Inclusion Policy

Vision: Grow - Flourish - Succeed
Mission: Together we inspire creative, mindful learners who value diversity, support one another and strive for success.

1. Introduction

GEMS Founders School, Dubai (GFS) 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.

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

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

GFS will identify any students with specific educational needs (not identified on admission) through thorough screening strategies and referrals from all the stakeholders. The Assistant Headteacher- Inclusion and Heads of Inclusion (Primary & Secondary) 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 also have a common entitlement to a broad and balanced academic and social curriculum. The staff at GFS have high aspirations for all groups of students including those who are supported by the Inclusion Department. There is a clear focus on removing barriers to achievement and ensuring all learners are successful.

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

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

2. Purpose of policy

This policy sets out how GFS identifies and responds to the diverse needs of its students, including Students of Determination, students with additional learning needs, English as an Additional Language (EAL) learners and Advanced Learners. It outlines the responsibilities of staff, leaders, parents and external partners in removing barriers to learning and ensuring equitable access, meaningful participation, appropriate support and positive outcomes for every student.

3. Aims and objectives

GFS aims to remove barriers to learning and participation so that all students can access an appropriately challenging curriculum, make progress and feel safe, valued and included. The school maintains high expectations for every student while recognising that individual needs may require reasonable adjustments, adaptive teaching or targeted support.

The aims of this policy are to:

- identify students' strengths, needs and barriers to learning accurately and promptly;
- establish a consistent graduated approach to assessment, planning, provision and review;
- ensure that all students have equitable access to the curriculum, wider school life and appropriate pathways;
- clarify the responsibilities of teachers, leaders, the Inclusion Team, learning support staff, parents and external professionals;
- ensure that teachers use adaptive teaching, reasonable adjustments and evidence-informed strategies to meet students' needs;
- provide targeted intervention and personalised provision where ordinarily available classroom support is insufficient;
- monitor students' progress, participation, wellbeing and independence and evaluate the impact of provision;
- involve students and parents meaningfully in decisions about needs, outcomes and support;
- seek external advice or assessment, with parental consent, when specialist input is required;
- ensure that admissions and transitions are planned in accordance with KHDA requirements and the individual needs of the student; and
- promote a whole-school culture in which inclusion is understood as everyone's responsibility.

4. Learning and Teaching style

4.1 Effective learning

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

Please refer to Appendix D

4.2 Effective teaching

Inclusion is a whole-school responsibility. All staff must understand their role in creating an inclusive learning environment. Teachers should use a range of appropriate strategies to support all learners, including students with specific educational needs, and seek additional support or make a 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 therefore impact their progress. For this reason, approximately 15 students in Years 2-8 will be in our Flourish Class for Maths and English, taught by an Inclusion Teacher. This support continues into Year 9 Transition Class where the adaptive teaching will be provided by the Secondary academic staff (Maths and English Team) to prepare students for their transition back to mainstream education. These smaller settings will allow for more personalised learning and a more functional curriculum.

5. Inclusion Curriculum Planning

Teachers at GFS ensure that all students:

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

6. Foundation Stage

GFS acknowledges that many students at the Foundation Stage (FS) 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 SofD, the Head of Inclusion and/or Inclusion teachers will be notified to begin the appropriate observations and assessments and make recommendations for further support both in and outside of the school community.

Wellcom is a screening tool used within Foundation Stage to support FS students to improve their language skills.

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

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

8. Opportunities

GFS recognises the value of, and seeks to achieve, a diverse school community that includes all students from different backgrounds with a variety of skills and abilities. GFS 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.

9. Parent Involvement

GFS works closely with parents to ensure that students with specific educational needs receive appropriate and effective support. We encourage an active partnership through ongoing dialogue with parents. Parents have much to contribute to our support for students with specific individual needs.

We invite parents in for regular meetings to share the progress of their child. We recommend the need for 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.

IEP progress trackers for Level 3 students are sent home termly. Pupil Passports for Level 2 and Level 3 students are reviewed and updated regularly. Level 2 and Level 3 students also have a link Inclusion teacher which parents can communicate via email. In addition to this, a communication log is sent home daily to those children who have a Learning Support Assistant. Class Seesaw in primary and emails in secondary are utilised as the online communication platforms between the inclusion team and parents.

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, Maths or P.E. lessons. Where appropriate, educational assessments will be carried out by the team members and parental consent will be sought prior to the assessments.
- The responsibility of the Assistant Head Teacher, Head of Inclusion, and Inclusion teacher is to ensure the Inclusion register are updated regularly so staff are well informed.

Please refer to Appendix B

11. ELL students

The Inclusion Team provides English Language Learner (ELL) support based on students' assessed language proficiency levels. This support is categorised into three levels, each tailored to meet the specific needs of students and ensure their successful integration into the curriculum. Assessment data from NGRT, PTE, CAT4 (verbal reasoning), and Flash Academy assessments inform the placement of students within these levels. Additionally, each student's Individual Learning Plan (ILP) outlines the necessary curriculum modifications and ELL strategies to support their progress:

Level 1 – In Class Support: Students with minimal ELL needs, receive assistance within the classroom environment through adaptive teaching strategies. They can engage with the standard curriculum with minor adaptations to the curriculum.

Level 2 – Targeted Pull-out Support: Students requiring moderate ELL support participate in pull-out sessions that both align with the curriculum and include individualised lessons tailored to their specific language development needs. Targeted interventions focus on reinforcing key language skills while ensuring continued engagement with academic content.

Level 3 – Intensive Pull-Out Program: Students with significant ELL needs receive intensive language support outside the mainstream classroom. Support at this level includes phonics, vocabulary development and structured language acquisition strategies in all four domains of the language, to build foundational English proficiency.

ELLs receiving pull out support benefit from individualised learning strategies and a supported curriculum as outlined in their ILPs. Additionally, some students are assessed upon entry to determine their placement, with a minimum English proficiency expectation varying by year group. These measures ensure that students receive the appropriate level of support to enhance their language development and academic success.

12. Gifted and Talented Students (Advanced Learners)

At GFS Gifted Students are those who are identified through CAT4 scoring. They are subdivided into 3 categories, thereby replicating the process applied to SofD/ELL students, based on their scoring:

1) Greater Depth (GD1) – Students with a CAT4 SAS score of 119 in 2 categories and/or an average score of 119 -122
2) Greater Depth (GD2) – Students with an average CAT4 score of 123-126
3) Greater Depth Plus (GD3) – Students with an average CAT4 score of 127+

Twice-exceptional learners are students who are identified as Advanced Learners while also being identified as Students of Determination (SoD). These categories allow for differentiated provision via adaptive teaching as well as additional opportunities being provided to meet the needs of these learners.

Our Talented students are those who excel in creative subjects (PE, Art, Music, Sport etc) and demonstrate skills well above and/or beyond for a person of that age. The identification, tracking and provision for Talented students is driven by department leaders via the work of their teams as they have the specialist knowledge of these demonstrable skills and the underlying pedagogical understanding of how best to promote high performance in their specialism.

There is a designated Advanced Learner Coordinator who is responsible for implementing and monitoring the appropriate provision for students and measuring the progress of the students along with the Senior Assistant Principal.

Provision for Advanced Learners (G&T)

Adaptive Teaching

The need to adapt teaching to the needs of learners in the classroom is one of the key challenges of any teacher. Particular areas of pedagogy can be used to meet the needs of Advanced Learners, but these should not be seen in isolation. The Advanced Learner Coordinator works in partnership with Advanced Skill Teachers and Senior Leaders to identify common areas of pedagogy that can be further enhanced via professional development support and QA processes to promote the effective provision for all learners, including Advanced Learners.

Enhanced Opportunities

The designated Advanced Learner coordinator and Advanced Skill Teachers, via a schedule of activities, projects, trips and further identified opportunities for Advanced Learners 'beyond' the classroom, will target D2 and D3 students.
A portfolio of 'Advanced Challenges' alongside a coordinated communication strategy is central to the effective provision of these opportunities.

13. Students with SEND/SofD

- After reviewing the previous medical/psychological and/or relevant documents (e.g. reports from a Speech therapist and previous school reports), the Head of Inclusion will meet with the parents and discuss the possible support and provision that the School and Inclusion Team can provide. Where appropriate, educational assessments will be conducted prior to parental consent. Student observation and assessments will be conducted in a timely manner. Parent-Teacher- SENDCo meetings will be held to discuss possible short- and long-term learning outcomes of the student, in addition to the IEP if required. If necessary, LSAs (Learning Support Assistants) will be employed depending on the needs of the student. The cost will be the parents' responsibility, according to GEMS guidelines. At present, the cost of a full time LSA is 4,325dhs and 2,200dhs for a part-time LSA. If the child is identified as needing support during admissions the LSA contract will be included in the enrolment of the child.
- LSA's will be employed by the school and external providers are invited to support the LSA however external providers are not able to be their LSA's. Standalone therapy sessions such as ABA, Speech and Language and Occupational Therapy (OT) can take place in school at an agreed time and regularly.

Flourish Provision for SofD
GFS has introduced a Flourish Class for Year 2 to Year 8 students. These small groups, with a maximum of 14 students per class, focus on Maths and English, 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. This approach is particularly beneficial for students of determination, providing them with the support needed to engage in core subjects at their own pace, ensuring individual progress and understanding.

Alternative Pathway Curriculum for Students of Determination.
GFS has introduced an Alternative Pathway Curriculum, a bespoke program implemented alongside pupils' normal school timetables. This curriculum aims to provide provision for students requiring alternative curricula across the school, helping them develop independence and learn skills beneficial in later life. The Alternative Curriculum is closely intertwined with the mainstream curriculum followed at GFS, allowing students to develop these areas through hands-on experiences and play-based learning environments.
GFS further offers ASDAN (the Award Scheme Development and Accreditation Network) as part of this curriculum, and select courses will be introduced for students of determination to benefit from learning life skills and independent skills alongside their academic education. Additionally, BTEC Level 1 provides a wide range of subjects, enabling students to explore various areas of interest and pinpoint their strengths. The skills acquired through BTEC courses directly match the requirements of the current job market, giving students a competitive edge. The officially appointed Alternative Curriculum Coordinator works closely with the Inclusion teachers to implement and monitor this bespoke curriculum for the Primary school and the Secondary school. For further details, please refer to the *Vocational and Alternative Curriculum Policy.*

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

GFS is committed to safeguarding the dignity, safety and wellbeing of all students and staff. Where a student presents behaviours that may pose a risk to themselves or others, the school will work collaboratively with parents and relevant professionals to complete individualised risk assessments and develop appropriate support and safety plans, in line with safeguarding procedures and applicable regulatory guidance. In exceptional circumstances, the school will request parent permission to provide the child with physical support.

15. GEMS Founders Counselling Program

Mission Statement:

The mission of the GEMS Founders Counselling Program 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, empowering them to reach their full potential, our counsellors are committed to providing an accepting, non-judgmental, and confidential environment while utilising 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 GFS, we recognise that students encounter specific mental health and well-being 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

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:

GFS 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 plays a vital role in coordinating support by welcoming students and understanding their concerns. This initial assessment enables the development of a comprehensive support plan, focusing on solution-based strategies that are practical and effective. These strategies are shared with teachers and parents to ensure a collaborative approach to supporting the student.

Counsellor Objectives:

The objectives of the school counselling program are to:

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.

Broader Initiatives:

In addition to individual counselling, the school counselling team organises broader initiatives aimed at raising awareness and providing education on common concerns identified within the student body. These may include group sessions, counselling clubs, year group talks and assemblies, classroom interventions, and celebrations of mental health events. These initiatives are guided by whole-school data and feedback from all stakeholders.

Overall, this comprehensive approach ensures that student voices are heard, supported, and encouraged, reducing barriers to their success and well-being.

16. GEMS LINK Program

GFS follows the GEMS LINK program that offers in-house Speech and Language Therapy and Occupational Therapy sessions for students requiring additional support in these areas. The cost is reasonable and will be the parents' responsibility, according to GEMS guidelines.
Speech and Language Therapy – supports children with their speech, language and communication needs using holistic assessment, observation, and evidence-based individualised intervention programs. Programmes may have focused areas on speech sounds, fluency, oral motor skill development, Augmentative & 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 programs. Intervention may focus on sensory integration, motor movement skills, hand-eye coordination, social skills and self-regulation. The SaLT and OT have been allocated two classrooms to conduct their therapy sessions within the school premises.

17. Small Steps Big Dreams

Small Steps is a specialist Autism Centre based within GEMS Founders School, Dubai. 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). The Small Steps Centre has three classrooms based within the school which are designed to mirror the mainstream classrooms with adaptations for 1:1 therapy. The provision is monitored and evaluated by the Assistant Headteacher and Heads of Inclusion. Further information regarding the Small Steps Provision can be found on their website https://smallstepsbd.ae/about-us/

18. Roles and Responsibilities

- **Local Advisory Board/GEMS**

  GEMS determine, supports, monitors 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 GFS with adequate resources for inclusion
  - Monitor teaching strategies and methodologies in terms of raising teaching and learning standards

- **Senior Leadership Team/Executive Leadership Team**

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

- **Extended/Middle Leadership team**

  Middle leaders must ensure that they are monitoring and providing for the specific educational needs of SofD, ELL and/or Advanced Learners (G&T) students 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 in effective ways

- **Teachers**

All teachers must be aware of and act on the Inclusion Policy as well as any Individual Education Plans and Pupil Passports that their students may have. Inclusion teachers are linked to individual year groups supporting planning across the curriculum and adaption of learning. They will take responsibility for the learning of students in their care for English and Maths lessons and ensure that all learning environments are accessible, welcoming, and inclusive.

Please see Appendix C

19. Planning, Recording, Monitoring and Review

Individual Education Plans and support through planning

- All students with SofD, ELL and Advanced Learner (G&T) needs will be identified in the lesson and seating plans.
- The Inclusion Team will set up meetings with teachers and parents to discuss and agree on the IEP, student passport, ALP, and Individual Learning Plans (ILP).
- IEP's will have 3 outcomes which will continue for the whole academic year unless students achieve them earlier than expected.
- Inclusion Team members will then write IEPs and ILPs (ELL) and share this with teachers in shared area (MS Teams)
- Students will be categorised according to their individual needs, e.g. ELL, SofD, and Advanced Learners (G&T), and will be supported by ELL teachers, Inclusion teachers, and the Heads of Inclusion, Assistant Head Teachers, and Heads of Year. Some students may fall into two categories, e.g. they can both have ELL and SEND needs or SEND and Advanced Learner.
- The use of learning outcomes within the teacher's planning, marking, and recording will inform the continuous assessment cycle by the teachers and the Inclusion Team, using the graduated approach. As a result, learning outcomes can be reviewed and rewritten as appropriate.
- Student needs will be discussed at student progress meetings with parents to monitor progress throughout the year.
- IEPs, ALP and ILPs are continuously assessed and reviewed for learning by all stakeholders. Formal reviews are held at the end of each term and are arranged by Inclusion Team members.

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

20. Monitoring and Review

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

Signed
Assistant Head Teacher - Inclusion

Signed ..... Date: 20 August 2026

Signed ..... Date: 20 August 2026
Whole School Vice Principal

Signed .... Date: 20 August 2026
Associate Principal

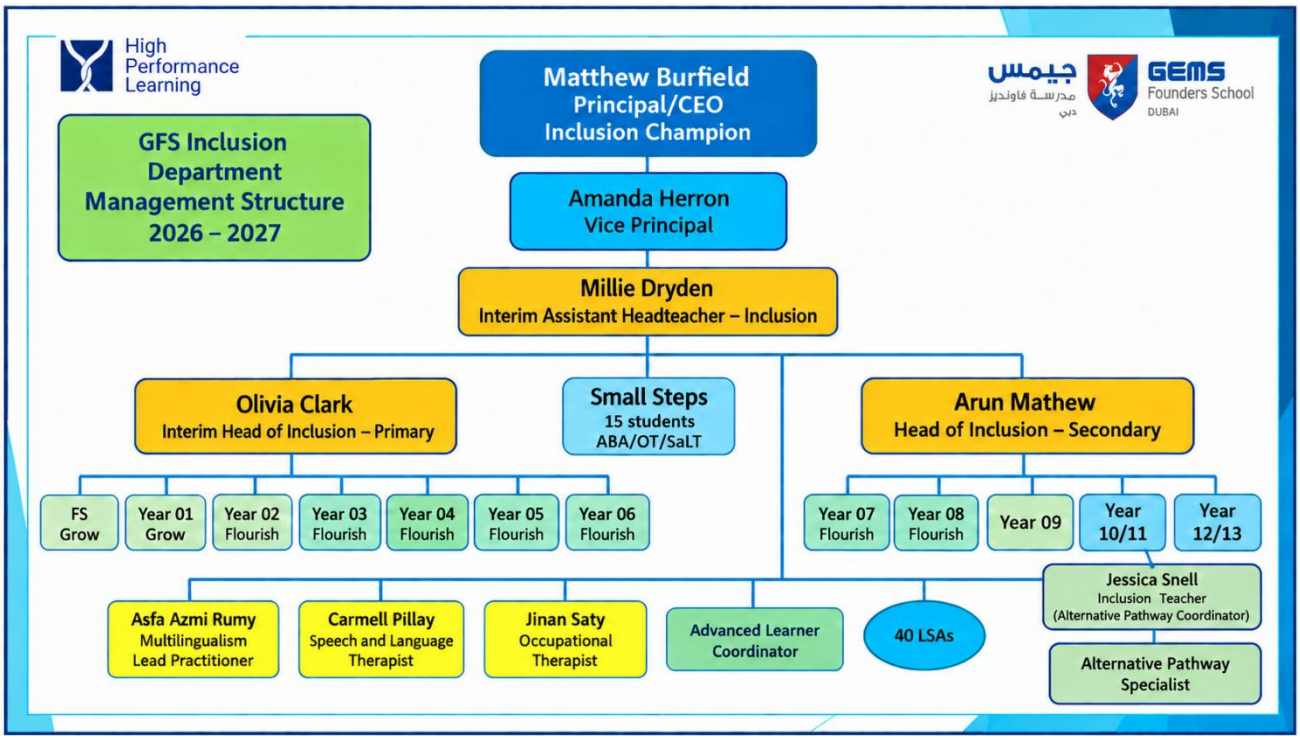
Signed ..... Date: 20 August 2026
Executive Principal/CEO/Senior Vice President of Education

Next policy review date:
August 2027

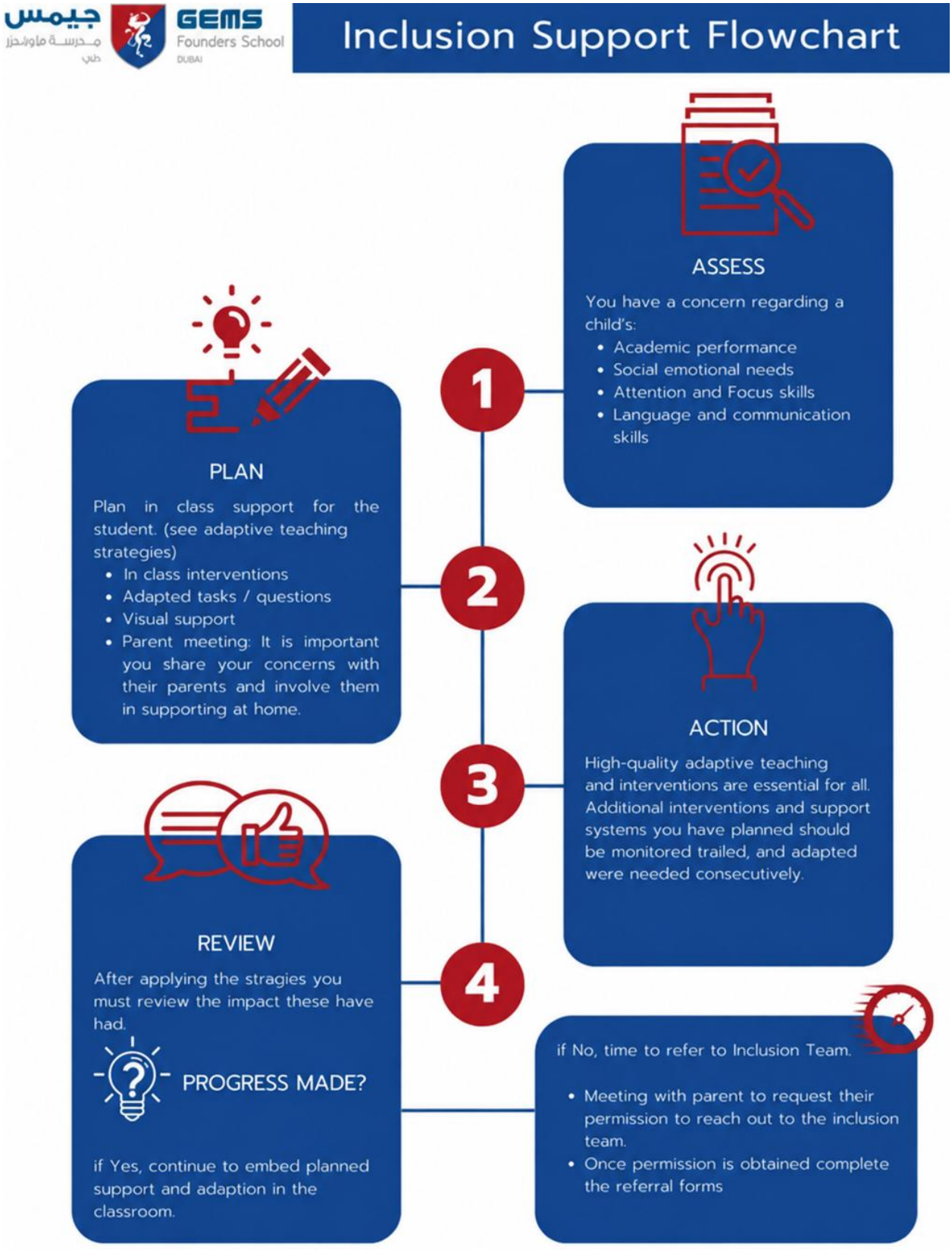
This policy has been developed in accordance with the Dubai Inclusive Education Policy Framework (2017), Implementing Inclusive Education: A Guide for Schools, the Directives and Guidelines for Inclusive Education, the Revised Categorisation Framework for Students of Determination (2019–2020), and the KHDA Guidelines and Standards for the Use of External Assessment Reports for Students of Determination in Dubai Private Schools (2025). It also reflects the requirements of UAE Federal Law No. 29 of 2006 concerning the rights of People of Determination, Federal Law No. 3 of 2016 concerning child rights, Dubai Law No. 2 of 2014 concerning the protection of the rights of persons with disabilities in the Emirate of Dubai, and Executive Council Resolution No. 2 of 2017 regulating private schools in Dubai. The policy should be read alongside current KHDA requirements and guidance, as amended or updated from time to time.

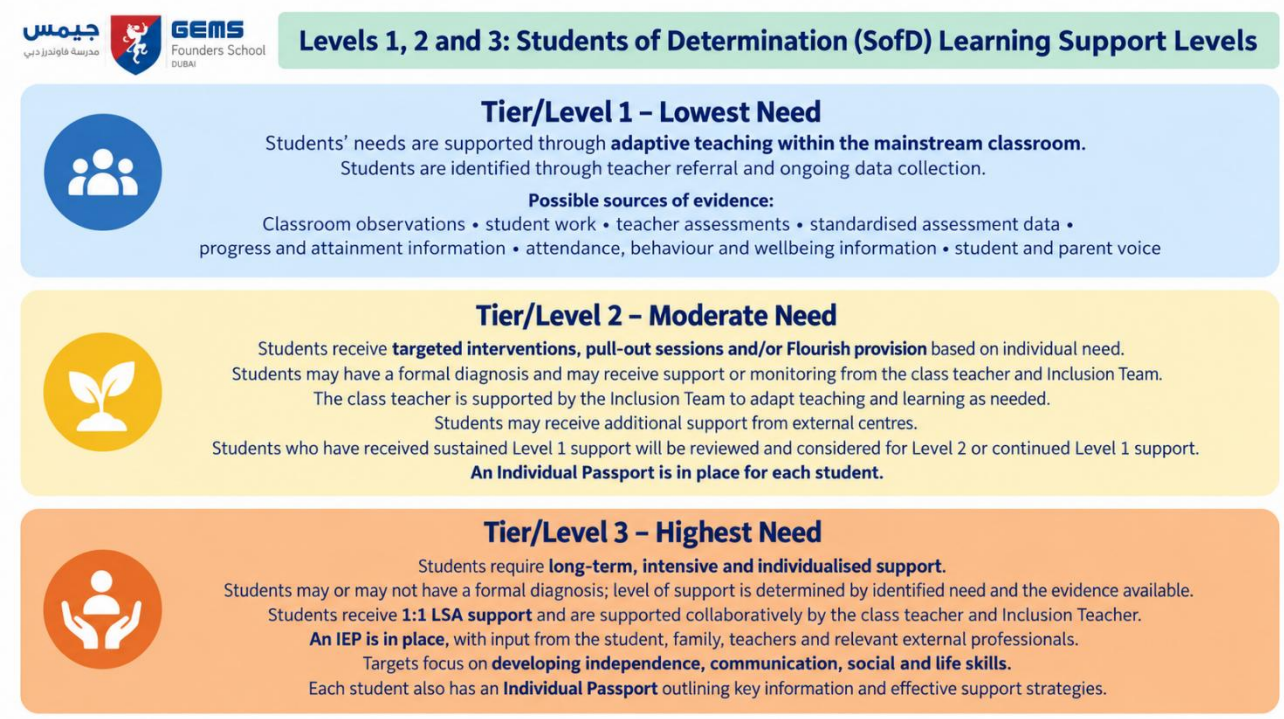
Appendix A - Inclusion Department Staffing

Name	Position
Millie Dryden	Interim Assistant Headteacher – Inclusion
Olivia Clark	Interim Head of Inclusion - Primary
Arun Mathew	Head of Inclusion - Secondary
Jessica Snell	Inclusion Teacher (Alternative Pathway Coordinator)
Dilini Kanchana	Inclusion Teacher
Jenina Uy	Inclusion Teacher
Charlene Pereira	Inclusion Teacher
Bushra Shaikh	Inclusion Teacher
Andrew Brown	Inclusion Teacher
Hannah Guy	Inclusion Teacher
Sachith Sulochana	Inclusion Teacher
Jamaica Alba	Inclusion Teacher
Megan Simpson	Inclusion Teacher
Asfa Azmi Rumy	Multilingualism Lead Practitioner
Carmell Pillay	Speech and Language Therapist
Jinan Saty	Occupational Therapist


High Performance Learning
GFS Inclusion Department Management Structure 2026 – 2027
Matthew Burfield
Principal/CEO
Inclusion Champion
جيمس مدرسة فاونديز دبي
GEMS Founders School DUBAI
Amanda Herron
Vice Principal
Millie Dryden
Interim Assistant Headteacher – Inclusion
Olivia Clark
Interim Head of Inclusion – Primary
Small Steps
15 students
ABA/OT/SaLT
Arun Mathew
Head of Inclusion – Secondary
FS Grow
Year 01 Grow
Year 02 Flourish
Year 03 Flourish
Year 04 Flourish
Year 05 Flourish
Year 06 Flourish
Year 07 Flourish
Year 08 Flourish
Year 09
Year 10/11
Year 12/13
Jessica Snell
Inclusion Teacher
(Alternative Pathway Coordinator)
Asfa Azmi Rumy
Multilingualism
Lead Practitioner
Carmell Pillay
Speech and Language Therapist
Jinan Saty
Occupational Therapist
Advanced Learner Coordinator
40 LSAs
Alternative Pathway Specialist

Appendix B - Inclusion Department referral process



Appendix C - GFS Students of Determination Accountability

Appendix D - GFS Level Criteria