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.

1   Introduction

1.1   GNS is committed to inclusion. We embrace the principle of providing high quality education to all the children who attend our school 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 Language Learners (ELL)

1.2   We do this by giving them access to appropriate provision, resources and curricular options.

1.3   The needs of all students will be met in the most appropriate way possible, including in-class support and the provision of specialist learning environments where necessary.

1.4   Where appropriate, the views of the child are sought and considered.

1.5   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.

2   Students of Determination

2.1   Students of Determination are those whose needs are different from the majority of students, and which arise from the impact of a disability or recognised disorder.

2.2   These needs cause students to experience barriers in their learning, which may relate to sensory or physical impairments, learning difficulties or social emotional difficulties.

2.3   We use the following categorisation of disability to support the identification of students of determination:

Common barriers to learning	Categories of disability
Cognition and learning	1. Intellectual disability 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention deficit hyperactivity disorder 8. Psycho-emotional disorders
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. Chronic or acute medical conditions

3   Identification of Students of Determination

3.1   We use cognitive ability tests every two years to monitor and track the progress of all students. These are analysed in coordination with regular teacher assessments and/or teacher referrals to identify students who may be experiencing barriers to learning.

3.2   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.

3.3   Identified students are added to the school's Register of Students of Determination so provision can be monitored and reviewed effectively.

3.4   Some students without a formal diagnosis may be recorded on the register to check if their needs can be addressed through short term intervention or classroom strategies and modifications.

4   Provision

4.1   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 individual educational plans.
- 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.

4.2   We adopt a graduated system of support 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; a description of this is provided in Appendix 1. Parents are asked to sign this and commit to the payment schedule. This is then reviewed at the end of each calendar year.

4.3   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.

4.4   Once a student has been identified as a Person of Determination, parents are consulted and a personalised education plan is drafted to support him/her. The Individual Education Plan (IEP) includes a profile 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. Teachers review IEPs with parents at least once a term and more often if needed.

4.5   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. They continue to be monitored at Level 1 for at least one assessment cycle to ensure that progress is maintained.

4.6   When students are continuously unable to access the curriculum, despite the highest level of support being put into place, it becomes necessary to consider whether the setting is the most appropriate provision to meet their needs. In these circumstances, the school supports the students and their families to find alternative provision that is better able to support their needs.

5   Roles and Responsibilities

5.1   As an inclusive school, all stakeholders are responsible for supporting the needs of all students. For our students of determination, we adopt a Team Around the Child (TAC) approach to ensure that there is effective collaboration and coordination between all parties involved in the individual support programmes.

5.2   The Inclusion department is made up of the following staff:

- Governor for Inclusion – Mohammed Elneel
- School Principal – Karim Murcia

- Leader of Provision – Mostafa Chehab, Head of Inclusion, Assessment and Curriculum
- Two Inclusion Teachers
    - Qudsia Javed, FS and Primary
    - Nicole Panayi, Secondary and Post-16
- Girls' Counsellor – Waed Shehadeh
- Boys' Counsellor – Paola Sassine
- 18 school-employed Learning Support Assistants to support Students of Determination or those with English language needs

5.3   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 IEPs and take an active role in target setting 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.

5.4   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.

5.5   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, where the needs of particular students require more specialist provision, the school will consider the appointment of an external LSA. The school does not accept LSAs who have a dual role within the home. The employment of the LSA will be governed by a written agreement set by the school and signed by parents.

5.6   Inclusion Teachers are teachers with a specialist knowledge of working with students of determination. They have been identified as demonstrating high levels of skill and ability in applying inclusive approaches within their own teaching practice and having 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.

5.7   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 is 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. Responsibilities include:
- Coordinating a school-wide review to identify areas of best practice and those which require targeted improvement.

- Collaborating with the Vice Principal to develop and implement a comprehensive and strategic Inclusion Action Plan.
- Promoting ideas that support the development of inclusive attitudes and approaches.
- Providing guidance to different stakeholders.
- Supporting other members of the inclusion team and teaching staff with the embedding of inclusive classrooms.
- Developing positive relationships with the wider school community including the parent body and building inclusive networks.
- Working with the Vice Principal to coordinate a programme of continued professional development for all staff at all levels across the school.
- Ensuring that the school's Senior Leadership Team are informed and updated on changes to accepted practice and developments within the UAE.

5.8　The Head of Inclusion is responsible for the ensuring that the school achieves its vision for inclusion. This includes ensuring that an inclusive approach is embedded in all practices across the school and developing and monitoring the implementation of the Inclusion Improvement Plan in coordination with the Head of Inclusion.

5.9　The Governor for Inclusive Education is committed to developing the knowledge, understanding and skills required to provide effective support and challenge to the school as it progresses towards realising a vision of inclusion in practice. Responsibilities include supporting the Governing Board to:

- Set strategic direction through a clearly-stated inclusive vision and ethos.
- Hold the Head of Inclusion to account for the development and implementation of an appropriate Inclusion Improvement Plan.
- Monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

6　Inclusive Partnerships

6.1　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.

6.2　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.

7   Gifted and talented students

7.1   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.

7.2   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.

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

- Testing of cognitive ability on entry then every two years
- Use of teachers' professional judgement
- Information provided by parents, students or external professionals

8   ELL students

8.1   ELL students are those with limited English language proficiency. They are initially identified from Year 2 to Year 10 through Analysis of CAT4 scores and assigned to one of three levels of support. In addition, feedback from the admissions process, discussions with parents and teacher judgement are all used to adjust this level of support, as necessary.

8.2   The tiered level of support is aimed at the following students:

- Level 1: Students who have a difference of greater than 10 between Non-Verbal and Verbal CAT4 scores.
- Level 2: Students with a Non-Verbal CAT4 score of greater than 90 and a Verbal CAT4 score of between 80 and 90.
- Level 3: Students with a Non-Verbal CAT4 score of greater than 85 and a Verbal CAT4 score of less than 80.

8.3   We also recognise that some students of Determination may also be English Language Learners. These students receive English language support in addition to any provision to minimise the impact of their special needs (see Section 4).

8.4   The level of support provided to ELL students is summarised in the following table:

	Quality First Teaching	TA Support	Additional Provision	Targeted Withdrawal	Home Learning Journal	SEND Passport / IEP
Level 1	✔					
Level 2	✔	✔	✔			
Level 3	✔	✔	✔	✔	✔	
ELL SoD	✔	✔	✔	✔	✔	✔

Appendix 1: 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% LSA Support	• 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

Explanation of key terms

LSA: Learning Support Assistant, also known as a Shadow Teacher.

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.