



**credence**  
high school

# CREDENCE HIGH SCHOOL

## INCLUSION POLICY



**STRENGTH LIES IN DIFFERENCES,  
NOT IN SIMILARITIES**



# CREDENCE HIGH SCHOOL

## INCLUSION POLICY



<b>FUNCTION</b>	To create an inclusive environment for students
<b>STATUS</b>	Implemented
<b>REVIEW SCHEDULE</b>	Annual
<b>REVIEWED BY</b>	<ul style="list-style-type: none"><li>• Head of Inclusion Ms. Hudebiya Samreen</li><li>• Inclusion coordinators. Ms. Aaliya &amp; Ms. Moseena</li></ul>
<b>LAST REVIEWED ON</b>	April 2026

# CREDECE HIGH SCHOOL, DUBAI

## INCLUSION POLICY



### OUR VISION

To be an institution that nurtures free and happy minds thereby empowering students to excel and contribute to the society in the field of their choice.”

### OUR MISSION

Tailor an inclusive and supportive campus that offers a sense of belonging, happiness, physical safety and intellectual freedom to all of our students

Harvest the innate talent of each child to build a school community of individual achievement and collective excellence

Instill an acute sense of values and ethics in each of our students so they may be always known for their personal integrity and probity

Nurture an international cross-section of students so they may learn to live in a globalized world and contribute in building a united, tolerant, caring society

Kindle and keep alive the spark of curiosity in our students through the provision of ICT facilities and resources that support research – oriented, independent and enquiry-based learning.

### PURPOSE

Credence High School has formulated this policy in compliance with the Dubai Inclusive Education Policy Framework\* to provide information about the procedures and standards necessary for the improvement of inclusive education. It is also intended to inform entity specific directives, so that every day, in every classroom, all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment. Within such a setting, their personal, social, emotional and academic needs are fully met.

### PRINCIPLE

At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning. Credence High School creates a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community.

All stakeholders at Credence High School, including governing bodies and leaders at all levels:

- View and value student diversity as integral to the human condition.
- Recognize the learning potential of all students.
- Engage with theories of learning that support child-centered and differentiated approaches to teaching and learning

- Acknowledge that all students have the right to education in a common learning environment.
- Prevent marginalization and discrimination in education based on the experience of SEND in order to reduce barriers to participation in learning.
- Be proactive in removing barriers to learning in diverse student populations, by adapting and modifying curricular, teaching and learning strategies.
- Reject ability-labeling in teaching, along with the idea that some learners cannot learn due to individual deficits.
- Fulfill their responsibility to facilitate an inclusive culture within their individual education settings and be accountable through the programmes, practices and outcomes of the entire learning community.

## **INCLUSION**

### **What is inclusion?**

Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion.

Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviors, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

We can also say that Inclusive education is the process through which schools develop systems, classrooms, programs and activities so that all students are able to learn, develop and participate together. In an inclusive school, the curriculum, physical surroundings and school community should reflect the views and characteristics of its students. An inclusive school honors diversity and respects all individuals, Inclusion does not mean treating people the same without regard for individual differences.

**At Credence High School**, we support inclusive education where children from all walks of life are welcomed and integrated to make our school diverse. As said unity lies in diversity, we are working towards an inclusive society, the first step being an inclusive education system.

At our school, Inclusion means all students are guided towards mainstream schooling keeping in check the additional support that some of our students require. This helps maintain a positive learning environment where the individual's unique needs are met while integrating them with the school system.

### **Who are Students of Determination?**

A student of determination is a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, hinders the student's full and effective participation in education on an equal basis with other peers of the same age.

Students with special learning needs are learners who require additional support, accommodation, or specialized interventions to overcome learning challenges and access the curriculum effectively.

**At Credence High School**, we aim at providing an inclusive and non-restrictive environment which is useful in fostering deep and meaningful relationships between peers and Students of Determination. The Students of Determination are a part of the regular classroom moving towards inclusive classrooms. We attempt to educate and sensitize all the students to be friendly and empathetic towards students with special needs and make them feel at par.

### **IDENTIFICATION AND EARLY INTERVENTION**

Identification and early intervention refer to the accurate and urgent process through which education providers, and other professionals, utilize formal and informal methods of assessment to accurately identify the student of determination. This information is then used to inform the use of targeted, evidence-based interventions which accelerate learning, progress and development.

- Parent/Caregivers are asked to disclose any special educational need that has been previously identified.
- Child's application needs to be accompanied by previous academic reports, previous provision plans, individual Education Plans and any previous medical/psychological assessments that are relevant to the application.
- Early years students are assessed in a group environment in order to take into account social abilities and appropriateness.
- Data gathered from Standardised Tests, such as the Cognitive Ability Tests (CAT4), ASSET etc. Students with a profile of concern that falls out of the norm range will be referred to the Inclusion Department for further assessment and identification of need.
- A student may be referred by teachers or parents if specific concerns are raised that the Inclusion Department may be able to address.
- External Therapy agencies conduct observations for Occupational Therapy support, Speech and Language support, ABA Therapy support or counselling support.
- When a parent submits a medical, psychological, or educational assessment from a licensed and recognised professional, the school will review and formally acknowledge the report within five (5) working days. The school will implement the recommended educational accommodations and support strategies in a timely manner and will not delay provision, admission, or attendance pending additional meetings or further reports.

If any of these measures indicate the student may have additional need requirements, the Head of Inclusion is

contacted, and a decision is made using the Level System as to the level of provision that will be required for the student.

- Once the student is registered, the school will update the student’s status as a Student of Determination (SoD) in the KHDA system.

**CATEGORISATION SYSTEM FOR STUDENTS OF DETERMINATION**

In accordance with the UAE Unified National Classification System and the Knowledge and Human Development Authority (KHDA) guidelines for implementing the categorization system for Students of Determination, the school formally recognizes the following categorization

All students of determination (students with a formal diagnosis) and students identified with evidence-based indicators of a possible disability must be classified with reference to the following:

- Table 1: Every student of determination (student with a formal diagnosis) is classified under one of the 11 main categories.
- Table 2: Every identified student (student with evidence-based indicators of a disability) is categorized using the barrier categories in Table 2.

**Table 1 - Categorisation for students with a formal diagnosis**

Main diagnosed category as per the UAE unified classification system	Sub-Category as per the UAE unified classification system	Additional Information
1. Intellectual Disability	Intellectual Disability	<ul style="list-style-type: none"> <li>▶ Mild</li> <li>▶ Moderate</li> <li>▶ Severe</li> </ul>
	Unspecified	<ul style="list-style-type: none"> <li>▶ Mild</li> <li>▶ Moderate</li> <li>▶ Severe</li> </ul>
	Global Developmental Delay	
	Neurocognitive Disorders	

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2. Communication Disorders	Language Disorders	<ul style="list-style-type: none"> <li>▶ Receptive</li> <li>▶ Expressive</li> <li>▶ Both receptive and expressive</li> </ul>
	Speech Sounds Disorder	
	Fluency Disorder	
	Social Communication Disorder	
	Unspecified Communication Disorder	
3. Autism Spectrum Disorder	Autism with Intellectual Disability	<ul style="list-style-type: none"> <li>▶ Level 1</li> <li>▶ Level 2</li> <li>▶ Level 3</li> </ul>
	High Functioning Autism	<ul style="list-style-type: none"> <li>▶ Level 1</li> <li>▶ Level 2</li> <li>▶ Level 3</li> </ul>
4. ADHD	Combined presentation	
	Predominately Inattentive presentation	
	Predominantly Hyperactive/Impulsive	
5. Psycho-Emotional Disorders		<ul style="list-style-type: none"> <li>▶ Depression</li> <li>▶ Bipolar Disorder</li> <li>▶ Anxiety Disorders</li> <li>▶ Post-Traumatic Stress Disorder</li> <li>▶ Obsessive Compulsive Disorder</li> <li>▶ Oppositional Defiance Disorder</li> <li>▶ Conduct Disorder</li> <li>▶ Selective Mutism</li> <li>▶ Intermittent Explosive Disorder</li> <li>▶ Eating Disorders</li> <li>▶ Personality Disorders</li> <li>▶ Tourette Syndrome</li> <li>▶ Other</li> </ul>

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6. Specific Learning Difficulties	6.1 Dyslexia	
	6.2 Dysgraphia	
	6.3 Dyscalculia	
	6.4 Scholastic Skills	
7. Visual Impairment	7.1 Total Blindness	
	7.2 Partially Sighted	
	7.3 Low Vision	<ul style="list-style-type: none"> <li>▶ Mild</li> <li>▶ Moderate</li> <li>▶ Severe</li> </ul>
8. Hearing Impairment	8.1 Deafness (hearing loss greater than 90 decibels)	
	8.2 Hearing Impairment (hearing loss ranging from 26 to 90 decibels)	<ul style="list-style-type: none"> <li>▶ Mild</li> <li>▶ Moderate</li> <li>▶ Severe</li> </ul>
9. Deaf-Blind Disability	Deaf-Blind	
10. Physical Disability		<ul style="list-style-type: none"> <li>▶ Cerebral Palsy</li> <li>▶ Muscular Dystrophy</li> <li>▶ Spina Bifida</li> <li>▶ Amputation/Limb Differences</li> <li>▶ Spinal Cord Injury</li> <li>▶ DCD / Dyspraxia</li> <li>▶ Brittle Bone Disease</li> <li>▶ Juvenile Idiopathic Arthritis.</li> <li>▶ Musculoskeletal Deformities</li> <li>▶ Other</li> </ul>
11. Multiple Disability		When selecting <b>Multiple Disabilities</b> , also select two or more additional main and sub-categories that coexist and result in complex needs requiring highly individualised support and consistent specialist input.

**Table 2 – Categorisation for identified students without a diagnosis (barrier identification)**

Main Barrier	Barrier Sub-Category	Additional Information
<b>1. Thinking and Learning Needs</b>	General learning needs across subjects	<ul style="list-style-type: none"> <li>▶ Learns with some extra support (can follow most learning with adjustments and guidance)</li> <li>▶ Learns with regular support (needs frequent adaptations and help across subjects)</li> <li>▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)</li> </ul>
	Early developmental needs in more than one area (under age 5)	<ul style="list-style-type: none"> <li>▶ Learns with some extra support (can follow most learning with adjustments and guidance)</li> <li>▶ Learns with regular support (needs frequent adaptations and help across subjects)</li> <li>▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)</li> </ul>
	Memory and thinking needs due to illness or injury	<ul style="list-style-type: none"> <li>▶ Learns with some extra support (can follow most learning with adjustments and guidance)</li> <li>▶ Learns with regular support (needs frequent adaptations and help across subjects)</li> <li>▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)</li> </ul>

<b>2. Communication and Speech Needs</b>	Language needs	<ul style="list-style-type: none"> <li>▶ Understanding language</li> <li>▶ Using language</li> <li>▶ Both understanding and using language</li> </ul>
	Difficulty making speech sounds clearly	
	Stammering or stuttering	
	Social use of language difficulties	
	Other or unclear speech and language needs	
<b>3. Social Communication and Interaction Needs</b>		<ul style="list-style-type: none"> <li>▶ Needs little or no support (independent most of the time, but benefits from some help)</li> <li>▶ Needs regular support (daily support in several areas)</li> <li>▶ Needs high levels of support (consistent help across most areas of academic life)</li> </ul>
<b>4. Attention and Focus Needs</b>	Difficulties with both attention and high activity	
	Difficulties mainly with attention and focus	
	Difficulties mainly with high activity and impulsive behaviour	
<b>5. Social, Emotional and Behavioural Needs</b>		<ul style="list-style-type: none"> <li>▶ Low mood or sadness</li> <li>▶ Strong mood swings</li> <li>▶ Worry and anxiety</li> <li>▶ Difficulties after traumatic events</li> <li>▶ Repetitive or obsessive behaviours</li> <li>▶ Strong refusal or defiance</li> <li>▶ Not speaking in some situations</li> <li>▶ Sudden angry outbursts</li> <li>▶ Difficulties with eating and food</li> <li>▶ Personality or behaviour challenges</li> <li>▶ Tics or involuntary movements and sounds</li> <li>▶ Other</li> </ul>

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<b>6. Learning Difficulties in Specific Skills</b>	Reading difficulties	
	Writing difficulties	
	Difficulties with maths and number skills	
	General academic learning difficulties	
<b>7. Vision Needs</b>	Low vision	<ul style="list-style-type: none"> <li>▶ Some difficulty seeing details</li> <li>▶ Significant difficulty seeing clearly</li> <li>▶ Very limited visual clarity</li> </ul>
<b>8. Hearing Needs</b>	Hearing loss	<ul style="list-style-type: none"> <li>▶ Some difficulty hearing sounds</li> <li>▶ Frequent difficulty following speech</li> <li>▶ Unable to hear most speech</li> </ul>
<b>9. Physical and Movement Needs</b>		<ul style="list-style-type: none"> <li>▶ Movement and posture needs</li> <li>▶ Ongoing muscle weakness</li> <li>▶ Coordination and motor planning difficulties</li> <li>▶ Fragile or brittle bones</li> <li>▶ Ongoing joint problems</li> <li>▶ Missing or differently formed limbs</li> <li>▶ Loss of movement due to spinal injury</li> <li>▶ Bone or joint differences (e.g. curved spine, clubfoot)</li> <li>▶ Other</li> </ul>
<b>10. Multiple and Complex Needs</b>		Select this category when two or more barriers co-exist, resulting in highly individualized support and consistent specialist input. Record each relevant barrier category alongside this selection.

## CREDESCENCE HIGH SCHOOL, DUBAI INCLUSION POLICY



All mainstream class teachers implement teaching approaches and methodologies that facilitate the meaningful inclusion of students with special educational needs. These include:

- Co-operative teaching and learning within mainstream classrooms
- Collaborative problem-solving activities
- Heterogeneous group work

We, at Credence, carry out an assessment of educational needs upon entry to school. Then we use the information gained from assessment upon entry and identification procedures to determine the type and level of support appropriate for each student, based upon their level of development and experience of SEND. This will include some or all of the following:

- Universal design strategies for students at an 'appropriate level' of development, for example whole class differentiation strategies
- Targeted interventions for students who experience a delay in their development or achievement of educational outcomes; for example, providing access to a small-group social skills intervention group
- Individualized interventions for a student who experiences significant levels of SEND, for example, providing access to targeted evidenced-based intervention for a student who experiences specific learning difficulties.
- Personalized individual education plans (IEPs) are developed for students identified as experiencing SEND.
- We use the IEP as a SMART document to inform the use and impact of Specific intervention, measured outcomes, Attainable targets, and Relevant and results-oriented activities and Time sensitive measures, in response to the SEND experienced by each student.
- Develop systems to ensure they work in partnership with Early Intervention Centres to enable the effective transition of young children who experience SEND into formal mainstream education settings.

### SYSTEMS OF SUPPORT FOR INCLUSIVE EDUCATION

The provision of high-quality strategic support is essential for the development of a fully inclusive system of education. This refers to the implementation of practices, policies and procedures which education providers must ensure in order to establish fully inclusive educational experiences for students who experience SEND. This includes, providing robust systems of support for students and teachers, introducing new approaches to teaching, providing flexible curricular pathways and objectives and the use of diverse assessment strategies.



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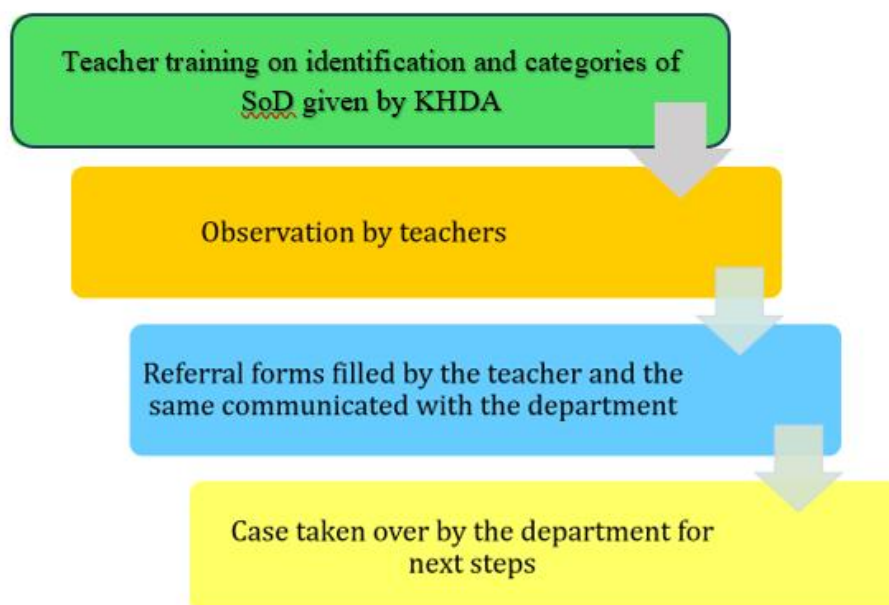
Members	Definition	Responsibilities
<p><b>Inclusion Governor</b> Mr. Abdulla Nalapad  Chairman</p>	<p>The head of the school, who has special interest in inclusion. The person works with the Inclusion Champion to help execute the vision for inclusion at Credence.</p>	<ul style="list-style-type: none"> <li>● Supporting improvement planning through recruitment, budget approvals, etc.</li> <li>● Ensuring accountability for developing and maintaining a high standard of inclusive practices.</li> </ul>
<p><b>Principal</b>  Ms. Deepika Thapar Singh</p>	<p>The school principal enables students, staff and parents to think and act in a more inclusive manner.</p>	<ul style="list-style-type: none"> <li>● Introducing, developing and implementing systems and procedures, creating an ongoing cycle of action and reflection.</li> <li>● Ensuring an inclusive culture and climate through whole-school initiatives.</li> <li>● Enabling a strong capacity for improvement through rigorous self-evaluation and action planning.</li> </ul>
<p><b>Inclusion Champion</b>  Mr. Shivender Kumar Vice-principal</p>	<p>The Inclusion Champion responsible for establishing, evolving and embedding the Credence Vision of inclusion across the school, from a position on SLT</p>	<ul style="list-style-type: none"> <li>● Introducing, developing and implementing systems and procedures, creating an ongoing cycle of action and reflection.</li> <li>● Ensuring an inclusive culture and climate through whole-school initiatives.</li> <li>● Enabling a strong capacity for improvement through rigorous self-evaluation and action planning.</li> </ul>
<p><b>Leader of Provision for SODs</b>  Ms. Hudebiya Samreen</p>	<p>The Leader of provision is responsible for creating a safe social and emotional wellbeing environment and work to safeguard the human rights of all members of the school community.</p>	<ul style="list-style-type: none"> <li>● Assure that every student receives the maximum benefit in the school.</li> <li>● Support teachers in building appropriate strategies and connect with the students</li> <li>● Promote growth, self-awareness, appreciation of diversity, and a love of learning among students.</li> <li>● Aid and support students in combating social issues that impede their academic success.</li> <li>● Use of social awareness and interpersonal skills to establish and maintain positive relationships.</li> </ul>

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<p><b>Special Educators / Counselors</b></p>	<p>The Special Educator/ counselor is responsible for creating a flexible program and learning environment that provides specialized instruction for students with disabilities, such that the students benefit from the general education curriculum to the greatest extent possible when supported with supplemental aides, accommodations, and other needed supports.</p>	<ul style="list-style-type: none"> <li>● Employ strategies and techniques during instruction to improve the development of sensory- and perceptual- motor skills, speech and language, cognition, and memory.</li> <li>● Instruct students in academic subjects using a variety of techniques such as phonetics, multi-sensory learning, and repetition to reinforce learning and to meet students' varying needs and interests.</li> <li>● Confer with parents, senior leadership team members, counselors and others.</li> <li>● Professionals to develop individualized education programs (IEPs) designed to promote students' educational and skill development,</li> <li>● Develop plans for effective communication, monitoring, and follow- up of students' in inclusive classroom settings</li> </ul>
<p><b>Support Teachers : Phase supervisors and subject coordinators</b></p>	<p>The support teachers are competent teachers who demonstrate high levels of skill and ability in applying inclusive approaches within their teaching practices .</p>	<p>The support teachers are role models, coaches and professional mentors for classroom teachers as they work to develop their practices to meet the learning needs of diverse student population. They guide the teachers in applying inclusive practices within their teaching practices by</p> <ul style="list-style-type: none"> <li>● Observation of teaching and learning</li> <li>● Collaborative Review of student data</li> <li>● Co-Planning</li> <li>● Modelling</li> <li>● Co teaching Collaborative reflection</li> </ul> <p>Gradual Release of Responsibility.</p>

## **ROLE OF TEACHERS IN THE IDENTIFICATION PROCEDURE FOR THE STUDENTS OF DETERMINATION**



### **The members of the Inclusion Support Team:**

- ❖ Work in close collaboration with classroom teachers and other educational staff to support the education of students who experience SEND in common learning environments by providing coaching and support to teachers on a timely basis
- ❖ Meet on a regular basis, once a week
- ❖ Maintain minutes of the meetings and utilize effective systems to follow-up on specific actions and strategies
- ❖ Assign learning support assistants to individual students who experience SEND and/or class groups as needed. The allocation of these paraprofessionals is dynamic. The focus and impact of their support is routinely reviewed, and their allocation may change in accordance with student and teacher need.

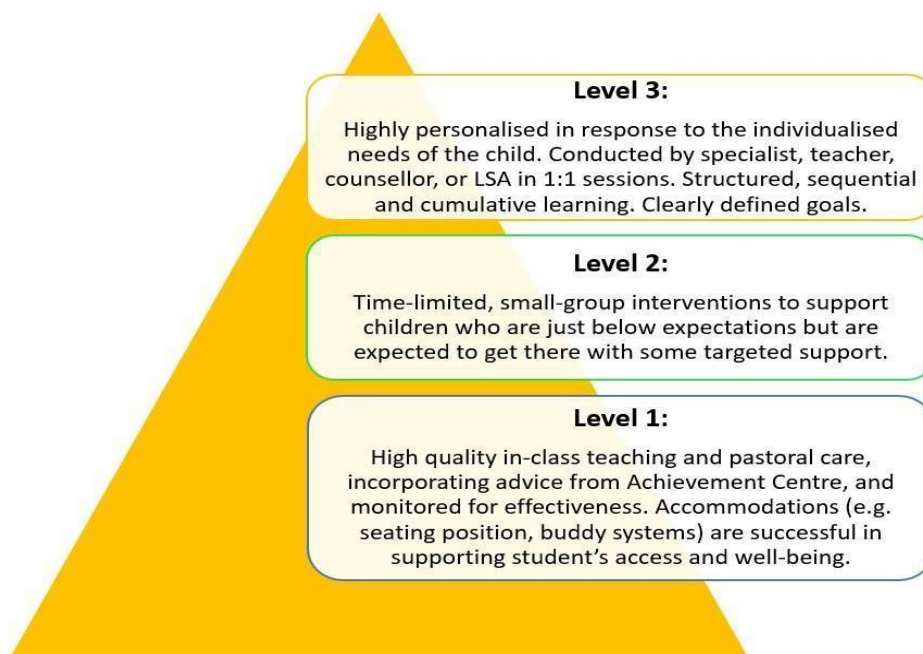
### **SUPPORT WE OFFER TO OUR STUDENTS OF DETERMINATION**

When a student is identified, he/she is provided with appropriate additional support within and outside the classroom, as needs be. The school follows Graduated Response - it recognizes that all children learn in different ways and can have different types and levels of educational needs. In addition to academic needs, there can be emotional, behavioral and social needs which need to be addressed too.

As per the graduated response, the students are provided with step by step support and more expertise can be brought in, to help the school support the difficulties a student may be experiencing. The support is initiated with differentiated activities and is devised based on the educational/behavioral/emotional needs of each student.

### **Special Educational Provisions:**

Special educational provision refers to educational provision which is additional to, or otherwise different from, that is made generally available for children of their age in school. At Credence High we adhere to the following general categorization based on the support provided for our Students of Determination .



### **Level 1**

The classroom teacher's awareness of and response to a student's learning need (e.g. sensory resources, seating plan, rest breaks, extra time) is sufficient to support successful participation and progress.

### **Level 2**

Differentiation support has not been enough for these students, and they are still behind grade level-related expectations and need some additional focused teaching to close the gap. Support may take the form of withdrawal groups and/or targeted in-class support, and will be set at a pace which supports accelerated learning.

### **Level 3**

The student needs to be highly individualized and based on fine-tuned assessments (internal and/or external). Regular, structured, systematic support, in which steps are small and achievable. Internally, this may include withdrawal support for highly targeted intervention.

### **Meeting the Special Needs of the Students of Determination:**

Having identified a student's needs and the educational planning required to meet those needs, this second step emphasizes the importance of effective teaching and learning strategies. The benefits of early-intervention and prevention programmes are highlighted. Guidance is also provided on target-setting.

### **Effective teaching and learning: The role of the class teacher**

Effective teaching and learning is critically important for all students, and especially for those with special educational needs. Meaningful inclusion implies that all students are taught in stimulating and supportive classroom environments where they are respected and valued. Mainstream class teachers have first-line responsibility for the education of all students in their classes. Accordingly, classroom teachers at Credence High School ensure that they plan their lessons carefully to address the diverse needs within the classroom. They may need to adapt their teaching approaches for some students whose individual progress, application, motivation, communication, behaviour or interaction with peers are causes for concern. This may require targeted interventions to develop relevant adaptive skills related to these needs.

- Differentiation
- Interventions to promote social and emotional competence
- Embedding Information and Communications Technology (ICT) in teaching, learning and assessment

Every student needs to be taught a broad and balanced curriculum that is appropriate to his/her developmental level. Students' levels of interest, attention, concentration and persistence is gradually developed, extended and rewarded, using appropriate teaching strategies. To cater for the range of learning needs in any class, mainstream class teachers regularly differentiate their lessons. This is achieved by:

- Varying the level, structure, mode of instruction and pace of lessons to meet individual needs
- Adapting lessons to take account of student interests
- Matching tasks to students' abilities and needs
- Adapting and utilising resources, including the use of technology
- Aspiring towards suitably challenging learning outcomes and assessing accordingly

Teachers make lessons accessible to a broad range of students through the use of a variety of appropriate teaching approaches and methodologies, including active learning, small-group tuition, individual teaching, and scaffolded instruction. This may also require environmental adaptations to promote curricular access.

### **Effective teaching and learning: The role of the special education teacher**

Special education teachers at Credence are familiar with a wide range of teaching approaches, methodologies and resources to cater for particular learning styles and to meet a variety of needs. Teaching approaches include a combination of team-teaching initiatives, co-operative teaching, early intervention and small group or individual support. Depending on the learning needs identified, a student with special educational needs is supported either at classroom level, or through mainstream classroom placement with additional teaching delivered through in-class or withdrawal support models.

Special education teachers, in consultation with class teachers, plan their interventions carefully to address students' priority learning needs and to achieve the targets. Short-term planning reflects the Support Plan targets and breaks down the development of skills and content into small incremental steps to address each student's specific needs on a weekly basis. Outcomes for students are routinely assessed, recorded and used to review progress.

#### **MONITORING AND RECORDING OUTCOMES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS**

Students' progress in relation to achieving their targets is regularly and carefully monitored. This stage of the process is informed by effective measurement of baseline performance, including the use of criterion-referenced tests and other methods of assessment (for example, teacher-designed tests, checklists, samples of work, observation) that allow students to demonstrate their progress. Monitoring outcomes is part of a dynamic process of identification, target-setting, intervention and review, which in turn lead to adjustments in support plans.

In addition to monitoring outcomes at the individual level, it is also important to review outcomes at group, class and whole-school level. This review could include measures of attainment, communication, independence, attendance, social inclusion and well-being (for example, sense of belonging and connectedness to school) for students with special educational needs.

#### **Attendance Monitoring and Support Plan**

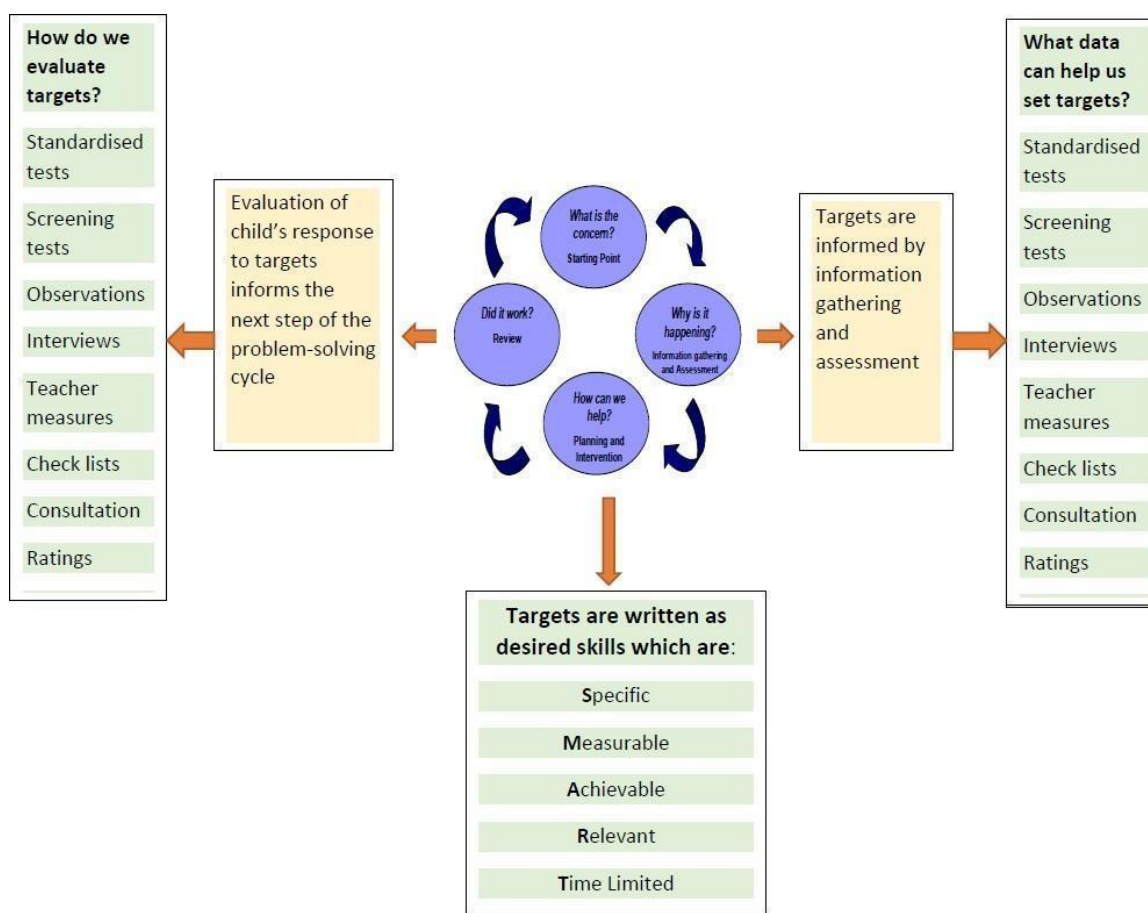
The school recognises that consistent attendance is essential for learning, progress, and overall student development. Attendance is closely monitored as part of the school's commitment to ensuring high levels of student engagement, wellbeing, and achievement.

Where attendance becomes a concern, an Attendance Action Plan is developed to identify barriers, implement targeted interventions, and ensure continuity of learning. This process is data-informed and involves collaboration between school staff, parents, and relevant support services.

For Students of Determination, the Attendance Action Plan may be aligned with the student's Individual Education Plan (IEP) or support plan. The Inclusion Team ensures that appropriate strategies are implemented to support regular attendance, such as modified start times or partial timetables, where these are recommended. Any adjustments are supported by relevant medical evidence and agreed in collaboration with parents to ensure the best possible outcomes for the student.

**Planning to Guide the Allocation of Additional Teaching Supports for Students with Special Educational Needs**

<p><b>Action 1:</b> <b>Identification of students with special educational needs</b></p>	<p>Review existing information on students' needs, using school-based data, and any information from parents and external professionals.</p> <p>Engage in additional screening and data gathering as required, using informal and formal assessment approaches (for example, teacher observations, information on social and emotional competence, Standardised tests, diagnostic tests).</p> <p>Identify all students with special educational needs in the school. Match their needs of the appropriate level on the Continuum of Support.</p>
<p><b>Action 2:</b> <b>Setting targets</b></p>	<p>Based on individual needs, set clear learning targets for each student at each level of the Continuum of Support.</p>
<p><b>Action 3: Planning teaching methods and approaches</b></p>	<p>Identify the level and type of intervention required to meet targets for each student on the Continuum of Support.</p> <p>School considers methodologies best suited to promoting meaningful inclusion such as differentiation, heterogeneous grouping, team-teaching and small group teaching.</p>
<p><b>Action 4: Organising early- intervention and prevention programmes</b></p>	<p>Based on identified needs, choose evidence-informed early-intervention/prevention programmes to address concerns. Identify time needed and staffing commitment required</p>
<p><b>Action 5: Tracking, recording and reviewing progress</b></p>	<p>Establishing a tracking and recording system, to ensure that the progress of all students in meeting their identified targets is monitored at Whole-school and Classroom Support level by all teachers and special education teachers.</p>



## PARENTAL INVOLVEMENT

Parents are encouraged to express their views, be active in decision-making and participate in their child's education, at review meetings, parent consultations and induction meetings. School operates on a system of Voluntary Disclosure of Information (Parent to School.) All reports and information shared will be treated with sensitivity and utmost confidentiality.

At Credence High School, parents are actively engaged through the following practices:

1. Weekly progress reports are shared to keep parents informed about their child's development.
2. Individual Education Plans (IEPs) are reviewed and discussed with parents at least once every term.
3. A termly "Coffee Morning" is organised to provide a platform for parents to share their views, concerns, and feedback with the Inclusion Department.
4. Parents are provided with relevant resources and strategies to support their child's learning at home.
5. The school collaborates with parents to develop transition plans for Students of Determination when moving between phases (e.g., primary to secondary) to ensure continuity of support.
6. The Inclusion Support Team includes parent representatives to ensure effective partnership, shared decision-making, and continuity of support for Students of Determination.

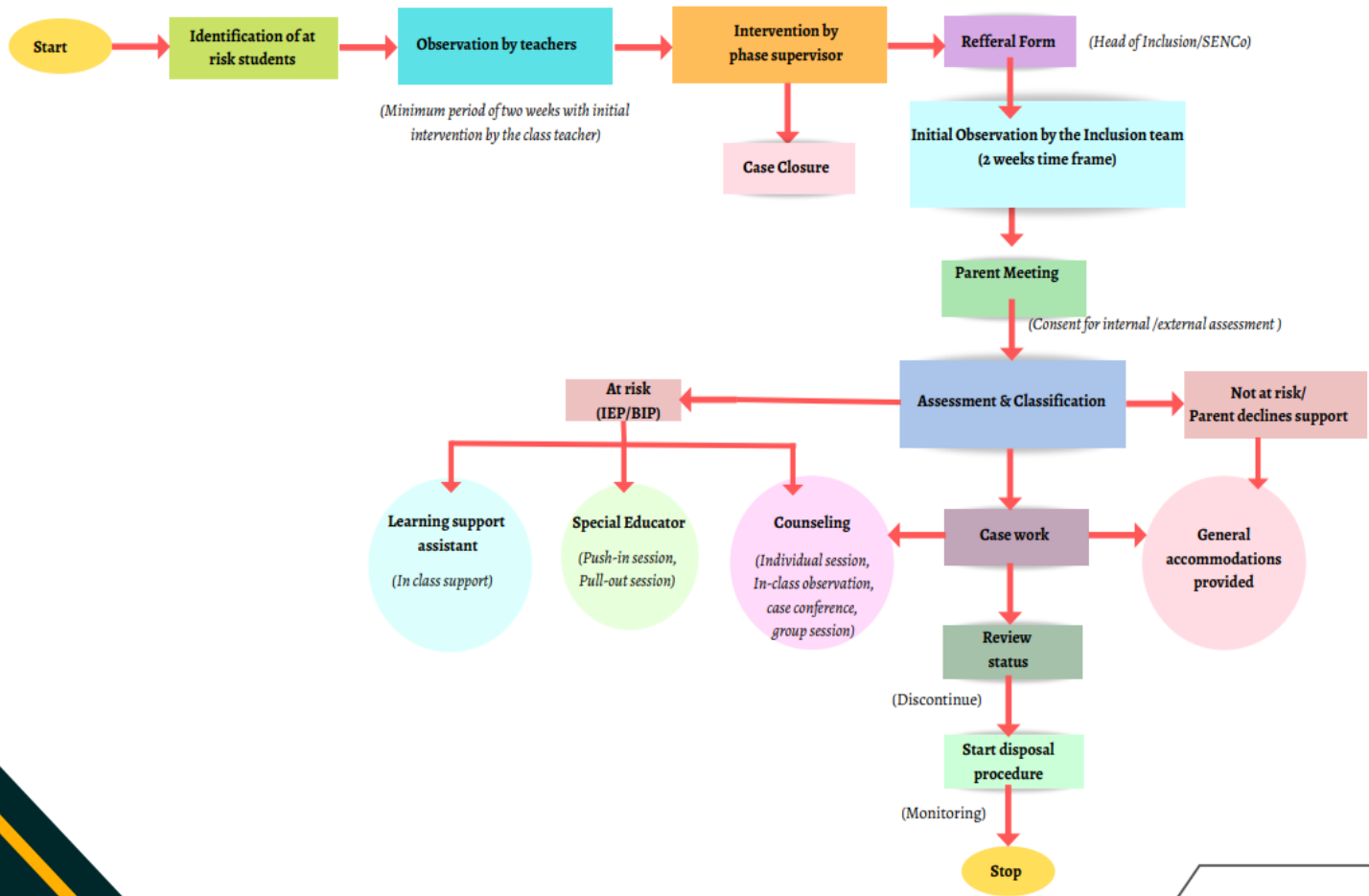
### **ADMISSION OF 'STUDENT WITH DETERMINATION'**

According to the Executive Council Resolution No. (2) of 2017, *“Private schools have to establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities.”* Credence High School believes that students of determination have the same right as all other students for admission, participation and equity. They have the right to engage and participate in quality learning experiences alongside same aged peers. We ensure students of determination are not refused admission based only on their experience of need. We are committed to providing “sibling priority” for admission to students of determination. Once enrolled, the students of determination 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. The inclusive support team will ensure that students of determination will be provided with the support, accommodation and curricular modifications required to enable equitable access to educational opportunities. Appropriate priority will be given to the development of each student’s potential, including meaningful participation in the learning process, with peers in the common learning environment which promotes the principle of equity for students of determination.

The school is committed to educating all students in a common learning environment. All students have access to quality instruction, intervention and support, so that they experience success in learning. We create a culture of collaboration, in a landscape of mutual respect and equality for all where all students are given opportunities to be successful learners, to form positive social relationships with peers. Students are encouraged to become fully participating members of the learning community for a shared commitment to internationally recognized values of inclusive education.

**Admission at CHS** including early years is not conditional upon the submission of a medical diagnosis. We carry out an ‘assessment of educational need’ upon entry to school. We use the outcome of the ‘assessment of educational need’ alongside other information to appropriately identify the category and level of the students of determination. The school ensures appropriate identification procedures on entry, in the early years, and in classes are consistently applied and occur in a timely fashion. Information gained from assessment upon entry and identification procedures is used to determine the type and level of support appropriate for each student, based upon their level of development and experience of the students of determination. Prior to admission, the school clearly communicates the level and availability of support for Students of Determination, including any additional services that may incur extra fees.

**Inclusion and Wellbeing Department Protocol: Process Flowchart**



**ANNEXURES**

**ANNEXURE I:** [INDIVIDUAL EDUCATIONAL PLAN \(IEP\)](#)

**ANNEXURE II:** [INDIVIDUAL LEARNING SUPPORT ASSISTANT POLICY \(ILSA Policy\)](#)