

## Inclusion Policy

### 1. Introduction

GEMS Founders School - Dubai South (GFD) provides a broad and balanced curriculum for all students. The National Curriculum for England is our starting point for supported tasks in order to meet the specific educational needs of individuals and groups of students. When planning, teachers set suitable and appropriate learning challenges and respond to students' diverse learning needs.

GFD recognises that some students have specific educational needs and require support from the school and Inclusion Team. We pay particular attention to providing provisions for:

- SofD (Students of Determination)
- ELL (English Language Learners)
- Advanced Learners (G&T - Gifted and Talented)

GFD will identify any students with specific educational needs (not identified on admission) through thorough screening strategies and referrals from relevant stakeholders. The Head of inclusion plays a key role in coordinating assessments and screening. We believe that our students, including those identified as having specific educational needs, have the right to be fully included in all aspects of school and also have a common entitlement to a broad and balanced academic and social curriculum. The staff at GFD have high aspirations for all groups of students including those who are supported by the Inclusion department. There is a clear focus on removing barriers to achievement, ensuring all learners are successful.

Where students with specific educational needs are admitted and/or identified, appropriate interventions will be put in place, reviewed, and enhanced on a regular basis to support their individual learning needs with appropriate strategies and support/scaffolding that will enable them to progress. Some students may require a Learning Support Assistant, an Individual Education Plan (IEP), and support/scaffolding in lesson plans which also includes relevant challenge for Advanced Learners (Gifted and Talented).

Parents will be involved in regular dialogue regarding the identified individual needs of their child and the progress they are making.

### 2. Purpose of policy

This policy outlines the way we aim to meet the individual needs of the students who experience specific educational needs that may relate to SofD, ELL, and/or G&T.

### 3. Aims and objectives

We aim to develop a community where all students can flourish and feel safe. We recognise that students learn at different rates and that there are many factors affecting achievement. including their age, ability, level of maturity, emotional state and learning environments. However, it is important that we never limit the aspirations or potential that follow the core values of GFD.



The aims and objectives of the Inclusion Team are:

- to ensure that the specific educational needs of students are identified and assessed in a timely manner
- to provide support/planning to meet the needs of all students
- to continually monitor progress
- to make clear the expectations of all stakeholders in the process so that students with specific educational needs have access to the curriculum through planning which shows support, scaffolding, and effective strategies by class teachers, subject teachers, Inclusion Team members and learning support staff
- to ensure that parents are able to contribute and play active roles in supporting their child's education
- to support staff and parents
- to make recommendations for referrals should external advice and/or services be required
- to ensure students on admission can be supported by the Inclusion team
- ensure students feel they can trust the school to help them be successful.

#### **4. Learning and Teaching style**

Effective learning

- students and stakeholders to be active participants in the creation of the Individual Education Plan (IEP)
- to support and guide stakeholders in the creation of lesson plans
- to have a clear profile of Level 2 and Level 3 students to help staff understand their needs and to support and scaffold work in the classroom
- to raise awareness of the nature of learning styles and differences of all students with specific educational needs and how they are met in the school community.

Effective teaching

Inclusion is a whole school responsibility. Teachers should be fully equipped with a range of strategies to support all students, including those with specific educational needs. Teachers must aim to build confidence, motivation, and self-esteem through a safe, calm, secure and welcoming atmosphere in all lessons for all students. The curriculum should be flexible to meet the needs of all students.

#### **5. Inclusion curriculum planning**

Teachers at GFD ensure that all students:

- are taught to enable them to experience success. This will be achieved through support, scaffolding, and a range of strategies to meet the student's special educational needs.
- use tools and materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles and differences in which they are able to participate fully in class and have the same learning experiences as their peers, regardless of any specific educational or medical needs
- have clear, challenging, and achievable learning targets and outcomes that enable them to succeed



- review and inform the next stage of learning outcomes by using assessments and performance records
- Flourish classes will follow the curriculum as closely as possible but the main priority for these classes is that the lessons are relevant to the needs of the students.

## **6. Foundation Stage**

GFD acknowledges that many students at the Foundation Stage (FS) will be in an English language environment for the first time. We support and encourage the use of all first languages to promote an inclusive and welcoming community. FS students will be instructed in English at the same level. If after some time it is apparent that a student may require specific educational support related to SofD, the Head of Inclusion and/or Inclusion teachers will be notified to begin the appropriate observations and assessments and make recommendations for further support both in and outside of the school community.

Blank Verbal Reasoning Skills and the WellComm screening tool is used within Foundation Stage to support FS students to improve their language skills.

## **7. The contribution of Inclusion to teaching in other curriculum areas**

We provide learning opportunities that are matched to the needs and abilities of all students, and weekly planning clearly shows support and scaffolding of tasks and appropriate teaching strategies in all curriculum subjects. Students with IEPs and who require support/scaffolding will be identified and planned for in the GFD lesson plans. The documents are accessible to all teachers and leadership team members. Inclusion Teachers are embedded within the year groups and will plan lessons with the year group team to ensure support and scaffolding is in place across the subjects.

## **8. Opportunities**

GFD recognises the value of, and seeks to achieve, a diverse school community that includes all students from different backgrounds with a variety of skills and abilities. GFD will take steps to create a positive school culture through its Local Advisory Board (LAB), leaders, and other employees, in which all students can feel confident and accepted whilst being treated with fairness, dignity, and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. We are committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

## **9. Parent involvement**

GFD works closely with parents in the support of their children with specific educational needs. We encourage an active partnership through ongoing dialogue with parents. Parents have much to contribute to our support for students with specific individual needs.

We invite parents in for regular meetings to share the progress of their child(ren). When we recommend the need for outside intervention to parents, we share the process of decision-making by providing clear information relating to the education of students with specific educational needs. It may be necessary to discuss with parents the need for additional support for their child or to request an external assessment. Where there is a cost implication it will be as per GEMS guidelines.



We understand that our parents may not be able to meet us regularly so a termly IEP progress tracker for our Level 3 students and an updated student passport for our Level 2 students are sent home. Parents of Level 2 and Level 3 students can also communicate directly with the Head of Inclusion. In addition to this, a communication log is sent home daily to those children who have a Learning Support Assistant.

## **10. Referral process and assessment**

### **Observation, assessments and referral (for those students who have not been diagnosed)**

- At the beginning of the academic year, the class and subject teachers observe and assess their students. After the observation and assessment period, teacher's complete referral forms if they have concerns about students who might be at risk and/or may need additional support from the Inclusion Team. Members of the Inclusion Team will observe students who have been referred by teachers in various classroom settings, e.g., during English, mathematics or Physical Education lessons. Where appropriate, educational assessments will be carried out by the team members and parental consent will be sought prior to the assessments.
- It is the responsibility of the Head of Inclusion and Inclusion teacher to ensure registers are updated regularly so staff are well informed.

### **ELL students**

The Inclusion Team will support students as follows:

Level 1: those who have low needs for ELL support with receive in-class support

Level 2: those who have medium needs of ELL support will receive pull-out sessions in line with the curriculum.

Level 3: those who have high needs for ELL support students will be pulled out of class and an alternative programme will be followed to improve their English (including phonics).

Level 4: No English – an intense English learning programme will be implemented

Supported curriculum and ELL strategies which are outlined in the student's Individual Learning Plan (ILP) will be provided including their assessment information.

Some students will be assessed on entry and there is a minimum expectation of English Proficiency required. This depends on which year group the child is applying for.

### **Gifted and Talented Students (Advanced Learners)**

At GFD, Gifted Students are those who are identified through CAT4 as achieving an SAS score of 127 or above for any battery and students who achieved 119 or above in two or more batteries. Talented students are those who excel in specific subjects (PE, Art, Music etc) and demonstrate skills well above and/or beyond for a person of that age.

### **Students with SEND and/or Advanced Learners (G&T)**

- After reviewing the previous medical/psychological and/or relevant documents (e.g. reports from a speech therapist and previous school reports), the Head of Inclusion will meet with the parents and discuss the possible support and provision that the school and Inclusion Team can provide. Student observation and assessments will be conducted in a timely manner. Parent/Teacher/Head of Inclusion meetings will be held to discuss possible short and long term learning outcomes of the child, in addition to the IEP if required. If necessary, LSAs (Learning



Support Assistants) will be employed depending on the needs of the student. The cost will be the parents' responsibility, according to GEMS guidelines. If the child is identified as needing support during the admission stage, the LSA contract will be included in the enrolment of the child.

- LSA's will be employed by the school and external providers are invited to support the LSA however external providers are not able to be their LSA's. Standalone therapy sessions such as ABA, Speech and Language and Occupational Therapy (OT) can take place in school at an agreed time and on a regular basis.

## 11. Resourcing

Students with specific educational needs will be provided with the learning tools and materials they require to access the curriculum, where available. Where outside support is recommended by the Head of Inclusion/Inclusion teachers, this cost will be the responsibility of the family. Class and subject teachers will provide all students with resources within the classroom so that they may meet their individual learning targets and outcomes. This may include enlarged or first language texts, bilingual dictionaries, pictures and drawings, labels, visual schedules, etc. The additional accommodations will be outlined in the provision in their IEPs or in their Individual Passports.

GEMS has a 'No Hands On Policy' and so we are not able to meet the needs of students whose behaviours warrant positive handling to keep them safe.

## 12. GEMS LINK program

GFD follows the GEMS LINK program that offers in-house Speech and Language Therapy and Occupational Therapy sessions for students requiring additional support in these areas. The cost will be the parents' responsibility, according to GEMS guidelines.

**Speech and Language Therapy** – supports children with their speech, language and communication needs using holistic assessment, observation, and evidence-based individualised intervention programs. Programmes may have focused areas on speech sounds, fluency, oral motor skill development, Augmentative and Alternative Communication (AAC) and social communication.

**Occupational Therapy** – supports children with motor skills, sensory processing, cognitive skills and support essential life skills using holistic assessment, observation, and evidence-based individualised intervention programs. Intervention may focus on sensory integration, motor movement skills, hand-eye coordination, social skills and self-regulation. The SaLT and OT have been allocated two classrooms to conduct their therapy sessions within the school premises.

## 13. Roles and responsibilities

- **GEMS Education**

GEMS determine, support, monitor and review the support of inclusion within the school. In particular, they:

- Support the use of appropriate teaching strategies and methodologies to ensure best practices of teaching and ultimate learning outcomes
- Provide GFD with adequate resources for inclusion
- Monitor teaching strategies and methodologies in terms of raising teaching and learning standards



- **Senior Leadership Team**

The GFD leadership team will ensure that best practices related to Inclusion are followed throughout the school. They will provide support to the Inclusion Team by ensuring that class and subject teachers adhere to the provisions outlined in a student's IEP and lesson plans so that the needs of the students with specific educational needs are met and they are included in all classroom tasks and activities in which they are able to fully participate.

- **Teachers**

All teachers must be aware of and act on the Inclusion Policy as well as any Individual Education Plans and Student passports that their students may have. They will take responsibility for the learning of students in their care and ensure that all learning environments are accessible, welcoming, and inclusive.

## **14. Planning, recording, monitoring and review**

### **Individual Education Plans and support through planning**

- All students with SofD, ELL and Advanced Learner (G&T) needs will be identified in the lesson and seating plans
- The Inclusion Team will set up meetings with teachers and parents to discuss and agree on the IEP, student passport, ALP and Individual Learning Plans (ILP).
- IEP's will have three outcomes which will continue for the whole academic year unless students achieve them earlier than expected
- Inclusion Team members will write IEPs, ALP and ILPs (ELL) and share this with teachers
- Students will be categorised according to their individual needs, e.g. ELL, SofD, and Advanced Learners (G&T), and will be supported by the Inclusion Team. Some students may fall into two categories, e.g. they can both have ELL and SEND needs or SEND and Advanced Learner.
- The use of learning outcomes within the teacher's planning, marking, and recording will inform the continuous assessment cycle by the teachers and the Inclusion Team, using the graduated approach. As a result, learning outcomes can be reviewed and rewritten as appropriate.
- Student needs will be discussed at student progress meetings with parents to monitor progress throughout the year.
  
- IEPs, ALP and ILPs are continuously assessed and reviewed for learning by all stakeholders. Formal reviews are held at the end of each term and are arranged by Inclusion Team members.

The Head of Inclusion monitors the movement of students within the Inclusion system in school. They provide staff and management with regular summaries of the impact of the policy on the practices of the school, with input from the Inclusion Team and stakeholders. The Inclusion Team is instrumental in supporting teachers involved in drawing up and carrying out IEPs, ALP, Passports, and ILPs for students with specific educational needs.



**Monitoring and review**

Signed *[Signature]* Date 17/07/2024  
**Head of Primary**

Signed *[Signature]* Date: 17/07/2024  
**Teaching and Learning Coach**

Signed *[Signature]* Date: 17/07/2024  
**Principal/CEO**

**Next policy review dates:**

February 2025  
June 2025

*The policy has been written in line with and working towards the 2020 Dubai Inclusive Education Policy Framework (2017) in addition to Dubai Law 2014, Federal law 2006, 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). The ‘Revised categorisation framework for students of determination 2019-20’ was also used in the development of this policy.*

