



# The Kindergarten Starters

## Inclusion Policy

*GEMS believes that educational inclusion is about equal opportunities for all learners, whatever their age, impairment, attainment or background.*

### **Introduction:**

The Federal Law No. 29 formulated to protect the rights of people with special needs, provides for equal care, rights and opportunities for people with special needs in education, health care, training and rehabilitation and aims to ensure their rights and provide all services within the limits of their abilities and capabilities. Along with this the commitment of the leaders to make Dubai a city for everyone, an inclusive community by 2020 is the basis of our school ethos and inclusion policy.

The KGS inclusion policy is in consonance with the GEMS ethos of providing equal opportunities for all learners, irrespective of their age, impairment, attainment or background

The Kindergarten Starters School is committed to provide a schooling experience to all children in a manner that leaves no child behind. Our mission is to connect learners to successful schooling and outside opportunity. We admit students with determination in accordance with the terms of the Educational permits, the rules adopted by the KHDA and the relevant legislation in force. {Article 13(17)} We set high standards and measurable goals for our pupils in a way that improves individual outcomes. We believe that our children, including those identified as having “additional needs” have a common entitlement to a balanced academic and social curriculum. All children should be equally respected in school and develop in an environment where they can flourish. In accordance with the Executive council resolution No (2) of 2017 regulating private schools in the Emirate of Dubai Article 23(4) we endeavor to constantly monitor, evaluate and review our practice to ensure that all our pupils

1. Feel safe, secure and happy within the school setting.
2. Make good progress and achieve their full potential
3. Learn effectively, irrespective of any distinctive educational needs;
4. Are treated respectfully and learn to show the same to others
5. Receive additional help according to their individual needs
6. Learn essential preparatory life skills that will help them deal positively with their surroundings and foster independence and emotional well-being

KGS also strongly believes in the **GEMS Four Core Values** and continuously links these into the teaching and learning in our school. We acknowledge differences in children and strive to provide them education suited to



their capabilities and needs without adversely affecting the education outcomes of others. As an inclusive school, we enhance opportunities for pupils to develop empathy for difficulties, tolerance for differences and respect for others.

### **Purpose:**

This policy describes the way the school meets the needs of children with exceptional abilities and those who experience barriers to their learning. These may relate to behavioral, social or emotional barriers, communication, interaction, sensory or physical impairment, learning difficulties or may relate to factors in their environment, including the learning environment they experience in school.

### **Aims**

In accordance to the Law No.(2) of 2014-concerning protection of the rights of persons with determination in the Emirate of Dubai, we at TKGS aim to develop a safe environment for all our children. We recognize and understand that numerous factors such as ability, emotional state, age, maturity etc. affect children's learning and achievement. Hence, it's important for us to identify these needs and provide teaching and learning so as to enable every child to achieve to their full potential.

### **Objectives**

- To identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class and to continually monitor the progress of all students.
- To signpost support for pupils with additional learning needs including Gifted and /or Talented through internal and external agencies
- To facilitate access to the curriculum through differentiated planning, teaching by class teachers and support staff as appropriate.
- To provide interventions, matched to individual needs, in addition to differentiated classroom provision, either within school or through external agencies, for those pupils identified as having additional needs. (In accordance to Article13(19) of Executive council resolution No.(2) of 2017 regulating private schools in the Emirate of Dubai)
- To promote positive perceptions of pupil with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents
- To enable children to move on from us as well equipped as possible in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To form strong partnerships between all stakeholders so that the child's learning and emotional well-being are optimally supported;



- To have an open door policy in support of staff and parents.
- To make information on additional needs available to staff and parents.

### **Inclusion and Support Structure**

In accordance to the Executive council resolution No (2) of 2017 regulating private schools in the Emirate of Dubai Article 4(14) we have established the conditions, rules and standards that are required to facilitate the enrollment and integration of students with disabilities in our school. We treat our students equitably and do not discriminate against them on grounds of nationality, race, religion, social class or special educational needs.

While every member of the school is committed to the cause of every child's learning, the school has a team of professionals to provide the required support in Guidance Counselling and Special Education. Additionally, shadow-teachers and learning-support assistance from parent volunteers are also provided. The "**Achievement Centre**" spearheads all initiatives right from identifying to supporting students with challenges in learning, social adjustment and behaviour and those who are Gifted and/or Talented children.

#### **1. Learning challenges :**

Learning difficulties / disabilities refers to those barriers to learning which makes it harder for children to learn or access education the way most children of the same age would. Educational needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning.

***Being identified with special educational needs could mean a student has difficulties with:***

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving properly in school
- Organizing themselves

OR

- Has some kind of sensory or physical need that may affect them in some or all school activities.

***Being identified with special educational needs also could mean a student is:***

- Gifted or talented, or both
- Under-achieving even though they are gifted or talented



- Disaffected through lack of stimulus and challenge
- Disinterested in school due to lack of high interest activities.

| Type of Need   | <b>Description</b><br>(Compiled from a range of international best practice and using the DSIB definition and UAE 'School for All 'guidance)  |
|--|---|
| <b>Behavioural, Social, Emotional</b>                  | <b>Behaviour</b> that presents a barrier to learning<br>Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), and syndromes such as Tourette's  |
| <b>Sensory and Physical</b>                            | Sensory Blindness or partial sight<br>Deafness or partial hearing   |
| <b>Physical Disability</b>                             | Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, hemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity.<br>Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs. |
| <b>Medical Conditions or Health Related Disability</b> | <b>Medical conditions</b> that may lead to an associated 'special need'. These Medical Conditions or Health Related Disability Medical conditions that may lead to an associated 'special need'. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.  |



|  |   |
|--|---|
| <p><b>Speech and Language Disorders</b><br/>This does not include students with additional language needs:</p> | <p><b>Expressive language disorder</b> – problems using oral language or talking. The student’s understanding of language is likely to exceed his/her ability to communicate with the spoken word.</p> <p><b>Receptive language disorder</b> – problems understanding oral language or in listening.</p> <p><b>Global language disorder</b> – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.</p>  |
| <p><b>Communication and Interaction</b></p>  | <p><b>Autistic Spectrum Disorders (ASDs)</b> are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking.</p> <p><b>Asperger’s Syndrome</b> is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in specific areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.</p>   |
| <p><b>Learning</b></p>   | <p><b>Specific Learning Difficulty (SpLd)</b> – specific difficulties with any of the following:</p> <ul style="list-style-type: none"><li>• Reading, writing, spelling</li><li>• Using numbers</li></ul> <p>• <b>General Learning Difficulty 1</b> – below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.</p> <p>• <b>General Learning Difficulty 2</b> – significant learning difficulties which have a major effect on participation in the mainstream school curriculum, without support.</p> <p>• <b>Profound and Multiple Learning Difficulty (PMLD)</b><br/>– complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of adult support is likely to be required.</p> |



|                          |  |
|--------------------------|--|
| <b>Gifted Students</b>   | <b>Gifted students</b> are those with academic ability or potential which places them significantly above the average for their year group in one or more areas of academic achievement. These students would demonstrate performance which is distinct from their peers.  |
| <b>Talented Students</b> | <b>Talented students</b> are those who demonstrate outstanding ability in creative achievement, such as art, music, dance or sport, and whose performance in these aspects is significantly above average.   |
| <b>Down's Syndrome</b>   | Students who have a congenital disorder resulting in three copies of chromosome 21. This affects speech, understanding, vision and the development of manual dexterity. Although there are commonalities in their physical appearance and mental abilities, symptoms in those with <b>Down Syndrome</b> are on a continuum of mild to severe. <b>Down Syndrome</b> generally results in a slower mental and physical development than normal |

The actions taken by the Achievement Centre to support these children in our school are summarized on the KGS Inclusion flow chart. Please see appendix 2.

1. Identify children with additional needs
2. Co-ordinate with parents, teachers and school management
3. Share strategies and skills, with teachers to support students with additional needs in the classroom.
4. Co-ordinate with the MOE for second language exemptions for students with Learning Disabilities.
5. Organize and conduct workshops with teachers.
6. Co-ordinate with external referral agencies for psychological and educational evaluations, and resource persons for workshops.
7. Support any activity within the school that directly or indirectly focuses on the overall development of students and enables them to function adequately as contributing members of society.

## **2. Gifted and Talented Children:**

We support our gifted children by accepting their different needs, providing an enriching environment; having differentiated teaching and incorporating HOTS questions in the classroom, thus ensuring that our exceptional children are exposed to higher levels of learning opportunities.



Some common principles in our teaching-learning process that aim to support students with learning disabilities /additional needs and those who are gifted and talented:

- ❖ Opportunities which recognize individual differences and encourage individuality
- ❖ Access to a broad range of experiences
- ❖ Reward high achievements
- ❖ Monitor progress and development

### **Identification, Assessment, Monitoring and Review Procedures**

In order to help children who have special educational needs, the school has a graduated response that recognises there is a continuum of special educational needs that require a range of intervention and support.

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily. KGS follows the GEMS classification of support for Special Needs as detailed in the KGS flow chart. Please refer to appendices 1 and 2.

The school's system includes reference to:

- Entry level assessment results
- Progress measured against the objectives of the school curriculum
- Progress measured against the level descriptors for each age group
- Standardized screening and assessment tools.
- Observations of behavioral, emotional and social development.
- Assessments by a specialist service, such as educational psychologists, identifying additional needs.

### **The role of the Achievement Centre:**

The Achievement Centre is responsible for

- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising support assistants and involved teachers
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
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### **Individual Education Plans (IEP)**

An Individual Education Plan (IEP) is a written document that is a planning, teaching and reviewing tool. IEPs are used to plan interventions for children with SEN. It records the actions that are additional to, or different from, the content of the differentiated curriculum plan, which is in place as part of provision for all children. All IEPs are formulated in conjunction with the child, the parents and any external agencies that are supporting the learning of the child. Once an IEP is written they will be shared using a 'Child Friendly' format.

IEPs are:

- Written by the Special Educator



- SMART- specific, **m**easurable, **a**chievable, **r**ealistic, **t**ime bound
- Reviewed termly, more often if necessary.
- Reviews supported by evidence

### **Record Keeping:**

1. The Achievement Centre organizes provision for SEN, Gifted and Talented. It is the class teacher's responsibility to keep the class screen up to date as new children enter their classes. The class teachers and the Achievement Centre are responsible for the completion of all appropriate paperwork relevant to the child.
2. The Achievement Centre along with the class teacher is responsible for completing the paperwork required for external agency requests.
3. Class teachers and the Achievement Centre are responsible for completing the paperwork relevant to supporting students with SEN at all stages of achievement.
4. All records are considered to be confidential and are only accessible to concerned members of staff and parents. Information may only be shared with an external agency with the permission of the parent.

### **Monitoring Process**

Student's progress will be tracked at a number of levels by:

- The class teacher responsible for the delivery and monitoring of ILP's.
- A termly review of the IEPs by the class teacher and the Achievement Centre.
- Completion of Class Screens.
- Regular meetings between the class teachers, Special Educators, Supervisors and the Counsellor

### **Success Criteria**

Students' success can be measured by:

- Completion of their IEP targets.
- By a reduction in the quantity of support they require in order to continue progressing.
- Achieving their Curriculum targets.

### **Parental Involvement**

Parents are encouraged to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. It is vital for parents to disclose all necessary information about their child and their needs to the school, in order to arrive at the best individualized educational and counselling program for their child. All reports and information shared is treated with sensitivity and utmost confidentiality.

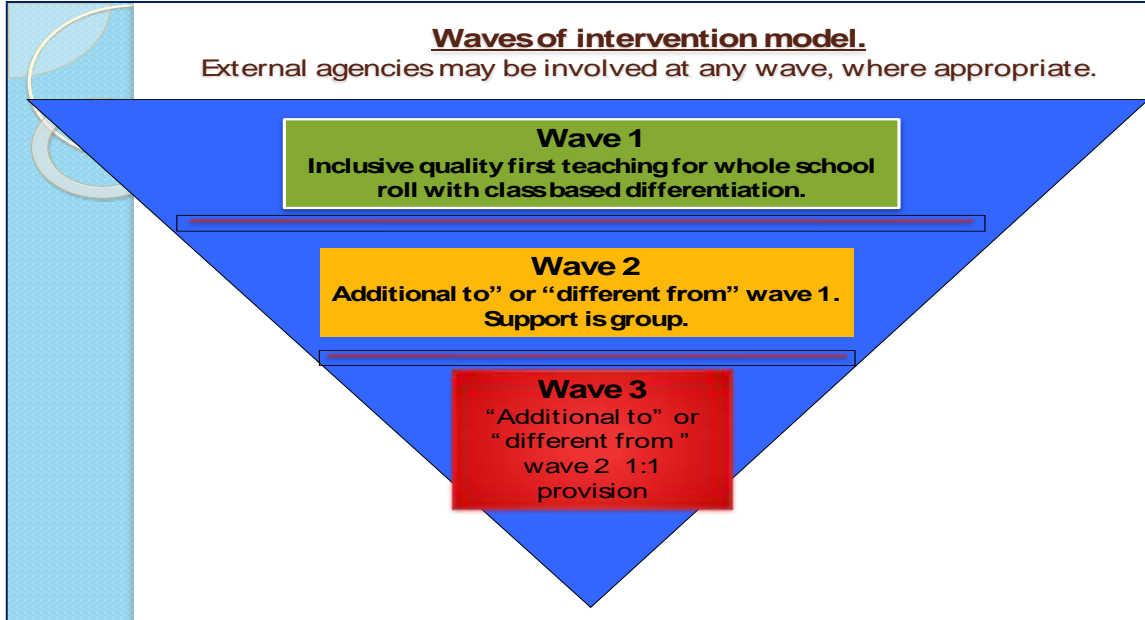
### **Policy Review**





The TKGS Inclusion Policy will be reviewed as and when necessary to respond to any changes within the school and TKGS policy.

**Appendix -2**



| Documents to support                     |   | Provision  | Monitoring  |                              |
|--|---|--|---|------------------------------|
| Inclusion flow chart and student records | Wave 1  | <ul style="list-style-type: none"> <li>• <b>Effective differentiation with Class Teacher as lead practitioner</b></li> </ul> | <ul style="list-style-type: none"> <li>• ILP outcomes</li> </ul>  | Whole school tracking system |
|  | Wave 2  | <ul style="list-style-type: none"> <li>• <b>Group support: in class and/or withdrawal</b></li> </ul>                         | <ul style="list-style-type: none"> <li>• Provision Map</li> </ul> |                              |
|  | Wave 3  | <ul style="list-style-type: none"> <li>• <b>Personalized interventions</b></li> </ul>  | <ul style="list-style-type: none"> <li>• IEP outcomes</li> </ul>  |                              |
|  | <ul style="list-style-type: none"> <li>• <b>Individual Learning Plan (ILP)</b></li> </ul>                                     |  |   |                              |
|  | <ul style="list-style-type: none"> <li>• <b>Provision map</b></li> </ul>  |  |   |                              |
|  | <ul style="list-style-type: none"> <li>• <b>Individual Education Plans</b></li> <li>• Individual Learner's Profile</li> </ul> |  |   |                              |