



INCLUSION POLICY

Our Mission Statement

At GEMS Winchester School, Dubai, we recognise that each student is unique. We nurture in students an open mind capable of analytical thinking, commitment and hard work and guide them to become confident, self-assured and caring citizens of tomorrow. We encourage all students to realise their true potential.

Vision: Leave no-one behind

1. Introduction

GEMS Winchester School Dubai (WSD) provides a broad and balanced curriculum for all students. The National Curriculum of England is our starting point for differentiated planning that meets 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.

GEMS WSD recognizes that some students have specific educational needs and require action from the Inclusion Support Team. We pay particular attention to providing provision for:

- SOD (Students of Determination)
- EAL (English Additional Language Learners)
- G&T (Gifted & Talented)

WSD will identify any students with specific educational needs (not identified on admission) through screening strategies and on referral from all the stakeholders. The Head of the Inclusion Support Team and the Counselor play a key role in coordinating such assessments and screening. We believe that our students, including those identified as having specific educational needs have rights to be fully included in all aspects of school and also have common entitlement to a broad and balanced academic and social curriculum.

Where students with specific educational needs are admitted and/or identified, appropriate interventions will be put in place, reviewed and enhanced on a regular bases to support their individual learning needs with appropriate strategies and differentiation that will enable them to progress. Some students may require:

- LSA (Learning Support Assistant) whom support their learning journey either part-time or full-time.
- Individualised Education Plan (IEP) are used for Level 2 and 3 students for personalized learning targets.
- Individualised Learning Plan (ILP) for highlighted EAL students that benefit with additional support strategies and learning targets or for Level 1 students that are being supported by the class teacher.
- Individualised Behaviour Plan (IBP) for students on Level 1 and possibly Level 2 with support targets that focus on behaviour.



Parents are involved in regular dialogue regarding the identified individual needs of their children and the progress they are making.

2. Purpose of the Policy

This policy describes the way we meet the individual needs of the students, who experience specific educational needs which may relate to SOD, EAL and/or G&T.

3. Aims and Objectives

We aim to develop a community where all students can flourish, feel safe and welcome. We recognize that students learn in different ways and at different times and that there are many factors affecting achievement including their ages, abilities, emotional states and learning environments.

The aims and objectives of the Inclusion Support 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 differentiated planning and effective strategies by class teachers, subject teachers, Inclusion Support 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 where the need for external advice and/or services arise.
- To ensure students on admission can be supported by the Inclusion Support Team.

4. Learning and Teaching Styles

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.
- Support strategies and differentiation in the classroom.
- To raise awareness of the nature of learning styles and differences of all students with specific educational needs and how they are met in the school community.

4.2 Effective Teaching

Inclusion is a whole school responsibility that all staff must 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 differentiation or referral where appropriate. Teachers



need to ensure that they build confidence, motivation and self-esteem through a safe, calm, secure and welcoming atmosphere in all lessons to all students. The curriculum is flexible enough to meet almost all the needs of students. Once in the school, no student will be excluded from any learning tasks and activities due to his or her specific education needs and/or disabilities, unless it is clearly of benefit to that student and leads towards inclusion.

5. Inclusion Curriculum Planning

Teachers at GEMS WSD ensure that all students:

- Are taught to enable them to experience success. This will be achieved through differentiation 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.
- 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 enables them to succeed.
- Review and inform the next stage of learning outcomes by using assessments and performance records.

Foundation Stage 2 (FS2)

GEMS WSD acknowledges that many students at Foundation Stage 2 (FS2) will be in an English environment for the first time. We support and encourage the use of first languages to promote an inclusive and welcoming community. FS2 students are instructed in English. If after some time it is apparent that a student may require specific educational support related to SOD, the Head of the Inclusion Support Team will be notified to begin the appropriate observations and assessments, and make recommendations for further support both in and outside of the school community.

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 show evidence of differentiated tasks and appropriate teaching strategies in all curriculum subjects. Students with IEP's and who require differentiation will be identified and planned for in the WSD lesson plans. The documents are accessible to teachers and management team members. Where appropriate, a member of the Inclusion Support Team will co-plan lessons with the class and subject teachers to ensure that their individual needs of the students are met.



Opportunities

GEMS WSD recognizes the value of, and seeks to achieve, a diverse school community which includes all students from different backgrounds with a variety of skills and abilities. WSD will take steps to create a positive school culture through its governing body, manager 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.

Parent involvement

GEMS WSD works closely with parents in the support of their child with specific educational needs. We encourage an active partnership through ongoing dialogue with parents. Parents have much to contribute to our support for students with specific individual needs.

We invite parents in for regular meetings to share the progress and support strategies for their child. We recommend the need of outside interventions to parents and we share the process of decision-making by providing clear information relating to the education of students with specific education 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. For our Level 3 students, a communication book is sent home weekly to those students who have a Learning Support Assistant.

10. Referral process and assessment

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

- At the beginning of the 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 Support Team. Members of the Inclusion Support Team will observe the students who have been referred by the teachers in various classroom settings, eg. during Math, English or PE lessons. Where appropriate, education assessments will be carried out by the team members and parental consents will be sought prior to the assessments.
- The Head of the Inclusion Support Team will ensure that the WSD Inclusion Register is updated and that staff are well informed.

EAL Students

EAL Teachers from the Inclusion Support Team will support the students as follows:

Level 1: For those students who have low needs of EAL support. The EAL Teachers will provide strategies for teachers to carry out for in-class support.

Level 2: For those students who have medium to high EAL needs – will receive pull-out (focus group attention) sessions and in-class support in line with the curriculum.

Level 3: For those students who have serious EAL needs – they are provided with pull-out focus individual or group sessions, in-class support and an Individualised Learning Plan.



EAL strategies which are outlined in student's Individual Learning Plan (ILP) will be provided. 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.

Gifted and Talented Students

GEMS WSD Gifted and Talented Students are identified according to CAT4 data, teacher referrals and Head of G&T observations. Extended challenging tasks, newsletter writings, field trips, creative arts and public speaking are areas in which these students are catered for.

Students of Determination and/or Gifted and Talented

After reviewing the previous medical/psychological and/or relevant documents (eg. Reports from a Speech Therapist and previous school reports), members of the Inclusion Support Team will meet with the parents and discuss the possible support and provision that the school and Inclusion Support Team can provide. Student observations are conducted to provide the best support strategies for the student. An Individualised Education Plan will be put in place when require with specific learning targets for the student. If necessary, Learning Support Assistants will be employed depending on the student needs. The cost will be the parents' responsibility, according to GEMS guidelines. If the child is identified as needing support during admission the LSA Memorandum of Understanding will be included in the enrolment of the child. LSA's are employed by the parents following approval from the school. Standalone therapy sessions such as ABA, Speech and Language and OT can take place in school at an agreed time and on a regular basis.

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 the Inclusion Support Team, 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, pictures and drawings, labels and visual timetables etc. The additional accommodations will be outlined in the provision in their IEP's.

GEMS has a "No Hands On Policy" and so we are no able to meet the needs of students whose behaviors warrant positive handling to keep them safe.

Roles and Responsibilities

Local Advisory Board/GEMS

GEMS determine, support, monitor and review the support of inclusion with 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 WSD with adequate resources for inclusion.



- Monitor teaching strategies and methodologies in terms of raising teaching and learning standards.

Senior Leadership Team

The WSD leadership team will ensure that best practices related to Inclusion are followed throughout the school. They will provide support to the Inclusion Support 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 education needs are met and they are included in all classroom tasks and activities in which they are able to fully participate.

Extended/Middle Leadership Team

Middle leaders must ensure that they are monitoring and providing for the specific educational needs for Students of Determination, English Additional Language and Gifted and Talented Students outlined in their IEP's, ILP's and lesson plans. It is their responsibility to ensure inclusion is practiced to a high level and that planning and assessments are conducted in an effective manner.

Teachers

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

Planning, recording, monitoring and review

IEP's and differentiation through planning

- All students with SOD, EAL and G&T needs will be identified in lesson and seating plans.
- The Inclusion Support Team will set up meetings with teachers and parents to discuss and agree on the IEP, ILP or any other teaching and learning strategies or plans.
- IEP's will have annual targets with termly outcomes which will be revised and monitored regularly.
- The Inclusion Support Team members will write the IEP's/ILP's (EAL) and share them with teachers on the shared drive.
- Students will be categorized according to their individual needs, eg. EAL, SOD, G&T and will be supported by EAL teachers, Inclusion teachers, Head of G&T, class teachers and the Head of the Inclusion Support Team. Some students may fall in two categories, eg. They may have EAL and SOD needs.
- The use of the learning outcomes within the teacher's planning, marking and recording will inform the continuous assessment cycle by the teachers and the Inclusion Support Team. As a result, learning outcomes can be reviewed and rewritten as appropriate.
- Student needs will be discussed at Student Progress meetings to share good practice in teams.
- IEP's/ILP's are continuously assessed and reviewed for learning by all stakeholders. Formal reviews are held at the end of each term.



The Head of the Inclusion Support Team monitors the movement of students within the Inclusion system in the school. S/he provides staff and management with regular summaries of the impact of the policy on the practices of the School, with input from the Inclusion Support Team and stakeholders. The Inclusion Team are instrumental in supporting teachers involved in drawing up and carrying out IEP's, Communication Book and ILP's for the students with specific educational needs.

14. Monitoring and Review

This policy has been discussed and agreed by the WSD 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 01.09.2019
Head of Inclusion Support Team

Signed  Date 01-09-2019
Vice Principal

Signed  Date 1/9/19
Principal/CEO

Policy review date: 1 September 2020

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 the 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 categorization framework for students of determination 2019-20' was also used in the development of this policy.