



# المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.  
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Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10 ); 15004 (Grade 11 & 12 )



## INCLUSION POLICY 2025-2026



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## DEPARTMENT OF EMPOWERMENT TO INCLUSION AND WELLBEING

### INCLUSION POLICY

Review Details	Review 1	Review 2	Review 3
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Reviewed By	Vice Principal, SLT, DEIW.	Vice Principal. SLT, DEIW	

### Approved By

Ms.Supriya Sehgal	Principal	
Dr.Rohit Pramanik	Vice Principal	
Mr.Vinayachandran.M.P	Head of Inclusion	



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## Introduction

At NIMS Dubai, we firmly believe that every student deserves the opportunity to learn, grow, and succeed in an inclusive and supportive environment. Our school's inclusion policy aims to create a culture where every student feels valued, respected, and supported. We strive to foster an environment that promotes understanding, empathy, and collaboration among students, educators, families, and the broader community. Through proactive measures, comprehensive support services, and personalized learning approaches, we ensure that each student receives the necessary resources and accommodations to achieve their full potential.

## Rationale

As per the requirements of KHDA, NIMS Dubai will:

- Be an inclusive school community that welcomes children with a range of special needs.
- Ensure that every student has access to an equal, appropriate, meaningful, and engaging curriculum.
- Make sure every student makes as much progress as is reasonably possible by them.

## Legislation

Our procedures and policies are in line with the guidance provided by KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016) and subsequent updates, Dubai Inclusive Education Policy (2017), Implementing Inclusive Education: A Guide for Schools (2019), Directives and Guidelines for Inclusive Education: A Handbook for Schools (2019).

This policy ensures compliance with UAE Federal Law. 29 (2006) concerning the Rights of People

with Special Needs and UAE Federal Law 2 (2015) against Discrimination and Hatred.

## Roles and Responsibilities



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priority for all.

## Governor of Inclusion

A key leader responsible to promote equal opportunity and support for all students within the educational institution.

- Provides systematic support for the development of our inclusive school.
- Ensure that the school complies with legal requirements and ethical standards related to Inclusion.
- Governors monitor the effectiveness of inclusion practices and policies implemented by the school.
- Review data and reports to assess the impact of inclusion efforts on student outcomes.

## Head of Inclusion

A key advocate for the inclusion of Students of Determination. /Roles include:

- Develop and articulate a clear vision and ethos for inclusive education within the school.
- Provide leadership and encouragement to the inclusion team and foster a collaborative and supportive environment that promotes professional growth and development.
- Work closely with teachers and specialists providing advice, guidance, and professional development opportunities to enhance inclusive teaching strategies.
- Implement evidence-based programmes of intervention.
- Oversee the allocation of resources, including budgetary considerations, to support inclusion initiatives.
- Ensuring the school is sufficiently well-resourced to meet the needs of all learners.
- Foster open communication and collaboration between parents and the school to support student success.

## SENCO

Roles of SENCO include:



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or in small groups of students for interventions.

- To spend 15% of their daily time in administrative activities such as documentation related to their work and in pursuing professional development activities for their own professional development.
- Special educators in inclusive classrooms conduct progress analysis to determine whether students are achieving academic goals.
- Encourage and support parent/family participation in the education process and ensure that they have every opportunity to contribute to student success.

## Teaching Staff

- To ensure inclusive practices through differentiation.
- To be responsible for implementing accommodations and providing support to Students of Determination that are in line with their IEP.
- To work with parents, caregivers and professionals to develop appropriate individual education plans for Students of Determination.
- To be responsible for learning, progress, and outcomes of all the students in their class.
- To identify a learning need and raise a concern by submitting referral forms.
- To work collaboratively with the Inclusion Team and all other professionals working with Students of Determination.
- To be open to continuous self-development to enhance their inclusive teaching competencies.
- To encourage engagement of Students of Determination in extracurricular activities.

## Parents

- To be responsible for disclosing all relevant information about their child during enrolment and at any point during the child's time at the school to ensure the most appropriate placement.
- To be responsible for attending any relevant Inclusion Team meetings.
- To be part of the Individualized Education Program (IEP) meeting to address both regular and home based intervention plans.





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- To foster empathy and compassion among students, encouraging them to understand and support each other's needs.
- They are responsible for attending appointments made with the Inclusion Team.

## Admission

NIMS school adheres to a zero-rejection policy in the admission process of Students with Determination or other student categories like LA, MA, HA, Gifted and Talented, etc.

During the admissions process, the school conducts an assessment of each student's educational needs to determine appropriate provisions for school entry. This includes engaging in dialogue and meetings with the child and their family. Families are encouraged to disclose any medical or learning needs their child may have and grant the school access to relevant reports from professionals and previous educational settings as needed.

All new admissions to the DEIW department undergo formal assessment and evaluation conducted by the SEED Special Education Center, adhering to school policy. This assessment informs the school's planning of provisions and facilitates the child's enrollment.

Students are typically enrolled in the year group corresponding to their age. Exceptions may apply if the child has completed a program of study equivalent to a year group above or below the expected level. In rare cases where a child's needs cannot be adequately met within our school environment or their presence could significantly disrupt other students' learning, we collaborate closely with families to determine appropriate provisions. If it is determined that our school cannot meet the child's needs at that time, we assist the family in exploring alternative educational options.

We also acknowledge that some children demonstrate Gifted and Talented abilities, which we define as exceptional proficiency in a specific curriculum area or performing at a level more than two years above their chronological age. Provision for gifted and talented students encompasses



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NIMS Dubai employs a systematic protocol known as DEIW (Identification and Screening of Children with Special Needs) to effectively identify students requiring additional support. This process utilizes the School-Wide Screening - Special Needs (SWS-SN), facilitated by the "Behavioral Checklist for Screening Learning Disabilities" (BCSLD). Teachers play a crucial role by evaluating students based on their classroom observations over the past month.

The school-wide screening enables the identification of various student needs, including gifted and talented students, those with visual, auditory, and hearing impairments, difficulties in reading, writing, and mathematics, ADHD, ASD, intellectual disabilities, and challenges in fine and gross motor skills, among others. Additional assessments such as VSMS, ISAA, SDQ, MDPS, FACP, BASIC MR, and ELORS complement the screening process.

This structured approach ensures that students with diverse needs receive timely and appropriate interventions, fostering an inclusive and supportive learning environment at NIMS Dubai.

## Comprehensive Assessment

The school collaborates closely with SEED Special Education Center, an accredited organization registered with CDA and DHA. SEED specializes in conducting thorough psychoeducational assessments and delivering personalized therapy for children with complex needs that often exceed the support available in a regular classroom environment.

## Individualized Educational Program

We utilize Individual Education Plans (IEPs) to meticulously plan personalized support aimed at mitigating learning barriers encountered by students of determination due to their specific difficulties, conditions, or disorders. These IEPs outline short-term objectives (typically spanning



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During review meetings, progress towards the targeted outcomes is assessed comprehensively. Based on this evaluation, a well-informed decision is made regarding the continuation of additional provisions. This structured, cyclical approach with its relatively short-term focus ensures that the support provided remains closely aligned with the evolving needs of the student.

## Differentiated Instruction

NIMS Dubai employs differentiated instruction as an approach to acknowledge and accommodates the diverse learning needs and interests of all levels of students in a classroom. Rather than adopting a one-size-fits-all approach, we aim to tailor instruction to meet individual student's needs, helping them progress academically and develop their strengths.

We provide:

- Differentiation in assignments and lesson plans
- Personalized learning methods and strategies.
- Variety of learning materials to appeal to different forms of intelligence.
- Varied assessment methods depending upon the needs

## In-Class Support

In-class support for Students of Determination involves providing targeted assistance and accommodations within the regular classroom setting to ensure these students can access the curriculum and succeed academically. This ensures Students of Determination become integrated members of the class without leaving the classroom for parallel services.

At NIMS Dubai we aim to create a nurturing and inclusive environment where special students can participate meaningfully in classroom activities, build confidence, and achieve academic success alongside their peers. The goal is to facilitate their integration into the mainstream educational setting while addressing their unique learning needs comprehensively.





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room by special educators or other trained professionals who specialize in providing targeted interventions. Sessions may be one-on-one or in small groups, allowing for personalized attention and instruction.

## Accommodations and Modifications

Accommodations and modifications are tailored to meet each student's specific needs, as documented in their Individual Education Plan (IEP) or Individual Learning Plan (ILP). These plans are developed collaboratively with educators, parents, and often with input from specialists to ensure comprehensive support and equitable educational opportunities for the students.

## Support

**Level 1:** Students who require additional assistance in their learning within the regular classroom setting. Teachers differentiate their teaching methods and materials to meet the diverse learning needs of students. This may include adjusting the pace of instruction, providing alternative assignments or offering additional resources to support learning.

**Level 2:** Students requiring additional support beyond the typical classroom environment have an Individual Education Plan. This level of provision may involve external assessments to inform educational planning and support strategies. Students may undergo a formal psycho-educational assessment to better understand their needs and facilitate appropriate accommodations.

**Level 3:** Students needing specialized support from professionals such as speech therapists, occupational therapists, or psychologists, or requiring a one-to-one Learning Support Assistant to access the curriculum, also have an Individual Education Plan. These students may receive



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for an LSA is determined (based on the individual student's) by DEIW, evaluating the extent of support required by the student. The selection of an appropriate LSA is a collaborative effort, where parents may suggest candidates while the school assists in assessing their suitability based on the child's needs.

- All LSA's (Learning Support Assistants) must hold a minimum of a basic graduation qualification and foundational training in special education and behavior management.
- LSAs operate under formal school contracts. Parents directly pay stipulated charges for the shadow teacher's services to the LSA.
- LSAs receive training from assigned special educators on understanding the child's needs, behavior management, classroom adaptations, and modifications.
- There is a one-month probationary period to evaluate the suitability of the LSA for the role.
- LSAs must strictly adhere to confidentiality principles, refraining from sharing any student or school information outside the scope of employment.
- LSAs are permitted to utilize school resources for supporting students within the school.
- LSAs are expected to maintain respectable clothing attire at all times.
- LSAs assist class teachers in the inclusion process but do not replace them. They refrain from correcting other children's work or instructing them.
- LSAs work closely with parents, class teachers, and special educators. They actively participate in Individualized Education Plan (IEP) meetings and contribute to goal-setting processes.

## Standard School Services

The staff members involved in providing support services include the SEN coordinator, Assistant Special Educator, Phase Counselor/Psychologist. The school has established procedures for identifying student needs, developing Individual Education Plans (IEPs), and conducting individualized pull-out sessions and group remedial sessions. These support services are provided free of cost. Students requiring additional support beyond these services may benefit from LSA support, which is funded by the parent.



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**FACP:** Functional Assessment Checklist for Programming

**BASIC MR:** Behavioural Assessment Scale for Indian Children with Mental Retardation

**SDQ:** Strength and Difficulties Questionnaire

**ELORS:** Early Learning Observation and Rating Scale

**CDA:** Community Development Authority

**ASD:** Autism Spectrum Disorder

**ADHD:** Attention Deficit Hyperactivity Disorder

## Policy development committee

Sl.No	Name	Designation
1	Mr. Vinayachandran. M. P,	Head of Inclusion
2	Ms. Nabah Muneer	SENCO
3	Ms. Lucia Nassuna	SENCO
4	Ms. Shahla Suman	School Counsellor
5	Ms. Soumya Ummachan	SENCO