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By recognizing the diversity of our collective learning community, we support the development of global citizens.

At CIS, we support the following beliefs about inclusion to foster inclusive systems that become the norm and underpin our school culture:

- < students are at the center of learning and can take responsibility for their learning
- < resources are made available to all students to enable them to be successful
- < procedures and provision remain consistent
- < the learning environment (social, physical, online) supports differing learning needs
- < differentiation is supported from planning through to instruction and assessment
- < early identification leads to targeted, evidence-based interventions.
- < co-operative partnerships with parents and specialists are vital to success

supporting Students of Determination in the United Arab Emirates:

**Anticipate, value and support diversity and learner differences** Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and families.

**High expectations for all learners** Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional supports, every learner can be successful.

Meaningful data is gathered and shared at all levels of the system by teachers, families, schools, and school authorities to understand and respond to the strengths and needs of individual learners.

**Reduce barriers within learning environments** All education partners work together to identify and reduce barriers within the curriculum, the learning environment and/or instruction school community.

**Capacity building** School leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and systems levels.



interaction the student receives, and be in accordance with ADEK Policy 48: *Students with Special Educational Needs*.