

INCLUSION POLICY **2019 - 2020**

VISION

At Gems Al Barsha National School for Girls (NSG) we passionately believe that all children are valued equally, regardless of their abilities and/or social, emotional or behavioural needs. The school recognises that all children are entitled to have access to a broad and balanced curriculum which is differentiated to meet their individual needs.

NSG strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school communities, everyone is equally valued and treats one and other with respect. Pupils should be provided with the opportunities to experience, understand and value diversity.

The School is committed to working closely in partnership with parents. This partnership is a two way process with both parents and the school sharing their concerns for a pupil. We aim to work in partnership with parents to ensure the best educational provision and support is given to their child. We will inform parents when their child has been identified as having Special Educational Needs and together identify the targets and provision of the IEP (Individual Education Plan) on at least a termly basis. Our approach is one of focus on individual needs and personal outcomes rather than SEND classifications, although these will be relevant when external agencies are involved.

Parents who have a concern about their child are encouraged to share this initially with the class teacher or the Head of Inclusion (Special Educational Needs Co-ordinator); issues can be dealt with quickly and successfully in this way.

This policy has been written in conjunction with GEMS Global SEND Standards and incorporates the *Implementing Inclusive Education: A Guide for Schools (2019)* for an inclusive society in which disabled people are treated equally and fairly.

OBJECTIVES

Once a student has been provided with a provisional offer to the school and completed a trial 2 week period, and where test scores indicate that learning support may be appropriate, further diagnostic testing is conducted to identify specific areas of need. If it is not possible to conduct a 2 week trial the Head of Inclusion will visit the child in their current school. Pupils experiencing difficulties after starting at the school may also be identified through observations and assessments of attainment in the classroom, and formal assessments carried out in school. All teachers have a responsibility to monitor and assess the progress of each individual student they teach. Where a student is exhibiting difficulties that indicate that additional provision may be necessary, the teacher will refer the student through the Referral Process.

The school follows the framework for students of determination (2019-2020) to identify the level of a pupils need according to the four main areas:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical, sensory and medical

Where the pupil meets the criteria, they will be on the Special Educational Needs register and a 'level' category assigned to meet the needs of the child:

Level One

Every teacher is expected to differentiate the learning in their classroom to meet the needs of all students. For most students the high-quality differentiated teaching in the classroom will be sufficient to help them address any additional needs that students may have. These students will be closely monitored by the class and subject teachers/form tutors to ensure that they are making good progress. An Individual Learning Profile will be formulated with the provision and interventions identified.

Level Two

Some students will need additional support in order to make progress or overcome a particular barrier to their learning. This support may only need to be short term and/or in specific areas such as literacy, numeracy or areas of social and emotional understanding.

At Level 2, the classroom teacher holds the main responsibility with support from the Inclusion Team. At Level 2, the students will receive short term, targeted interventions and an Individual Education Plan will be put in place for the student that will identify the individual needs of the student and ensure a programme of intervention is delivered to target these needs. They will be included on the Special Educational Needs register and progress will be monitored by the Class Teacher and the Heads of Inclusion and will be reviewed formally with the parents and the student at least termly.

There may be an additional charge for some areas of Level 2 provision when the input of outside specialists or individual tuition is required. However, generally, this level of provision is provided by the school.

Some examples of provision at Level 2 would include:

- Speech & Language therapy,
- Small group literacy or numeracy work delivered by a teacher or teaching assistant.
- Targeted support for areas of emotional difficulties.

Level Three

Students needing long term or intensive support will be moved to Level 3 level of provision. If a student has been assessed as needing Level 3 intervention, this means that the school believes that the student will need additional provision to make progress.

Level 3 provision involves developing an Individual Education Plan for the student that will identify the individual needs of the student and ensure a programme of intervention is delivered to target these needs. This programme will be monitored by the Inclusion Team in collaboration with the class/subject teachers and form tutor and will be regularly reviewed with parents and students on at least a termly basis. Adjustments will be made to ensure progress. Level 3 level support will normally involve the employment of a Learning Support Assistant to support the student.

The format of Level 3 provision will be dependent on the identified needs of the individual student, but is likely to contain the following elements;

- Individual assessment and identification of need
- An Individual Education Plan (to be reviewed at least termly)
- Named LSA to monitor progress and deliver interventions in order to achieve targets
- Individualised programme of intervention that will involve regular 1 to 1 input (usually daily) on key targets.
- Targeted support in class to support learning where needs present a barrier to learning.
- Regular reviews of progress and setting of new targets (formal reviews each term, plus informal reviews as needed)

In addition, the support programme *may* include;

- group withdrawal classes
- use of ICT based intervention programmes
- involvement of external professionals

Level 3 provision, when an LSA is put in place, will require an additional cost to parents. The actual cost will depend on the assessed level of support required.

NSG has limited spaces for children with some specific learning difficulties or moderate special educational needs. It is essential that parents disclose all information regarding their child's individual needs to ensure an accurate judgement can be made as to whether NSG can provide for the child's needs. Failure to disclose relevant information at the time of application may result in the withdrawal of a place.

Strategies

Senior Leadership Team

1. To support all pupils in the school, regardless of their abilities and/or social, emotional or behavioural needs in partnership with their parents/carers, and working alongside the whole school staff to enable them to achieve their best in becoming more confident and independent learners.
2. The Senior Leadership Team, in co-operation with the Inclusion Leader, will determine the schools general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements.

Governor for Inclusion

1. The Governor for Inclusion is responsible for ensuring that Gems Al Barsha National School for Girls provide school leadership and management practices that promote achievement of personalised educational outcomes for all students.
2. They support the Senior Leadership Team to deliver the vision, mission, strategic priorities and values of our school.

Heads of Inclusion (Special Needs Co-ordinator)

1. The Heads of Inclusion Miss Neesha Pal (FS and Primary) and Miss Abi Dunn (Secondary) are responsible for the overview of the education of pupils with special educational needs. They will work closely with the pupils, parents, Class teachers, the Principal, the Senior Management Team and outside agencies.
2. The Heads of Inclusion role includes emphasising the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:
 - Setting suitable learning challenges
 - Responding to pupil's diverse needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils
3. The Heads of Inclusion monitor the quality of provision and progress of children with SEND. The Heads of Inclusion monitor pupils' progress identifying those in need of additional provisions for Literacy and Numeracy in both English and Arabic, Social/Emotional and Behaviour. The role involves working with staff, supporting colleagues, parents/carers and pupils to ensure best practice in the preparation of IEPs (Individual Education Plans) and that the targets to be met are achievable. These targets will be discussed with the pupil, parents and staff and reviewed at least termly.
4. The Heads of Inclusion will ensure that in order to meet the needs of the pupil, lesson differentiation is effective and appropriate.
5. The Heads of Inclusion will co-ordinate the transition planning for pupils who, due to their special educational needs, could experience difficulties with transition to the next Key Stage or to the next class.
6. The Heads of Inclusion lead the Special Educational Needs Team of LSAs in ensuring that their training needs are met and supporting Class teachers in meeting the special educational

needs of individual pupils.

English Language Learner Teacher

1. The ELL Teacher, Mrs Michelle Cappie along with Miss Neesha Pal and Miss Abi Dunn is responsible for the overview of the education of English Language Learners. She will work closely with the pupils, parents, Heads of Inclusion and Class teachers.

Class teachers

1. Class teachers are the first point of contact for parents who have any concerns about any aspect of their child's progress. They have the principal role in the planning and delivery of appropriately differentiated teaching for the children with special educational needs in their class.
2. The Class teachers are aware of the school procedures for pupil assessment and identification and analysis of the data of pupils with special educational needs. Curriculum planning should always recognise the learning needs of these pupils.
3. Where the pupil is on the special educational needs register and/or requires extra provision, the Class teacher discusses the range of additional support available with the Heads of Inclusion and the support team.

Learning Support Assistants

1. For pupils on the special needs register and receiving Level 3 provision, Learning Support Assistants (where required) will deliver catch-up programmes and interventions in Numeracy, Literacy, Social/Emotional and Behaviour as appropriate to the student's needs.
2. Learning Support Assistants will monitor the pupil progress for the specific intervention programmes and targets they are working on with individual pupils. They also support children with specific programmes recommended by the Heads of Inclusion or outside agencies including Speech and Language Therapists etc.
3. Learning Support Assistants will offer support to their specified pupil in the classroom or outside of the classroom in a 1 to 1 environment and will contribute to the preparation, weekly progress monitoring and the termly (or sooner) review of pupils' IEP targets.

If you would like to speak to a member of the Inclusion Team, please contact Miss Neesha Pal or Miss Abi Dunn on Tel: +971 4 506 9222.

Outcomes

The school will use the teaching and learning arrangements actively to encourage everyone to achieve their full potential. It is clear that additional intervention and support cannot compensate for a lack of good teaching. Therefore high quality first teaching, appropriately differentiated for individual students, is the initial first step in responding to SEND. When required, the school actively seeks and values the advice and support given by the outside agencies.

All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment that is safe and healthy. In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.

Successful implementation of this policy should be evident by:

- Progress made by all pupils in all areas of learning, self-esteem and skills levels.
- The positive response of pupils, parents, staff and KHDA inspections.
- A positive end of year review that celebrates the achievements of our students with SEND.



ELL POLICY

INTRODUCTION

At NSG we are committed to making appropriate provision of teaching and resources for English language learners. We recognise and address the specific needs of all pupils. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

A pupil's ability to access the curriculum may be ahead of their English language proficiency. Cognitive challenge can and should be kept appropriately high through the provision of English language support. This policy sets out NSG's aims and strategies with regard to meeting the needs and celebrating the skills of ELL students, and helping them to achieve the highest possible standards.

Language development is the responsibility of all NSG teachers. NSG aims to ensure that all English Language Learners should have the opportunity to access the complete curriculum and reach the same level of attainment that they would have reached in their main or other home language.

AIMS

- To define: *English as an Additional Language (EAL)* and the *English Language Learner (ELL)* at NSG.
- To outline the process for: identifying, supporting and monitoring the progress of ELL pupils at NSG.
- To make recommendations and requirements to parents for the enrollment of a pupil with English language learning needs.

NSG DEFINITION OF EAL AND ELL PUPILS

NSG EAL Definition

EAL pupils at NSG are pupils who have been exposed to a language other than English during early childhood and continue to be exposed to this language in the home or in the community. This would mean that if either one or both parents are from countries where English is not a first language, regardless of the pupil's nationality, the pupil is considered to be an EAL pupil.

NSG ELL Definition

ELL pupils at NSG are unable to communicate fluently or learn effectively in English. ELL pupils often come from homes and backgrounds that do not speak English. ELL pupils typically require modified instruction to access the curriculum through English. ELL pupils at NSG are those that have been identified as having no English language experience or are basic to independent level speakers of English.

IDENTIFYING ELL PUPILS

ELL students are identified using the English Language Learning Proficiency Chart. After this assessment, the ELL department will make a recommendation regarding the level of ELL provision required. This initial recommendation for ELL provision is subject to review every term.

The ELL Proficiency Chart divided language learners into levels which are based on the key skills of listening, reading, writing and speaking.



GEMS

مدرسة جيمس البرشاء الوطنية (بنات)

Al Barsha National School

GIRLS

NEW TO ENGLISH	EARLY ACQUISITION	DEVELOPING COMPETENCE	COMPETENT	FLUENT
LISTENING AND SPEAKING				
<ul style="list-style-type: none"> • Silent period. • Uses nonverbal gestures to respond to greetings and questions about themselves. • Follows simple instructions based on routines. • Echoes words and expressions drawn from classroom routines and social interactions to communicate meaning. • Expresses basic needs, single words or phrases in English. 	<ul style="list-style-type: none"> • Understands simple conversational English. • Listens and responds to the gist of general explanations where language is supported by non-verbal clues, including illustration. • Understands and respond appropriately to straightforward comments or instructions addressed to them. • Listens attentively to a range of speakers. • Copies talk that has been modelled. • Speech shows some control of English word order. • Speaks about matters of immediate interest. • Conveys meaning through talk and gestures and can extend what they say with support. • Speech is sometimes grammatically incomplete at word and phrase level. 	<ul style="list-style-type: none"> • Follows what others say about what they are doing and thinking in familiar contexts. • Listens with understanding to sequences of instructions and responds appropriately. • Speak about matters of interest to a range of listeners and begin to develop connected utterances. • Convey meaning, sustaining their contributions and the listeners' interest. • Understands most conversations when the subject of their conversation is more concrete than abstract and where there are few figurative and idiomatic expressions. • Beginning to engage in dialogue or conversation with academic context. • Developing and explaining their ideas using a growing academic vocabulary. 	<ul style="list-style-type: none"> • Can participate as active speakers and listeners in group tasks. • Understands most social and academic school interactions delivered at normal speed. • Can use language appropriately across the curriculum for different academic purposes – some minor errors may be still be evident. • Able to use sentences that are more complex. 	<ul style="list-style-type: none"> • Has a range of listening skills necessary to participate fully within the curriculum. • Has a range of speaking skills necessary to fully participate within the curriculum.
READING				
<ul style="list-style-type: none"> • Minimal literacy • Knows that English print is from left to right. • Recognises and identifies some letters of alphabet by shape and sound. 	<ul style="list-style-type: none"> • Begins to associate sounds with letters in English and predict subject of texts. • Reads words and phrases they have learned in different curriculum areas. • With support can follow and read text aloud. • Read a range of familiar words and establish meaning through contextual clues and simple sentences. 	<ul style="list-style-type: none"> • Uses knowledge of letters, sounds and words to establish meaning when reading familiar texts aloud, sometimes with prompting. • Comment on events or ideas in texts. • Uses more than one strategy, such as phonic, graphic, syntactic and contextual in reading unfamiliar words and extracting information from a variety of texts. • Reading has begun to be a tool for learning instead of process in itself. (KS2 onwards) 	<ul style="list-style-type: none"> • Understands many culturally embedded references and idioms, but may still require explanations. • Can read more complex texts starting to go beyond the literal by using some higher order reading skills such as inference and deduction. 	<ul style="list-style-type: none"> • Has a range of reading skills necessary to participate fully within the curriculum.
WRITING				
<ul style="list-style-type: none"> • Minimal or no literacy in English. • Uses English letters and letter-like forms to convey meaning. • Copies and write their names and familiar words, and write from left to right. 	<ul style="list-style-type: none"> • Attempts to express meaning in writing, supported by oral work or pictures. • Generally, handwriting is intelligible to reader and shows some knowledge of sound and letter patterns. • Building on knowledge of literacy in another language, they show knowledge of sentence division. • Produces recognisable letters and words in texts, which convey meaning and show some knowledge of English sentence division. • Most commonly used letters are correctly shaped, but may be inconsistent in size and orientation. 	<ul style="list-style-type: none"> • Uses phrases and longer statements that convey ideas to the reader, making some use of capital letters and full stops. • Letters are usually clearly shaped and correctly orientated. • Able to produce written outcomes using a range of appropriate grammatical structures when given scaffolding – writing frames etc. • Production is limited with no support but student is beginning to understand that different contexts require different forms of expression. 	<ul style="list-style-type: none"> • Can produce appropriately structured and generally accurate work in a variety of familiar academic contexts with few errors and without support. • Still require support to develop the organizational skills and appropriate linguistic forms for new contexts. 	<ul style="list-style-type: none"> • Has a range of writing skills necessary to participate fully within the curriculum.
SUPPORT REQUIRED				
<ul style="list-style-type: none"> • Needs a considerable amount of EAL support 	<ul style="list-style-type: none"> • Needs a significant amount of EAL support to access the curriculum 	<ul style="list-style-type: none"> • Requires on going EAL support to access the curriculum fully. 	<ul style="list-style-type: none"> • Needs some/occasional EAL support to access complex curriculum material tasks. 	<ul style="list-style-type: none"> • Operates without EAL support across the curriculum.

LEARNING SUPPORT AND INTERVENTION

ELL pupils are to be integrated as far as possible into the curricular work of the form they join. Where it is necessary to withdraw pupils for specialist ELL provision, the aim will be to develop their English language proficiency as quickly as possible. The degree and duration of this specialist provision will be agreed on by the ELL department and the Head of Key Stage or Head of Key Stage. When a pupil is withdrawn for specialist ELL support, the ELL department and Head of Key Stage will review the progress of the pupil every term.

An ELL Communication Passport (CP) will be created for each pupil requiring differentiated instruction. This CP will include language learning targets. These targets will be largely drawn from a suggested list of language steps based on current level but are not prescriptive. Each CP will also outline the ELL teaching strategies to be deployed by teachers to enable the pupil to achieve their targets. Additional strategies can also be drawn from a document, available in the SharedDrive, listing a range of ELL support strategies. CPs will be created by the the class teacher (KS1 and KS2) or the English subject teacher (KS3/4) with support from ELL Lead. Both class teachers, English subject teachers and ELL lead will be responsible for reviewing the CP.

Each CP will be reviewed every term to monitor and ensure progress. The current and old CP for each pupil will be available on the Shared Drive. If, after a period of the full term, the pupil is not making the required progress the provision will be reviewed.



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Al Barsha National School

GIRLS

The policy has been written in line with and working towards the *Implementing Inclusive Education: A Guide for Schools (2019)* in addition to Dubai Law 2014, Federal Law 2014, Dubai Law 2014 (no.2), Executive Council Resolution No. (2) of 2017 – Regulating Private Schools in the Emirate of Dubai including; Article 4 (14), Article 13 (16), Article 13 (17), Article 13 (19) and Article 23 (4).

Date policy was updated: January 2020

Date policy will be reviewed: January 2021



H المعاداة
appiness

A التكيف
adaptability

W الثقافة
Well Rounded

I الابتكار
innovation

A التقدير
appreciation

T الثقة
trust

E التعاطف
empathy

E المساواة
equality