



Inclusion Policy

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

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 whole school team supports teachers to adapt the curriculum and learning to meet the needs of all students.

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 provide 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/ or talented'
- English as an Additional Language (EAL)
- Students who require Exam Access Accommodations

Policy Aims

- Instill 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.
- Instill 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.



Legislation

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

This policy is also based on the following guidance and legislation (see Appendix A for links to guidance):

- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.
- Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 clause 14; Article 13, clauses 16, 17, 19 and Article 23.
- Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- UAE Centennial 2071 Long Term Government Plan.
- Abu Dhabi Economic Vision 2030.
- Dubai Strategic Plan 2021.
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.
- The UAE 'School for All': General rules for the Provision of Special Education Programmes and Services' (2010) guidance.
- The National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).
- Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).
- The National Project for Inclusion for People of Determination.
- Abu Dhabi Educational Council Special Education Policies and Procedures Manual (2012).
- 'My Community: A City for Everyone' initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.
- Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.
- The Dubai Universal Design Code (2017, Accessibility Code).
- The Ministry of Education Strategic Plan 2017-2021.
- The Dubai Plan 2021 which aims to for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility and social protection.
- Implementing Inclusive Education: A Guide for Schools (2017)
- Directives and Guidelines for Inclusive Education (2020)

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

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.

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 as well as NGRT stanine scores
 - Using results from the SNAP assessment
 - IDL screener
- 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 out 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.

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.

Please note that the school is committed to inclusive education and will make every reasonable effort to support students with diverse learning needs and disabilities. Admission decisions consider the school's capacity to provide appropriate support and reasonable adjustments.

A place may not be offered if the school is at full capacity or if the student's needs exceed available resources to ensure safe and effective support. Decisions are made by the Inclusion Team and Senior Leadership in the best interests of the student, with clear communication provided to families.

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 were 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 to benefit students, defined in the following three levels:

- **Quality First Teaching:** High quality teaching where teachers accommodate individual differences in ability, learning style and behaviour through inclusive classroom practice.
- **Level 1:** Teachers accommodate individual differences in ability, learning style and behaviour through inclusive classroom practice and Pupils identified receive an ILP (Individual Learning Plan) that is observed for 6-8 weeks.
- **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 with a **Pupil Passport** outlining strategies of support.
- **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. A high level of support is likely to be required, with an IEP (Individualised Educationa Plan) in place. Additionally, they will 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 Memorandum of Understanding.

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 Provision Map.

Gifted and Talented Students

The term **gifted** refers to a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains 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 assessment
- Use of teachers' professional judgement



- Information provided by parents, students or external professionals

Please see Gifted and Talented Policy

Information and Records

Information related to all identified special educational needs is recorded in the school's Inclusion Provision Map 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.

Roles and Responsibilities

Inclusion Team

Principal: Mrs. Michelle Thomas

Inclusion Champion: Mrs. Youlande Biosah

Leader of Provision for Students of Determination: Mr Eddie Szostak

Governor of Inclusion: Mr. David Irish

SENDCo and Inclusion Teacher: Mrs. Saira Ahmed

Secondary Inclusion Teacher:



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 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 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
- Leading relevant CPD training for 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 SENCo, Learning Support teachers 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 Principal to develop and implement a comprehensive and strategic Inclusion Education Improvement 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.

SENCo (Special Educational Needs Coordinator)

The SENCo is responsible for coordinating the provision of support for students with special educational needs (SEN) within the school. Key duties include:

- **Identification and Assessment:** Identifies students with special educational needs and coordinates assessments.
- **Support Planning:** Develops and implements Individual Education Plans (IEPs) for students.
- **Training and Guidance:** Provides training to staff on best practices for teaching students with SEN. Leading relevant CPD training for LSAs.
- **Collaboration:** Works with external agencies, parents, and professionals for holistic support.
- **Monitoring Progress:** Tracks and evaluates the progress of students with SEN to ensure



effectiveness of strategy and interventions.

- **Observation:** Observing students and supporting staff in the classroom and provide guidance accordingly.

Inclusion Teachers

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.

Learning Support Assistants (LSAs):

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.

Teachers

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.

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

- Providing Quality First Teaching through adaptation and 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 Team Around the Child meetings and updates on individual students, when 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

Reasonable Adjustments and Access Arrangements

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 our 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.



Appendices, Policies and Further Reading

Policies	Link
Admissions Policy	School Policies (gemsnationalschool-barsha.com)
Anti-bullying Policy	School Policies (gemsnationalschool-barsha.com)
Safeguarding Policy	School Policies (gemsnationalschool-barsha.com)
Attendance Policy	School Policies (gemsnationalschool-barsha.com)
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/publications/images/frameworkbooken.pdf
Dubai Inclusive Education Policy 2017 and Implementing Inclusive Education 2019.	https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education%20Policy%20En.pdf
Dubai Law 2014	https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities.pdf
Executive Council Resolution No. (2) of 2017 Article 4 (14): Article 13 (16): Article 13 (17): Article 13 (19): Article 23 (4):	https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf

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When support through a Learning Support Assistant is provided through the school, the following payment

layout is used:

Provision	Support Offered	Cost
25% Support	LSA 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% Support	LSA 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% Support	LSA 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