GFM Inclusion Policy

Published Date:	01 September 2026
The Policy will be reviewed annually, or more regularly, in the light of any significant new developments. The next anticipated review date will be:	**01 September 2027**

This policy is applied at GFM alongside our school's vision, mission and values.

1. Introduction

GEMS Founders School (GFM) 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.

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 Disabilities)
- ELL (English Language Learners)
- Gifted, Talented and High-Attaining students

GFM will identify any students with specific educational needs (not identified on admission) through thorough screening strategies and on referrals from all stakeholders. The Heads of Inclusion play a key role in coordinating such 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 have a common entitlement to a broad and balanced academic and social curriculum. The staff at GFM have high aspirations for all groups of students, including those who fall under Inclusion. There is a clear focus on removing barriers to achievement.

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), or support/scaffolding in lesson plans, which also includes challenge for Gifted and Talented students.
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 students who experience specific educational needs, which may relate to SEND, ELL and/or Gifted and Talented (G&T), as per the Dubai Inclusive Education Policy Framework. It aims to ensure that all students are not limited in their learning and are able to reach their full potential.

Legislative and Regulatory Framework

This policy is based on the statutory requirements and guidance listed below. Where any of these is updated or replaced, the current version applies.

- Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
- Dubai Law No. (3) of 2022 Concerning the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (1) of 2022 Issuing the Implementing Bylaw of Law No. (3) of 2022
- 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)
- Administrative Resolution No. (15) of 2026 Approving the Dubai Inclusive Education Policy Framework and the Directives and Guidelines for Inclusive Education for Private Schools
- Dubai Inclusive Education Policy Framework
- Implementing Inclusive Education: A Guide for Schools – Creating the Capacity for Change
- KHDA Guidelines and Standards for the Use of External Assessment Reports for Students of Determination (available on the KHDA regulations page)
- United Nations Convention on the Rights of Persons with Disabilities
- GEMS Education Inclusion Policy (2026)

3. Our Commitment to Inclusive Education

In line with GEMS Education, GFM is committed to providing high-quality education within an inclusive culture in which diversity is recognised as an integral part of our school community.
Inclusive education is not limited to a student's physical placement within a school or classroom. It requires us to remove or reduce barriers so that learners can:

- Be present
- Participate meaningfully
- Experience belonging
- Make appropriate progress
- Develop independence
- Prepare successfully for the next stage of education and adult life

4. Aims and Objectives

We aim to develop a community where all students can flourish and 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. However, it is important that we never limit the aspirations or potential of any student.

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, that support and planning are provided to meet those needs, and that progress is continually monitored.
- To make clear the expectations of all stakeholders 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 an active role in supporting their child's education.
- To support staff and parents.
- To model inclusion, mindfulness and support of all community members.
- To make recommendations for referrals where the need for external advice and/or services arises.
- To ensure students on admission can be supported by the Inclusion Team.
- To ensure students feel they can trust the school to help them be successful.

5. Inclusive Admissions

GEMS Education is committed to fair, transparent and inclusive admissions practices. Applications from students with known or emerging additional learning needs must be considered individually, respectfully and in accordance with the requirements of the relevant regulator.

At GFM, this means:

- Families are encouraged to share any relevant information, reports or previous school records so that we can understand their child's strengths and needs.
- The Inclusion Team is involved in reviewing this information and in planning the support and transition arrangements a student may need on entry.
- Admissions assessments are used to understand the student's learning profile and plan appropriate provision.
- Parents are kept informed of the support the school can offer, and all admissions decisions follow GEMS Education and KHDA requirements.

6. Learning and Teaching Style

Effective learning

- Students and stakeholders are active participants in the creation of the Individual Education Plan (IEP).
- Stakeholders are supported and guided in the production of IEPs and lesson plans.
- Staff have a clear profile of Level 2 and Level 3 students to help them understand their needs and to support and scaffold work in the classroom.
- Awareness is raised of the 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 of which all staff need to be aware. Teachers should have a range of strategies to support all students, including those with specific educational needs, through effective and appropriate strategies and support, 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 for all students.

The curriculum is flexible enough to meet almost all the needs of students. Once in the school, 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.
For some students the mainstream environment can be challenging and can therefore impact on their progress. For this reason, a small number of students will access our Flourish provision for Maths and English (see Section 8).

7. Graduated Response

The graduated response is a systematic process through which support becomes increasingly targeted, personalised or intensive in response to evidence of need. In line with GEMS Education, GFM uses three broad levels:

Level	What it means
Level 1: Quality First Teaching	Responsive classroom provision and appropriate adjustments available through the school's ordinarily available provision.
Level 2: Targeted Support	Additional, evidence-informed and time-limited provision addressing identified outcomes.
Level 3: Individualised Provision	Highly personalised or specialist provision for students requiring greater individualisation, intensity or coordination. Level 3 may also include highly

Level	What it means
	individualised teaching, a significantly modified curriculum, an alternative curriculum or qualification pathway, or regular specialist provision.

A student with a dedicated or individually assigned Learning Support Assistant (LSA) or Individual Assistant must be recorded at Level 3, as this constitutes individualised provision. Occasional support from an LSA, participation in a short-term intervention or access to a general classroom assistant does not, by itself, indicate Level 3 provision.
The levels are not fixed placements. Students may move between levels only following an evidence-based review. Movement is based on recorded evidence of need, the student's response to provision, student and parent views, relevant risks and the intensity or individualisation of support required. Support must not be reduced or discontinued primarily because of cost, staffing constraints or the absence of a diagnosis. A diagnosis does not automatically determine a support level.

8. Assess–Plan–Do–Review

Assess–Plan–Do–Review is the continuous cycle GFM uses to understand barriers, plan provision, implement support and evaluate its impact. Decisions are informed by accurate baselines and evidence of the student's response to support.

1. **Assess:** establish strengths, barriers, needs and an accurate baseline.
2. **Plan:** agree intended outcomes, provision, responsibilities and review measures.
3. **Do:** implement agreed teaching, adjustments and support consistently.
4. **Review:** evaluate impact and decide whether to continue, change, increase, reduce or conclude the provision.

Individual Education Plans (IEPs)

An IEP records the personalised outcomes and provision for a student receiving individualised support. Every student at Level 3 has an IEP, and Level 2 students have an Individual Passport with personalised targets. An effective IEP at GFM includes:

- The student's strengths and priorities
- Student and parent views
- Identified barriers and needs
- Accurate baselines
- Specific and measurable outcomes (three outcomes each term, unless the student achieves them earlier than expected)
- Agreed provision, adjustments and responsibilities
- Methods for monitoring progress
- Review dates and evidence of impact
- Relevant transition or preparation-for-adulthood priorities

IEPs are formally reviewed at the end of each term, and a termly IEP progress tracker is shared with parents. In line with GEMS Education expectations, the full IEP is developed and shared with parents within six weeks of the student starting school or being identified as requiring Level 3 provision. The IEP is a working teaching and review document. It must not become a static record or transfer responsibility for the student from teachers to the Inclusion Team.

Flourish Provision

The Flourish Class is for students from Year 2 to Year 7. These small groups, with a maximum of 15 students per class, focus on Maths and English and are taught by our Specialist Teachers (Inclusion). The aim is to remove learning barriers and address knowledge gaps.

In these smaller settings, students access a differentiated curriculum tailored to their needs, allowing for targeted interventions and curriculum adaptations. Flourish classes follow the curriculum as closely as possible, but the main priority is that lessons are relevant to the needs of the students. This approach is particularly beneficial for Students of Determination, giving them the support needed to engage in core subjects at their own pace.

Alternative Curriculum: Early Years to Secondary

GFM offers adapted and alternative curriculum pathways at every phase, so that students who need them can access meaningful learning with their peers wherever appropriate. Any significant curriculum modification or alternative pathway is evidence-based, documented and agreed with parents. Parents are informed of any implications for qualifications, equivalency and future pathways before it begins. Please see Appendix 4

9. Inclusion Curriculum Planning

Teachers at GFM ensure that all students:

- Are taught to enable them to experience success, through support, scaffolding and a range of strategies to meet their 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 learning styles and differences, in which they can participate fully in class and have the 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 by using assessments and performance records.

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 supported and scaffolded tasks and appropriate teaching strategies in all curriculum subjects. Students with IEPs and Passports, and who require support/scaffolding, are identified and planned for in GFM lesson plans. The documents are accessible to all teachers and leadership team members. Inclusion Teachers are embedded within the year groups and plan lessons with the year group team to ensure support and scaffolding are in place across the subjects.

10. 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, 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.

11. Parent 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, who 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. We recommend outside intervention to parents where needed, 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.

We also understand that not all parents are able to meet us regularly, so a termly IEP progress tracker is sent home for our Level 3 students. Level 2 and Level 3 students also have a link Inclusion Teacher with whom parents can communicate via email. In addition, daily interactive updates are posted via Seesaw for children who have a Learning Support Assistant and for children who receive weekly interventions.

12. Referral Process and Assessment

Observation, assessment and referral (for students who have not been diagnosed)

- At the beginning of the academic year, class and subject teachers observe and assess their students. After this 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 observe referred students in various classroom settings, e.g. during English or PE lessons. Where appropriate, educational assessments are carried out by the team, and parental consent is sought prior to the assessments.
- Signs in English and Arabic are placed in classrooms and staff rooms to support the identification of students supported by the Inclusion Team.
- The Heads of Inclusion ensure that GFM Teacher TEAMS contains all relevant documents to support the teaching and learning of Students of Determination, including the Inclusion register, IEPs, Passports, IEP Trackers and any other documentation, so staff are well informed.

The referral process is set out in Appendix 2.

English Language Learners (ELL)

A student's developing proficiency in the language of instruction is not, by itself, evidence of SEND. GFM takes reasonable steps to distinguish language acquisition from additional learning needs. A multilingual learner can also experience SEND, and neither should obscure the other.
Supported curriculum and ELL strategies, together with assessment information, are outlined in the student's Individual Learning Plan (ILP).

Gifted, Talented and High-Attaining Students

High attainment, high capability and domain-specific talent are related but distinct. Identification at GFM draws on multiple sources of evidence, remains responsive to emerging potential and recognises twice-exceptionality (students who are gifted and also have SEND).

- **Gifted** (Academic G&T) students meet CAT4 benchmarks of 130 or above in one battery and/or a mean score of 125 or above, supported by teacher judgement and curriculum evidence. Identification must remain within 3–10% of the cohort.
- **Talented** students excel in non-academic subjects and demonstrate skills well above and/or beyond those expected for their age.
- **High-attaining** students consistently work well above age-related expectations in one or more subjects, as shown by assessment and classroom evidence.

Provision: Adaptive teaching is central. Particular areas of pedagogy can be used to meet the needs of Gifted and Talented students, but these should not be seen in isolation. The Inclusion Team works in partnership with G&T Champions and senior leaders to identify common areas of pedagogy that can be further enhanced through professional development and QA processes, promoting effective provision for all learners, including advanced learners. The G&T referral process is set out in Appendix 3.

Provision for Students with SEND

After reviewing previous medical, psychological and/or other relevant documents (e.g. Speech Therapist reports and previous school reports), the Head of Inclusion meets with parents to discuss the support and provision that the School and Inclusion Team can provide. Where appropriate, educational assessments are conducted once parental consent has been obtained. Student observations and assessments are conducted in a timely manner. Parent–Teacher–SENDCo meetings are held to discuss possible short- and long-term learning outcomes for the child, in addition to the IEP if required.

If necessary, Learning Support Assistants (LSAs) 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 admissions, the LSA contract will be included in the enrolment of the child.

LSAs are employed by the school. External providers are invited to support the LSA; however, external providers are not able to act as the student's LSA.

13. Specialist Services

GEMS LINK Programme

GFM follows the GEMS LINK programme, which offers in-house Speech and Language Therapy (SaLT) and Occupational Therapy (OT) sessions for students requiring additional support in these areas. The GEMS LINK programme incurs an additional cost, which is the responsibility of parents, in line with GEMS guidelines.

- **Speech and Language Therapy** supports children with their speech, language and communication needs using holistic assessment, observation and evidence-based individualised intervention programmes. Programmes may focus 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 and cognitive skills, and supports essential life skills using holistic assessment, observation and evidence-based individualised intervention programmes. 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. Standalone therapy sessions such as ABA, Speech and Language Therapy and OT can take place in school at an agreed time and on a regular basis.

External Specialists

An external specialist is an appropriately qualified and, where required, licensed professional who provides assessment, advice, intervention or therapy.

- External advice informs school planning but does not independently determine school provision. The school remains responsible for considering the educational relevance, reasonableness and regulatory implications of recommendations.
- External reports may inform school assessment and planning but do not, on their own, determine admission, support level, curriculum pathway, one-to-one assistance, examination arrangements or fees.
- Before an external specialist begins work, the school verifies their identity, qualifications, current professional licence (e.g. DHA or CDA), scope of practice, insurance and safeguarding status.
- Before working with students, external providers complete GEMS Level 1 Safeguarding Training and the required site induction.
- Specialist services delivered during the school day are coordinated with educational provision, minimise unnecessary loss of curriculum access and are reviewed for impact. Clinical and educational responsibilities are clearly distinguished.

Small Steps Big Dreams

Small Steps is a specialist Autism Centre based within GEMS Founders School. It caters for students who require full-time Applied Behaviour Analysis (ABA) therapy from a qualified therapist. The ABA therapists are overseen by a qualified Board-Certified Behaviour Analyst (BCBA).

Students are enrolled in the school and have access to all the resources on offer, including an allocated place in their classroom. Inclusion and reverse inclusion take place to ensure those enrolled through Small Steps have the opportunity to mix with their classroom peers (where appropriate). Small Steps has two classrooms within the school, designed to mirror mainstream classrooms with adaptations for 1:1 therapy. Small Steps is an extensive support service and incurs an additional cost, which is the responsibility of parents, in line with GEMS guidelines. Further information is available on the Small Steps website.

GEMS Founders Counselling Programme

Mission statement: The mission of the GEMS Founders Counselling Programme is to foster culturally competent students by designing and implementing a data-driven, comprehensive school counselling approach. We are dedicated to promoting positive mental health for all students and empowering them to reach their full potential. Our counsellors are committed to providing an accepting, non-judgmental and confidential environment while using solution-focused techniques to support students.

Our professionally trained school counsellors create a safe and nurturing space for students to reflect on their challenges, equipping them with practical skills to navigate any issues they may face. At GFM, we recognise that students encounter specific mental health and wellbeing challenges that require support from both the counselling team and the broader school community.

We offer support in the following areas:

- Personal growth and development
- Child safeguarding and child protection
- Social-emotional support and enhancing social skills
- Trauma
- Bullying issues
- Self-regulation (anger, anxiety, stress)
- Exam stress and friendship/relationship issues
- Relocation challenges (moving schools or countries)
- Support for families and teachers to enhance student development
- Referrals to school and community resources for mental health concerns

Referral and support system: GFM identifies students in need of counselling support through a holistic referral system that incorporates input from multiple stakeholders, including student self-referrals, teacher recommendations, and suggestions from the safeguarding team and parents. Our counselling team coordinates support by welcoming students and understanding their concerns. This initial assessment enables the development of a comprehensive support plan focused on practical, solution-based strategies, which are shared with teachers and parents to ensure a collaborative approach.

Counsellor objectives:

- Provide a safe and nurturing environment for all students.
- Offer short-term counselling or crisis intervention.
- Promote personal growth, self-awareness and appreciation of global diversity.
- Facilitate students' social, emotional, personal and academic development.

After implementing support strategies, the counselling team monitors student progress through feedback from the student, teachers and parents. If progress is insufficient, the counselling team, in agreement with the parents, may recommend external specialist support. In such cases, the team collaborates with external providers to ensure that the student receives the necessary support within the school environment. This collaboration is particularly important for students facing issues related to violence, abuse or trauma.

14. 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 Heads of Inclusion, this cost will be the responsibility of the family. Class and subject teachers provide all students with resources within the classroom so that they can meet their individual learning targets and outcomes. This may include enlarged or first-language texts, bilingual dictionaries, pictures and drawings, labels, visual schedules, etc. Additional accommodations are outlined in the provision in students' IEPs or 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.

15. Roles and Responsibilities

Local Advisory Board / GEMS

GEMS determines, supports, monitors and reviews the support of inclusion within the school. In particular, it:

- Supports the use of appropriate teaching strategies and methodologies to ensure best practice in teaching and the best learning outcomes.
- Provides GFM with adequate resources for inclusion.
- Monitors teaching strategies and methodologies in terms of raising teaching and learning standards.

Senior Leadership Team / Executive Leadership Team

The GFM leadership team ensures that best practice related to inclusion is followed throughout the school. They support the Inclusion Team by ensuring that class and subject teachers adhere to the provision outlined in a student's IEP and lesson plans, so that the needs of 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 / Middle Leadership Team

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

Teachers

All teachers must be aware of and act on the Inclusion Policy, as well as any IEPs and lesson plans that their students may have. Inclusion Teachers are linked to individual year groups to be part of planning across the curriculum. Teachers take responsibility for the learning of all students in their class and ensure that the learning environment is accessible, welcoming and inclusive. The structure of the Inclusion Team is shown in Appendix 1.

16. Planning, Recording, Monitoring and Review

IEPs and support through planning

- All students with SEND, ELL and Gifted and Talented needs are identified in lesson and seating plans.
- The Inclusion Team sets up meetings with teachers and parents to discuss and agree the IEP, Student Passport and Individual Support Plan (ISP).
- IEPs have three outcomes each term, unless students achieve them earlier than expected.

- Inclusion Team members write IEPs and share them with teachers on a shared area.
- Students are categorised according to their individual needs, e.g. ELL, SEND and G&T, and are supported by class teachers, Inclusion Teachers, the Heads of Inclusion and Heads of Key Stage. Some students may fall into two categories, e.g. they may have both ELL and SEND needs.
- The use of learning outcomes within teachers' planning, marking and recording informs the continuous assessment cycle. As a result, learning outcomes can be reviewed and rewritten as appropriate.
- Student needs are discussed at Student Progress meetings to share good practice in teams.
- IEPs are continuously assessed and reviewed by all stakeholders. Formal reviews are held at the end of each term and are arranged by Inclusion Team members.

The Heads of Inclusion monitor 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 school practice, with input from the Inclusion Team and stakeholders. The Inclusion Team supports teachers in drawing up and carrying out IEPs, Passports and ISPs for students with specific educational needs.

17. Monitoring and Review

This policy has been discussed and agreed by the GFM teaching staff and leadership teams for implementation. It takes into consideration the GEMS Education Inclusion Policy and the Dubai Inclusive Education Policy Framework.

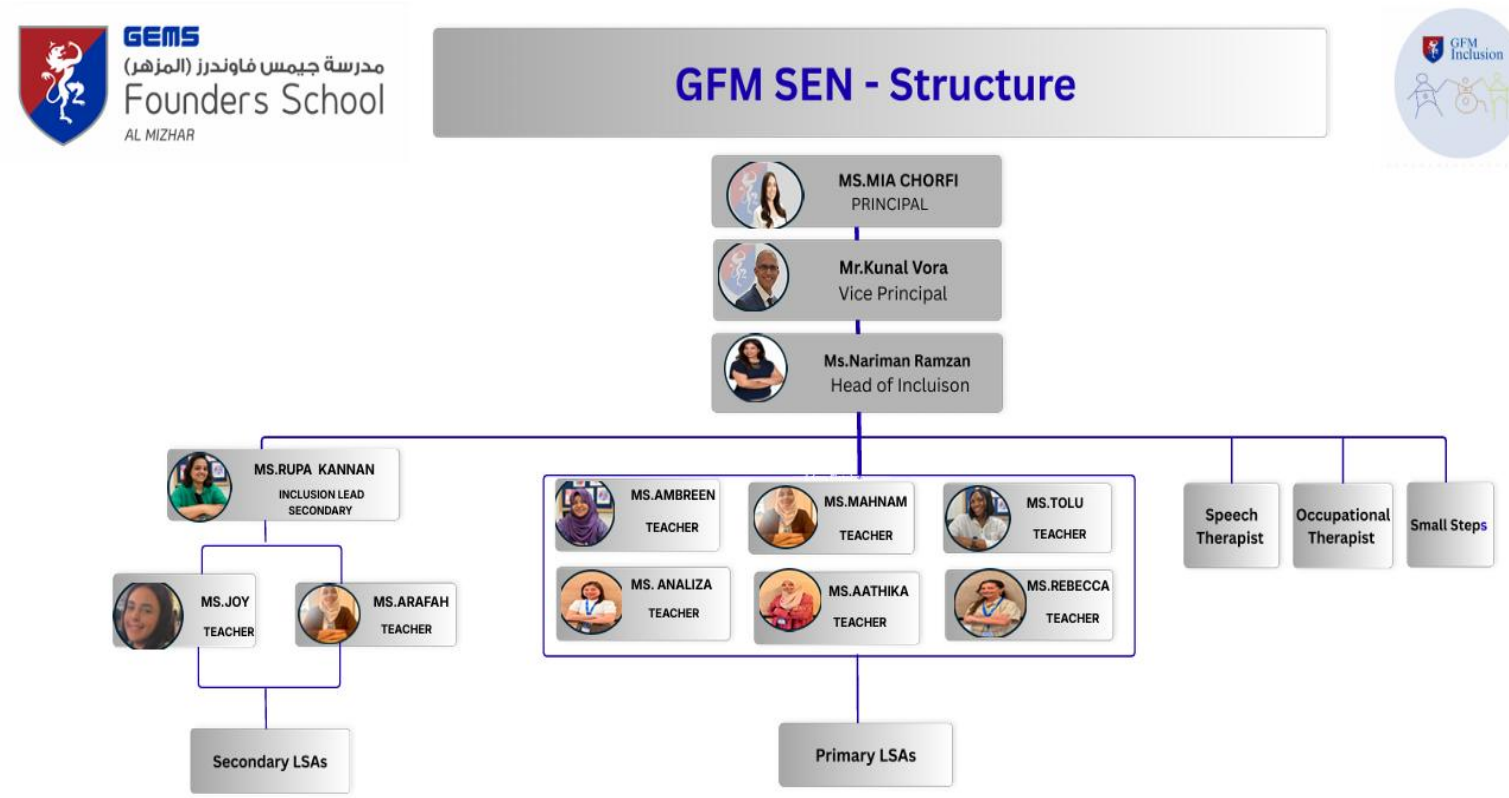
Designation	Name	Signature	Date
Executive Principal/CEO/	**Akram Tarik**		**01 September 2026**
Principal	**Mia Chorfi**		**01 September 2026**

This policy has been written in line with the legislation and regulatory framework set out in Section 2.

Please read this policy alongside:
Teaching and Learning Policy, Curriculum Policy, Sparkle Like a GEM Playbook, 2020 Dubai Inclusive Education Policy Framework.

Next policy review date: 01 September 2027

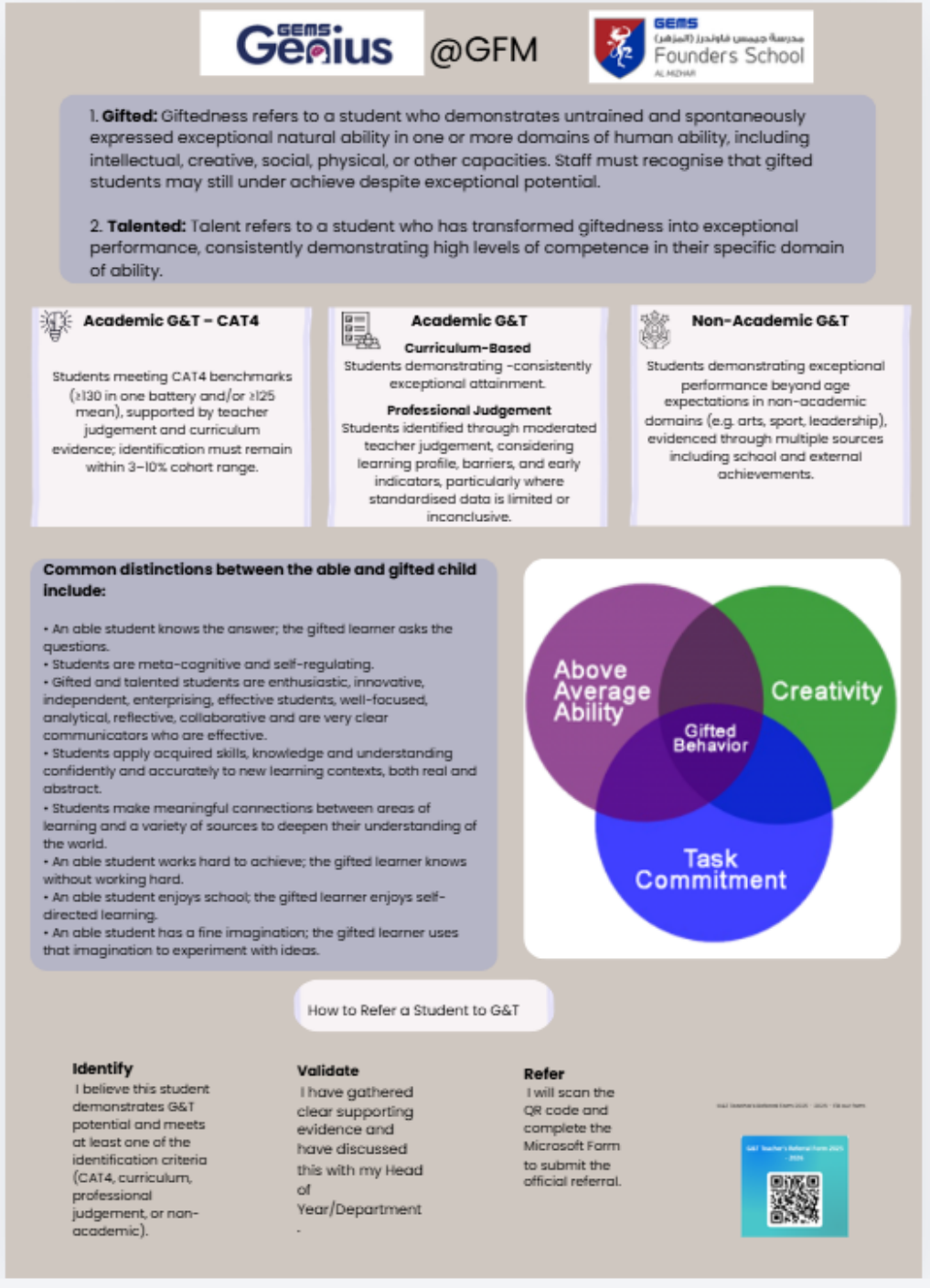
Appendix 1 – Inclusion Team Structure



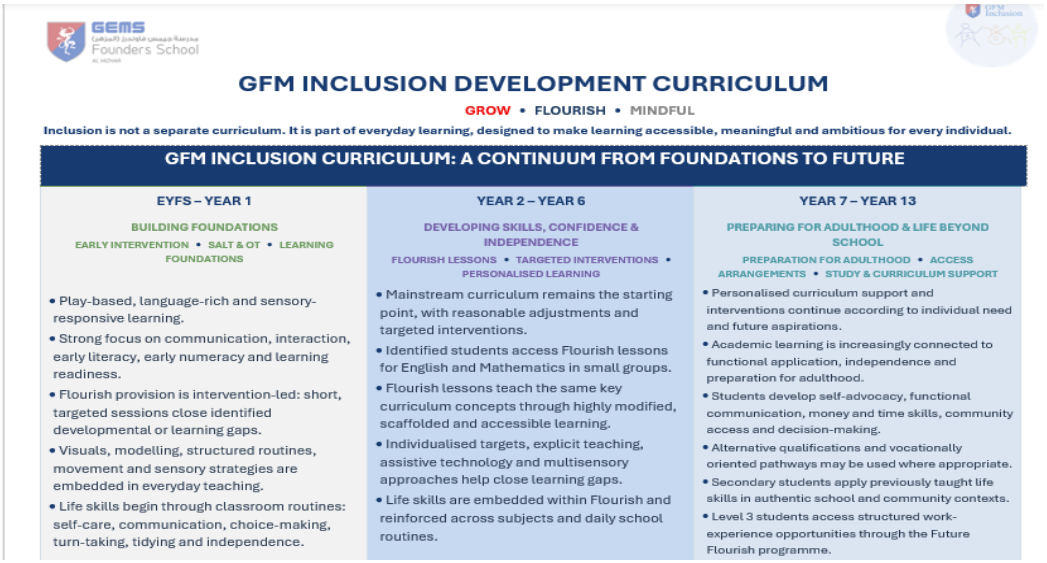
Appendix 2 – Inclusion Referral Process



Appendix 3 – Gifted and Talented Referral Process



Appendix 4– Inclusion Referral Process



GEMS Founders School

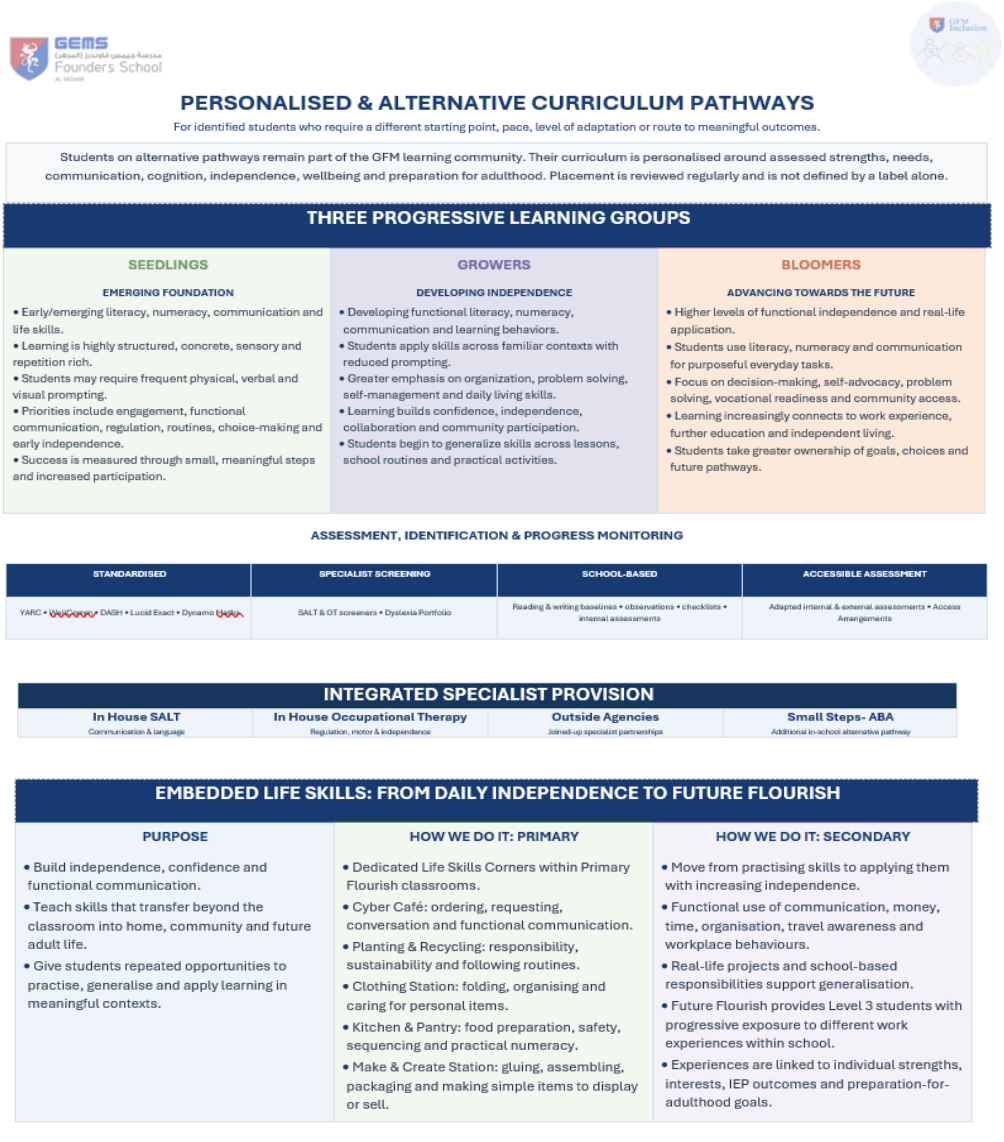
GFM INCLUSION DEVELOPMENT CURRICULUM

GROW • FLOURISH • MINDFUL

Inclusion is not a separate curriculum. It is part of everyday learning, designed to make learning accessible, meaningful and ambitious for every individual.

GFM INCLUSION CURRICULUM: A CONTINUUM FROM FOUNDATIONS TO FUTURE

EYFS – YEAR 1	YEAR 2 – YEAR 6	YEAR 7 – YEAR 13
BUILDING FOUNDATIONS EARLY INTERVENTION • SALT & OT • LEARNING FOUNDATIONS	DEVELOPING SKILLS, CONFIDENCE & INDEPENDENCE FLOURISH LESSONS • TARGETED INTERVENTIONS • PERSONALISED LEARNING	PREPARING FOR ADULTHOOD & LIFE BEYOND SCHOOL PREPARATION FOR ADULTHOOD • ACCESS ARRANGEMENTS • STUDY & CURRICULUM SUPPORT
• Play-based, language-rich and sensory-responsive learning. • Strong focus on communication, interaction, early literacy, early numeracy and learning readiness. • Flourish provision is intervention-led: short, targeted sessions close identified developmental or learning gaps. • Visuals, modelling, structured routines, movement and sensory strategies are embedded in everyday teaching. • Life skills begin through classroom routines: self-care, communication, choice-making, turn-taking, tidying and independence.	• Mainstream curriculum remains the starting point, with reasonable adjustments and targeted interventions. • Identified students access Flourish lessons for English and Mathematics in small groups. • Flourish lessons teach the same key curriculum concepts through highly modified, scaffolded and accessible learning. • Individualised targets, explicit teaching, assistive technology and multisensory approaches help close learning gaps. • Life skills are embedded within Flourish and reinforced across subjects and daily school routines.	• Personalised curriculum support and interventions continue according to individual need and future aspirations. • Academic learning is increasingly connected to functional application, independence and preparation for adulthood. • Students develop self-advocacy, functional communication, money and time skills, community access and decision-making. • Alternative qualifications and vocationally oriented pathways may be used where appropriate. • Secondary students apply previously taught life skills in authentic school and community contexts. • Level 3 students access structured work-experience opportunities through the Future Flourish programme.



GEMS Founders School

PERSONALISED & ALTERNATIVE CURRICULUM PATHWAYS

For identified students who require a different starting point, pace, level of adaptation or route to meaningful outcomes.

Students on alternative pathways remain part of the GFM learning community. Their curriculum is personalised around assessed strengths, needs, communication, cognition, independence, wellbeing and preparation for adulthood. Placement is reviewed regularly and is not defined by a label alone.

THREE PROGRESSIVE LEARNING GROUPS

SEEDLINGS	GROWERS	BLOOMERS
EMERGING FOUNDATION	DEVELOPING INDEPENDENCE	ADVANCING TOWARDS THE FUTURE
• Early/emerging literacy, numeracy, communication and life skills. • Learning is highly structured, concrete, sensory and repetition rich. • Students may require frequent physical, verbal and visual prompting. • Priorities include engagement, functional communication, regulation, routines, choice-making and early independence. • Success is measured through small, meaningful steps and increased participation.	• Developing functional literacy, numeracy, communication and learning behaviors. • Students apply skills across familiar contexts with reduced prompting. • Greater emphasis on organization, problem solving, self-management and daily living skills. • Learning builds confidence, independence, collaboration and community participation. • Students begin to generalize skills across lessons, school routines and practical activities.	• Higher levels of functional independence and real-life application. • Students use literacy, numeracy and communication for purposeful everyday tasks. • Focus on decision-making, self-advocacy, problem solving, vocational readiness and community access. • Learning increasingly connects to work experience, further education and independent living. • Students take greater ownership of goals, choices and future pathways.

ASSESSMENT, IDENTIFICATION & PROGRESS MONITORING

STANDARDISED	SPECIALIST SCREENING	SCHOOL-BASED	ACCESSIBLE ASSESSMENT
YARC • [illegible] • DASH • Lucid Exact • Dynamo [illegible]	SALT & OT screeners • Dyslexia Portfolio	Reading & writing baselines • observations • checklists • internal assessments	Adapted internal & external assessments • Access Arrangements

INTEGRATED SPECIALIST PROVISION

In House SALT	In House Occupational Therapy	Outside Agencies	Small Steps- ABA
Communication & language	Regulation, motor & independence	Joined-up specialist partnerships	Additional in-school alternative pathway

EMBEDDED LIFE SKILLS: FROM DAILY INDEPENDENCE TO FUTURE FLOURISH

PURPOSE	HOW WE DO IT: PRIMARY	HOW WE DO IT: SECONDARY
• Build independence, confidence and functional communication. • Teach skills that transfer beyond the classroom into home, community and future adult life. • Give students repeated opportunities to practise, generalise and apply learning in meaningful contexts.	• Dedicated Life Skills Corners within Primary Flourish classrooms. • Cyber Café: ordering, requesting, conversation and functional communication. • Planting & Recycling: responsibility, sustainability and following routines. • Clothing Station: folding, organising and caring for personal items. • Kitchen & Pantry: food preparation, safety, sequencing and practical numeracy. • Make & Create Station: gluing, assembling, packaging and making simple items to display or sell.	• Move from practising skills to applying them with increasing independence. • Functional use of communication, money, time, organisation, travel awareness and workplace behaviours. • Real-life projects and school-based responsibilities support generalisation. • Future Flourish provides Level 3 students with progressive exposure to different work experiences within school. • Experiences are linked to individual strengths, interests, IEP outcomes and preparation-for-adulthood goals.