



Curriculum Modification Policy

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0.1	Curriculum Modification Policy Guidelines	Final	Inclusion Head and Vice Principal	Principal/Vice Principal	March 2024	August 2026	August 2027
Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

Objectives of our Curriculum Modification Policy

Inclusive education is a provision that is committed to educating all students where they have access to quality instruction, intervention, and support, so that they experience success in learning. At Newlands, we believe that all students should be given opportunities to be successful learners and to form positive social relationships. Various strategies are required to reduce the barriers faced by students, and the staff at Newlands School strives to provide all students with the right to education in a common learning environment.

The purpose of this Curriculum Modification Policy is to provide practical guidance for teachers, parents and staff on the provision of effective learning support to pupils experiencing learning difficulties, accelerated learning and/or special educational needs and disabilities, as well as to fulfil our obligations as per the KHDA and DSIB expectations.

Adaptations vs Modifications

Definitions:

Adaptations:

Adaptations are changes to teaching methods, assessment techniques, or learning environments to support a student's learning process. These adaptations do not considerably alter academic standards, contents, or instruction levels.

Adaptations are organized into four categories:

- Presentation-how students receive information
- Responding-how students show what they know
- Setting-how the environment is made accessible for instruction and assessment
- Scheduling time demands and schedules may be adjusted

Modifications:

Modifications involve altering the learning objective or curriculum to suit their learning needs. In other words, modifications adjust educational content to make it more accessible to the student.

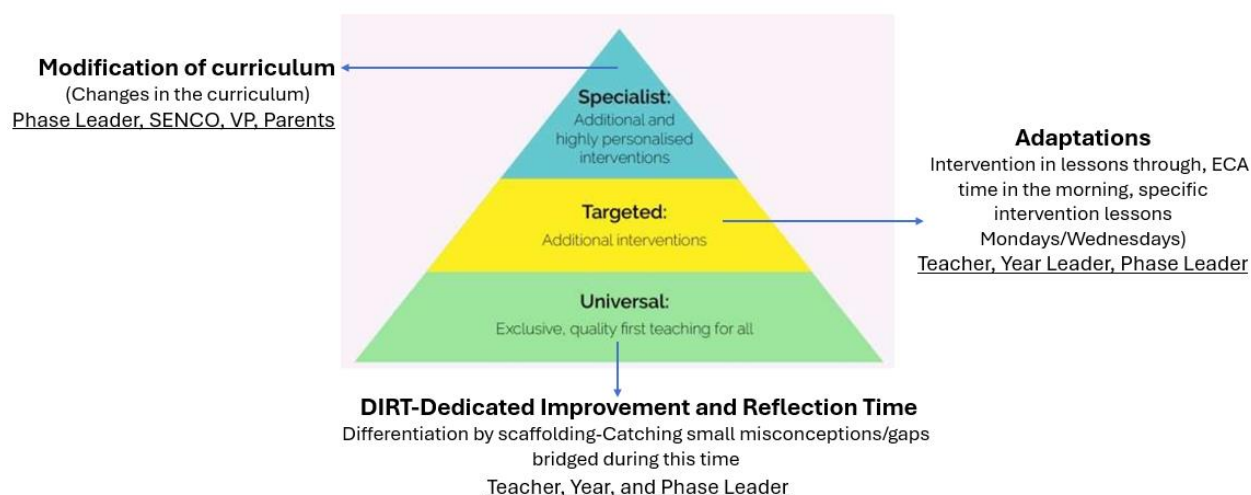
Adaptation	VS	Modification
Supports that are put into place to help a student access the general curriculum. The expectations of the general education curriculum do not change.		Changes in the curriculum, are based on the student's abilities. Modifications typically change the content, instructional level, and/ or performance & assessment criteria.
Changes HOW students learn (Exp: Differentiated scaffolding) <i>Students learn the same material as their peers.</i>		Changes WHAT students learn (Exp: Individual Education Plans-IEP) Student learn material different from their peers.

Provision

At Newlands, all staff are responsible for facilitating an inclusive culture. Policies, procedures and practices are implemented to establish a fully inclusive educational setting through diverse assessment strategies and systems of support. Students with a range of learning needs are supported by addressing gaps in the basic skills of literacy and numeracy.

The Graduated Model of Intervention shown below is the basis of how these varied types of supports and interventions are provided at school.

Graduated Intervention Model



Identification and Tracking

To understand students' learning needs at a deeper level so that appropriate levels of support are provided and faded away at suitable times, the following is done:

- Baseline assessments are conducted at the beginning of the academic year, which form the starting points of each student's academic journey.
- Teachers adapt their teaching accordingly and provide scaffolds, targeted intervention, or modification to the curriculum (where necessary).
- Ongoing internal assessments, class work samples, unit tests, and end of term assessments track how each student is progressing towards achieving his/her goals.
- Half-term and end of term pupil progress meetings act as checkpoints throughout the academic year to hold academic staff and phase leaders accountable.
- Overall curriculum reviews are conducted on a termly basis to analyze and reflect upon what worked well and what may need to be re-taught.

- For targeted intervention sessions (in Maths, English and Science), specific learning objectives are taught to students who need the extra push. They are tracked every session using the Intervention tracker. This is a working document and is fluid in nature.
- For modification of curriculum, the respective teachers, phase leaders in collaboration with the Inclusion team and parents/external agencies, are held accountable to ensure that students learn at **their own** pace. Usually, for modification of curriculum, there needs to be a **1-year gap** (below or above curriculum standards). The Wide Range Assessment Test (WRAT) will be conducted to get a more specific baseline score. At the end of the academic year, this test is repeated to track progress according to chronological vs academic age.

What do the different levels of the Graduated Intervention Model mean?

Universal (Quality First Teaching - Wave 1)

Wave 1 describes quality first teaching which **considers** the learning needs of all students in the classroom. High quality teaching, engaged with the theories of learning that support child-centered and adaptive approaches for **individuals**, is the first step in responding to students who appear to have difficulties. **This includes removing barriers to learning in diverse student populations and creating an inclusive learning environment through various adaptations.** For this level of support, teachers train students with the usage of different scaffolds (i.e., visuals, checklists, word banks, highlighted texts, etc.) As students advance using these scaffolds, it is of utmost importance that teachers fade them away to allow for independent learning.

Targeted (Additional Intervention – Wave 2)

Wave 2 describes targeted provision for those students **who**, despite receiving adaptive learning **opportunities**, do not make the desired progress and require further adaptations/scaffolds. Most interventions include some form of direct instruction, which breaks information into shorter segments, or steps, and targets learning by simplifying instruction. Students are also provided with more opportunities to practice what they have learned. The pace of the direct instruction is slower, **and time is spent modelling skills, as well as practicing them, to build a firm foundation.** In addition, **teaching, re-teaching, practice, and frequent progress monitoring for each specific skill takes place over a much longer period than is feasible in a regular classroom.** This could take the form of withdrawal in groups or an LSA in the classroom working with a group of students. This intervention strategy will involve detailed discussions with the family and the development of a more detailed action plan which will be tracked regularly to check for understanding and progress. As students' foundational academic gaps are plugged, it is vital for teachers to move them along to more abstract concepts to deepen their understanding.

Inclusion team members are able to act in a consulting/advisory capacity for administrators and teachers within the first two waves.

Modification (Intensive Intervention – Wave 3)

Students who do not respond to targeted intervention in Wave 2 are moved to Wave 3. Instructions and interventions are individualised according to learning needs and may be specific for each student. Students in Wave 3 generally require 1:1 support and may have an Individual Learning Support Assistant to reach their potential. Through the development of an Individual Education Plan, withdrawal from lessons and sometimes exemptions from foreign languages, extra literacy and numeracy lessons are necessary to access the curriculum.

Usually, students in Wave 3 receive therapy and assessments from external agencies, who sometimes run sessions at school.

Parental Involvement

Newlands School's ethos has been to build robust partnerships with parents/caregivers, and this will enable all students (regardless of academic needs) to accomplish their goals. Parents/caregivers have a unique overview of their child's needs and how best to support them. This gives them a key role in the home-school relationship. Regarding Targeted Interventions (Wave 2) and Modifications (Wave 3), parental involvement is of utmost importance. With the collaboration between home and school, students' progress would reach its full potential.

Review of the Curriculum Modification Policy

This policy will be reviewed in July 2025, and the outcomes of this review will be used to update the Strategic Inclusive Education Improvement Plan.

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Head of Inclusion: Ambika Dhall