



Inclusion Policy



GEMS Founders Al Mizhar Vision statement

Grow – Flourish – Be Mindful

1. Introduction

GEMS Founders School (GFM – the School) provides a broad and balanced curriculum for all students. The National Curriculum for England is our starting point for differentiated planning that meets the specific educational needs of individuals and groups of students. When planning, teachers set suitable and appropriate learning challenges and respond to student's diverse learning needs.

GFM recognises that some students have specific educational needs and require action by the School and Inclusion Team. We pay particular attention to providing provision for:

- SEND (Special Educational Needs and Disability/ies)
- ELL (English as an Additional Language)
- Gifted and Talented (High achievers)

GFM will identify any students with specific educational needs (not identified on admission) through thorough screening strategies and on referral from all the stakeholders. The Head of Inclusion plays a key role in coordinating such assessments and screening. We believe that our students, including those identified as having specific educational needs have rights to be fully included in all aspects of school and also have a common entitlement to a broad and balanced academic and social curriculum, which is easily accessible to them.

Where students with specific educational needs are admitted and/or identified, appropriate and individualised programmes will be planned, reviewed and enhanced on regular bases to support their individual learning needs with appropriate strategies and differentiation that will enable them to make progress and achieve success. The individualised programmes may include Individual Education Plans (IEPs), and/or Advanced Learning Plans (ALPs).

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 describes the way we meet the individual needs of the students, who experience specific educational needs which may relate to SEND, ELL, and/or G&T.

3. Aims and objectives

We aim to develop a community where all students can flourish, feel safe and welcome. We recognise that students learn at different rates and that there are many factors affecting achievement including their ages, abilities, maturity, emotional states and learning environments.

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, provided for individualised learning support & planning, and progress continually monitored
- to make clear the expectations of all stakeholders in the process so that students with specific educational needs have access to the curriculum through differentiated planning 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 have an open-door policy in support of staff and parents
- to model inclusion, mindfulness, and support of all community members
- to make recommendations for referrals in cases the need for external advice and/or services arise

4. Learning and Teaching style

4.1 Effective learning

- to support and guide stakeholders in the production of IEPs and/or ALPs
- to aim to raise the attainment levels through the use of SMART (Specific, Measureable, Achievable, Realistic/Relevant and Time-bounded) targets with effective and appropriate strategies and differentiation
- 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

4.2 Effective teaching

Inclusion is a whole school responsibility where all staff need to be aware of strategies and procedures to support all students, including those with specific educational needs through effective and appropriate strategies and differentiation or referral where appropriate. Teachers need to ensure that they build confidence, motivation, and self-esteem through a safe, calm, secure and welcoming atmosphere in all lessons to all students. The curriculum is flexible enough to meet every student's individual needs. No student will be excluded from any learning tasks and activities due to his or her specific educational needs and/or disabilities, unless it is clearly of benefit to that student and leads towards inclusion.

5. Inclusion curriculum planning

Teachers at GFM ensure that all students:

- are taught individually and/or in groups that allow them all to experience success by adapting differentiation 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 same

learning experiences as their peers', regardless of any specific educational or medical needs

- have clear, challenging yet 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.

6. Foundation Stage

GFM acknowledges that many students at the Foundation Stage will be in an English environment for the first time. We support and encourage the use of all first languages to promote an inclusive and welcoming community. FS pupils 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 SEND and/or G & T, the Head of Inclusion will be notified to begin the appropriate observations and assessments, and make recommendations for further support both in and outside of the school community.

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 differentiated tasks and appropriate teaching strategies in all curriculum subjects. Students with IEPs and/or ALPs will be provided for based on these documents on a case by case basis for every subject area that is appropriate. The documents will be shared with all necessary teachers and management team members based on the needs of each of student. Where appropriate, a member of the Inclusion Team will co-plan lessons with the class and subject teachers to ensure that their individual needs of all students are being met so that they make access the curriculum and achieve academic and personal success.

8. Opportunities

GFM recognises the value of, and seeks to achieve, a diverse school community which includes all students from different backgrounds with a variety of skills and abilities. GFM will take steps to create a positive school culture through its governing body, managers 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. Parental involvement

GFM works closely with parents in the support of their child 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 have regular meetings each term to share the progress of SEND and ELL students with their parents. We recommend the need of outside intervention to parents and 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.

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, teachers complete referral forms if they have concerns about students who might be at risk and/or need additional support from the Inclusion Team. Members of the Inclusion Team will observe the students who have been referred by the teachers in various classroom settings, e.g. during English or P.E. lessons. Where appropriate, educational assessments will be carried out by the team members and parental consents will be sought prior to the assessments.

ELL students

ELL teachers from the Inclusion Team will support the ELL students by completing an in class and one to one assessment. They will then tailor the ELL interventions to meet the specific needs of each individual pupil. ELL pupils are provided with out of class interventions and the cost will be the parents' responsibility, according to GEMS guidelines.

Students with SEND and/or High Achievers

- 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 have pre-IEP/ALP meetings with the parents who have a child with SLD and discuss the possible support and provision that the School and Inclusion Team can provide. Where appropriate, educational assessments will be conducted prior to parental consent. 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. 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.

11. Resourcing

Students with specific educational needs will be provided with the learning tools and materials they require to access the curriculum on an as-needed basis, where available. Where outside support is recommended by the Head of Inclusion, 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 on their IEPs and/or ALPs and the appropriate support will be provided as needed.

12. Roles and responsibilities

- **Local Advisory Board/GEMS**

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 GFM with adequate resources for inclusion
- Monitor teaching strategies and methodologies in terms of raising teaching and learning standards

- **Senior Leadership Team**

The GFM 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/or ALP 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.

- **Extended Leadership team**

Middle leaders must ensure that they are monitoring and providing for the specific educational needs of SEND, ELL and/or G&T students outlined in their IEPs and/or ALPs. It is their responsibility to ensure inclusion is practiced to a high level and that planning and assessment are conducted in effective ways.

- **Teachers**

All teachers must be aware of and act on the Inclusion Policy as well as any IEPs and/or ALPs that their students may have. Where appropriate, teachers will co-plan with a member of the Inclusion Team so that the needs of students with specific educational needs are being monitored and met. They will take responsibility for the learning of all students in their class and ensure that the learning environment is accessible, welcoming, and inclusive.

13. Planning, recording, monitoring and review

IEPs/ ALPs

- All students with SEND, ELL and high achievers needs will have IEPs/ALPs respectively within one month of being added to the Inclusion Register
- Prior to the meeting to discuss and agree short- and long-term learning outcomes of the student, the responsible Inclusion Team member will circulate a pro forma to all teachers in contact with the student and the parents, collecting their viewpoints on areas of needs, concerns and strength.
- Inclusion Team will set up meetings with teachers to discuss and agree on the IEPs/ALPs learning outcomes, with reference to the completed pro forma as in the point above.
- Inclusion Team members will then write IEPs/ALPs which will then be distributed to SLT, MLT and the teachers involved, and also placed on SIMS for whole school access. Parents will be met and have the learning outcomes of their child explained. If the students need help and support from outside agencies, as well as LSAs, (Learning

Support Assistant) if appropriate, all stakeholders will be acknowledged and parents will pay for the cost according to GEMS guidelines.

- Class and subject teachers will then extract appropriate learning outcomes to inform planning and enter them on the performance tracking sheet. Marking and recording of performance will, at least once a week, make reference to the students' learning outcomes with the use of the communication books.
- Students will be categorized according to their individual needs, e.g. ELL, SEND and high achievers and will be supported by ELL teachers, SEND teachers and the Head of Inclusion. Some students may fall in two categories, e.g. they can be both have ELL and SEND needs.
- The use of learning outcomes within the teacher's planning, marking and recording will inform the continuous assessment cycle by the teachers and Inclusion Team. As a result, learning outcomes can be reviewed and rewritten as appropriate.
- Student needs will be discussed at Student Progress meetings to share good practice in teams. Learning networks operate within and between teams to share good practice and strategies.
- IEPs/ALPs 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. S/he provides 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 are instrumental in supporting teachers involved in drawing up and carrying out IEPs and/or ALPs for the students with specific educational needs.

14. Monitoring and review

This policy has been discussed and agreed by the GFM teaching staff and leadership teams for implementation.

Signed..... date.....

Head of Inclusion

Signed.....date.....

Vice Principal

Signed.....date.....

Principal/CEO

Policy review date: 1st October 2019

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.

Appendix:



Inclusion Team Support Pyramid

2019-2020

Tier 3 – Highest need

Long term, intensive support with formal diagnosis/observed by Inclusion team.
Students unable to access the curriculum even through differentiation and would require an LSA to carry out other activities which would be directed by the teacher/Inclusion team through interventions or push in/push out classes.
All students would have IEPs and be monitored on individual trackers.

Tier 2 – Moderate need

Class teacher supported by the Inclusion Team to adapt work where necessary.
Pull out/Interventions to take place on a case by case basis.
Students may receive additional support from external centers.
Pupils who achieved stanine 1 or 2 in verbal and non-verbal CAT4. Individual Passports for each student which details learning accommodations and differentiation.
Students who moved from 1-2/2-3 or 1-3 from baseline to end of year. Students who remained on stanine 3.

Tier 1 – Lowest need

Students need - Quality first teaching and curriculum differentiation
Students Identified by – referral from teacher and from data collection:
FS1/ FS2 – Identified via teacher assessment (using FS2 baseline for graduated approach)
Year 1 – 3 – Identified via teacher assessment (Data from Target Trackers)
Year 4 – 8 – Identified by GL or CAT4 scores (Stanine 3-4)
Monitored via Data/ teacher assessment