



المدرسة الهندية النموذجية الجديدة NEW INDIAN MODEL SCHOOL

رقم التصريح التعليمي ٢٠١٨٦، هيئة المعرفة والتنمية البشرية، دبي، ا.ع.م.
Educational Permit No. 20186, Knowledge & Human Development Authority, Dubai, UNITED ARAB EMIRATES
Affiliation Nos. CBSE: 6630009, Kerala Board: 43092 (Grade 8 to 10): 15004 (Grade 11 & 12)



INCLUSIVE ADMISSION POLICY

2025-2026



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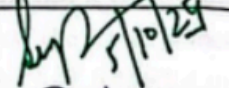
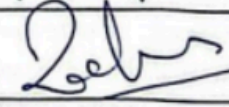
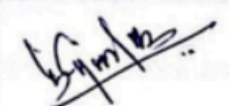
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INCLUSION ADMISSION POLICY

Review Details	Review 1	Review 2	Review 3
Review Date	March 2025	September 2025	
Review Approved On	March 2025	September 2025	
Date of Next Review	September 2025	December 2025	
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	

DEPARTMENT OF EMPOWERMENT TO INCLUSION AND WELLBEING

INCLUSIVE ADMISSION POLICY

INTRODUCTION:

NIMS School offers high quality education to all and is a non-selective, non-discriminatory school that accepts students from all sections of society, including students of determination.

NIMS School is dedicated to the positive growth of its students in all areas of life. We believe that every child is unique and strive to provide a well-rounded educational program that is suitable for the diverse intellectual, social, emotional and physical needs of all our students. The school abides by Dubai Inclusive Education Policy Framework 2017 and the Federal Law 29/2006 enacted by the Ministry of Education in the UAE. The law promotes inclusive education right to be educated to the extent possible with their age-appropriate peers who do not which means that all students having Special Educational Needs and Disabilities have the equal necessarily have SEND.

The school follows the Directives and Guidelines for Inclusive Education- A Handbook for Schools 2020.

SIGNIFICANCE/RATIONALE:

To provide Students of Determination to take admissions in our fully inclusive school. NIMS school management maintains a zero-rejection policy in the admission process of students with determination or other student categories like Student of Determination, LA, MA, HA, Gifted and Talented etc.

Ensuring that students who experience SEND will be actively supported to participate in learning as they develop their potential, and build relationships with their peers, through social interactions in age-appropriate common learning environments.

The UAE Ministry of Education released “School for All” and General rules for the provision of special education programs and services guidebook on 20th of May, 2010 in collaboration with the UAE Ministry of Social Affairs (MSA) with information and rules about the children with determination in the UAE.

Identification of SEND students may have occurred prior to a student's enrollment in school. If this is the case parents must provide the relevant documentation to initially assess the needs of the student and the support required to meet those needs. The Inclusion team will review and in collaboration with the parents to determine the appropriate provision for the student. This may include additional costs to the parents particularly where outside agency support and specialist therapy is required. In some cases where there is a higher level of need, a qualified Learning Support Assistant may need to be provided by the parent. The school will support in training the Learning Support Assistant.

STAKEHOLDERS

Parents: In our commitment to providing the best educational experience for every student, we ask that parents or guardians provide copies of all relevant medical, psychological, or educational assessment reports if the child is previously diagnosed with special needs. This information is crucial for us to understand each child's unique needs and to tailor our support and resources accordingly. Our goal is to create an inclusive learning environment where every student can thrive. We respect the confidentiality of these documents and use them solely to enhance educational planning and support. Parents will be provided full information and consent will be taken before starting any specialized intervention program. The parents are expected to give full support and compliance to the suggestions from the school.

Head of Inclusion: To ensure that all Students of Determination and those who are Gifted and Talented receive appropriate support and resources. Each admission must be reviewed and approved with the necessary recommendations and signatures from both the Head of Inclusion and the Head of the Sections. The Head of Inclusion is responsible for overseeing the evaluation process, ensuring that each student's unique needs are identified and met. They collaborate with other staff members to develop tailored support plans and facilitate the integration of necessary accommodations or enrichment opportunities. This approach ensures that all students are provided with the resources and support they need to thrive in our inclusive educational environment.

Admission Department: Students with special educational needs, learning difficulties, or behavioral challenges are to be referred to the DEIW department.

Teachers: Teachers play an important role in the inclusive education process. During the Entrance Test, if a student demonstrates difficulty, they will be referred to the DEIW Department for screening and further psycho-educational assessments if required. Additionally, teachers continuously observe students in their classrooms and are encouraged to refer any student who appears to require additional support or intervention from the DEIW Department.



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DEIW professionals: Conduct detailed psycho-educational screenings and assessments to identify the need of the student with determination and make placement in appropriate classes with provisions of inclusion and Care & Support.

Other Professionals: We encourage extra support from outside the school. e.g., Psychiatric Consultations, Physiotherapy, ABA Therapy, Occupational therapy etc.

POLICY STATEMENT

To ensure admissions for Students of Determination in our fully inclusive school, NIMS school management maintains a zero-rejection policy in the admission process of students with determination or other student categories like SofD, LA, MA, HA, Gifted and Talented etc. We respect diversity and no child will be turned down based on his or her culture, race, caste, religion and special needs. SEND interventions for care and support of Students of Determination are categorized according to the Level of Support mentioned in Dubai Inclusive Education Policy Framework 2017

PLAN OF ACTION

To ensure an inclusive admission process, NIMS Dubai,

- Registration and Admission for all students (including SofD) to the classes from kindergarten to Grade 12 is open from December of the proceeding academic year.
- Create and update inclusive admission policies that support diverse needs.
- Provide training sessions for admissions staff, educators, and administrators on inclusive practices, cultural competence, and disability awareness.
- Conduct comprehensive individual assessments for Students of Determination, considering their educational, emotional, and behavioral requirements and create tailored support plans.
- Collaborate with external organizations and ensure parent engagement.
- Maintain records and report on the effectiveness of inclusive practices.
- Appropriate Accommodations and Modifications are provided based on the student's need.



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Level 1 – classroom teacher responds to a child’s learning needs. The child is closely monitored and work is differentiated within the class. This could include a teacher aide working in the classroom with a small group or with an individual child. Teachers differentiate their lessons within their lesson planning, through provision maps, parent meetings and children’s personal classroom targets; The Story of the Class or other formal records which detail the child’s needs and which are accessible to all teaching staff.

Level 2 – any child needing additional support, the child would have an individual education plan and this provision goes beyond the “normal” classroom. This may also possibly involve some external assessment. Students who are receiving support require a formal external Psycho-educational assessment report.

Level 3 – Any child needing additional support/assessment from specialists such as speech therapists, occupational therapists or psychologists and/or any child who requires a one-to-one Learning Support Assistant in order to access the curriculum. The child would have an individual education plan. There may be withdrawal from lessons for specialist therapist support on a one to one or small-group basis. Students who are receiving support require a formal external psycho-educational assessment.

POLICY IMPLEMENTATION

- Registration and Admission criteria:

Prescribed age for admission:

- ☐ KG1: The child should be Four years old, as on 31 March of the academic year.
- ☐ KG 2: The child should be Five years old, as on 31 March of the academic year. The child should be Five years old, as on 31 March of the academic year.
- ☐ Grade 1: The child should be Six years old, as on 31 March of the academic year.

- Grade level registration for admission to the new academic year commences in the 1st week of December each year. In all cases, admission procedures laid down by the KHDA have to be adhered. Students will have to register their names prior to admission.
- When the candidate is offered a place, the application form will be submitted with the following documents:
 - One copy of the student's passport with valid visa of the UAE.
 - Six recent passport size photographs of the child.
 - One copy of the Student's and Parent's Emirates ID.
 - Copy of the mark sheet of the last examination passed at the previous school.
 - Students seeking admission to the school from Grade 2 and upwards are required to submit their original transfer certificate/School Leaving Certificate of the school last attended, duly attested by educational authorities concerned.
 - Students seeking admission after June 15 for grades 2 onwards are also required to submit the attested Transfer Certificates for the class in which the child is currently studying.
 - Primary and Secondary & Senior Secondary Sections: Admissions for grade 2 to grade 12 requires the transfer certificates from previous school of study, duly attested by the
 - Educational Officer of the native country should be counter attested by the applicable consulate in Dubai and Ministry of Foreign Affairs of Sharjah or Dubai.
- The Inclusive Admission Policy is reviewed quarterly to ensure it adapts to emerging requirements and continues to meet the diverse needs of all students.
- CPD sessions are conducted quarterly and regular individual training and support are provided to teaching and non-teaching staff to ensure effective and appropriate support for SoD.
- Initial screenings of students are conducted during the admission interview, and those identified as having potential special needs are referred for formal assessment. Additionally, a school-wide screening process is carried out at the beginning of the academic year to identify and address diverse needs. All identified SoD are internally assessed by the DEIW team.
- IEPs (Individualized Education Programs) for Level 2 and Level 3 students, as well as GRP / ILP for Level 1 students, are planned and implemented in collaboration with parents, teachers, and the DEIW team.



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HIERARCHY AND ESCALATION:

- Admission Department
- Academic and Skill Based Entrance Test
- Referral to DEIW by Admission Department
- Recommendations from DEIW Department with Signatures from the Head of Inclusion.
- Admitted in chronological age-appropriate or mental age-appropriate class for Students of Determination

Policy development committee

Sl.No	Name	Designation
1	Mr. Vinayachandran. M .P,	Head of Inclusion
2	Ms. Nabah Muneer	SENCO
3	Ms. Esther	SENCO
4	Ms. Merin Paul	School Counsellor
5	Ms. Aiswarya B Nair	SENCO

