



NIBRAS INTERNATIONAL SCHOOL

*an American Education*

# NIS INCLUSION Handbook



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## NIS Mission, Vision, and Core Values

Amazing learning, global vision, and a true sense of community are the fundamentals that provide students with the tools they need to turn passion into purpose and influence. The Nibras International School (NIS) mission, vision, and core values arise globally from the International Schools Partnership (ISP) network of schools and are supported by the NEASC ACE ethos.

### Mission

Students develop a sense of themselves, as well as the world around them. By making connections within and between cultures, NIS opens students' hearts and minds so that they embrace challenges and opportunities, share ideas and purpose, and truly influence others to make a positive difference.

### Vision

To empower the next generation of global leaders who can excel anywhere in the world.

### Core Values

NIS believes that each individual has a unique potential to amaze. Our goal is to nurture that potential to ensure our students learn, lead, and inspire so that the world becomes a better place.

Our core values are the foundations that enable:

- **Creative Thinkers:** Create dynamic and technology enabled risk-takers who can innovate and lead their own learning journey.
- **Aspirational and Adaptable Learners:** Consistently challenged by high standards and aspired to strengthen their skills.
- **Reflective Learners:** Become active participants in a lifelong learning process, fostering curiosity, creativity, and an ongoing cycle of self-improvement.
- **Effective Communicators:** Empower responsible and respectful citizens to voice their own opinions and express themselves in various situations and mediums.

### Torch Values

Ignite the TORCH as we strive to be **T**olerant – **O**rganized – **R**espectful – **C**aring – **H**onest.

### Definition of Learning

We believe learning is the acquisition and application of knowledge, skills, and understanding through a shared journey beyond the classroom. Our diverse learners explore engaging inquiries that empower them to be future innovators who solve global issues with sustainable solutions ignited by the NIS TORCH values.

## A Message from the Head of Inclusion

"Right to education is extremely important, and it should be given to everyone irrespective of their abilities." – Hood Saiyed, Former NIS Student

Dear Parents, Teachers, and Students,

At Nibras International School, we believe that every child, regardless of their individual needs, deserves the opportunity to learn in a supportive and inclusive environment. Our classrooms are designed to celebrate diversity, ensuring that every student, whether they have special educational needs (SEN), are English as an Additional Language (EAL) learners, or are part of our Gifted and Talented (G&T) program, will succeed.

Inclusion is not just a policy for us; it's a philosophy. We understand that every child is unique, with distinct strengths and challenges, and we are committed to meeting these diverse needs within the mainstream classroom. This approach not only enriches the learning experience for students with additional needs but also fosters a culture of empathy, understanding, and cooperation among all students.

Collaboration is at the heart of what we do. We know that a student's success is most effectively achieved when parents, teachers, and students work together as a cohesive team. Our focus extends beyond academics to embrace the social, emotional, and personal development of each child. By working in partnership, we can create an environment where every student feels valued, supported, and empowered to reach their full potential.

This handbook has been created to serve as a practical guide for our entire school community. It outlines how we support and celebrate every learner, offering insights into our inclusive practices and the specific programs we have in place for SEN, EAL, and G&T students. Whether you are seeking guidance, clarity, or simply a deeper understanding of our approach, this handbook is here to help you engage fully with the inclusive ethos of our school.

Celebrating diversity,  
Charlene le Roux  
Head of Inclusion

### **RelatedKHDALinks**

- [Directives and Guidelines for Inclusive Education \(2020\)](#)
- [Implementing Inclusive Education: A Guide for Schools \(2019\)](#)
- [Dubai Inclusive Education Policy Framework \(2017\)](#)

## **Overview of the Special Educational Needs Program**

### **Definition**

Special Educational Needs (SEN) refers to the unique learning needs of students who may need additional support due to physical, cognitive, emotional, or social challenges. These needs can affect a student's ability to learn and participate fully in the classroom environment.

SEN can be categorized into four main areas, defined by the Knowledge and Human Development Authority (KHDA):

#### **1. Cognition and Learning:**

- Intellectual difficulties; Refer to limitations in intellectual functioning and adaptive behavior, affecting learning, reasoning, and problem-solving skills.
- Specific learning difficulties; Include challenges with specific academic skills, such as reading (dyslexia), writing (dysgraphia), or math (dyscalculia).
- Multiple difficulties; The presence of two or more disabilities that create complex educational needs requiring specialized support.
- Developmental delay (younger than five years of age); Refers to delays in reaching developmental milestones, such as in motor skills, speech, or cognitive abilities, which may impact learning.

#### **2. Communication and Interaction:**

- Communication disorders; Difficulties with speech, language, and communication, impacting the ability to express or understand information effectively.
- Autism spectrum disorders; A range of conditions characterized by challenges with social skills, repetitive behaviors, and communication, affecting interaction and learning.

#### **3. Social, Emotional and Mental Health**

- Attention Deficit Hyperactivity Disorder; A condition marked by persistent inattention, hyperactivity, and impulsivity, affecting focus and behavior.
- Emotional difficulties; Include conditions such as anxiety, depression, and other emotional challenges that impact a student's well-being and ability to engage in learning.

#### **4. Physical, Sensory, and Medical**

- Sensory Processing Difficulties; refer to challenges in the way the brain receives, interprets, and responds to sensory information from the environment.
- Deaf-Blind difficulties; The combination of visual and hearing impairments, creates significant challenges in communication and learning.
- Physical difficulties; Conditions that limit physical movement or coordination, requiring adaptations for accessibility in the learning environment.
- Chronic or Acute Medical Conditions; Ongoing or severe health conditions that impact a student's ability to participate fully in school activities.

## Identification and Referral Process: The Graduated Approach

Identifying students with SEN is a collaborative process involving teachers, parents, and specialists. Parents are encouraged to disclose any known learning needs, medical conditions, or developmental concerns not only during the admissions process but also at any point during their child's education. This is particularly important if a child has been assessed by an educational psychologist or other specialists. Teachers at Nibras International School utilize the Graduated Approach to systematically identify and support students with special educational needs. This process ensures that interventions are tailored to each student's needs and escalated appropriately as more support is required.

Here is an example of Ahmed's pathway to SEN:

### Step 1. Initial Concern

- **Teacher Observation:** A classroom teacher notices that a student, Ahmed, is consistently struggling with reading comprehension, even after implementing in-class differentiation strategies. **Parental Involvement:** During a parent-teacher meeting, Ahmed's parents expressed concerns about his progress and mentioned that they've observed similar challenges at home. During this meeting, specific goals were discussed as well as an action plan for both parties to support Ahmed's learning.

### Step 2. Assessment and Intervention

- **School/Home-led Interventions:** The teacher begins informal assessments, such as monitoring Ahmed's reading performance over a few weeks and trying different teaching strategies and supports the family with additional exercises they complete as revision at home. **Documentation:**
- The teacher documents the observations and interventions used, noting any progress or ongoing difficulties.

### Step 3. Referral to Inclusion Team

- **Formal Referral:** After several weeks, Ahmed's teacher sees little improvement and fills out the school's [referral form](#) to notify the inclusion team, by submitting evidence that details their concerns and interventions tried. **Initial Review:** The Head of Inclusion reviews the referral form and the documentation provided by the teacher to understand the concerns and the steps that have already been taken and consider the appropriateness of the referral based on the information provided. **Next Steps Decision:** Scheduling a meeting with the teacher to discuss the referral and conduct further assessments or observations to determine the immediate support or interventions that may be needed before the formal evaluation process begins.

### Step 4. Eligibility for SEN Support

- **Meeting with Parents:** if the student meets the entrance criteria a meeting is scheduled with Ahmed's parents, the teacher, and the Inclusion Team or Student Support Team to discuss the concerns, the referral, and the action plan which involves collaboration with the Inclusion Team.
- **Provision:** Ahmed is registered with the Inclusion Registrar and will start receiving targeted intervention support from the Inclusion Team.

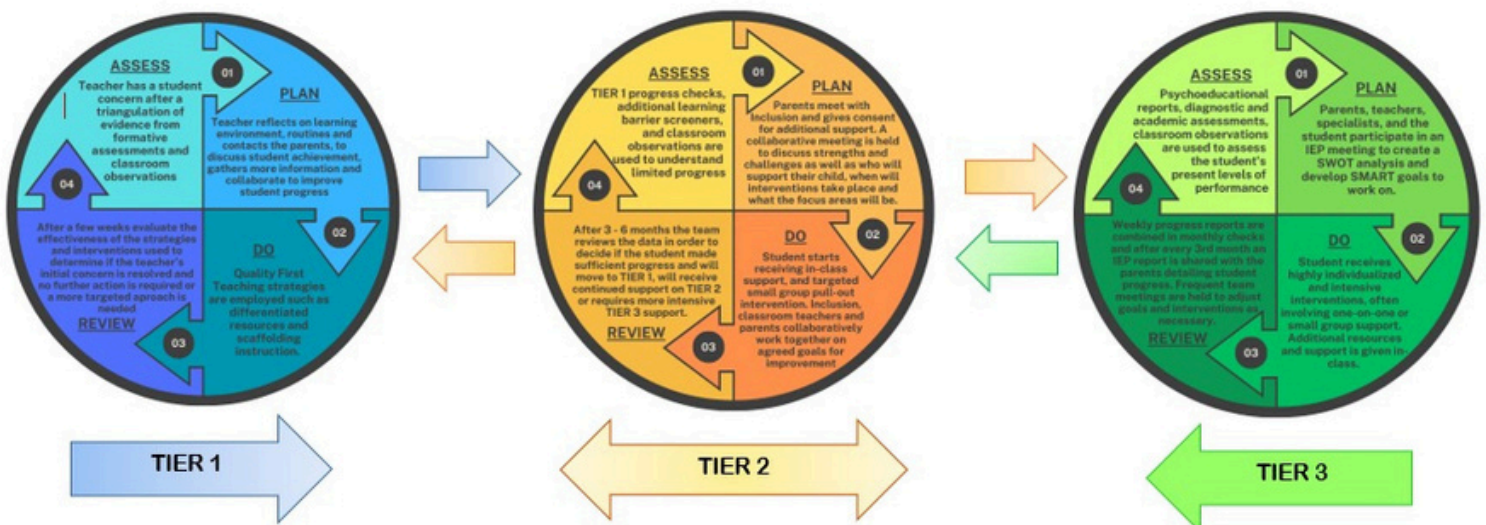
### Step 5. Implementation and Monitoring

- **Support in Action:** The Intervention Plan is implemented, with regular monitoring by the Inclusion Team to track Ahmed's progress. **Ongoing Communication:** The school maintains regular communication with Ahmed's parents, providing updates and adjusting his plan as needed based on his progress. This communication is crucial for ensuring that parents are fully involved and supportive of the process.

### Step 6. Further Assessment

- **Specialist Assessment:** A detailed psychoeducational assessment, may be deemed necessary to understand and identify Ahmed's learning barriers more effectively. **Feedback and Reporting:** The results of the report are shared with the inclusion team and Ahmed's teachers to better understand his needs and are incorporated into his Individualised Educational Plans.

## The Graduated Approach to Identifying a Student with Special Educational Needs



For enlargement, please see Appendix A

## Response To Intervention (RTI)

At Nibras International School, we use a multi-tiered approach to early identification and support for students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all students in the general education classroom. It then involves three tiers of escalating support based on the student's responsiveness to interventions.

### TIER 1: Universal Support (Monitor)

- **High-Quality Instruction:** All students receive instruction that is based on the curriculum and aligned with educational standards.
- **Purpose:** To provide all students with the support they need to succeed academically and behaviorally. This tier addresses the needs of the majority of students (approximately 80-85%).
- **Services:**
  - **Universal Screening:** All students are regularly assessed to identify those who may need additional support.
  - **Differentiated Instruction:** Teachers use various teaching methods and strategies to accommodate different learning styles and abilities within the classroom.
  - **Classroom Accommodations:** General accommodations (e.g., extended time on tasks, preferential seating) are provided as needed to support student learning.
  - **Classroom Management:** Effective behavior management strategies (Positive behavioral interventions and supports) are used to create a positive learning environment.
  - **Monitoring Progress:** Teachers continuously monitor students' progress through formative assessments to ensure they are meeting learning objectives.

### TIER 2: Targeted Intervention (Pull-Out / Push-In Support)

- **Small Group Interventions:** Students who did not make adequate progress in TIER 1 will now participate in small group sessions that focus on targeted areas of difficulty, such as reading comprehension, math computation, or social-emotional learning.
- **Purpose:** Additional instructional time designed to help approximately 10-15% of students who need additional support to reinforce skills or meet grade-level expectations.
- **Services:**
  - **Additional Screeners:** Students may undergo additional assessments to identify possible learning barriers and needs.
  - **Small Group Instruction:** Students receive targeted evidence-based intervention outside the general educational classroom, typically 1-3 times per week.
  - **Classroom Accommodations:** Specific accommodations (e.g., alternative testing environment, chunking of instructions) as approved by the Inclusion Department.
  - **Collaborative Problem Solving:** Teachers, Inclusion, and parents collaborate to develop and implement *Intervention Plans* tailored to the student's specific challenges.
  - **Behavioral Interventions:** Targeted behavioral strategies, such as social skills groups or check-in/check-out systems, are implemented to support students with behavioral needs.
  - **Progress Monitoring:** Progress is closely monitored using specific assessments that track their

improvement in the targeted area in addition to classroom progress monitoring.

### **TIER 3: Intensive Support (Direct Support)**

- **One-on-One Instruction:** Highly individualized instruction is provided to address specific academic/behavioral needs of students who have significant academic or behavioral challenges.
- **Purpose:** Serves approximately 5% of students who did not respond to TIER 2 interventions.
- **Services:**
  - **Psychoeducational Assessment:** Provided by an external provider to assess and report on identified learning needs and barriers as well as specific directions for the school to follow
  - **Individualized Instruction:** Students receive one-on-one or small group instruction that is highly focused on their specific needs. **Classroom Accommodations:** Specific accommodations (e.g., flexible schedule, assistive technology, alternative testing assessments) as instructed by the psychoeducational report. **Collaborative Support:** Teachers, Inclusion, parents, and external specialists such as occupational or speech therapists work together to create and implement an *Individualised Educational Plan* to guide the interventions. These plans involve more detailed documentation of goals, strategies, and services. **Behavioral Intervention Plans:** A Functional Behavior Assessment is conducted to identify the specific behaviors that are problematic and to understand why these behaviors are occurring. The BIP will also outline strategies and interventions such as environmental modifications and the implementation of consistent and fair consequences when the target behavior occurs and rewarding positive behavior to encourage its recurrence. **Frequent Progress Monitoring:** Student progress is monitored frequently to ensure that the interventions are effective and to make timely adjustments.
  -

## Student Support Documentation

**Student Passports** At the beginning of each academic year, all teachers at Nibras International School will receive *Student Passports* for all their students with Special Educational Needs. This crucial document provides comprehensive insights into each student's specific needs, ensuring that teachers are well-prepared to support their learning and development. The Student Passport is more than just a record of educational information; it includes a personal message from the student, offering a unique perspective on how they best learn and how they wish to be supported in the classroom. Please see Appendix B for an example.

**Intervention Plans** This document is specifically developed for students receiving TIER 2 support. It includes detailed information about the student's profile, including their learning needs, the type of support they are receiving, and the criteria for both entering and exiting the intervention. *Student Intervention Plans* also track assessment data, set specific learning goals, and outline the strategies and resources that will be used to support the student's progress. The plan is regularly reviewed and updated based on the student's performance and progress. The goal of the Intervention Plan is to ensure that interventions are data-driven and tailored to the individual needs of each student. Please see Appendix C for an example.

**Individualized Education Plans (IEPs)** IEPs are specialized documents developed for TIER 3 students who have undergone a psychoeducational assessment. These plans are designed to provide individualized support and accommodations tailored to each student's unique needs, ensuring they can access their curriculum and participate fully in their learning environment.

Our *IEP* provides a comprehensive document that details the student's general information, assessment data, and a learner profile that informs teachers about the student's learning style. It also includes a SWOT analysis, highlighting the student's strengths, challenges, opportunities, and threats. Additionally, the IEP lists the accommodations that teachers are required to implement and outlines SMART goals, which are accompanied by benchmarks, instructional strategies, and the necessary resources to support the student's academic, social, and emotional development. Each goal in the IEP also includes the student's present level of performance, providing a clear starting point for measuring progress. This detailed plan is a collaborative effort involving the SEN teacher, classroom teachers, parents, and specialists, and students where appropriate to ensure that the interventions and support are precisely aligned with the student's needs as identified in the psychoeducational assessment. Please see Appendix D for an example of an IEP and Appendix E for the cycle of IEP development.

## Student Folders

Each student on the inclusion List will have a Student Folder. In this folder you will find three sub folders Internal Documentation: The student passport will be accessed in this folder as well as any other departmental documentation of the student such as Inclusion Consent form, Subject Exemption Requests. External documentation is where you will find any reports from external agencies like psychoeducational reports, therapy progress reports, previous school IEPs or support plans. Lastly but most importantly is

the the Support Plan Folder. This folder has the the student's relevant intervention plan, such as IEP, BIP or 504. Progress Reports will also be found here as well as intervention plan trackers. Teachers are encouraged to upload evidence of their students work to this folder.

## **Overview of English as an Additional Language Program (EAL)**

### **Definition**

The English as an Additional Language (EAL) program at Nibras International School is designed to support students whose first language is not English. The program aims to develop students' English language proficiency, enabling them to fully access the curriculum and participate in all aspects of school life. The EAL program provides tailored instruction that addresses the linguistic needs of students at various levels of English proficiency, helping them to achieve academic success and integrate socially within the school community.

### **Identification and Referral Process**

Identifying students for the EAL program is a collaborative process involving teachers, parents, and specialists. There are two pathways for students to join our EAL program.

#### **1. Admissions**

During the initial intake process, all students are required to complete a CAT4 assessment. If a student's Verbal SAS score falls below a certain threshold, the family is invited to meet with the Head of Inclusion to discuss the possibility of EAL support. This meeting is an opportunity to assess the student's language needs more closely and determine the appropriate level of support. Additionally, parents are asked to complete the Home Language Survey Form (see Appendix D) upon enrollment to establish the student's first and second language proficiency, ensuring that the school can provide the most effective support tailored to the student's needs.

#### **2. Referral**

Teachers may refer existing students to the EAL program if language difficulties are identified during the school year. The referral window for EAL opens four weeks into the first semester and closes at the end of October. It reopens at the start of the second semester for an additional four weeks. Teachers are encouraged to monitor students closely, implement support strategies, and communicate with parents or guardians before submitting a referral form.

Once the referral form is submitted, the respective grade-level EAL teacher will meet with the referring teacher to discuss the strategies that have been implemented, complete a classroom observation, and administer an IPT assessment. After thoroughly gathering and reviewing all the

data, the EAL teacher will determine the appropriate support tier for the student. Following this, the EAL teacher will schedule a meeting with parents and teachers to discuss the outcome. This meeting will cover the level of support the student will receive, who will be providing it, and the schedule for the support sessions.

## Support Structure

The EAL program at Nibras International School utilizes a tiered approach within the Response to Intervention model to support students' language development. This structure ensures that each student receives tailored intervention appropriate to their individual language proficiency needs, helping them progress academically and improve their English language skills.

### TIER 1 - Monitoring:

**Overview:** This tier is designed for students who are progressing well but still require occasional support thus they are monitored for their progress and academic performance without intensive intervention.

#### Services:

- **Monitoring:** EAL teachers actively monitor students' classroom performance and work closely with classroom teachers by providing guidance on how to differentiate instruction and assessments to better meet the needs of their EAL students. Routine checks with students, include Google Classroom reviews, evaluating learning evidence, and regular meetings with classroom teachers. This regular monitoring ensures that students are consistently progressing, with timely interventions implemented as needed. **Accommodations:** Instructional and assessment accommodations are provided to help students understand and engage with their learning content, ensuring they can fully participate in classroom activities.

**TIER 2 - Push-in/Pull-out: Overview:** This tier is for students who need additional help to meet academic expectations. They will receive more targeted support through a combination of in-class (push-in) and small group (pull-out) sessions. **Services:**

- **Push-in Support:** The EAL teacher collaborates with classroom teachers to provide targeted language support during regular lessons, helping students engage with the curriculum content. **Pull-out Sessions:** Students receive additional targeted support lessons outside the classroom, focusing on specific English language skills in smaller groups. **Accommodations:** Students may make use of assistive technology, bilingual dictionaries, glossaries, and translation tools, as well as be provided with key vocabulary lists and sentence frames to support them during formative and summative assessments. **Regular Updates:** Throughout the school year, the EAL teacher frequently updates parents on their child's progress and collaborates with them to ensure continuous improvement in English language proficiency. At the end of each semester, parents receive a progress report detailing their child's progress and attainment.

### TIER 3 - Direct Services:

**Overview:** This tier is for students with significant language needs who require the most intensive

support. These students receive highly individualized instruction through more frequent push-in/pull-out sessions to address their specific language challenges.

#### Services:

- **One-on-One Intervention:** Students receive personalized instruction tailored to their unique language needs, focusing on overcoming specific academic and language barriers. **Push-in/Pull-out**
- **Support:** Intensive support is provided both within the classroom and in dedicated sessions outside of the classroom, depending on the student's schedule and needs. **Accommodations:** Customized learning materials, visual aids, and simplified or modified instructions are provided to meet the needs of the student. Students receive extensive accommodations during assessments, such as additional time, alternative testing environments, the use of assistive technology, oral exams, personalized vocabulary lists, and sentence frames. **Parent Meetings:** Parents are encouraged to schedule meetings with the EAL teacher to discuss how they can collaborate to enhance their child's progress. Regular updates on the student's academic and social progress are provided, along with EAL progress reports at the end of each semester.

#### Additional Resources

**LEXIA Core 5 and Power Up:** These are adaptive literacy programs designed to support students in building foundational reading skills and advancing their language proficiency. They provide personalized learning experiences that target each student's specific needs. **Elementary Survival English Program:** This daily program occurs at the start of each school day for 30 minutes, providing elementary EAL students with a safe and trusting environment to begin their day. The program focuses on developing essential English social skills, such as greeting others and understanding basic instructions, ensuring that students feel confident and prepared before returning to their regular classrooms. **Elementary School:** A "Welcome to EAL" letter is sent to parents, accompanied by a Parent Information Card that offers activities to support their child's EAL learning at home. This resource pack includes an "All About Me" poster, Survival English phrases with pictures (translated into the student's home language), a video introducing classroom language, and basic vocabulary picture cards. **Secondary EAL Luncheon:** In collaboration with the school counselor, a weekly luncheon is hosted every Thursday for newcomers and beginner EAL students. This gathering offers a welcoming environment where students can socialize, build connections, and improve their well-being. It serves as a supportive space for students to practice their language skills and integrate more comfortably into the school community. **Secondary School:** A welcome booklet is provided to EAL newcomers, containing survival phrases, a timetable, basic conversational English resources, and a newcomer checklist to help students acclimate to their new school environment. **Edmentum:** The school also utilizes Edmentum, an online learning platform that offers personalized learning paths and resources to support students in developing their English language skills and excelling in academic subjects.

#### Transition and Exit Criteria

The primary goal of the EAL program at Nibras International School is to equip students with the language skills necessary to succeed independently in an English-medium classroom. As students progress, the

level of support is gradually reduced, with the ultimate aim of fully integrating them into the mainstream curriculum.

**Transition and Exit Criteria** As students demonstrate improved language proficiency, the intensity and frequency of EAL support are gradually reduced. This transition is carefully managed to ensure that students continue to succeed as they take on more challenging academic tasks independently.

Initially, students are placed in the EAL program at a specific tier level based on the results of their first IPT test. Six months after this initial assessment, they retake the IPT test to measure their progress. Based on these results, students may transition to a lower tier of support, remain at the same level, or, if there is a lack of progress, receive increased support. During this six-month period, students may also move between tiers if they are progressing rapidly. These transitions are informed by additional standardized scores, such as MAP, and internal assessments, including summative assessments and teacher feedback. If minimal progress is observed, a consultation with the Head of Inclusion will be conducted to assess whether the student's needs extend beyond EAL and involve additional learning barriers requiring further intervention.

## Overview of Gifted and Talented

### Definition

At Nibras International School, we recognize and value the exceptional abilities of our students, understanding that those with special gifts and talents are a unique group with distinct educational needs. The KHDA framework defines **giftedness** as a student possessing untrained and spontaneously expressed exceptional natural ability in one or more domains of human capability, including intellectual, creative, social, or physical abilities. Such students may show immense potential, though they might not always translate this potential into high performance. On the other hand, **talent** refers to a student who has successfully transformed their giftedness into exceptional performance. These students demonstrate outstanding competence and mastery in specific areas of human ability.

### Identification and the Referral Process

Identifying students who are gifted and talented is a comprehensive process that requires careful consideration of multiple factors and includes a variety of tools and inputs:

- **Standardized Assessments:** All students participate in the CAT4 assessment, those who score high in a certain domain i.e. a Stanine of 9 will be considered for the G&T program. Additionally, a mean Standard Age Score (SAS) score of 127 or above across the CAT4 batteries is another strong indicator of potential giftedness, especially if it is consistent across all four domains.
- **Teacher Nominations:** Teachers are provided with checklists and guidelines to help identify students who may benefit from the G&T program. Their judgment is invaluable as it is based on daily interactions with the student, observations, and student performance evaluations.
- **Parental and Student Input:** Information from parents such as submitting a psychoeducational report, and discussions with students themselves are also considered in the identification process. This input helps understand the student's interests, achievements, and areas where they may excel beyond the standard curriculum.

- **Ongoing Assessment:** Identification is not a one-time process. Students are continuously assessed, and their progress is monitored thus students can be added or withdrawn from the G&T list based on new evidence.

### Program Structure and Provision

Nibras International School acknowledges that each of our students possesses unique gifts and talents. Through a well-rounded curriculum, a diverse co-curricular program, and opportunities for philanthropic involvement, we are dedicated to providing every student with the chance to excel and reach their full potential.

**TIER 1: Classroom Support:** This includes access to a broad and balanced curriculum that incorporates opportunities for critical thinking, creative problem-solving, and intellectual exploration.

#### Provision:

- **Differentiated Instruction:** Gifted students receive differentiated instruction within their regular classrooms. Teachers provide higher-order thinking tasks, open-ended projects, advanced content, and opportunities for independent study within the classroom where students are given more complex problem-solving opportunities to challenge themselves at an appropriate level.
- **Enrichment Activities:** Gifted students are encouraged to participate in a variety of enrichment activities available to all students. These may include clubs, competitions, and co-curricular programs that allow them to explore their interests and develop their talents further.

**TIER 2: Focused Groups:** This tier is designed for students who demonstrate significant potential in specific areas and who would benefit from additional opportunities to deepen their skills beyond what is typically provided in the classroom. **Provision:**

- **Targeted Enrichment:** Gifted students may be grouped together for specific enrichment activities or advanced study sessions. **Specialized Programs:** Students may have access to specialized programs or workshops that cater to their specific talents, such as advanced technology courses, creative writing workshops, or leadership development programs. Students are encouraged to participate in enrichment activities outside the regular curriculum. These may include afterschool clubs and projects that allow students to delve deeper into areas of interest and develop their talents further.
- **Mentorship:** Students may be paired with mentors who can provide guidance and support in their areas of strength. Gifted students may take on leadership roles within the school, and participate in peer mentoring.

**TIER 3: Individualized Support:** This tier is for students who exhibit exceptionally high abilities and require intensive support to fully develop their potential.

#### Provision:

- **Individualized Learning Plans (ILPs):** For students needing the highest level of support, an Individualized Learning Plan is developed. This plan outlines specific goals, strategies, and resources tailored to the student's strengths and areas of interest. **Curriculum Modification:** Where appropriate, students may receive specific subject modifications to allow them to engage with content typically reserved for higher grade levels. Additional

- accommodations will also be provided to ensure that students are not only challenged but also supported in their learning journey. **One-on-One Instruction:** One-on-one sessions with subject specialists or mentors are provided to help students explore complex concepts and advanced topics in their areas of giftedness. These sessions are designed to foster deep understanding and mastery. **Specialized External Opportunities:** Students are encouraged to participate in external programs, competitions, or internships that align with their talents.

**Monitoring and Review:** Across all tiers, the progress of gifted and talented students is continuously monitored. Regular assessments, teacher feedback, and consultations with parents are conducted to ensure that each student is receiving the appropriate level of support and challenge. Adjustments to the provision are made as necessary to meet the evolving needs of the student.

## Accommodations, Modifications, and Subject Exemptions

### **Accommodations:**

Accommodations are changes in how a student accesses information or demonstrates learning, without altering the instructional level, content, or performance criteria. They are designed to provide inclusion students with additional needs an equal opportunity to participate in their learning opportunities, environments, and academic assessments.

**Who Is Eligible?** All students registered on the Inclusion Registrar, including those in EAL, SEN, and G&T programs, will have access to a tailored list of accommodations. These accommodations are determined collaboratively during the student's inclusion meeting with their parents and teachers. Each student's specific accommodations will be clearly documented in their Intervention Plan or Individualized Educational/Learning Plan (IEP/ILP), ensuring that the support provided aligns with their unique needs and that all parties are aware.

**Application Process** There is no formal application process for accommodations. Once a student is successfully added to the Inclusion Registrar, an inclusion meeting is held with the student's parents and teachers to discuss and determine the most suitable accommodations. During this meeting, the team collaboratively identifies the accommodations that will best support the student's learning needs. A psychoeducational report may be requested to provide certain accommodations, such as the use of a calculator, assistive technology or a scribe during assessments, this is to ensure that the accommodation is appropriate and beneficial for the student.

### **Modifications:**

Modifications involve changes to the curriculum or instructional expectations, altering what a student is expected to learn. These are more substantial changes than accommodations and are used when a student is unable to meet or exceed the grade-level standards.

**Who Is Eligible?** Students who are unable to meet the general education curriculum standards may be eligible for curriculum modifications. Conversely, students who demonstrate a strong grasp of the standard curriculum may qualify for an enriched curriculum that delves deeper into subjects and introduces advanced concepts. These determinations are based on standardized assessment data, such as CAT4 scores, or psychoeducational reports from reputable organizations. The inclusion team, in collaboration with teachers and parents, will carefully discuss how each subject will be modified to meet the student's needs.

**Application Process** While there is no formal application process for curriculum modifications, parents must review and sign a consent letter (see Appendix F) before any modifications can be implemented. This consent letter is typically provided by the Inclusion Department during the meeting where the need and appropriateness of the proposed modifications are discussed.

### **Subject Exemptions:**

Subject exemptions allow students with specific learning needs to be excused from certain subjects that present significant barriers to their overall educational success and well-being. For example, students with language-based learning difficulties or other significant challenges may be exempted from learning additional languages like French or Arabic. If a student receives an exemption, they will participate in targeted interventions provided by the Inclusion Department to address identified learning gaps and build on their existing strengths. These interventions may include small group sessions, or specialized assignments tailored to the student's Intervention Plan or Individualized Educational/Learning Plan.

**Who Is Eligible?** Only TIER 2 and 3 students listed on the Inclusion Registrar who have not made significant progress over the last six months will be considered for exemptions. The lack of progress must be clearly documented, along with the interventions and strategies that have been implemented during this period.

**Application Process** For **French** exemptions, the Student Support Team (SST) will carefully review the student's case to determine whether additional intervention lessons are required and the appropriate duration of these lessons. Parents must complete and sign the Subject Exemption Request Letter (see Appendix G). The respective Head of Phase must approve the exemption request before any adjustments are made to the student's schedule. For **Arabic** exemption requests, the same process must be followed, with the additional requirement of submitting a formal request to the KHDA. This request must be accompanied by a psychoeducational report that is no older than two years.

**Monitoring and Review:** The student's progress is regularly monitored to ensure that the accommodations, modifications, and additional intervention lessons are effective. The respective support plan will be reviewed periodically, with adjustments made as needed based on the student's evolving needs.