

VISION : To promote, instill and sustain a desire for inquiry, innovation and research among all learners towards an organic growth as a global citizen.

POLICY NAME	INCLUSION POLICY
APPROVAL AUTHORITY	Ms Jisha Jayan PRINCIPAL
RESPONSIBLE EXECUTIVE	Ms Ann Varghese INCLUSION CHAMPION
ADOPTION YEAR	03-05-2021
REVIEWED	03-10-2022
REVISED	05- 09-2025
NEXT REVIEW ON	05-09-2026
AVAILABLE	SCHOOL LIBRARY

VISION FOR INCLUSIVE EDUCATION

Rationale - Our school is committed to fostering an inclusive learning environment where every student is valued, respected, and provided with equitable opportunities to learn and thrive. Guided by the principles of equity, access participation and achievement, the inclusion policy ensures that all students including SOD and those with diverse learning needs, receive the support they require to reach their full potential .

The schools vision for inclusive education is To **Foster inclusive learning pathways for all students through equity, empathy, and empowerment**

At **The Indian Public High School, Ras Al Khaimah (IPHS)**, operates an alternative model of education that is human-rights based, and more in line with the UNCRPD's principles and directives, that recognise a Student of Determination's right to access the same quality of education as other students.

IPHS supports **Students of Determination**, in alignment with **Federal Law No. 29 of 2006**, the **UAE School Inspection Framework**, and the recognized **international best practices**. The school views it as both a moral and educational responsibility to recognize and nurture the unique potential of every learner.

At IPHS, we welcome and support diverse learners by ensuring access to appropriate provisions, resources, and curricular adaptations. We place special focus on meeting the educational and developmental needs of the following groups:

- **Students of Determination (Students with additional learning needs)**
- **Gifted and/or Talented learners**

All students are respected, valued, and provided with equitable opportunities to thrive—academically, socially, and emotionally. The school embraces inclusive practices that promote dignity, high expectations, and a sense of belonging for every learner.

OBJECTIVES

- Promote equal access to education
- Identify and support diverse learning needs
- Review and improve inclusion practices
- Build Staff Capacity in Inclusive education
- Strengthen Home-School Partnerships
- Promote Inclusive Attitudes and Awareness

INCLUSION SUPPORT TEAM

SNO	DESIGNATION	NAME
1	INCLUSION CHAMPION	Ms Ann Varghese
2	PRINCIPAL	Ms Jisha Jayan
3	VICE PRINCIPAL	Ms Margina Selvaraj
4	HEADMISTRESS	Ms Shammy Santhosh
5	KG AND PRIMARY SUPERVISOR	Ms Manpreet Kaur
6	GOVERNING BODY REPRESENTATIVE	Ms Helen V. John
7	COUNSELLOR	Ms Nafeesath
8	PARENT REPRESENTATIVE	Ms Noushiba MTC
9	TEACHER REPRESENTATIVE	Ms Jiny John
10	ADMIN REPRESENTATIVE	Ms Falak
11	SCHOOL NURSE	Ms Linchu Thomas
12	STUDENT REPRESENTATIVE	Mr Gabriel Biju (Boys) Ms Jade Ginu ,Ms Karthika (Girls)

GENERAL EDUCATION TEACHER AND PARENT

General education teacher-

- Design lessons that accommodate diverse learning styles and abilities.
- Use differentiated instruction and flexible teaching methods.
- Provide accessible materials to support all learners.
- Collaborate with special educators and support staff for effective IEP implementation.
- Create a classroom environment that fosters respect, participation, and belonging for every student.

Parents

- Actively support an inclusive environment by promoting empathy, respect, and acceptance at home.
- Encourage children to appreciate diversity and interact positively with peers of all abilities.
- Maintain open communication with teachers and school staff.

- Participate in school activities and inclusive events.
- Stay informed about school inclusion policies and practices.
- Collaborate with educators to reinforce inclusive values and support learning at home.
- Contribute to a supportive, accepting school community for all learners.

INCLUSIVE EDUCATION

Inclusive education is the process through which schools develop systems, classrooms, programmes and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honours diversity and respects all individuals.

REFERRAL PROCESS

At the beginning of the academic year, students at risk for poor attainment are identified through a careful analysis by the academic team including teachers.

1. Pre-referral

- The teacher observes and tracks the student's learning, behavior, or communication challenges.
- Uses observation checklists and informal monitoring tools to document concerns
- Consults the Inclusion Champion with initial findings.
- Inclusion Champion suggests strategies or early interventions (e.g., differentiated tasks, visuals, behavior charts).
- The teacher implements the interventions for a minimum of 4 weeks.
- Interventions are delivered through worksheets, visual tools, or structured activities.
- Evidence of implementation and student response is collected by the teacher and Inclusion Team.

2. Referral

- If concerns persist, the teacher fills out the Referral Checklist and Referral Form with supporting documents.
- All subject teachers who teach the student are required to fill in the concern checklist, ensuring consistency and accuracy in observations across all classes
- Evidence from the 4-week intervention period is compiled (work samples, checklists, notes).
- The inclusion team collects data from:
 - Meeting with all subject/class teachers
 - Summative academic records
 - CAT4 or standardized screening tests
- Inclusion Team reviews the evidence to confirm the need for further steps.

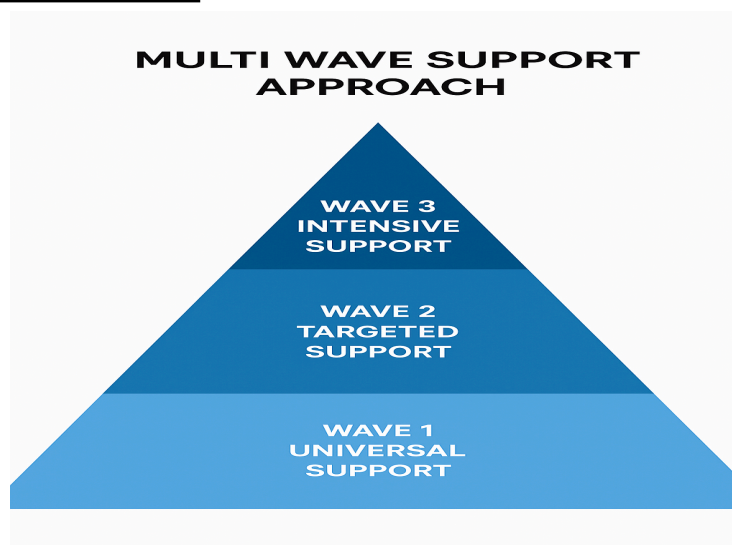
- Parents meeting is arranged to share concerns and discuss findings.
- The student continues to receive support during this phase.

3. Identification

- Parent consent is obtained for internal assessment. (if required).
- The school may recommend external professional assessment (e.g., psychologist, therapist).
- Clinical assessment reports detailing the student's needs, provided by a list of licensed centres as per RAK DOK's guidelines. The school may accept reports from outside UAE-licensed centres/institutes/hospitals.
- Findings and Recommendations of external assessments are used to determine the presence and nature of additional learning needs and to plan IEP.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (² including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² Chronic or acute medical conditions

WAVE OF SUPPORT



Wave	Type of Support
Wave 1 – Universal Support	Differentiated instruction in the classroom
Wave 2 – Targeted Support	Small group and push-in support
Wave 3 – Intensive Support	Pull-out sessions and IEPs

ADMISSION AND REGISTRATION PROCEDURES FOR STUDENTS OF DETERMINATION

The school adopts an inclusive approach to admissions, ensuring that Students of Determination and those suspected of having additional needs are identified early and supported through a structured, fair, and collaborative process.

Note: If the school determines that it is unable to meet the needs of a student with additional learning needs, a formal Notification of Inability to Accommodate with supporting evidence to the Ras Al Khaimah Department of Knowledge (RAK DOK) within five (5) days of issuing the admission decision.

1	Student Admission Application Received
2	Admin Notifies Inclusion Champion
3	Review of Previous Documents(Inclusion Champion reviews:• Psychoeducational report• Previous school progress report• Individualised Education Plan (IEP)• Behaviour intervention plan)
4	Request for Updated Reports (if needed)
5	The Special Educator conducts observations and collects data on: • Social-emotional skills • Language and communication • Academic performance • Behaviour and sensory needs • Feedback from class teachers
6	Report Preparation
7	Parent Undertaking for LSA (if needed)
8	Registration of the student on ALManhal

Schools shall prioritise the admission of siblings of Students of Determination to promote family stability and ease of access.

ADMISSION AND REGISTRATION PROCEDURE FOR STUDENTS SUSPECTED AS STUDENTS OF DETERMINATION

Identify and flag suspected case during admission interview
Inform Inclusion Champion
Conduct initial observation
If needed, request extended observation period
Provide written undertaking to support extended observation
Collect detailed data during extended observation
Prepare internal observation report
Review observation report and determine next steps
Finalize admission status and support plan

SUPPORT SERVICES AND ASSOCIATED FEES

In alignment with the principles of inclusive education and transparency, the school provides specialized services to support Students of Determination (SoD) in accessing the curriculum and participating meaningfully in school life. In certain cases, additional fees may be applicable to ensure appropriate support is provided.

1. Conditions for Additional Fees

Fee Limits • The total amount charged for additional services will not exceed 50% of the school's tuition fee.

Include a management fee of more than 10% if the school arranges in school specialists.

Exception for Low-The 50% cap may be exceeded only if parents give written consent to pay the full cost, or the school obtains formal approval from RAK DOK. Regular Review of Fees
The school will review all additional fees on an annual basis.

INDIVIDUALIZED EDUCATION PLAN (IEP)

An Individualized Education Plan (IEP) is a personalized learning plan developed for students of determination who require additional support to access the curriculum and achieve their educational goals. The IEP outlines the student's strengths, specific areas of need, measurable goals, and the accommodations, modifications, and support services required. It is developed collaboratively by the Multidisciplinary team including the class

teacher, specialists (if applicable), and the student's parents. The IEP is reviewed regularly—typically every term—to monitor progress and update goals as needed, ensuring that each student receives targeted and effective support in an inclusive learning environment.

SUPPORT FOR STUDENTS OF DETERMINATION

A short description of the kind of support that is offered for different categories follows:

- **Differentiated Instruction:** Modify teaching methods, materials, and assessments to suit diverse learning needs.
- **Universal Design for Learning (UDL):** Provide multiple ways for students to access, engage with, and express learning.
- **Co-Teaching:** General and special educators collaborate using different instructional models.
- **Collaborative Teaching:** Teachers, therapists, and specialists work together to support student needs.
- **Individualized Education Program (IEP):** Create personalized academic and behavioral goals with tailored support.
- **Peer Support:** Encourage learning and social interaction through buddy systems and cooperative activities.
- **Modified Classroom Environment:** Adapt spaces, materials, and layouts for accessibility and inclusion.
- **Behavior Intervention:** Use structured routines, positive reinforcement, and de-escalation techniques.
- **Assessment-Based Support:** Implement accommodations and modifications as per assessment center recommendations.

TRANSITION SUPPORT FOR STUDENTS OF DISABILITIES

- **Early Years to Primary:** Individualized transition plans with visual schedules, familiarization visits, and parent workshops.
- **Primary to Secondary:** Gradual orientation, peer buddy support, and a focus on self-advocacy and independence.
- **Secondary to Post-School:** Personalized transition plans, career counseling, vocational training, and independent living skill development.
- **Work Placement & Internships:** Partnerships with businesses, tailored internships, and job coaching for successful workplace integration.
- **Career Readiness:** Resume-building, mock interviews, and workplace behavior training to prepare students for employment.

COMMUNICATIONS WITH PARENTS

The school, the SOD and parents work as a team with open channels for frank and regular communication. The parents are kept well informed about the progress of the child and their input and feedback is considered invaluable. If needed, the parents too are guided and counselled to support their child at home

If a parent wishes their child to repeat a grade/year, the school must submit a request for approval to RAK DOK, including: o A detailed Individual Education Plan (IEP), o A

supporting medical or psychological report, o Evidence that all alternatives have been considered.

CONCLUSION

The Indian Public High School, Ras Al Khaimah, is committed to providing a supportive and inclusive learning environment for all students. This policy reflects our belief that every learner deserves equal access, respect, and opportunities to succeed. By working together—staff, families, and specialists—we ensure that inclusive practices are embedded in our school culture and aligned with national and international standards.

GLOSSARY

- AL MANHAL System -The Ministry of Education's student information system registers and tracks student enrolment and transfers across UAE private schools.
- Additional Learning Needs Educational requirements arise from conditions such as disabilities, learning difficulties, or giftedness that require specialised support.
- Gifted and Talented (G&T) Students with outstanding abilities or potential who require enrichment or curriculum differentiation to meet their learning needs. Governing Board/ Board of Governors A school's governing Authority approves inclusive strategies, budgets, and oversight roles.
- Head of Inclusion/SENCO A qualified staff member who provides leadership of inclusive education within the school. Ideally, the Head of Inclusion should have a reduced teaching load with limited teaching duties and must participate in all mandatory CPD requirements relevant to the important role in the school.
- Inclusion Team A designated group of staff within the school that will typically comprise a Senior Leader, Head of Inclusion/SENCO, Social Worker, and the Inclusion Teacher to oversee inclusive practices.
- Inclusive Education A rights-based approach ensures that all students, regardless of ability or need, learn together in a common environment with appropriate support.
- Learning Support Assistant (LSA) A parent-funded support person providing personal care or non academic assistance to a student during the school day.
- Individualised Education Plan (IEP) An individualised plan that outlines specific learning goals, accommodations, and adaptations needed for a student with SEN.
- Universal Design for Learning (UDL) A framework that supports flexible learning environments by presenting information in multiple ways, engaging students in various formats, and allowing multiple forms of expression.
- Students of Determination (SOD) Students who experience long-term physical, cognitive, intellectual, emotional, or sensory differences requiring adjustments to ensure equitable educational access.

InclusiveEducation-http://khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

RAKDOK Inclusive EducationPolicy-
https://dok.rak.ae/wp-content/uploads/2025/08/Inclusive-Education-Policy_RAK-DOK.pdf