

# INCLUSION POLICY

## POLICY ESSENTIAL INFORMATION

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## POLICY ESSENTIAL INFORMATION

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## POLICY STATEMENT

At GEMS World Academy, we prioritise meeting the needs of all students, including those who show signs of having special educational needs or learning difficulties. We firmly believe that providing exceptional instruction, with high-quality teaching and differentiation, and tailored to the unique needs of each student is the initial and crucial approach to addressing the needs of students who may require special educational support or have a disability.

## THE AIMS OF THE POLICY

This policy outlines GEMS World Academy's (GWA) vision and values, determining our approach to supporting students with special educational needs (SEN). We believe every student is entitled to a fully inclusive education, and every teacher is a teacher of every student, including those with special educational needs. The Inclusive Education Action Team (IEAT) aims to promote a whole school approach to identifying, planning, implementing and monitoring support for learners with a specific learning need, difficulty, disability and/ or any other additional learning need. This is accomplished by providing appropriate learning strategies and accommodations that enable these learners to reach their potential in a supportive community and inclusive learning environment. With this support, we believe these learners can successfully learn in an IB World School and become autonomous, lifelong learners.

The IB states, "Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers. This can only be successfully achieved in a culture of collaboration, mutual respect, support and problem-solving. Inclusion is the learner profile in action, an outcome of dynamic learning communities."

The four principles of good practice for promoting equal access to the curriculum for all learners at GWA are affirming identity and building self-esteem, valuing prior knowledge, scaffolding and extending learning.

### We aim to:

- identify and provide for students who have special educational needs and additional needs
- guarantee a Person of Determination access to equal education opportunities within all educational institutions;
- ensure early identification of students with additional educational needs and to monitor their progress;
- identify the roles and responsibilities of staff in providing for special educational needs and/or disabilities;
- work collaboratively with parents/ guardians and carers in supporting their child's education;
- embrace an inclusive ethos, accommodate the neurodiversity of our student population and use all reasonable endeavours to ensure that students are not disadvantaged by special educational needs and/ or disabilities;
- raise levels of achievement for all students with additional educational needs;

- ensure that all students make good progress commensurate with their ability;
- ensure that all students have equality of opportunity within the full range of the Academy's curriculum;
- ensure successful transition of students with additional educational needs into each consecutive phase of learning to maximise their full potential;
- actively work with parents/carers and fully involve them in their child's education.

GWA provides an inclusive learning environment to meet the needs of our school community. Through the delivery of the PYP, MYP, DP, and CP programmes, the Academy provides teaching and learning strategies to ensure that each student can access the provided curriculum and successfully demonstrate their knowledge and skills through appropriate assessment procedures.

## LEGISLATION AND GUIDANCE

This guarantee is in accordance with the UAE Disability Act, Federal Law (29) 2006 and 2009, which states that a person of determination has access to equal educational opportunities within all educational institutions.

The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks above and below. These are to ensure that students who experience special educational needs have equitable access to quality inclusive education with their peers. The 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; Article 23, clause 4, specifically:
- Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
- Article 13 Clause 16: To treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;
- Article 13 Clause 17: To admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;
- Article 13 Clause 19: To provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;
- Article 23 Clause 4: To provide a special needs-friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;
- Policies for the empowerment and effective inclusion of persons of determination are integral to 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 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).
- The 'My Community: A City for Everyone' initiative (2013) aims to make Dubai a fully inclusive and friendly city for People of Determination.
- Dubai Inclusive Education Policy Framework (2017) 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 aims to form a tolerant and fully inclusive city by 2020. It is part of a wider strategic plan that, in addition to education, incorporates health and rehabilitation, employment, universal accessibility, and social protection.

## ROLES AND RESPONSIBILITIES

The GWA Inclusive Education Action Team (IEAT) is a department within the school which identifies and supports students with learning differences. All members of the IEAT work alongside class teachers and subject specialists to ensure all students have access to quality-first teaching. Where students do not meet expected progress despite high-quality teaching, the IEAT will implement appropriate support, which may include extension/enrichment activities, assessment and Individual Education Plans (IEP). GWA IEAT will also ensure that the most able students are appropriately challenged to achieve their potential.

Below are the roles and responsibilities of all stakeholders involved in promoting inclusion.

## GEMS WORLD ACADEMY INCLUSION GOVERNOR

### The Inclusion Governor will:

- help to raise awareness of Inclusion issues at governing board meetings;

- monitor the quality and effectiveness of Inclusion and provision for Students of Determination within the school and update the governing board on this;
- work with the Principals and Director of Inclusion to determine the strategic development of the Inclusion Policy and its provision within the school.

## GEMS WORLD ACADEMY INCLUSION LEADERS

### The Primary and Secondary Principals will:

- work with the Whole School Director of Inclusion, Whole School Director of G&T, Whole School Directors of EAL and Inclusion Governor to determine the strategic development of the Inclusion Policy and provision within the school;
- have overall responsibility for the provision and progress of Students of Determination and those with SEN.

### The Director and Assistant Directors of Inclusion will:

- work with the Principals and Inclusion Governor to determine the strategic development of the Inclusion Policy and its provision in the school;
- have day-to-day responsibility for the operation of this Inclusion Policy and the coordination of specific provisions to support individual students with SEND;
- provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching;
- advise on the graduated approach to providing SEN support;
- be the point of contact for external agencies supporting students with SEND;
- ensure the school keeps the IEP for students with special educational needs;
- advise on the deployment of the Academy's delegated budget and other resources to meet students' needs effectively;
- develop and oversee the implementation of the Strategic Inclusive Education Improvement Plan (IEP);
- monitor and support classroom teachers in developing and implementing specific strategies to lower barriers to learning;
- implement evidence-based programmes of intervention for individual and small groups of students.

### Classroom Teachers / Subject Specialist Teachers will:

- be responsible for the learning, progress and outcomes for every student in their classroom, including those experiencing SEND;
- deliver a curriculum to promote a full range of learning, thinking and life skills;
- provide a broad, balanced and relevant curriculum;
- use flexible and responsive teaching and learning styles;
- equip students with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society;

- create an inclusive learning environment where all students can access the curriculum. Ensure the appropriate accommodations or modifications are in place to ensure students can successfully engage with learning and with their peers;
- work collaboratively with Assistant DOLs, Parents, support teachers, learning support assistants and specialists on the development, implementation and review of IEPs or provision maps, including assessing, evaluating and reporting on student progress;
- supervise, coordinate and guide LSAs working with Students of Determination.

**Support / Inclusion Specialist Teachers will:**

- serve as a role model, coach and mentor for classroom / subject specialist teachers as they work to develop their practices to meet the learning needs of diverse student populations;
- implement interventions directly with small groups or individuals either inside or outside;
- provide professional support to colleagues and work with staff and parents to ensure that students with SEN receive appropriate provision;
- keep up-to-date records of all students with SEN on their caseload;
- provide support for the identification of the specific needs and barriers of individual students and strategies to address these;
- to support the development, implementation and review of the IEP for students with special educational needs.

**Learning Support Assistants will be responsible for the following:**

- working in collaboration with classroom teachers to enable Students of Determination to be successfully included in the classroom environment alongside peers;
- supporting the teacher in lowering barriers to learning and facilitating student engagement and participation within relevant and meaningful learning opportunities;
- being involved in assessment processes, record keeping, lesson planning and resource development such as necessary to support the inclusion of Students of Determination;
- being actively involved in the design, implementation and review of the IEP in collaboration with the classroom teacher and Inclusion Support team;
- where needed, assisting students who require personal care and additional support to access facilities in the wider school environment;
- applying current best practices and strategies learned through professional development courses, in-service training, mentoring and workshops.
- being actively involved in supporting Students of Determination to move towards independence.



**Clinic Responsibilities are:**

- to work with all staff to promote the inclusion of all children, including developing health care plans where required.

**PARENTS AND CARERS**

The Academy recognises the crucial role of involvement offered by parents/carers in supporting our students and, therefore, values the opportunity to discuss practical strategies to enhance their child’s development. When working with parents, carers and students, the Academy follow a person-centred approach, which will:

- focus on the student as an individual;
- enable the student and their parents/carers to express their views, wishes and feelings;
- enable the student and their parents/carers to be part of the decision-making process;
- use clear and understandable language;
- highlight the student’s strengths and capabilities;
- enable the student and those who know them best to express their views when planning future outcomes;
- personalise support to the needs of the individual;
- bring together relevant professionals to discuss and agree on the overall approach;
- deliver outcomes-focused and coordinated plans for the student and their parents/carers.

**SEND INFORMATION**

**Categories of Disability and Barriers to Learning**

The following categories of identifications qualify a student to receive inclusion services at the Academy if it can be documented that the identified need adversely affects the child’s performance at school, whether socially or academically. They are based on the Revised Categorization Framework (2019) published by KHDA.

Common Barrier to Learning	Categories of Disabilities/ Needs	GWA Categories
Cognition and Learning	1. Intellectual Disability (including intellectual disability - unspecified) 2. Specific Learning disorders 3. Multiple disabilities 4. Developmental Delay (younger than five years of age)	Barriers to learning- cognition and learning

Communication and Interaction	<ol style="list-style-type: none"> <li>1. Communication disorders</li> <li>2. Autism Spectrum Disorders</li> </ol>	Barriers to learning - communication and interaction
Social, Emotional and Mental Health Disorders	<ol style="list-style-type: none"> <li>1. Attention Deficit Hyper-Activity disorder</li> <li>2. Psycho-emotional disorders</li> </ol>	Barriers to learning- social/emotional
Psychical, Sensory and Medical	<ol style="list-style-type: none"> <li>1. Sensory Impairment</li> <li>2. Deaf-blind disability</li> <li>3. Physical disability</li> <li>4. Chronic or acute medical conditions</li> </ol>	Barriers to learning - physical, sensory and medical

**Students at GWA may be present with one or more of the following difficulties;**

- Falling well below the age-appropriate expected level of attainment
- Significant lack of academic progress over a period of time
- Specific difficulties in spelling, reading and writing (not resulting from limited abilities)
- Specific difficulties in literacy - Dyslexia
- Specific difficulties in mathematics - Dyscalculia/Acalculia
- Dyspraxia/Developmental Coordination Disorder
- Weaknesses in verbal skills, which are sometimes associated with earlier delays in language development (speech and language difficulties)
- General cognitive abilities well below the level of their peers
- Attention Deficit Disorder, limited attention span, poor organisational skills, impulsive behaviour, sound sensitive (students may receive medication for these difficulties)
- Processing difficulties
- Difficulties arising from disrupted educational experience
- Specific Learning Difficulties
- Sensory Processing Difficulties
- Autism Spectrum Disorders
- Behavioural, Social and Emotional barriers to learning
- Medical reasons that affect learning

**English Language Learners (ELL)**

Particular care is given to students whose first language is not English. However, these students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from English, the language of instruction at GWA. It is

necessary, consequently, to assess their proficiency in English using the WIDA MODEL (Measure of Developing English Language) and/or Cambridge English Proficiency tests before planning any additional support that might be required. Teachers and specialists will monitor their progress across the curriculum to ascertain whether any problems may arise from a student's developing command of the English language or special educational needs and determinations.

## IDENTIFICATION OF NEEDS AND PROGRAMME ENTRY / EXIT FOR EAL / ELL STUDENTS AND ALTERNATIVE PATHWAYS PROGRAMME

### Identification of Needs

All teachers are to be considered teachers of Students of Determination, and as such, they continue to remain responsible for their students' teaching and learning. All teachers are responsible for identifying students who are experiencing challenges with learning, and in collaboration with the inclusion education action team, they will ensure that those students requiring different or additional support are identified at an early stage.

### Identification of Needs: Admissions

Students of Determination are often already identified upon entry to the Academy due to information provided by parents, previous schools, nurseries, and/or external agencies such as Educational Psychologists, occupational therapists, and speech and language therapists. All students sit an admission test (CAT4) before entry to the Academy, which can often identify possible additional needs. Baseline GL assessments are also used to measure and review progress. They can identify anomalies in scores and the possible need for further investigation, specialist assessment and intervention to identify possible needs. The following steps are followed for an all-inclusive admissions process at the Academy;

- Parents are consulted by telephone, email, or meeting should a difficulty be suspected or identified.
- The Admissions Team consults and informs the Primary and Secondary ADoL, and a meeting is arranged with the family should the following criteria be met for the applicant:
  - The student has previously identified needs;
  - The parents have requested a meeting with the learning support department due to an identified or unidentified need;
  - Any one of the CAT4 scores for verbal, nonverbal, qualitative, or spatial abilities is at or below 90.
- If a child is offered a place at the school and their needs are identified later, the school will assess how best to meet those needs in consultation with the child, parents, and teachers.
- The school aims to identify any learning need as soon as possible so that the most appropriate interventions can be organised to assist in the students' learning and teaching. Identifying additional learning needs is a whole school responsibility, undertaken in partnership with parents.

- If at any stage it becomes apparent that a child with SEND will not be able to access the GWA curriculum without dedicated one-to-one learning support, the parents will be advised of this and will work with the school to provide this support.
- All students identified with SEND, an additional learning need, or who require learning support are placed on the learning support register so that all staff are aware of their needs in their classrooms. Some students may be on a monitoring list linked to the learning support register.
- Exiting the learning support register and any intervention is possible and is the aim for any student who may not have any specific diagnosis of need. The ADoL, working collaboratively with teachers and parents, will review progress and evidence and consider any children who may no longer need the level of intervention previously given and who may change the 'level' category.

### The Following Assessments are Used for Identification

Internal Assessments	External Assessments
<ul style="list-style-type: none"> <li>● Informal assessments</li> <li>● Formative assessments</li> <li>● Summative assessments</li> <li>● DRA</li> <li>● Running records</li> <li>● Spelling assessments</li> <li>● Classroom observations</li> </ul>	<ul style="list-style-type: none"> <li>● CAT4</li> <li>● NGRT</li> <li>● WRAT5</li> <li>● TAPS-3</li> <li>● CTOPP 2</li> <li>● WIDA</li> <li>● GL Progress Tests</li> <li>● Arabic ABT</li> <li>● Educational Psychologist Reports</li> </ul>

### Programme Entry Criteria - EAL

Students are referred to the EAL department by the registrar or classroom teachers. Upon referral, students are assessed to ensure the appropriate levels of support and class placement. This assessment is done using a combination of data from the following:

- CAT4 GL assessments
- number of years in an English medium school
- previous school records and registration forms
- WIDA Model Assessment. This assessment tool evaluates the student's academic language proficiency in core content areas. The level of English language support a student will receive is determined by the WIDA Model composite score and correlating proficiency level.

### Programme Exit Criteria - EAL

Students within the EAL programme are expected to make steady, positive progress in their English language development, as monitored through the WIDA Model, standardised tests, and classroom assessments. Teachers will use these assessments to determine when students may be ready to exit the EAL programme. To exit the programme, an EAL teacher will administer the WIDA assessment to students. Students who test at a WIDA level of 4.0 or higher or Cambridge English Proficiency of B2 and higher will exit the programme and be monitored for two years.

### Alternative Pathways Programme

The Alternative Pathways Programme at GWA will offer a path to create an individualised programme for students who cannot access the general education curriculum without significant modification. Students in this programme will participate in academic courses aligned with GWA curriculum standards. The general structure of this programme is designed to place students in the least restrictive environment. Students in the programme will have access to the following:

- Maths, Literacy, MSC and Science instruction in a self-contained classroom, using a multisensory and hands-on approach to personalised learning based on individual learning profiles.
- Instruction in all other subject areas in a fully inclusive setting, with an Inclusion Specialist providing co-teaching and/or consultant teaching as outlined in the student's IEP.

Students in the Alternative Pathways programme will be reevaluated yearly to determine which programme is best for them to pursue during their secondary education.

Some of the benefits of this programme for both the student and the school include:

- increased student independence and self-reliance
- increased student self-esteem
- increased academic growth
- decreased dropout rates

### Programme Entry Criteria - Alternative Pathways Programme

To ensure students are placed in the least restrictive environment, a student must receive all other levels of support on the continuum of special education services before being considered for the programme. Criteria for entry into the Alternative Pathways Programme are listed below:

- Results from standardised tests are 4-5 grade levels below a student's current grade level
- Results from diagnostic assessments, if available, indicate significant cognitive delays combined with high adaptive skills
- Cognitive delays may be significantly below age level
- Adaptive skills should be 1-2 years of the student's age range
- Students must have an IEP, with documentation of parent input and approval

### Programme Exit Criteria - Alternative Pathways

To ensure students are placed in the least restrictive environment, their placement in the programme will be re-evaluated according to their progress toward their individual academic growth and development indicators.

- Results from standardised tests have improved to 1-2 grade levels below a student's current grade level
- Students demonstrate the ability to meet the minimal requirements of the IB Middle Years Programme or Diploma programme without modifications

## GRADUATED SYSTEMS OF SUPPORT FOR STUDENTS OF DETERMINATION

### Level 1: Standard Delivery of Instruction Quality-First Teaching

As a fully inclusive school, GEMS World Academy places Students of Determination in the least restricted environments possible and conducts the majority of their instruction in general classroom settings. The standard services provided in an IEP set goals for achievement, how these goals will be achieved, who will help and a time frame set for achievement. The IEPs will be reviewed half-terminally, where possible, and in close collaboration with the class teacher, one-to-one learning support assistant (where applicable), student and parents.

- Students with an additional learning need may be eligible for examination access arrangements. When they are of appropriate age, applications may be made to examination boards for additional arrangements and adjustments to complete public examinations such as MYP/DP. The Secondary School ADoL will liaise with parents and teachers concerning the access arrangements and the evidence required. Subject teachers will gather evidence of need and the normal way of working, as well as the Secondary School ADoL and MYP/ DP and CP coordinator, to make applications to the IB and complete the required documentation.

The inclusive environment includes but is not limited to:

- Creating a student profile that has strategies for teachers to use to support in class as part of their quality first teaching
- Establishing a safe and stimulating environment for students rooted in mutual respect
- Setting high expectations which inspire, motivate and challenge students
- Being aware of student's capabilities and their prior knowledge and the planned teaching to build on these
- Guiding students to reflect on the progress they have made and their emerging needs
- Demonstrating knowledge and understanding of how people learn and how this impacts teaching
- Encouraging students to take a responsible and conscious attitude to their own work and study
- Reflecting systematically on the effectiveness of lessons and approaches to teaching

- Securing an understanding of how a range of factors can inhibit a student's ability to learn and how best to overcome these
- Knowing when and how to differentiate appropriately using approaches which enable students to be taught effectively
- Demonstrating an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support student's education at different stages of development
- Using formative and summative assessment to secure students' progress
- Communicating effectively with parents concerning their child's achievements and well-being
- Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary
- Making positive contributions to their wider school life
- Holding Directors of Learning responsible for individual educational needs provision in their subject areas and Grade Level leads for ensuring classroom teachers are responsible for this provision in their class
- Each department will give clear indications within their schemes of work where differentiation and adaptive teaching can take place, which relates to learning support needs provision. This will assist in providing evidence of the type of support given, rate of progress and outcomes.
- Various testing accommodations to encourage student voice and improvement in progress
- Assistive technology
- Small group instruction
- Small group interventions
- 1:1 interventions
- 1:1 support from a Learning Support Assistant
- Modified curriculum and assessment (AP students only)

## Level 2: Targeted Services of Support

This level describes the support available in addition to the support at Level 1 and goes beyond the usual differentiated curriculum. Students at this level require personalised support and/or specific and time-limited curriculum modifications. These can be small group activities or short-term programmes of support. It is expected that a minority of students will require access to this level of support services. Some students accessing this level may require enhanced support through an IEP.

The level 2 support may include, but is not limited to:

- Withdrawal from regular lessons for individual intervention
- Small group teaching sessions may be organised to provide focused support
- Learning Support Assistants (LSA) might work in the classroom with specific groups of students

- The support provided extends beyond the typical classroom setting
- Additional testing, external assessments, and potential therapy could be recommended to identify learning needs and guide further intervention
- Eligibility for access arrangements in examinations may be considered for these students
- Standardised assessments, Educational Psychologist reports (e.g., diagnosing dyslexia), learner profiles, teacher plans, enrichment programmes, and participation in withdrawal groups are sources of information for identifying needs

### Level 3: Individualised Services of Support

This level describes the support available in addition to the support at Level 2 or Tier 2 and involves individualised and specialised provision. Students at this level require individualised and specialised provision that is 'additional to' and 'different from' that provided to most other students. This may include full-time support by a learning support assistant and/or long-term programmes of support. It is expected that only a few students will require access to Level 3 support services.

- Children with diagnosed Special Educational Needs and Disabilities (SEND)
- External assessments are conducted by educational psychologists, therapists, sensory services, medical practitioners, or consultants
- High-level support is required, potentially involving a one-to-one learning support assistant
- Withdrawal from regular lessons for additional support
- Adaptations or modifications are necessary to access the curriculum
- Sources of information include Educational Psychologist reports, IEPs, regular reviews, specialist assessments, assessments and feedback from teachers and LSAs, and screenings by external agencies like psychologists and audiologists
- Associated resources may include therapy for speech and language needs

### Transitioning Between Levels of Support

Due to their daily interactions, teachers at GWA are the most familiar with their students. If a teacher identifies a pattern and subsequently employs in-class strategies with minimal or negligible efficacy and feels additional support is needed, they will submit a referral to the Student Support Services team.

The Academy follows the KHDA's guidance in the 2019 Directives and Guidelines for Inclusive Education approach regarding the identification, assessment, target setting, and review of students who require learning support. This is also supported by the Dubai Inclusive Education Policy Framework 2017.

### FOUR KEY ACTIONS: ASSESS. PLAN. DO. REVIEW.



### Assess

- The class/form teacher, subject specialist, and other relevant persons will clearly analyse a student's needs before identifying a student as requiring learning support. This continued assessment and observation of the student in lessons may raise concerns
- Carry out student observations, hold discussions with key staff and parents/carers to identify and analyse the student's needs, and note the child's strengths and areas of development
- Internal assessments from the GWA IEAT may be required with parental consent as per the Directive and Guidelines for Inclusive Education Handbook for Schools

### Plan

- Differentiation needs to be planned for use in lessons to give students every opportunity to achieve. Discussions and meetings with parents, carers, colleagues, or any specialists who are involved should be held to plan what support will be put in place
- Make your plan "outcome-focused"—what do you all want the student to improve, develop, or achieve? The student and parents are at the centre of the plan
- Identify the interventions and support required and the expected impact on progress, development and behaviour. Guidance from the ADoL may also be sought
- Set a precise date for review

### Do

- Differentiation occurs in the lessons, and the class or subject teacher should remain responsible for working with the student on a daily basis
- Implement the support as planned with class teachers, early years practitioners, support staff and any other staff members working together with support from the ADoL
- Continue with observations to see how the student responds to the support

### Review

- The effectiveness of the support should be reviewed in line with an agreed date and with discussion with parents, where needed, and the student. If further intervention or assessment is deemed necessary, then this will be recommended and discussed with parents
- Discuss with others involved how effective the support has been and its impact on the child in accordance with the review date
- Check back against observations and planned outcomes
- The next steps are carefully planned with parents, external agencies and the child. Think about any other colleagues or specialists who might be able to help before the cycle begins again

This Policy outlines the target-setting process for Students of Determination, aiming to facilitate planning and progress while identifying those requiring additional intervention. Not all students on the learning support register will require this level of goal-setting and differentiation.

- Teachers should formally refer students to the ADoL if concerns persist after various teaching methods have been tried. Teachers should complete the [Rag Rated Referral form](#) to formally refer the student to the ADoL so that further information may be gathered and observation of the student in class may be undertaken. Parents should be kept informed.
- Upon referral, communication will take place with the student's class teacher (Primary), Form Teacher (Secondary) and lead teachers in each phase (as appropriate and necessary). The student will then be observed and/or interviewed by the ADoL with liaison with parents. Assessment records and evidence from teaching staff will be considered, and parents will be contacted to discuss options, including further observation by outside agencies, diagnostic assessment and possible withdrawn lessons.
- If further assessment is deemed necessary from an outside agency, such as an Educational Psychologist, the parents will bear the cost. Copies of any external agency report should be given to the school so that the best support can be provided for the child and so that learner profiles can be informed and useful.
- Parents bear the overall responsibility for making decisions about the intervention and management of their child's learning differences. Recommendations will be made, but the parents make the ultimate decision on support.
- The class and subject teachers will need to keep all evidence of differentiation and assessment as evidence for intervention, adjustments, and possible examination access arrangements. Records of this can also be added to Primary/Secondary referral trackers where appropriate and possible.
- The progress of Students of Determination will be reviewed regularly. IEPs for Level 3 students and those who are considered high need at Level 2 level are reviewed frequently by class teachers and in more formal review meetings with parents on a termly basis where possible; information documents such as learner profiles are reviewed as needed, and these will help to inform goal setting through the assess-plan-do-review approach. The class teachers undertake ongoing assessments to monitor progress, and this will be noted in internal assessment data and on iSAMS to keep a record of achievement and progress. Where reading, spelling and other standardised assessments have been undertaken, these will be re-assessed in line with the recommendations of the specific assessment, usually every 6 months or as deemed necessary.

## ASSESSMENT ACCOMMODATIONS

All assessment accommodations follow IB guidelines in IB publications:

- Candidates with Special Assessment Needs
- Candidates with Assessment Access Requirements, Middle Years Programme and Diploma Programme
- Learning Diversity in IB Programmes

Students' ability to access and complete assessments is evaluated based on their individual learning needs. The information is shared with teachers, parents, and students. All

accommodations are in place to ensure that students with learning disabilities or learning difficulties are equitable and promote fairness where their individual learning challenges may disadvantage their ability to demonstrate knowledge, skills, and/or understanding.

### Exiting Learning Support Services

- progress monitoring data
- consistently meet and attain IEP goals
- school reports
- teacher feedback
- parent feedback

A student may exit learning support services when the learning support teacher, classroom teacher, DoL and Principals (Inclusion Champions) agree that the student can function autonomously and successfully in the regular instructional classroom and meet the grade-level requirements. If the student is successful for one term, the student will be exited, but a note will be added in the iSams of the exit date so future staff will be aware that this student has received learning support in the past. The student's parents are part of the decision-making process and are included in all recommended changes to student support services

### Expertise and Training of Staff

In the last Academic Year, selected members of staff have had training on the following:

- Registered Behaviour Technician Training
- National Award for Special Educational Needs Coordination
- Certificate in Psychometric Testing and Assessment and Access Arrangements
- Autism Diagnostic Observation Schedule (ADOS 2)
- Mental Health First Aid

We use internal specialist staff for:

- Applied Behaviour Analysis
- Behaviour Support Plans
- Counselling

We use external specialist staff for:

- Educational Psychology Assessments
- Speech and Language Screening and Therapy
- Occupational Screening and Therapy
- Applied Behaviour Analysis

### Securing SEN Support, Equipment and Facilities

The Principals and ADOLs work together to uphold the accessibility plan, which is reviewed annually to ensure that our facilities and equipment meet the needs of all students. The Academy regularly invests in new equipment and facilities to meet health and safety standards and to improve provision. Should students require a 1:1 Learning Support Assistant, parents will fund this. The school will help recruit and train an appropriate adult, and the number of hours and length of

support will be reviewed termly. The Academy may occasionally recommend further resources, equipment, and services at the parents' cost that may benefit a student at home.

### Evaluating the Effectiveness of SEN Provision

We evaluate the effectiveness of provision for students with SEN by:

- Completing Inclusion SEF and improvement Plan
- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions at regular intervals
- Using student questionnaires
- Monitoring by the DoL and SLT
- Using provision maps to measure progress
- Holding annual reviews for students with IEPs

The ADOLs are responsible for updating the Academy Improvement Plan and ensuring progress is made towards the outcomes of our school Inclusion Action Plan.

### Working with External Agencies

At GEMS World Academy, we actively encourage participation of all stakeholders when creating and reviewing student IEPs.

### Complaints About SEN Provision

When a parent/carer is concerned about the special provision made for their child, they should contact the Inclusion Champion in the first instance. If the issue cannot be resolved, then they need to follow the Academy's Complaints Policy ([GWA Complaints Policy](#))

This policy should be read in conjunction with the following information, guidance and policies

- The Equalities Statement
- The Accessibility Statement and Guarantee
- The Academy's SEND offer
- The Anti-Bullying Policy, which is found in the Behaviour Policy
- The Complaints Policy

## APPENDIX A

[Federal Law \(29\) 2006 and 2009](#)

[Dubai Law No. \(2\) 2014](#). Concerning the Protection of the Rights of a Person of Determination in the Emirate of Dubai

[Executive Council Resolution No. \(2\) 2017 Regulating Private Schools in the Emirate of Dubai](#)

Regulation for Private Schools in Dubai
Article 4 (14) established the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private School
Article 13 (16) treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities
Article 13 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force
Article 13 (19) provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities
Article 23 (4) provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect
<a href="#">The National Project for Inclusion for People of Determination (2008)</a>
<a href="#">UAE School for All: General rules for the provision of special education programmes and services guidance (2010)</a>
<a href="#">My Community: A City for Everyone Initiative (2013)</a> . Aims to turn Dubai into a fully inclusive and friendly city for People of Determination
<a href="#">Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)</a>
<a href="#">The National Policy for Empowering People of Determination (2017)</a> . Aims to provide quality inclusive education in the UAE
<a href="#">Dubai Inclusive Education Policy Framework (2017)</a> . The Dubai Inclusive Education Policy Framework has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities and federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector.
<a href="#">Implementing Inclusive Education: A Guide for Schools (2019)</a>
<a href="#">The Dubai Universal Design Code (2017, Accessibility Code)</a>
<a href="#">The Ministry of Education Strategic Plan 2017-2021</a>

[The Dubai Plan 2021](#)

[UAE Centennial 2071 Project](#)