

## 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, 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 a 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 describes the way we meet the individual needs of the students, who experience specific educational needs that may relate to SofD, ELL, and/or G&T as per DISB. High-Performance Learning (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 and 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 that follow 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 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 that 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 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. 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 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.

Blank Verbal Reasoning Skills and Wellcom screening tool is 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 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 has adopted the HPL principles and 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 in the support of their children 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 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.

We also understand that our parents are not able to meet us regularly so a termly IEP progress tracker for our Level 3 students and an updated pupil passport for our Level 2 students are sent home. 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, teacher's 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.
- Signs in English and Arabic will be placed in classrooms to support the identification of students supported by the Inclusion team.
- The responsibility of the Assistant Head Teacher, Head of Inclusion, and Inclusion teacher is to ensure Phoenix and the Inclusion register are updated regularly so staff are well informed.

Please refer to Appendix B

### ELL students

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

Level 1: For those who have low needs for ELL support - in-class support

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

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

Level 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 (Advanced Learners- HPL terminology)**

At GFS Gifted Students are those who are identified through CAT4 as achieving SAS score of 127 or above for any battery and students who achieved 119 or above in two or more batteries with evidence from the Subject Specific Criteria are more able students. Our Talented students are those who excel in creative subjects (PE, Art, Music etc) 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. There is a designated Advanced Learner coordinator who is responsible for implementing and monitoring the appropriate provision for them and measuring the progress of the students along with the Assistant Headteacher for Inclusion.

### **Students with SEND and/or Advanced Learners (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 a 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 Occupational Therapy (OT) can take place in school at an agreed time and on a regular basis.

### **Alternative Curriculum for students of determination.**

GFS offers ASDAN (**the Award Scheme Development and Accreditation Network**) as the alternative curriculum and some chosen courses will be introduced for the students of determination who will benefit from learning life skills and independent skills along with academia as the initial introduction stage in September 2022. The officially appointed Alternative Curriculum coordinator will implement and monitor the bespoke alternative curriculum for the Primary school and BTEC Level 1 program across the school. For further details, please refer to the *Vocational and Alternative curriculum policy*.

## **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/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.



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 A for the Inclusion staffing

## 12. 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 affordable which 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, cognitive skills and support 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.

## 13. 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 Center 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 Head of Inclusion primary. Further information regarding the Small Steps Provision can be found on their website <https://smallstepsbd.ae/about-us/>

## 14. 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 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

## **15. 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, ALP and ILPs (ELL) and share this with teachers in shared area (MS Teams)
- Students will be categorized 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.

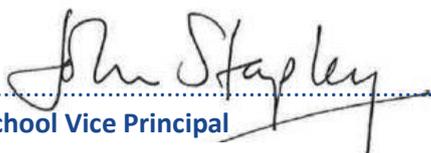
The Head of Inclusion monitors the movement of students within the Inclusion system in school. They provide staff and management with regular summaries of the impact of the policy on the practices of the school, with input from the Inclusion Team and stakeholders. The Inclusion Team is instrumental in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



## 16. 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  ..... Date .....13 October 2023.....  
**Assistant Head Teacher - Inclusion**

Signed  ..... Date .....13 October 2023.....  
**Whole School Vice Principal**

Signed  ..... Date .....13 October 2023.....  
**Associate Principal**

Signed  ..... Date .....16 October 2023.....  
**Executive Principal/CEO/Senior Vice President of Education**

### Next policy review date:

02 February 2024

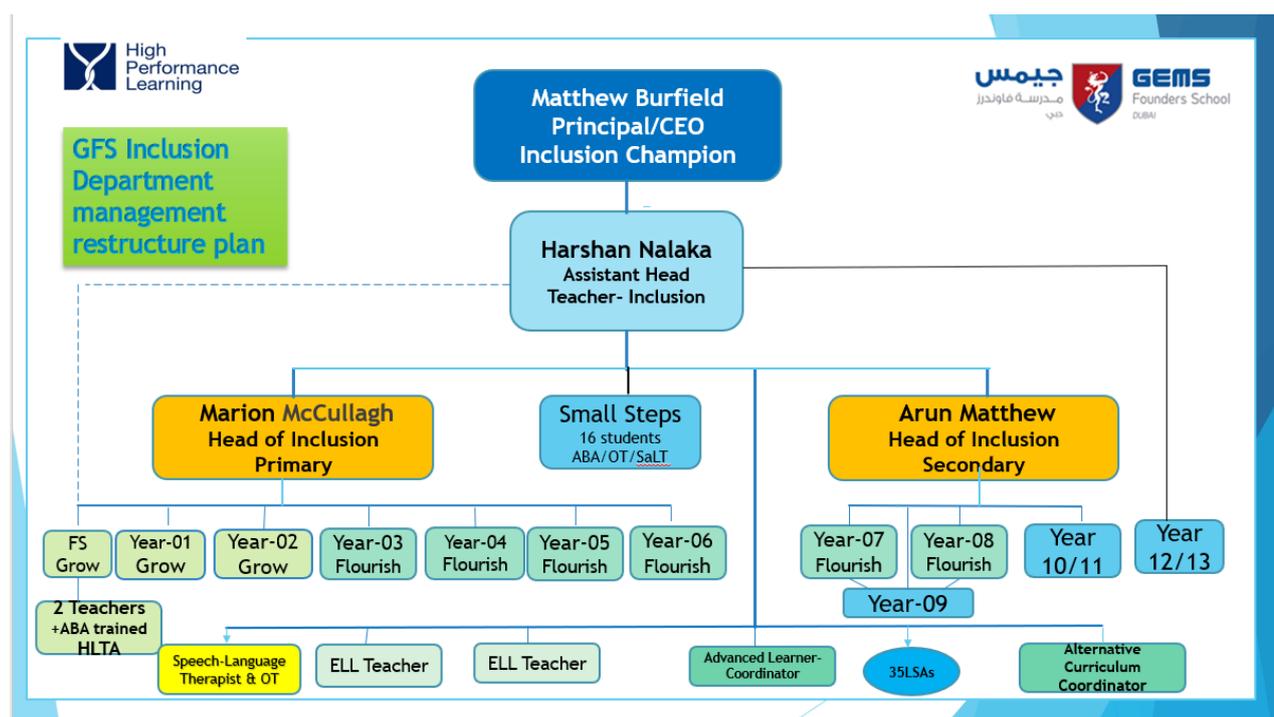
28 June 2024

*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 - Inclusion Department Staffing

Name	Position
Harshan Nalaka Weerasinghe	Assistant Head Teacher
Marion McCullagh	Head of Inclusion - Primary
Arun Matthew	Head of Inclusion - Secondary
Rachel Ajit	EAL Teacher
Claire Wright	Inclusion Teacher (Alternative Curriculum Coordinator)
Jenina Uy	Inclusion Teacher
Tsaeling Kwok	Inclusion Teacher
Millie Dryden	Inclusion Teacher
Asfa Azmi Rumi	EAL Teacher
Hannah Galenzoga Constantino	Inclusion Teacher
Ana Faye Cabisuelas	Inclusion Teacher (Advanced Learners Coordinator)
Zoe Khawaja	Inclusion Teacher
Sripadmini Sundaran	Inclusion Teacher
Beryl Jones	Speech and Language Therapist
Mai Mohammad Ibrahim	Occupational Therapist





## Appendix B - Inclusion Department referral process

### Referral process for: Inclusion, Counselling, ELL

**1** Identify students on the SENDo register using your Classroom Phoenix.

Who is level 1, 2 or 3?  
Use previous pupil passports and talk to your Inclusion teacher about who has LSA support.



**2** Have a concern about a student in your class?  
1. Share concerns with parents.  
2. Complete teacher-led strategies to support the student in class.

**Safeguarding or behaviour red flag?**  
Speak to your Designated Safeguarding Lead and Head of Year/ Department. List concerns on HSE.



Quality First Teaching

**3** Teacher led strategies not making an impact?

1. Complete the correct Key Stage referral form for the student. Inclusion, ELL and Counsellors use the same referral form. Email it to your Inclusion Teacher.
2. Share that you have done this with parents.
3. Arrange a pupil observation with the relevant inclusion teacher for the area of concern e.g. Literacy/ Numeracy.



Referrals

### كيفية إحالة الطلاب إلى: الدمج، الاستشارة، دعم اللغة الإنجليزية

**1** حدد الطلاب في قائمة الـ SENDo باستخدام Classroom Phoenix.

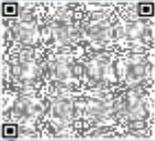
حدد طلاب المستوى الأول أو الثاني أو الثالث.

استخدم جوازات الطالب السابقة وتحدث إلى معلم الدمج بخصوص من لديه دعم LSA.



**2** هل لديك قلق بشأن طالب في صفك؟  
1- شارك مصدر قلقك مع ولي الأمر.  
2- اتبع الاستراتيجيات التي يقودها المعلم لدعم الطالب في الصف.

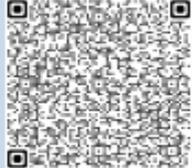
**الحماية أم شارة تحذير سلوكي؟**  
تحدث إلى فائد الحماية المعين ومسؤول العام الدراسي/ رئيس القسم. ادخل قائمة بأسباب القلق على HSE.



جودة التعليم أولاً

**3** الاستراتيجيات التي يقودها المعلم لا تُحدث أثرًا؟

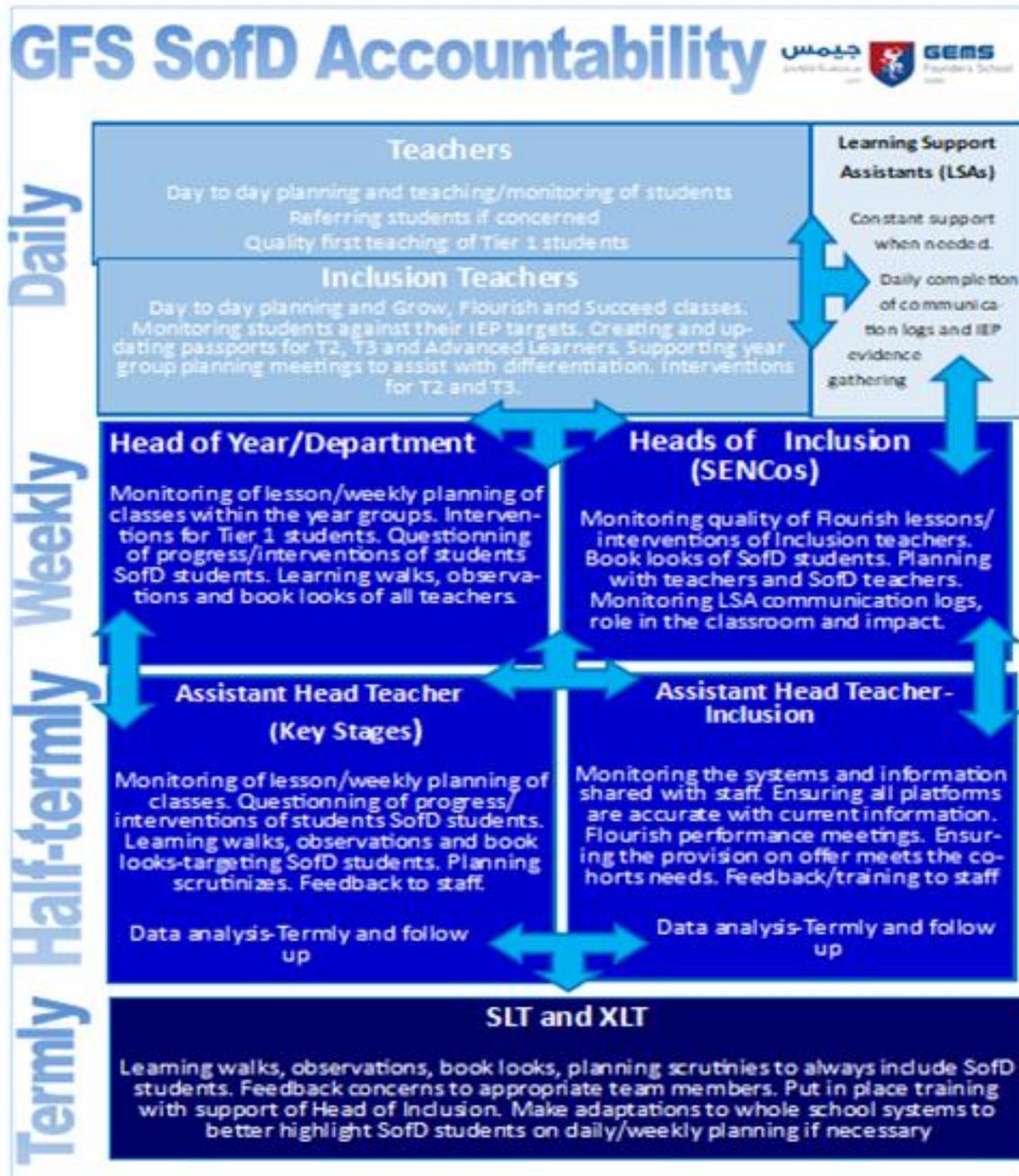
- 1- اكمل استمارة الإحالة الصحيحة للطلاب وفقًا بمرحلته الدراسية. استخدم نفس استمارة الإحالة سواء كان للدمج أو للاستشارة أو لدعم اللغة الإنجليزية. أرسلها بالبريد الإلكتروني لمعلم الدمج.
- 2- شارك ما قممت به مع ولي الأمر.
- 3- رتب مع معلم الدمج للقيام بملاحظة للتلميذ في المنطقة محل الاهتمام. على سبيل المثال: القراءة/ الرياضيات.



استمارات الإحالة



## Appendix C - GFS Students of Determination Accountability





## Appendix D - GFS Level Criteria



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GEMS  
Founders School  
2006

**Levels 1, 2 and 3: Students of Determination (SofD) Learning support levels**

**Tier/Level 1 - Lowest need**  
Students need **quality first teaching and curriculum differentiation**.  
Students identified by: referral from teacher and data collection.  
**Years 1 - 6: Students working well below A.R.E.**  
**KS3: Maths - D1- and below A.R.E.**  
**English: D2+ and below A.R.E.**  
**NGRT, PTE/PTM stanine 2 or 3, CAT4 mean SAS <85 or SAS of below 82 in any x2 batteries+PASS**

**Tier/Level 2 - Moderate need**  
Students receive pull out sessions/ interventions/ Flourish classes based on individual needs.  
Students may have a formal diagnosis and may receive support or may be monitored by the Class Teacher and Inclusion team.  
Class teacher supported by the Inclusion team to adapt work/ working practice as needed.  
Students may receive additional support from external centers.  
*Students who have been on L1 for 2 terms will be observed and considered for L2 or remain on L1.*  
**Individual Passports for each student.**  
**CAT4 (SAS below 70), PTE/PTM/NGRT Stanine 1+PASS**

**Tier/Level 3 - Highest need**  
Long term, intensive support with formal diagnosis/ observed by Inclusion Team.  
Students unable to access the curriculum even with differentiation and would require an LSA to engage in activities directed by the teacher/ Inclusion teacher. Most likely to be in Flourish class.  
**IEP in place with input from the student, family, external agencies and teachers. Targets will focus on gaining independence; including improving social skills, communication and life skills. Student also has an individual passport with key details.**