

Al Ittihad National Private School Al Ain



Inclusion Policy AY 2024-2025

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I. Inclusion Statement

Al Ittihad National Private School Al-Ain (INPSAA) values the importance of inclusive education for our learners in all levels. We recognize our students as unique individuals, developing at their own pace; academically, socially, and emotionally. We endeavor to make sure that at the heart of our inclusion practices and ethos is the well-being and development of our students.

INPSAA aims to deliver inclusive provision to our learners by removing existing barriers to inclusion. We work in collaboration with teachers, parents, and the school leadership team to identify needs and use best practices when devising suitable interventions. A wide spectrum of research-based strategies and accommodations are offered by the Inclusion Department to provide support and cater to the individual needs of all students. Every member of the school staff shares the responsibility and ownership to remove barriers to learning for all learners regardless of age, gender, ethnicity, family background, special/exceptional needs, and attainment.

INPSAA strives to become a fully inclusive school, and as such, it is the school's policy to meet all the diverse needs of all students who are admitted. Furthermore, all potential students are not refused admission based on their existing diagnosis. We ensure that students are placed in the least restrictive environment and provide suitable challenges to students who are identified with special needs so that they bring out their full potential. Our aim is for all our students to grow up and become role models and active contributors in society.

At INPSAA, we believe that every child is unique and acknowledges the importance of helping every student to recognize the spectrum of their capabilities in order to fulfill their potential. We ensure that a reliable and effective procedure is in place to identify students who are gifted and talented. We recognize the different categories of giftedness and talent and make sure that we provide ample and challenging opportunities for our gifted and talented learners to further develop their assets.

II. Vision, Mission, and Core Values

2.1. Vision

“A generation of heritage guardians and global thinkers”

2.2. Mission

To provide a nurturing learning environment which motivates students to develop and exercise essential leadership skills for the 21st century. Our programs promote lifelong learners who display self-discipline, the ability to work effectively and respectfully with diverse teams, tolerance and acceptance of others, whilst encouraging them to become global citizens who stay true to their heritage.”

2.3. Core Values

Heritage guardians, global thinkers, tolerant, leaders, team players, self-disciplined, life-long learners.

III. Inclusion Department Mission

INPSAA’s Inclusion Department supports the school’s vision and mission and firmly believes that every learner can achieve their fullest potential through a continuum of educational provision. We work in collaboration with the school faculty and staff, alongside the parents to provide an inclusive program that caters for the diverse needs of students with special educational needs and disabilities.

At INPSAA, we are guided by the UAE Federal Law No. 29 of 2006 concerning the Rights of People with Special Needs and Policy 48 (Students with Educational Needs) of ADEK’s Private School’s Policy and Guidance Manual 2023 (October)3.3.

Teaching and Learning Resources

3.1 Objectives

The objective of the inclusion policy is to implement a whole school initiative with an action plan to provide necessary procedures in explaining the referral procedure, outlining the method of identification, assessment, and provision to all identified students with special needs and those who are gifted and talented.

3.1.1 INPSAA's Inclusion Policy aims to:

- Support the school's mission and vision statement.
- Enable students of determination to reach their full potential.
- Outline the identification, assessment, provision and referral procedures.
- Summarize the planning, implementation, and review of Individual Education Plans (IEP) and Advanced Learning Plans (ALP).
- Explain the monitoring of student progress and evaluation.
- Cultivate positive relationships between all responsible parties in the student's learning and development.

3.1.2 The Inclusion Department plans to achieve these aims by:

- Providing an environment that supports individual student needs.
- Working collaboratively with all stakeholders such as students, parents, teachers, school leaders, and the community.
- Providing realistic student goals that promote sustainable life success.
- Further developing the school community's understanding of inclusive education.

3.2 Success in Inclusion

3.2.1 Successful inclusive education indicators are:

- Students are engaged in meaningful work that supports their educational goals and develops their self-esteem.
- A culture of collaboration in an environment of mutual respect that also celebrates diversity and promotes tolerance.
- Students are motivated and work to achieve their full potential.

3.3 Inclusion Services and Provision

At INPSAA, students identified as having special needs are placed in the least restrictive environment. They receive most of their instruction within the general classroom setting. Inclusive services and provisions include the following:

- Differentiated instruction
- Research based classroom accommodations and strategies
- Appropriate testing accommodation
- Use of assistive technology, specialized devices
- Creation of Individualized Education Plan or IEP
- Creation of Behavior Intervention Plan or BIP

- Small group support class and intervention
- 1-on-1 support class and intervention
- Inclusion assistant (IA)
- Modified curriculum and assessment

3.4 Special Education Categories

3.4.1 Special Educational Needs

Definition: “The term Special Educational Needs (SEN) is the overall description for any disability, disorder, difficulty, impairment, exceptionality or any other additional need that affects a student’s access to learning and their educational performance. These students require additional provision beyond that provided in general classrooms to achieve the greatest benefit from the curriculum.

3.4.2 Special Education

Definition: It describes the additional provision that is made to meet special educational needs to ensure that all students, including those who are gifted and talented, can reach their full potential.

3.4.3 Disability, Impairment, Disorder

Definition: These are medical terms used to describe a diagnosis or an organic disorder or pathology. Educational needs arise in the form of disabilities, impairments, or disorders. Such needs are long term or permanent, and where they are significant the student is entitled to special education support services via referral to the external agencies.

A student may have a disability, disorder, or impairment that does not affect their ability to access the curriculum and does not affect their educational performance. Such a student does not have special educational needs. Others have mild disabilities, disorders or impairments that are described under “learning difficulties” which should be met by schools at stage 1 of the staged response.

3.4.4 Difficulties or Learning difficulties

These are terms that describe educational problems that should be addressed in the first instance through effective classroom practices. In some cases, there may be a genetic or neurological basis for difficulties demonstrated in one or more areas of learning. In other cases, problems arise principally from the interaction between a student and their educational context. These difficulties may be behavioral, emotional or related to specific aspects of learning. They may be short or long term, and schools need to address these difficulties through teaching and learning approaches, consistent behavior management, and in-school academic support services via the Inclusion Support Team.

Unless a student has already been diagnosed with a disability, disorder or impairment that has a significant effect on their learning: schools should apply Stage 1 processes for learning difficulties in the first instance. If a student's progress continues to be of concern once these interventions have been in place, referral for further assessment may be required.

3.4.5 Special Education Categories of Disabilities and Definitions

Barrier to Learning	Categories of Disabilities
Cognition and Learning	<ol style="list-style-type: none"> 1. Intellectual Disability 2. Specific Learning Disorder 3. Multiple Disabilities 4. Developmental Delay (younger than five years of age)
Communication and Interaction	<ol style="list-style-type: none"> 5. Communication Disorder 6. Autism Spectrum Disorder
Social, Emotional, and Mental Health Disorder	<ol style="list-style-type: none"> 7. Attention Deficit – Hyperactivity Disorder 8. Psycho-emotional Disorder
Physical, Sensory and Medical	<ol style="list-style-type: none"> 9. Sensory impairment 10. Deaf-blind disability 11. Physical Disability 12. Chronic or acute medical conditions

3.5 Practices and Procedures

INPSAA believes that to enable students with special educational needs to reach their full potential, we must identify them at the earliest opportunity and provide early intervention.

Teachers take charge of the individual progress of students with special needs in their classes and provide invaluable input for the initial identification and referral of a student. In line with best practices, the school is to follow a graduated approach in the identification, assessment, and support of students referred to the inclusion department.

- **Admission Procedures:**

As an inclusive school, INPSAA values principles of inclusion such as equality and tolerance. As such, we attempt to accommodate all the diverse needs of our students, and it is our aim to admit all students who can benefit from the education offered by the school.

The INPSAA admits students with students of additional learning needs and offers additional appropriate learning support as required or needed. As per ADEK's guidelines, the school has the right to charge additional fees for the provision of extra support as per their individual needs and the external report. The additional fees must not exceed 50% of the approved tuition fees for other students. **No Additional fees for SOD services /enrollment IN INSPAA .**

- **Application Process:**

- Inquiry
- Submission of documents
- Interview and entrance exams
- Assessment of application

If a child is identified as having special needs during the admission process, the inclusion department will request a follow-up interview. Upon meeting with all the stakeholders involved such as parents, teachers and school administration, the inclusion team will determine the appropriate placement and provision that the child will be receiving.

3.5.1 TIERS / Waves of Intervention

Waves of Intervention Model



- **TIER (WAVE) 1: Inclusive Quality First Teaching for All**

The class teacher is responsible for differentiating work for all students. After receiving a student referral, the inclusion team conducts a review of the student's academic and performance history, medical history, and if appropriate, a classroom observation in the area of concern may be conducted. Parents, teachers, and other professionals working with the child provide information to help in developing a short-term IEP.

The teacher plans activities to be given to the students at the appropriate level of need for success and progress to be achieved. The teacher also takes into consideration the students' different learning styles and focuses on their strengths. The inclusion team makes recommendations for tier 1 interventions to immediately improve the student's academic performance.

Periodic progress monitoring internal and external assessment data is performed by the class teacher and inclusion team.

Classroom strategies and interventions are tracked by the class teacher. If the student's progress is not adequate (meeting grade-level requirements), the inclusion team may determine that the student needs to receive tier 2 interventions. The class

teacher informs the head of inclusion about the concern and a referral form will be given to the teacher to answer.

- **TIER (WAVE 2): Additional Interventions**

The student is placed in the inclusion register so that all the staff involved are aware of the students' additional needs.

The inclusion team conducts internal screening assessments for specific areas of concern. If required, an external agency may be contacted in order to provide an assessment. Additional and/or different strategies, activities and resources are used to meet the specific needs of the student.

Members of the inclusion support team will meet with the parents, teachers, therapists, and other professionals working with the child to review the progress and develop a detailed Individual Education Plan or IEP. The IEP has specific targets and strategies that will help support the student and remove barriers. If appropriate, the student may need to receive support from external agencies, such as therapy.

There will be access to an inclusion teacher for interventions and support. Small group and/or 1-on-1 support classes will be provided in accordance with the level of needs.

Regular progress monitoring of internal and external data will be performed to ensure growth. Most students should make progress with additional help but if adequate progress is still not achieved after tier 2 targets and strategies are applied, advice is requested from outside agencies.

- **TIER (WAVE 3): Highly Personalized Interventions**

The student is placed in the inclusion register so that all the staff involved are aware of the students' additional needs.

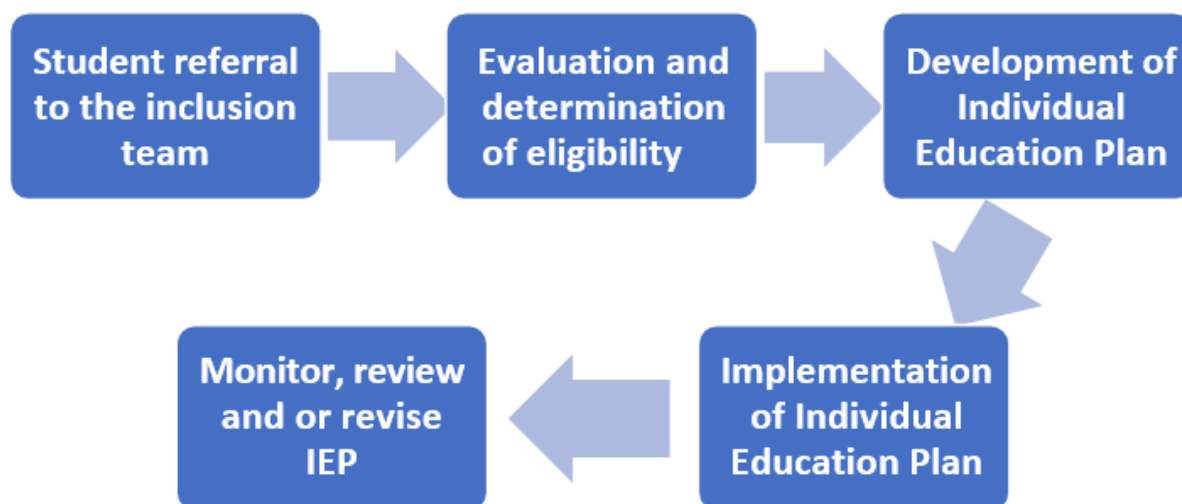
The inclusion team conducts internal screening assessments for specific areas of concern. If required, an external agency may be contacted in order to provide an assessment. Additional and/or different strategies, activities and resources are used to meet the specific needs of the student.

A detailed IEP with specific targets and strategies is created to help support the student and remove any barriers. If appropriate, the student may need to receive support from external agencies, such as therapy.

There will be access to an inclusion teacher for interventions and support especially for the core subjects English, Math and Arabic. A small group and/or 1-on-1 support classes will be provided in accordance with the level of needs. The student will be assigned a learning support assistant that will work with them closely for a specific time in school depending on their needs. The curriculum will be modified under the supervision of the inclusion team as needed.

3.5.2 Identification

The following 5-step process is used to determine eligibility for inclusion support services.



- **Student referral to the inclusion team**

The student support team consists of the section principals, coordinators, social workers, and the inclusion team meets regularly to review the academic performance of the students who are experiencing learning problems.

The student support team conducts a review of the student's academic performance history, medical history, and makes a classroom observation.

The student support team recommends Tier 1 interventions intended to improve the student's academic performance. The student's progress is monitored for a maximum of 4 weeks and data is reviewed weekly for discussion.

If the student's progress is adequate, and the Tier 1 support appears successful, interventions may be discontinued when no longer needed.

- **Evaluation and determination of eligibility**

If the student's progress is not adequate (meeting grade level expectations), the student support team may determine that the student needs to receive Tier 2 interventions. A referral form will be given to the teacher to complete and return to the student support team.

The head of inclusion will conduct a meeting with the team members and students' parents to discuss the results and determine the student's eligibility and need for inclusion programs and related services.

If Tier 1 and Tier 2 interventions have been provided but the student fails to make adequate progress, the student will move to Tier 3 to receive more intensive support. Members of the student support team will meet to review the data and schedule a meeting with the parents to discuss the next steps.

During the parent meeting, a long-term IEP will be developed to address the students' needs. At this stage, if the student support team can share information with parents about qualified professionals and external agencies that can administer further formal assessments to the child. It should be noted though that this is not a pre-requisite for students to receive more intensive learning support services.

- **Development of the Individual Education Plan (IEP)**

If the inclusion team determines that the student is eligible to receive inclusion services and provisions, an IEP meeting is held with all the stakeholders. An IEP is developed focusing on the goals, accommodations, and modifications that are needed to meet the educational needs of the student. Classroom and testing accommodations are also detailed in the IEP.

Accommodation are changes that do not alter what is being taught and include changes in the environment, curriculum format, or equipment that allows an individual with additional needs to gain access to content or complete assigned tasks.

An Individual Education Plan, commonly known as IEP, is a personalized plan and record of the actions undertaken to ensure that students with additional needs are fully included in our learning community and have an equal opportunity to fulfill their potential. In line with contemporary research, IEPs at the school are written and implemented according to the following principles:

- IEPs should be working documents with a practical value in the present moment – they should not be a “paper exercise”.
- IEP’s should act as a profile outlining a student’s particular strengths and difficulties.
- IEP’s should actively involve the student, parents, colleagues and where necessary, external agencies.
- IEPs should outline action additional and different to everyday classroom practice, taking into account what the student can already do independently.
- IEPs should be accessible to everybody involved, avoiding technical terms and “information overload”.
- IEPs should be clearly written and focus on three or four key targets using SMART objectives.

- **Implementation of the IEP**

Special education services are provided to the students in accordance with the recommendations in the IEP. An IEP should be implemented immediately after parent approval.

The IEP states the SMART targets set for the student, teaching strategies and provisions to be put into place, additional therapies, when the plan is to be reviewed, and outcome of the action taken.

The class teacher will work closely with the inclusion team to evaluate the effectiveness of the intervention. A weekly follow-up report will be completed by the teacher to monitor the growth and progress of the child. The class teacher remains responsible for working with the student every day.

IEPs will be reviewed every term. The school will hold annual reviews, and the parents’ views on their child’s progress will be actively sought. Wherever possible or appropriate, the school will involve the student in this process.

- **Monitor, Review and Revise IEP**

The inclusion team is responsible for overseeing the implementation of the IEP and will prepare an annual review report at the end of the academic year and make recommendations for the next school year.

At any time during the school year, the inclusion team may meet to review the progress. The teacher monitors the students' performance as part of ongoing observation and assessment.

Current inclusion student's information is forwarded onto the new teachers at the end of each school year and key stage transitions. The students' relevant details are recorded on the school system and in individual student files. Parents will be consulted as key stakeholders and as part of the planning and reviewing process of their child's IEP.

Assessments Used for Identification	
Informal Assessments Formative Assessments Summative Assessments Running Records Questionnaires Checklists Classroom observation notes	Anecdotal notes MAP (Measures of Academic Progress) CAT4 (Cognitive Abilities Test 4) WRAT4 (Wide Range Achievement Test 4) Educational Psychological Reports TIMSS PISA

3.5.3 Provision

At INPSAA, teachers and parents work in partnerships to identify needs and use best practices when devising suitable interventions. The school's inclusion policy states the formation of a student support team which is responsible for all the necessary support given to the students. The essence of effective inclusion provisions is teamwork and cooperation among team members. Inclusion services and provisions include:

- Differentiated instruction
- Research based classroom accommodations and strategies
- Appropriate testing accommodation
- Use of assistive technology, specialized devices
- Creation of Individualized Education Plan or IEP
- Creation of Behavior Intervention Plan or BIP

- Small group support class and intervention
- 1-on-1 support class and (pull out /push in) intervention
- Learning support assistant (LSA) support
- Modified curriculum and assessment.

3.5.4 Monitoring and Review

The inclusion team is responsible for overseeing the implementation of the IEP and will prepare an annual review report at the end of the academic year and make recommendations for the next school year.

At any time during the school year, the inclusion team may meet to review the progress. The teacher monitors the students' performance as part of ongoing observation and assessment.

Current inclusion student's information is forwarded onto the new teachers at the end of each school year and key stage transitions. The students' relevant details are recorded on the school system and in individual student files. Parents will be consulted as key stakeholders and as part of the planning and reviewing process of their child's IEP.

3.6 Inclusion Support Team

All members of Al Ittihad National Private School Al-Ain's faculty contribute to the provision of high quality and individualized programs for the school's students with special needs. Some of the key roles and responsibilities of the inclusion support team members are:

3.6.1 Roles and Responsibilities

The school principal :

- Work with the Head of Inclusion and Inclusion governor to determine the strategic development of the Inclusion Policy and provision within the school.
- Have overall responsibility for the provision and progress of Students of Determination and those with SEN.

3.6.2 Head of Inclusion:

- Ensure all the requirements of every student with special needs are met.
- Apply the principles and general rules for special education programs.
- Promote a culture of inclusion and concern for the rights of all students.
- Facilitate the process of acceptance and integration of students with special needs.
- Cooperate with ADEK's Student of Determination Office's directives and guidelines.
- Strengthen relationship with parents to create awareness about inclusion services.
- Coordinate with subject teachers and coordinators.
- Participate in meetings, professional development courses and workshops aimed at improving the quality and delivery of inclusion programs and services.
- Monitor the implementation of inclusion programs and provide regular reports on the status of the services.
- Collaborate with parents of students of determination to strengthen partnership between work and school.
- Collaborate with other professionals in school, including subject teachers, social workers, and school administrators.
- Participating in completion of annual reviews.
- Consistently monitor students' progress through progress reports, standardized testing, and meetings with concerned parties to review goals and academic achievements.

3.6.3 Inclusion Teacher

- Contribute as a member of the student support team.
- Assist in the identification and submit record keeping of students with special needs.
- Work closely with teachers and advise on appropriate strategies and resources to implement with inclusion students in the classroom.
- Co-teach with teachers of regular education classes to develop and deliver instructional materials and programs for students with special needs.
- Collaborate with staff involved in developing IEP and monitor its implementation.
- Coordinate with school and family to develop programs and services that help students overcome academic and social challenges.

- Provide support to students with mild to moderate learning needs through withdrawal individually, or in a small group, or through class assistance.
- Encourage and monitor students' use of assistive technologies.
- Perform any other tasks assigned by head of inclusion and section principals.
- Closely monitor the progress of inclusion students.

3.6.4 Classroom or Subject Teacher

- Meet all the students' needs within the classroom through differentiated instructions.
- Participate in effective implementation of the IEPs.
- Identify students who present with concerns and share information with the section principal, coordinators, and head of inclusion.
- Take into consideration the individual plans and targets of inclusion when planning lessons.
- Provide additional support or accommodation for inclusion students.
- Participate in meetings, training courses, workshops and activities related to services for students with special needs.
- Monitor progress of students with special needs in the classroom in coordination with the inclusion teacher.
- Perform any other tasks assigned by head of inclusion and section principals.

3.6.5 Counselors and Social Workers

- Contribute as a member of the student support team.
- Work with teachers in identifying students with special needs while creating clear channels for communication between parents, teachers, learning support staff, outside agencies, and administration.
- Work with inclusion staff to help teachers identify and provide accommodation to inclusion students in their classroom.
- Monitor student progress.
- Collaborate with Inclusion teachers on IEPs for students with special needs that are primary social, emotional and behavioral Perform any other tasks assigned by head of inclusion and section principals.

3.6.6 Parents

- Parents are key partners in the education of their child. Parents are encouraged to exercise their parental responsibilities with respect to their child's needs. The school actively seeks to work with parents and values the contribution they make. Parents must inform the school if their child is diagnosed with special educational needs.

3.6.7 Staff Development

- The school is committed to developing the expertise of all staff in relation to students of additional.
- Learning needs to enable them to meet the students' needs.

3.6.8 External Agencies

- The school seeks to build strong working relationships and links with external support services in order to fully support students of additional learning needs and aid school inclusion. Where necessary and appropriate, the school will seek support from and work closely with outside agencies such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Behavioral Therapists, clinics and centers within the Abu Dhabi and Al Ain network, Optometrists, sensory services, forums and other appropriate experts.

IV. Gifted And Talented

4.1. Rationale

At INPSAA, we are committed to providing a secure and stimulating environments for all our students. We are well aware of, and promote, the principles of Inclusion and Equity which are engulfed in INPSAA's core values.

Our mission at INPSAA is to create programs that promote lifelong learners who display self-discipline, the ability to work effectively and respectfully with diverse teams, tolerance, and acceptance of others; whilst encouraging them to become global citizens who stay true to their heritage. Our aim is to provide an education that is suited to their needs and abilities and allows children to develop confidence and enables them to challenge themselves and take risks. This clearly includes children who display some form of exceptional ability or talent. To ensure that these students reach their full potential, it is important to adopt and implement appropriate

policies and practices to fulfil their educational and social needs. Specific talents and skills should be nurtured by providing the students with opportunities to work at high cognitive levels in both academic and non-academic areas.

Based on the UAE 2015-2016 Inspection Framework definitions which take account of the ‘Differentiated Model of Giftedness and Talent’ and align with international best practice; INPSAA recognizes that students with special gifts and talents are one of the groups most at risk of educational exclusion and we strive to prevent this.

4.2. Aims

The school recognizes the importance of differentiated learning experiences for gifted learners and acknowledges the value of integration within the regular program. The heart of gifted education is seen in challenging classroom-based instruction characterized by differentiated instruction. The gifted and talented policy aims to:

- Continue to develop high aspirations for all of our students
- Develop the skills and attributes we desire our students to have
- Provide a systematic process of identification, provision and progress monitoring for gifted and talented learners to realize potential gifts and talents

4.3. Definition: Gifted and Talented

In accordance with the UAE’s Ministry of Education, INPSAA defines gifted and talented students as:

- Gifted and Talented
Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement; or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity.

4.4. Areas of Giftedness and Talent

4.4.1. Creative Thinking/Expressive Art

- Independent thinker
- Exhibits original thinking in oral and written expression
- Comes up with several solutions to a given problem
- Possesses a great sense of humor
- Creates and invents
- Challenged by creative tasks

- Improvises often

4.4.2. General Intellectual Ability

- Formulates abstractions
- Processes information in complex ways
- Observant
- Excited about new ideas
- Enjoys hypothesizing
- Learns rapidly
- Uses a large vocabulary
- Inquisitive
- Self-starter

4.4.3. Specific Academic Ability

- Good memorization ability
- Advanced comprehension
- Acquires basic skills and knowledge quickly
- Widely read in special interest area
- High academic success in special interest area
- Pursues special interest with enthusiasm and vigor

4.4.4. Leadership Ability

- Assumes responsibility
- High expectations for self and others
- Fluent and concise self-expression
- Foresees consequences and implications of decisions
- Good judgment in decision making
- Likes organization and structure
- Well-liked by peers
- Self-confident
- Organized

4.4.5. Psychomotor Ability

- Challenged by difficult athletic activities
- Exhibits precision in movement

- Enjoys participation in various athletic opportunities
- Excels in Motor Skills
- Well-coordinated
- Good manipulative skills

4.4.6. Visual and Performing Arts

- Outstanding in sense of spatial relationships
- Unusual ability in expressing self, feeling, and mood through dance, drama, music, etc.
- Good motor coordination
- Expresses creativity through drawing, painting, sculpting, etc.
- Exhibits creative expression
- Desire for producing “own product” and not contented with mere copying
- Observant

4.5. Practices and Procedures

Students who are identified as gifted and talented have an exceptionally high level of capability in one or more subjects, or in other areas of personal interests such as sports, visual, and performing arts. They require advanced educational programs to supplement the general curriculum and provide them with high level of enrichment activities.

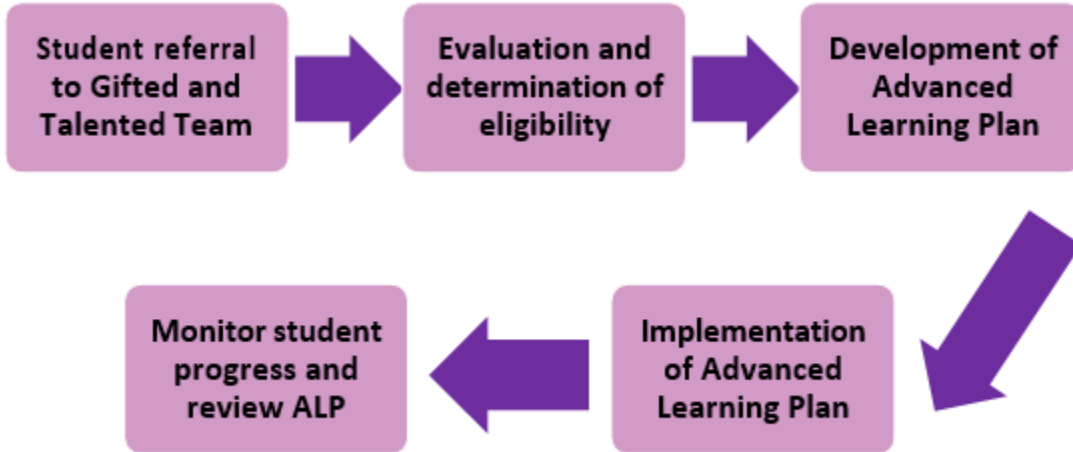
A detailed written document known as an Advanced Learning Plan will be developed by the gifted and talented team to meet the needs, interests, and creativity of our gifted and talented learners.

4.5.1. Identification

Teachers, parents, school personnel, or at times, students themselves may refer a child for identification at any time. Students are identified after consideration of data reflecting several factors. Such data may be included but is not limited to internal assessment scores, teacher referrals, parent referrals, teacher checklists, questionnaires, and student portfolios.

No single test's measures, or scores shall be the sole criteria for identification.

The following 5-step process is used to formally identify gifted and talented students and determine eligibility for gifted and talented services.



Gifted students shall be identified using a variety of criteria, including elements of the following:

TRIANGULATION OF SCORES IN ASSESSMENTS

- CAT4 Scores with the below classification
 - 127 – 141 Very High 9 (97-100) Gifted and Talented
 - 119 – 126 High 8 (90-96) Potential Gifted and Talented
- MAP Score Results
 - 95 percentile or above
- WRAT4 Test Results
 - 97 percentile or above
- Internal Assessment Results
 - Teacher nomination and observation (nomination form)
 - Teacher checklists and questionnaires
 - Identification by external agency or organization
 - Parent nomination (nomination form)
 - Student excellence survey/self-nomination
 - Identification by a previous teacher, school, or organization

- Gifted and Talented students may exhibit the following:
 - Good all-rounders
 - High achievers in one area, but not in another
 - High ability but low motivation
 - Good verbal ability but low written expression skills
 - Very able but low attention span
 - High functioning but poor social skills
 - High abilities but with a learning difficulty or disability that masks their skills
 - Behavioral difficulties

4.5.2. Provision

At INPSAA, gifted and talented students are treated as unique, individual learners and provided with inclusive gifted and talented education. Students who are identified as gifted and talented are eligible for instruction that is designed with depth and complexity. An appropriate instructional program is best designed and accomplished by class teachers in partnership with the child, parents, and with the support of the gifted and talented team.

For those identified as gifted and talented, appropriate classroom assessments help teachers adjust the instruction to the student's level and pace of learning. Continuous classroom assessment is an essential part of an appropriate gifted education program.

Teachers can use several strategies to assess and meet the needs of gifted learners in the classroom. These children enjoy learning that draws them into complex, integrated problem-solving challenges and meaningful inquiry-based research projects and activities that provide higher order thinking skills.

Classroom teachers, in cooperation with the gifted and talented team work on strategies that help differentiate instruction which is beneficial to the needs of all learners in the class. Differentiation for gifted students is achieved with flexible skill-based grouping, enrichment, open-ended lessons, curriculum compacting, critical thinking challenges, projects of interests, and many other instructional strategies. Regular school competitions such as the yearly Spelling Bee, Math Olympiad, and Arabic competitions are held to cater to the high level of needs of gifted learners and all students as well. Opportunities beyond the classroom are

offered via internships, mentoring, and school sponsored international opportunities.

- **Advanced Learning Plan**

The Advanced Learning Plan, commonly known as the ALP, is needed for all students identified as gifted and talented. The ALP lays out all the goals and procedures involved in supporting the advanced needs of our exceptional learners. It also shows how the progress and growth of a gifted and talented student is monitored.

4.5.3. Monitoring and Review

- **Gifted and talented learners will be monitored through:**
 - Evaluation of progress in the Advanced Learning Plan
 - Follow up reports
 - Work scrutiny
 - Lesson observations by the gifted and talented team
 - Staff, student, and parent questionnaires
 - Formative and summative assessments
 - External examination data
 - Standardized tests
 - Teacher data records

4.5.4. Inclusion support committee

#	Name	Job Title	Role
1	Shaikha Al Shamsi	School Principal	Chairman
2	Sahar Ali	Vice Principal	Vice Chairman
3	Hammad Roza	Head of Inclusion Department	Member
4	Adnan Hamacho	Middle and High School Section Principal	member

5	Imthithal Zahran	Elementary and KG Section Principal	Member
6	Mahra Saeed Haj Ali	Inclusion Teacher	Member
7	Meera Al Ameri	Inclusion Teacher	Member
8	Marjury Sabaldan	SEN Teacher Assistant	Member
9	Muqtadir Manuel	Support Services Supervisor	Member
10	Lama Abo Monther	Social Worker	Member
11	Hessa Al- Menhali	Social Worker	Member
12	Khawla Hamaida	Nurse	Member
13	Dhandi Vee	Nurse	Member
14	Maha Sawalha	Student Affairs and Registration	Member

V. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School-Al Ain. It is intended for use exclusively by school staff and students. Any external use, whether in whole or in part, requires management approval. Any exceptions to this policy must also be approved in advance by the school management.

Inclusion Policy

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