



The Apple International School



**INCLUSION POLICY
ADDENDUM**

ACADEMIC YEAR 2026-27

ANNEXURE: Distance Learning Provision for Inclusion

Effective Date: March 2026

Status: Active Extension to the School Inclusion Policy

Rationale

The transition to Distance Learning requires a specialized approach to ensure that our commitment to an inclusive and equitable education remains steadfast in a digital landscape. While the core principles of our Inclusion Policy remain unchanged, this annexure outlines the specific adjustments, digital scaffolding, and targeted support mechanisms designed to address the unique challenges of remote education.

Our primary objective is to eliminate barriers to learning and ensure that every student—particularly those with Special Educational Needs and Disabilities (SEND) and those identified as vulnerable learners—continues to receive high-quality, personalized instruction. This framework prioritizes:

- **Accessibility:** Ensuring digital content is navigable and scaffolded for all.
- **Wellbeing:** Maintaining a "Student Pulse" on the emotional and mental health of students in a virtual setting.
- **Collaboration:** Strengthening the partnership between the Inclusion Team, teachers, parents, and Learning Support Assistants (LSAs) to facilitate learning at home.

This annexure serves as a live document to guide staff in delivering inclusive practices that are both flexible and data-informed, ensuring no student is left behind during periods of asynchronous or synchronous remote learning.

The following measures have been established to ensure that our commitment to high-quality, inclusive education is effectively translated into the digital and remote learning environment.

1. Pedagogical Scaffolding & Digital Accessibility

- **Universal Design:** Visual supports (lesson-based videos, graphics, visual timers) are systematically integrated into all digital teaching practices to enhance student understanding.
- **Instructional Clarity:** Teachers will provide simplified instructions and digital scaffolding to ensure content remains accessible for all learning profiles.

- Time Adjustments: Extended time for live responses and assignment submissions is provided to accommodate diverse processing speeds.

2. Targeted Individual Interventions

- Breakout Support: SPED teachers and Assistant Teachers will utilize virtual breakout rooms for targeted one-to-one interventions during live sessions.
- LSA Engagement: Learning Support Assistants (LSAs) deliver individualized sessions, including home visits where appropriate and feasible, to maintain learning continuity.

3. Holistic Learning Model

- Screen Fatigue Mitigation: A balanced model of synchronous (live) and asynchronous (self-paced) learning is implemented to promote wellbeing and independent progress.

4. Assessment and Feedback Loops

- Digital Monitoring: A variety of tools (quizzes, polls, and chats) are used for real-time monitoring of student learning.
- Assessment for Learning (AfL): AfL strategies are embedded within digital lessons to allow for continuous feedback and task adjustment.

5. Student Wellbeing & Safety

- Identification: Staff are provided with guides to identify digital signs of student distress or disengagement.
- “Student Pulse”: Regular wellbeing check-ins are conducted during morning registration to gauge student engagement levels.
- Parent Support: Targeted resources are shared with families to help them support their child’s emotional wellbeing in a remote setting.

6. Collaborative Partnerships

- Communication: Teachers and the Inclusion Team maintain proactive communication with parents through regular emails and calls to ensure a unified approach.
- Home-School Synergy: Strong partnerships are established with parents and LSAs to facilitate effective learning environments at home.

7. Differentiation for Vulnerable Learners

- Referral Systems: Clear digital referral systems and follow-up procedures remain active to identify and support students showing signs of academic or emotional disengagement.
- Curriculum Modification: Level 3 students may receive simplified timetables and exemptions from non-core subjects to focus on essential learning goals.
- Dynamic Adjustments: Student participation is monitored daily, with temporary adjustments to tasks or expectations made as necessary.

8. Learning Access

- Resource Equity: The school ensures that all students have the necessary digital resources and accessibility tools to engage fully with the curriculum.

Review

This policy addendum will be reviewed as per the need

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Last Date of Review: March 2026