



INCLUSION POLICY

2025-2026

Head of Inclusion: Ms. Ladias Ali

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SECTION A
INCLUSION HANDBOOK

1. Introduction

Alyahar Private School (MOE) takes the responsibility to treat staff and students equally. School strongly believes that equality of outcome can be obtained by making sure that everyone is supported to have access to resources and to be recognized, valued and respected.

Our school is dedicated to meeting the statutory duties of the Equality Act 2010. This policy comprises information about fulfilling our duties and providing guidance about our approach to promoting equality and diversity.

- 1.1 YPS is committed to creating an environment for the school community that exhibits shared YPS core values of respect, inclusion, career pathways and international mindedness.
- 1.2 YPS is committed to meeting the educational needs and raising the achievement of ALL STUDENTS. The school recognizes that all learners are not the same i.e., Students of Determination may require supplementary support to fulfill their potential.
- 1.3 The school, in its provision of educational services and facilities, is also committed against unlawful discrimination of its students, parents, staff and the wider public.
- 1.4 The school is fully supportive of the terms of the UAE Federal Law No 2 of 2015 against Discrimination and Hatred.
- 1.5 The school actions are in line with the United Arab Emirates (UAE) government's legal and statutory requirements concerning the rights and protection of ALL STUDENTS.

These are in line with the requirements of the bodies which are responsible for ensuring and maintaining high quality education in Sharjah's private schools.

- UAE Government Executive Council, 2017

Article	Article	Article	Article	Article
14	16	13, 17	13, 19	4

- Federal Law No. 29 of 2006 and Law No.2 of 2014.
- Vision 2020 Inclusion: My Community a City for Everyone Agenda
- UAE National Agenda 2021 on Education
- UAE School Inspection Framework
- ADEK Guidelines on Inclusion

2. Aims

Emirate Private School recognizes that providing equality of opportunity, valuing diversity and promoting a culture of inclusion are vital to our success.

We want our parents, governors, staff and students to reflect the diversity of the regional, national, and international communities that we serve and influence. We aim to be a place where people can be free to be themselves no matter what their identity or background.

By creating a working, learning and social environment in which individuals can utilize their skills and talents to the full without fear of prejudice or harassment, we aim to create a culture where everyone can reach their fullest potential.

At YPS all students are equally valued, and all staff strives to provide for the individual needs of students in a way that recognizes their specific talents, individualized learning styles, backgrounds, and culture. It is thus our aim to overcome potential barriers to learning, to provide quality education for all.

3. Scope

This policy applies to all current and potential students and staff at YPS. It covers discrimination based on age, disability, gender, race, religion and/or belief, as set out in the Equality Act.

4. Principles & Standards

This policy is underpinned by the following principles and standards:

- 4.1. All learners are of equal value irrespective of their race, gender, and religion/belief. However, this does not mean we treat everyone the same, sometimes it means giving people extra help so that they have the same opportunities and outcomes as others.

- 4.2. We recognize, respect and value difference and understand that diversity is a strength. We take account of differences and strive to remove barriers and disadvantages which people may face, in relation to disability, ethnicity, gender, religion, belief or faith. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.
- 4.3. We foster positive attitudes and relationships. We actively promote positive attitudes and mutual respect between groups and communities different from each other.
- 4.4. We foster a shared sense of inclusion and belonging. We want all members of our school community to feel a sense of belonging within the school and wider community and to feel that they are respected and able to participate fully in school life.
- 4.5. We have the highest expectations for all our children. We expect that all pupils can make good progress and achieve/attain their highest potential.
- 4.6. We work to raise standards for all pupils, but especially for the most vulnerable. We believe that improving the quality of education for the most vulnerable groups of pupils raises standards across the whole school.
- 4.7. We challenge prejudice and stereotyping and tackle negative prejudice and stereotyping, and report all incidents of prejudice-based bullying, for example racist, or bullying of people because of a disability. We also challenge gender-based and other stereotypes.
- 4.8. YPS overcomes potential barriers to learning. The school looks at various social, cultural, and emotional barriers to learning like motivation, ability to interact socially with their peers and encouragement from teachers, parents and friends.
- 4.9. The California Common Core State Standards set out what most students should be taught at each grade level, but teachers impart knowledge, skills and understanding and set suitable learning challenges in ways that cater to the needs of each student.

5. Commitment

- 5.1. The School commits that all will be treated equally, “irrespective of their, or their parents' religion, belief, sect, faith, creed, race, color or ethnic origin” (UAE Federal Law No 2 of 2015 against Discrimination and Hatred, Article 1).
- 5.2. The School commits that it will not discriminate unlawfully because of age, disability, gender, race (including color, nationality, and ethnic or national origin), religion or belief.

II. YPS INCLUSION POLICY

1. DEFINITIONS

- The *UAE Federal Law 29 (2006)* defines a person with special needs as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.
- The revised ‘Categorization Framework for Students of Determination (19-20) defines a student of determination as 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.
- A disability is a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activity.
- The UAE Federal Law 29 (2006) defines Discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing.
- The definition of “*day to day activities*” includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

2. LEGISLATIONS

This policy aims to ensure that the school is compliant with the terms of:

2.1 The UAE Federal Law 29 (2006) concerning the Rights of People with Special Needs

2.2 UAE Federal Law 2 (2015) against Discrimination and Hatred

The school Admissions Policy adheres to the stipulations of the

2.3 Federal Law No 29 of 2006 concerning the Rights of People of Determination

2.4 UAE Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Abu Dhabi including:

- Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with Disabilities in Private Schools.
- Article 13 Clause 16: To treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities
- Article 13 Clause 17: To admit students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the regulatory body, and the relevant legislation in force.
- Article 13 Clause 19: To provide all supplies required for conducting the educational activity, including devices, equipment, furniture, and other supplies which are deemed necessary, such as the supplies required by students with disabilities
- Article 23 Clause 1: To provide for equality amongst students and prevent discrimination based on race, gender, nationality, religion, or social class
- Article 23 Clause 4: To provide a special needs friendly environment and academic programs appropriate for students with disabilities in accordance with the rules and conditions determined by the regulatory body and the concerned government entities in this respect

3. INCLUSION POLICY-

3.1 Introduction

This Inclusion Policy sets out the school commitment to Students of Determination (those with special educational needs and disabilities) within the context of a mainstream curriculum.

The school will endeavor to:

- 3.1.1 Maximize accessibility to the school services, facilities and activities for all Students of Determination, and will take all steps to ensure that no-one is treated less favorably on the grounds of special educational needs and disability.
- 3.1.2 Promotes a culture of inclusion which celebrates and values diversity, and in which people feel motivated and confident.
- 3.1.3 Take action to reduce or remove barriers to ensure that all Students of Determination can access education on an equitable basis with their mainstream peers.
- 3.1.4 Rebase, maintain and disseminate information about services and facilities available for Students of Determination.

3.2 LEADERSHIP AND ACCOUNTABILITY

- 3.2.1 The school is responsible for ensuring all staff that are recruited have the capacity to acquire the knowledge and skills required to work in an inclusive school.
- 3.2.2 The school is responsible for actively enabling Students of Determination. These responsibilities are delegated by the School Executive and Senior Leadership Team to appropriate representatives, particularly members of the Inclusion Support Team.
- 3.2.3 Support for People of Determination is a general duty of all stakeholders, including staff, students and parents with a specific focus on promoting equality and inclusion.

3.2.4 Under these duties the school expects staff and students to work towards the following with regard to Students of Determination (SODs):

- eliminating unlawful discrimination
- eliminating harassment
- promoting equality of opportunities
- involving SODs in the formulation of actions
- promoting positive attitudes
- taking steps to meet needs wherever possible and reasonable
- Identifying and analyzing potential discriminatory policies, practices and procedures in all aspects of school activities

The school has an Inclusive Education Support Team consisting of representatives of

- School Principal
- SEND Coordinator
- Head Teachers
- Inclusion Support Teachers
- Inclusion Support Assistant
- Parent Representative

3.3 ADMISSIONS, PARTICIPATION AND EQUITY

3.3.1 YPS welcomes applications from Students of Determination. In order that they can be made aware of possible entitlements and the support that is available to assist them to achieve their potential in school.

3.3.2 Applicants should declare identified needs or disabilities or at the time of application.

3.3.3 Parents of existing students should declare the identified needs or disabilities that subsequently come to light at the earliest opportunity thereafter.

3.3.4 Information provided to the school is held in confidence and shared with relevant colleagues.

3.3.5 The school is responsible for ensuring that Students of Determination can join the school.

3.3.6 The school will complete an assessment of need, including, where necessary, consulting/working in partnership with external/specialized services to develop appropriate provision upon entry to school.

3.3.7 The school will provide all reasonable support, interventions, accommodations, curricular and examination modifications required to enable equitable access to educational opportunities across all phases of schooling.

3.3.8 Admissions processes and procedures for Students of Determination are detailed in the School Admission Policy.

3.4 INCLUSION SYSTEMS AND SUPPORT

3.4.1 High quality teaching, differentiated for individual students, is the first step in responding to Students of Determination.

3.4.2 All key stakeholders recognize that all teachers are teachers of Students of Determination.

3.4.3 The Inclusion Department acts in consultation with Heads of Sections, supervisors, teachers, parents, students and (where appropriate) qualified and licensed practitioners to:

- Identify individual profiles of need
- Outline and deliver proposed strategies for learning
- Generate targets which aim to support the student
- Coordinate exam concessions for internal and external examinations

The overall purpose of the Inclusion Department is to develop in students the learning and life skills necessary to successfully access the wider curriculum and to raise each student's confidence and self-esteem.

The Inclusion Department supports students with special educational needs outlined in the revised Categorization Framework for Students of Determination (which is based upon the UAE unified categorization of disability).

1. *Cognition and Learning:*

- Intellectual Disability
- Specific Learning Disorders
- Multiple Disabilities
- Developmental Delays (younger than five years of age)

2. *Communication and Interaction:*

- Communication Disorders
- Autism Spectrum Disorders

3. *Social, Emotional and Mental Health:*

- Attention Deficit Hyperactivity Disorder
- Psycho-Emotional Disorders

4. *Physical, Sensory and Medical:*

- Sensory Impairment
- Hearing-Vision Disability
- Physical Disability
- Chronic or Acute Medical Conditions

In-School Specialist Services

Alyahar Private School is committed to enabling the delivery of **In-School Specialist Services** for students who require additional support, in full compliance with the **ADEK School In-School Specialist Services Policy**.

The school has formally contracted with **Alpine Center**, a duly licensed and ADEK-approved center, to provide specialist services on school premises in accordance with ADEK regulations and safeguarding requirements.

Scope of Services

In-school specialist services may include, but are not limited to:

- Speech and Language Therapy
- Occupational Therapy
- Behavioural Intervention Services
- Psychological or other therapeutic support

Services are provided based on identified student needs and do not replace the student's core educational program.

Referral and Service Initiation

Students may be referred for in-school specialist services by the school or parents. All referrals follow a documented process coordinated by the Inclusion Department, from identification of need to commencement of services.

Each referral includes:

- Type, frequency, and duration of service
- Student baseline information
- Clearly defined intervention goals written as SMART targets

All goals and recommendations are documented within the student's **Documented Learning Plan (DLP)**, which may include IEPs, BSPs, ILPs, ISPs, or ALPs, as applicable.

Specialists and Compliance

All specialists delivering services through Alpine Center:

- Hold valid professional licenses from the relevant authorities
- Are registered in ADEK's In-School Specialist Services system
- Comply with the school's Student Protection, Safeguarding, and Confidentiality Policies

Contractual Arrangements

In-school specialist services are governed by a formal tripartite agreement between:

- Alyahar Private School
- The Parent/Guardian
- Alpine Canter

The agreement defines roles and responsibilities, service duration, payment arrangements (borne by parents), grievance procedures, and termination terms.

Facilities and Safety

The school provides a safe, designated space within the campus for specialist sessions. All facilities comply with health, safety, and safeguarding standards.

Monitoring and Reporting

The Head of Inclusion is responsible for overseeing the quality and effectiveness of in-school specialist services. Specialists provide regular progress reports, which are reviewed and shared with parents and relevant staff.

Annual reviews are conducted with the participation of all stakeholders to evaluate student progress and determine next steps.

Data Protection and Confidentiality

All student data and specialist reports are handled in accordance with applicable data protection laws and ADEK School Records requirements.

Policy Compliance

This section forms an integral part of the school's Inclusion Policy and is effective from Academic Year 2025-2026. Non-compliance may result in accountability measures as stipulated by ADEK.

Head of Inclusion according to ADEK Policy:

1. Leadership and Supervision

- Lead the Inclusion Department and supervise all support teachers and learning support assistants (shadow teachers).
- Ensure the school's policy aligns with ADEK's Inclusion Policy.
- Monitor the implementation of **Universal Design for Learning (UDL)** strategies across classrooms.

2. Identification and Assessment of Students

- Oversee the process of **identifying Students of Determination** or those with learning difficulties through formal referral procedures.
- Coordinate **assessment processes** in collaboration with specialists (speech therapists, occupational therapists, psychologists, medical professionals).
- Ensure official records and accurate documentation are maintained for each student.

3. Planning and Monitoring

- Prepare and review each student's **Individualized Education Plan (IEP)** or **Documented Learning Plan (DLP)**.
- Set **long-term and short-term goals** and ensure regular monitoring of academic and behavioral progress.
- Engage parents and teachers in drafting and reviewing plans on a regular basis.

4. Support and Training

- Provide **continuous professional development for teachers** on inclusion strategies, differentiation, and working with Students of Determination.
- Raise teachers' awareness of classroom accommodations (e.g., adapted worksheets, assistive technology, exam modifications).
- Ensure learning support within classrooms and in support rooms.

5. Coordination and Communication

- Communicate directly with **school leadership**, parents, and specialists.
- Prepare periodic reports for the school and ADEK when required.
- Coordinate with all sections (British, American, Ministry, KG) to guarantee inclusive support.

6. Documentation and Compliance

- Maintain all required documentation (IEPs, assessment records, training logs, progress reports).
- Be prepared for **ADEK Irtiqaa inspections** by providing evidence of inclusion implementation.
- Ensure compliance with legal and procedural standards, including: shadow teacher permits, parental consent forms, and risk management plans.

■ **In summary:** According to ADEK policy, the Head of Inclusion is an **educational and organizational leader** responsible for ensuring the school is an inclusive environment for all students through identification, planning, teacher support, training, parental engagement, and documentation, while aligning with ADEK policies and Irtiqaa standards.

Role of the Inclusion Teacher (Special Education Specialist):

◆ First: Educational Role

- Adapt the curriculum to meet the abilities and needs of Students of Determination and those with learning difficulties.
 - Design and implement **individualized teaching strategies** inside and outside the classroom.
 - Develop activities and teaching aids that address different learning styles (visual, auditory, kinesthetic).
 - Monitor students' progress regularly using both formative and summative assessments.
-

◆ Second: Planning and Implementation

- Contribute to the preparation and implementation of the **Individualized Education Plan (IEP)** or **Documented Learning Plan (DLP)**.
 - Define **short-term and long-term goals** with clear performance indicators.
 - Collaborate with the Inclusion Team, school leadership, and parents in drafting and reviewing plans.
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◆ Third: Classroom Support

- Work with the mainstream classroom teacher to apply **differentiated instruction**.
 - Provide **individual or small-group sessions** in the support room or within the classroom as needed.
 - Use assistive tools (visual aids, simplified worksheets, assistive technology, sensory materials).
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◆ Fourth: Communication and Coordination

- Collaborate with the **Head of Inclusion**, subject teachers, and specialists (speech therapy, occupational therapy, psychology).
 - Involve **parents** in the follow-up process and provide guidance for home-based activities.
 - Write regular progress reports on the student's academic and behavioral development.
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◆ Fifth: Training and Professional Development

- Attend training programs provided by the school or ADEK.
 - Support fellow teachers with strategies for inclusion inside classrooms.
 - Engage in continuous professional development to stay updated on best practices in special education and inclusion.
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◆ Sixth: Behavioral and Social Aspects

- Promote **positive behavior** and implement behavior modification plans when required.
 - Develop students' independence and self-reliance skills.
 - Encourage social participation and inclusion with peers in classroom and extracurricular activities.
-

✓ **In summary:** The Inclusion Teacher (Special Education Specialist) is the **direct implementer of inclusive education** within the school. They adapt teaching, monitor students, prepare and execute individualized plans, collaborate with teachers and specialists, support families, and foster students' academic, behavioral, and social development — all in alignment with **ADEK** standards and **Irtiqaa** inspection requirements.

3.4.4 Depending upon their level of needs, a student may require (full time or part time) additional 1:1 Learning Support Assistant (LSA) support, to successfully access all aspects of learning and/or life at the school. If such a provision is required, on entry or during periods of transition, the school will consult with parents to make the necessary arrangements.

Additional 1:1 LSA support arrangements will be regularly reviewed, and adjusted as required, in consultation with parents.

The terms of 1:1 LSA provision form part of the ADEK-approved parent-school contract. The Inclusion Department maintains the Students of Determination Section on the school database, which holds confidential reports, summarizes the student's needs and outlines learning strategies, accommodations, and exam concessions.

Gifted and Talented and English as an Additional Language (EAL) criteria are explicit in the Gifted and Talented Policy and ELL Policy documents.

The Inclusion Department identifies and supports students who need extra time for internal and external examinations.

4. IMPLEMENTATION, MONITORING AND REVIEW

YPS will ensure there is sufficient school budget that will allow for the procurement of resources and payment of staff and for Continued Professional Development (CPD) for the success of the implementation of an Inclusive Education as well as ensure that the facilities comply with the ADEK rules.

YPS Utilizes a common evaluation framework to monitor, evaluate and report on the quality of inclusive educational provision and related impact on the outcomes for students who experience SEND.

5. REVIEW

The Equality, Diversity and Inclusion Policy has been approved and adopted by the Senior Leadership Team of the school and it is reviewed every year to ensure that it remains compliant with Equality and Diversity Legislation. The school will review practice and policy regarding equality and diversity as part of its on-going procedures of self-evaluation. The effectiveness of the policy is annually reviewed, and evidence is kept regarding satisfactory progress and positive personal development. All staff are involved in the monitoring of the policy which enables a shared understanding of the key issues and approaches for special needs provision at YPS.

SECTION-B

FORM K-12

INCLUSION DEPARTMENT (Referral Form)

A request for referral may be made by a professional staff member of Alyahar Private School. The request for referral must be submitted to the Head of Section / Head of Department who in turn will pass it to the Inclusion Department after applying the necessary interventions.

Student's Name: _____ Grade: _____ ID #: _____

Referred By: _____

Type of Referral: __ * _____ Behavior _____ Social

➤ **Reasons for Referral: (Please include the options that apply)**

Academic:

- ☐ Student is performing below grade expectations in:
 - Reading •writing •math •Arabic •Other _____
- ☐ Student is consistently not turning in assignments
- ☐ Student appears to have a difficulty understanding the grade level material
- ☐ Student does not focus on assigned tasks
- ☐ Student often has difficulty in memorizing taught information
- ☐ Student appears to have low attention span
- ☐ Student has difficulty learning within a group setting
- ☐ Student often needs one to one attention
- ☐ Student appears to have test anxiety
- ☐ Other (please explain clearly)

Behavior:

- ☐ Student often acts in a defiance/non-compliance manner
- ☐ Student is consistently out of seat or leaving the classroom
- ☐ Student's behavior often threatens the learning for others
- ☐ Student talks excessively
- ☐ Student does not listen to directives given by the teacher - needs many warnings
- ☐ Student often acts in an impulsive manner
- ☐ Student is disrespectful to the class or teacher on a continuous basis
- ☐ Student exhibits sensory issues
- ☐ Other (please explain clearly)

Social\Emotional:

- ☐ Student is not getting along with the other classmates
- ☐ Student is withdrawn from others
- ☐ Student either is bullying or being bullied by others (please circle one)
- ☐ Other (please explain clearly)

➤ **What are the student's strengths?**

- Does the student have any health issues worth mentioning?

_____ No, he does not.

List out all interventions you have tried before referring the student and inform them of their effectiveness

	Intervention	Duration/ frequency	Effective	Ineffective
1	One to one help			
2	Repetition of instructions			
3	Assisted the student in reflection time and analyzing mistakes/ problems			
4	Allowed extra time for tasks			
5	Assigned a peer helper			
6	Sent extra work to practice at home			
7	Allowed online practice			
	Other, please specify			

- Were the student's parents informed with concerns and with interventions offered?

☐ Yes

☐ No

Date: _____

Teacher signature: _____

HOS/HOD/AP signature: _____

P.S. Please attach copies of supporting documents (incident reports, work samples, assessments, grades, parent communication.... etc.)

SECTION C

INCLUSION ACTION PLAN

Alyahar Private School

Inclusion Action Plan

2025-2026

Key Objective taken from Whole School Improvement Plan: Ensure that a strongly inclusive ethos is clearly demonstrated, enabling all children to make good or better progress in respect of their starting points.

Priority 1 To continue to embed an inclusive ethos across the whole school and wider community.

Priority 2 To implement a refined system of professional support for all teachers to ensure consistency amongst inclusive teaching practices.

Priority 3 To widen identification procedures across the school to enable accurate identification of children's needs to support progress and Learning.

Priority 4 To continue to build parent partnerships to raise awareness of inclusion and provide learning opportunities to build increased Involvement of personalized learning programs with all parents.

Priority 5 To continue to enhance provision for students across the school to further support progress in all areas.

Priority 6 To develop support for personal, social and emotional needs on a school wide level.

Target	Actions	Targeted Phase	Start Date	End Date	Lead Responsible	Monitored by	Evidence Source	Success Criteria	Review Dates
Goals for each SEN student has been identified to effectively support them	Using psychological reports to create an IEP which meets the needs of students Defining the starting point for each student based on the diagnostic tests, MAP Scores and Lexile reading levels.	K-12	March 2025	July 2026	Arabic and English Teachers	VP	IEPs	IEPs are created with the collaboration of subject teachers	By March 2025
Students receive the appropriate support to meet their needs	Cooperate with teachers to determine the goals for students that match their abilities Modifying the curriculum to meet the needs of each student Providing the appropriate materials that match students' level Providing pull-out and push-in sessions	K-12	March 2025	July 2026	Arabic and English Teachers	VP	Lesson Observations, Learning Walks, Work Scrutiny	Work review shows that 90% of students receive adequate material	By June 2025
Students make progress against their starting point	Tracking students' monthly progress Defining the next steps based on the tracking reports Making sure that students are on the right track towards achieving the IEPs goals	K-12	March 2025	July 2026	Arabic and English Teachers	VP	Lesson Observations, Learning Walks, Work Review, Tracking, English MAP results	Monthly progress reports show that 90% of students show progress against their starting point Progress in IEPs shows that 90% of students have achieved their IEP goals	By June 2026

								<p>MAP Progress shows that 61% of students exceeded their projected score in general and the others have shown progress in their RIT score specifically</p> <p>Reading on RAZ Kids shows that more than 80% of students have improved in their Lexile Reading Levels</p>	
Students are involved in the class with good, differentiated tasks that match their levels	<p>Providing push-in classes</p> <p>Weekly meeting with teachers making sure that they differentiate the materials to meet the needs of the students</p>	K-12	March 2025	July 2026	Arabic and English HODs		Lesson Observations, Learning Walks, Work Review, Tracking, English MAP results	Observations and walkthroughs show that most students are involved in differentiated class work	By June 2026
Students are independent learners whose skills are being improved regularly	Enhancing independence and self-assessment	K-12	March 2025	July 2026	Arabic and English Teachers	VP	Lesson Observations, Learning Walks	Observations and walkthroughs show that most students are independent	By June 2026

SECTION D

GIFTED AND TALENTED PLAN

ENGLISH DEPARTMENT

THE ENGLISH LANGUAGE AS A SUBJECT HAS 4 DOMAINS:

- Speaking
- Listening
- Reading
- Writing
- Each skill has its importance and its own specific techniques that can enhance students' productivity.
- As a target for the English Department teachers, students must master these skills. The following activities will help to highlight students' talents and unique abilities.

ROLES AND RESPONSIBILITIES WITHIN THE CLASSROOM:

- Students centered learning, valuing, and utilizing students' interest and learning styles by making them responsible for their own learning
- Provide challenging work that enriches rather than introduces "more of the same"
- Students co-teach their peer group members
- Encourage target setting that involves students in their learning and progress to achieve results that are way above the RIT of their grade level in MAP Tests

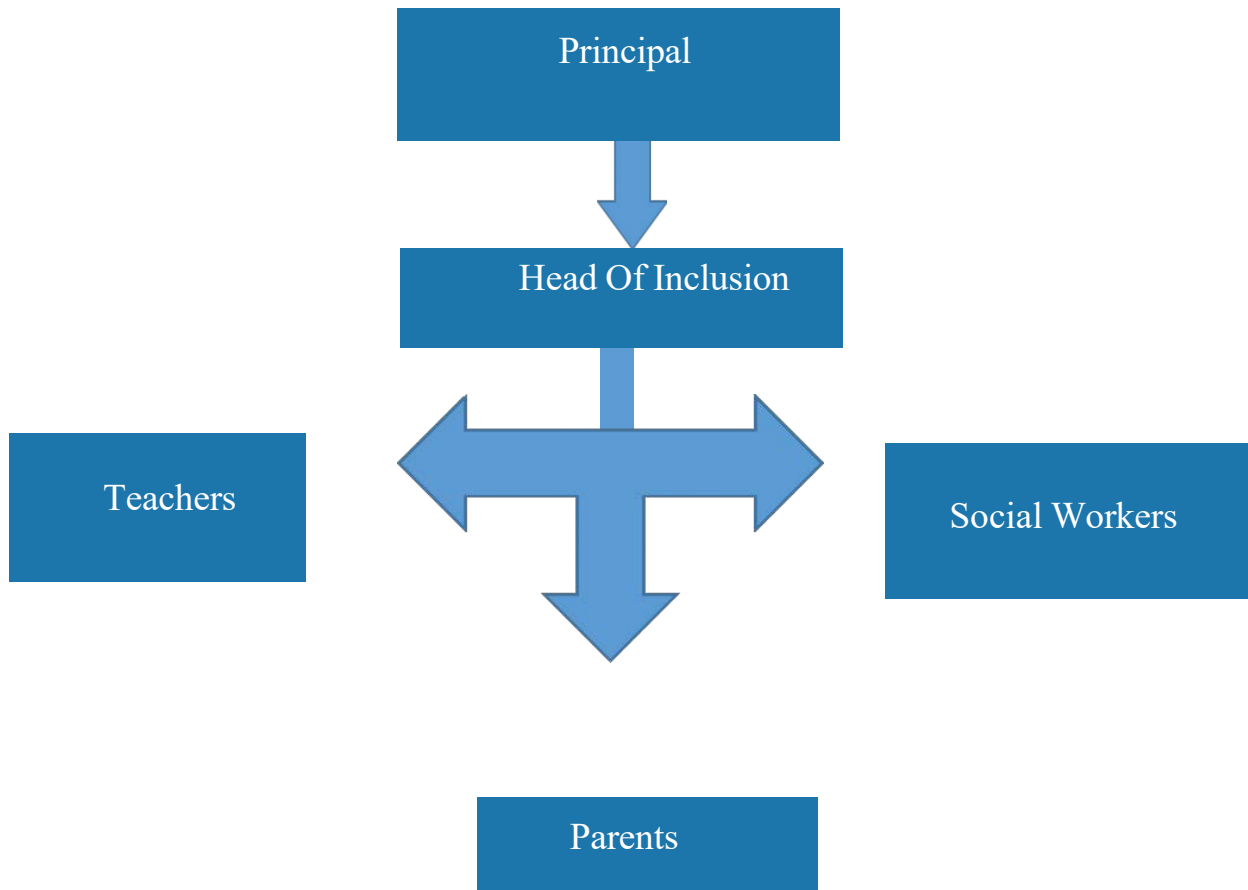
EXTRA - CURRICULAR ACTIVITIES:

- To publish students' writings, short stories, novels, poems in a magazine in the community
- To encourage student participation in Public Speaking activities that inspire students to speak confidently and to express themselves
- To encourage student participation in the story telling / book review activities

SECTION E

INCLUSION TEAM

Members of the Inclusion Team



Training and Development Programs are available for members of the Inclusion Action Team, this is linked to teacher licensing processes, teacher standards, and teacher appraisal mechanisms.

Our Effective Learning Provision room is available to provide support for students who experience SEN. The ELP room consists of members of the Inclusion Action Team as required by the different education providers to facilitate the enrolment of students who experience SEN. It also provides all necessary support to the staff in terms of needed curricular adaptations, teaching and learning modifications, existing assistive technologies, and devices to support participation of all students.

