



INCLUSION POLICY 2026-2027

VISION

“To ignite the potential in every child through holistic education, nurturing them to learn with curiosity, live with integrity, and thrive as responsible global citizens, united by respect, belonging, and a commitment to excellence”.

MISSION

We are committed to providing an inclusive, student-centered, and challenging learning environment that nurtures academic excellence, character, and well-being. Through holistic and experiential learning, we nurture critical thinking, open-mindedness, and resilience, grounded in integrity and ethical values. In partnership with parents and the community, we empower students to become confident, compassionate, and responsible contributors to a diverse global society, prepared for lifelong learning and success.

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1. RATIONALE

The Central School is dedicated to the principle of "Education for All." We operate under a "Zero Reject" policy, ensuring that no student is denied admission solely based on their experience of Special Educational Needs and Disability. We believe in a diverse environment where every student, regardless of their barriers to learning, is valued, supported, and empowered to reach their potential.

Aim:

The primary goal of this policy is to put all students at the heart of everything we do. We are committed to making inclusion our highest priority by ensuring that every child, especially those who require additional help, feels welcome, valued, and supported to reach their full potential in partnership with their parents.

Objectives:

- To welcome all students through a fair and inclusive admissions process that does not discriminate based on a child's needs.
- To identify any barriers to learning as early as possible so that the right support can be provided immediately.
- To provide a clear, three-level system of support that adjusts the amount of help a student receives based on their individual progress.
- To adapt our teaching and classrooms so that every student can understand the lessons and participate fully in school life.
- To ensure students receive all the extra help they are entitled to during exams and assessments, following both CBSE and KHDA rules.
- To recognise and challenge students with high abilities or special talents.
- To work closely with parents as equal partners, ensuring they are always informed and involved in their child's educational journey.
- To keep all student records and medical information strictly private and safe.
- To measure success by looking at the personal growth and individual progress of every student, rather than just their exam scores.

Legal Framework:

This policy is drafted in strict adherence to:

- **Federal Decree-Law No. (31)** of 2021 regarding the Rights of Persons with Disabilities.
- **Federal Law No. (29) of 2006** regarding the Rights of Persons with Special Needs.
- **Federal Law No. (3) of 2016** concerning Child Rights (Wadeema's Law)
- **Law No. (3) of 2022** concerning the Rights of Persons with Disabilities in the Emirate of Dubai, all educational institutions are required to ensure equitable access, inclusion, and appropriate support for Students of Determination.
- **Cabinet Resolution No. (3)** of 2018 regarding the Unified National Classification of Disabilities in the UAE.
- **Dubai Law No. (2) of 2014** regarding the Protection of the Rights of Persons with Disabilities.

- **Executive Council Resolution No. (2) of 2017** regulating Private Schools in Dubai.
- **United Nations Convention on the rights of persons with disabilities** (UNCRPD, 2008: 2010)
- **Dubai Inclusive Education Policy Framework (2017).**
- **Directive and Guidelines for Inclusive Education (2019)**
- **Implementing Inclusive Education a guide for Schools (2020)**
- **Advocating for Inclusive Education a guide for parents (2021)**
- **CBSE Affiliation Bye-Laws Children With Special Needs (CWSN)** (Provisions for candidates with disabilities).

2. CATEGORISATION SYSTEM FOR STUDENTS OF DETERMINATION

The UAE Revised Categorisation Framework for **Students of Determination** defines a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.

Table 1: Students with a Formal Diagnosis

Main Diagnosed Category (UAE Unified Classification)	Sub-Category (UAE Unified Classification)	Additional Information
1. Intellectual Disability	• 1.1 Intellectual Disability • 1.2 Unspecified • 1.3 Global Developmental Delay • 1.4 Neurocognitive Disorders	• Mild • Moderate • Severe
2. Communication Disorders	• 2.1 Language Disorders • 2.2 Speech Sounds Disorder • 2.3 Fluency Disorder • 2.4 Social Communication Disorder • 2.5 Unspecified Communication Disorder	• Receptive • Expressive • Both receptive and expressive
3. Autism Spectrum Disorder	• 3.1 Autism with Intellectual Disability • 3.2 High Functioning Autism	• Level 1 • Level 2 • Level 3
4. ADHD	• 4.1 Combined presentation • 4.2 Predominately Inattentive presentation • 4.3 Predominantly Hyperactive/Impulsive	

5. Psycho-Emotional Disorders	Specific labels provided in the medical report.	• Depression • Bipolar Disorder • Anxiety Disorders • Post-Traumatic Stress Disorder • Obsessive Compulsive Disorder • Oppositional Defiance Disorder • Conduct Disorder • Selective Mutism • Intermittent Explosive Disorder • Eating Disorders • Personality Disorders • Tourette Syndrome • Other
6. Specific Learning Difficulties	• 6.1 Dyslexia • 6.2 Dysgraphia • 6.3 Dyscalculia • 6.4 Scholastic Skills	
7. Visual Impairment	• 7.1 Total Blindness • 7.2 Partially Sighted • 7.3 Low Vision	• Mild • Moderate • Severe
8. Hearing Impairment	• 8.1 Deafness (loss > 90 decibels) • 8.2 Hearing Impairment (loss 26 - 90 decibels)	• Mild • Moderate • Severe
9. Deaf-Blind Disability	• 9.1 Deaf-Blind	
10. Physical Disability	Specific labels provided in the medical report.	• Cerebral Palsy • Muscular Dystrophy • Spina Bifida • Amputation/Limb Differences • Spinal Cord Injury • DCD / Dyspraxia • Brittle Bone Disease • Juvenile Idiopathic Arthritis • Musculoskeletal Deformities • Other
11. Multiple Disability	(Significant disabilities that co-exist)	Select this category only if a student has two or more significant disabilities that result in complex needs.

Table 2: Students Identified with Barriers (No Formal Diagnosis)



Main Barrier	Barrier Sub-Category	Additional Information
1. Thinking and Learning Needs	• General learning needs across subjects • Early developmental needs in more than one area (under age 5) • Memory and thinking needs due to illness or injury	• Learns with some extra support (can follow most learning with adjustments and guidance) • Learns with regular support (needs frequent adaptations and help across subjects) • Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)
2. Communication and Speech Needs	• Language needs • Difficulty making speech sounds clearly • Stammering or stuttering • Social use of language difficulties • Other or unclear speech and language needs	• Understanding language • Using language • Both understanding and using language
3. Social Communication and Interaction Needs	<i>(Main category identified by school assessment)</i>	• Needs little or no support (independent most of the time, but benefits from some help) • Needs regular support (daily support in several areas) • Needs high levels of support (consistent help across most areas of academic life)
4. Attention and Focus Needs	• Difficulties with both attention and high activity • Difficulties mainly with attention and focus • Difficulties mainly with high activity and impulsive behaviour	<i>(Main category identified by school assessment)</i>
5. Social, Emotional and Behavioural Needs	<i>(Main category identified by school assessment)</i>	• Low mood or sadness • Strong mood swings • Worry and anxiety • Difficulties after traumatic events • Repetitive or obsessive behaviours • Strong refusal or defiance • Not speaking in some situations • Sudden angry outbursts • Difficulties with eating and food • Personality or behaviour challenges

		• Tics or involuntary movements and sounds • Other
6. Learning Difficulties in Specific Skills	• Reading difficulties • Writing difficulties • Difficulties with maths and number skills • General academic learning difficulties	(Main category identified by school assessment)
7. Vision Needs	• Low vision	• Some difficulty seeing details • Significant difficulty seeing clearly • Very limited visual clarity
8. Hearing Needs	• Hearing loss	• Some difficulty hearing sounds • Frequent difficulty following speech • Unable to hear most speech
9. Physical and Movement Needs	(Main category identified by school assessment)	• Movement and posture needs • Ongoing muscle weakness • Coordination and motor planning difficulties • Fragile or brittle bones • Ongoing joint problems • Missing or differently formed limbs • Loss of movement due to spinal injury • Bone or joint differences (e.g. curved spine, clubfoot) • Other
10. Multiple and Complex Needs	(Main category identified by school assessment)	Select this category when two or more barriers co-exist, resulting in highly individualised support and consistent specialist input. Record each relevant barrier category alongside this selection.

3. ROLES AND RESPONSIBILITIES (The DEIW Structure)

The Role of the School

- The school leadership ensures the full implementation of the "Zero Reject" policy, guaranteeing that no student is denied admission based on their needs.
- The school provides a safe and accessible physical and learning environment where diversity is celebrated and every student feels a sense of belonging.
- School allocate the necessary budget, staffing, and time for specialized training to ensure all teachers can support diverse learners.
- The school identifies students who experience learning barriers at the earliest possible stage and ensures they are meaningfully integrated into all school activities.

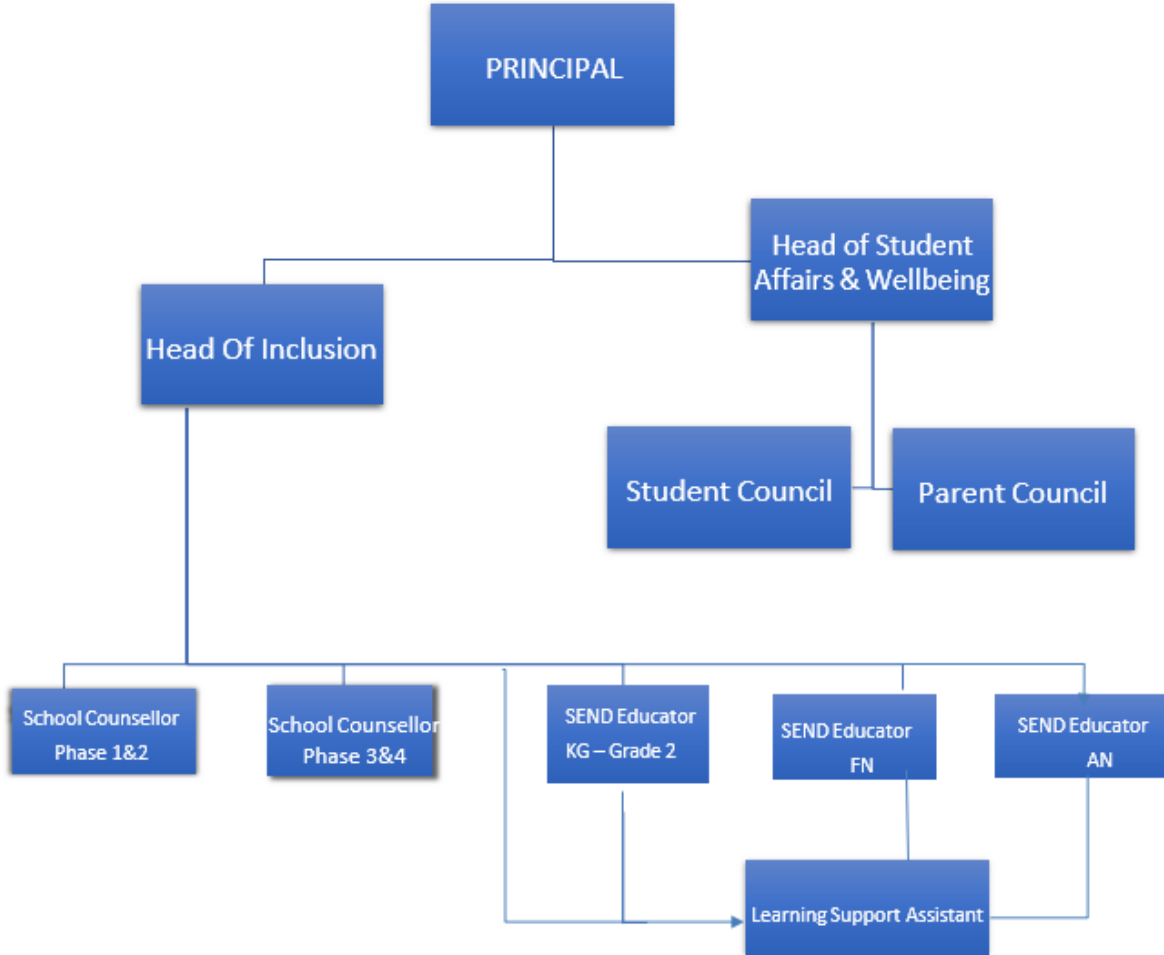
- The school maintains a culture of trust and high expectations, where individual student progress is the main measure of success.

The Role of the Parents (Partners in Progress)

- Parents act as essential partners by providing the school with copies of all previous medical, psychological, or educational reports at the time of entry or as needs arise.
- Parents are expected to notify the school in writing if they suspect their child has a learning barrier that has not yet been identified.
- Families collaborate actively with the DEIW and teachers to set realistic and challenging goals for their child's Individual Education Plan (IEP).
- When the school's internal screening indicates a need, parents are responsible for securing further assessments or specialist therapies (such as Speech or Occupational Therapy) from qualified professionals.
- Parents reinforce school-based strategies and behavioral goals at home to ensure the child experiences consistency and continues to develop their skills outside of the classroom.
- Parents engage regularly with the school by attending progress meetings and workshops to stay informed and equipped to support their child's unique journey.

DEIW STRUCTURE

DEPARTMENT OF EMPOWERMENT For INCLUSION And WELLBEING



The Role of the DEIW (Department of Empowerment for Inclusion and Wellbeing)

- The DEIW manages the official inclusion register, accurately categorising students with a formal diagnosis or identified learning barriers.
- The department maintains the school's internal categorisation framework, ensuring every student is accurately placed in Level 1, 2, or 3 based on the intensity of support they require.
- The department serves as a specialist consultant, helping classroom teachers adapt their lessons and teaching strategies to meet the specific needs of each child.

- The DEIW leads the creation and termly review of Individual Education Plans (IEPs), Individual Learning Plans (ILPs), Behaviour Intervention Plans (BIPs), and Advanced Learning Plans (ALP) in collaboration with teachers and parents.
- The team coordinates all internal and external exam accommodations, ensuring students receive the support they are entitled to under CBSE and KHDA rules.
- The department conducts regular training for all staff to build their skills in inclusive practices, such as differentiation and the use of assistive technology.
- The DEIW supports students during major transitions, such as moving to a new grade level, by sharing vital information and support strategies with the new teaching team.
- The department provides targeted well-being support through the school counselor to help students develop emotional resilience and positive social skills.

4. ADMISSIONS POLICY

Our admission process is inclusive and non-discriminatory.

- **Admission Assessment:** The entrance test is used for "Readiness Identification," not exclusion. If a student performs below age-expectations, the Inclusion Team conducts a secondary observation to determine if the school can meet the child's needs with the current level of provision (Level 1, 2, or 3).
- **Sibling Priority:** Siblings of enrolled Students of Determination receive priority status during the admissions process to support family logistics.
- **Medical Disclosure:** Parents are contractually obliged to disclose all known medical, psychological, and educational reports during registration. Withholding such information may lead to a review of the school placement, not due to the disability, but due to the inability to safeguard the child effectively.
- **Transition:** For students with complex needs, the DEIW will collaborate with the previous school or Early Intervention Centre to ensure a smooth transition plan is in place before the first day of school.

Related Policy: TCS Admission Policy 2026-2027.

5. IDENTIFICATION PROCEDURES AND REFERRAL

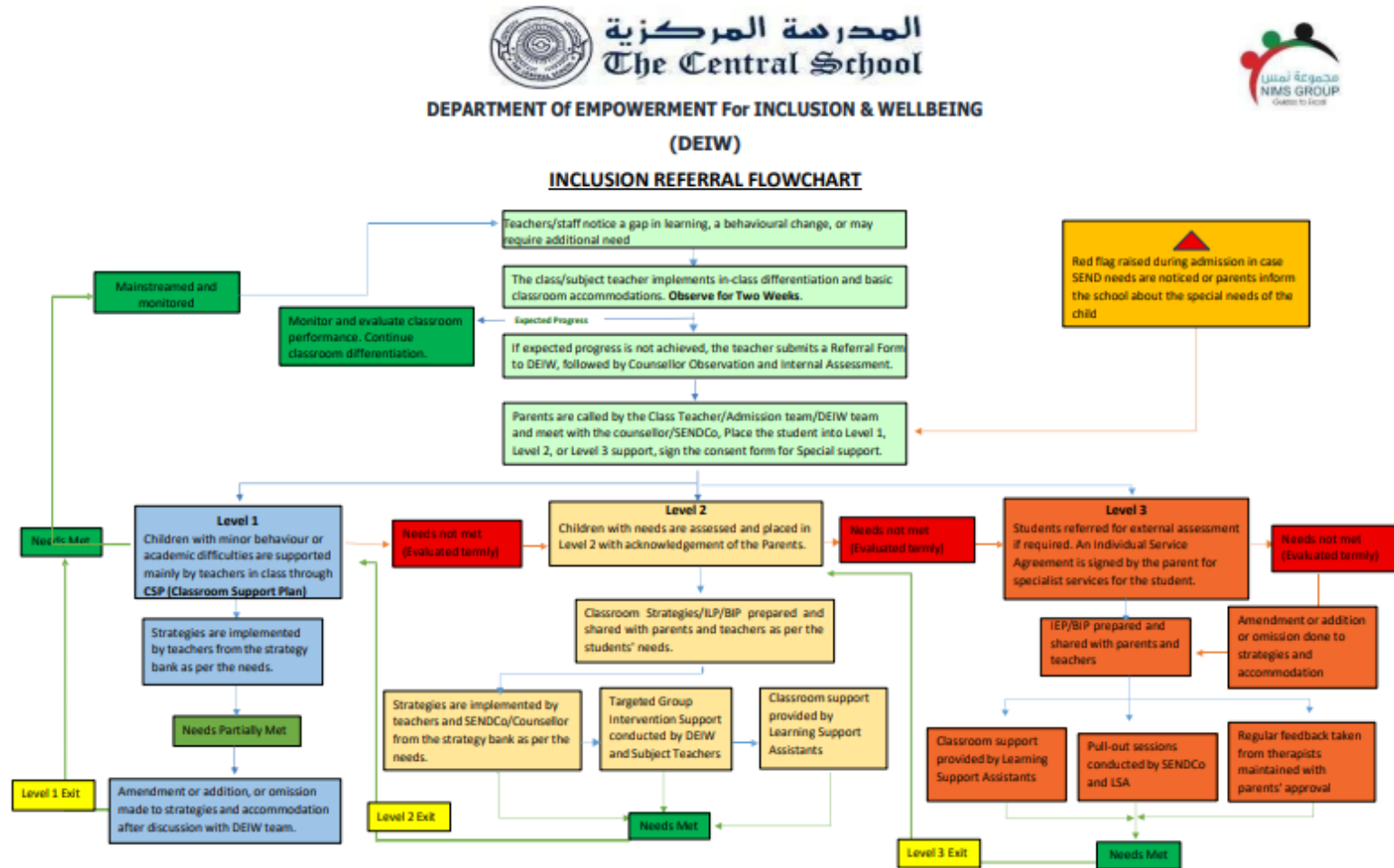
Step 1 Initial Concern & Classroom Observation	When a teacher, staff member, or parent notices a gap in learning, a behavioral change, or a sensory issue, the teacher implements a Classroom Support Plan (CSP) . These initial strategies are tracked for 2–4 weeks to see if the student's needs can be met through standard classroom differentiation.
Step 2 Referral & Evidence Submission	If progress remains slow despite the CSP, the teacher submits a formal Referral Form to the DEIW team. This is accompanied by the CSP, samples of the student's work, and evidence of the strategies already attempted.
Step 3 Internal Screening & Observation	The SENCo or School Counsellor conducts a formal internal observation. An Observation Report is generated to identify specific barriers. The DEIW team may also use internal assessment tools (such as SFBT, RCPM, SPM, CAT4, NGRT, or ASSET) to establish the student's current functional and cognitive levels.
Step 4 Parental Consultation & Consent	If the team determines that the student requires support beyond the standard classroom plan, parents are invited to a consultation. At this stage, the school shares the observation findings and obtains written Parental Consent to add the student to the Inclusion Register .
Step 5 Support Categorization & External Assessments	Based on the evidence, the student is categorized into Level 1, 2, or 3 support. The DEIW team will discuss whether a formal psycho-educational evaluation is necessary to refine support strategies or secure board exam concessions (CBSE).
Step 6 Individualized Planning	For students at Levels 3 and/or Level 2, an Individual Education Plan (IEP) or Individual Learning Plan (ILP) is created upon parents' requirement. This document acts as a roadmap, clearly outlining the student's targets, the specific help they will receive, and their success criteria.
Step 7 Monitoring, Review, and Exit	Student progress is formally reviewed every term with the parents and the Inclusion Team. If a student meets their goals and demonstrates the independence needed to succeed without additional help, they may "Exit" the register or move to a lower support level.

External assessments are typically reserved for cases where additional expertise is required to address complex or persistent challenges. As a general guideline, reassessment every three years is considered good practice; however, the need is always determined based on individual student needs.



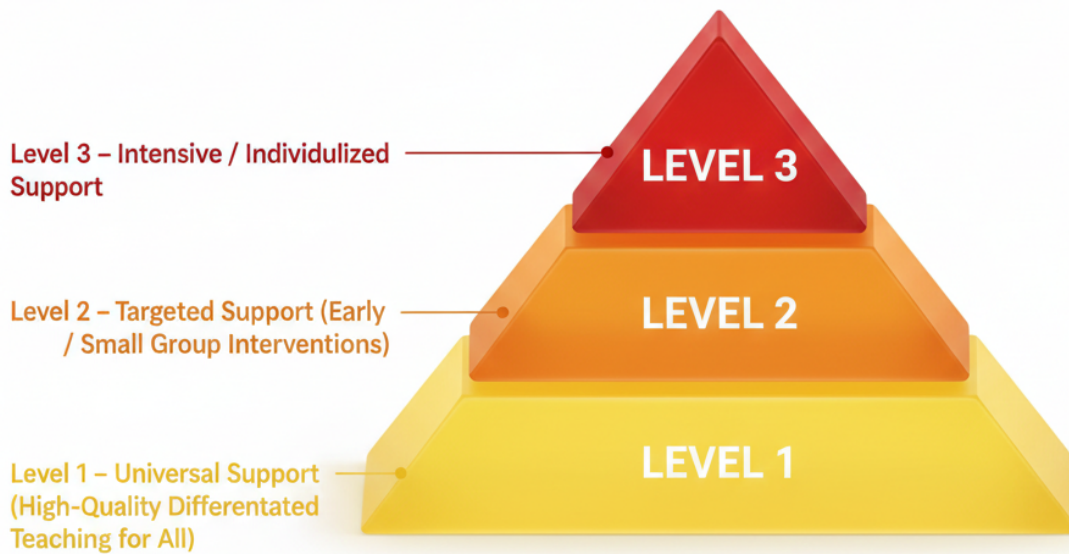
Inclusion Referral Flow Chart

Below outlines the step-by-step journey of a student from the initial concern to the provision of the support



6. THE GRADUATED SYSTEM OF SUPPORT (LEVELS OF PROVISION)

The school adopts the KHDA-mandated **Graduated Systems of Support** model. This recognises that every student has different needs, and the intensity of support should increase or decrease based on the student's progress. We ensure the *right* support is provided at the *right* time.



LEVEL 1 – Universal Support

- **Who is this for?**
 - All students, including those with mild learning difficulties or those who require minor accommodations (e.g., students who wear glasses, have mild attention issues, or are English as a Second Language Learners).
 - Students who are generally meeting age-related expectations but require specific strategies to lower barriers.
- **What is the Action?**
 - **Inclusive Environment:** The Classroom Teacher retains full responsibility for the student's learning through the Classroom Support Plan (**CSP**). They create a classroom environment that reduces anxiety and promotes engagement.
 - **Differentiation:** Teachers adapt their instruction using the **Content, Process, or Product** method to suit different learning styles.
 - **Consultation:** The teacher may seek advice or strategies from the Head of Inclusion, SENCo and Counsellor (as needed), but implements them independently.

- o **Support:** Scaffolding is provided by the teacher to help students access the standard curriculum.

LEVEL 2: TARGETED SUPPORT (Time-Bound Intervention)

This level is for students for whom Level 1 support has not been enough to close the gap. Support here is "Additional to" and "Different from" the general class provision.

- **Who is this for?**
 - o Students falling significantly behind their peers (typically a gap of **1 to 2 years** in attainment).
 - o Students who are identified as "At Risk" regarding literacy, numeracy, or social skills.
- **What is the Action?**
 - o **Strategic Intervention:** The student receives specific, time-bound interventions (e.g., a 6-week remedial reading program) delivered by a Special Educator or Competent Teacher.
 - o **Pull-Out Sessions:** Students may be withdrawn from non-core lessons for small group work to bridge specific academic gaps.
 - o **Documentation:** An **Individual Learning Plan (ILP)** is created with SMART targets to track catch-up progress.
 - o **Therapy:** Consultation with the School Counsellor or external therapists (Speech/Occupational) may be initiated to screen for underlying issues.

LEVEL 3: INDIVIDUALISED SUPPORT (Specialised Provision)

This represents the highest level of provision for students with chronic, complex, or severe barriers to learning.

- **Who is this for?**
 - o Students with clinically diagnosed conditions (e.g., Severe ASD, Intellectual Disability, Multiple Disabilities) who cannot access the standard curriculum without significant modification.
 - o Students who require full-time adult support for safety, behavior, or learning access.
- **What is the Action?**
 - o **Personalisation:** High involvement of the Head of Inclusion and the DEIW Staff to manage daily provision.
 - o **Curriculum Modification:** The curriculum content is significantly altered. The student may work on grade-level modified objectives that differ from those of their peers.
 - o **Full-Time LSA:** In cases where high-level, one-to-one support is required beyond the school's standard provision, a parent-funded LSA may be required following a collaborative review.
 - o **Integrated Therapy:** External therapies (ABA, Speech, OT) are integrated into the school day where possible through the support of parents.

- **Documentation:** A mandatory, comprehensive **Individual Education Plan (IEP)** acts as the legal roadmap for the student's education, reviewed termly.

7. COMPREHENSIVE PLANNING & THE IEP TEAM

Comprehensive Assessments

Assessment is the first step in the inclusion journey. The DEIW utilises data from CAT4, internal school assessments, and formal external reports (Psycho-Educational Evaluations) to establish a "baseline." This data identifies the specific barriers to learning and determines whether a student requires Level 1, 2, or 3 provision.

Types of Individualised Plans

Based on the assessment data, one of the following plans will be developed:

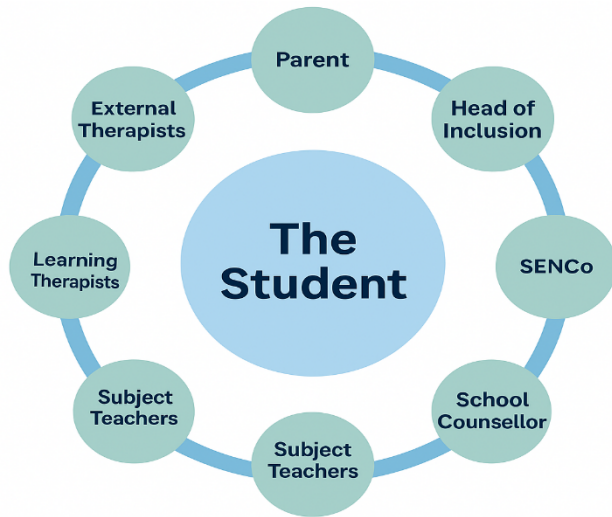
- **Individual Education Plan (IEP):**
A statutory document for students on Level 2 (Optional/Needs basis) and Level 3 support. It acts as the roadmap for the student's education, outlining specific barriers, SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound), and necessary modifications. It is reviewed termly.
- **Behaviour Intervention Plan (BIP):**
A supportive document led by the School Counsellor and DEIW for students whose primary barrier is social, emotional, or behavioural. It focuses on positive behaviour strategies, identifying triggers, and teaching replacement behaviours to ensure the student can access the learning environment safely.
- **Accommodation Plan/Individual Learning Plan (ILP):**
For students who do not require curriculum modification but need specific changes to the environment or testing conditions (e.g., extra time, preferential seating, use of a laptop). This is common for students with medical conditions or mild learning difficulties (Level 1).
- **Classroom Support Plan (CSP):**
A teacher-led plan, focused on "Quality First Teaching" strategies for students who require early intervention or consistent classroom-based support. It identifies specific, low-level barriers to learning and outlines the everyday teaching strategies and environmental adjustments the teacher will use to help the student succeed. This plan is primarily managed by the classroom teacher and serves as the first stage of the graduated response before escalating to Level 2 support.

The IEP Development Team

The creation and maintenance of an IEP is a collaborative task centered on the student. The IEP Development Team meets thrice annually to monitor progress and update the document:

Meeting	Timeline	Objective
Meeting 1	Term 1 (Initial)	IEP Construction: Goal setting and barrier identification.
Meeting 2	End of Term 1	Progress Review: Evaluating effectiveness of support.

Meeting 3	End of Term 2	Strategic Review: Assessment of goals and future planning.
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8. INSTRUCTIONAL & MARKING GUIDELINES

To ensure students with needs are not discouraged, teachers apply specific strategies:

A. Notebook Correction (Recommendation: Pink/Blue Strategy)

- **Positive Feedback:** Teachers use **Pink** to highlight what the student did well.
- **Constructive Feedback:** Teachers use **Blue** sparingly to indicate "Next Steps."
- **Spelling:** For students with Dyslexia, spelling errors are not aggressively marked unless it is a spelling test. The focus remains on *concept understanding*.
- **Emoji System:** Use of stickers/emojis for younger students to provide visual, immediate, and non-threatening feedback (e.g., "Thinking Face" for 'check again').

B. Scaffolding (Prompt Hierarchy)

Teachers support independence by moving from most help to least help:

1. *Physical/Modeling:* "Watch me do it."
2. *Visual:* Using pictures/cue cards.
3. *Verbal:* "What comes next?"
4. *Independent:* Student does it alone.

9. INCLUSION & EXEMPTIONS POLICY (CBSE + KHDA)

As a school operating under CBSE curriculum and KHDA, we commit to integrating both CBSE's concessions and KHDA's guidelines for students of determination/CWSN.

Eligibility & Approval Process

- Students must present a valid disability / medical certificate from an authorised authority (DHA).
- For KHDA-related language exemptions are applicable from grade 3, the school will submit a formal exemption request to KHDA, along with required documentation (assessment reports, IEP / school history / parental consent) for review.
- For CBSE-based concessions, the school will process applications as per CBSE CWSN provisions upon parents' requests.

Academic & Language Exemptions

CBSE-Based Provisions

- Exemption from the Third Language requirement, where applicable.
- For Class X: option to have only one compulsory language instead of two.
- Students with disabilities may select electives/subjects from CBSE's approved list (including skill-subjects) to ease academic load, according to their needs and capacity.
- Examination accommodations: scribe/reader support, extra time, alternate question papers (enlarged font or simplified formats), alternate arrangements for practical components.

KHDA / UAE-Context Exemptions (Arabic / Second Language)

- For students of determination, the school may apply to KHDA for exemption from Arabic (or Arabic as Additional Language), or — where full exemption is not approved — a shift from higher-level Arabic (Arabic A) to a simplified version (Arabic B), depending on their assessed needs.
- Exemption from Second Language / non-core language subjects may also be considered under KHDA's "Subject Exemption Due to Special Cases" guidelines.
- These exemptions are considered on a case-by-case basis and require submission of evidence: medical/psychological reports, school assessments and prior academic history, parental consent, and justification of need.

Support & Exam Accommodations

In addition to subject and language exemptions:

- Provide support such as Learning Support Assistants (LSA), modified curriculum or assessment where needed.
- For students whose disabilities impact learning significantly, implement Individualised Education Plans (IEPs) or tailored learning support, special accommodations in assessments, and regular review.

Documentation & Review

- All exemption requests (language or subject) must be documented, with a formal request submitted to KHDA (for Arabic/Second Language) or CBSE (for CBSE-based concessions) as appropriate.
- Parents must give written consent for any exemption or adapted curriculum/assessment.
- Student's progress will be reviewed periodically; exemptions or supports may be re-evaluated based on improvements or changed needs.

Board Examination Concessions

Based on the medical report, the school applies to the CBSE Board for:

- **Extra Time:** Compensatory time (typically 20 minutes per hour).
- **Scribe/Reader:** For students unable to write/read independently.
- **Modified Question Papers:** Larger font or removal of visually based questions for visually impaired students.

10. ASSESSMENT AND REPORTING

- **Accommodated Assessment:** Students receive extra time or a separate room for internal exams to reduce anxiety.
- **Modified Assessment (Level 3):** For students on a modified curriculum, grades are based on progress towards their IEP Goals rather than the general grade-level standard. Their report card will explicitly state that the grade reflects an "Individualised Curriculum."
- **IEP Reviews:** Meetings are held termly. Parents, the student (where appropriate), and the Inclusion Team review the SMART targets set in the IEP.

11. GIFTED AND TALENTED (High Ability)

As part of our inclusive education approach, we recognise students with exceptional ability or talent who require targeted opportunities for challenge and extended learning, in line with KHDA expectations.

Identification

Students may be identified through:

- **Standardised assessments:** CAT4 Mean SAS > 126, Stanine 9 in ASSET/Internal scores.
- **Outstanding performance** in specific domains (e.g., arts, sports, innovation, leadership).
- **Teacher or parent nomination**, supported by evidence.

Identification is ongoing and reviewed regularly.

Provision

All identified students receive an **Advanced Learning Plan (ALP)** outlining strengths, goals, and tailored strategies.

Strategies for High Ability Learners

Provisions may include:

- **Enrichment & depth tasks**
- **Higher-order thinking projects / inquiry work**
- **Leadership or specialised talent opportunities**
- **Curriculum compacting or accelerated content** (when appropriate)

Related Policy

12. CONFIDENTIALITY

All sensitive records (Psychological reports, IEPs, medical data) are stored in secure, locked files (physical and digital). Information is shared strictly on a **"need-to-know"** basis with direct teaching staff to ensure accommodations are implemented. No data is shared with third parties without parental consent.

13. POLICY REVIEW

This policy is reviewed annually by the Inclusion Support Team to ensure alignment with the latest KHDA Directives and CBSE Circulars.

14. APPENDIX

Definitions

To ensure a shared understanding among all stakeholders:

- **Department of Empowerment for Inclusion & Wellbeing (DEIW):** The operational department within the school, overseen by the Principal, led by the Head of Inclusion. This department comprises the SENCo (Special Education Needs Coordinator), School Counsellors, and Learning Support Assistants. They handle the daily implementation of support, wellbeing interventions, and G&T provisions.
- **Students of Determination (SoD):** Students with long-term physical, mental, intellectual, or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in education on an equal basis with peers.
- **Barriers to Learning:** Factors that prevent a child from learning. These can be *Intrinsic* (medical/cognitive conditions) or *Extrinsic* (environmental factors, language barriers).

POLICY REVIEW

Reviewed by	Senior Leadership Team	Reviewed & Approved	
Review Date	April 2025	Next Review Date	March 2027
Approved by	Principal	(Signature of the Principal)	Reviewed & Approved

