



مدرسة الإتقان الأمريكية  
ALITQAN AMERICAN SCHOOL

# INCLUSION POLICY AND PROCEDURE

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## FORWARD

This handbook is prepared to guide all the teachers and staff of the services for SOD, gifted and talented students. Teachers and staff are expected to use them well and be committed to implementing the policy stated herein. In case of clarifications, staff may forward them to the Head of Inclusion by Email.

## POLICY IMPLEMENTATION

This policy is implemented along with the school's wellbeing, child protection, admission and e-safety policies. The policy implementation date is September 2021. All stakeholders are expected to adhere to this policy with complete fidelity.

## POLICY REVIEW

This policy will be reviewed periodically and not less frequently than once a year.

Date of Completion:	30 September 2021
Date of Current version:	2 May 2022
Date of Next Review:	2 May 2023

## Part A. Vision and Mission Statements of the Head of Inclusion Department

We envision making every learner succeed in education. To bring this to reality, we shall be committed to inspiring them to love learning by making them productive life-long learners. AIAS aims to:

- Develop all students to their full potential and value them equally
- Identify students with special education needs at the earliest possible time in order to support their physical, social, emotional and/or intellectual development
- Ensure that there is a consistent, whole-school approach to the identification, support and teaching of students of determination and gifted & talented throughout the school
- Involve, where appropriate, students in their inclusion provision support planning
- Involve parents in a partnership of support by ensuring that they are made aware of the school's arrangements for inclusion, involving them as soon as a concern has been raised
- Support parents in their dealings with outside agencies
- Involve parents in the formulation and the review of their child's Individual Education Plans (IEPs)

## Part B. Principles

The school shall be committed to upholding the values that support the student's needs of determination, gifted and talented students.

1. Successful inclusion results in every student feeling safe, confident, and happy at school.
2. Ensure every student making the best progress towards achieving their potential and enjoying their time at school - be that in lessons, during their play or lunchtimes, or when involved in any of our school excursions and extra-curricular activities.
3. Promotes the students' beliefs in themselves as learners and valued members of our school community.
4. It is the responsibility of the whole school community, permeating all aspects of school life and applicable to all our students.
5. The school will strive to provide appropriate learning opportunities for all students. We can do this by keeping teaching and learning on departmental agendas, applying the school Teaching and Learning policy, setting by ability within subject areas when applicable, and using differentiation for example, extension resources to provide a challenge for gifted and talented students within the curriculum.
6. Outside the classroom, the school should offer opportunities for able, gifted and talented students to participate in enrichment and acceleration activities.

## Part C. Definition of Terms

The definition of terms below is obtained from the UAE School Inspection Framework intended to unify understanding of the key concepts underlying the inclusions.

- a. **Disability.** The term persons with disabilities are used to apply to all persons with disabilities, including those who have long-term physical, mental, intellectual, or sensory impairments which, in interaction with various attitudinal and environmental barriers, hinder their full and effective participation in society on an equal basis with others". Although the term disability is often associated with physical problems, it is also used to refer to educational problems and problems of social adjustment.
- b. **Gifted Students.** The term giftedness refers to a student who has untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability.' These domains will include intellectual, creative, social, and physical abilities. In the case of gifted students, while exceptional potential will be present, they may underachieve.
- c. **Special Educational Needs.** It defines as the educational needs that are different from those of the majority of students and arise from the impact of a disability or recognized disorder. Being identified with a special educational need could mean that students require specialist support, specific curriculum modification, or individualized planning to ensure that they make the expected levels of progress given their starting points.
- d. **Student of Determination.** These are the students who require additional support to make the best progress.
- e. **Talented Students.** The term talented refers to a student who has transformed their 'giftedness' into exceptional performance'. Talented students will consistently demonstrate exceptional levels of competence in the specific domains of human ability.

## Part D. Inclusion Services

AIAS is committed to offering services to support and care for students' emotional, social, behavioral, and academic needs. AIAS shall be committed to the following services:

1. Enhancement of the Academic Attainment and Progress
  - a. Conduct psychological and academic assessments to identify their needs for a successful learning experience during the academic year.

- b. Provide a need-based instruction through individualized instructions and interventions
  - c. Manage student and classroom behavior through individual or group counseling
  - d. Modify curricula and instruction
2. Promotion of productive behavior and a sound mental health
    - a. Administer student emotional and behavioral needs to understand the learner's emotional intelligence and how this can be used to promote achievement
    - b. Promote anger management and conflict resolution, including mechanisms for coping and resiliency
    - c. Promote a healthy relationship through positive interactivity among learners' peers in the classroom and school.
    - d. Provide culturally sensitive services to respond positively to diversity
  3. Establishment of a safe and healthy school environment
    - a. Promote a culture of safety across the school in both physical and digital settings
    - b. Develop the social-emotional skills to make learners successful in both social and academic aspects of school life
    - c. Identify at-risk and vulnerable students
    - d. Implement school-wide positive behavior supports
  4. Strong Stakeholders Partnership
    - a. Support parents in their children's learning and mental health needs
    - b. Connect with a community that can provide services essential to assure academic and social needs are met productively
    - c. Enhance teachers and staff skills in promoting an academically challenging environment for learners with special needs as well as those who are gifted and talented.
    - d. Engage parents and teachers in a positive discussion

## Part E. Inclusive Education Action Team and Responsibilities

**Inclusion Education Action Team (IEAT)** is the implementing core group. It is primarily responsible for the development, implementation, and evaluation of the inclusion policy at AIAS. This team is headed by the Head of Inclusion, Social workers, SOD teachers, Subject teachers, and Heads of the Department. They work hand in hand with the educational, academic, and section supervisors to ensure a smooth flow of the services stipulated in this handbook.

The Inclusive Education Action Services team is pleased to offer the expertise of our inclusion governor, inclusion champion, social worker, guidance counselor, and special educational needs coordinator to all our students. The team's primary responsibility is to implement student services to support and care for students' emotional, social,

behavioral, and academic needs at AIAS. The team also takes preventative measures to improve students' outcomes.

AIAS IEAS will focus on coordinating between the school, family, and community to support students' academic achievement and social, emotional, and behavioral competencies. They will recognize that all support should be given to enable learning in the least restrictive way. They will observe students as natural as possible in their nurturing and developmental processes.

The Inclusive Education Action team seeks to establish and promote equitable educational opportunities, classrooms conducive to learning, and communities that exhibit respect and dignity for all members, especially students. Our mission is to educate the whole child and empower students using comprehensive practices that strengthen their development and promote students' success. The HOI, Guidance Counsellor, and school social workers will collaborate to support all students' academic, emotional, and social needs, especially those who require inclusion education specialized support.

### **Head of Inclusion.**

1. Lead in the planning, monitoring, implementing, and evaluating of the school's educational inclusion activities and policies.
2. Work collaboratively with external agencies, including medical services, educational psychology services, and health services, to provide referrals to students with special educational needs.
3. Maintain a complete and up-to-date register of all SEND students and referrals, including but not limited to diagnostic reports, classroom checklists, inventory,
4. Work closely with all administrators, teaching staff, assistant teachers, and learning support assistants to ensure the effective day-to-day inclusion operation of the school.
5. Approve the schedule of pull-out sessions, designate learning assistants for the SOD students when needed
6. Recommends a professional shadow teacher, SOD teacher, or learning support assistant to the SLT whenever necessary by conducting interviews and examinations to shortlisted staff
7. Plan, develop and implement a training program for teachers and staff and an awareness program for parents.

### **Academic Supervisors, Head of the Departments, and Educational Supervisors.**

1. Monitor the effective delivery of the personalized curriculum for SOD, gifted and talented learners in the classroom.
2. Give referrals to the head of the inclusion for any students who potentially need support and/or further challenges to succeed in the classroom.
3. Meet HODs regularly to identify the support needed for teachers to deliver a personalized curriculum

## **SOD Teachers**

1. Be familiar with the profile of all the SOD students at the school
2. Work collaboratively with the IEAT to reach the IEP targets
3. Participate actively in the preparation of the IEP
4. Implements and evaluates the IEP of the students regularly
5. Use assessment data to inform the decision for any inclusion services required to promote attainment and progress.
6. Prepare and keep notes and records of the SOD students to provide in detail activities delivered and report progress on a day-to-day basis or as required.
7. Be alert to the possible need for monitoring students who are experiencing SEND.
8. Consult with and keep the Head of inclusion and SLT informed of any changes to needs or circumstances.
9. Participate in meetings and training related to the Inclusion department whenever needed

## **Subject Teachers**

1. Submit referrals of students who need further support
2. Provide students adequate level of challenges to ensure they are all well-motivated and encouraged
3. Use best practices for teaching students and seek advice, whenever necessary, from the Head of Inclusion Department to promote student achievement for all
4. Manage and create a productive, inclusive classroom environment to include participation in a wide variety of activities that promote holistic development, including academically, socially, and physically.
5. Participate collaboratively in the preparation of the IEP for identified SOD students
6. Implement strategies and activities for SOD based on the Individual Education plan
7. Monitor the attainment and progress of the SOD, gifted and talented students, and use the social and emotional factors to support their wellbeing.
8. Prepare success criteria for their SOD / SEN students against the curriculum's expectations with an appropriate level of challenge based on their level of needs and abilities.

**Social Workers.** Having a key role in supporting inclusive practice at school, the social workers are responsible for the following tasks:

1. Observe and engage with any students who may be vulnerable and submit the referrals to HOI for assessment.

2. In close coordination with the HOI and the SOD teacher, conduct counseling sessions whenever possible.
3. Coordinate with the IEAT all concerns related to the SOD, gifted and talented students, and find ways on how their needs can be supported.
4. Prepare and implement programs that promote inclusiveness in the classroom and the school in strong coordination with the HOI.
5. Work alongside the teachers and students to promote positive relationships for all students throughout the school day, including breaks and lunchtimes.
6. Participate in the development of the IEP.
7. Participate in the identification of students with special needs in collaboration with the IEAT

**Parents.** Considering the vital role of the parents in the education of the child, the parents of the SOD, gifted and talented students are expected to:

1. Provide an up-to-date record concerning their children's welfare which includes but is not limited to medical records, psychological reports, diagnostic reports, and other data relevant to assist the school better in giving education services to guarantee their success while at AIAS
2. Inform the school, before entry, of any specific information that is relevant to supporting their children.
3. Attend and participate regularly in the preparation of the IEP and the conference related to the monitoring of the progress of their children.
4. Inform the school through the appointed SOD teacher or subject teacher of any observation that may be relevant to supporting their children.
5. Work in partnership with the school to provide support for their children.
6. Provide additional materials and resources whenever needed, including the presence of a professional shadow teacher or learning support assistant if recommended

**Support Group.** The support group intends to help the IEAT meet the objectives identified by this handbook. They work hand in hand with the IEAT to monitor the achievement of the SOD, gifted and talented students, and assure their success in the school.

### **Section Supervisors**

1. Know the number of SOD, gifted and talented students in the section and ensure that all their needs are provided and supported.
2. Monitor the operations of the services for SOD, gifted and talented students day-to-day within the area of purview,
3. Ensure a safe and healthy environment for students under his/her section.
4. Ensure that the classroom environment is conducive to learning.
5. Assign and delegate duties of teachers daily (morning, break, and dismissal) in strong coordination with the section coordinators, ensuring every student's safety in the school, especially the SOD students.

6. Coordinate with the HOI any needs to support the students, such as training, referrals, and the like
7. Monitor teachers' performance in dealing with the SOD students in the classroom

### **EHS Supervisor**

1. Monitor and ascertain the operational conditions of the facilities to ensure that all SOD students are safe and secure
2. Coordinate with the clinic personnel to ascertain that the department is sufficient to provide health services to all the students
3. Assign duties of the staff whenever needed in different areas of the school that might need support for the SOD students.

### **Career Counselor**

1. Guide the SOD students through making decisions about their careers, such as choosing a new profession and the type of degree to pursue.
2. Help the students learn job search skills, such as interviewing and networking with coordination of the HOI.
3. Assist students in locating and applying for university or a college program
4. Provide individual career counseling
5. Participate in the identification of students with special needs in collaboration with the IEAT

### **Ministry Secretary**

1. Coordinates with the IEAT all the policy, guidelines, activities, and training issued by SPEA and/or the Ministry of Education related to the support for SOD, gifted and talented students.
2. Register the names of the identified SOD students to SPEA and update the lists from time to time.

**School Doctor and Nurses.** The school doctor and nurses have a crucial role in promoting and supporting inclusive practice at the school.

1. Keep and update the students' health records as per the Ministry policy.
2. Communicate with the HOI any clinical report related to SOD, giftedness, and talented students
3. Promote a healthy lifestyle among the students
4. Ensure parents provide regular updated medical reports and notify of any changes.

## **Part F. Monitoring, Review, and Auditing**

1. The IEAT shall meet monthly to discuss and clarify the activities and progress of Inclusion. This should be spearheaded and facilitated by the HOI.

2. IEAT conducts policy reviews with the SLT on a termly basis. This will ascertain that the policy is relevant and applicable based on the current needs and trends.
3. A performance audit is done annually for performance appraisal and training purposes to support Inclusion in AIAS.

**Part G. SPECIAL EDUCATION NEEDS / STUDENTS OF DETERMINATION**

**Section A. Definition**

According to the Education for people of Determination – The official Portal of the UAE Government (n.d.), “the term special education describes the programs and services designed for people of determination (people with special needs) in order to ensure that all students can reach their full potential. The term 'special educational need' is used to describe the educational needs of anyone with a disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance.”

**Section B. Category Framework of Student of Determination**

There are 12 categories of disability aligned with the UAE unified categorization of disability. The table below provides a framework to support SOD.

Common Barriers to Learning	Categories of Disability
Cognition and Learning	<ol style="list-style-type: none"> <li>1. Intellectual disability (including intellectual disability – unspecified)</li> <li>2. Specific learning disorders</li> <li>3. Multiple disabilities</li> <li>4. Developmental delay (younger than five years of age)</li> </ol>
Communication and Interaction	<ol style="list-style-type: none"> <li>5. Communication disorders</li> <li>6. Autism Spectrum disorders</li> </ol>
Socio-Emotional and Mental Health	<ol style="list-style-type: none"> <li>7. Attention Deficit Hyper Activity disorder</li> <li>8. Psycho-emotional disorders</li> </ol>
Physical, sensory, and medical	<ol style="list-style-type: none"> <li>9. Sensory impairment</li> <li>10. Deaf-blind disability</li> <li>11. Physical disability</li> <li>12. Chronic or acute medical conditions</li> </ol>

Click the link below for more details about the revised categorization framework for the student of determination:

[A revised categorization framework for students of determination](#)

## **Section C. Admission Procedure for SOD Students**

### **1. General Admission Procedure**

- a. AIAS uses an entry assessment process for students of determination focusing on identifying strengths and learning needs.
- b. All students are required to be interviewed for admission into AIAS. Parents must declare all special need circumstances in the initial application process. All candidates, who have declared their special educational needs, will be assessed by the school on a case-by-case basis to determine if school teachers and administrators can make adequate accommodation.
- c. Administration may accept or deny a student's admission if it is determined that the school can provide or is not adequately equipped to provide the required level of educational needs of the student. We always reserve the best interests of the child.
- d. AIAS reserves the right for any member of its Administration to share, communicate and discuss the findings from the Admissions interview with each other confidentially and professionally. Parents will be provided with verbal findings at the time of the interview. In some cases, the Administration may determine that more time is needed before a final decision is made and, therefore, may prolong the decision during the admissions interview.
- e. AIAS commits to accommodate students of determination who has either of the following with the approval of the Principal:
  - a medical diagnosis and an IEP;
  - a medical diagnosis, IEP, and a Learning Support Assistant;
  - a learning support plan with reasonable adjustment to the teacher, school, and administrative staff; and
  - a learning support assistant with documentation of need.
- f. When needed, as determined by the Inclusion Education Action Team (IEAT) committee and approved by SPEA, parents should provide a learning support teacher or shadow teacher who is qualified to take the role in the school at their own expense.

### **2. Denial of Admission Policy**

Under any circumstance where the school judges that it cannot adequately accommodate a student's needs through reasonable adjustment (through an IEP/ALP/LSP in an inclusive classroom, qualified teachers, etc., classroom capacity), the school reserves the

right to refuse admission. To establish an inclusive setting, the classroom will not function appropriately with more than two special needs learners present within them. Therefore, AIAS has limited seats for students with learning disabilities and special needs. It should also be noted that as a new department, an inclusive setting cannot be achieved for candidates who have pervasive physical disabilities (pervasive disabilities as those individuals who require physical /occupational & speech therapy or support, or an Applied Behavior Analyst/ Specialist) and thus, individuals within this category will not be admitted into AIAS. However, AIAS can accommodate individuals who require an elevator/lift, wheelchair-accessible bathroom, ramps for short stairs, wide doors, and Reserved Parking Spaces.

Where it is deemed necessary and appropriate by the administration, parents may be granted access to have one session with a member of the interviewing team. In this session, the Administration can answer queries and direct parents to appropriate support entities outside of AIAS.

### **3. Admission Policy for Acceptance**

AIAS Administration determines that the school is equipped to accommodate the special educational needs of its candidate (qualified teachers, inclusive setting, etc.), and the candidate will be accepted into the school with conditions. Conditional acceptance will be contingent on the range of needs of the student, and the way accommodations will be made in the least restrictive way possible for the student. Consequently, it is necessary and appropriate for the IEAT, Principal/Vice Principal (as needed), administration, teachers and parents to accommodate the student's learning needs through a carefully constructed Individualized Education Plan. All information regarding candidates' educational needs will be specifically addressed using an IEP with a diagnosis; or a Learning Support Plan (LSP) without a diagnosis. Parents whose children have a diagnosis must sign an acknowledgment to work concomitantly with Administration and Teacher to serve as a facilitator of support for their children.

### **4. Subsequent Policy for SEN / SOD at the time of acceptance**

If a special need or disability is not disclosed at registration and is suspected after the student's acceptance into AIAS on reasons justifiable by the student's behavior or academic performance on the exam, AIAS will then discuss the student's condition with the parents. The parents shall provide the IEAT a medical report as suggested by the team to get a proper diagnosis/treatment, which will lead the team to develop an IEP.

## **Section D. Procedure for Identification and Support for SOD Students**

- 1. Referral System.** The HOI forms the referral team with the approval of the Principal. The team identifies the needs of the students experiencing learning problems, and their parents are invited to come to school to discuss the findings of their observations. The meetings are documented through the minutes of the meeting.

- a. Teachers and staff may fill up a referral form, which should be forwarded to the HOI.
- b. The HOI shall review the referral form through the IEAT for evaluation and eligibility determination.

**2. Referral, Evaluation, and Eligibility Determination.**

- a. HOI identifies the lists of referrals that require further evaluation and shall contact the parents to obtain consent for further evaluation.
- b. The students shall be referred to specialists to identify the student's conditions further. The specialist shall conduct comprehensive assessments to determine the student's strengths, needs, and present academic and social functioning levels.
- c. The specialist report is turned over to the HOI and shared with the IEAT team for IEP planning. The report of the specialist shall determine the eligibility of the referred student.

**3. Develop IEP.** Suppose the student is eligible to receive the special education program. In that case, the IEAT shall meet together with the parents to hold the IEP meeting. The school follows the prescribed format of the IEP, which includes the goals, objectives, accommodations and modifications required to meet the educational needs of the students.

- a. IEP should be a collective planning effort of the assigned SOD teacher/learning support assistant, subject teachers, HODs / Educational Supervisor, or the parent/guardian. IEP should be reviewed regularly to ensure its effectiveness.
- b. IEP should be reviewed and approved by the HOI before implementation. Approved copies should be given to the SOD teacher or LSA, subject teachers, and parents for implementation.
- c. Parental approval should be affixed with the IEP to ensure that parents are consulted and agree with the intervention decided by the team.

**4. Implement the IEP.** The HOI shall monitor the implementation of the IEP as indicated in the plan. The IEP should be implemented immediately following the written parental approval. The IEAT, through the HOI, shall monitor the progress of the students. The IEAT meets the support team from time to time to adjust the IEP whenever needed.

- a. The curriculum must be personalized based on the needs of the SOD student. Subject teachers should prepare success criteria in the IEP that match the level of students with an appropriate level of challenge. The performance of the SOD / SED students to these success criteria should be monitored by the teacher regularly.

- b. The IEP plan is evaluated every month and ensures that IEP is functionally effective in meeting the student's needs. Based on the evaluation report from the specialist and progress report of the students as prepared by the subject teachers and HOI, the support team shall be used as a basis to revise or modify the IEP.
- c. All learning evidence of the students is compiled in the student portfolio. The skills and supporting evidence checklists must be kept in the portfolio, including the IEP / ALP.
- d. Students shall be receiving various learning accommodations to support them in their learning as prescribed in the General Rules for the Provision of Special Education Programs and Services in the United Arab Emirates.

**5. Examination and Certificates of Grade Completion.** SOD students shall be evaluated on the criteria as indicated in the IEP. No one of them will obtain a mark lower than "60".

**5.1. Procedure before the examination, either face to face or online:**

- a. The HOI will notify the HODs that their teachers need to prepare special exams for SODs.
- b. The HODs will check the special exams (fonts, type of questions, etc.) whether they passed the standards and will be sent to the Head of inclusion and SOD teacher for final checking.
- c. The HOI and the SOD teacher will cooperate in reviewing the exams to be sure that they are suitable for the SOD students.
- d. The SOD teacher will then collect the special exams from the HODs.
- e. The SOD teacher will give it to the students.
- f. In the case of the performance task, it will take the same steps; the teacher will assign performance tasks according to the student's abilities.

**5.2. Procedure during examination:**

- a. The SOD teacher must ensure that the students are taking the designated special exam for them and if they have someone who is helping them in the classroom.
- b. The Section Coordinators must ensure that the students' special exams are collected.
- c. The students shall be evaluated on the same criteria as the rest in numerical form. No special education needs students will obtain a mark lower than "D".

## Section E. Pull-Out Sessions

1. Pull-out sessions should be arranged ahead of time and approved by the HOI. In case of an urgent need, pull-out sessions should be professional and productive.
2. The pullout sessions plan should be indicated in the IEP. This can be arranged with the subject teachers or SOD / LSA under the approval of the HOI.
3. Parents must have full consent to this arrangement. Otherwise, no pull-out session shall be arranged.
4. Pull-out sessions must be done in a place free from distraction.

## Part H GIFTED AND TALENTED

### Section A. Purpose

The Gifted and Talented policy is intended to enhance further the school's commitment to affording maximum educational opportunities for all students regardless of their ability. Furthermore, this policy is intended to enrich the existing culture of achievement at Alitqan American School by providing opportunities for all students to develop their aptitudes, skills, and interests.

It will be made clear to all educators in and outside of the classroom that the characteristics of a gifted and talented student can be displayed with the same characteristics as a student who has special educational needs and, in some cases, may require a diagnosis. Mainly, this aims to:

1. Continue to develop the high aspirations of all our students.
2. Embed further our high expectations of achievement for all students.
3. Enable children to develop to their full potential.
4. Help develop the skills and attributes we desire our students to have.
5. Provide a fluid system of provision for students who have both realized and potential gifts and talents
6. Offer children opportunities to generate their learning.
7. Ensure that we challenge the children through the work we set for them.
8. Encourage children to think and work independently.

### Section B. Definition of Gifted and Talented Students

According to Gagne, “giftedness is a superior natural ability whereas talent is an ability/skill developed exceptionally well. From this perspective, a talent implies a gift, but a gift does not automatically imply a talent”. (*Gagné’s Differentiated Model of Giftedness and Talent – Gifted Today*, n.d.)

Gifted and talented students are those who have demonstrated uncommonly high potential knowledge and/or skills in one or more academic or non-academic endeavors. (UAE Inspection Framework, 2015)

## Characteristics of the Gifted and Talented Students

According to Walberg's study (Alnabhan, 2015), the following are the shared qualities of the personal reports by the parents, teachers, and peers of each student, which include the following:

- Frequently visiting libraries and spending long hours there
- Buying numerous books
- Being more interested in books than in people
- Taking a deep interest in mechanical and scientific things
- Paying attention to minute details
- Enjoying school life and studying more seriously
- Finishing assignments extremely quickly
- Having a strong feeling that they are creative
- Showing fertile imagination
- Being highly inquisitive
- Giving more focus to creativity than wealth and power, thinking that it is the best way for the improvement of life
- Demonstrating a higher IQ and quick wit than their normal peers
- Having opportunities to obtain higher academic degrees than their normal peers
- Focusing more on ideas and objects than on people and feelings
- Avoiding intimate relations since it was difficult for most medal-awarded scientists to make male and female friends
- Fulfill their tasks as the main aim, regardless of any financial or career implication
- Being bookish rather than having an interest in school activities
- Talented scientists think that intelligence is more important than creativity, while artists believe the other way around
- Talented scientists are inclined to plan detailed, accurate plans to ensure a higher level of future career security. Talented artists, however, are spontaneous.

According to Terman's study (Alnabhan, 2015), there are some negative qualities demonstrated by the gifted, which include:

- Interpersonal difficulties may be caused by the varying cognitive skills between a gifted student and others. The first tends to ignore or not to communicate with his peers, especially those who think he is less cognitively skilled than him. As a result, he isolates himself and prefers not to deal with peers.
- Low achievement levels, especially in areas of interest, top the student. This may happen with some gifted students that are advised to join programs that do not meet their passions or interests, challenge their abilities, or motivate them in a better way.
- Stubbornness: Since a gifted student often focuses on achieving specific goals, has an outstanding mental capacity and is not interested in mature emotional relationships, he tends to be stubborn and discourteous.
- Cynicism. When a program does not include a high level of components that are compatible with the gifted level, and when the teacher is below the desired average, a gifted student loses interest in the program.

- Sloppiness and disorganization. A gifted student wants to achieve excellence and is not ready to waste his time tidying his stuff in the laboratory, study room, or where he sits for writing.
- Emotional Frustration: Gifted students are often more interested in ideas, things, and facts than in people and emotions. Some gifted students even avoid making friendly relationships with both boys and girls.

## Section B. **Identification Stages of the Gifted and Talented**

There are three stages for the identification of gifted and talented students (Alnabhan, 2015)

### Stage 1: Referral

This is qualitative and quantitative data gathering about the students through checklists or reports submitted by parents, teachers, specialists, peers, psychiatric guides, and other people close to the students.

The referral is a required first step before an evaluation can take place. The subject teachers must fill up and sign the referral form (Teacher Screener and referral).

1. Teachers will fill out the form and submit it to the HOI.
2. HOI will then arrange the completion of referral/nomination checklists from the student's closest people, such as the parent and peers.
3. HOI will then arrange panelists from the HOI for the screening and selection stages of the identification.

### Stage 2: Screening Stage

The screening stage analyzes the data gathered in the referral stage to recognize students' abilities. A panel is formed of at least three members of the IEAT to do the screening process. The panelists may require, if available, the administration of standardized assessment tools such as CAT4 and other psychometric test evaluations to further identify the giftedness.

### Stage 3: Selection Stage

The selection stage is where the panelists confirm the lists of gifted and talented students with well-defined domains that tell the students' giftedness and talents. The HOI informs the students, parents, and staff of those qualified for the program.

### **Action after the School Identification:**

1. Use the information gained from the teacher screener and procedures to determine the type of gifted and level of support appropriate for each student, based on their level. This level of support is called School Action.

2. The teacher will offer interventions different from or additional to those provided as part of the school's usual working practices. Subject teachers deliver this additional provision.
3. The strategies and intervention programs used to support the child are recorded within an Advanced Learning Plan (ALP)

### **Section C. Advanced Learning Plan**

#### **ALP Preparation - Advanced Learning Plan:**

The HOI shall meet with the parents to hold the ALP meeting. The school must follow the prescribed format of the ALP, which includes the strength and weaknesses, goals, and accommodations that are needed to meet their potential skills.

1. Advanced Learning Plan will be detailed like the Learning Support Plan.
2. Teachers will provide practical contributions by providing the challenging targets for Advanced and Gifted students in ALP.
3. Students will be provided with appropriate advanced learning opportunities and experiences to develop their potential and satisfy their learning needs by developing an Advanced Learning Plan (ALP) following Common Core Standards.

#### **Implementation of the ALP**

The Inclusion Team, along with the teachers, will work together to develop targets and a more robust immersion curriculum for the students who are gifted and talented. There are vital aspects of a personalized education program:

1. **Differentiation:** An effective curriculum to meet their needs with a range of learning styles and ability levels.
2. **Pace.** The students may understand the concepts more efficiently with fewer repetitions.
3. **Assessment.** It is an ongoing tool for matching curriculum delivery to students' needs.
4. **Groupings.** They can benefit from flexible grouping.
5. **Level of work.** The curriculum needs to be concept-based and includes complex abstract ideas.
6. **Enrichment:** Provisions for gifted and talented learners need to include enrichment, extension, and acceleration opportunities. Research in G&T education has shown that the best provision occurs when students experience a combination of excellent classroom practice and out-of-school provision (enrichment and extra-curricular).

## Section D. General Provisions for Gifted and Talented Students

1. Teachers in the classroom should employ the Response to Intervention model to support students identified as gifted and talented.
  - a. Self-pace and differentiated tasks in content, process, and output should be provided in the curriculum plans that are responsive to the needs of the gifted and talented students.
  - b. Class groupings could be restructured to meet the needs of the gifted and talented students according to the objectives set in the lesson.
  - c. The teacher should provide the opportunity to challenge gifted and talented students through
    - Problem solving and investigation to develop further reasoning and thinking skills
    - Use model and open-ended tasks
    - Introduce competition within and outside the per group
    - Competition against self through goal setting
    - Opportunities and creative and productive thinking
  
2. There are two common approaches to offering qualitatively differentiated learning opportunities for gifted and talented students. These are the enrichment and acceleration. The two terms should be used in tandem with one another as complementary approaches to a qualitatively differentiated education.
  - a. Enrichment generally refers to the "horizontal" extension of the curriculum of "learning activities providing depth and breadth to regular teaching according to the child's abilities and needs." This could be in the following forms, but not limited to:
    - Self-pace activities in the lesson
    - Use of subject specialists
    - Use of additional support
    - Links with outside agencies
  - b. Acceleration is a "vertical" extension of the curriculum. It refers to the early introduction of content and skills or a quickening of the pace of delivery and exposure (to the curriculum at an earlier age). This could take any of the following forms but is not limited to:
    - Pull-out
    - Student-led research
    - Virtual Instructions
    - After school programs
    - Holiday programs
    - Extra-curricular activities
  
3. The school is conducting a school-wide activity that provides a room to showcase giftedness and talent through AIAS got talent held yearly. The school event coordinator spearheads this.

4. Information about the gifted and talented students should be provided on transfer between classes and schools upon the Principal's approval.

### **Section E. Monitoring and Reviewing**

1. The HOI should ensure that the policy is implemented and reviewed and that the register is kept up to date. The HOI should work closely with the SLT, the staff, the SPEA, and Gifted and Talented advisors and liaise with parents.
2. Monitoring in school should be closely linked with progress reports to parents.
3. HOI with outside agencies that provide guidance, ideas, and support for able, gifted, and talented students, for example, an International Academy for Gifted and Talented Youth.
4. Inclusion Team will provide end-of-term/year acknowledgment/accolades and awards and will seek out opportunities for the G&T students to learn more outside of the conventional classroom, where it is deemed appropriate.
5. ALP will be reviewed twice a year.
6. The success of the gifted and talented plans of the school shall be reviewed annually by the SLT, with the full report to be submitted twice a year.

## **Part I. Communication Policy**

This part is divided into different sections to facilitate reading the policy related to communication.

### **Section 1: General Provision**

1. Staff should never send a group communication to parents in writing before being approved by the Senior Leadership Team (Email or Microsoft Forms).
2. Staff should never send emails to multiple parents without using the 'BCC' function.
3. Staff should never communicate with parents (or students) via social media.
4. Only school landline or school mobile phone numbers should be used (no personal numbers).
5. Similarly, no political or religious beliefs should be promoted when communicating with students, and comments should be as balanced and impartial as the context allows.

### **Section 2. Procedures Internal Communication**

1. **Time-Sensitive, Communications of High Importance.** An important and urgent message may need to be relayed to staff from time to time. In this case, the communication must be face-to-face, or if to a wider audience using Group WhatsApp limited to working hours only.

2. **Non-Time-Sensitive Communications of High Importance.** If the communication is not time-sensitive, it should be sent by School Email, ensuring a lasting record of the communication made for reference.
3. **Communications of Low to Medium Importance.** Depending on the circumstances and how many staff needs to receive the communication, these could be by school email.
4. As per the 'Acceptable Use of Technology Policy', staff should never share logins and/or passwords to computer accounts, email accounts, or mobile phones.
  - a. WhatsApp should only be used for quick alerts, and directives should be sent via school email.
  - b. When sending emails, information should be kept as concise as possible with links or attachments made available if expansion on points is thought helpful.

### **Section 3: Internal Communication – to Students**

Communication between staff and students is of imperative importance in facilitating the teaching and learning process.

1. Verbal Communication. Invariably most of the communication involving students is made verbally. Shouting at students and gesticulating at them aggressively is unacceptable behavior.
2. MS Team. Assignments should be used to post all homework tasks and work to be engaged in during lessons when appropriate.
3. Class Dojo. It is the most reliable method of communication between teachers, parents, and students.

### **Section 4. External Communication to Parents**

1. **Short, Time-Sensitive, Communications of High Importance.** Short urgent messages should be made by telephone if the number of recipients is manageable. If not, messages should be sent via the ClassDojo App.
2. **Communications of Low to Medium Importance.** Staff may elect varying means of making communications of low to medium importance depending on the context, face to face, or a general meeting.
3. **Communications Involving Sensitive Data.** All communications to parents involving sensitive data should be made face-to-face, or if this is not possible, by phone call. Staff should never address sensitive matters by Email.
4. **Authorizations.** All authorizations requested from parents should be done so via Microsoft Forms (school trips, residential trips, registrations, data usage, etc.).

### **Section 5. External Communication of Parents to School**

1. Parents should keep the school up to date with family circumstances that may affect the schooling of their son/daughter(s).

2. The SOD teacher will be the first point of communication for parents.
3. The Head of Inclusion will be the next point of contact after the SOD Teacher.
4. That school matters should not be discussed off-site in person, by phone, or by use of social media.

## **Part J. Confidentiality**

AIAS is committed to confidentiality, and unless required by law, no information that discloses the Child or the Parents will be released to anyone outside of the child's "circle of care" without written consent from the Parents. All other information about services provided to the school's students shall require separate, written consent from the Parents. Children 18 years of age and over will be asked which individuals should receive information on their progress. All information shared and discussed with AIAS Personnel is considered strictly private. However, there are few circumstances in which Personnel may disclose information without consent, in the best interest of the child/individuals/family. The following are exceptions shall apply:

1. If there is clear evidence of serious and imminent harm to oneself or others.
2. If there is reason to suspect abuse (sexual, emotional, or physical) or neglect of a child or vulnerable adult.
3. If there is a report of misconduct, particularly of a sexual nature, by another health professional.
4. If the confidential records are deemed relevant and subpoenaed by a court of law or regulating body of health professionals.

The Head of the inclusion shall keep a master register of all students who receive Inclusion Education services for each term; a master register of all professional Development Activities; a list of resources for teachers, students, parents, and support team; student files safe, organized, and available; all information confidential and private and only give out information that is deemed necessary and appropriate in accordance with the child and parents.

## **Part K. Data Management**

1. All files related to the student will be under strict confidentiality / and saved on an electronic file and in one drive link.
2. The School Support Team will document the student's eligibility for special education services. The documentation of the student's eligibility for special education services is not intended as a stigma for the student but to help the student in his/her area of difficulty and monitor the student's progress in terms of academic performance.

## **Part L. Parents Meeting Policy**

1. Every effort is made in AIAS to establish and maintain positive teacher-parent relations.

2. The school recognizes that parents are the primary educators of their children. It thus seeks to establish and maintain a good partnership with parents.
3. The school also recognizes that with parental support and involvement the children's education is maximized.
4. The school must provide a safe environment for children and provide a safe working environment for all its staff. The school provides a protocol for meeting with parents.
5. All parents meet with the relevant class teachers through induction meetings before the new school year.
6. Teachers also meet parents to familiarize parents with the teacher, classroom, routines, and rules and establish a positive relationship between home and school.
7. As the child progresses through school; regular induction meetings are called at the start of the term to outline what is expected for the coming school year, update parents on the curriculum and establish a positive relationship between home and school.
8. Termly there are formal parent-teacher meetings where parents and teachers meet to discuss the child's progress for that year.
9. For pupils with a diagnosed special need, the parent shall meet with the relevant staff to discuss a plan for their child for that year and take their agreement. This plan is called an IEP. The school also proposes that parents of children with a diagnosed special need meet with relevant staff once per instructional term to discuss their progress.
10. At all times, meetings shall be conducted in an atmosphere of mutual respect to resolve any issues that may have arisen. Intimidating or aggressive behavior shall not be tolerated in parent-teacher interactions, and meetings may be terminated should this behavior arise. In the rare event of such an occurrence, the SLT shall issue a letter outlining the inappropriateness of such behavior, as behavior such as this goes against the school's policy of mutual respect. In the case that this aggressive behavior and harassment by a parent continues, SLT will ask the parent not to come into the school until they can assure the school that they will not present themselves in such a manner again.

### **Part M. Staff Training**

1. This policy is supported by the School Improvement Plan (SIP) and the Continuous Professional Development (CPD) Plan.
2. The teachers and staff must attend the training in handling students of determination and gifted & talented students. The HOI arranges the training schedule through the CPD Coordinator.
3. All staff working in the school are entitled to training opportunities and in-service, including teaching and support staff to listen to staff concerns and offer support in various ways for SOD and Gifted & Talented students.

## References

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3. *Gagné's Differentiated Model of Giftedness and Talent – Gifted Today*. (n.d.). Blogs.tip.duke.edu. <https://blogs.tip.duke.edu/giftedtoday/2011/08/30/gagnes-differentiated-model-of-giftedness-and-talent/>
4. General Rules for the Provision of Special Education Programs and Services for Public and Private Schools. <https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>
5. *UAE National Standard Classification of Disabilities (People of Determination) 2018 (Available in Arabic only) | Arab Digital Inclusion Platform*. (n.d.). E-Inclusion.unescwa.org. Retrieved May 2, 2022, from <https://e-inclusion.unescwa.org/resources/1077>.