sadness |
| ☐ Work habits /organization | ☐ Bullying | ☐ Sexual Acting Out | ☐ Disrespectful |
| ☐ Completion of Assignments/H.W | ☐ Motivation | ☐ Defiant | ☐ Social Skill |
| ☐ Peer Relationship | ☐ Inattentive | ☐ Hurts self | ☐ Withdrawn |
| ☐ Personal Hygiene | ☐ Impulsive | ☐ Family Concerns | ☐ Drop out risk (H.S) |
| ☐ Cries easily | ☐ Over Active | ☐ Poor Confidence | ☐ easily distracted |
| ☐ Non-touchable/pulls away | ☐ Others_____ | | |

Other Referral Information:

- Have guidance services been provided for this student? ____ Yes ____ No

If yes, please explain _____

- Are any other agencies involved with this student? _____

- Please list specific questions you would like answered as a result of this referral.

School Information

- Was the student ever retained? ____Yes ____No (if yes, give year and grade) _____
- What is the student's attendance pattern? _____

- Was there a previous psychological evaluation? ____Yes ____No

If yes, Date of Psychological evaluation _____ Completed by:_____

Summary:_____

- Has the student ever received an IEP ? ____Yes ____No

If yes, Date of IEP _____

- Has the student ever received special education services (including early intervention)? ____Yes ____No

If yes, Dates and types of service: _____

Skill Observations: Please mark with a check (/) any behavior/ skill deficit displayed by the student:

Fine Motor Skills

- Difficulty in holding pencil or crayons._____
- Write slowly and often cannot keep their writing on lines._____
- Crude and messy in art and crafts,e.g. irregular cutting of circle or not controlling their hands well
- in colouring._____
- Clumsy in using spoons and forks._____
- Spill water when pouring._____
- Require assistance in buttoning up clothes or tying shoelaces._____

Gross Motor Skills

- Have relatively weak muscles._____
- Have poor balance and fall easily when walking or running._____
- Have difficulty judging distances, often running into people or objects._____
- Find it difficult to learn new physical activities or ball games._____

Social Behavior and play skills

- Rarely make friends and prefer to play on their own._____
- Exhibit inappropriate behavior or speech._____
- Rarely share food, toys or their interest with others._____
- Trend to be self centered and insensitive to others 'needs and feelings._____
- Talk only about topics they like in conversation and ignore others' responses, resulting in one-way communication._____
- Has difficulty in turn taking activities._____
- Lack eye contacts._____
- Speak in a rather awkward and flat tone._____
- Rarely use facial expressions, gestures or body language in communicating with others._____

Attention Span/Task Completion

- Display difficulty in following simple instructions._____
- Fidget/cannot sit still (with or without activity)._____
- Starts one task and get distracted, then doesn't ever finish the original task._____
- Need assistance to complete

Executive Function Skills

- Gets frustrated easily and often throws things on the floor instead of asking for help.____
- Has trouble following directions and often forgets what to do.____
- Has frequent tantrums over things that seem fairly minor.____
- Acts out aggressively instead of expressing feelings and frustrations.____
- Have difficulty following simple classroom routine (getting things from the cubby or packing up).____
- Frequently raises hand but doesn't remember the answer when called on.____
- Frequently gives unrelated answers to questions.____
- Has his own way of doing things and has trouble making adjustments.____
- Can solve a math problem one way but gets stuck when asked to solve it using another method.____
- Focuses on the least important thing you said.____
- Has a disorganized desk full of loose papers and pencils stubs.____
- Panics when classroom routines are changed.____
- Struggles to find the right information in a word problem to come up with an equation.____

Additional Observation:

- What strategies have been used in this students' educational program to provide support to address the previously-mentioned concerns? (Specify length of time and results)_____

- Have you contacted parent/guardian about your concern? Y/N Date :_____

Explain below the outcome of parent contact:

- Please list any additional services the student is receiving (Title I, learning support, speech, tutoring, etc...):

** Please attach a copy of the student's Grades and any Testing Results (ASSEST, CAT 4, etc...)

** Please attach any additional information that may be applicable (previous evaluations, outside evaluations, medical implications, any other assessment data available, etc...)

Signature Title Date of Referral

CONFIDENTIAL REFERRAL FORM
PRIMARY/SECONDARY

Date of Request : _____ Father's name : _____

Student Name : _____ Mobile Number : _____

Student Grade : _____ Mother's Name : _____

Gender : _____ Birth Date: _____ Mobile Number: _____

Reason(s) for Referral-Problems/Concerns related to: (Please check all that apply.)

☐ Dramatic change in behavior

☐ Worries

☐ Daydream/fantasizes

☐ Grief

☐ Destruction of Property

☐ Work habits /organization

☐ Completion of Assignments/H.W

☐ Peer Relationship

☐ Personal Hygiene

☐ Cries easily

☐ Non-touchable/pulls away

☐ Nervous/anxious

☐ Perfectionist

☐ Aggression/Anger

☐ Fighting

☐ Fears

☐ Bullying

☐ Motivation

☐ Inattentive

☐ Impulsive

☐ Over Active

☐ Others_____

☐ Chews (paper/clothes/hair)

☐ Absences

☐ Makes Odd Sounds

☐ Stealing

☐ Lying

☐ Sexual Acting Out

☐ Defiant

☐ Hurts self

☐ Family Concerns

☐ Poor Confidence

☐ Academics

☐ Tardy

☐ Swearing

☐ Always tired

☐ Sadness

☐ Disrespectful

☐ Social Skill

☐ Withdrawn

☐ Drop out risk (H.S)

☐ easily distracted

Other Referral Information:

- Have guidance services been provided for this student? ____ Yes ____ No

If yes, please explain _____

- Are any other agencies involved with this student? _____

- Please list specific questions you would like answered as a result of this referral.

School Information

- Was the student ever retained? ____Yes ____No (if yes, give year and grade) _____
- What is the student's attendance pattern? _____

• Was there a previous psychological evaluation? ____Yes ____No

If yes, Date of Psychological evaluation _____ Completed by:_____

Summary:_____

• Has the student ever received an IEP ? ____Yes ____No

If yes, Date of IEP _____

• Has the student ever received special education services (including early intervention)? ____Yes ____No

If yes, Dates and types of service: _____

Please indicate all areas of Concerns:

Reading

_____Comprehension	_____Using phonics
_____Fluency	_____Word recognition
_____Using context clues	_____Vocabulary Comprehension

Math

_____Solving story problems	_____Understanding math concepts
_____Solving math problems involving regrouping	_____Math Facts

Language:

_____Using correct capitalization and punctuation	_____Structuring complete paragraphs	_____Verbal
_____Using correct verb tenses	_____Composing complete sentences	_____Written
_____Possesses adequate written expression skills	_____Spelling	
_____Grammar	_____Receptive	

General/Behavioral:

_____Remaining on task	_____Paying Attention
_____Motivation	_____Turning in homework assignments
_____Peer interactions	_____Organizational skill
_____Adult interaction	_____Demonstrates persistence

Please answer the following.

- a) Does the student complete assignments? ____Yes ____No
- b) Does the student follow oral directions? ____Yes ____No
- c) Does the student complete written directions? ____Yes ____No
- d) Does the student work well within a group? ____Yes ____No
- e) Does the student work well independently? ____Yes ____No
- f) Does the student complete homework? ____Yes ____No

• What strategies have been used in this students' educational program to provide support to address the previously-mentioned concerns? (Specify length of time and results)_____

• Have you contacted parent/guardian about your concern? Y/N Date:_____

Explain below the outcome of parent contact:

• Please list any additional services the student is receiving (Title I, learning support, speech, tutoring, etc)

** Please attach a copy of the student's Grades and any Testing Results (ASSEST, CAT 4, etc)

** Please attach any additional information that may be applicable (previous evaluations, outside evaluations, medical implications, any other assessment data available, etc)

Signature	Title	Date of Referral
-----------	-------	------------------

**CONFIDENTIAL GUIDANCE COUNSELOR
REFERRAL FORM**

Date of Request : _____ Father's name : _____
Student Name : _____ Mobile Number : _____
Student Grade : _____ Mother's Name : _____
Gender : _____ Birth Date: _____ Mobile Number: _____

Reason(s) for Referral-Problems/Concerns related to: (Please check all that apply.)

- | | | | |
|--|---|---|--|
| ☐ Dramatic change in behavior | ☐ Nervous/anxious | ☐ Chews (paper/clothes/hair) | ☐ Academics |
| ☐ Worries | ☐ Perfectionist | ☐ Absences | ☐ Tardy |
| ☐ Daydream/fantasizes | ☐ Aggression/Anger | ☐ Makes Odd Sounds | ☐ Swearing |
| ☐ Grief | ☐ Fighting | ☐ Stealing | ☐ Always tired |
| ☐ Destruction of Property | ☐ Fears | ☐ Lying | ☐ Sadness |
| ☐ Work habits /organization | ☐ Bullying | ☐ Sexual Acting Out | ☐ Disrespectful |
| ☐ Completion of Assignments/H.W | ☐ Motivation | ☐ Defiant | ☐ Social Skill |
| ☐ Peer Relationship | ☐ Inattentive | ☐ Hurts self | ☐ Withdrawn |
| ☐ Personal Hygiene | ☐ Impulsive | ☐ Family Concerns | ☐ Drop out risk (H.S) |
| ☐ Cries easily | ☐ Over Active | ☐ Poor Confidence | ☐ easily distracted |
| ☐ Non-touchable/pulls away | ☐ Others_____ | | |

Clarify Referral Problem / History:

ACTIONS taken by the person referring this student

Have you contacted parent/guardian about your concern? Y/N
Explain below the outcome of parent contact:

Best time/Period to work with the students:

Name of the Referee:

Signature of Person Making Referral _____ Date of Referral _____

APPENDIX B: POLICIES

- 1. INCLUSION POLICY
- 2. EAL POLICY
- 3. AGT POLICY

POLICY	INCLUSION
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP/IMPLEMENTATION	IS THE RESPONSIBILITY OF ALL LEADERS
IN THE SCHOOL TO ENSURE THAT THE	POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2016
DATE OF REVIEW	AUGUST 2025
NEXT REVIEW	AUGUST 2027
LEAD PROFESSIONAL	PRINCIPAL
PERSONS RESPONSIBLE FOR REVIEWING	INCLUSION LEAD AND INCLUSION COORDINATOR

INCLUSION POLICY

The Inclusion Department envisions the following:

- Improve the quality of life of Students of Determination and their families by developing and disseminating essential skills, knowledge, and values through research, teaching, and service.
- Comprehensively work with learners, including Able, Gifted & Talented, EAL, and Students of Determination.
- Provide counselling and career services that facilitate students' personal development and services that educate students in developing self-awareness, self-reliance, and self-confidence to help them transition to the subsequent phases of life.

Policy Statement

Springdale's School Dubai strives to ensure that all students leave their settings as confident, resilient individuals, optimistic about their future, and equipped to deal with challenges – having a learning difficulty or disability is not seen as a barrier to making progress. There is a belief that all students can achieve. We encourage students to strive to gain independent learning skills and continually have the courage to take risks and develop personal responsibility to transition to adulthood successfully.

We follow Graduated Approach and we welcome pupils with a range of learning and related difficulties and provide an accessible curriculum that is effectively designed and implemented, enabling our students to fulfil their potential.

Graduated approach PPT

Aims

To consider legislation related to SEND, including UAE federal law 29/2006 regarding the rights of individuals with special needs, Action Plan for Inclusive Education of Children and Youth with Disabilities, MHRD, 2005- India CBSE, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014.

- To set suitable learning challenges and enable them to achieve their full potential.
- To provide full access for all pupils to a broad and balanced curriculum.
- To respond to each student's diverse learning needs and provide equal provision.
- To assist in adapting to and overcoming barriers to learning and assessment for individuals with particular educational needs.
- To create the least restrictive environment that meets the needs of all children.
- To ensure parents/caregivers are fully engaged in decision-making.
- To ensure that all involved with Students of Determination know the procedures for identifying, assessing, making provisions, supporting, and teaching them.
- To provide students full access to all school activities, including extracurricular activities, as far as it is reasonably practical and relates to the child's needs;

- To ensure the identification of all students requiring SEN provision as early as possible in their school career so that attainment can be raised; ensuring that parents of SEND students are kept fully informed of their child's progress and achievement.
- To ensure that SEND students are involved, where practicable, in decisions affecting their future education.
- To recognize the vital role of external agencies being involved in meeting the needs of the student and referring families to these agencies safely and responsibly.
- To ensure there is a smooth transition for the student between divisions of the school and transition to adulthood.

Admission to the School

Springdales School Dubai references the priority policy for the admission of students who are siblings of Students of Determination. For the new students, an assessment is made to identify their needs, provide appropriate placement, and cater to their educational requirements. The admission policy clearly states that admission is not conditional on medical diagnosis. No extra charges are taken from the parents of Students of Determination. Individual learning support assistants are directly appointed by the parent, and their salary is paid directly to them.

In case the identification of determined learners may have occurred before a student's enrolment at school. The parents must provide the relevant documentation per the parent Contract.

The school also reserves the right to cancel the admission if parents are unwilling to cooperate with the school on recommendations concerning the child's needs and fail to assist with what the school considers essential for the child's development. All such decisions will be made in consultation with the appropriate Head of Section and the Principal, the final arbiter. The Principal may call for additional expert opinion from outside the school to support a decision.

"SAWA" OUR INCLUSION UNIT

Springdales School supports the Dubai Inclusive Education Policy Framework (2017) and is committed to providing an environment that promotes inclusion, taking all steps available to accommodate students with different learning needs. Parents are not charged extra fees for specialist provisions or any other services.

The SAWA (inclusion) unit recognize learners of determination as fully participating members of a community of learners. All students are provided equitable access to learning, opportunities for achievement, and the pursuit of excellence in their Educational Programme. SAWA professionals ensure the full inclusion of determined learners, which is facilitated and made possible through implementing Individualized Educational Plans (IEPs) in collaboration with parents, teachers and other caregivers. Students of determination are supported in mainstream classrooms and in our specially designed and equipped SAWA Unit.

Parents are usually asked to view the services and arrangements the school offers before a mutual decision regarding a student's admission is taken and finalized.

Eligibility for the category of Learners of Determination (SEND) requires a certificate from a Clinical Psychologist stating that the child is ready for integration into mainstream education, and a licensed medical doctor should support the diagnosis. At the SAWA Unit, the Specialists provide informal assessments to identify Students of Determination.

The decision is based on the school's ability to cater effectively for such needs to benefit the students. To make parents responsible towards their child's learning and to cooperate with the SAWA team, they are asked to sign a mutual consent form and an intake form.

Assessment

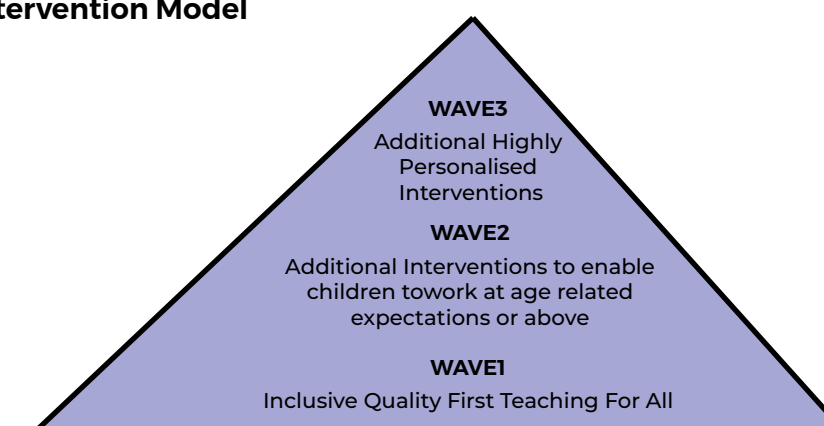
Identification

We consider a pupil to have a Special Educational Need and disability if he or she:

- Is experiencing significant difficulties achieving his/her learning goals compared with his/her peers.
- Has a disability that may prevent him/her making use of our educational facilities.
- Experiences effective communication and/or social interaction difficulties.
- Presents persistent emotional and/or behavioral challenges.

Students with identified learning needs will be supported according to the following 'Waves' of intervention:

Waves of Intervention Model



Wave 1 describes quality inclusive teaching, which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at students with similar needs, e.g., English as an Additional Language (EAL). Subject clinics can be offered to support students transferring from one curriculum to another so that knowledge and skills can be quickly aligned with the new curriculum.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one-to-one or specialist interventions, accommodation to assist learning in the classroom with the help of a Learning Support Assistant, if appropriate, use of assistive technologies and curriculum modification, which may include a focus on achieving core rather than extended knowledge and skills and offering bespoke pathways to developing competencies in skills for life and subject choices that include vocational pathways, e.g. ASDAN.

Teaching and Learning

The two approaches considered below are in-class support by the Specialist and students' pull-out for individual or small-group teaching in SAWA.

(a) Push-in Sessions:

We strongly consider the possibility of deciding for supplementary teaching by specialist teachers and individual learning-support assistants within the context of the mainstream class for wave 1, wave 2, and wave 3 students. Wave 1 students get class-support by the specialist as and when possible.

(b) Pull-out sessions:

Wave 2 and wave 3 students get pull-out sessions and in-class support under this arrangement. Students with determination are pulled out from mainstream classes for individualized or small-group teaching, often in literacy, mathematics, or social skills training.

A positive feature of a pull-out arrangement is that it addresses the student's specific needs

The decision to pull-out a student for individual or small-group teaching is taken in consultation with parent/KHDA exemption approval. The process involves consultation between subject teachers, specialist, the Head of the section, and parents. Before the pull-out sessions begin, an agreement should be reached on how long the pull-out intervention will last, the dates for a review of the program, and the review criteria.

Differentiation and Inclusion

Individual teachers must ensure they know the pupil's Individual Educational Plan (IEP) to accommodate and modify individual learning needs. In most cases, a pupil's particular condition will be met within the classroom by the class/subject teacher.

- Specialist and teachers will plan and deliver an Individual Education Programme (IEP) to meet the pupil's individual needs over and above those that can be completed by the usual curriculum, activities, and/or differentiation level in the classroom.
- The pupils' progress will be monitored and reviewed regularly.
- Parents will be kept informed of their child's progress and are invited to contribute to termly IEP reviews (if applicable).
- The Inclusion Lead or Specialist will offer advice on strategies and interventions to both the teachers and the parents.
- A pupil requiring a significant academic support level may elect not to study Arabic or a Second Foreign Language. Rather, they will use this time to work on their additional learning programs through SAWA pull-out sessions.
- The Exemptions in Arabic are sought through KHDA in coordination with School Arabic PRO or secretary as per the KHDA guidelines

Practice and Procedure

In adherence with **CBSE Circular: No. CBSE/COORD/112233/2019** on exemptions/concessions extended to Persons with Benchmark Disabilities for Class X & XII Examinations conducted by the CBSE and Standard Operating Procedure, the school follows to the above to extend several exemptions/concessions to Students of Determination. Students struggling to learn any subject get an option to pursue alternatives that range from finance to commerce.

<https://cbse.nic.in/newsite/attach/CWSN%20April%202019.pdf>

CBSE Circular: F.1002/CBSE/Dir (Acad)/Mathematics/2019: Introduction of two levels of Mathematics for All India Secondary School Examination from the Academic Session ending March 2020 onwards.

The students also have a choice to appear for either Mathematics Basic or Standard. Accommodation is provided as per the personalized needs of the students in internal/external board exams.

http://cbseacademic.nic.in/web_material/Circulars/2019/03_Circular_2019.pdf

CBSE Circular: No. CBSE/COORD/112233/2019

Record Keeping

It is responsibility of the inclusion lead to keep an updated register (SEN Provision Map) of pupils with Special Educational Needs and Disabilities. The data of pupils on the SEN Provision Map summarizes the need for support.

The Specialist will maintain adequate records for each student with determination receiving interventions with details of their pupils' case history, class observation logs, communications logs, IEPs, student passport, baseline report, the present level of functioning, term reports, individual learning support assistant records (where appropriate).

Staffing and Resources

An inclusive educational team includes the School Principal, Teacher Inclusion champions, Student Inclusion champions, Specialist, Individual Learning Support Assistants, and a parent representative. A clear job description with duties that the members are expected to complete as a function of their roles is in place.

Training

Internal training related to the education and provisions of Students of Determination is provided to all stakeholders handling determined learners. External professional development opportunities are provided to teachers from time to time. All the individual Learning support assistants (ILSA's) are ABA (Applied Behavioral Analysis) trained. New ILSA's are expected to finish the ABA training approved by KHDA within three months of the joining date.

English as an Additional Language (EAL)

POLICY	ENGLISH AS ADDITIONAL LANGUAGE
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP/IMPLEMENTATION	IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2016
DATE OF REVIEW	SEPTEMBER 2024
NEXT REVIEW	SEPTEMBER 2026
LEAD PROFESSIONAL	PRINCIPAL

1. Policy Statement

Springdales School Dubai is committed to providing quality education to all students, including those who require support in English as an Additional Language (EAL), ensuring an inclusive learning environment where EAL learners are supported in achieving academic success and social integration.

2. Aims

The aim of this policy is to:

- Provide clear guidelines for identifying, assessing, and supporting EAL students.
- Ensure all EAL students have access to appropriate learning opportunities and resources.
- Foster an inclusive environment that promotes equal participation in both academic and extracurricular activities.
- Support students' progression in English language proficiency, ensuring alignment with the UAE School Inspection Framework (Clause 19.2).

3. Approaches and Provisions:

The EAL referral, identification and support process follows the following route:

Identify – Referral – Class observation – Assessment – EAL Register – Support.

4. Identification and Assessment:

- All newly enrolled students will undergo an initial language proficiency assessment as per MOE UAE School Inspection Framework guidelines. This assessment helps determine the student's current CEFR level and the type of support needed (Tier1, 2, or 3).
- Regular progress monitoring will be conducted using formative and summative assessments to ensure the appropriate interventions are made.
- Provision of Support: The school follows a tiered approach to EAL provision based on the KHDA's criteria:

Tier 1: Universal Provision (In-Class Support)

This support is provided to all students within the regular classroom setting. Teachers use differentiated instruction, meaning they adapt their teaching methods to cater to the varying learning needs of students. In the case of EAL students, this might include using visual aids, simplified language, or group work to help with comprehension.

- Differentiated teaching methods and resources are integrated into mainstream classes.
- Teachers are trained to use visual aids, simplified language, and scaffolded instructions to make lessons accessible to EAL learners.
- Such as: Breaking tasks into smaller, manageable steps.
- Using visual aids, examples, or models to help students understand.
- Offering hints, cues, or guiding questions.
- Providing sentence starters or language frames for EAL learners.
- Giving feedback and prompts that guide students toward the correct answer without directly giving it.

- According to the Dubai Inclusion Policy Framework, every classroom must have inclusive practices that allow EAL students to participate fully in the learning process.

Tier 2: Targeted Support (EAL-Specific Sessions)

For students who need more help beyond what is offered in the regular classroom, targeted interventions are provided. These interventions often involve small-group sessions or additional practice in specific areas such as language skills or comprehension. The focus is on addressing particular challenges that are holding the students back.

- For students who require additional support beyond the classroom, small-group sessions are conducted focusing on key areas such as reading, writing, speaking, and listening.
- EAL teachers provide targeted intervention based on individual learning plans (ILPs) in line with Clause 16.1 of the DSIB School Inspection Supplement which encourages specific provisions for EAL learners to meet individual goals.

Tier 3: Specialist Intervention

This is for students who have significant difficulties and need highly individualized, intensive interventions. At this level, students may receive one-on-one instruction or specialized programs tailored to their unique needs. In the EAL context, this could involve personalized language instruction or significantly modified curriculum content.

In some cases, parents may be asked to engage a tutor at home to support language acquisition or to engage an Individual Learning Assistant (ILSA) who can act as a translator for a short period of time. The school will also attempt to connect pupils with a language buddy who may be further along their journey and can provide some mentorship.

- For students with significant language barriers, one-on-one sessions with EAL specialists are conducted to address specific needs in phonics, grammar, sentence structure, and comprehension.
- Students in this category may require individualized resources or modified curricula to access the mainstream content (aligned with Clause 21.3 of the MOE UAE School Inspection Framework).
- Collaboration with parents and caregivers is essential to support the language development process at home.

5. Use of Technology:

The use of technology will be promoted according to the student's age and stage of language development. To provide students with as much independence as possible, student will be encouraged to use:

- Bilingual dictionaries
- Translation applications.
- Speech to text and text to speech applications.
- Subtitles and audio speed adjustment.
- Applications like Re-Wordily to simplify text.

6. Provisions in Exams and Assessments:

EAL students are provided additional support in assessments, as stipulated by the MOE UAE School Inspection Framework and the KHDA Guidelines. This includes:

- Extra time during exams.
- Access to bilingual dictionaries.
- Modified test questions with simplified language when necessary.
- Provision of a prompter.
- Providing sentence starters.
- Fewer questions.
- Students are assessed in a way that reflects their ability in content knowledge without
- Language proficiency being the sole barrier, in line with Clause 19.5 of the Dubai Inclusion Policy Framework.

7. Ongoing Assessment:

- Formative assessments are used regularly to track the progress of EAL students, ensuring they are developing English proficiency while also accessing the curriculum.
- Summative assessments will include adaptations such as simplified language or oral assessments, aligned with the UAE School Inspection Framework (Clause 14.2).

8. Conclusion:

Springdales School Dubai remains committed to supporting EAL students by providing differentiated, targeted, and specialist interventions. This policy ensures compliance with national frameworks and guidelines, promoting language development and academic success for all students.

References:

- KHDA Guidance and Guidelines for Private Schools
- MOE United Arab Emirates School Inspection Framework
- DSIB School Inspection Supplement
- Dubai Inclusion Policy Framework
- UAE School Inspection Framework

Monitoring and Review

This policy will be reviewed annually to ensure it remains aligned with regulatory changes and the evolving needs of EAL students.

POLICY	ABLE, GIFTED & TALENTED POLICY
FUNCTION	FOR INFORMATION AND GUIDANCE
STATUS	RECOMMENDED
AUDIENCE	ALL STAKE HOLDERS
OWNERSHIP / IMPLEMENTATION	IS THE RESPONSIBILITY OF ALL LEADERS IN THE SCHOOL TO ENSURE THAT THE POLICY IS IMPLEMENTED
ISSUED FOR	THE SCHOOL COMMUNITY
VERSION	ROLL OUT T1 2016
DATE OF REVIEW	MARCH 2025
DATE OF NEXT REVIEW	MARCH 2027
LEAD PROFESSIONAL	PRINCIPAL
PERSON RESPONSIBLE FOR REVIEWING	INCLUSION LEAD INCLUSION COORDINATOR AGT COORDINATOR

ABLE, GIFTED & TALENTED POLICY

Policy Statement

At Springdales School Dubai, we believe that all pupils are entitled to receive the support and challenge necessary to help them to develop their full potential. The needs of able, gifted, and talented pupils are acknowledged as part of our overall inclusion policy. We recognize the importance of identifying a wide range of abilities and talents and providing opportunities to nurture them.

Aim

We aim to enable all our students to achieve high academic standards and therefore seek to:

- Identify AGT students using a data-based approach alongside a subject nomination system and provide appropriate curricular and extra-curricular provisions.
- Secure high-quality teaching appropriate to AGT students' differing needs and aspirations and foster an enthusiasm for learning through a varied program of curricular and extra-curricular activities.
- Ensure that each AGT student achieves his academic potential and that all achievements, both curricular and extra-curricular, are valued and celebrated.

Key Definitions

- 'More Able' refers to a child who has the potential to or is working above age or grade-related expectations in academic subjects.
- 'Gifted' refers to a child with a broad range of achievement at a level well above average age-related expectations, typically in the more academic subjects.
- 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.

These domains will include:

- Intellectual.
- subject specific aptitude.
- social maturity and leadership.
- mechanical/ technical/ technological ingenuity.
- visual and performing arts.
- psychomotor ability.

The term **"twice exceptional" or "2e"** refers to intellectually gifted children who have one or more learning disabilities such as dyslexia, ADHD, or autism spectrum disorder.

Gifted Programming Standards

Springdales School Dubai adopted the Gifted Programming Standards by National Association of Gifted Children (NAGC) as a guidebook for implementation of Gifted & Talented provision in our school. These standards are grounded in theory, research, and practice paradigms, they provide an important base for efforts on behalf of gifted learners at all stages of development.

Identification

Springdales School employs various methods to ensure a consistent and accurate identification process that collectively gives valuable information. The school will take advantage of information about students from a variety of sources:

- **Records of achievement (Internal and External)**

- i. CAT4 test Score ≥ 130
- ii. ASSET score
- iii. Internal Assessment
- iv. NGRT scores (2 age levels above)

(The above scores are triangulated and sent it across to the teachers for their feedback.)

- Teacher referral – general characteristics checklist to be used to support staff referral • Parental Referral
- Peer observation
- Formal tests (Renzulli Scales)
- Extra-curricular activities
- Team/group activities

Curriculum

The central aim of Springdales School is to provide all our students with positive educational experiences and opportunities that will enable them to discover and fulfill their potential. All programs of work will have opportunities for enrichment and extension activities.

Differentiation will be built into our curriculum planning through:

- Differentiation by outcome
- Differentiation by task
- Differentiation by the pace
- Differentiation by resources/materials/equipment

There will be a commitment to developing extension and enrichment materials which:

- Allow individual responses
- Encourage creativity and imagination
- Satisfy developmental stage rather than chronological age
- Stress process rather than content

Differentiated tasks will be made available when appropriate and other activities to complement our curriculum provision may include:

- Opportunities to develop leadership and communication skills
- Where appropriate, some students may be accelerated through a learning program
- Development of a resource base of extension and enrichment activities.

School Provision

In this policy, the words 'enrichment' and 'extension' have the following meanings:

Enrichment – an experience designed to supplement and enrich the regular curriculum.

Extension – moving the pupil to higher order skills, e.g., moving from knowledge to comprehension to application. In the classroom, We aim to meet the needs of very able and gifted pupils in the classroom by:

- Establishing a culture in which all pupils are encouraged to be as successful as they can and in which all pupils are valued for what they have achieved;
- Planning carefully to ensure that the teachers' high expectations lead to high levels of challenge for all pupils;
- Learning activities in the classroom which offer additional stretch through a combination of acceleration, enrichment, and extension;
- Learning in settings beyond the classroom, for example in real-life contexts which support problem-solving and application of knowledge and skills;
- Asking questions and setting tasks to develop pupils' abilities to think creatively and solve problems;
- Employing a range of questioning skills;
- Providing differentiated work;
- Providing constructive commentary on the pupils' work and offer advice on improvement steps;
- Involving pupils in their target setting;
- Providing extension tasks where appropriate or setting activities that broaden the pupils' understanding;
- Providing a range of teaching styles and encouraging a range of styles of response;
- Encouraging independent learning, experimentation, and seeing failures as stepping stones to success;
- Working with various other children, including similar ability and mixed ability groupings out of the classroom. (Genius Hour);
- In addition to the school-based activities, we value out-of-class activities. We will encourage all pupils to extend their skills and abilities by joining in school and community activities;
- We will endeavor to provide enrichment activities, including art, musical, and sporting

activities, and where necessary, work with colleagues and schools who can support this aim.

Roles and Responsibilities:

School Principal

- To lead the school in celebrating the achievement of all students and those who are AGT.
- To liaise with the AGT Coordinator & Head of SAWA on all policy matters.

AGT Coordinators

- To generate a Gifted and Talented cohort register and make this available to all staff.
- To review the register, maintain a shadow register and oversee the monitoring of and interventions for underachieving AGT students.
- To inform staff of any AGT issues.
- To be available to discuss development plans with subject leaders.
- To monitor and evaluate all aspects of the Gifted and Talented provision within the school.

Inclusion Lead

- To liaise with external providers regarding all extra-curricular & AGT provision aspects.
- To monitor and evaluate all extra-curricular AGT provisions.
- To organize and chair AGT-focused Teaching & Learning group meetings.
- To provide whole school or departmental-specific INSET in teaching and learning issues for AGT students in consultation with the AGT Coordinator.
- To promote AGT across the school, including amongst students.

Subject Leaders

- To establish a subject-specific Gifted and Talented plan of action within the subject area context.
- To identify gifted and talented students in their subject area, and update the nominations annually.
- To ensure that schemes of work make provisions to stretch and challenge the AGT students.
- To monitor provision within their department for AGT students.

Guidance / Career Counsellor

- To develop critical psychosocial skills and social-emotional growth in AGT students.
- To create future career-oriented goals and identify talent development pathways to reach their goals.

Librarian

- To promote the use of the library for research and pleasure for all students but to have the scope to stretch and extend the ablest.

All Teachers

- To access the Gifted and Talented cohort register and to know which students in each class fall into this group, both for the overall AGT list and those specific to their subject areas.
- To understand the departmental system for nominating AGT students and contribute to these nominations.
- To offer teaching and learning strategies that challenge the Gifted and Talented students and align with the departments' plans and schemes of work.

Monitoring and Review of AGT provision

- The provision for AGT students will be reviewed on a half-termly basis by subject leaders & AGT coordinator.
- The AGT Teaching and Learning group will review the progress of critical pupils as an agenda item at each meeting.
- THE AGT Coordinator and Head of SAWA will meet once a term to review the list and any underachievement.

EXEMPTIONS/CONCESSIONS RULES APPLICABLE FOR BOTH CLASS X & XII BOARD EXAMINATIONS

A. GENERAL EXEMPTIONS/CONCESSIONS

S.No.	CONCESSIONS	ILLUSTRATION
1.	Issuing Authority of Medical Certificate	The medical certificate issued by the following agencies/organisations will be considered for granting concessions to disabled candidates. i) Disability Certificate(s) issued by Government hospitals controlled by either the Central or State Governments from the Chief Medical Officer/ Civil Surgeon /Medical Superintendent. ii) Disability Certificate(s) issued by Recognized institutes of national level viz National Association for the Blind, Spastic Society of India etc; and iii) Disability Certificate(s) issued by Non-governmental Organizations/ practitioners registered with Rehabilitation Council of India/Central Government/State Government of the Respective State. iv) The disability certificate issued by the competent authority at any place shall be accepted. v) The proforma of the certificate regarding physical limitation for an examinee to write is annexed at Annexure-A.
2.	Facility of Scribe and Compensatory Time	i) Candidates with disabilities as defined in the Rights of Persons With Disabilities Act 2016 are permitted to use a Scribe or allowed Compensatory time as given below or both: For paper 3 hours duration 60 minutes For paper of 2 1/2 hours duration 50 minutes For paper of 2 hours duration 40 minutes For paper of 1 1/2 hours duration 30 minutes ii) For Categories of disabilities for which scribe/reader/writer/adult prompter is permissible please refer to the Annexure-C
3.	Appointment of Scribe and related instructions	i. The candidate shall have the discretion of opting for his own scribe/ reader or request the examination centre for the same. ii) In case Scribe/Reader is provided by Examination Centre, the qualification of Scribe should not be more than the minimum Qualification criteria of the examination, however, the qualification should always be matriculation or above. iii) In case the candidate is allowed to bring his own scribe, the qualification of the scribe should be one step below the qualification of the candidate taking examination. The person with benchmark disabilities opting for own Scribe/Reader should submit the detail of the own scribe/ Reader as per proforma at Annexure-B Candidate shall also have the option of meeting the scribe two days before the examination. iv) Candidates will be allowed to change Scribe/Reader in case of emergency. The candidate shall also be allowed to take more than one scribe/reader for writing different papers specially for languages. However, there can be only one scribe per subject.

		v) Centre Superintendent of the examination centre concerned shall forward to the concerned Regional Officer of the Board, a report giving full particulars of the candidate and of the scribe. vi) Suitable room shall be arranged for the candidate for whom a scribe is allowed and a separate Assistant Superintendent shall be appointed by the Centre Superintendent to supervise his/her examination. vii) Services of Scribe shall be provided free of cost. viii) The Scribe shall be paid remuneration by the Centre Superintendent as per norms of CBSE.
4.	Other General instructions/ facilities	i) To facilitate easy access, a few selected schools are made examination centres for special students. ii) Teachers from schools for visually impaired are appointed as Assistant Superintendent(s) (Invigilators) at the special examination centres for visually handicapped. However, precaution is taken to appoint different subject teachers on different days. iii) Answer books of Candidates with Benchmark Disabilities are sent separately by the Centre Superintendents to the concerned Regional Office. iv) A separate column is provided on the title page of the answer book for indicating the category of disability. v) Use of calculator is not permitted in any of the examinations conducted by the Board. vi) Magnifying glass/Portable video magnifier is also allowed to Visually Impaired candidate. vii) For Categories of disabilities for which Computer is permissible please refer to the Annexure-C. viii) Computer will be allowed as per the actual need and skills of the students with disabilities duly supported by certificate issued by registered medical practitioners / qualified psychological consultants recommending use of Computer facility for writing the examination citing the ground on which recommendation for use of computer has been made. Such permission shall be subject to the followings:- (a) Use of computer shall be limited to only for typing answers, for viewing the questions in the enlarged font size, for listening the question items. Concerned candidate shall bring his / her own computer or laptop duly formatted and the Centre Superintendent shall allow such candidate after an inspection by the Computer teacher and the same teacher may do the monitoring of the use of the computer. Centre Superintendent may compensate for the loss of time, if any, and record the same. (b) The computer / laptop brought by the candidate will not have any internet connection so as to maintain the sanctity of the examination. (c) The candidate shall use the computer / laptop only for the purpose for which permission has been taken. (d) Such requests along with specific recommendation by the competent medical authority / qualified psychological consultants, shall be sent to the concerned CBSE Regional Office.

		(e) Responsibility for use of computer shall lie on the candidate and Board shall not be liable for any consequences arising out of any mis-happening on account of use of computer. ix) Provision of Reader to read the question paper in case student with disability does not want scribe facility will be allowed but the Role of Such Person will be limited to Reading of Question Paper. Request for such permission should be made by the candidate through Principal with specific recommendation by the registered medical practitioners / authorized psychologist. Such cases will be referred to the CBSE Regional Office by the school Principal and permission will be accorded on a case to case basis based on merit. Such candidates will not be allowed to use scribe facility. X) For Categories of disabilities for which relaxation in attendance is permissible please refer to Annexure-C. Relaxation in attendance upto 5% may be considered for candidates with disability who are unable to attend the school for prescribed days. Such recommendations with attendance details must come from the Principal of the school of the candidate alongwith supporting certificate from the registered medical practitioners / authorized psychologist.
5.	Fee	Registration and Examination fee for classes IX,X,XI,XII will not be charged from visually impaired candidates as referred to in Annexure-C .

A. GENERAL EXEMPTIONS/CONCESSIONS

1. CLASS (X)

S.No.	SUBJECT	EXEMPTIONS/CONCESSIONS
1.	Exemption from third language	Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 will be exempted from third language.
2.	Flexibility in choosing subjects	Candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of studying one compulsory language as against two. This language should be in consonance with the overall spirit of the Three Language Formula prescribed by the Board. Besides one language any four from amongst the following groups can be offered: Group 1 Mathematics, Science, Social Science, another language, Music (Any one), Painting, Home Science, Elements of Business, Elements of Book Keeping and Accountancy, Computer Applications Group 2 Any One Skill Subject (except Automotive) for Regular Candidates Only Note: Information Technology from Group 2 cannot be offered if Computer Applications from Group 1 is opted. (b) Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component at Secondary level. However, candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of taking up Music, Painting, Home Science as the subjects of study.

		(c) Physio-therapeutic exercises are considered as equivalent to Health and Physical Education course of the Board.
3.	Alternate questions /Separate Question	i) Alternative type questions are provided in lieu of questions having visual inputs for visually impaired candidates in the subject Social Science. ii) With effect from 2020, in lieu of large font Question Papers, candidates will be allowed to use magnifying glasses/portable video magnifiers.

2. CLASS (XII)

S.No.	SUBJECT	EXEMPTIONS/CONCESSIONS
1.	Flexibility in choosing subjects	Bonafide residents of Delhi appearing as Private candidate as per provisions of Examination Byelaws cannot take subjects having Practical Component. However, candidates with disabilities as defined in The Rights of Persons with Disabilities Act 2016 have the option of taking Music(Any one), Painting, Home Science as the subjects of study.
2.	Separate question paper and questions in lieu of practical component	(a) Disabled candidates are given separate question papers containing Multiple choice questions based on Practical component in lieu of practicals in the subjects of Physics, Chemistry and Biology (b) Question papers administered in the subjects of Physics, Chemistry, Mathematics and Biology are without any visual input. (c) Alternative type questions are provided in lieu of questions having visual inputs in the subjects of History, Geography and Economics Note: For Categories of disabilities for which separate question paper is permissible please refer to Annexure-C

Students studying in schools affiliated to the Board and desirous of availing the exemptions/concessions should approach the concerned Regional Office of CBSE through the Head of their Institution preferably while in Class IX and/or XI. The request should be supported by relevant medical certificate and recommendation of the Head of the School/Institution. Only those students would be considered for grant of exemption/concession in whose respect relevant category has been entered during registration in Class IX and/or XI.

Advisory to schools as per the Guidelines of Inclusive Education of Children with Disabilities (IECD):

- Ensure that no child with special needs is denied admission in Mainstream Education
- Monitor enrolment of disabled children in schools
- Schools to provide support through assistive devices and the availability of trained teachers
- Modify the existing physical infrastructure and teaching methodologies to meet the needs of all children including Children with Special Needs
- Ensure that the school premises are made disabled friendly by 2020 and all educational institutions including hostels, libraries, laboratories and buildings have barrier free access for the disabled
- Ensure availability of Study material for the disabled and Talking Text Books, Reading Machines and computers with speech software
- Ensure adequate number of sign language interpreters, transcription services and a loop induction system for the students with Speech Language disability
- Revisit classroom organization required for the education of Children With Special Needs
- Ensure regular in-service training of teachers in inclusive education at the elementary and secondary level.

CBSE has 16 Regional Offices which deal with matters of different states. Contact number, jurisdiction and address of Regions! Offices is available on the website of CBSE i.e. www.cbse.nic.in. CBSE has also a Helpline 1800-11-8002 which is function on all working days from 9 AM -5.30 PM.

STANDARD OPERATING PROCEDURE FOR AVAILING EXEMPTIONS

STEP I: Parents should go through the consolidated instructions issued by CBSE.

STEP II: Parents get the child examined by the Competent Medical Authority and obtain requisite Medical Certificate of Disability.

STEP III: For availing any exemption, parents will have to make a request to school along-with copy of certificate of disability by latest by 7th July 2019- The draft application is annexed at **Annexure-D**. School will acknowledge the request made by the candidate.

STEP IV: School will forward the request to concerned Regional office of the Board latest by 15th July, alongwith specific recorxnendation. In case of rejection by the school, the same should also be sent to Board alongwith reasons of such rejection.

STEP V: Regional Office will examine the request in accordance with the rules of the Board. In case of rejection, reasons for the same will be intimated.

CERTIFICATE REGARDING PHYSICAL LIMITATION IN AN EXAMINEE TO WRITE (SUGGESTIVE)

This is to certify that, I have examined Mr/Ms/Mrs _____ (name of the candidate with disability), a person with _____ (nature and percentage of disability as mentioned in the certificate of disability) S/o/D/o _____ a student of _____ (School name & address) and to state that he/she has physical limitation which hampers his/her writing capabilities owing to his/her disability.

Signature
Chief Medical Officer/Civil Surgeon/Medical Superintendent of a
Government health care institution

Name & Designation.
Name of Government Hospital/Health Care Centre with Seal

Place

Date

Note : Certificate of disability should be given by a specialist of the relevant stream/disability (eg. Visual impairment — Ophthalmologist, Locomotor disability — Prthopaedic specialist/PMR).

LETTER OF UNDERTAKING FOR USING OWN SCRIBE

I _____ a Student of _____
(name of the school), S/o _____ bearing Roll No. _____
_____ will be appearing at _____ (name of the centre). My
qualification is _____

I do hereby state that _____ (name of the scribe) will provide the service of scribe/reader for the undersigned for taking the aforesaid examination.

I do hereby undertake that his qualficaiton is _____. In case, subsequently it is found that his qualification is not as declared by the undersigned and is beyound my qualification, I shall forfeit my right and claims relating to this examination.

(Signature of the candidate with Disability)

Place

Date

TABULAR SUMMARY OF EXEMPTIONS

(A) PHYSICAL DISABILITY- LOCOMOTOR DISABILITY

							Scribe and compensatory time in case of hand dysfunction	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
1A(a)	H	1	2	3	4	5	6	7	8	9	10	11
1A(a)	HL	Leprosy cured persons	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
1A(b)	HC	Cerebral palsy	YES	YES	YES	YES	YES	YES	YES	YES	YES	--
1A(c)	HD	Dwarfism	YES	YES	YES	YES	YES	YES	YES	--	YES	--
1A(d)	HM	Muscular Dystrophy	YES	YES	YES	YES	YES	YES	YES	YES	YES	--
1A(e)	HA	Acid Attack Victims	YES	YES	YES	YES	YES	YES	YES	YES	YES	--

(B) PHYSICAL DISABILITY- PHYSICAL IMPAIRMENT

							Scribe and compensatory time in case of hand dysfunction	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
1A(a)	B	1	2	3	4	5	6	7	8	9	10	11
1B(a)	BB	Blindness	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
1B(b)	BL	Low Vision	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES

(C) PHYSICAL DISABILITY- HEARING IMPAIRMENT

							Scribe and compensatory time in case of hand dysfunction	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	D	1	2	3	4	5	6	7	8	9	10	11
1C(a)	DD	Deaf	YES	YES	YES	--	YES	YES	YES	YES	YES	--
1B(b)	DH	Hard of Hearing	YES	YES	YES	--	YES	YES	YES	YES	YES	--

(D) PHYSICAL DISABILITY- SPEECH AND LANGUAGE DISABILITY

							Scribe and compensatory time in case of hand dysfunction	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	D	1	2	3	4	5	6	7	8	9	10	11
1D(a)	DS	Speech & Language Disability	YES	YES	YES	--	YES	YES	--	YES	YES	--

2. INTELLECTUAL DISABILITY

						Examination through Computers	Scribe and compensatory time in case of hand dysfunction	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	C	1	2	3	4	5	6	7	8	9	10	11
2(a)	CS	Specific Learning Disabilities -Dyslexia -Dysgraphia -Dyscalculia -Dysprasia -Developmental aphasia	YES	YES	YES	--	YES	YES	--	--	YES	--
2(b)	CA	Autism spectrum disorder	YES	YES	YES	--	YES	YES	--	--	YES	--

3. MENTAL BEHAVIOUR

							Scribe and compensatory time in case of hand dysfunction	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	S	1	2	3	4	5	6	7	8	9	10	11
3(a)	SM	Mental Behaviour	YES	YES	YES	--	YES	YES	--	--	YES	--

4. DISABILITY CAUSED DUE TO - CHRONIC NEUROLOGICAL CONDITIONS & BLOOD DISORDERS

						Examination through Computers	Scribe and compensatory time in case of hand dysfunction	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	S	1	2	3	4	5	6	7	8	9	10	11
4(a)	SN	Chronic Neurological Condition i) Multiple Sclerosis ii) Parkinson's disease	YES	YES	YES	--	YES	YES	--	YES	YES	--
4(b)	SB	Blood disorder (i) Haemophilia (ii) Thalassemia (iii) Sick cell disease	YES	YES	YES	--	YES	YES	--	YES	YES	--

5. MULTIPLE DISABILITIES

						Examination through Computers	Scribe and compensatory time in case of hand dysfunction	Examination room on ground floor	In the subjects where practical are involved, theory paper of the same marks can be provided as happens in case of visual impairment.	Permitting assistive devices during exam (with doctor's advice)	Options of skill based subjects	Waiving off registration fees for IX/X & XI/XII Examinations
	S	1	2	3	4	5	6	7	8	9	10	11
5(a)	SD	Multiple Disabilities	YES	YES	YES	--	YES	YES	--	--	YES	--

Principal
(Write School Name & Address here)

Sub: Availing exemption as provided for Disabled students under the Right to Persons with Disabilities Act 2016.

Sir/Madam,
My ward with following credentials is student of your school:-

1. Name: _____

2. Admission No. _____

3. Class: _____ Section _____

4. Nature of Disability: _____

It is requested that following exemption(s) may be granted to my ward:-

a. _____
b. _____

The details of Scribe opted by me is as under:-

Date: _____ (Signature of Parent)
Name: _____
Email ID: _____
Contact No. _____
Address _____

Enclosure: Medical Certificate

SCHEDULE FOR MAKING REQUEST TO AVAIL FACILITIES/EXEMPTIONS IN CASE OF PWD CANDIDATES OF CLASS X/XII

S.No.	ACTIVITY	LAST DATE
1.	Schools will inform to the PWD candidates about exemptions/concessions extended by CBSE during annual examinations.--- Schools will make a list of PWD students after submitting LOC	At the beginning of the academic session.
2.	Students/Parents will make the request to their School for seeking exemptions/concessions during annual examinations alongwith required Certificates/Documents	Upto 7th July of the academic year
3.	Schools will compile all such requests in tabular form with required Certificates/Documents. Only one request will be sent by each school to the Regional Office for necessary approvals.	07 days from the date of activity of S.No.2 i.e. by 15th July
4.	Regional Office will communicate deficiency, if any, to the schools.	21 days from the date of activity of S.NO 3 i.e. by 15th August
5.	Schools will communicate fulfilment of deficiency to Regional Office.	10 days from the date of activity of S.No.4 i.e. by 15th August
6.	Regional Office will communicate approval to the schools.	05 days from the date of activity of S.No.5 i.e. by 25th August
7.	School will communicate approval of the CBSE to the students	05 days from the date of activity of S.No.6 i.e. by 30th August

While requesting to the Regional Office for exemptions/concessions, schools will also inform the following: -

1. In case of class-XII, has candidate availed the facilities in class-X & XI
2. In case of class-X, has candidate availed the facilities in class-IX?

Above said exercise will help the PWD candidates in getting their approvals on time and help the CBSE in taking care of these students while allotting Roll Numbers for Board's Examinations.

SCHEDULE FOR FORMING PANEL OF SCRIBES/READERS/LAB ASSISTANTS TO BE PROVIDED TO PWD CANDIDATES OF CLASS X/XII BY THE SCHOOLS IDENTIFIED AS EXAMINATION CENTRES, IN CASE REQUIRED TO BE PROVIDED

S.No	ACTIVITY	LAST DATE
1	Schools identified as examination centres to prepare a panel of Scribes/Readers/Lab Assistants	Within 07 days of getting information of centre fixation
2	Centre Supdts to send the panel to the concerned Regional Office for approval	To reach concerned RO within 07 days of activity at Sl. No.01
3	Approval to be communicated to the Centre Superintendents by Regional Offices	Within 15 days of activity at Sl. No. 02

Let your child's **imagination GROW**, their **curiosity DEVELOP** and their **brilliance SHINE**

Give Your Child Wings to Fly



SCAN & GET YOUR WINGS



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SPRINGDALES SCHOOL DUBAI

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