



Inclusion Policy

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Owned By:	Head of Inclusion
Reviewed By:	Senior Leadership Team

Our Vision:

A British curriculum school, rooted in the values of the UAE, creating the leaders of tomorrow. A premium community school, empowering learners to achieve excellence and make a difference.

Our Mission:

Nurturing by including all learners, prioritising their safety and happiness and promoting their character development rooted in the national values of the UAE. Empowering by providing an exciting, enriching and ambitious learning experience where students excel by fulfilling and exceeding their academic potential.

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1 Introduction

'A student of determination is a student with a long term physical, mental, intellectual or sensory impairment, which, in interaction with various barriers, hinders their full and effective participation in education and on an equal basis with other peers of the same age.' (KHDA, 2019)

At GEMS Al Barsha National School, we provide an inclusive environment to our students of determination. We do our utmost to ensure that students with additional needs are catered for in the best possible way. The Head of Inclusion and the team facilitates teachers to adapt the curriculum and learning to meet the needs of all students. This policy sets out the expectations for the academic year 2023-24.

GEMS Al Barsha National School is committed to following the regulations, guidelines and legal requirements that focus on inclusive practice in the UAE. At GEMS Al Barsha National School, we embrace the culture of inclusivity and providing high quality education to all the children in our school. However, in doing so, we recognise and pay particular attention to the provision for and the achievement of the following groups of learners:

- Students of Determination
- Learners who are considered 'Gifted and Talented'
- English as Additional Language (EAL)
- Students who require Exam Access Accommodations

We do this by providing support in a variety of ways, including in-class support and the provision of specialist interventions where necessary. Where appropriate, the views of the child are sought and considered. We also ensure that parents are involved in regular follow-up with the school regarding the identified needs of their child and the progress they are making.

KHDA Categorisation of Need

The needs of the Students of Determination are different from the majority of students, and may be evident as a result of a disability or a recognised disorder. These needs cause students to experience barriers in their learning, which may relate to any of the four categories as outlined by the KHDA.

The Dubai Inclusive Education framework identifies four barriers to learning:

- Cognition and Learning
- Social, emotional and mental health
- Physical, sensory and medical
- Communication and Interaction

The UAE framework identifies twelve categories of barriers to learning:

- Cognition and Learning: Intellectual disability, specific learning disorders, multiple disabilities, developmental delay (younger than five years)
- Social, Emotional and Mental Health: Attention Deficit Hyperactivity Disorder, psycho - emotional disorders
- Physical, Sensory and Medical: Sensory impairment, deaf-blind disability, physical disability, chronic or acute medical conditions
- Communication and Interaction: Communication disorders, autism spectrum disorders

Dubai Inclusive Education Policy Framework- a guide for schools 2019). [Education Policy En.pdf](#)

What are Additional Learning Needs?

Additional Learning Needs (ALN), is the term used for students who need extra support in school. If the student has a condition that impacts their everyday life, this is often referred to as an additional need. ALN includes barriers beyond general special educational needs which may include, medical needs as well as social and emotional barriers, poor punctuality and attendance for reasons beyond control. It may also include delay in milestones from birth as a result of which the student may have faced additional challenges or these may have become more obvious as the student progresses through the school.

Some students may also require additional support if they have:

- Gaps in their knowledge or skills due to prolonged absences from the education system, e.g. school refusers, students who have school phobia or have attended a large number of schools due to family relocations;
- Experienced difficult family circumstances, e.g. due to bereavement, separation or divorce.

Some students may also require additional support if they speak a different language.

Staff members understand that effective inclusion practices requires:

- Working in Partnership with all stakeholders.
- Sharing information in a timely fashion all plans of action and support with the aim of ensuring forward progress.
- Using methods and approaches that have been proven to work, taking into account the cohort and the structure of Gems Al Barsha National School.
- Being Child Centred – placing the student (learner) at the centre of plans for provision with the aim of meeting their needs. Ensuring the team around the child is supportive and collaborates where necessary to ensure that the student is safeguarded, charting their progress.

- Using a multisensory Approach and aiming for Personalised learning by individualising programmes according to need in order that students can achieve to their full potential. We recognise that all students learn in different ways and at different rates.
- Ensuring effective Teaching and Learning for All by ensuring that all students in the classroom receive “Quality First Teaching’ with a particular focus on the groups of students with high needs.
- Recognising that students learn in many ways with maximising opportunities the students have, e.g.; learning from each other, extra-curricular activities and out of school experiences.

2 Policy Aims

- Instil the belief that all students have the right to the same high quality education.
- Ensure that environments are fully inclusive and enable our students to have rich experiences in their learning.
- Have high expectations of the staff delivering and students accessing the learning.
- Recognise that all teachers are teachers of inclusion.
- Instil the belief that effective teaching and learning is the key to successful inclusion.
- Equip the staff to personalise the learning for students to make optimum progress.
- Recognise and understand that some individual students may have additional/different learning needs which may require resources to be adapted.
- Be committed to providing advice, guidance, training and development opportunities to all stakeholders.

3 Identification of Students of Determination

Identification of Students of Determination takes place through a range of mechanisms, including:

- Assessment Data Analysis
 - Performance in internal and external assessments - Mean CAT4 score of 85 or below.
- Teacher Referral and Observation
 - Teacher identification and referral.
 - School robins- gathering feedback from all relevant subject teachers. - Classroom observations.
- Parent Information
 - General concerns raised by parents.
 - Official diagnosis of a learning need.
- Identification by an outside agency (eg. educational psychologist, speech therapist or an occupational therapist).

We use Cognitive Ability Tests (CAT4) to identify potential and barriers and monitor and track the progress of all students. CAT4 data is analysed in coordination with regular teacher assessments and/or teacher referrals to identify students who may be experiencing barriers to learning.

Once a need has been identified, further investigations are carried by the Inclusion Department in conjunction with teachers, parents and external specialists (when required) to accurately categorise the need and related barriers to learning.

Parent meetings are held and the categories of need and levels of support are explained to parents and with their consent, identified students are added to the school's Inclusion register so provision can be monitored and reviewed effectively.

Students with additional needs may also be recorded on the Inclusion register to check if their needs can be addressed through short term intervention or classroom strategies and modifications. However, in both of these occasions, parents are informed.

For new applications, students are flagged during the admissions process to ensure that support and interventions can be planned appropriately and that teachers can be given information ahead of the student joining the class (see Admissions Policy).

4 Admissions

Students are assessed for Special Educational Needs at the admissions stage so that support and interventions can be planned appropriately. Applications are considered on a case-by-case basis and where it is deemed necessary, students may be asked to come in for further additional assessments or a meeting with parents may be arranged.

Where there are concerns and meetings are held prior to students being admitted to the school, students may be placed on 'monitoring' for the first term to allow them to settle into school and to ensure they cope with the transition.

Students who have low/ modest CAT4 scores are flagged to the Head of Inclusion for an assessment. These assessments are carried out by the Head of Inclusion and feedback is shared with the Phase leaders and Heads of Schools with clear recommendations. The Head of School makes the final decision and support is put in place ahead of the student starting if appropriate. The need for support and possible options for admissions are discussed with parents following the assessment. The student is placed on the Inclusion register and information is shared with the class teachers to ensure teachers are aware of support to be provided.

5 Provision and Monitoring

Our Standard School Service Agreement ensures that the support available for students is based on the payment of basic tuition fees and is available to all students of determination. Specific services for students include:

- The provision of resources and services to aid participation, engagement and progress.
- Formal and informal school-based processes to identify and assess students of determination.
- The development, implementation and review of Learning plans/ Pupil profiles.
- Curriculum modifications and adaptations required to enable students to access education in the common learning environment with peers of the same age.
- Small group or one-to-one support sessions within or outside of the classroom delivered by teachers, counsellors or teaching assistants.
- Assistance from teaching assistants.
- Training to enable the student to benefit from assistive devices and associated applications where provided by the school.
- Appropriate school-based support, advice and guidance to the parents of students of determination.
- Planning, organising and training students and relevant staff on emergency procedures.
- A physical environmental scan to identify and mitigate risks that can be relevant to students.

We adopt a graduated system of support for all four categories to benefit students, defined in the following three levels:

- **Level 1:** High quality teaching where teachers accommodate individual differences in ability, learning style and behaviour through inclusive classroom practice.
- **Level 2:** Personal support and/or curriculum modification to enable students with identified needs to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. This will normally take place within the common learning environment, but may include short term, time limited intervention programmes.
- **Level 3:** Individualised programmes designed for students who have been identified with physical, mental, intellectual or sensory barriers that prevent them from achieving age-related expectations and/or their potential. This provision is 'additional to' or 'different from' the provision required to meet the needs of most of students within the school. It is likely to include the use of specialist approaches, intervention and/or support services. Additionally, it may require the support of an additional adult within the classroom – a Learning Support Assistant (LSA). Parents are updated throughout the process and advised when these criteria are applicable to their child. The school then develops a contract outlining the support provided and the payment expected from parents.

For level 3 students, during initial assessment, a decision is made as to the category of need and the level of provision required. This is then continuously monitored, revisited, refined and revised through the four-part cycle of 'Assess, Plan, Do, Review' (APDR). The process leads to a growing understanding of a student's

needs and ensures that the key goals and strategies in place are the most appropriate for securing success and moving towards independence in learning.

Once a student has been identified as a Student of Determination, parents are consulted and a personalised education plan is drafted to support him/her. The Individual Education Plan (IEP) includes a Learning plan, outlining the personal strengths and barriers to learning of the student and includes guidance for all those working with the child on how to reduce any barriers to learning effectively. Students also have short term targets that are specific, measurable and designed to address the next steps in learning or move them towards independence. In the Foundation Stage and primary phase, the class teacher of the student (with the support of inclusion team members) reviews the targets with the child's parents at least once a term and more often if needed. In the secondary phase, a member of the inclusion team meets with the parents to complete the termly review process.

The needs of students are regularly revisited and reviewed as part of the review cycle and the level of provision is increased, decreased or maintained depending on their progress. When students make significant progress and become able to access the curriculum independently, they may be exited from the support programme and will come off the Inclusion register. They continue to be monitored at Level 1 for at least one assessment cycle to ensure that progress is maintained and may eventually move to monitoring for another term to ensure continued and maintained progress before eventually coming off the Inclusion register altogether.

6 Gifted and talented students (Please see G&T policy)

The term *gifted* refers to a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability. These domains include intellectual, creative, social and physical abilities.

The term *talented* refers to a student who has been able to transform their giftedness into exceptional performance. Talented students will demonstrate exceptional levels of competence in the relevant domains of human ability.

We identify students as being gifted and talented through a combination of:

- Internal and external assessments and testing of cognitive ability through CAT4 assessments
- Use of teachers' professional judgement
- Information provided by parents, students or external professionals.

Please see Gifted and Talented Policy.

7 Information and Records

Information related to all identified special educational needs is recorded in the school's Inclusion Register and is available to all teaching staff. The admissions team keeps all documents related to special educational needs stored safely and confidentially, sharing only with relevant key personnel so that appropriate modifications and support can be planned for before admission.

8 Roles and Responsibilities

Inclusion Support Team

Mohammed Elneel	Inclusion Governor
Michelle Thomas	Principal
Ahmed Touati	Vice Principal/ Inclusion Champion
Ms. Rabia Ahmed	Head of Inclusion and IST Lead/ Key worker for Secondary
Qudsia Javed	Learning Support Teacher/ Keyworker for Primary
Ruba Hemsy	Registrar
Fatima Andeez	Parent Rep
Marian Gendy	Staff Representative
Waed/ Paola	School Counsellors
Kathryn Foster	Primary Pastoral Lead
School employed LSAs to support students of determination with significant needs	18

Head of Inclusion

The Head of Inclusion is the lead on promoting and establishing an inclusive ethos throughout the school. This involves effectively communicating a clear vision of inclusion and working with all stakeholders to turn

this vision into practice. Key to this role is supporting teaching staff to develop their own professional expertise in order to ensure that inclusive approaches to education are embedded in their practice. Specific key responsibilities include:

- Conducting a range of screening assessments, particularly at admissions
- Liaising with relevant personnel both internal and external in order to meet student needs.
- Observing students and supporting staff in the classroom and provide guidance accordingly
- Overseeing interventions provided for students
- Devising and updating appropriate provisions- learning plans and timetables.
- Overseeing Access Arrangements
- Organising reviews and meetings
- Sharing information and raising staff awareness, including strategies to support targeted students
- Leading relevant CPD training for LSAs and teaching staff
- Providing feedback on Inclusion to the relevant stakeholders.
- Maintaining appropriate individual and whole school records
- Reviewing new admission files and make recommendations for students of determination coming into the school
- Holding transition planning meetings with relevant parties to plan support for students arriving at GEMS Al Barsha National School and those moving onto the next phase.
- Line managing the Learning Support teacher and the Learning Support Assistants
- Liaising with school counsellor to identify SEMH students in need of intervention
- Reporting to the Local Advisory Board regarding the provision for and progress of SEND students.
- Collaborating with the Vice Principal to develop and implement a comprehensive and strategic Inclusion Action Plan.
- Ensuring that the school's Senior Leadership Team are informed and updated on changes to accepted practice and developments within the UAE.
- Ensuring that through the Inclusion Support Team, inclusion objectives are achieved.

Learning Support Assistants (LSAs):

At the heart of all of our work is the student. We seek to fully involve our students of determination and their families in identifying and seeking solutions to address their own barriers to learning. As students get older, they are encouraged to take on more responsibility, formally contribute to their targets and learning plans and take an active role in their journey wherever possible. We believe that student voice, a personal understanding of one's own strengths and challenges and the confidence to self-advocate are essential independence skills that are necessary in adulthood.

Teachers are responsible for the learning, progress and outcomes for all of their students. In the Primary

Section, class teachers work with teachers of Arabic to set and review IEP targets. In the Secondary Section, the development and review of IEPs involve form tutors along with teachers of English, maths and Arabic.

Learning Support Assistants (LSAs) play an important role in enabling students to move towards independence whilst being supported to access learning in mainstream classes. They do this by working in collaboration with teachers, the student and parents. The majority of LSAs are employed through the school recruitment process but in exceptional circumstances, the school will consider the appointment of an external LSA in line with the GEMS Education Safer Recruitment Policy. The school does not accept LSAs who have a dual role within the home. The employment of the LSA is governed by a written agreement set by the school and signed by parents.

Inclusion Teachers are teachers with a specialist knowledge of working with students of determination. They are expected to demonstrate high levels of skill and ability in applying inclusive approaches within their own teaching practice and have the ability to support the development of inclusive practice in others. The core function of the Inclusion Teacher is to support the development of inclusive teaching practices within mainstream classes and to serve as a coach, mentor and professional resource for teachers. In addition, they may work with individual, or groups of, students of determination to implement interventions to accelerate progress. This may take place within the classroom or a separate setting.

Teachers

Specific key responsibilities of the teacher in relation to special educational needs include:

- Providing Quality First Teaching through multisensory teaching.
- Arranging termly meetings with parents with the support of the Head of Inclusion and Inclusion team.
- Being informed of the school's Inclusion Policy
- Monitoring progress and using in-class interventions and differentiation as much as possible
- Allowing students to be withdrawn where necessary and appropriate to meet the needs of the students.
- Planning resources to be used in lessons to ensure maximum access for Students of Determination.
- Attending Case Conferences and updates on individual students, when required

Students

Specific key responsibilities of the student in relation to special educational needs include:

- Meeting regularly with the class teacher, LSA and/or Head of Inclusion to discuss targets and areas of priority.
- Attending learning planning meetings and reviews if and when appropriate
- Attend meetings with any other person such as the school counsellor or a mentor if required.

Parents

Specific key responsibilities of the parent in relation to special educational needs include:

- Supporting their child as necessary; especially where follow up home based tasks are set.
- Liaising with the teachers/ Head of Inclusion as necessary
- Attending meetings with the teachers/ Head of Inclusion when requested by the school.
- Attending any other relevant meetings such as parent evenings on a regular basis

Inclusive Partnerships

The school recognises the importance of involving parents in all aspects of their children's educational journey. For students of determination, the role of the parent is seen as especially important and we ensure that they are fully involved in the decision-making and provision. This includes establishing a shared vision and a clear focus on desired outcomes at each review point with increasing participation of the student as they become more able to self-advocate.

We build close collaborative partnerships with trusted specialist providers to ensure that students of determination receive the support that they require both in and outside of school.

Thorough records are kept of external agencies and their caseload of our students.

9 Reasonable Adjustments and Access Arrangements (See EAA Policy)

Access Arrangements allow students with special needs, disabilities or temporary injuries to access the assessments and be given a chance to fulfil their potential. The idea behind an access arrangement is to meet the particular needs of an individual student without affecting the integrity of the assessment. The Awarding bodies comply with the duty to provide access arrangements under the (UK Equality Act 2010) to make 'reasonable adjustments.

The school complies with JCQ- Joint Council for Qualifications. The school also complies with criteria as outlined by individual exam boards.

At GEMS Al Barsha National School, we will do its utmost to make reasonable adjustments for students who require these so that they are not at a disadvantage at the time of assessments. We follow a rigorous procedure at the school to support our Students of Determination with their access arrangements and reasonable adjustments.

Parents are informed in a timely fashion so they can undertake appropriate external assessments for their children well in time before exams begin. The Head of Inclusion undertakes the responsibility of leading on exam access arrangements across the whole school and along with the exams officer, gains final approvals for students.

Where appropriate, the school may request modified papers by the board to make reasonable adjustments for the students. Access Arrangement Lists include students qualifying for extra time, reader, use of a word processor and access to assistive technology. This information is available to all staff and is part of the Inclusion register. Documentary evidence is held as e-files.

10 Diversity

Diversity encompasses elements of race, ethnicity, gender, socio-economic status, age, ability, religious or other different ideologies.

All staff have a responsibility to ensure that all students and staff feel welcome and included in the school community regardless of their culture, ethnicity or race. Students should feel safe to express their culture and share their culture with staff and peers where appropriate.

In teaching, images used should reflect the diverse range of learners. Wherever possible, teachers should provide opportunities for students to explore different cultures and how it relates to the curriculum area that they belong to.

11 Communication

The Inclusion Team meet on a weekly basis. The Head of Inclusion also meets with the wider teaching team regularly to review and update records in relation to students of determination in primary. The Head of Inclusion and the Vice Principal of Pastoral Care meet fortnightly to review provision and discuss priorities.

The Inclusion Support Team meets once a term to monitor and evaluate the Inclusive systems to promote Inclusion across the whole school. Members of the school medical team attend these meetings.

12 Appendices, Policies and Further Reading

Policies	Link
Admissions Policy	<u>School Policies (gemsnationalschool-barsha.com)</u>
Anti-bullying Policy	<u>School Policies (gemsnationalschool-barsha.com)</u>

Safeguarding Policy	School Policies (gemsnationalschool-barsha.com)
Attendance Policy	School Policies (gemsnationalschool-barsha.com)
EAL Policy	gemsnationalschool-barsha.com/en/-/media/project/gems/gns_gems_al_barsha_national_school/files-and-documents/gns-english-as-an-additional-language-policy-2023-24.pdf
G&T Policy	gemsnationalschool-barsha.com/en/-/media/project/gems/gns_gems_al_barsha_national_school/files-and-documents/gifted-and-talented-policy-2023-2024.pdf
EAA Policy	English as an Additional Language Policy 2023-24.pdf
Legal	Link
The UAE Federal Law 29 (2006)	https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/11/United-Arab-Emirates-The-Rights-of-People-with-Special-Needs.pdf
The UAE School Inspection Framework	https://www.moe.gov.ae/ar/importantlinks/inspection/publishingimages/frameworkbooken.pdf
Dubai Inclusive Education Policy 2017 and Implementing Inclusive Education 2019.	https://www.khda.gov.ae/cms/webparts/texteditor/documents/education_policy_en.pdf
Dubai Law 2014	https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%20-%202014%20-%20EN.pdf
Executive Council Resolution No. (2) of 2017 Article	https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf

External Providers:

- **SLT**- Speech and Language Therapy
- **OT**- Occupational Therapy
- **EAA**- Exam Access Arrangements

External Providers	Services
Lexicon Reading Centre	Pycho-educational and EAA assessments
The Learning Tree	English Language Support
Q-enrichment	SLT
Hope	SLT and OT
Sulukeyat	OT
Enaya Education	OT

Level 3 Support Description

The table below provides an outline description of Level 3 Support. Please note that this is for illustrative purposes only and the specific details of the support will vary, depending on the needs of the child.

Provision	Support Offered	Cost
25% LSA Support	1:1 support in key lessons, usually English or Maths Limited number of out-of-class intervention sessions	1567.50 AED per month for 10 months
50% LSA Support	1:1 support in half of all lessons, usually covering both English and Maths Limited number of out-of-class intervention	3135 AED per month for 10 months
75% LSA Support	1:1 support in most lessons, usually covering both English and Maths along with other subjects as required Regular out-of-class intervention sessions, as required 1:1 support during unstructured times to manage behaviour or develop friendships, as required	4702.50 AED per month for 10 months

100% Support	LSA 1:1 support in all lessons Regular out-of-class intervention sessions 1:1 support during unstructured times to manage behaviour or develop friendships	6270 AED per month for 10 months
Exemption from Arabic A	Student accesses Arabic B lessons, which is less demanding than Arabic A Social Studies is taught in English rather than Arabic Most aspects of Islamic Studies are taught in English rather than Arabic	No costs involved

Charging Policy: [Charging Policy.docx](#)

Explanation of Key Terms

LSA	Learning Support Assistant, also known as a Shadow Teacher but KHDA framework would like all schools to adopt the term Learning Support Assistant.
1:1 support	Support that is provided by one staff member to an individual student specifically.
Intervention	Teaching specific skills that usually focus on gaps in learning.