



مدرسة جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

POLICY

Inclusion

Approved by:

Mr. Jeremy Hallum

Last reviewed on:

July 8, 2024

Next review due by:

July 8, 2025

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP



This policy is applied at MTW alongside our school's vision, mission and values.

Our Mission Statement

We provide a caring, positive environment to ensure everyone is included.

What is Inclusion?

As stipulated by the United Arab Emirates Ministry of Education – Special Education Department, pg14: The philosophy of inclusive education: “Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighbourhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs”.

The Law and guidance set in the UAE

This policy and information is based on the statutory requirements laid out by the Dubai Inclusive Education Policy Framework (2017) and Implementing Inclusive Education: A Guide for Schools Creating the Capacity for Change.

- 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), Article 23 (4).
- Convention On The Rights of Person with Disabilities

Vision of Inclusion

At GEMS Metropole School Al Waha we believe in the rights of People of Determination to be integrated into public and private school, Federal Law No. (29), (2006). In addition, we provide the best possible provision for students of all abilities and value the individuality, talents and gifts of all of our students.

The school is fully committed to further developing our inclusive ethos and fully embrace the following statement, KHDA (2017) ‘Matters concerning admissions, participation and equity refers to the fact that



students who experience SEND have the same right as other students. This includes the right to be admitted to a preferred school where they are able to engage and participate in quality learning experiences alongside same aged peers.

GEMS Metropole School Al Waha fully supports the statement by KHDA (2017:22) that it is the responsibility of all school leaders to 'empower all stakeholders to 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 of education'.

We plan our teaching and learning so that each student can aspire to the highest level of personal achievement. We believe recognition of all achievements made, no matter how insignificant they may seem to others, is a great motivator for students.

It is essential that we provide an environment in which students feel supported and cared for. We instil self confidence in accordance with the school's ethos and give all students full access to all areas of learning through differentiating, adapting and modifying the curriculum. Diversity is an asset and teachers will strive to ensure all students reach their full potential, irrespective of nationality, gender, religion, social class, culture, race, age or special educational need, for their self-fulfilment and their eventual development into active and responsible adults.

English as an additional language students and students with additional needs have a voice and are seen as valued contributors to the school community.

School Philosophy

GEMS Metropole School embraces the following principles:

- In line with the objectives of Dubai Law 2014 (No. 2), we will endeavour to provide accessible environments to ensure Students of Determination enjoy all their rights under the legislation in force.
- We believe that educational inclusion is about equal opportunities for all students, whatever their age, gender, ethnicity, impairment, attainment, and background. We are committed in ensuring our school is a learning community based on accepting everyone with consideration, tolerance, courtesy and respect. As well as promoting honesty, fairness and openness with all dealings within school.
- Where possible, the views of the student will be sought and taken into account. All stakeholders have an equal responsibility to protect Students of Determination from all forms of discrimination, abuse,



neglect and exploitation and this policy should be read in conjunction with the school Safeguarding and child protection policy.

- Providing high quality education to all the students who attend the school. The school has high expectations of effort and success from all children. We believe that students should receive effective individualised support that maximises academic and social development, in line with Article 24, 2.(e) of the United Nations Convention on the Rights of Persons with Disabilities.
- We believe that our students, including those identified as having “additional needs” have a common entitlement to a broad and balanced academic and social curriculum, based on the English National Curriculum made accessible to them, and to be fully included in all aspects of school life.
- Metropole School Al Waha is committed to inclusion. We aim to develop to a sense of community and belonging and to offer new opportunities to students who may have experienced previous difficulties. We also aim that all students will contribute to a learning community, which will enable them to develop their full potential and achieve the highest possible standards in their work.
- The learning support needs of students will be met, where appropriate, in mainstream settings, otherwise with extra withdrawal intervention support programs within the school’s Inclusion Department during the school’s weekly timetable, the support of external therapy professionals and appropriate adapted curriculums.
- We will respond to students in ways which take account of their varied life experiences and needs.
- We pay particular attention to provision for and the achievement of different groups of students:
 - English Language Learners (ELL) (See separate ELL policy)
 - Students of Determination
 - Those who are ‘gifted and talented’ and high attainers (See separate G&T policy)
 - Students receiving counselling (see separate Counselling policy)
- Parents have a vital role to play in supporting their child’s education and working closely with teachers and staff.

Objectives

- To continually monitor the progress of all students, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class;
- To signpost support for students with additional learning needs (including Gifted and Talented) through external agencies;
- To facilitate access to the curriculum through differentiate planning/accommodation/modification by class teachers, and learning support staff as appropriate;
- To provide specific input, matched to individual needs, in addition to differentiated classroom provisions, either with the school or through external agencies, for those students recorded as having additional needs;
- To promote positive perceptions of students with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents/carer;
- To enable children to move on from us as well equipped as possible, holistically, including the basic skills of literacy, numeracy and social independence to meet the demands of post-school life and learning;
- To form strong partnerships between all stakeholders so that the student's learning and emotional well-being are optimally supported;
- To give the students a voice in planning and in decisions that affect them;
- To have an open-door policy regarding parent and staff relations.

Identification and Assessment

We recognise the importance of identification as early as possible, followed by intervention for any child who may have special education needs. Identification is carried out through the Whole School Support Pathway ([Appendix 1](#))

Through Admissions

GEMS Metropole Al Waha works in partnership with KHDA to facilitate the enrolment and integration of Students with Disabilities. Executive Council Resolution No. 2 (2017). On application, the following measures



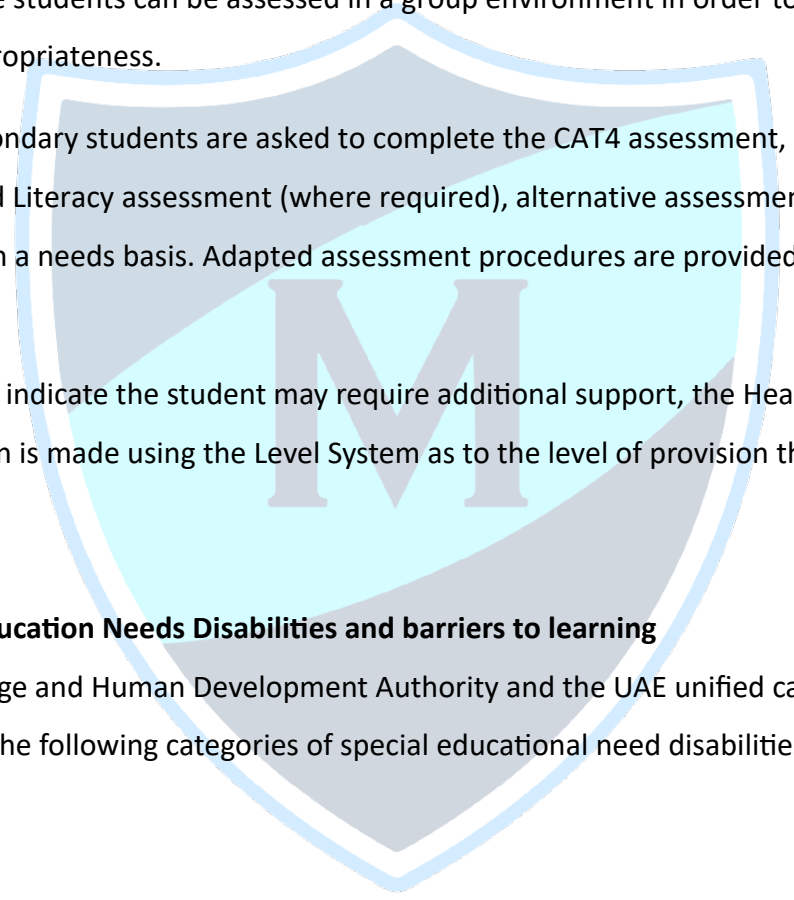
are used to help assess the level of individual needs and to ensure that appropriate provisions can be made for each student. GEMS Metropole Al Waha will admit Students of Determination in accordance all relevant guidance and legislation in force.



- Parents/Carers are asked to disclose any special educational need that has been previously identified.
- Child's application needs to be accompanied by previous academic reports, previous provision plans, Individual Education Plans and any previous medical/psychological assessments that are relevant to the application.
- Foundation Stage students can be assessed in a group environment in order to take into account social abilities and appropriateness.
- Primary and Secondary students are asked to complete the CAT4 assessment, a age-related Mathematics and Literacy assessment (where required), alternative assessment tools are used where applicable and on a needs basis. Adapted assessment procedures are provided if necessary.

If any of these measures indicate the student may require additional support, the Head of Inclusion is contacted, and a decision is made using the Level System as to the level of provision that will be required for the student.

Categories of Special Education Needs Disabilities and barriers to learning

In line with the Knowledge and Human Development Authority and the UAE unified categorisation of disability, we recognise the following categories of special educational need disabilities:



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

Gifted and Talented – Please see our Gifted and Talented Policy

Identification of Enrolled Students

- **Specific concerns** – a student may be referred through the online referral form by teachers if specific concerns are raised that the Inclusion Department may be able to address.
- **Parents** may contact the Head of Inclusion directly to share concerns regarding academic or social progress which will result in a meeting to discuss possible support.
- Data gathered from **standardised Tests**, such as the Cognitive Ability Tests (CAT4), YARC, Sandwell Numeracy Test, British Phonological Assessment Battery (PhAB), etc. Students with a profile of a concern that falls out of the normal range will be referred to the Inclusion Department for further assessment and identification of need.
- External Therapy agencies conducting observations for Occupational Therapy support, Speech and Language support, ABA Therapy support or counselling support.
- **Ongoing Assessments** – Regular testing will assess progress. Students struggling to make expected progress may be referred through the online referral system to the Inclusion Department if the class or subject teachers are concerned that this is related to a specific or general need.



- **Benchmark Testing** – all students undergo benchmark testing on entry which will identify British National Curriculum levels. Students working significantly below age related norms may be referred to the Inclusion Department if the class or subject teachers are concerned that this is related to a specific or general need.

Assessment for Learning

- All school staff, regardless of year group or key stage, have a responsibility to identify those who may have particular additional needs.
- Once a referral has been made, the student will be observed and assessed by a member of the Inclusion Department.

Provision of students at risk of under-achieving

- Effective inclusive provision needs a strategic approach to teaching and additional intervention designed to minimise underachievement for all students.
- The 'Levels' model at GEMS Metropole Al Waha can be extended to incorporate additional challenges for all students, including highly able, gifted and talented students, and can be used as a strategic approach to developing the broader idea of personalised learning. This includes working with parents and carers to ensure all relevant equipment is available so that all students can access the curriculum and where necessary outlining and developing alternative pathways for the students to progress in whilst ensuring their emotional wellbeing is at the forefront of this personalised pathway.

The Level System

Level 1 – Quality First Teaching

- This level describes the support that is available to all students, including those with and without additional needs. High quality teaching clearly targets all students' needs and prior learning.



- Support for students with Quality First Teaching is tailored to the needs of the individual students, this is seen as differentiated teaching and learning. This is provided by the classroom teacher.
- Examples of Quality First Teaching could be, the use of: reasonable adjustment changes to the lesson and curriculum content, assistive technology, individual or small group teaching, or in-class support.
- Effective Level 1 teaching anticipates the needs of students based on good use of transition data and ongoing assessment data then using this to differentiate for the needs in the class. Students and teaching staff must know what the next steps for students should be and support them to get there. The outcome of Level 1 Quality First Teaching is for students to be on track to meet or exceed age-related expectations at the end of the year or key stage.

Level 2: This is Level 1 (Quality First Teaching) plus additional, time-limited, tailored intervention support programs

- Level 2 describes the support that is available in addition to the support at Level 1 and goes beyond the usual differentiated curriculum. Students at this level require personalised support and/or curriculum modifications that are specific and time-limited, these can be small group activities or short-term programmes of support.
- This usually takes the form of a tight, structured program of small-group support **that has an evidence base of impact on progress**. This support is carefully targeted according to analysis of need and is delivered by teachers or teaching assistants (TAs) who have the skills to help students achieve their learning objectives. Where necessary, additional reading, writing and numeracy intervention groups may be formed to allow students additional time and support in developing the necessary skills to continue to achieve and meet their needs.
- **The progress of students is closely tracked for impact.** This support can occur outside (but in addition to) whole-class lessons or be built into mainstream lessons as part of guided work. Students will be assessed on a termly basis to measure the impact of Level 2 support and to ascertain if they require enhanced support through an Individual Education Plan or if Level 1 Quality First Teaching will suffice.



- Students who are attending short-term Speech therapy and Occupational Therapy will be deemed a Level 2. Critically, intervention support needs to help children and young people apply their learning in mainstream lessons, and to ensure that motivation and progress in learning are sustained.

Level 3: Quality First Teaching plus increasingly individualised programs, based on evidence of what works

- Expectations are to **accelerate and maximise progress** and to **minimise performance gaps**.
- This may involve support from a member of the Inclusion Department during a one to one or small group session, trained Teaching Assistant/Learning Support Assistant or external agency deliver one-to-one or and/or small groups to support students towards the achievement of SMART targets within an IEP which are regularly monitored and reviewed by teachers, students, therapists, Inclusion Department, Heads of Key Stage and parents.
- The outcome of Level 3 intervention is for students to be on track to meet or exceed individual targets relevant to their age and stage of development by the end of the year and where appropriate meet or exceed age-related expectations at the end of the year

Partnerships

We recognise that in order for students with additional needs to progress, “partnership” is key. GEMS Metropole School Al Waha works together with others to promote inclusion for all children.

This includes:

1. The Inclusion Support Team
2. Senior Leadership Team
3. The Head of Inclusion
4. Heads of School
5. Heads of Year/Heads of Key Stage
6. Class teachers
7. The Inclusion Governor



8. Student Counsellor
9. School Medical Clinic
10. Learning Support Assistants
11. External therapy agencies
12. Students and their families
13. Nurseries and transfer schools

The role of the Head of Inclusion

The Head of Inclusion at GEMS Metropole School Al Waha plays the lead role in coordinating provision for additional needs. This involves working with the Principal, Senior Leadership Team, Inclusion Governor, Extended Leadership Team and Heads of Key Stage to determine the strategic development of the policy. It is the responsibility of the Head of Inclusion to ensure that the Inclusion policy is implemented in full, and that the needs of the identified students are being addressed.

Specific responsibilities include ensuring that:

- Students of Determination are effectively identified.
- The Students of Determination register is accurate and updated at least termly.
- Students of Determination are assessed thoroughly and regularly.
- The provision for Students of Determination is well planned and effective.
- The impact of provision is monitored and evaluated.
- Provision is in place for new entrants with identified needs.
- Parents and students are kept fully informed of progress and planned provision.
- Parents are well supported.
- The effectiveness of school counselling support.



- The records of Students of Determination are accurate, updated and in line with department guidelines.
- The performance of the Inclusion Support Team is monitored and effective.
- The performance of Learning Support Assistants (LSA's) is monitored and effective.
- There is advice and access to training available to all staff.
- English Language Learner students are monitored for their well-being and academic progress.
- Gifted and Talented students are provided for and challenged in lessons.

The role of the Head of Key Stage

- Support the class teachers to develop their own strategies to initially implement with students of concern.
- Accurately capture data, evidence and record strategies and observations of referred students.
- Visit all classes, especially those with Level 3 and Level 2 students on a weekly basis and check in on the wellbeing of the students and the class teacher.
- Attend Student Success Meetings fortnightly to ensure support is effective and monitored.
- Fill in referrals and pass on to the Inclusion Support Team.
- Implement Gifted and Talented procedures.
- Attend Care and Support Professional Development opportunities sessions.
- Monitor any Level 3 students that sign up for ECA's and communicate this with Head of Inclusion.

The role of the Inclusion Support Team

- To work as part of a team to ensure that the needs of the whole student are identified and addressed including the social, and emotional wellbeing aspects of learning.
- To maintain and update the Students of Determination register in conjunction with the Head of Inclusion.
- To upskill and provide learning opportunities and support to class teachers.
- To assess referred students in line with the Referral Process.



- To advise and coach teachers and parents on how students with additional needs can be included in the inclusive mainstream classroom and supported at home.
- To work collaboratively with teachers, parents and students on setting targets, recommending effective strategies and outline provision for the individual student placed on the Students of Determination register.
- To work collaboratively with teachers, parents and students and be responsible for developing and ensuring the implementation and Individual Education Plan for students on Level 3 level provision across all curriculum areas.
- To plan, deliver and oversee Level 2 intervention support.
- To plan, deliver and oversee Level 3 intervention and monitor progress of the students receiving intervention.
- To work with and support Learning Support Assistants to ensure that the identified students are making progress and are working towards independence.
- To provide assessment support.
- To ensure that up-to-date and accurate files and records are kept to monitor progress in line with the guidelines of the department.
- To ensure that all IEP's are reviewed termly in conjunction with the student, parent, class teacher and any associated professionals.
- To be an advocate of students with additional needs amongst the entirety of Metropole School Al Waha.
- To work professionally with other members of the department to ensure the effective co-ordination of provision delivered by external agencies.
- To collaborate and work alongside external therapists from various agencies to create the best provision for the student.

The role of the Learning Support Assistant

LSA's are employed by the school and/or parents to help address the essential learning requirement of students with a high level of additional needs.



The role of the parent

GEMS Metropole Al Waha works closely with parents in the support of their child with additional needs. Parents are important stakeholders in their child's development and are involved in the decision-making process at every opportunity. Parents are invited to IEP meetings each term to be part of the development of targets in the areas of concern.

Regular progress updates are shared with parents. A weekly update will be shared via an online platform regarding student's one-to-one, small group interventions or in-class support. If a student receives support from a Learning Support Assistant, parents will receive daily updates on the preferred method of their choice, email or online platform.

Parents are encouraged to email the appointed Inclusion Support Teacher to share any developments, progress or areas of concern they have noticed in all areas including well-being and academic growth.

The Inclusion Department:

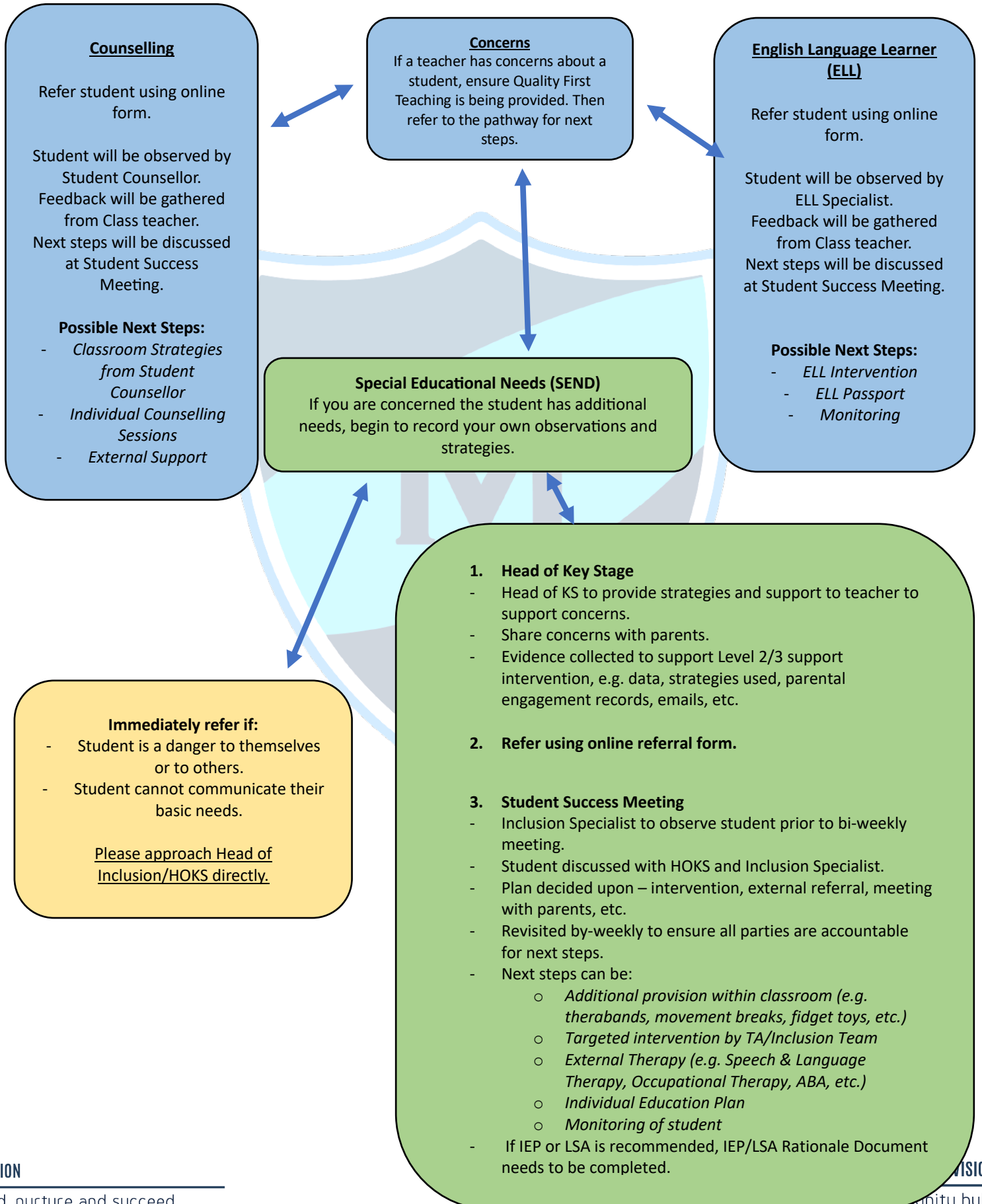
As a department, we value and care for the students' safety, well-being and personal growth.

We:

- Endeavour to challenge and meet the needs of all students, to achieve their full potential.
- Maintain a high standard of education with a broad and balanced curriculum.
- Communicate curriculum overviews and provide strategies and workshops for parents to support the children at home.
- Monitor and report students' progress and effort in their copybooks and/or portfolios.
- Arrange Parent Engagement meetings to discuss progress and effort.
- Contact parents if there are concerns.
- Respond to enquiries within 24 hours during the working week.

Appendix 1

Whole School Support Pathway





Monitoring and review

This policy is monitored by MTW Senior Leaders and will be reviewed every three years or earlier if necessary.



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