



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Inclusion Policy



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Signed:
CEO/ Principal

Date: June 2019

Policy review date: June 2020

GEMS Metropole School – Motor City

Dubai, United Arab Emirates

PO Box 392980, Dubai, United Arab Emirates

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www.gemsmetropoleschool-dubai.com

Our Vision

An inspiring and inclusive community hub, leading global citizens



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 neighborhood 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 [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 \(4\).](#)

Vision of Inclusion

At GEMS Metropole 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 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 all other students. This includes the right to be admitted to a preferred school where they are able to engaged and participate in quality learning experiences alongside same aged peers’.

GEMS Metropole 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

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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 instill 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-fulfillment and their eventual development into active and responsible adults.

English 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 (MTS) embraces the following principles:

- In line with the objectives of Dubai Law 2014 (No.2), we will endeavor 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 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.

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- MTS is committed to inclusion. We aim to engender 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.
- We will respond to students in ways which take account of their varied life experiences and needs.
- We pay particular attention to the provision for and the achievement of different groups of students:
 - English as an Additional Language (EAL) (see separate EAL policy)
 - Students of Determination
 - Those who are 'gifted and talented' and high attainers
 - Students receiving counselling support (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 differentiated 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/carers;
- 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;

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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 Learning Support Pathway flowchart.

Through Admissions

GEMS Metropole 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 will admit Students of Determination in accordance with all relevant guidance and legislation in force.

- Parent/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 Phase students are 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 standardised 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.
- Should we feel that a student would benefit from placement within the Small Steps Autism Unit, a referral will be made by the Head of Inclusion to the Small Steps BCBA where a meeting with the parents will occur.

If any of these measures indicate the student may have additional need requirements, 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 categorization 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 by teachers or parents if specific concerns are raised that the Inclusion Department may be able to address.
- Data gathered from **Standardised Tests**, such as the Cognitive Ability Tests (CAT4). Students with a profile of concern that falls out of the norm 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



- **On-going 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. The online referral is to be completed in this situation

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 Inclusive Education Action Team.

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 can be extended to incorporate additional challenges for all students, including 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 personalized pathway.

The Level System

Level 1 – Quality First Teaching

High-quality inclusive teaching is supported by effective whole-school policies and frameworks, clearly targeted at all students needs and prior learning.



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Planning for learning should be designed to move all students from where they are to where they need to be. Where there are large numbers of students who share the same learning needs, the best solution is to adjust the planning to cater for them. It means setting a new trajectory for the learning program to take students to where they need to be in terms of age-related expectations.

Effective Level 1 teaching anticipates the needs of students based on good use of transition data and on-going 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 provision is designed to increase rates of progress and secure learning for groups of students that puts them back on course to meet or exceed age related expectations.

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. In class support will be provided from The Inclusion Support Team where team teaching will occur to ensure that no student is left behind and that all learning styles and needs are catered for within a lesson. 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. At GEMS Metropole we aim to deliver guided support in-class as much as possible to meet the needs of these children.

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.

The outcome of Level 2 intervention is for students to be back on track to meet or exceed age-related expectations at the end of the year or key stage.

Level 3:

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

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Expectations are to **accelerate and maximise progress** and to **minimise performance gaps**.

This may involve support from a member of the Inclusive Education Action Team 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 very specific SMART targets within

an IEP and/or IBP document, which are regularly monitored and reviewed by teachers, students, Inclusive Education Action Team, Phase leaders and parents.

Students who are a part of our Small Steps Autism Unit will be put on to the SEND register as a Level 3 as they begin their transition period into the inclusive classroom. Students who attend long term Speech Therapy, Occupational Therapy and Applied Behaviour Analysis Therapy will be deemed a Level 3.

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 or key stage and where appropriate meet or exceed age-related expectations at the end of the year or key stage.

Partnerships

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

This includes:

1. The Inclusion Support Team
2. Senior Leadership Team
3. The Inclusion Champion
4. Key Stage Leaders
5. Heads of Year
6. Small Steps Autism Unit
7. Class teachers
8. The Inclusion Governor
9. School Counsellors
10. School Medical Clinic
11. Learning Support Assistants
12. External therapy agencies
13. Students and their Families
14. Feeders and transfer schools

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The role of the Inclusion Champion

The Head of Inclusion/Inclusion Champion at GEMS Metropole 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 Year to determine the strategic development of the policy. It is the

responsibility of the Inclusion Champion 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.
- There is effective communication between the Inclusion Department and Small Steps Autism Unit.
- 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 Assistant Heads' and Heads' of Year are assisting in observations and support of students with additional needs
- The records of Students of Determination are accurate, updated and in line with department guidelines.
- The implementation of Gifted and Talented policy is being developed and supported by the Assistant Heads' and Heads' of Year .
- The performance of the Inclusive Education Action 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.

The role of the Assistant Heads' and Heads' of Year

- 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.



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- Liaise with the Inclusion Support Team staff on a weekly basis.
- Fill in referrals and pass on to the Inclusion Support Team.
- Implement Gifted and Talented procedures.
- Attend all PD sessions (G&T Network, Small Steps...)
- Monitor any Level 3 students sign up for ASA's and communicate this with Inclusion Champion
- Developing Individual Behaviour Plans.
- Attend Individual Education Plan meetings for Level 3 students.

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 Inclusion Champion.
- To upskill and provide learning opportunities and support to class teachers.
- To assess referred students in line with the Referral Process.
- To give advice to 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, recommend 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 in class 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 MTS.
- To work professionally with other members of the department to ensure the effective co-ordination of provision delivered by external agencies.

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The role of the Learning Support Assistant

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

The role of Small Steps within Metropole

In partnership with GEMS Metropole School, Small Steps offer Inclusion support in the school setting. Small Steps will provide 1:1 ABA support through a trained Registered Behaviour Technician (RBT) to each child in order to provide him/her with the extra support and enable the student to fully and successfully participate in the classroom setting when deemed appropriate by the BCBA and Clinical Director.

All sessions in the Small Steps Unit are 1:1 and based on the principles of Applied Behaviour Analysis. The technicians are highly trained and are required to attend professional development workshops throughout the year. All sessions are overseen by a qualified BCBA on-site and daily supervisory feedback is given to each RBT. RBT's collect data on both skill acquisition and behaviour reduction programmes. All data is thoroughly analysed and updated on a weekly basis by the BCBA. There is more than one RBT dedicated in the child's programme, so that generalisation can be achieved.

Small Steps provide all the associated staff (Registered Behaviour Technician's, Programme supervisors and therapists and Occupational Therapists) needed for a targeted and fully controlled support program in order for the child to be taught more consistently all the essential skills, such as Communication, Play Skills, Social Interaction Skills, Self-Help Skills, Academic Skills etc.

The programme is designed especially for the child's needs taking into consideration their strengths and weaknesses as well as the family's individual needs. **Small Steps** use techniques derived from Applied Behaviour Analysis research such as:

- Verbal Behaviour (VB),
- Functional Communication Training (FCT),
- Pivotal Response Training (PRT),
- Natural Environment Teaching (NET)
- Discrete Trial Training (DTT)
- Functional Behaviour Assessment

Small Steps Service includes

- A highly experienced ABA Consultant/Behaviour Analyst (BCBA) who assess, develops and oversees the child progress's programme.
- **At least 2 RBT's** who are responsible for the daily implementation of the programme.



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- **Baseline** assessment and **on-going** assessments (using tools like **VB-Mapp, ABLLS-R, AFLS**) to identify the strengths and weaknesses of the child and to ensure steady progress.
- **Intensive 1 to 1 therapy** at the **Small Steps** inclusion centre within GEMS Metropole School.
- **Parents training** in ABA techniques, to ensure consistency and transferability of skills from the Centre to the Natural Environment.
- Bi-weekly sessions with an **Occupational Therapist (OT)** whose recommendations will be implemented within the ABA programme to develop an even more comprehensive curriculum.
- Delivery of the **British EYFS Curriculum with support from the GEMS Metropole Inclusion Support Team** to ensure Academic objectives are met.

Small Steps Inclusion Unit will

- Care for students' safety and wellbeing, we are aware how vulnerable they are.
- 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 and keeping the parents engaged in the program too.
- Monitor and report students' progress and effort in our daily handbook as well as yearly academic reports.
- Arrange Parent Engagement meetings to discuss progress and effort.
- Contact parents if there are concerns.
- Provide information to parents about school policies, news and activities through the GEMS Metropole communication portals and Small Steps' website, including regular newsletters, open days, annual school events and opportunities to become involved in school life.
- Respond to enquiries within 24 hours during the working week.

Post 16

For Post 16, SEND assessments will identify student's ability and needs. Based on student's assessment, subject teacher, Inclusion Specialist teacher and the Inclusion Champion, recommendations of reduced subject choices, alternative curriculum options and/or Access Arrangement will be discussed and an Individualized plan will be developed to help support student's progress.

This policy has been discussed and agreed by the GEMS Metropole School staff and leadership team for implementation.

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