

1. Introduction

The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks above and below. These are to ensure that students who experience SEND have equitable access to quality inclusive education with their peers.

This policy has been written with reference to the following guidance and documents:

- The UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.
- 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; Article 23, clause 4, specifically:
 - Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
 - Article 13 Clause 16: To 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;
 - Article 13 Clause 17: To 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;
 - Article 13 Clause 19: To 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;
 - Article 23 Clause 4: To 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;
- 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 UAE 'School for All': General rules for the Provision of Special Education Programmes and Services' (2010) guidance.
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.
- 'My Community: A City for Everyone' initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.
- Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).
- The National Policy for Empowering People of Determination which aims to provide quality inclusive education in the UAE (2017).
- Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- UAE Centennial 2071 Long Term Government Plan.
- Dubai Strategic Plan 2021.
- The National Project for Inclusion for People of Determination.
- The Ministry of Education Strategic Plan 2017-2021.
- The Dubai Plan 2021 which aims to 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.

Principles

- All our students may require additional special education support at some time in their school career, whatever their background or ability. The support they need may be academic, social or emotional.
- All students and parents are entitled to be treated with respect and have their views taken into account. All arrangements should protect and enhance the dignity of those involved.
- All staff are committed to ensuring that students of determination (special education needs & disabilities- SEND) can fulfil their potential and achieve excellent educational outcomes by providing a safe, fully equipped learning environment and by removing barriers to learning.
- GEMS Royal Dubai School (GRDS) responds quickly and appropriately, in terms of Special Education provision and communicates the needs of students with SEND effectively to relevant staff.

- Students are entitled to receive a broad, balanced and relevant curriculum. We recognise that appropriate advice, support and resources are required to achieve this for some students in the mainstream curriculum.
- Staff will ensure that students of determination join in the activities of the school together with their peers, so far as that is reasonably practical and compatible with the student receiving the necessary SEND provision, the efficient education of other students in the school and the efficient use of resources.
- GRDS believes that valuing individual differences leads all students, irrespective of social or cultural background, learning challenges and disability, to succeed in terms of the fulfilment of academic and social goals, and in the development of positive attitudes to self and others. GRDS inclusion provision is child-centered, strengths-based and aims to support the whole person.

As staff we have a responsibility to:

- Maximise inclusion so that students are not excluded and no student is disadvantaged.
- Plan for diversity.
- Work to develop appropriate environments for all students.
- Use appropriate teaching methods and approaches.
- Take care to have appropriate and fluid student groupings.
- Support all students with identified needs.
- To maintain a positive approach and have high expectations for all students regardless of level of need.

Vision Statement

Achieving excellence together.

2. Purpose of Inclusion Policy

The purpose of the Inclusion Policy is to help ensure that equitable opportunities are provided for every child at GRDS taking into account their individual strengths and needs. This policy describes the way we meet the needs of students who experience barriers to their learning.

The KHDA compiled a list 4 common barriers to learning detailed below:

Cognition and learning

Communication and interaction

Social, emotional and mental health

Physical, sensory and medical.

These barriers are then split further into categories of disability (detailed in Appendix A).

It is important to note that although classifications can provide guidance in terms of appropriate strategies and support, at GRDS, provision for students follows a graduated response which is designed to ensure support is focused on individual needs and personal outcomes.

3. Objectives

GRDS aims to develop an environment where all students can flourish and feel safe. We recognize that students learn at different rates and that there are many factors affecting achievement and progress, including ability, emotional state, age and maturity. At GRDS we aim to identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve by:

- Working within the guidance provided in the '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.
- Working within the guidance of School for all: general rules for the provision of special education programs and services (public and private schools)', Ministry of Education, United Arab Emirates, 2010 and the UAE Disability Act (Federal Law 29/2006) and Law No. (2) of 2014 'to protect the rights of people with disabilities in the emirate of Dubai' and Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai.
- Identifying a student's special education needs early.
- Managing resources to ensure all student's needs are met.
- Ensuring all those who are likely to be involved with a child identified as having special education needs & disabilities are aware of the child's needs and appropriate modifications/accommodations for that child.
- Ensuring that the views and wishes of the child are central to meeting the child's special education needs & disabilities.
- Monitoring provision and progress regularly (at least termly formal reviews of Individual Education Plans- IEP; Individual Behaviour Support Plans- IBP; Individual Care Plan- ICP). For ease of reference these plans will all be referred to as IEPs throughout this document.
- Providing training for those involved with the implementation of this policy.
- Forming strong partnerships between all involved with the child so that the child's learning and emotional well-being are optimally supported.
- Having an open door policy in place to support staff, parents and students.

- Promoting positive perceptions of students with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents/caregivers.
- Continuously monitoring & reviewing the policy and curriculum by the Head of ACe & Senior Leadership Team (SLT) in conjunction with the SEND Governor, Inclusion Support Team, parents, staff & students in order to develop the policy further and include improvements in the school development plan.
- Seeking to achieve a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.
- Ensuring that students moving on from GRDS are 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.

Definition of Inclusion

The GEMS vision for Inclusive Education is that we achieve excellence together by all students receiving the support they need to meaningfully belong to their school and wider community, feel highly valued for their contributions, engage purposefully in learning and experience academic, cultural, social and emotional success in a common learning environment.

‘Inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND), in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, form positive social relationships with peers, and to become fully participating members of the learning community’. *Dubai Inclusive Education Policy Framework, 2017, p.10.*

Inclusion for all learners

Our aim is to provide an accessible and enriching curriculum for all groups of students, including, but not limited to:

ELL- English Language Learners (those who are quite new to learning English or need additional support with learning English as a second language). See ELL policy.

Gifted and Talented- Those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the schools procedures. See Gifted and Talented policy.

SEND- Special Educational Needs and/or Disabilities (e.g., a recognised disability, impairment and/or learning difference), with or without a formal diagnosis at this time. These learners are known in GEMS as Students of Determination (SD). The UAE School Inspection Framework (p.117) defines a special education need as 'Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder'. A student requires special education provision if they have a needs arising from the impact of a disability or recognized disorder which requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential barriers to ensure a student can access education on an equitable basis within the common learning environment with similar-aged peers.

A disability is a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'. The definition of 'day to day activities' includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand'.

The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

5. Roles and Responsibilities

- **GEMS Governance Inclusion Board will:**

The inclusion Governor is Nanette Wicker- Essick

- Be led by a Head of School who represents the Chief Education Officer (CEO), Head of Schools from each cluster, inclusion leaders from schools, and relevant SSC departmental representation.
- Ensure that all GEMS Schools provide outstanding school leadership and management practices that promote achievement of personalised educational outcomes for all students.
- Support the CEO to monitor the performance of students and staff across all GEMS Schools in accordance with agreed policies, procedures and school development plans through the Principal/Head of School.

- **The Principal will:**

- Develop the attitudes, approaches and strategies to build the

expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stage of development and education.

- Work with the Senior Leadership team, Inclusion Champion (where different from SENDCO), SENDCO and LAB Inclusion Lead to determine the strategic development of the Inclusion policy and provision in the school, adhering to regulations and guidance regarding inclusive education.
- Have overall responsibility for the provision and progress of learners experiencing SEND and promote inclusion through all policies, systems and practices that support the individual needs of learners and all groups of students.
- Ensure that all staff have access to the appropriate on-going training and support necessary to work effectively in common learning environments with students identified as experiencing SEND.
- Embed effective collaborative systems to draw on the knowledge and competencies of educators, therapists, outside agencies such as universities, parents, students and other members of staff to assist each other in meeting the needs of students who experience SEND.

- **The LAB SEND Governor will:**

- Be appointed by the LAB.
- Hold school leaders to account for the improvements of provision and outcomes for students with SEND.
- Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school, monitor the quality of SEND provision within the school and update the LAB on this. See Role of LAB Inclusion Lead in GEMS Inclusion Policy.

- **Inclusion champion will:**

The Inclusion champion is Debbie Simpson.

- Hold the key role of promoting inclusive ideas and modelling approaches that support the development of inclusive attitudes and methods. They will motivate others to share in this experience.
- Lead cultural transformation to achieve fully inclusive provision.
- Influence the development of whole school policies to ensure that inclusive best practice is embedded.

- Develop & oversee the implementation of the Strategic Inclusive Education Improvement Plan.
- Be the SENDCO or they may be another member of the school community.

- **The SENDCO will:**

The SENDCO is Michaela Bullock who is a member of SLT

- Work with the Principal, Senior Leadership Team, Inclusion Champion (where different) and LAB Inclusion Lead to determine the strategic development of the SEND policy and provision in the school, and ensure that a student, or groups of students, can access education on an equitable basis within a common learning environment (to monitor and evaluate the effectiveness of the provision made for students experiencing SEND).
- Have day-to-day responsibility for the operation of this Inclusion policy and the coordination of specific provision made to support students experiencing SEND. They will report back to the school Principal, Inclusion LAB Lead, Inclusion Champion, parents and staff.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Act as mentor & support for teachers and to train staff and keep them informed.

- **Teachers will:**

- Implement the Inclusion policy on a daily basis, including taking responsibility for the progress and development of every student in their class, including those experiencing SEND.
- Create a learning environment where all students are able to access the curriculum. Ensuring the appropriate accommodations or modifications are in place to ensure students can successfully engage with learning.
- Have a clear understanding of their child's individual learning needs & strengths and the implementation & review of effective strategies.
- Lead and contribute to the IEP/IBP/ICP meeting (with support from the Head of ACe/ACe staff) & monitor progress within class and formally review this at least termly.

- **Expectations of the ACe/SEND Team Leader Champions:**

- Oversee the development and implementation & review of the strategic inclusive education improvement plan in conjunction with the ACE champion, SENDCO, Inclusion Support Team & LAB SEND Governor.
 - To act as mentors & support for teachers.
 - To train staff and keep them informed.
 - Support and promote early identification of SEND & response to identified needs.
 - To support the implementation, monitoring and evaluation of the effectiveness of the provision made for students with SEND.
- **Expectations of the Subject Leaders.**
 - Subject leaders are responsible for monitoring and providing for differentiation to promote inclusion within the planning of their subject.
- **The Inclusion Support Team will:**
 - Be comprised of the Principal, members of Senior Leadership Team, SENDCO, support teacher(s), Champion for inclusive education, Year Leaders, as well as have student, parent, Learning Support Assistants (LSAs) and other representation.
 - Meet on a regular basis and maintain minutes of the meetings.
 - Develop, implement and monitor the impact of the strategic inclusive education improvement plan to ensure the successful inclusion of students who experience SEND. This plan will specify how support to teachers and students will be delivered and how it can be improved over time. Regular and time bound monitoring and evaluation processes will inform targeted improvement strategies and measures of success.
 - Work in close collaboration with classroom teachers and other educational staff by providing coaching and support to teachers on a timely basis
 - Assign learning support assistants and Inclusion Support Teachers to individual students who experience SEND and/or class groups as needed.
 - Where appropriate, develop partnerships with special centres and external professionals who work with individual students.
 - Support the inclusion champion, SENDCO (if different from Inclusion Champion) and LAB Inclusion Lead (SEND Governor) for inclusive education to implement and monitor the impact of the strategic inclusive education improvement plan, the plan will be reviewed and updated at least on an annual basis.

- Ensure that Quality Assurance processes are in place and followed (see GEMS Inclusion Policy).

- **Inclusion support teachers (IST) will:**

The IST teachers are Liadh Shehan and Sophie Budgen

- Provide support for identification of the specific needs of individual students.
- Support the development, implementation and review of IEP including the development of instructional and educational strategies and the modification and adaptation of curriculum structures
- Model appropriate teaching strategies as co-teaching or team teaching with the classroom teacher and other staff by spending not less than 60 per cent of their time engaged in activities that directly assist individual teachers.
- Ensure that not more than 25 percent of their time is spent working direct with student(s) to determine individual needs and for individual or small group work inside or outside of the common learning environment.
- Allocate not more than 15 percent of time working on administrative duties such as maintaining effective communication with parents/service providers/transition support.

- **Learning Support Assistants will:**

- Be available to individual students or groups of students through the guidance of the Inclusion Support Team to assist classroom teachers in providing effective instruction to students with diverse learning needs including those who experience SEND. This allocation will be dynamic and routinely reviewed according to student and teacher need.
- Facilitate the modification, implementation and outcomes of the students' educational programmes with the guidance and support of the classroom teacher who is responsible for the educational programme provided.
- Engage in class-wide monitoring of student learning (e.g., independent or small-group work) identified and planned by teachers and the Inclusion Support Team.
- Collect formative assessment data on student performance and progress, based on systems designed by teachers or Inclusion Support Team.
- Assist students who require personal care supports (e.g., eating, using the bathroom, dressing).

- Invite students to help each other and, as required, engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and the Inclusion Support Team.
 - Apply current best practice and strategies learned through professional development courses, in-service training, mentoring and workshops.
 - Engage with formal appraisal systems, including self and peer appraisal.
 - Follow all processes outlined in a memorandum of understanding (MOU) when employed by parents of students who experience SEND that clearly sets out the terms and conditions of employment within the school. This should include information about professional induction, monitoring and training requirements, line management procedures, the code of conduct, expected levels of professional practice, assessment, marking and feedback procedures, confidentiality and levels of accountability.
- **Medical staff will:**
 - Work with all staff to promote the inclusion of all students, including the development of health care plans where required.
- **Feeder/transfer schools will:**
 - Share information (with parental consent) to help support the full inclusion of students in school.
- **Parents and caregivers will:**
 - Work in partnership with the school to support their child and play a central role in the development of inclusive practices including the development of IEPs. For example, by attending & contributing to meetings, targets, strategies and review at least three times a year and by signing the parent school contract & other agreements in relation to additional provision agreement based on identified needs.
 - Collaborate with the school regarding the education services provided to their children including assessments, accommodations, provision.
 - Share feedback regarding provision, accommodations and service provided including use of assessment procedures, education service planning and the evaluation of support and assessment services.

- **Students will be supported to:**
 - Take responsibility for their own learning and centrally contribute to IEPs and related programme design & review at a developmentally appropriate levels.
 - Take their place in society with confidence.
 - Take part in pupil interviews about the support they are receiving

6. Inclusion Provision

The Achievement Centre (ACe) works within the whole school to promote inclusion for all students.

Within ACe there are subsections including Learning Support (see this Inclusion policy and LSA policy), English Language Learners (see ELL policy), Positive Behaviour Support (see Positive Behaviour Support policy) and Gifted and Talented (see GT policy).

- We have:
 - 10 staff and the Head of ACe working within the Achievement Centre department.
 - 7 Learning Support Assistants working in class.
 - 3 Enrichment staff.
 - The equivalent of 8 inclusion support teachers (mix of full time and part time), all year leaders, coaching & supporting inclusive practices in the school.
 - Head of ACe (SENDCO) supporting Student Well Being along with other staff.
 - Head of ACe (SENDCO) supporting the Gifted and Talented programme along with other staff.

7. Arrangements for coordinating SEND provision

The Head of ACe holds details of all records relating to support needs of students identified as experiencing SEND (e.g., copies of IEPs, specialist reports); they are also kept on a secure electronic school management system, SIMS. Teachers keep copies of IEPs and SEND summary documents for the class in the Teacher folder.

All staff can access:

- The GEMS Royal Dubai School Inclusion Policy & Admissions Policy;
- A copy of the full SEND Register;
- Information on an individual student's special educational needs and requirements, *including targets set and copies of their IEPs from the 'SEND' section of SIMS for individual students and in Microsoft Teams All Staff folder for ACe.*
- Practical advice, teaching strategies, and information about types of SEND.

Information is made accessible to all staff and parents in summary flowcharts, information sheets, handbooks &/or brochures summarizing different areas of provision in the school. In this way, every staff member will have complete and up-to-date information about all students with SEND and their requirements which will enable them to provide for the individual needs of all students.

Information available to parents and teachers:

- Specific, Targeted Intervention Programme brochure
- GRDS Achievement Centre Handbook
- Information handouts on supporting students experiencing SEND
- Support from Kids First Medical Centre
- Support from outside agencies
- The Inclusion Policy
- The Dyslexia Friendly policy

8. Admission arrangements

See also the Admissions Policy.

- The admissions arrangements for all students are in accordance with the Dubai Inclusive Education Policy Framework (2017), the UAE Schools for All guidance, the Federal Law 29 (2006) and (2009) and the 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; Article 23, clause 4, specifically:
 - Article 4 Clause 14: To establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
 - Article 13 Clause 16: To 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;
 - Article 13 Clause 17: To 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;
 - Article 13 Clause 19: To 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;
 - Article 23 Clause 4: To 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;

GRDS admits students irrespective of their gender, race, disability or special educational needs, provided that the school is able to meet their needs without unduly prejudicing the education and the welfare of other students. Particular attention is paid to the provision for and the achievement of different groups of learners including:

- Students of Determination (those experiencing special education needs & disabilities)
- English Language Learners (ELL)
- Those who are identified as 'Gifted and Talented'
- Emirati students

All SEND paperwork should be passed from admissions to the Head of ACe as soon as possible and a member of the ACe teaching team may be asked to attend admission assessments.

If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's Head of ACe to aid the smooth transition of the student, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone or email to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year or date of admission. The child will be closely monitored from the start of the new school year or date of admission to ensure that all the appropriate provisions are in place. An educational support plan will be developed and implemented based on the initial assessment of need completed over the admission & entry period.

9. Facilities for students experiencing SEND

See Accessibility Policy.

Every opportunity has been taken to ensure that the school building is suitable for those experiencing Special Education Needs & Disabilities. The school does have a number of flights of steps within the building which makes access difficult. Handrails have been fitted to aid the use of steps and plans are in place to make the school more accessible.

The staffing structure is designed to support those with SEND. There are support staff provided in each FS and KS1 classroom and one between two classrooms in KS2 as well three non-classroom based enrichment support staff and 3 Inclusion Support Teachers. All staff have

received training to support students experiencing SEND. We recognize that ICT is a major motivational tool for SEND and that it can also help to remove some barriers to learning; we use a variety of ICT tools to the utmost effect to broaden learning experiences.

10. Allocation of resources for students experiencing SEND

- At GRDS funds are allocated so that support is available to all students when they need this. To this end each class from FS-Year 2 has full time TA support.
- From Year 3-6 two classes share TA support.
- There are 3 non classroom based TAs, numeracy and literacy enrichment support.
- There are 3 non classroom based Inclusion Support Teachers.
- Staff follow guidelines in deciding who should be on the SEND register of need.
- The Inclusion Champion, in collaboration with the Principal and SEND Governor, has responsibility for ensuring that resources are deployed effectively to support students experiencing SEND.

11. Identification and Assessment Arrangements, Monitoring and Review Procedures

11a. Graduated approach to SEND support.

- GRDS follows the graduated response approach to SEND support which recognizes that there is a continuum of SEND and, where necessary, brings specialist expertise to bear on the barriers a student may be experiencing.
- GRDS believes that additional intervention and support cannot compensate for a lack of high quality teaching and therefore high quality teaching, appropriately differentiated for individual students is the initial step in responding to SEND or potential SEND.
- This approach focuses on individual needs and personal outcomes rather than SEND classifications, although these will be relevant when external agencies are involved and when appropriate, through use of school screening and assessments.
- The graduated approach takes place in an ethos of inclusion and parental engagement.
- A key objective is that early identification of need and action to address such a need is critical to the future progress and success of the child. There should be no delay in making any necessary SEND provision in early years.
- Some students arrive at our school with identified SEND, in which case the Inclusion Champion will liaise with the previous school, nursery or previous setting to ensure there is a smooth transition and continuity of provision.
- Some students arrive at our school with a need that has not yet been diagnosed or acknowledged, or during a child's time at our school, teachers and parents may have concerns about student progress or attainment. In these cases parents will be contacted to discuss concerns and share their views. There is a period of monitoring and review, including an analysis of the child's progress compared with peers, national data and expectations of progress as well as further assessments either in-school or from outside agencies as needed and with parental consent. Assessments allow the student to show what they know, understand and can do, as well as to identify any learning difficulties.

Following this, and in consultation with all relevant staff at school, the student and the student's parents, a child may be identified as having SEND and appropriate provision will be made.

11b. Classification of SEND support using 'Levels'

GRDS follows an adapted GEMS classification of support for SEND:

Provide graduated intervention support based on the Graduated Approach to Intervention Level model that will include some or all of the following types of support outlined in the model below.

Level 1: high quality teaching where teachers accommodate individual differences in ability, learning style and behaviour, through effectively differentiated classroom practice.

Level 2: personal support and/or curriculum modification to enable a student to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. Support teachers and or in-school specialists are likely to support this process by observing lessons and making recommendations as well as providing support through professional coaching and monitoring. Thresholds are in place to ensure that children are consistently put on to Level 2.

Level 3: individualised programmes to accelerate progress or enable students to achieve their potential. This provision is 'additional to' or 'different from' the provision required to meet the needs of most of students within the school and is likely to include the use of specialist approaches, intervention or support services. There is a clear Level 3 threshold and evidence is collected to ensure there is a clear process to move children up to Level 3.



Teachers differentiate their lessons within their lesson planning, through provision maps, parent meetings and student's personal classroom targets. A member of the ACe Leadership Team will be consulted as needed for support and advice and may wish to observe the student in class. From this, it can be determined which level of provision the child will need going forward.

Parents will be informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. The child is formally recorded by the school as being monitored due to concern by parent or teacher but this does not place the child on the SEND register.

11c. Individual Education Plans (IEP)/Individual Behaviour Support Plan (IBP)/Individual Care Plan (ICP)

- An IEP for students at Level 3 on the SEND register will outline support that is additional to and different from the differentiated curriculum provided in a range of ways including:
 - Classroom organization and management
 - In-class support by teacher/TA/LSA
 - Withdrawal for small group work for English and/or Mathematics support
 - Home/school reading schemes- e.g., RWInc activities; Accelerated Reader; Nessy Reading & Spelling
 - Behaviour modification programme- e.g., using functional behaviour assessment; circle of friends, Friends For Life/ Fun Friends.
 - Use of specialist equipment- e.g., ICT, sloping boards; pencil grips; sensory seats
 - Alternative teaching strategies- e.g., multi-sensory approach; visual thinking strategies
 - Alternative recording strategies
- IEPs are written by the class teacher and a member of the ACe Leadership Team in conjunction with the child and parents and will remain in the child's classroom and with specialist teachers.
- They set SMART (Specific, Measurable, Achievable, Relevant, Timed) child-friendly targets and strategies that enable teachers/teaching assistants/LSA/Head of ACe and parents to provide an inclusive learning environment.
- All students receiving support/intervention at Level 3 will have an IEP/IBP/ICP.
- IEPs are reviewed termly by a member of the ACe Leadership Team, teachers, parents and child where developmentally appropriate (usually students from Year 1-6 attend the IEP).
- IEPs may involve advice from external agencies that are working with the child.

The Individual Education Plan cycle at GRDS

For clarity, the IEP cycle and review dates are outlined below. Parents are invited to be part of the IEP meeting and targets are discussed with students in a child-friendly manner. IEPs are written at the end of the previous term or at the beginning of a term, or at the time a need is identified and are formally reviewed on a termly basis. Once the IEPs are written, they are emailed to parents, specialist teachers and the classroom teacher shares the child friendly targets with the child to get their comments. IEPs can be added to and targets updated as the term progresses when needed.

11d. Support Pathway

- At all waves of support, staff apply the Assess-Plan-Do-Review cycle.
- **Placement on the SEND Register.** A child may be identified through an educational assessment of need on admission to school and placed on the SEND register, parents will be involved at this point. When a student does not make adequate progress in class despite good quality personalized teaching, differentiation and other arrangements/interventions, and shows signs of difficulties in one/some of the 4 main categories of need then:
 - Class teacher/Head of Ace will discuss, look at existing data & if necessary collect more information.
 - In agreement with parents, a member of the ACe Leadership Team and classroom teacher, the child will either receive normal high-quality classroom teaching or appropriate support will be put in place.

Assess

- Teacher updates their SDR and concerns listed. Where appropriate, Plan Do Review is put in place and observations completed. This is then reviewed at the end of two weeks and further strategies put in place.
- At this point further adaptations to core teaching are trialed, further assessment/observation and possible placement on the SEND register. If needs are high, referral can be fast tracked to placement on appropriate level.
- Following assessment the student is not identified as experiencing SEND and continues to receive normal high quality teaching, the child may be monitored under the SEND Level 1 support which is reviewed at Year Level Look, Listen and Note meetings

The school's assessment system includes reference to:

- Teacher assessment and experience of the student.
- The views and experiences of parents.
- The student's own view.
- Assessment by a specialist service (e.g., educational psychology, speech and language, developmental pediatrician, occupational therapist, medical specialist).
- Baseline assessment results.
- Progress using Learning Ladders or 2Simple observations.

- Progress measured against the objectives in the Literacy and Numeracy Programs of Study.
- National Curriculum descriptors for the end of a year/key stage for Years 1-6.
- Progress measured against Development Matters & the Early Learning Goals for FS.
- Observations of behavioural, emotional and social development.
- Another school or educational organisation which has identified or has provided for additional needs.
- Standardised screening and assessment tools (e.g., Special Needs Assessment Profile – SNAP; Dyslexia Screeners, Dyscalculia Screener, Speech and Language screening, BPVS; Well Comm).
- Criterion-referenced assessments and checklists.
- Profiling tools (e.g., for behaviour, speech and language).

Plan

- If student is identified as currently experiencing SEND or for some who have recently stopped SEND support each class and specialist teacher has an overall profile of their class which helps to ensure all teachers, the parent and child are aware of child's needs and strengths and strategies to use in class.
 - Once the need for SEND support is identified, the first step is to ensure high quality teaching differentiated for the individual child. Teacher and a member of the ACe Leadership Team discuss what they now know about the child as a result of assessment including strengths, areas of need, barriers to and gaps in learning, child and parent views. Changes to teaching are discussed.
- An IEP with agreed outcomes for all targeted/specialist provision is developed collaboratively with the teacher, student and parents.
- A clear range of strategies and approaches to support class differentiation is agreed by all those involved.
- Any additional training for teaching and support staff is arranged.
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed.
- The ACe Leadership Team monitors progress at least termly in collaboration with all relevant staff, parents and child.
- The targeted intervention needs to include:
 - High quality training for all staff involved in the delivery and monitoring of provision.
 - Time and place for provision is scheduled.
 - Skills learnt are practised back in class if there is withdrawal.
 - Time and systems for feedback from staff delivering targeted provision to class/subject teachers is planned for.
 - Time available to prepare resources.

- Teachers ensure that they seek and are provided with regular feedback on student progress/learning with the targeted provision.

Do

- Implement the different or additional strategies outlined in the IEP.
- Ensure regular communication between the classroom teacher, specialist teachers, parents, students and those delivering additional interventions regarding student progress towards outcomes. Teacher can also feed forward from work that the child has achieved or had difficulty with in class using the IEP document.
- Support students to gain better awareness of the way they learn best and enable them over time to fully participate in decisions about their own life particularly in reviews of their progress and assessments of their support needs and strengths.

Review

- Teachers continually review the progress of all students regularly in lessons through formative assessment opportunities.
- Students are encouraged to make judgements about their own performance against their IEP targets.
- At least termly IEP review meetings, or more frequently if needed, to review progress towards outcomes.
- Students also reviewed through regular termly Student Data Review where both group and individual progress can be reviewed.
- We recognise success here as we do in any other aspect of school life. When as a result of collaborative reviews the student no longer has SEND needs and their needs can be met by quality first teaching and differentiation within the classroom, the student will be removed from the SEND register.

12. Access Arrangements

See Access Arrangements Policy

- Students who have a psychologist assessment report recommending access arrangements for assessments are eligible for access arrangements for all assessments or who meet other agreed criteria. Heads of Year, class teachers, parents and students are informed. They may be provided with extra time, a quieter setting, a reader (for Mathematics or Science) or a laptop/scribe for external examinations depending on their individualized need. The provision has to be the student's normal way of working.
- Students will also be assessed for access arrangements using internal school assessments if a psychologist assessment report has not been completed. See Access Arrangements Policy.
- A list of students with access arrangements is kept in ACe documents and is accessible to all staff on SEND summary document for each class.

- An access arrangements folder is maintained by the Achievement Centre.
- The Heads of Year are responsible for organising access arrangements in collaboration with the Head of ACe/ACe staff.

13. Access to the curriculum, information and associated services

Students of determination will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, and as far as possible, in line with the wishes of their parents and the needs of the individual child.

Every effort will be made to educate students of determination alongside their peers in a mainstream classroom setting. Where this is not possible, the ACe leadership team will consult with the child's parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by SLT together with the Head of ACe to ensure that it is accessible to students of all levels and abilities, and supports the learning and progress of all students as individuals. This includes learning outside the classroom. If required, an alternative curriculum will be provided.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable students to reach their full potential. The school does this by:

- Keeping staff fully informed of the special educational needs & disabilities currently experienced by students in their charge including sharing progress tracker reports, medical reports, teacher feedback and IEPs.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where students would be likely to benefit from this provision.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

14. Evaluating the success of provision

The school will continuously monitor and evaluate the working of the Inclusion Policy, gathering information on the following aspects:

- Number of students with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive.

- The level of support students received and the amount of progress they make.
- The 'value-added' data of student progress.
- The achievement of students on the SEND register.
- The success of resources.
- The impact of training and new approaches to meeting needs.
- The identification of training needs.
- The impact and outcomes of the review process.
- The development of student participation.
- Relationships with parents.
- The success of involvement of outside agencies.
- The success of liaison and transition within school and with other schools.
- Students' awareness of their targets and achievements.

There is an annual formal evaluation (SEF) of the effectiveness of the school SEND provision and policy. The evaluation is based on the GEMS Global SEND Standards and is carried out by the Head ACe with the Vice Principal and feedback from SLT and the Inclusion Support Team. Information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ feedback forms and other forms of evidence. Evidence collected will help inform school development and improvement planning.

15. Complaints and concerns procedure

See also Complaints Policy.

The procedure for managing complaints and concerns is:

- Parents consult with class teacher.
- Parents consult with Head of ACe/Head of Year.
- Parents consult with Principal or member of senior leadership team.
- Record all events in writing.
- Parents will be invited in to discuss their difficulties face to face.
- Parents will be communicated with in writing.
- If parents have a concern the aim would be to contact them immediately or within a short timescale.

16. Staff professional development

- We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.
- In-service training needs related to special education needs will be identified by the Principal & Professional Learning and Development Leader in consultation with the staff and Inclusion support team.

Our school operates the following training programmes:

- Teaching assistants and Learning Support Assistants receive weekly professional development sessions relating to teaching and learning in school.
- Termly professional development for teaching staff on Achievement Centre policies and procedures and/or differentiation within the classroom. Professional Development offered weekly to all staff.
- Attendance at Look, Listen, Note meetings with FS and each Year Level to discuss SEND needs in the school.
- Coaching model utilized throughout school to support professional development.
- We recognise the need to train *all* our staff on SEND issues. The Head of ACe, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

17. Links to support services and schools

The school continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

GEMS Royal Dubai School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. *The ACe leadership team are the designated people responsible for liaising with the following:*

- Kids First Medical Centre- speech and language therapy; occupational therapy; psychology services; SEND training
- Other community agencies (e.g., Hearing and Vision testing; Developmental Pediatrician)

18. Working in partnerships with parents and students

See also our Parent Engagement policy.

- At GEMS Royal Dubai School, we recognize and highly value the contribution of parents.
- Parents are always welcome to discuss their child and their views are respected and their concerns are taken into consideration at all stages of the SEND process.
- The school will actively seek the involvement of parents in the education of their children. It is recognized that it is particularly important with students who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

All parents of children experiencing special educational needs should be treated as partners. They should be supported so as to be able and empowered to:

- Recognize and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective staff should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the child's strengths as well as areas of additional need.
- Recognize the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling differing viewpoints.
- Respect the differing needs parents themselves may have, such as a disability, or communication or linguistic barriers.
- Recognize the need for flexibility in the timing and structure of meetings.
- The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the Head of ACe throughout the year for any reason.
- Parents are kept up to date with their child's progress through (progress reports, parent's evenings, IEP review meetings and reports).
- In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual child's needs.
- If an assessment or referral indicates that a student is experiencing special education needs the parents and the student will always be consulted with regards to future provision. Parents are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

19. Transition

- Transition arrangements at the end/beginning of each academic year are in place so that each teacher passes on up to date and all relevant information regarding a child's SEND.
- When there is a more complex need, the Head of ACe also meets with each class teacher to discuss transition arrangements.
- The ACe leadership team passes on all appropriate information to the schools that our Year 6 students move on to (with parental consent).
- Transition visits for students are arranged as needed.

This policy will be reviewed and updated annually. The Head of ACe will also report regularly to the SLT & SEND Governor concerning the effectiveness of the policy.

Monitoring and review

This policy has been discussed and agreed by the GRDS senior leadership team for implementation.

Review date: November 2020

بعد التحية

في حالة وجود أي أسئلة أو استفسارات أو إذا كنتم بحاجة لأي توضيح عن السياسات المتبعة في المدرسة . الرجاء التواصل مع السيدة / هبة مصطفى عبر البريد الإلكتروني h.moustafa_rds@gemsedu.com

وتفضلوا بقبول فائق الإحترام

APPENDIX A: A revised categorisation for students of determination; KHDA (2019-2020)

The accurate identification of students of determination and the development of provision that reduces the barriers they experience within their education is a central focus of the work of private schools in Dubai. The following information is provided to assist schools with this process:

- Terminology and descriptors to support the identification of ‘students of determination’ while ensuring alignment with the 12 specific types of ‘disability’ included within the unified categorisation of ‘disability’ as provided by the ministry of education
- Information about some of the barriers to learning that are experienced by students of determination
- Practical reference to examples of strategies and tools that can guide schools to meet the needs of students who experience barriers to learning.

Categories of disability and barriers to learning

The following framework is based upon the UAE unified categorisation of disability. It provides schools with an important structure to support the identification of students of determination.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² Chronic or acute medical conditions