

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 (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 student's 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 provision for:

- SENDo (Special Educational Needs and Determined ones)
- ELL (English Language Learners)
- G&T (Gifted and Talented)

GFS will identify any students with specific educational needs (not identified on admission) through thorough screening strategies and on referrals from all the stakeholders. The Head of Inclusion and SENDCo plays a key role in coordinating such assessments and screening. We believe that our students, including those identified as having specific educational needs have rights to be fully included in all aspects of school and also have a common entitlement to a broad and balanced academic and social curriculum. The staff at GFS have high aspirations for all groups of students including those who fall under Inclusion. There is a clear focus in 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 regular bases 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), support/scaffolding in lesson plans which also includes challenge for 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 describes the way we meet the individual needs of the students, who experience specific educational needs which may relate to SENDo, ELL, and/or G&T as per DISB . High Level Performance (HPL), which is referenced throughout this policy, ensures all students are not limited by their learning and are able to reach their full potential.

3. Aims and objectives

We aim to develop a community where all students can flourish, feel safe and welcome. We recognise that students learn at different rates and that there are many factors affecting achievement including their ages, abilities, maturity, emotional states and learning environments. However it is important that we never limit the aspirations or potential which follows the core values of HPL.

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

4. Learning and Teaching style

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 Tier 2 and Tier 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.

4.2 Effective teaching

Inclusion is a whole school responsibility where all staff need to be aware of. 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 to 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 on their progress. For this reason, approximately 12 students in Years 1-6 will be in our Flourish Class for Maths and English. This smaller setting will allow for more personalized 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 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 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 SENDo, the Head of Inclusion and/or SENDCo will be notified to begin the appropriate observations and assessments, and make recommendations for further support both in and outside of the school community.

Blank Verbal Reasoning Skills used within Foundation Stage supports all 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 supported and scaffolding of tasks and appropriate teaching strategies in all curriculum subjects. Students with IEPs and who require support/scaffolding will be identified and planned for in the GFS lesson plans. The documents are accessible to all teachers and leadership team members. SEN 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 has adopted the HPL principals and 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. 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 in the support of their child with specific educational needs. We encourage an active partnership through ongoing dialogue with parents. Parents have much to contribute to our support for students with specific individual needs.

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

We also understand that our parents are not able to meet us regularly and so a termly IEP progress tracker will be sent home for our Tier 3 students. Tier 2 and Tier 3 students also have a link SENDo teacher which parents can communicate via email. In addition to this a communication book is sent home daily to those children who have a Learning Support Assistant.

10. Referral process and assessment

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

- At the beginning of the academic year, the class and subject teachers observe and assess their students. After the observation and assessment period, teachers complete referral forms if they have concerns about students who might be at risk and/or need additional support from the Inclusion Team. Members of the Inclusion Team will observe the students who have been referred by the teachers in various classroom settings, e.g. during English or P.E. lessons. Where appropriate, educational assessments will be carried out by the team members and parental consents will be sought prior to the assessments.
- Signs in English and Arabic will be placed in classrooms to support the identification of students supported by the SENDo team.
- Responsibility of the Head of Inclusion and SENDCo to ensure SIMS and the SENDo register so staff are well informed.

Please see Appendix A and C

ELL students

ELL teachers from the Inclusion Team will support the students as follows:

Tier 1: For those who have low needs of ELL support - in-class support

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

Tier 3: For those who have high needs of ELL support - The students will be pulled out of class and an alternative programme followed to improve their English including phonics.

Tier 4: No English – Intense English learning programme

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

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

Gifted and Talented Students

At GFS Gifted Students are those who are identified through CAT4 as achieving a mean SAS score of 126 or above and/or 118 or above in two or more batteries with evidence from the Subject Specific Criteria. Our Talented students are those who excel in non-academic subjects and demonstrate skills well above and/or beyond for a person of that age. HPL ensures all students at all levels reach their full potential.

Students with SEND and/or G & T

- After reviewing the previous medical/psychological and/or relevant documents (e.g. reports from a Speech therapist and previous school reports), the Head of Inclusion will meet with the parents and discuss the possible support and provision that the School and Inclusion Team can provide. Where appropriate, educational assessments will be conducted prior to parental consent. Student observation and assessments will be conducted in timely manner. Parent-Teacher- SENDCo meetings will be held to discuss possible short- and long-term learning outcomes of the child, in addition to the IEP if required. If necessary, LSAs (Learning Support Assistants) will be employed depending on the needs of the student. The cost will be the parents' responsibility, according to GEMS guidelines. If the child is identified as needing support during 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 OT can take place in school at an agreed time and on a regular basis.

11. Resourcing

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

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

Please see Appendix B for Inclusion staffing

12. 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 takes place to ensure those enrolled through Small Steps have the opportunity to mix with their classroom peers (where appropriate). Small Steps have two classrooms based within the school which are designed to mirror the mainstream classrooms with adaptations for 1:1 therapy. Further information regarding the Small Steps Provision can be found on their website <https://smallstepsbd.ae/about-us/>

13. Roles and responsibilities

- **Local Advisory Board/GEMS**

GEMS determine, support, monitor and review the support of inclusion within the School.

In particular, they:

- Support the use of appropriate teaching strategies and methodologies to ensure best practices of teaching and ultimate learning outcomes
- Provide 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. The leadership team will also ensure HPL philosophy is embedded throughout the school.

- **Extended/Middle Leadership team**

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

- **Teachers**

All teachers must be aware of and act on the Inclusion Policy as well as any IEPs and Lesson Plans that their students may have. SENDo teachers are linked to individual year groups to be part of the planning across the curriculum. They will take responsibility for the learning of all students in their class and ensure that the learning environment is accessible, welcoming, and inclusive.

Please see Appendix D

14. Planning, recording, monitoring and review

IEPs and support through planning

- All students with SENDo, ELL and G & T needs will be identified in lesson and sating plans.
- Inclusion Team will set up meetings with teachers and parents to discuss and agree on the IEP, student passport 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/ILPs (ELL) and share this with teachers on a shared area
- Students will be categorized according to their individual needs, e.g. ELL, SENDo and G & T and will be supported by ELL teachers, SENDo teachers and the Head of Inclusion and Heads of Key Stage (G&T). Some students may fall in two categories, e.g. they can be both have ELL and SEND needs.

- The use of learning outcomes within the teacher’s planning, marking and recording will inform the continuous assessment cycle by the teachers and Inclusion Team. As a result, learning outcomes can be reviewed and rewritten as appropriate.
- Student needs will be discussed at Student Progress meetings to share good practice in teams.
- IEPs/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. S/he provides staff and management with regular summaries of the impact of the policy on the practices of the School, with input from the Inclusion Team and stakeholders. The Inclusion Team are instrumental in supporting teachers involved in drawing up and carrying out IEPs, Passports and ILPs for the students with specific educational needs.

15. Covid 19

Our more vulnerable students were invited back to school full time prioritising those with a Full Time LSA first. Parents were given the option to send their child back full time, blended or fully remote. Those who opted to be in full time remained with their SENDo teacher in their bubble. Flourish classes will continue online for those who choose remote learning. Social distancing will be in place and appropriate PPE worn to protect both staff and students. For students requiring a higher level of support a risk assessment will be in place to establish if the school environment is appropriate for them during the pandemic or if further adaptations can be made. Interventions for those not in the Flourish bubbles and inclusion for Small Steps students will be limited during this time to avoid the mixing of different bubbles.

16. Monitoring and review

This policy has been discussed and agreed 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 
Head of Inclusion

Date 1.9.2020

Signed 
Vice Principal

Date 1.9.2020

Signed 
Principal/CEO

Date 2/9/2020

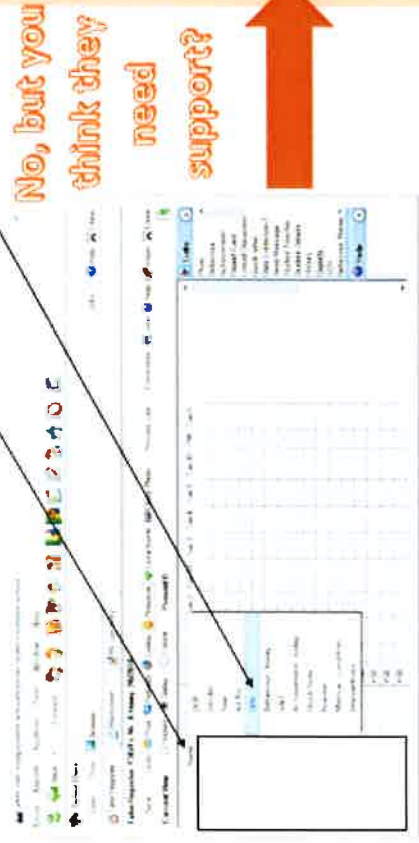
Policy review date: 1st September 2021

The policy has been written in line with and working towards the 2020 Dubai Inclusive Education Policy Framework (2017) in addition to Dubai Law 2014, Federal law 2006, Dubai law 2014 (no.2), Executive Council Resolution No. (2) of 2017 – Regulating Private Schools in the Emirate of Dubai including; Article 4 (14), Article 13 (16), Article 13 (17), Article 13 (19) and Article 23 (4). The ‘Revised categorisation framework for students of determination 2019-20’ was also used in the development of this policy.

Appendix A - Procedures for identifying those already on the SEN register and how to refer if there is a concern.

Do you think a student needs extra support for learning, their English or you think their ability needs stretching or do you want to know more?

First check if they are already being supported by the SENDo team. Open your register and 'Right Click' on Name and select SEN.



Yes they are being supported

Tier 1 – Quality First teaching in the classroom and monitored by the **SENDO** team (Low attainers).
 Tier 2 – Moderate need and supported by SENDo team with interventions. Will have a student passport.
 Tier 3 – Highest Need and would have an Individual Educational Plan, be in the Fleurish Group and have an LSA

if the student is Tier 2 or 3 then it is time to find out more... Go to file path:

GFS Common Drive – Whole School – Inclusion – SEN – **SENDO** Register

- Use the tabs at the bottom to find Tier 3 or 2.
- Click on your **students** first name and it will take you to their folder.
- **Hyperlink not working or need more help?** Please speak to your link SENDo teacher for your/their year group.

Can't get into the GFS Common folder or the Whole School area?
 Please email it@gemsedu.com or it@microsoft.com for rights to this area.

Time to refer...

You will need to fill in a referral form. This is in:

GFS Common Drive – Whole School – Inclusion – Inclusion Referral Form

Please complete the full form

You will need to

- Highlight the concerns or why you think they are G&T.
- Give information about what you have tried to do.
- Seek support from others in your department.
- Note any conversations you have had with parents regarding the concerns and what parents have said.

➢ Email the form to:

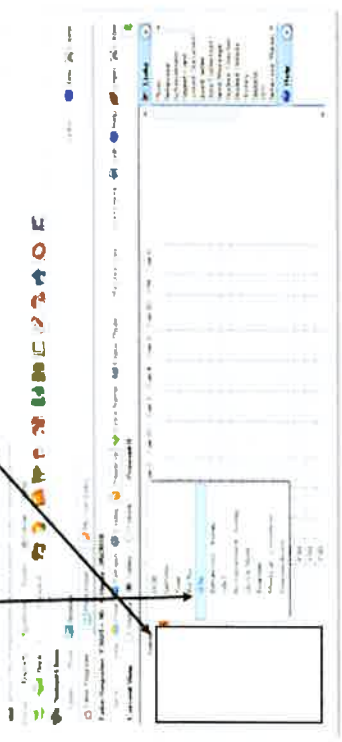
- **SENDO** - h.weerasinghes_gfs@gemsedu.com (Nalaka)
- **ELL** - m.dsouza_gfs@gemsedu.com (Maria)
- **G&T** – G&T department advocate to send to Siobhan
- **Emotional/Wellbeing**- Sabina and put information on CPOMS
- **Not sure?** – s.brady_gfs@gemsedu.com (Siobhan)

A member of the team will be in touch to arrange an observation/assessment/meeting.

Safeguarding concern?

Log in to CPOMS and complete form.
CPOMS not working? Please contact Siobhan

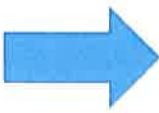
هل تظن أن الطالب يحتاج إلى دعم إضافي لتعلم اللغة الإنجليزية، أو تعتقد أن قدرتهم يحتاج إلى دعمه أو هل تريد أن تعرف المزيد؟
تحقق أولاً إذا كان الطالب مدعوم من قبل فريق الإحتياجات الخاصة. هاتج نصيحتنا الخاصة على البريد الإلكتروني "على البريد الإلكتروني الإحتياجات الخاصة".



لا، لكنك تعتقد
أنه يحتاج إلى
دعم؟



نعم يتم دعمه



المستوى الأول - جودة تدريس الأوز في الفصول الدراسية وهو وثيق من قبل فريق تدعيم لتدريس الإحتياجات الخاصة (التصميم التعليمي).
المستوى الثاني- حصة معقدة بدعم من فريق ذوي الإحتياجات الخاصة مع عدة جلسات. كل طالب مستوى على حواء سنو.
المستوى الثالث - أختي حصة وضع حصة تعليمية فردية لكل طالب و مساعدة (يوم جزئي / يوم كامل).

إذا كان الطالب في المستوى الثاني أو الثالث حين الوقت لمصلحة المزيد ... يجب هتج منصف:

GFS Common Drive – Whole School – Inclusion – SEN – SENDO, Register

- استخدم علامتك للتدوين في الجزء السفلي للصفحة على المستوى الثالث و الثاني.
- انقر على الاسم الأول للطلاب، وسوف يأخذك إلى ملفه الخاص.
- إذا كان الرابطة لا يعمل أو تحتاج إلى مزيد من المساعدة؟ الرجوع التواصل عبر البريد الإلكتروني مع الفريق الداعم لتدريس الإحتياجات الخاصة للحصول على مزيد من المعلومات - وسنكون من نواحي -رؤوسهم تقديم الدعم لك.

لا يمكنك الدخول إلى ملف المدرسة المتكاملة أو ملف المدرسة الكامل؟
يرجى التواصل على البريد الإلكتروني:
itsupport_gfs@gemssedu.ommicrosoft.com

حل وقت الإحثة ...
سوف تحتاج إلى مزيد لمساعدة الإحثة. متوفرة في :

GFS Common Drive – Whole School – Inclusion – Inclusion Referral Form

يرجى إكمال النموذج الكامل
سوف تحتاج إلى:

- صياغة الضوء على المخاوف أو لماذا تعتقد أن الطالب من الموهوبين والمتفكرين.
- إعطاء معلومات حول ما حاولت القيام به.
- التفصيل الدعم ملائخص الأخرين في صفك.
- سجل أي محاولات كانت لديك مع الوالدين بشأن المخاوف، وما قلته أو ليته الأمور.
- إرسال النموذج بإيميل الإلكتروني إلى:

- ذوي الإحتياجات الخاصة - h.weerasinghes_gfs@gemssedu.com (دلايا)
- دعم اللغة الإنجليزية - m.dsouza_gfs@gemssedu.com (ماري)
- الموهوبين والمتفكرين - www.gemssedu.com **ميسو ميتلر**
- المعلمة/ الرافعة - s.livingbel_gfs@gemssedu.com (كرونا)
- أمت متلكا؟ - s.brady_gfs@gemssedu.com (سويهان)

وسوف يكون أحد أعضاء الفريق على اتصال لتدوين جلسة مرافقة / تدعيم / إحصاء

هل لديك أي أسئلة بشأن إجراءات المدرسة؟
إذهب إلى برنامج CPOMS واتكلم بمدرج الطلاب
يجب مشايها مباشرة إلى جيمس، سويهان أو ماري (مساعدته المتبر)

Appendix B – Staffing structure of Inclusion Department

GFS Inclusion Team

Ofunne Olele
ES SENDO/Grow Teacher

Marion McCullagh
Head of Year 2 & KS1 SENDO/Grow Teacher

Claire O'Hara
Year 4 SENDO/Flourish Teacher & Lead Practitioner

Bethan Uden
Primary SENCo Y5/6 SENDO/Flourish Teacher

Harshan Nalaka
Deputy Head of Inclusion Secondary SENCO

Harshana Nalaka
Deputy Head of Inclusion Secondary SENCO

Ana Faye Cabisuelas
Year 3 SENDO/Flourish Teacher

Arun Mathew
KS3 SENDO/Flourish Teacher

Hannah Constantino
Year 5 SENDO/Flourish Teacher

Maria D'Souza
Head of English as an Additional Language

Siobhan Brady
Head of Founders Inclusion

Matthew Burfield
Principal/CEO and Inclusion Champion

Learning Support Assistants

Olivera El Ghazal
Careers Counsellor

Sabina Livingbel
School Counsellor

Bushra Kassouma
LAB Member

Appendix C - Identification of the different SENDo Tiers



Tier 1, 2 and 3: SENDo Learning Support –2020

Tier 1 – Lowest need – Supported within classrooms/year/department/Key stages

Students need - Quality first teaching and curriculum differentiation and interventions

Students Identified by – referral from teacher and from data collection:

Year 1 - students who are working 10 or more months BEHIND age related expectations

Year 2 – 3 - students who are working 8 or more months BEHIND age related expectations.

Year 4 – 6 - students who are working 6 or more months BEHIND age related expectations.

KS3 - Maths – D1- and below and still working below expectation

English – D2+ and below and still working below expectation

Both of the above

CAT4/PTE/PTM identified students 2 and 3 stanine

Tier 2 – Moderate need – SENDo involvement

Class teacher supported by the Inclusion Team to adapt work where necessary.

Pull out/Interventions to take place on a case by case basis.

Students may receive additional support from external centers.

Students who have been on Tier 1 for 2 terms will be observed and considered for T2 or remain on T1

Individual Passports for each student.

CAT4/PTE/PTM identified students identified as 1 stanine

Tier 3 – Highest need - SENDo involvement

Long term, intensive support with formal diagnosis/observed by SENDo team.

Students unable to access the curriculum even through with differentiation and would require an LSA to carry out other activities which would be directed by the teacher/SENDo team. Most likely to be in Flourish classes

IEP in place with the input from family, external agencies and teachers. Targets will focus on gaining independence; including improving social skills, communication skills and life skills. Also an individual passport.

GFS SENDo Accountability

