



**The Central School Dubai**  
**Department of Empowerment to Inclusion and Wellbeing**  
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**TCS Inclusion Education Policy Framework 2018-19**

Policy Revised By	Governor of I&W	Policy Based On	UNCRPD & KHDA Inclusion Education Policy Framework
Date of Review	<b>28-03-2018</b>	Approved By	Governor of Inclusion and Principal
Academic Year	2018-19	Next Review	28-03-2019

**Introduction**

The vision for Dubai to become a fully inclusive city by 2020 is part of a wider strategic plan including health and rehabilitation, employment, universal accessibility and social protection. As a step towards achieving this vision, school owners, operators, governors, senior leaders and other stakeholders should develop a shared understanding of, and commitment to, agreed values and standards of inclusive education (Taken from DSIB School Inspection Supplement 2017–2018).

The concept and practice of inclusive education have gained importance in recent years. Internationally, the term is increasingly understood more broadly as are form that supports and welcomes diversity amongst all learners. Inclusive education is not a marginal issue but is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning (UNESCO).

At its heart, inclusive education is provision that is committed to educating all students, including 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. Inclusive education providers create 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 (Taken from Dubai Inclusive Education Policy Framework, 2017).

**Rationale**

The Central School in compliance with The Federal Law No. 29, 2006 and Dubai Law No. 2, 2014, and KHDA Inclusion Policy Framework 2017 promotes highly inclusive ethos and is committed to offering an inclusive curriculum to all of its students, to meet their needs or abilities and to ensure the best possible progress for all, the outcome of which will be evident in the values, culture and achievements of the school. The policy provides a guideline to ensure that supports the school to develop internal capacities to identify and remove barriers that restrict achievements and educational experience of Students with Determination.

## Policy Statement

The School has the duty of recognizing Students with Special Educational Needs (SEND) as fully participating members of a community of learners. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. The school will ensure that inclusion of Students with Special Educational Needs (SEND) is facilitated through adherence to the Dubai Inclusive Education Policy Framework 2017 and Special Education Guidelines adopted by the school based on International Inclusive Education Frameworks.

## Vision of the Department of Empowerment to Inclusion and Wellbeing

- ❖ To build child-significant relationships within and out of the school premises
- ❖ To make the school accessible and barrier free for all the students
- ❖ Striving to excel in assessment programs by modulating the curricula
- ❖ To strive for employable education to the students in TCS
- ❖ To establish a Research & Development Wing in DEIW Department
- ❖ To bring the knowledge to the level of the student by finding a way to conceptualize the idea.

## Mission of the Department of Empowerment to Inclusion and Wellbeing

- ❖ The mission of the TCS DEIW department is to identify the students with determination adhering to the criteria set by UAE Federal Laws for students to avail supportive education to become the active members of the global society by including them in National Agenda, 2021
- ❖ TCS Leaders are committed in providing specialized professionals for students with determination and bench mark in inclusive education
- ❖ DEIW Department collaborates with teachers and parents in the intervention processes of the students who have diverse academic and psychological needs
- ❖ DEIW Department is committed to Research and Development (R&D) in Educational system by designing, structuring and the dissemination of knowledge according to ages and strengths of students
- ❖ To share the knowledge of R&D with other professionals in the field through Newsletters and other Medias
- ❖ To keenly monitor and encourage the alumna to be a part of our school and contribute for the welfare of the institute

## Aims

- ❖ To provide the structure for a pupil-centered process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our students are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their overall well-being.
- ❖ The school will adopt a social model in their approach towards students with determination. It will be proactive in identifying and minimizing the physical, attitudinal, communication and social barriers that restrict student achievements.

- ❖ Teachers provide differentiated learning opportunities for all the students within the school and provide materials appropriate to children's interests and abilities.
- ❖ To ensure that students with determination participates fully in all school activities
- ❖ To ensure the identification of all students requiring inclusive provision as early as possible on their entry to school.

## Objectives

This Inclusion Policy reflects the principles of the KHDA Inclusion Policy Framework 2017. The objectives of the policy are to:

- ❖ Ensure the equality for students with determination are met
- ❖ To enable students with determination to have their needs met
- ❖ To take into account the views of the students with determination
- ❖ To encourage good communication and genuine partnerships with parents of students with determination
- ❖ To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum (CBSE) for students with determination
- ❖ To make arrangements to support students with medical conditions
- ❖ To implement a graduated approach to meeting the needs of students using the Assessment, Intervention Plan, Do Follow Inclusive Provisions, and Review Progress
- ❖ Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods
- ❖ Employ a collaborative approach for students with determination, their families, staff within school, other external agencies including those from Health and Social Care
- ❖ Set appropriate individual learning targets based on prior achievement, high aspirations and the views of the learner and family
- ❖ Share expertise and good practices across the school and learning community
- ❖ Make efficient and effective use of school resources
- ❖ Have regard to the KHDA Inclusion Policy Framework for the identification, assessment, support, early intervention and progress review of students with determination.

## Identifying and supporting Students with Determination

**Definitions of SEND:** Students have special educational needs if they have a learning difficulty or disability which calls for inclusion provision to be made for him/her. This provision will be additional or different from that normally available in a differentiated curriculum. TCS school regards students as having a Special Educational Need if they: a) Have a significantly greater difficulty in learning than the majority of students of the same age. b) Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Dubai Schools Inspection Bureau (DSIB) Definition of SEN states: Special Educational Needs is defined as “Educational needs that are different from those of the majority of students and which arise from the impact of a disability or recognized disorder. The following classifies the categories of SEND students as indicated by the DSIB (2015- 2016).

### KHDA Categorizations of SEND Cases

Sl. No.	Category of SEND	Subtypes with brief description
01.	Behavioral, Social, Emotional Needs (BSENs)	Behavior that presents a barrier to learning. Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette’s syndrome.
02.	Sensory Impairments (SIs)	Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses. Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
03.	Physical Disabilities (PDs)	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
04.	Medical Conditions or Health Related Disability (MCHRD)	Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
05.	Speech and Language Disorders - This does not include students with additional language needs (SwALNs)	Expressive language disorder – problems using oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language
06.	Communication and Interaction (CaI-ASD)	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.
07.	Learning difficulties -1 (LD-1)	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

08.	Learning difficulties – 2 (LD-2)	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support
09.	Profound and Multiple Learning Difficulty (PMLD)	Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
10.	Assessed Syndrome (AS)	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down’s syndrome, Stickler syndrome and Williams syndrome
11.	Dyslexia– Reading Difficulty (RD)	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension
12.	Dys-graphia - writing/spelling Difficulty (WSD)	Dys-graphia is a specific learning difficulty that affects written expression. Dys-graphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dys-graphia can be a language-based and/or non-language based disorder
13.	Dyscalculia – Difficulty in Using Numbers (DUN)	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
14.	Dyspraxia – Fine and Gross-motor Skills (FGMSs)	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

### Outline the method of identification, initial screening, psycho-educational assessment and provision

The common identification process is being used in all the phases of school [K-12]. The identification process of New Students with Determination (SEND) and Gifted & Talented starts from the admission test [NIMSALT]. The NIMSALT is based on curriculum, comprehension, life skills and spatial abilities. Students whose evaluations scores are below 7.50 are considered SEND, Scores 7.50 to 22.50 is considered average and the scores above 22.50 are considered as G&T.

The subject teachers of all grades [K-12] have been trained on effective identification of SEND through observations and screenings in classrooms. 1st 15 days of the month of April are specified for teachers to have effective observations of students and find out who are having learning difficulties, socio-behavioral & emotional issues and higher mental abilities in their respective classes. The screenings [SWIT (Students Wave Identification Test and SpLD Screening) & NIMSICES (NIMS

Identification Checklist for Exceptional Students)] will be conducted from 15th to 25th April, 2017 on the observed cases. The SWIT is the Behavioral Checklist for the Screening of the Learning Disabilities].

The Scoring pattern of SWIT has been categorized by the Governor of Inclusion and Wellbeing in accordance with International Wave System (IWS). If the student will score below 20% on SWIT, then the student will be considered as wave-1 case. The wave-1 students will be on 1st Quality Inclusive Teaching by Teachers [IQITT] in general inclusive classroom.

The scores between 20-27% on SWIT will be interpreted as the borderline or at risk cases and will be considered as wave-2 cases. The interventions will be 1st Quality Inclusive Teaching + Internal DEIW services + Group Remediation Plans (GRPs).

The scores above 27% on SWIT will be interpreted as Mild to Severe Cases of learning and behavioral difficulties, and the interventions will be 1st Quality Inclusive Teaching + Internal DEIW services + Individualized Educational Plans [IEPs] + External Therapies & Consultations + Concessions & Exemptions. These cases will be considered as Wave-3.

Teachers screenings based on SpLD checklist is categorized based on six areas of difficulties (Dyslexia, Dyspraxia, Dyscalculia, ASD, ADHD and Specific Language Impairments (SLI). Mild Cases are considered as wave-2 cases and their intervention are GRPs and Moderate to Profound Cases are considered as wave-3 cases and their intervention are IEPs. Behavior problem cases interventions are BIPs/BMPs.

Further wherever required psycho-educational assessments will be conducted by the school counselors and special educators with the consent from parents.

The school follows an International Wave System [IWS] which helps us to understand the psycho-educational intervention at three different levels. The NIMICES checklist is 'yes or no' type. Subsequently if the number of ratings as 'yes' is more, that means the student is having higher characteristics and abilities of giftedness and talent. After completion of SWIT and G&T Screening teachers will fill the referral form and submit both screenings and referral form to the concerned DEIW professional. The parent will be called for a meeting and detailed psycho-educational assessment and history will be taken by the DEIW Professional and the diagnosis will be communicated to the parent. All the care and supportive services for the students with determination will be explained to the parent and a contract will be signed by the parents and DEIW Professional for the acceptance of inclusive service delivery and special education provisions [Concessions, Exemptions, Curriculum Modifications, Adaptations and Accommodations in learning process etc.] will be delivered.

The effective implementation of ILPs, IEPs, and ALPs with differentiation in classroom will be regularly checked and followed by the concerned DEIW Professional. Wherever subject teachers need support from DEIW professional to implement interventions [ILPs, IEPs & ALPs] immediate support will be provided.

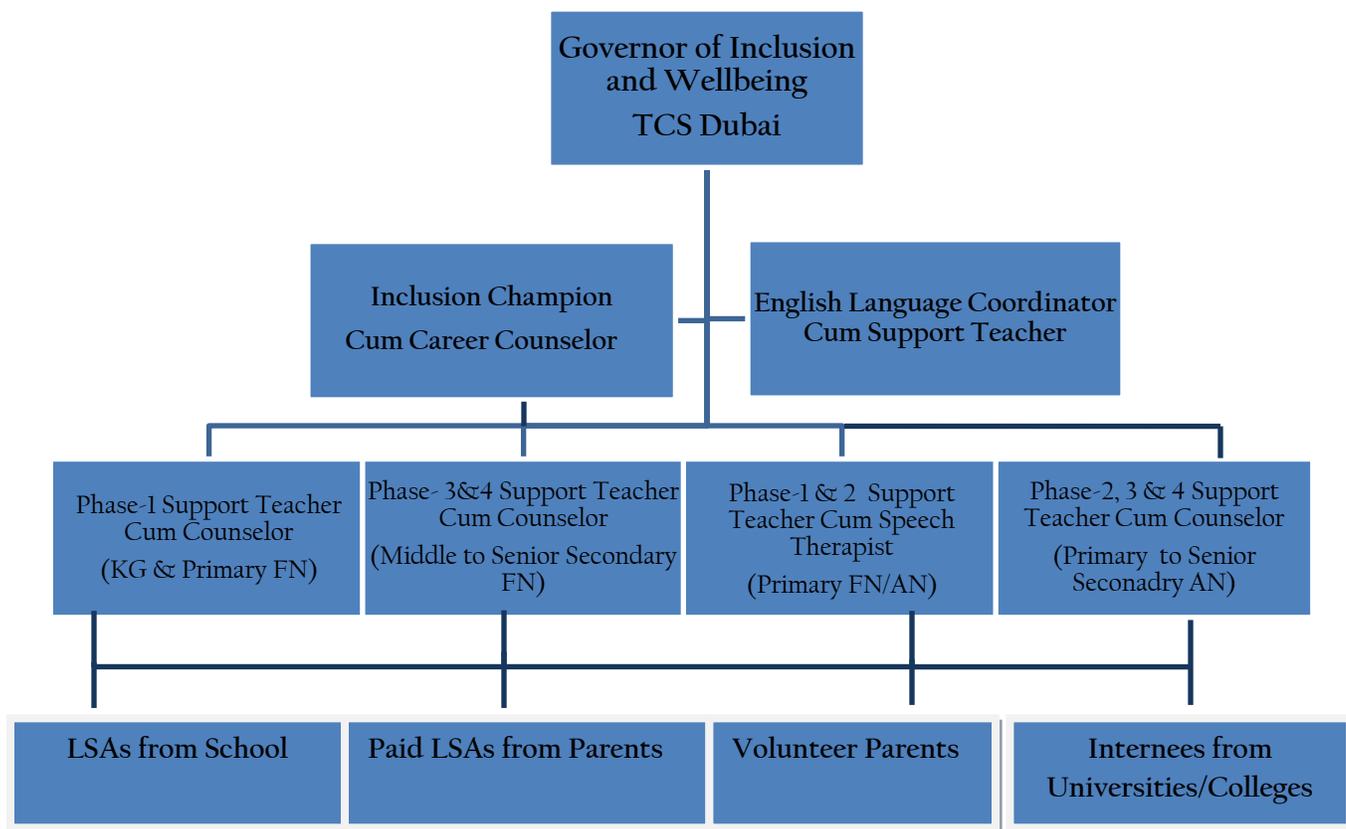
Parents as key stakeholders will be consulted as part of the planning and reviewing process of their son's /daughter's psycho-educational assessments and intervention [Observation Sheets, Checklists, ILPs, IEPs, and ALPs]. The roles and responsibilities for parents will be specified by the subject teachers and the concerned DEIW professional in the intervention plan of their child.

All ILPs, IEPs, and ALPs will be evaluated and reviewed after every two months. The review team [Parents, Student, Subject Teacher and DEIW Professional] will discuss all the areas of intervention, success criteria's, changes and modifications in interventional strategies and progress made by the student with continuous supportive services.

### Monitoring Progress and Evaluation

- ✓ Students' progress is carefully monitored through the use of classroom observations & assessments, SWIT & SpLD screenings and ILPs, IEPs, ALPs progress against the objectives specified in their intervention plan.
- ✓ Following the review of student's progress, the DEIW professional in collaboration with class/subject teacher and parents, make decisions as to the level of support required to improve the student's progress.
- ✓ DEIW professional's bi-weekly observations to students, discussions with teachers, in- support and remedial classes will help parents to understand the present progress level of the student.
- ✓ The teacher monitors students' performance as part of ongoing observation and assessments.
- ✓ Standardized screening or assessment tools administered by the DEIW professional to check the scores of pre-test, post-test and interpret progress based on these screening tests.
- ✓ If the student has been removed from the SEND register, then the monitoring of the student's ongoing progress will be done through reviews carried out by the DEIW department.

### The DEIW Team Structure



## Inclusive Education Action Team

1	●Dean Academic Affairs
2	●Principal
3	●Governor of Inclusion & Wellbeing
4	●Inclusion Champion and Spoken English Language Coordinator
5	●Support Teachers Cum Counselors
6	●Senior and Middle Leadership Team (SMLT)
7	●Junior Leadership Team (JLT)
8	●Teachers
9	● Parents
10	●Learning Support Assistants Paid by Parents, Parents as Volunteer LSAs and School Recruited LSAs

## Regular Education Classroom: School Based Special Education / Learning Support

- ❖ *Students with special needs are enrolled in a regular education classroom and receive special education programme and services outside the regular classroom but in the school setting. This service is provided up to grade 8. Counseling, behavior modification and supportive services are provided up to grade 12.*
- ❖ *The parents of students with determination will be advised to seek the following special education support services from external specialists wherever required and the DEIW department will be sending referrals to the partner special needs organizations or therapy centers for the fee concessions and quality therapeutic interventions of our students with determination:*
  - ✓ *Physiotherapy*
  - ✓ *Occupational Therapy*
  - ✓ *Psycho-educational Assessments*
  - ✓ *Other medical Evaluations*

*In order to meet the educational needs of students, the policy of accommodation is followed according to the academic needs of the students with determination. Accommodations are changes that do not alter what is being taught and includes alterations of the environment, curriculum format or equipment that allows an individual with SEND to gain access to content and /or complete assigned tasks.*

*Accommodations given to students with SEND as per the sanctions provided by KHDA and provisions provided by the CBSE Board of Delhi*

- *Classroom Accommodations*
- *Teaching Accommodations*
- *Assessment Accommodations*

## Staff Co-coordinating with the DEIW Department to Support Students with Determination

### Class Teachers / Subject Teachers

- ❖ To create and implement the IEP and BIP for the Students with Determination
- ❖ To refer cases to the DEIW Department by filling out the referral form
- ❖ To obtain consent from the parent for psycho-educational assessments and ILP, GRP and IEP interventions
- ❖ To notify any behavioral or academic issues to the DEIW Department
- ❖ To submit observation forms at the end of every term and the end of the academic year
- ❖ To keep a copy of all written work samples of students with determination (e.g. worksheets, answer papers etc.).

### Examination Department

- ❖ To receive the copy of the list of students with determination needing specific examination provisions including adult prompter, concessions and exemptions
- ❖ To provide a copy of the list to the invigilator and to ensure it is implemented
- ❖ To provide seating arrangements conducive to the students with determination.

### Senior Management Team

- ✓ To oversee the departments involved which are catering to the students with determination
- ✓ To conduct team meetings on a case to case basis
- ✓ To take important decisions regarding the students with determination.

Transitional services include-suggestions/sensitization/readiness to prepare the students with determination to move from one stage to another. They include the following:

- ❖ From one Grade level to the next Grade
- ❖ To remain at the same grade level
- ❖ From one school to another school
- ❖ From school to the next phase (College/University)
- ❖ Rehabilitation and Therapy Center services

DEIW Department maintains following data of all students of determination with utmost confidentiality:

- ✓ Parent meeting form
- ✓ Psycho educational Assessment /medical reports
- ✓ Term wise mark list for each Student with Determination
- ✓ Teacher Observation forms
- ✓ Referrals made by teachers through a referral form
- ✓ Parent feedback form

- ✓ Individual Education Plan (IEP) maintained by the teacher till the end of the academic year and submitted to the DEIW Department at the end of the academic year
- ✓ Learning support consent and withdrawal form/application from parents
- ✓ Record of Learning Support Sessions
- ✓ KHDA exemption documents
- ✓ Referral form for recommendation for formal assessments
- ✓ Sessions held with parents by the counselor and support teacher after identification to discuss the difficulties and remedial measures.

#### For Parents of Students with Determination

- ✓ Parents should be open to seek the services of the Department of Empowerment to Inclusion and Wellbeing (DEIW) for initial counseling to identify issues.
- ✓ Parents of students with Special Education Needs with either academic or behavioral issues or both should seek continuous Counseling.
- ✓ An undertaking to be given by parents in case they do not want counseling services but not without at least one session with the Counselor
- ✓ Parents should get assessment done when requested by the DEIW Department and submit assessment reports accordingly.

#### Alternative Schooling is Suggested

- ❖ When a highly scheduled, consistent & low stimulation school environment is conducive for a child's learning.
- ❖ When the disabilities are so severe that they are unable to benefit from participating in regular inclusive education school setting.
- ❖ Severe behavioral difficulties resulting in disrupting classroom teaching learning which affects the learning process of other students.
- ❖ Severe behavioral difficulties that is hazardous to self and others
- ❖ A system of education that provides for greater accommodations e.g. schools with learning support assistants at every level.

  
 Showkat Ahmad Ganai 28/03/2018  
 Governor  
 Department of Empowerment to Inclusion and Wellbeing  
 The Central School Dubai, UAE

  
 Signature of Principal





**The Central School Dubai**  
**Department of Empowerment to Inclusion and Wellbeing**  
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**TCS IAP  
2018-19**

**TCS Inclusive Education Admission Policy 2018-19**

<i>Policy Revised By</i>	<i>Governor of I&amp;W</i>	<i>Policy Based On</i>	<i>TCS Inclusive Admission Policy</i>
<i>Date of Review</i>	02-004-2018	<i>Approved By</i>	<i>Principal</i>
<i>Academic Year</i>	2018-19	<i>Next Review</i>	28-03-2019

**Introduction**

The UAE Ministry of Education released “**School for All**” and General rules for the provision of special Education Programs and Services guidebook on 20<sup>th</sup> of May, 2010 in collaboration with the UAE Ministry of Social Affairs (MSA) with information and rules about the children with determination in the UAE.

The school abides by the Federal Law 29/2006 enacted by the Ministry of Education in the UAE. The law promotes inclusive education which means that all students having Special Educational Needs and Disabilities have the equal right to be educated to the extent possible with their age appropriate peers who do not necessarily have SEND.

**Policy for School Admission**

- TCS welcome all parents of students with determination to take admissions in our fully inclusive school. TCS school management maintains zero rejection policy in admission process of students with determination or other student categories like LA, MA, HA, Gifted and Talented.
- Admission is open for all types of learners and the facilities and resources are created to meet the individual learner’s needs
- SEND interventions for Care and Support of students with determination are categorized according to the International Wave System and recommendations of UAE MSA.
- The Recommendations provided by psychologists, counselors, therapists and other medical professionals are considered during the induction period.

- Continuous and consistent interventional programs will be provided for students with determination by the Special Educators, Counselors, Spoken English Language Coordinator and Speech Therapist in the school premises and striving to include in the mainstream.
- Parents will be provided full information and consent will be taken before starting any specialized intervention program and parents are expected to give full support and compliance to the suggestions from school.
- We encourage extra support from outside school. e. g., Psychiatric Consultations, Physiotherapy, ABA Therapy, Occupational therapy etc.
- We respect diversity and no child will be turned down on the basis of his or her culture, race, caste, religion and special need.
- We modify the existing physical infra-structure and teaching methodologies to meet the needs of children with determination.
- After admission we ensure availability of specialized intervention plans like IEPs, GRPs, BIPs, ALPs, Curriculum Adaptations, Modifications and differentiated teaching learning materials for children with determination and those who MA, HA, Gifted and Talented.

### **Registration & Admission Policy**

- Registration and Admission to the various classes from kindergarten to Grade 12<sup>th</sup> is open from December of the proceeding academic year.
- Kindergarten Section & Grade (Prescribed Age)
- (KG1): The child should be Four years old, as on 31<sup>st</sup> July of the academic year.
- (KG 2): The child should be Five years old, as on 31<sup>st</sup> July of the academic year
- Grade 1: The child should be Six years old, as on 31<sup>st</sup> July of the academic year

Grade level registration for admission to the new academic year commences in 1st week of December each year. In all cases, admission procedures laid down by the KHDA have to be adhered. Students will have to register their names prior to admission.

When the candidate is offered a place, application form will be submitted with the following documents:

- One copy of the student's passport with the valid visa of the UAE.
- Six recent passport size photographs of the child.
- One copy of the Student's and Parent's Emirates ID.
- Copy of the mark sheet of the last examination passed at the previous school.
- Students seeking admission to the school from Grade 2<sup>nd</sup> and upwards are required to submit their original transfer certificate/School Leaving Certificate of the school last attended, duly attested by educational authorities concerned.
- Students seeking admission after June 15<sup>th</sup> for grades KG-1 onwards are also required to submit the attested Transfer Certificates for the class in which the child is currently studying.

**Primary and Secondary & Senior Secondary Sections:** Admissions for grade 2<sup>nd</sup> to grade 12<sup>th</sup> requires the transfer certificates from previous school of study, duly attested by Educational Officer of the native country and should be counter attested by the applicable consulate in Dubai and Ministry of Foreign Affairs of Sharjah or Dubai. The Marks Statements of examinations passes, Six Passport Size Photographs, Copy of child's and parent's passports with a valid Residence visa and Emirates ID.

**School Tuition Fees:**

The school fees are charged only for 10 months in an academic year and no fees are charged for the summer vacation months of July and August.

TUITION FEE FOR 2018-19	
Grades	Fee Per Month (AED)
KG1 & KG2	3643
1 <sup>st</sup> -4 <sup>th</sup>	4153
5 <sup>th</sup> -8 <sup>th</sup>	4588
9 <sup>th</sup> -10 <sup>th</sup>	5174
11 <sup>th</sup> & 12 <sup>th</sup>	6412

**Scholarships:** Merit Scholarships and Fee Concession are given to deserving students for motivation/continuity of their studies:

1. Academic Excellence Award for the Grade Toppers  
[The entire tuition fee for the year will be waived off]

  
Showkat Ahmad Ganais 02/04/2018  
Governor  
Department of Empowerment to Inclusion and Wellbeing  
The Central School Dubai, UAE



  
02/04/18  
Signature of Principal