



# LITTLE FLOWER ENGLISH SCHOOL DUBAI

## POLICY OF CHANGE OF DIVISION FOR STUDENTS

This policy & procedures are reviewed annually to ensure compliance with current regulations.

Approved/ Reviewed by	
Policy Lead	MS. ANNIE MATHEW
Role	PRINCIPAL
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Signature	

## Introduction

Each day, in every classroom, all students, regardless of any special educational needs and disabilities they may have, will engage in a safe, supportive, and stimulating learning environment tailored to their individual requirements. Here, their academic, social, emotional, and personal needs are comprehensively addressed. (Reference- Dubai Inclusive Education Policy Framework Pg. 9)

## Aim:

The aim of changing the division for students is to create supportive and empowering learning environment that enables all students to reach their full potential academically, socially, and personally. It is about recognizing and valuing the unique strengths and contributions of each student, while also providing the necessary supports and accommodations to address their individual needs and challenges.

## Objectives

- **Promoting Inclusion:** Inclusive education is essential for fostering a sense of belonging and acceptance among all students. By changing the division of class to include special education students alongside their peers, educators promote social integration and reduce stigma associated with disabilities
- **Supporting Social and Emotional Development:** All students benefit from interactions with their peers and opportunities for socialization. Changing the division of class allows them to participate in-group activities, collaborate with classmates, and develop social skills in a supportive environment.

- **Building Positive Teacher-Student Relationships:** It fosters trust and rapport between teachers and students. This positive relationship can facilitate better communication, support, and academic growth.
- **Acceptance:** Sometimes some divisions may not adequately accommodate the needs of students. By adjusting class divisions, educators can create environments that are more acceptable and conducive to learning for students

## **SCOPE**

Changing the division of class for students involves a comprehensive approach that encompasses instructional strategies, professional development, collaboration, resource allocation, equity initiatives, student outcomes, well-being, and cultural competence. By addressing these various dimensions, schools can create inclusive and supportive learning environments where all students have the opportunity to thrive.

## **PROCEDURE**

### **Identification of Appropriate Class Placement:**

- Determine the most appropriate class placement for each student based on their individual needs, academic level, social-emotional development, and other relevant factors.
- Consider factors such as class size, teacher expertise, peer group dynamics, and available support services when making placement decisions.

### **Transition Planning:**

- Communicate with parents, students, teachers, and Inclusion team about the upcoming changes and address any concerns or questions they may have.

### **Collaborative Team Meetings:**

- Hold collaborative team meetings involving Inclusion coordinator, Class teacher, support staff and parents. Discuss the proposed changes in the division of class, share information about students' needs and goals, and develop strategies to support students during the transition process.

### **Communication and Collaboration:**

- Maintain open and ongoing communication with parents, students, teachers, and other stakeholders throughout the transition process.
- Address any concerns or challenges that arise, celebrate successes, and collaborate on strategies to support the continued growth and development of students.
- **Assessment of Class Strength:** The school evaluates the current class strength to determine if a division change is necessary based on optimal class size.
- **Review of Provisional Subjects' Choice:** Consideration is given to the subjects chosen by students provisionally and how they align with the offerings in the new division.
- **Evaluation of Academic Level:** The academic performance and progress of students are assessed to ensure a suitable match with the academic level of the new division.
- **Consideration of Behavioral History:** Any behavioral issues or disciplinary concerns from the previous class are taken into account to promote a conducive learning environment.
- **Grouping of Students:** In order to ensure a seamless transition, students are moved in groups rather than individually, typically with at least two or more students being transferred together.
- **Decision Making:** Based on the collective assessment of these factors, a decision is made regarding the division change for the identified students.
- **Communication:** Parents and students are informed of the decision, rationale, and any necessary steps to be taken for the transition.
- **Implementation:** The school initiates the necessary steps to transfer the identified students to the new division, ensuring all records are updated accordingly.
- **Monitoring and Support:** Ongoing support is provided to the transitioning students to address any concerns or challenges they may encounter, with regular monitoring of their progress in the new division.

## **Dealing with requests from parents for division change:**

### **The following procedure is followed when a parent requests a change in section:**

1. Request Submission: Parents should formally submit their request for a change of section to the school administration. This can be done through a written application, an online form, or any other method specified by the school.
2. Reason for Request: Parents should provide a valid reason for their request.
3. Evaluation of Request: The school administration will evaluate the request based on various factors, including class size, availability of space in other sections, academic considerations, and the overall welfare of the student.
4. Consultation: The school may consult with the student's current teachers, guidance counselor, or other relevant staff members to gather additional information about the student's academic performance, behavior, and any other relevant factors.
5. Consideration of Impact: The school will consider the potential impact of the section change on the student, including its effects on their academic progress, social relationships, and overall well-being.
6. Decision: Based on the information gathered and the school's policies, the administration will make a decision on whether to approve or deny the request for a section change. This decision will be communicated to the parents in a timely manner.
7. Implementation: If the request is approved, the school will take the necessary steps to transfer the student to the requested section. This may involve adjusting schedules, notifying relevant staff members, and updating the student's records accordingly.
8. Follow-up: After the section change has been implemented, the school will monitor the student's progress and well-being to ensure that the transition is successful. Any issues or concerns that arise will be addressed promptly through communication with the parents and appropriate support mechanisms.

## **CONCLUSION**

Changing the division of class for students is not only about accommodating individual needs but also about promoting a culture of inclusion, equity, and respect within the school community. By embracing diversity, fostering positive relationships, and providing meaningful opportunities for engagement and participation, schools can create learning environments where all students feel valued, supported, and empowered to reach their full potential.