



مدرسة جيمس رويال دبي الخاصة
GEMS Royal Dubai School

Inclusion Policy

2024-2025



<u>Approved by:</u>	<u>Inclusion & Well Being Committee –</u> <u>Mrs. Michaela Bullock</u>
<u>Date of review:</u>	<u>September 2024</u>
<u>Next review date:</u>	<u>September 2025</u>

Contents

<u>1. Vision</u>	3
<u>2. Legislation and guidance</u>	3
<u>3. Definitions</u>	4
<u>4. Roles and responsibilities</u>	5
<u>5. SEN information</u>	6
<u>6. Monitoring arrangements</u>	11
<u>7. Links with other policies and documents</u>	11
<u>8. Appendix A</u>	12

1. Vision

Our vision for inclusive education:

As part of the GEMS overarching corporate mission:

‘to put a quality education within the reach of every learner no matter where they are’

GEMS vision for inclusion:

‘to ensure all students have the right support and opportunities at the right time. So they become resilient, happy and successful in their adult life’.

To enable this GEMS will focus on 4 key priorities:

Education Excellence

Community and Friendship

Health and Wellbeing

Employment and Enterprise

Gems Royal Dubai Schools vision for Inclusive Education is ‘Achieving Excellence Together’ by all students receiving 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 academic, cultural, social and emotional success in a common learning environment.

2. Legislation and guidance

This policy is currently based on 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.

This policy is also based on the following guidance and legislation (see Appendix A for links to guidance):

Dubai Law No. (2) 2014 ‘to protect the rights of People of Determination in the Emirate of Dubai’.

Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 clause 14; Article 13, clauses 16, 17, 19 and Article 23.

Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.

UAE Centennial 2071 Long Term Government Plan.

Abu Dhabi Economic Vision 2030.

Dubai Strategic Plan 2021.

The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.

The UAE ‘School for All’: General rules for the Provision of Special Education Programmes and Services’ (2010) guidance.

The National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).

Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).

The National Project for Inclusion for People of Determination.

Abu Dhabi Educational Council Special Education Policies and Procedures Manual (2012).

‘My Community: A City for Everyone’ initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.

Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.

The Dubai Universal Design Code (2017, Accessibility Code).

The Ministry of Education Strategic Plan 2017-2021.

The Dubai Plan 2021 which aims to for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility and social protection.

Implementing Inclusive Education: A Guide for Schools (2017)

Directives and Guidelines for Inclusive Education (2020)

3. Definitions

‘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.

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

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

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

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

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

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

4. Roles and responsibilities

4.1 The Inclusion governor

The Inclusion governor is Nanette Wicker-Essick

They will:

Help to raise awareness of Inclusion issues at LAB meetings

Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the governing board on this

Work with the Principal and Head of Inclusion to determine the strategic development of the Inclusion Policy and provision in the school

4.2 The Principal

The Principal is Jan Steel

They will:

Work with the Head of Inclusion and Inclusion governor to determine the strategic development of the Inclusion Policy and provision within the school

Have overall responsibility for the provision and progress of Students of Determination and those with SEN

4.3 The Head of Inclusion

The Head of Inclusion is Michaela Bullock

They will:

Work with the Principal and Inclusion governor to determine the strategic development of the Inclusion Policy and provision in the school

Have day-to-day responsibility for the operation of this Inclusion Policy and the co-ordination of specific provision made to support individual students with SEND

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching

Advise on the graduated approach to providing SEN support

Be the point of contact for external agencies supporting students with SEN

Ensure the school keeps the records of all students with SEN up to date

Implement and maintain Individual Education Plans (IEPs) for students with SEN

4.4 Support or Specialist Teachers

The School Support or Specialist Teachers are Liadh Sheehan

They will:

Have day-to-day oversight for the specific provision made to support individual students with SEND

Provide professional support to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate

Keep up to date records of all students with SEN on their caseload

Implement Individual Education Plans (IEPs) strategies for students with SEN

4.5 Teachers

Each Teacher is responsible for:

The progress and development of every student in their class

Working closely with any teaching assistants/learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the Head of Inclusion to review each student's progress and development and decide on any changes to provision

Ensuring they follow this Inclusion policy

5. SEN information

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEN and assessing their needs

RDS follows the graduated approach to SEND support which recognizes that there is continuum of SEND and, where necessary, brings specialist expertise to bear on the barriers a student may be experiencing. The graduated approach takes place in an ethos of inclusion and parental engagement.

RDS follows the following intervention level model:

Level 1- high quality teaching where teachers accommodate individual differences in ability, learning style and social, emotional need through effectively differentiated classroom practice. Level 1 provision also includes intervention support led and monitored by TAs. All level 1 children have a 'Graduated Response document' which is reviewed approximately every 6 weeks.

Level 2- personal/ group support or curriculum modification to enable a student to engage with learning experiences in the classroom. Thresholds are in place to ensure children are consistently put on Level 2 support and children are identified by their primary category of need. Children on level 2 support will have an Individual Education Plan with key targets and have 1:1 or group support to ensure they meet their targets which are reviewed termly.

Level 3- individualized programmes to accelerate progress or enable students to achieve their potential. This provision is 'additional to' or 'different from' the provision required to meet the needs of most of the students within the school. There is a clear Level 3 threshold and evidence is collected to ensure there is a clear process to move children up to Level 3.

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the student's previous rate of progress

Fails to close the attainment gap between the student and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

At RDS we meet parents at least termly to review IEPs and write new targets. We have regular parent workshops and have a inclusion working party including parents to support with driving the school forward.

We will have an early discussion with the student and their parents when identifying whether they need SEN provision. These conversations will make sure that:

Everyone develops a good understanding of the student's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the student

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teacher will work with the Head of Inclusion and team to carry out a clear analysis of the student's needs. This will draw on:

The teacher's assessment and experience of the student

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The student's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

Outside agency assessments where relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. All the Level 2 and 3 children have progress trackers so we are able to clearly see the children's progress across a range of assessments.

5.5 Supporting students moving between education settings and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student which information will be shared as part of this.

5.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be adapted for individual pupils.

We will also provide a range of interventions and ensure they are clearly monitored on Edu Key provision mapper.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 1 specialist teacher and 1 student officer who are trained to deliver interventions such as ELL programs

Teaching assistants will support students in small groups using a clear entry and exit level.

We work with the following agencies to provide support for students with SEN:

Kids First

Paul Gelston (Clinical Psychologist)

Early Intervention Centre

Mirdif Centre Physio and rehab

Thriving Souls

5.9 Expertise and training of staff

Our Head of Inclusion has 12 years experience in this role and has worked as a SENCO in the UK for 8 years.

They are allocated 5 days a week to manage SEN provision.

We have a team of 1 specialist teacher, a student officer and a team of 45 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. We also have three specialist TAs that support Level 2 IEP targets.

In the last academic year, staff have been trained in a selection of interventions and assessments.

We have specialist staff, including a dyscalculia specialist, nesy trained staff, SEND specialists trained LSAs.

5.10 Securing SEN Support, Equipment and Facilities

At RDS we encourage parents to get support from outside agencies and regularly hold multi agency meetings including all individuals that are supporting the child.

We have a partnership with Kids First therapist centre and work closely with them to ensure support is transferred into school.

Therapist support and level 3 (LSA support) is charged over and above the standard school service and parents sign a contract to agree to it.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Completing an Inclusive Education Action Plan

- Reviewing students' individual progress towards their goals each term

- Reviewing the impact of interventions after 6 weeks

- Using student questionnaires

- Monitoring by the Head of Inclusion and team

- Using provision maps to measure progress

- Assessment trackers to indicate the progress across the areas of need

- Holding termly reviews for students with IEPs

5.12 Enabling Students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trips.

All students are encouraged to take part in sports day/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council

- Students with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying (please read our Anti- bullying policy)

5.14 Working with other agencies

At RDS we build strong working relationships and links with external support services in order to fully support our SEND students and aid inclusion.

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

Organising and running multi agency meetings including parents.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the head of inclusion in the first instance. They will then be referred to the school's complaints policy.

6. Monitoring arrangements

This Inclusion Policy will be reviewed by the head of inclusion **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

Safeguarding

Bullying

8. Appendix A

The United Nations Convention on the Rights of Persons with Disabilities	https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html
Federal Law (29) 2006 and 2009	https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination Guarantees a person of determination access to equal opportunities of education within all educational institutions
Dubai Law 2014 (no. 2)	https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf Concerning Protection of the rights of persons of determination in the Emirate of Dubai
Executive Council Resolution No. (2) of 2017- Regulating Private Schools in the Emirate of Dubai	https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf Regulations for Private Schools in Dubai
	Article 4 (14) establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
	Article 13 (16) treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;
	Article 13 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;

	Article 13 (19) provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;
	Article 23 (4) provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;
The National Project for Inclusion for People of Determination (2008)	https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination
UAE School for All: General rules for the provision of special education programmes and services guidance (2010)	https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf
My Community: A City for Everyone Initiative (2013)	https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx Aims to turn Dubai into a fully inclusive and friendly city for People of Determination
Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)	https://government.ae/information-and-services/education/education-for-people-with-special-needs
The National Policy for Empowering People of Determination (2017)	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs Aims to provide quality inclusive education in the UAE
Dubai Inclusive Education Policy Framework (2017)	https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf Dubai Inclusive Education Policy Framework has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities as well as federal and local

	legislation that calls for the inclusion of all learners, regardless of ability, in the education sector.
The Dubai Universal Design Code (2017, Accessibility Code)	https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf Aims for universal accessibility
Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)	http://dbkschool.net/wp-content/uploads/%D9%83%D8%AA%D9%8A%D8%A8-%D8%A7%D8%AC%D8%B1%D8%A7%D8%A1%D8%A7%D8%A%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9-%D8%A7%D9%84%D8%AE%D8%A7%D8%B5%D8%A9-2012-%D8%A7%D8%AC%D9%84%D9%8A%D8%B2%D9%8A.pdf
The Ministry of Education Strategic Plan 2017-2021	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021
The Dubai Plan 2021	https://www.dubaipplan2021.ae/dubai-plan-2021/ Aims for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, incorporating education, health & rehabilitation, employment, universal accessibility and social protection
UAE Centennial 2071 project	https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071