



INCLUSION POLICY

Policy

Policy Title:	Inclusion Policy
Policy Number:	W135
Version:	4.0
Effective Date:	June 2024
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1. Purpose

GEMS commits to Students of Determination (SOD) experiencing a sense of belonging, safety, competency, a relevant curriculum, and a sense of autonomy in a common learning environment with similar-aged peers. This is promoted by committed leadership, the collaboration of all stakeholders, students and families having a central voice, continuous professional learning, monitoring and evaluating at all levels to continually develop an inclusive culture, policies and everyday practices.

GEMS embraces the experience of inclusion where diversity is made visible as a strength, respectful relationships are continually enhanced, and all students fully participate in learning through adjustments and teaching strategies tailored to meet the diverse range of learners reflected in wider society.

By working together across countries, regions, communities and schools, we strengthen our capacity to provide the foundation for a richer global future for all and enhance the wellbeing of every member of the GEMS community.

2. Policy Aims

This Inclusion policy aims to:

- Set out how GEMS schools will ensure that Students of Determination (students who experience Special Education Needs & Disabilities - SEND) have equitable access to quality inclusive education with their peers. The term Students of Determination is used interchangeably with students experiencing SEND. Students of Determination is how the UAE has chosen to view the attributes of persons with disabilities; a reflection of their strength of character, their perseverance and their courage.
- Ensure that all stakeholders, including Governing Bodies and leaders at all levels, are reflecting the principles outlined in the policy, relevant local legislative information and the Core Values of GEMS Education by:
 - ✓ Leading innovative, inclusive practices. Acknowledging that all students have the right to education in a common learning environment, where staff ensure that students who are experiencing SEND, fully access and join in the activities of the school together with their peers, by removing barriers and engaging in practices that allow students with a wide range of learning needs to be taught together effectively and which develops expert learners.
 - ✓ Pursuing excellence by leading the way with inclusion. We will engage with theories of learning that support universal design for learning, child-centred and personalised approaches to teaching and learning.

- ✓ Growing by learning and striving to develop potential. We will ensure all staff recognise the learning potential of all students. We will also foster school and classroom communities where all students, including those with diverse needs and abilities, have a sense of belonging, full participation, autonomy and achievement.
- ✓ Promoting global citizenship to celebrate diversity. We are committed to ensuring that every member of the school community is regarded as being of equal worth and importance regardless of culture, race, gender, learning abilities, sensory and physical impairment, social class or lifestyle. We will fulfil our responsibility to facilitate an inclusive culture and be accountable through the programs, practices and outcomes of our entire learning community.

At Wesgreen International School, we believe that all our students have a common entitlement to a broad academic, personal and social development program. We also further promote a school environment that is all-inclusive where all students regardless of their additional needs, are fully immersed in all aspects of school life.

3. Legislation and guidance:

This policy is directed by numerous legislations including directives by the Sharjah Private Education Authority, local authority body, as well as 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. The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks. These are to ensure that students who experience SEND have equitable access to quality inclusive education with their peers. Additional legislation in which this policy is guided can be found in Appendix 1: Additional guidance and legislation.

4. Definitions as per UAE Inspection Framework:

Definition of Inclusion

Our vision for Inclusive Education is that all students receive the support they need to meaningfully belong to their school and the 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 accessible and enriching learning for all groups of students, including, but not limited to:

English Language Learners (ELL): Students who are quite new to learning English or need additional support with learning English as their current level of knowledge is impacting their ability to perform within the English language of instruction in the classroom are known as English Language Learners (ELL). An ELL learner may not be categorised as having or being a Student of Determination (SOD) without a formal diagnosis indicating a recognised disability or impairment as causing their performance within English.

Students of Determination (SOD): Students with a recognised disability, impairment and/or learning difference, with a formal diagnosis and psychological report (Confirmed SEN) or showing clear indicative signs at this time (Unconfirmed SEN) are known as Students of Determination (SOD). The UAE Inclusive Education Policy Framework views the barriers of Students of Determination as *"a reflection of their strength of character, their perseverance and their courage"* (Knowledge and Human Development Authority (KHDA), 2017).

Additional Educational Needs (AEN) refers to students requiring additional educational support as a result of ELL, SEN or suspected SEN.

5. Identification of Students

Early identification

Wesgreen International School aims to provide an inclusive learning environment for all students. In order to ensure students with additional educational needs receive the necessary accommodations, appropriate identification should take place. This is achieved through:

- Assessment of educational need on entry to school in order to understand each pupil's current skills and levels of attainment, which will build on previous settings and stages of education, where appropriate.
- Information from assessments and progressive tests including but not limited to CAT4 test results, Term assessments, Class tests, PASS, PTM, PTE, etc.
- Progress measured against National Curriculum descriptors at the end of each key stage.
- Previous identification and / or diagnosis of a learning disability and inclusive requirements.
- Identification through the referral to and observation by the learning support division of the Student Support Department.
- Review of full academic records from previous educational setting. Parents are responsible for ensuring full academic records, including previous accommodations and modifications, are shared with the administration staff to further the students' support within GEMS – Wesgreen International School.

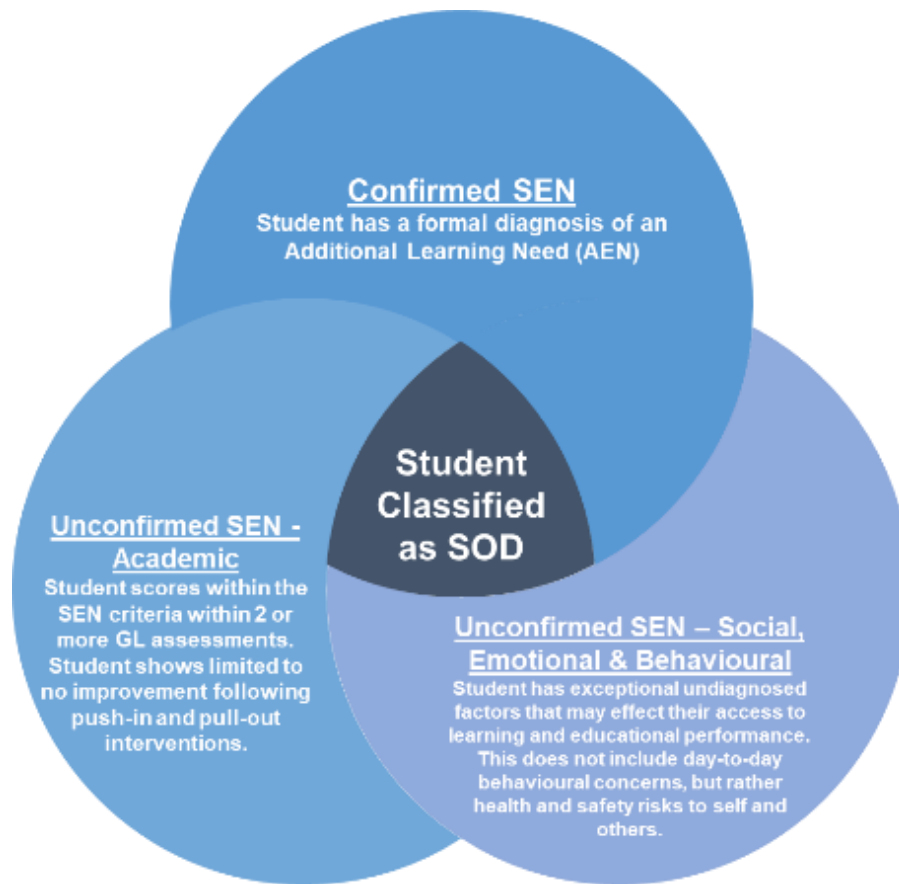
Identification during admission

During identification upon admission, the admissions team will:

- Ensure that the school Admissions Policy reflects GEMS guidelines on inclusion.
- Ensure that students are not refused admission based only on their experience of SEND and give sibling priority for admission to students who experience SEND.
- Ensure that admission is not conditional on the submission of a medical diagnosis & that effective transition processes are in place for all students.
- Work in collaboration with the Head of Student Support to determine the level of provision and support that will be required for the student.
- Follow local legislative guidance and procedures for scenarios where it may not be in the best interests of the student or school situation.

6. How are students classified as SOD?

Students classified as being Students of Determination are those who require additional educational services as a result of either, a formal confirmed diagnosis of a disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance. When reviewing a student's social, emotional and behavioural characteristic, a Student of Determination may be highlighted as unconfirmed SEN when these characteristics effect their ability to perform within the classroom and present a risk to their and other student's safety.



When reviewing a student's CAT4 and Progressive Test scores, a Student of Determination may be highlighted as unconfirmed SEN when falling within the "Working Towards" performance descriptor and will continue to receive support in the least restrictive environment. Support in the least restrictive environment can be achieved by:

- Implementing a graduated approach to intervention and support by the class teacher within the classroom. This is achieved through the use of the Assess-Plan-Do-Review (APDR) cycle. The first APDR cycle is carried out within the classroom and is considered as Level 1 support.
- Teachers ensuring that they plan their lessons effectively with the identified SOD students in mind.
- Practical and academic skills should be a target set out as a learning objective and should be implemented through differentiated teaching styles.
- Appropriate teaching accommodations within the classroom setting.
- Teachers promoting an inclusive environment by considering any specialised equipment that these students may use as well as their level of effort and concentration when engaged in written or oral work.

In the event that the student requires additional support, the department may conduct an observation and/or an assessment. If the student requires support in the form of lessons or sessions, these will be scheduled in according to availability. These sessions can include between 2 - 12 other students in the same group requiring similar interventions and are carried out during school hours (8:00am - 3:30pm), at no

additional charge, and may result in missing lessons including Art, Music, Library, Science, Math and English. Assessments and intervention sessions alike, may be video recorded for planning and quality assurance.

All students receiving support, in any capacity, including English support, will be placed on the schools inclusion register to ensure continuation of effective support among all staff involved in the student’s educational journey. This will also support the school in gaining analytical insights on supportive interventions and may be shared with the Ministry of Education or SPEA when requested. This information will be retained as long as your child is studying in this school unless they no longer require any additional support as determined by the department.

7. Level of Support and Provisions

Level of support	What is it?	How does WGP support?	Snap Shot Summary
Level 1 Students of Determination Quality First Teaching	<p>Good quality, inclusive teaching which takes into account the learning needs of all the students in the classroom.</p> <p>Which students qualify for this level?</p> <ul style="list-style-type: none"> • A student who is a new referral • A student whose case is being monitored by the department as they did not meet criteria for support • A student who no longer requires support and is being monitored 	<p>Level 1 support is achieved by:</p> <ul style="list-style-type: none"> • implementing a graduated approach to intervention and support by the class teacher within the classroom. • supporting students who may have an identified disability whose needs can be met through quality first teaching in the classroom. • working with students who have experienced special education needs in the past 12 months but who no longer require Level 2 or 3 support and only need monitoring through quality first teaching within the classroom. 	<p>Level 1 students receive classroom targets set by the class teacher and Quality First Provision. There is no IEP for these students.</p> <p>Students not receiving inclusion support but in need of effective and high-quality teaching within the classroom (no documents required)</p> <p>No IEP present as student receives quality first teaching</p> <p>May be new referrals, or students who no longer need / do not meet the criteria for support but are being monitored by the department</p>
Level 2 Students of Determination Additional Support	<p>Level 2 support provision goes beyond the general classroom, including specific, additional, time-limited interventions for students who need support to accelerate their progress to enable them to work at or above age-related expectations.</p> <p>Level 2 interventions are often targeted at a group of students with similar needs or learning objectives or goals. This is provided in addition to inclusive quality first teaching for all.</p>	<p>The department supports the student and their families by:</p> <ul style="list-style-type: none"> • Supporting student and/or parent in some capacity but support is not extensive (parent meetings, student observations, teacher support, etc.) • Providing group lessons/sessions (in-class lessons and pull-out lessons) – less than 3 lessons a week • Providing, where needed, accommodations or access arrangements depending on their need 	<p>Level 2 students receive a student transition support profile and classroom targets set by the class teacher. There is no IEP for these students.</p> <p>Have a Student Transition profiles (<i>if existing student in previous year</i>)</p> <p>No IEP present as student receives class targets set by teacher in class recommendations and strategies from the Student Support Team</p> <p>Will require lesson adaption within the mainstream classroom</p> <p>May attend intervention lessons with the Student Support Department</p>
Level 3 Students of Determination Specialist Support	<p>Level 3 support provision refers to highly personalised interventions for students who experience SEND and require specialist provision. This is provided in addition to inclusive quality first teaching for all. This includes students who require a high level of additional adult support within the classroom to access the curriculum and/or</p>	<p>The department supports the student and their families by:</p> <ul style="list-style-type: none"> • Providing extensive, ongoing support from the department (parent meetings, student observations, teacher support, lessons, accommodations, etc.) • Providing group lessons/sessions (in-class lessons and pull-out lessons) 3 or more times a week for their SEN needs 	<p>Level 3 students receive an IEP which is developed with the help of the classroom teacher and HOY and is monitored by the class teacher, HOY and SENCO.</p> <p><u>Students receiving Flourish (Level 3 ELL) will receive specialized adaptive planning and no IEP. Only those with an LSA have an IEP to support the student to transition away from LSA support.</u></p>

<p>have support from external agencies (e.g., Learning Support Assistant, Speech and Language Therapy, Occupational Therapy, Learning Support Assistant, Applied Behavioural Therapy, etc.).</p>	<ul style="list-style-type: none"> • Providing any form of 1:1 lesson/ intervention • Supporting students with their external therapies, ensuring strategies from the center are relayed into the school environment • Providing the student with an LSA where needed Providing student with an IEP • Providing the student with multiple services from department, i.e. social emotional learning, Sensory circuits, ELL support, behaviour support, etc. 	<p>Have a Pupil passport AND Individual Education Plan (IEP)</p> <p>Will require lesson adaption within the mainstream classroom</p> <p>Most have an LSA</p> <p>May attend intervention lessons with the Student Support Department</p> <p><i>Level 3 ELL with an LSA also has an IEP</i></p>
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8. Category of needs

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)	SPEA Categories	Category which causes the most significant barrier/s to learning for the student
Cognition and learning	Intellectual disability (including Intellectual disability - unspecified)	Intellectual Disability الإعاقة الذهنية	Academic delay Delayed phonological processes
	Specific learning disorders	Intellectual Disability الإعاقة الذهنية	Dyscalculia Dysgraphia Dyslexia Mathematic Barriers
	Multiple disabilities	Multiple Disability الإعاقة المتعددة	Multiple Learning Difficulties General learning difficulties
	Developmental delay (younger than five years of age)	Multiple Disability الإعاقة المتعددة Physical - Gross and Fine Motor	Global Developmental delay Physical - Gross and Fine Motor
	Communication disorders	اضطرابات التواصل Communication Disorders	Delayed Expressive Language Delayed Receptive Language Delayed Social Behaviour Delayed Social communication Selective Mutism
Communication and interaction	Autism spectrum disorders	اضطراب طيف التوحد Autism Spectrum Disorder	Autism spectrum disorder Level 2 (moderate)
Social, emotional and mental health	Attention Deficit Hyper Activity disorder		ADHD (Hyperactive) ADHD (Inattentive type) Attention and Concentration concern
	Psycho - emotional disorders.	الإضطرابات النفسية/الإنفعالية Psycho\ Emotional Disorders	Specific Psychological Concerns - Anxiety (Including Panic Attacks) Specific Psychological Concerns - Depression Psychological/ Emotional Concerns Counselor referral Oppositional Defiant Difficulties Behaviour concerns

Physical, sensory and medical	Deaf-blind disability	الإعاقات البصرية - ضعف البصر Visual Impairment-Low Vision	Physical - Vision Impaired
		الإعاقات السمعية - ضعف سمع Hearing Impairment	Physical - Hearing loss
	Physical disability	الإعاقات الجسدية Physical Disability	Dyspraxia
			Physical - Loss of limb
			Physical - Other
	Chronic or acute medical conditions	الأمراض والظروف الصحية الأخرى (تؤثر على العملية التعليمية) Diseases and other health	Medical Condition effecting learning
Sensory impairment			Sensory Processing Difficulties
Other (Unspecified)	English Language Barriers	English Language Barriers	English Language Barriers

9. Responsibilities

Heads of Year and Department

Will ensure that teachers:

- Understand and implement the inclusion policy.
- Follow the referral pathway as per the ADPR Cycle, involving parents, managing forms, and providing necessary documentation.
- Successfully implement access arrangements with support from the learning department.

Teacher Responsibilities

Teachers are responsible for:

- Creating an inclusive classroom environment that meets expectations and allows all students to access the curriculum.
- Implementing the inclusion policy daily, focusing on the progress of all students, including those with SEND or AEN.
- Ensuring all accommodations and support plans are executed.
- Actively using IEPs for Level 3 SOD students and setting targets for Level 1 and 2 SOD students, tracked through Pupil Progress Meetings.

Learning Support Team

Comprises SENDCO, support teachers, LSAs, students, parents, and is monitored by the Principal and Senior Leadership Team.

Responsibilities include:

- Regular meetings and documentation.
- Developing and monitoring the inclusive education improvement plan.
- Providing timely coaching and support to teachers.

- Assigning support staff to students or groups as needed.
- Developing partnerships with external professionals and centers.
- Assisting in access arrangements per accommodation agreements or support plans.

Learning Support Teachers

Focus on identifying individual student needs, supporting IEP development, and providing individualized or small group support.

Learning Support Assistants (LSAs)

Duties encompass:

- Facilitating educational program modifications.
- Engaging in monitoring and data collection for student learning.
- Assisting students with personal care and encouraging peer support.
- Applying professional development insights to practice.
- Participating in appraisal systems and following Memorandum of Understanding (MOU) processes.
- Developing resources and working with the school support team and parents to meet student needs.
- Monitoring and assisting students' performance across various areas.

Parents and Caregivers

Expected to:

- Collaborate with the school in supporting their child’s education and inclusion.
- Attend meetings, contribute to the development of IEPs, and sign relevant agreements.
- Share feedback on services and accommodations.
- Provide necessary medical or educational assessments and follow through with recommended support.
- In case of additional support needs, seek out and hire qualified Learning Support Assistants, following the school's guidance.


10. Monitoring and review

This policy has been discussed and agreed by the GEMS Wesgreen International School teaching staff and leadership teams for implementation.

Signed 


Date: 19/06/2024

Head of Inclusion

Signed 

Date: 19/06/2024

Executive Vice Principal

Signed 

Date: 19/06/2024

Principal / CEO