Al Ittihad National Private School

Khalifa

Support Program Policy

AY 2024-2025

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I. Introduction

Ittihad National Private School (INPS) is committed to fostering an inclusive and supportive educational environment in alignment with the **ADEK Inclusion Policy (2023)** and the **"School for All" framework**. This plan ensures that all students, regardless of their academic, social-emotional, or behavioral needs, receive the necessary support to succeed.

II. Support Structure (Tiered Model of Intervention)

Tier	Description	Support Strategies
Tier 1: Universal Support	Available to all students as part of high-quality classroom instruction.	- Differentiated instruction - Classroom accommodations - Social-emotional learning support - General student well-being initiatives
Tier 2: Targeted Support	For students needing additional academic, behavioral, or emotional support.	- Small group interventions from mainstream teachers - Counseling services (Social Counselors & Inclusion Team) – Enrichment (Mainstream Teachers)- Behavior intervention plans (Social Counselors & Inclusion Team)
Tier 3: Intensive Support	For students requiring highly individualized support plans	- One-on-one interventions - Individualized Education Plans (IEPs) - Collaboration with specialists (e.g., speech therapists, psychologists) - Assistive technology and accessibility modifications

III. Identification and Referral Process (Triangulation Approach)

- Step 1: Identification
  - **Teacher Observations:** Classroom behavior, academic performance, social-emotional indicators.
  - **Student Assessments:** Formative and summative assessments, standardized tests.
  - **Parent and Student Reports:** Concerns raised by families or self-reports from students.
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- Step 2: Initial Interventions (Tier 1)
  - Teachers apply differentiation and classroom accommodation.
  - Student progress is monitored for 6-8 weeks.

- Step 3: Referral to Student Support Team (Tier 2 & 3)
  - If additional support is needed, a formal referral is made to the **Student Support Team (SST).**
  - The SST evaluates students' needs using ADEK guidelines and creates an appropriate support plan.

- Step 4: Implementation & Review
  - Interventions are implemented as per tiered support.
  - Ongoing monitoring and parent-teacher collaboration.
  - Termly review of student progress and plan effectiveness.

IV. Roles and Responsibilities

Stakeholder	Responsibility
School Leadership	Oversee the implementation and evaluation of student support policies.
Teachers	Implement differentiation, classroom interventions, and collaborate with the Inclusion Team to support diverse learning needs.
Inclusion Team	Develop, monitor, and review individual support plans for referred students, ensuring ongoing collaboration with teachers to address specific needs.
Counselors & Specialists	Provide targeted support, offer expertise on student needs, and collaborate with teachers, families, and the Inclusion Team.
Parents & Community	Engage with the school to reinforce student development at home and support inclusive practices.

V. Monitoring and Evaluation

- **Quarterly Reviews:** Each student support plan is reviewed every term.
- **Parent-Teacher Conferences:** Scheduled updates on student progress.
- **Data-Driven Decisions:** Using student assessment data to refine interventions.

VI. Conclusion

By implementing this Comprehensive Student Support Plan, Ittihad National Private School ensures that all students receive equitable, high-quality education and necessary interventions aligned with ADEK's inclusion policies. This structured approach fosters a supportive and inclusive school culture, empowering every student to achieve their full potential.

VII. Disclaimer

Disclaimer

This policy was developed by Al Ittihad National Private School - Khalifa. 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.

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