

Inclusion Policy

GEMS Legacy School

Approved by: Ms. Asha Alexandar

Date: 1.09.2022

A handwritten signature in blue ink, appearing to read "Asha", is written over a grey, textured rectangular background.

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1. Vision

At GLS, we are committed to fostering the overall development of each of our pupils and making sure that they all receive a high standard of education. Along with intellectual diversity, the many perspectives and life experiences that our staff members bring to our school, aid in our ability to understand and cater to the needs of our students. We strive to fulfill our objective by prioritizing inclusion and diversity.

The GLS Inclusive Education Policy is in support of the GEMS mission for inclusive education which is 'to put a quality education within the reach of every learner no matter where they are' and a vision 'to ensure all students have the right support and opportunities at the right time. So they become resilient, happy and successful in their adult life.'

To enable this GEMS will focus on 4 key priorities:

- Education Excellence
- Community and Friendship
- Health and Wellbeing
- Employment and Enterprise

The practices within the school reflect our inclusive ethos and are based on the following objectives:

1. To ensure equality of opportunity for and to eliminate prejudice and discrimination, if any, against children with special educational needs.
2. To monitor the progress of all pupils, identify needs as they arise and to provide feasible support.
3. To provide full access to the curriculum through differentiated planning, accommodations by teachers.
4. To have an open door policy to support parents, staff and students by having an access to meet and discuss the needs and concerns of the students with the resource team.
5. To ensure that students of determination are perceived positively by all members of the school community and that the inclusive provisions are positively valued and accessed by staff and parents.
6. To partner with parents at every stage to plan and support the additional needs of their child.
7. To build strong partnerships between all stakeholders to ensure a safe, supportive and appropriately challenging learning environment for the holistic development of all the children.

2. Legislation and Guidance

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities for education within all educational institutions.

This 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 and Article 23

Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as:

- 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, which 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).
- 'My Community: A City for Everyone' initiative (2013) that aims to turn into a fully inclusive and friendly city for People of Determination.
- Dubai Inclusive Education Policy Framework (2017) which 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 which aims for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility and social protection.
- Implementing Inclusive Education: A Guide for Schools (2017)
- Directives and Guidelines for Inclusive Education (2020)

3. Roles and Responsibilities

3.1 The Principal

Will:

- Work with the Head of Inclusion 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.
- Champion an inclusive culture and advocate on behalf of students of determination

3.2 The Inclusion Governor

Will:

- Provide the link between the Governing body and the school in relation to students with SEND.
- 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 Principal and Head of Inclusion to determine the strategic development of the Inclusion Policy.
- Advocate for students with special needs when making policies and taking strategic decisions in school.

3.3 The Head of Inclusion

Will:

- Work with the Principal 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 provision made to support individual students with SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students of determination receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Be the point of contact for external agencies supporting students of determination.
- Ensure the school keeps the records of all students of determination up to date.
- Implement and maintain Individual Education Plans (IEPs) and Behaviour Support Plans (BSP) for students of determination.

3.4 SEND Supervisors

Will:

- Have day-to-day oversight for the specific provision made to support individual students with SEND within the classroom environment and oversee the day-to-day operation of the school's SOD policy.
- Provide guidance on curriculum adaptations and provide support on strategic transaction of lessons with need-based accommodations and modifications.
- Coordinate with the teachers and have day-to-day oversight for the specific provision made to support individual students of determination.
- Communicate understanding and observations about the student's learning and progress with the teachers and the Specialist teachers.
- Hold regular meetings which discuss the needs, concerns and views of students and report to the Head of Inclusion.

3.5 Support or Specialist Teachers

Will:

- Plan and implement the Individual Education Plan (IEPs) and Behaviour Support Plan (BSPs) through one-on-one, paired or group sessions.
- Monitor and record students' responses to learning during the sessions.
- Review the progress on the target goals for further revision and modification.
- Maintain an up-to-date record of all students under their cluster.
- Implement Individual Education Plans (IEPs) strategies for students of determination.
- Collaborate and coordinate with the teachers and LSAs.
- Partner with the parents of students of determination at all levels possible.

3.6 Teachers

Will:

- Ensure the progress and development of every student in their class and assess the impact of support and interventions within classroom teaching.
- Work closely with teaching assistants/learning support assistants on creating the least restrictive learning environment and coordinate with the SEND Supervisors/specialist teachers on ways to integrate and execute the provisions.

- Working with the Head of Inclusion to review the progress and development of the students of determination and decide on any changes to provision.
- Actively participate in the curriculum and assessment planning of the students requiring the SEND provisions.

3.7 Teaching Assistants

Will:

- Assist teacher with lesson preparation by getting materials ready and setting up equipment.
- Facilitate and reinforce concepts with students individually or in small groups.
- Ensure the classroom environment is safe and clean.
- Collaborate with teachers to recognize issues students are facing and recommend solutions.
- Document student progress and communicate with parents to keep them informed.
- Contribute towards the planning and execution of lessons.

4. Arrangements and Allocation of Provision for Inclusive Education:

4.1 Categories of needs for specialized provisions

As a fully inclusive school, GLS currently provides additional and/or different provisions for the students with a range of needs as per the revised categorization issued by the DSIB Guidelines (2019):

Learning Barriers	Categories of Disability
Cognition & Learning	1. Intellectual
	2. Specific Learning Disorders
	3. Multiple Disabilities
	4. Developmental Delay
Communication & Interaction	5. Communication Disorders
	6. Autism Spectrum Disorders
Social, Emotional & Mental Health	7. Attention Deficit Hyper Activity Disorder
	8. Psycho-Emotional Disorders
Physical, Sensory & Medical	9. Sensory Impairment
	10. Deaf-blind Disability
	11. Physical Disability
	12. Chronic or Acute Medical Conditions

4.2 Identifying and assessing students' needs

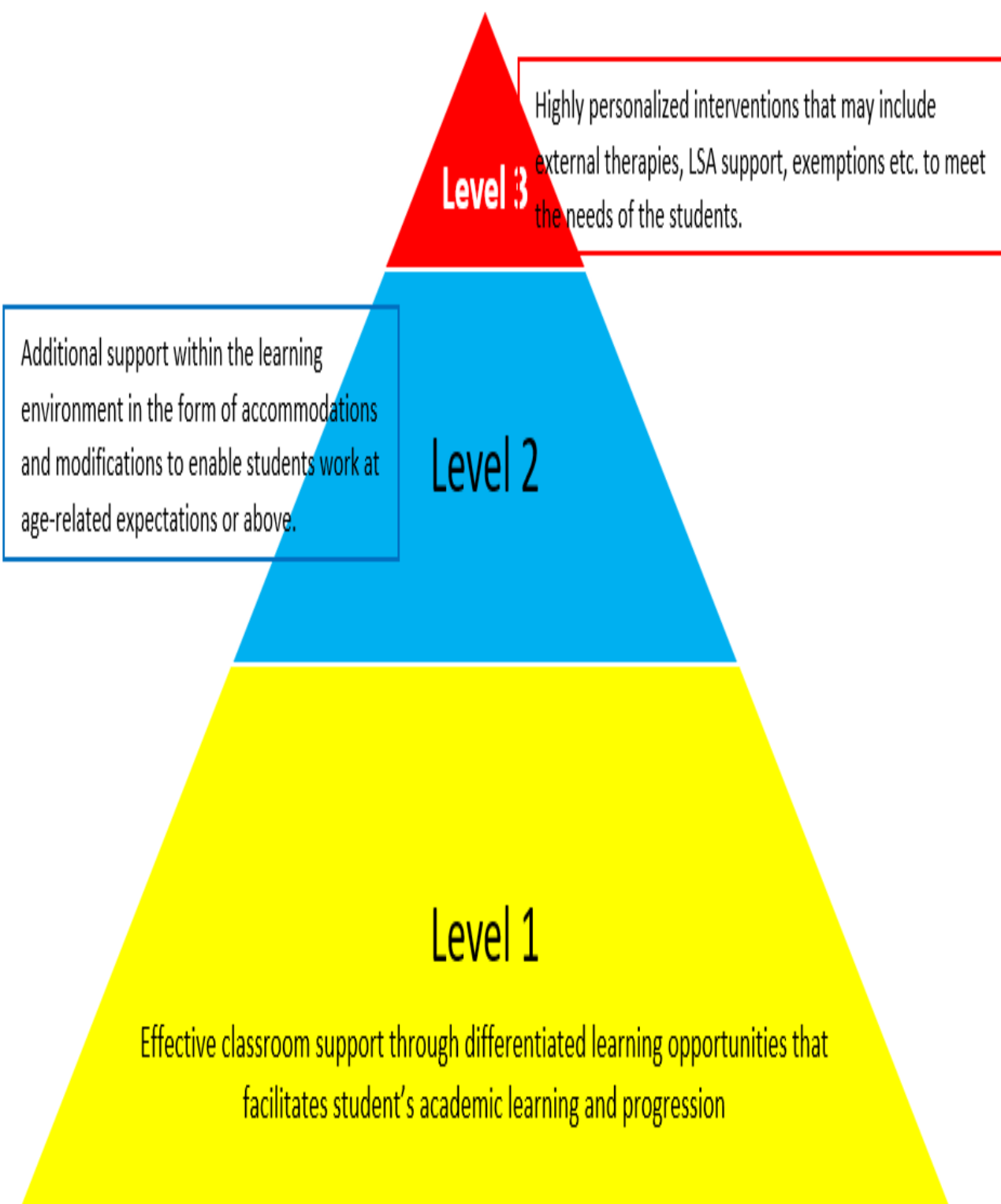
All children are unique and learn differently. Therefore, at GLS, inclusion is integral to our whole school approach. Being a fully inclusive school we strive to create the least restrictive learning environment based on a systematic and graduated approach, so that, effective special educational provisions are in place to support the teaching and learning of the children with additional needs within the mainstream curriculum.

- **Identification of New Admission-** The school conscientiously follow a zero-rejection policy. The following steps are observed during the admission process:
 - The students are screened by the Admission Officer.
 - In case of any concerns or barriers discussed or observed, the student is directed to the Achievement Centre for further observation.
 - The Head of Inclusion conducts observation and engages in a detailed discussion with the parents on areas identified as concerns or yet to be developed and support strategies are shared.
 - A formal assessment or an internal review is suggested as applicable.
- **Identification of Enrolled Students-** A systematic procedure to identify, support, monitor and review the educational provisions for students with additional needs is followed. Class teachers will make regular observations based on the ongoing progress assessments tools, scholastic tests, benchmark tests, of progress for all students and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the student's previous rate of progress
 - Fails to close the attainment gap between the student and their peers
 - Manifests social or emotional needs that could impact student's learning and progress

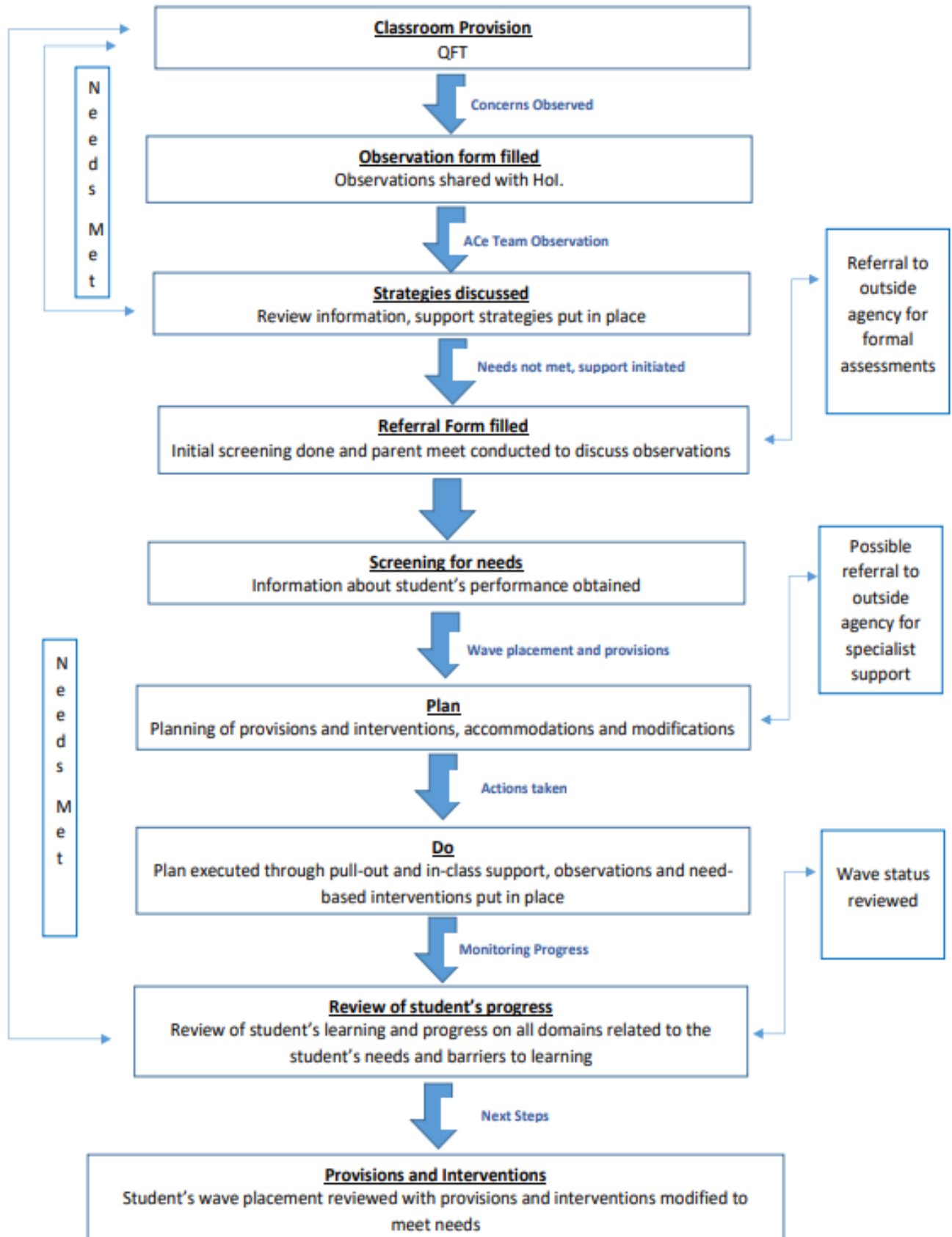
Slow progress and low attainment will not automatically mean a student is recorded as having special educational needs.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Students from Phase 1, Phase 2 and Phase 3 requiring any SEND-related support are recorded in the school's SEND register along with the details of the exceptionality and nature of the diagnosis. Once identified as SEND, the student will receive support based on the provision map outlined for the school.



GLS Provision Mapping for Students of Determination



Flow Chart for Inclusive Education

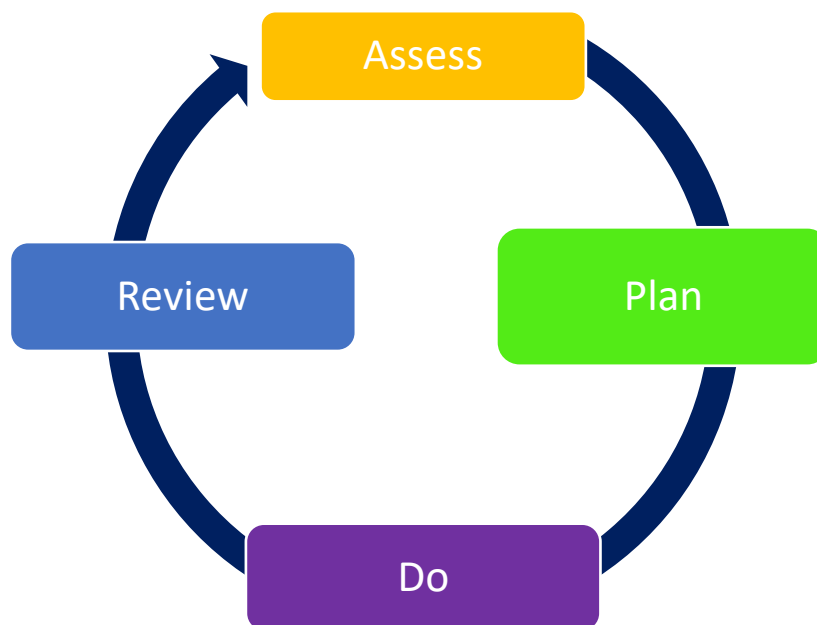
4.3 Consulting and involving students and parents

An early discussion with the student and their parents on the possible learning barriers and needs helps:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- Take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

4.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



The teacher will work with the Head of Inclusion to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents and students
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

4.5 Our approach to teaching students of determination

At GLS, our efforts are directed toward supporting students as per their needs to enable them to participate, learn and make progress in all learning environments. Being a fully inclusive school we strive to create a learning environment based on a systematic and graduated approach, with appropriate provisions to support the teaching and learning of the students within the mainstream curriculum.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students with additional needs. This will be differentiated for individual pupils.

We will also provide the following interventions based on the level of support required by the student:

Wave One:

Teachers will meet a whole variety of needs in their class. They will plan and differentiate work appropriately to move children on to the next step in their learning. These children are a part of quality first teaching.

Wave two:

Students identified with minimal barriers to learning due to which they are falling behind the age-expected level and have not made expected progress. They are supported in small groups that have focused curriculum objectives.

Wave Three:

Targeted provision for pupils who require a high level of additional support/ provision in order to address their needs and to minimize their barriers to learning. The interventions planned are specific and individualized and are designed to accelerate progress of children with special educational needs and disabilities.

4.6 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, the content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

4.7 Expertise and training of staff

The school has a full-fledged resource team comprising of the Head of Inclusion, SEND Supervisors, Special Educators, Arabic Special Educator and School Counsellors. The school's inclusion department functions under the title Achievement Center.

The job and responsibilities of each member is clearly specified and the team work cohesively and collectively to ensure support to the students, teachers and parents. The team is approachable and accessible to all.

The AC team engages in:

- Overseeing the day-to-day operation of the school's SOD 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.

4.8 Securing SEN Support, Equipment and Facilities

As a fully inclusive school, GLS believes in giving equal learning opportunities to all its pupils. The following provisions are planned and extended to the students based on their needs and learning barriers:

BUDGET ALLOCATION:

Each year the school allocates resources and calculates the budget requirements for SEND provision. The Principal approves and allows the required amount for the SEND Resource Provision in consultation with the governing body.

The resources are varied from hands-on materials to online educational programs that are made available to the students within and outside the classroom.

Structural facilities to support students with locomotive issues are easily available and we continuously strive to make the environment least restrictive and barrier-free.

The individualized support plans enable students to adapt and acquire the necessary skills to learn, progress and succeed.

INDIVIDUALIZED EDUCATION PLAN:

- It is a comprehensive educational plan prepared by the resource team using an established IEP Writer Program.
- IEP includes the complete leaning profile of the child like learning barriers, category of needs and disability, student's strengths and interests.

- IEP states the present level of functioning in all areas of learning and development
- The IEP goals are formulated in consultation with the parents.
- All stake holders including the class teacher, subject teacher, LSA(wherever applicable) are accountable and responsible for the IEP
- In the IEP, necessary modifications and accommodations to minimize the learning barriers and encourage students learning and engagement.
- The IEP goals are based on SMART objectives making it specific, measurable, attainable, realistic and time bound.
- Each goal is further broken into 3 objectives that scaffolds the IEP goal. Each objective has the necessary success criteria and are time bound

BEHAVIOUR SUPPORT PLAN:

- This plan focuses on the psychosocial aspect of the student's development.
- BSP also includes the area of concern related to the attention and focus.
- The plan focuses on 2 target behaviours and systematically tracks down the baseline and the functions of the behaviour.
- The plan clearly states the strategies and reinforce used to help the child regulate and modify the behaviour.
- The targets are based on SMART objectives making it specific, measurable, attainable, realistic and time bound.
- The BSP is shared with the parents and teachers to reinforce the desirable and positive behaviour.
- All stake holders including the class teacher, subject teacher,
- LSA (wherever applicable) are accountable and responsible to implement the strategies for the student.

4.9 Evaluating the effectiveness of SEN provision

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

- Reviewing students' individual progress towards their goals each term.
- Each session is quantified to understand the performance.
- Reviewing the impact of interventions every 3 months.
- Monitoring by the Head of Inclusion
- Using provision maps to measure progress
- Holding annual reviews for students with IEPs
- Each IEP/BSP is tracked per session, every month and at the end of the term.
- There is a measurable tracking sheet that states the extent to which the goal has been achieved.
- Teachers are encouraged to score the student's performance at the end of the term.

➤ Parents give their inputs on the IEP progress of their students.

5. Support for Improving Emotional and Social Development

We provide support for students to improve their emotional and social development in the following ways:

- Students of Determination are encouraged to be part of the school council
- Students of Determination are also encouraged to be part of all activities within and outside the classroom to promote their strengths and talents and establish/build friendships.

We have a zero tolerance approach to bullying.

5.1 Working with other agencies

We work with the following agency to provide support for students with SEN:

- Bridges Speech Center, L.L.C

5.2 Complaints about SEN provision

We follow an Open Door Policy wherein, the parents are welcome to speak to the class teacher/Head of Section/Head of Inclusion/Vice Principal/Principal to discuss any matter of distress or disagreement.

The concerns shared and the feedback offered are discussed to ensure the progress and well-being of the student.

6. Monitoring Arrangements

This Inclusion Policy will be reviewed by Head of Inclusion, Ms. Anagha Mulay **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other Policies and Documents

This policy links to our policies on:

- School's Vision and Mission
- Positive Behaviour Policy
- Risk Assessment Plan
- Supporting pupils with medical conditions
- Safeguarding Policy

8. Appendix A

<p>The United Nations Convention on the Rights of Persons with Disabilities</p>	<p>https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</p>
<p>Federal Law (29) 2006 and 2009</p>	<p>https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination</p> <p>Guarantees a person of determination access to equal opportunities of education within all educational institutions</p>
<p>Dubai Law 2014 (no. 2)</p>	<p>https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf</p> <p>Concerning Protection of the rights of persons of determination in the Emirate of Dubai</p>
<p>Executive Council Resolution No. (2) of 2017-Regulating Private Schools in the Emirate of Dubai</p>	<p>https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf</p> <p>Regulations for Private Schools in Dubai</p>
	<p>Article 4 (14) establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;</p>
	<p>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;</p>
	<p>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;</p>
	<p>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;</p>
	<p>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;</p>
<p>The National Project for Inclusion for People of Determination (2008)</p>	<p>https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination</p>
<p>UAE School for All: General rules for the provision of special education programmes and services guidance (2010)</p>	<p>https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf</p>
<p>My Community: A City for Everyone Initiative (2013)</p>	<p>https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx</p> <p>Aims to turn Dubai into a fully inclusive and friendly city for People of Determination</p>
<p>Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)</p>	<p>https://government.ae/information-and-services/education/education-for-people-with-special-needs</p>

The National Policy for Empowering People of Determination (2017)	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs Aims to provide quality inclusive education in the UAE
Dubai Inclusive Education Policy Framework (2017)	https://www.khda.gov.ae/cms/webparts/texteditor/documents/ Education_Policy_En.pdf 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 as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector.
The Dubai Universal Design Code (2017, Accessibility Code)	https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf Aims for universal accessibility
Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)	http://dbkschool.net/wp-content/uploads/%D9%83%D8%AA%D9%8A%D8%A8-%D8%A7%D8%AC%D8%B1%D8%A7%D8%A1%D8%A7%D8%A A-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A 9-%D8%A7%D9%84%D8%AE%D8%A7%D8%B5%D8%A9-2012-%D8%A7%D8%AC%D9%84%D9%8A%D8%B2%D9%8A.pdf
The Ministry of Education Strategic Plan 2017-2021	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021
The Dubai Plan 2021	https://www.dubaipplan2021.ae/dubai-plan-2021/ Aims for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, incorporating education, health & rehabilitation, employment, universal accessibility and social protection
UAE Centennial 2071 project	https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071