



NMS Inclusion

#BeingUniqueBeingMe

Inclusion Policy

Last reviewed and updated: January 2023

TABLE OF CONTENTS

Contents	Page No.
Legislation & Guidance	2
Vision	2
Admission, Participation and Equity	2
Identification	3
Support and Intervention	7
Curriculum modification	11
Monitoring, Reporting & Evaluation	11
Appendix A - Key Personnel	11
Appendix B - Revised Categorisation Framework for students of determination	12
Appendix C - Roles and Responsibilities	13
Appendix D - Legislation	16
Appendix E - EAL identification - 5 stage model for Language Acquisition	19
Appendix F - G&T identification - Francoys Gagne's Model	20

Legislation and guidance

This policy is based on the UAE Disability Act, Federal Law (29) 2006 and (12) 2008, which guarantees that a Person of Determination gets access to equal opportunities for education



within all educational institutions, ensuring that they have equitable access to quality inclusive education with their peers. The principles of inclusion and equity lie at the heart of the legislation and guidance frameworks referred to above and below, as well as detailed in Appendix D.

This policy is also based on the following guidance and legislation

- Dubai Law No. (2) 2014 'To protect the rights of People of Determination in the Emirate of Dubai'.
- Dubai Inclusive Education Policy Framework (2017)
- Dubai Inclusive Education Policy Implementation (2019)
- KHDA Inclusive Education Directives 2020
- Revised categorization Framework for Students of Determination (2019-2020)
- Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- The Dubai Plan 2021, which aims for a tolerant and fully inclusive city by 2020.

VISION

NMS promotes inclusive ethos through positive and innovative solutions so that every individual learner has equitable access to the educational opportunities. We aspire to ensure that no child is left behind.

ADMISSIONS, PARTICIPATION AND EQUITY

We welcome students of determination and pride ourselves on being an inclusive school. We are committed to:

- ensuring that admission to the School is not conditional upon the submission of a medical diagnosis; (*DIEPF* Standard 1.1)
- ensuring students are not refused admission based only on their experience of SEND; (*DIEPF* Standard 2.1)
- ensuring students who experience SEND will receive "sibling priority" for admission (*DIEPF* Standard 2.2)
- ensuring that students who experience SEND will be guaranteed the right to receive quality education and training in all types and phases of schooling across Dubai; (*DIEPF* Standard 2.3)
- ensuring that students who experience SEND will be actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers, through social interactions in age-appropriate common learning environments; (*DIEPF* Standard 2.4)



- providing, within our capacity, access to appropriate provision, resources and curricular options for students of determination
- ensuring that students who experience SEND will be provided with the support, accommodations and curricular modifications required to enable equitable access to educational opportunities;(DIEPF Standard 2.5)
- ensure we promote the principle of equity for students who experience SEND; (DIEPF Standard 2.6)
- follow KHDA or other local legislative guidance and procedures for scenarios where it may not be in the best interests of the student or school situation. As a procedure, this information will be shared with the KHDA
- Informal assessments may be conducted only to evaluate the support required and put targeted interventions and provisions into place, to enhance the students' learning experience at school.

Parents of any child, who experiences SEND, are requested to provide the School with full details *prior* to the admissions procedure, at registration, or subsequently before accepting the offer of a place. The School will do all that is reasonable to ensure that the information and application procedure is accessible for disabled candidates and will make such reasonable adjustments as necessary.

IDENTIFICATION:

Identifying Special Educational Needs

Early Identification allows the Inclusion team to work with students, parents, teachers and external agencies to put in place appropriate provisions, thereby creating a plan for implementing actions/interventions/support to address the barriers that may impact on progress, attainment or well-being. Students may be referred to the Inclusion Department on entry or at any time during their learning at NMS.

Identification on Entry:

- The admission form requests information from parents to disclose any special/additional learning need that has previously been identified.
- Each student's application, in addition to the standard documents, needs to be accompanied by the previous academic reports, previous medical/psycho-educational assessments that are relevant to the application including previous IEPs.
- Before entry into the Kindergarten, students are observed informally onsite or through short videos sent by the parent to detect any signs of atypical behaviour.



If any of the above indicate that the student may have additional learning needs, a decision based on the ability of the school to meet the child's need and the level of provision required to be put in place to accommodate the student at NMS, is made using the graduated 3-tiered approach.

Students may be placed on the Inclusion register with or without an externally identified need, as below:

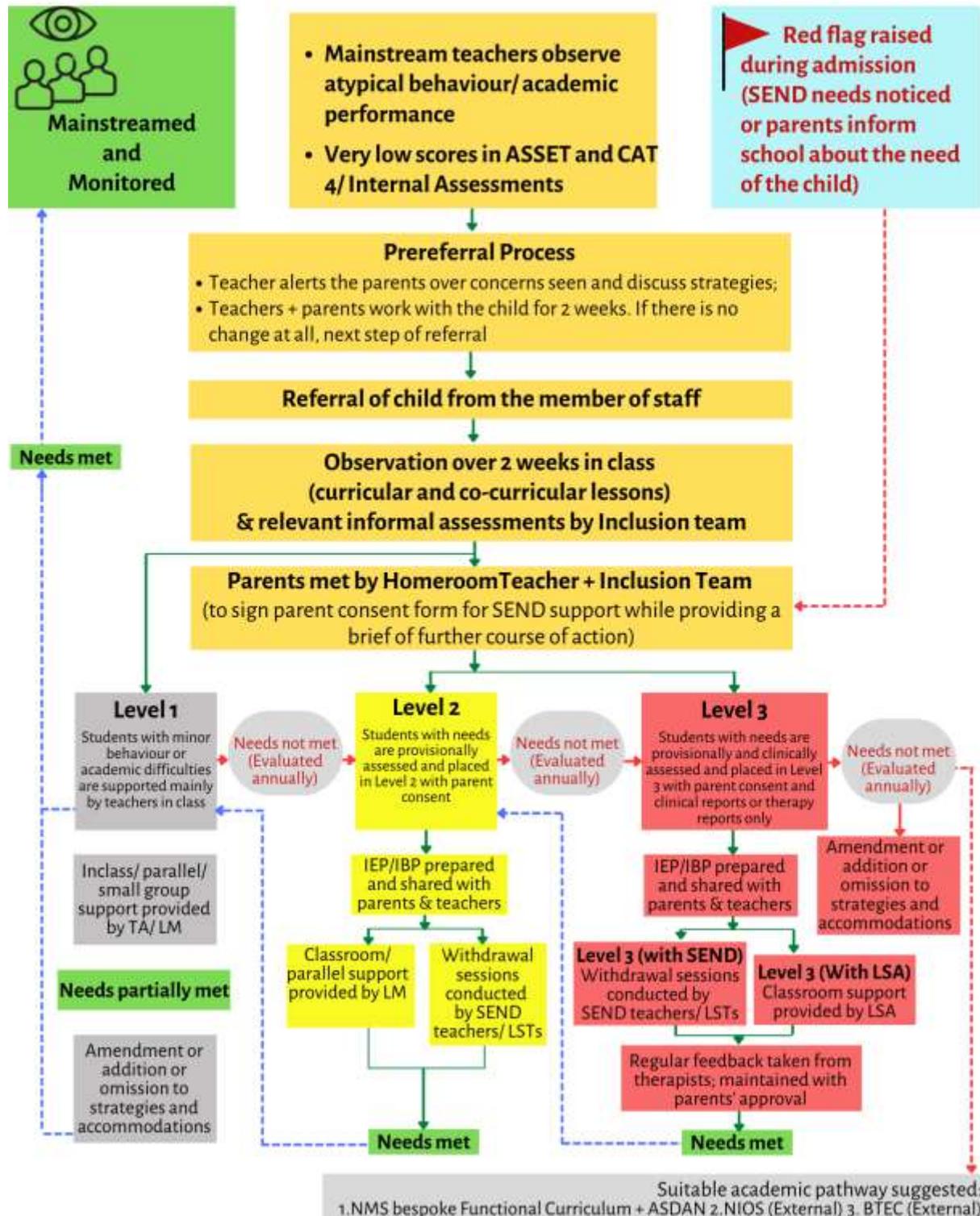
Without an external report: Students may be assigned to this category in response to the internal identification procedures of a knowledgeable school team, who have evidence to support almost all of the characteristics of a particular category of impairment, delay or disorder. Identification of needs requires sensitivity and discretion; ensuring effective relationships with students and families. The school and parents mutually agree, that the student would be unlikely to achieve equitable access to the common learning environment and/or educational opportunities alongside their peers without some level of ongoing additional support, adaptations and/or monitoring.

With an external report: If the student has an external specialist report which identifies a category of SEND in line with the KHDA's Revised Categorisation Framework (2022-23) – See Appendix B, the student will be included on this register, irrespective of whether or not they require any additional support from the school at this time.

Identification of students already enrolled at NMS:

- Data gathered from **baseline tests, standardized tests** (ASSET, CAT4 – stanine 2 or less in any battery/overall mean SAS of less than 85) and ongoing internal assessments is used to identify students with huge learning lags, working significantly below grade level may be referred to the Inclusion Team for further assessment.
- **Specific Concerns** – Students may be referred by teachers or parents if specific concerns are apparent during the child's functioning in class – be it related to academics, socio-emotional, physical or behavioural areas. Our graduated system of support is complemented by a continuum of identification processes, through ongoing cycles of action and reflection (RTI 3 tiered model).

SEND Referral Procedure at GEMS New Millennium School



* From Sep. 2023, as a learning pathway, we offer the flexible subject options for students with diagnosed disabilities as per formal psycho-educational evaluation reports, CBSE guidelines and provision for PWD.



Identifying students with EAL (English as an Additional Language) Needs

EAL needs are identified by the teachers as well as members of the Inclusion Team based on the 5-stage model for language acquisition (See Appendix E). The EAL programme at NMS supports students to develop English skills (the ones who fall in Band A and B), thus enabling them to be successful and independent while learning alongside their peers in a mainstream classroom. Their skill development in all areas (listening, speaking, writing & reading) is monitored through the remedial session trackers and in-class performance.

The EAL Teachers work on the goals detailed in the Individual Language Development Plan (ILDLP). Students are supported based on their needs and offered either in-class/pull-out individual or small group support. Parents & Teachers are a part of the preparation, implementation and review of the ILDPs. Students who fall into bands C to E, are catered to by quality first teaching and differentiation, within the classroom.

Identification of Gifted and Talented Students

The identification of students as gifted and talented isn't viewed as an isolated activity. At NMS we realise that the essential first stage of a continuum of provision, which should provide appropriate and personalized learning programme to enable all gifted students to become talented. The identification is based on Francoys Gagne's model (see Appendix F) and the methods include:

- Teacher nomination (using identification checklists – general & specific)
- Assessment results (internal, standardized, NGRT (where applicable), CAT4 and ASSET)
- Specialist teacher identification
- Parental nomination.
- External Agencies

Indicators for identification of the Potentially Gifted - Based on CAT 4 scores, ASSET scores and Internal Assessment scores.

CAT 4 >= 130 in any two of the four batteries and >125 in the other two batteries.

Area	CAT4 scores	Asset scores	Internal Assessment Scores
Potential Talent in Mathematics	>=130 in Quantitative and Spatial	Math stanine 8 or 9	Math -Grade A1
Potential Talent in English	>=130 in Verbal and non-verbal	English stanine 8 or 9	English -Grade A1
Potential Talent in Science	>=130 in Spatial and non-verbal/verbal/Quantitative	Science stanine 8 or 9	Science -Grade A1



SUPPORT AND INTERVENTION

STANDARD SCHOOL SERVICE OFFERED AT GNMS:

Physical Resources	<ul style="list-style-type: none"> • Appropriate and purposeful learning spaces (e.g. Achievement Centre, calming corners, central areas, sensory circuits, sensory room/therapy room, counselling room). • Standardised and/or computer-based screening and assessment tools to enable identification of learning needs • Modified curriculum planning and progress-monitoring tools (e.g. Power-Bi); • Evidence-based intervention programs and resources (e.g. GL Assessments (Lucid Recall, Rapid, Dyscalculia screener, York Assessment for Reading Comprehension, British Picture Vocabulary Scale, Wellcomm – Early Years and Primary, Reading Eggs) • Substantial bank of large and small sensory resources and adapted seating options (e.g. vestibular balls, wobble cubes, wiggle cushions, weighted blankets/lap pads) • Provision of additional learning equipment within and outside of the classroom (e.g. Math resources/manipulatives; Literacy resources, Attention building resources, etc.) to facilitate and enrich the student’s learning; • School subscriptions to online educational apps (e.g. iXL, Gizmos, Achieve 3000, Level Up); • Adapted library resources (e.g. Audio books)
Human Resources	<ul style="list-style-type: none"> • Actively engaged Senior Leadership Team • Trained and experienced Teaching Assistants deployed across classes in Pre-KG, KG, primary and middle school. • Strategic Leader of Provision for students of determination; • Qualified and experienced Learning Support Teachers/Special Educators • Qualified and experienced Wellbeing and Career Counselling and Pastoral Support Staff; • Child Support Team featuring some or all of the above, can be called for Students of Determination accessing any level of support within the School, as required.
Specific Services for Students	<p>Indirect (Background) Support</p> <ul style="list-style-type: none"> • Weekly meetings with Senior Leaders to review the Inclusion Register (pupil progress, concerns, recent developments); • Active monitoring of classroom practice and pupil participation and progress in lessons through learning walks/lesson observations; • Development, implementation and review of individual educational plans for students on Level 2 and 3, and classroom strategies for students on Level 1 level of support. • Support, advice and guidance to the parents of the student; • Training, support and monitoring of teaching staff directly involved with the student. This may include joint planning to ensure appropriately differentiated lessons and assessment; • Training, support and guidance of the student's classroom peers (as appropriate);



- Conducting a physical environmental scan and/or risk assessment, where required / relevant, to mitigate risks and support access to common facilities;
- Drawing up Personal Emergency Evacuation Plans (PEEP) for students who require additional support during an emergency situation.
- Planning, organizing and training the student and/or relevant staff on emergency evacuation procedures (in the case of physical disability) and/or crisis management (where a risk to student safety has been identified);
- Working with external specialist services (e.g. therapists) to timetable and facilitate on-site assessment and therapy services.
- Coordinating with external agencies and professionals to facilitate formal psycho-educational evaluations for students with moderate to high needs.

Direct Support / Intervention

- Highly differentiated classroom lessons and practice and quality first teaching for learners on Level 1 support;
- Shared classroom support from school-funded Learning Support Assistants (Teaching Assistants/Mentor Teachers) assigned to all classes from Pre-KG to Middle School.
- Well-developed system of formal and informal assessments to identify needs and monitor progress;
- Personalized Learning Plans.
- Exam access arrangements as per learning need and in compliance to the CBSE board directives;
- Small group or 1:1 support sessions delivered by the Wellbeing Counsellor / Special Educators / Subject Specialists
- Level 2 – Focused small group interventions by Teaching Assistants + remedial sessions with Special Educators.
- Level 3 – 1:1 or in small groups (in line with individual needs and school capacity)
- In secondary school, students on all Levels of support (Levels 1, 2, and 3) will access interventions and/or learning support through Directed Studies and/or Booster sessions, facilitated by subject specialists

Provisions for Gifted and Talented Students:

Independent project-based learning	Academic Competitions & External Sporting/Performing Arts Events.	Vertical Enrichment of curriculum based on upper 3 levels of Bloom’s taxonomy – Analysis, Synthesis & Evaluation.
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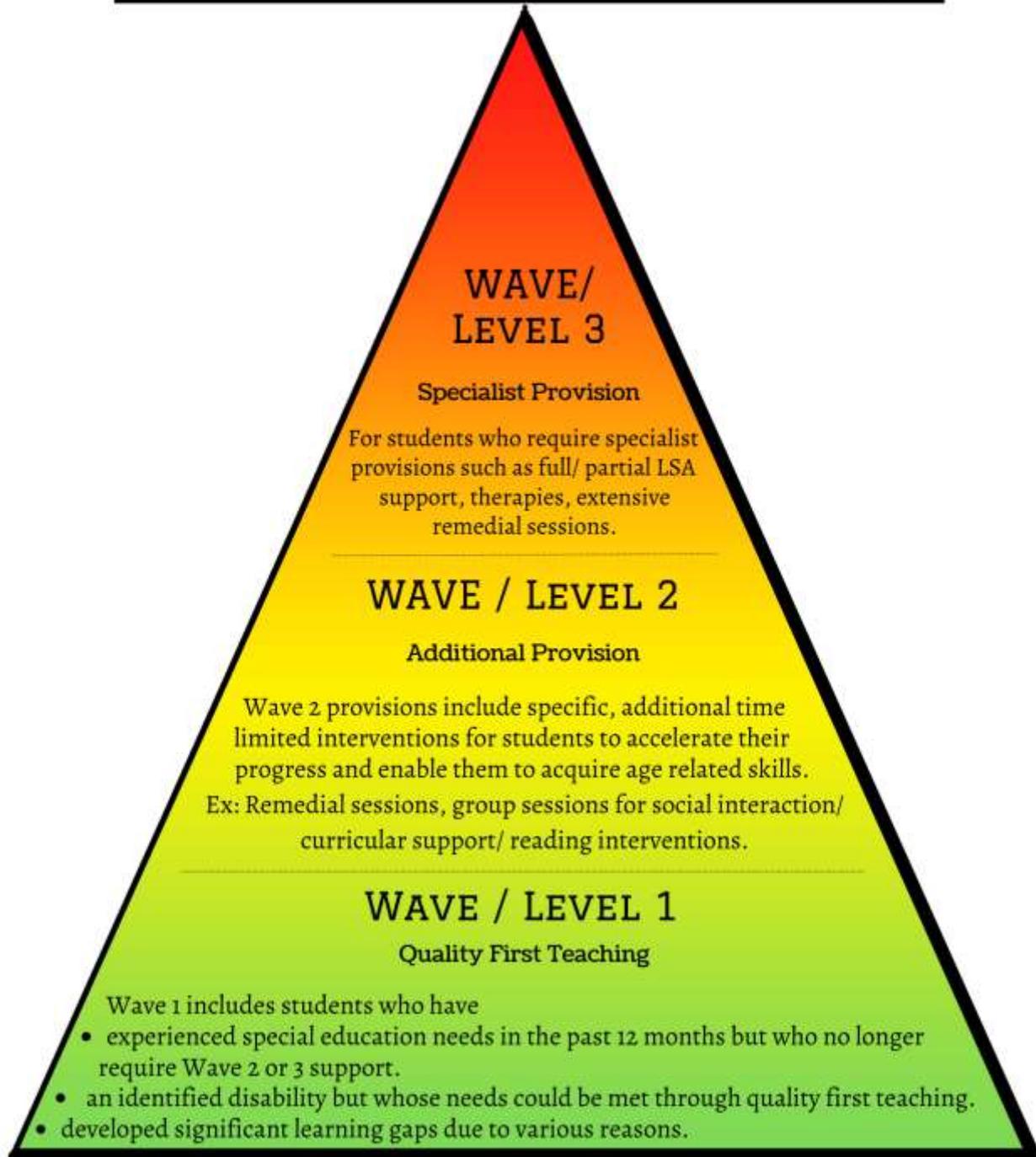


G.A.T.E. Programme (Gifted and Talented Education Programme) twice a year with focus on project-based learning, critical thinking, opportunities to use advanced technology, mindfulness & well-being.	Efficient use of Advanced Technology for independent/extended learning tasks	Enrichment opportunities outside the school curriculum - Sir Issac Newton (SIN) exams - Test for High School Physics, MENSA IQ Test, Johns Hopkins SCAT tests
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Support for Students of Determination Our 3-tiered Graduated Systems of Support operate as a filtration system wherein when students make adequate progress and demonstrate independence, they are moved down the level of support most students making adequate progress in response to Level 1 support. Students may pass through these filters bi-directionally as their learning profile evolves over time, in response to a continuous inclusion action cycle (Assess, Plan, Do, Review - graduated approach).



RESPONSE TO INTERVENTION 3 - TIERED MODEL



Curriculum Modification:

All students have access to a broad and balanced curriculum in line with KHDA



regulation. Teachers set high expectations for every student, regardless of their prior attainment. However, if the students’ diagnosed difficulties do not permit them to access the standard school curriculum, then:

- Modifications to the curriculum are made for students up to upper primary, to accommodate their learning needs.
- Language exemptions based on the formal assessment reports are applied for, and the time that would be used to learn additional languages, is used to develop skills such as reading, writing, spelling or math.
- The school also offers an Alternative Curriculum pathway through a bespoke Alternative Curriculum in English, Math, Science and Technology and Social Studies, along with the ASDAN SEN Modules for students whose diagnosed disabilities make it impossible for them to access the CBSE or IGCSE curricula.
- Students are offered a mix of academic and skill based subject options in the secondary school in line with the CBSE provision for students of determination.
- Eventually when students require a more flexible learning plan to include vocational training, they are guided to pursue the National Indian Open School Curriculum (NIOS) or a Vocational Training Programme.

Monitoring, Evaluating and Reporting

The overall efficacy of the inclusion provision is monitored and reviewed by members of the Senior Leadership Team. This policy is reviewed and updated annually by the key personnel.

APPENDIX A:

Key Personnel

Name	Designation
Fatima Martin	Principal
Christine De Noronha	Vice Principal & Designated Safeguarding Lead
Preetam Shetty	Manager of School Operations
Michelle Verghese	Head of Kindergarten & Inclusion Champion
Shalini Fernandes	Head of Inclusion
Sweta Chakravarthy	Wellbeing Counsellor
Melora Pais	Special Educator



External Service Providers

Services	Name of the Provider	Contact Details
ABA Therapy, Speech and Language Therapy	Bloom Therapy Centre	16th Floor, Suite 1617 Parklane Tower, Business Bay, Dubai Mobile Number: 056-6780867 Office Number: 04-5705837
ABA therapy, speech therapy, school readiness programme	Bridges Speech Centre	Aspin Commercial Tower - 106 Sheikh Zayed Rd - Trade Centre Trade Centre 1 - Dubai, 050 522 6054
Psycho-educational Evaluation	Bridges Speech Centre, Dubai Al Fasht Centre, Sharjah	Ms. Urmimala Sinha, Clinical Psychologist 050-2461556 06-5255585
National Indian Open School curriculum and Vocational Training	Eduscan Group of Institutions	04-2562770

APPENDIX B:

Category of Disabilities/Special Educational Needs

The School follows the DSIB Revised Categorization Framework for Students of Determination (2022-23).

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)	Identification
Cognition and Learning	1. General barriers to learning (intellectual disability)	<ul style="list-style-type: none"> • Mild (attainment 2-3 years below curriculum) • Moderate (attainment 3-5 years below curriculum) • Severe (very small incremental steps over time)
	2. Multiple disabilities	
	3. Developmental delay (younger than five years of age).	
	4. Specific learning disorders	<ul style="list-style-type: none"> ○ Dyslexia ○ Dyspraxia ○ Dyscalculia ○ Dysgraphia



Communication and Interaction	5. Communication disorders	<ul style="list-style-type: none"> • Expressive Language • Receptive Language • Global Language Delay • Speech Fluency Disorder • Speech Sounds Disorder • Social Communication Disorder
	6. Autism spectrum disorders	<ul style="list-style-type: none"> ○ Autism Spectrum Disorder Level 1 (mild) ○ Autism Spectrum Disorder Level 2 (moderate) ○ Autism Spectrum Disorder Level 3 (severe)
Social, emotional and mental health	7. Attention Deficit Hyperactivity disorder	<ul style="list-style-type: none"> • ADHD - Inattentive • ADHD - Hyperactive • ADHD - Combined
	8. Psycho - emotional disorders.	<ul style="list-style-type: none"> ○ Depression ○ Bipolar Disorder ○ Oppositional Defiance Disorder ○ Obsessive Compulsive Disorder ○ Post-traumatic Stress Disorder
Physical, sensory and medical	9. Sensory impairment	<ul style="list-style-type: none"> • Visual Impairment • Hearing Impairment
	10. Deaf-blind disability	-
	11. Physical disability	<ul style="list-style-type: none"> ○ Muscular dystrophy ○ Cerebral Palsy ○ Spina Bifida
	12. Chronic or acute medical conditions	-

APPENDIX C:

Roles and responsibilities (in accordance to the KHDA implementation manual)

The Principal will:

- Effectively communicate a vision of inclusion, ensuring the engagement of the entire school community
- Conduct a school-wide review of current practice to highlight examples of best practice to grow further, and to identify areas which require targeted improvement



- Develop and implement a comprehensive and strategic inclusive education improvement plan
- Ensure that all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- Provide an annual programme of continued professional development for all staff at all levels across the school
- Apply a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- Ensure that recruitment and induction processes prioritise inclusive practices as a key component of professional roles.
- Ensure that each support teacher develops the skills required to apply the essential components of professional support (Observation of teaching and learning, collaborative review of student data, co-planning, modelling, co-teaching, collaborative reflection, gradual release of responsibility).

Inclusion Governor will be appointed by the Local Advisory Board.

Will support the Governing Board to:

- set strategic direction through a clearly-stated inclusive vision and ethos
- hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- allocate financial investment to ensure that targeted plans are sufficiently resourced
- monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

Inclusion Champion will:

- Key advocate for the inclusion of students of determination.
- The inclusion champion should be a positive communicator, a knowledgeable educator and a skilled practitioner with a passionate belief in the value of inclusive systems of education.
- Promoting ideas and modelling practice that support the development of inclusive attitudes and approaches.
- Engaging thoughtfully with feedback from the community through positive relationships and well-developed interpersonal skills
- Sharing information with senior leaders
- Providing the motivation and support required for improvement over time.

The Head of Inclusion will:

- Work alongside teachers to observe, assess and identify special educational needs
- Work collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing
- Provide advice and guidance to both teachers and parents



- Promote high expectations of student learning and achievement
- Support the development of relevant and meaningful learning activities
- Facilitate collaborative meetings to promote the development of individual education plans
- Monitor and support classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- Implement evidence-based programmes of intervention for individual and small groups of students.

Teachers will:

- Assess, evaluate, and report on students' progress providing a safe, welcoming, and motivating environment for learning
- work closely and in parallel with other professionals
- plan whole class, group, and individual instructions and delivering them
- incorporate any needed modifications and accommodations to maximise their students' achievement
- take part in the development of the IEP and its progress review
- implement goals set in the IEP
- manage information about students and communicating this information to parents and other relevant personnel
- supervise and coordinate work with the LSAs / Teaching Assistants
- promote student interactions with their peers
- The classroom teacher is responsible, and ultimately accountable for, the impact and outcomes of the students' educational programme.

Support Teachers:

- A support teacher is identified as a competent teacher (Middle Leader) who demonstrates high levels of skill and ability in applying inclusive approaches within their teaching practices, **who will help teachers refine their teaching practices.**
- **60% of time supporting teachers** to increase inclusive competence. **25% working directly with individual or small groups of students** to implement in class interventions and accelerate achievements.
- **Spend time with the teachers** and engage them with personalized professional development programmes.
- **Observation of teaching and learning** in the classroom.
- **Collaborative review of student data** to support the teacher to develop skills to use FA information effectively to understand achievement potential, identify student needs and address barriers to learning.
- **Co-planning (with teachers)** to ensure all students fully and actively engage in the learning process.
- **Modelling:** model strategies which promote effective student engagement and skilful teaching practice.



- **Co-teaching:** to increase the opportunities to differentiate in response to student need, provide a shared experience of teaching challenges, enable direct professional feedback on the success of new strategies, and promote further learning-centred dialogue between the support teacher and classroom.
- **Collaborative reflection:** regularly monitor and evaluate improvements in the teacher's practice, identify its effect on student learning and outcomes and select the focus for further development.
- **Gradual release of responsibility**

Special Educators will:

- Work closely with teachers to ensure students are accurately identified, supported and track progress for the ones already on the inclusion register/the ones 'at risk for a learning lag/difficulty' / ones with EAL needs.
- Work collaboratively with teachers, parents and students and be responsible for developing and ensuring the implementation of IEPs/IBPs/ILDP.
- Help plan, implement and oversee intervention and monitor progress of students on the inclusion register.
- Mentor Learning Support Assistants to ensure that the students are making progress.
- Conduct small group/one-on-one remedial sessions to administer skill based IEP targets, using effective methods to ensure maximum outcomes for students of determination.
- Ensure that all documentation is up-to-date (accurate files and records should be maintained - to track progress in line with the guidelines of the department).
- Ensure all IEPs/IBPs and ILDPs are reviewed termly in consultation with the student, parent, class teacher and external professionals.
- Share appropriate teaching strategies and resources with teachers to accommodate learning needs of students of determination.
- Handle ad hoc duties of the department as assigned, with a creative and enthusiastic approach both in and out of the classroom.

Learning Support Assistants will:

- Provide individual support to a specific student/2 students
- Promote access to targeted support outside of the classroom
- Liaise with the leader of provision for students of determination
- Develop social/emotional skills
- Work with teachers to monitor the progress of students
- Support intervention or therapy sessions.
- Follow all processes outlined in a memorandum of understanding (MOU) when employed by parents of students who experience SEND that clearly sets out the terms and conditions of employment within the school.



Teaching Assistants (Learning Mentors) will:

- Provide small group interventions to low achieving students, and those listed on Level 1 and Level 2 support of the Inclusion register to meet curricular targets.
- Pre-teach, re-teach and parallel teach, in collaboration with the teachers.
- Work on differentiated activities with groups of students and prepare learning plans in collaboration with subject specialists.
- Plan resources, tasks and activities to suit the learning need of the students.
- Liaise with parents and update them on the progress made by their wards.
- Provide regular retrieval practice in the form of home tasks to help retention and recall of concepts taught.

APPENDIX D:

Links to legislation frameworks

Federal Law (29) 2006 and (12) 2008	Guarantees a person of determination access to equal opportunities of education within all educational institutions Click here . Click here
Dubai Law 2014 (No. 2)	Concerning Protection of the rights of persons of determination in the Emirate of Dubai. Click here
Executive Council Resolution No. (2) of 2017-Regulating Private Schools in the Emirate of Dubai	Regulations for Private Schools in Dubai Click here
	Article 4 (14) establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
	Article 13 (16) 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 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;
	Article 13 (19) provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;



	Article 23 (4) provide a special needs friendly environment and academic programs appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;
Dubai Inclusive Education Policy Framework (2017)	Dubai Inclusive Education Policy Framework has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector. Click here
Dubai Inclusive Education Policy Implementation Framework (2019)	Click here
Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)	https://government.ae/information-and-services/education/education-for-people-with-special-needs
The National Policy for Empowering People of Determination (2017)	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs Aims to provide quality inclusive education in the UAE
Revised Categorisation Framework for Students of Determination	Click here
The Ministry of Education Strategic Plan 2017-2021	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021
The Dubai Plan 2021	https://www.dubaiplan2021.ae/dubai-plan-2021/ Aims for a tolerant and fully inclusive city by 2020 - which is part of a wider strategic plan, incorporating education, health & rehabilitation, employment, universal accessibility and social protection.
UAE disability act (Federal Law 29, 2006)	Click here
UAE disability act (Federal Law 12, 2008)	Click here



5-Stage Model for Language Acquisition

A	New to English	<p>A child may:</p> <ul style="list-style-type: none"> • Use first language for learning and other purposes. • Remain silent in the classroom. • Copy/repeat some words and phrases. • Understand some everyday English expressions but have minimal or no English literacy. • Follow day-to-day social communication in English. • Begin to use spoken English for social purposes. • Understand simple instructions and follow narrative/accounts with visual support. • Develop some skills in reading and writing. • Become familiar with some subject specific vocabulary. <p><i>A child at this stage needs significant support.</i></p>
B	Early Acquisition	<p>A child may:</p> <ul style="list-style-type: none"> • Participate in learning activities with increasing independence. • Express themselves orally in English but structural inaccuracies are still apparent. • Requires ongoing support in literacy, particularly for understanding text and writing. • Follow abstract concepts and more complex written English. <p>A child at this stage requires support to access the curriculum fully.</p>
C	Developing Competence	<p>A child may:</p> <ul style="list-style-type: none"> • Developing oral English well, allowing successful engagement in activities across the curriculum. • Read and understand a wide variety of text. • Written English may lack complexity. • Demonstrate evidence of errors in grammatical structure. <p>A child at this stage needs support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.</p>
D	Competent	<p>A child at this stage can operate across the curriculum to a level of competence nearing to that of a pupil who uses English as his/her first language.</p> <p>They may still make grammatical errors and need support to develop their linguistic skills.</p>
E	Fluent	<p>A child at this stage can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.</p>



Appendix F: Model for identification and support of Gifted and Talented students

Francois Gagne's Model

