



EDUCATION

We see *genius* in every child



Inclusion Policy

Our Own High School

Approved by: Dr. Anjali Murthy Date: 01/04/2024

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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

We recognize that students learn at different rates and that there are many factors affecting achievement, including ability, emotional stage, age and maturity. Our objectives are to:

- Promptly identify needs and provide effective support for all students.
- Continually monitor the progress of all students
- Instill in students' academic and personal skills to meet the demands of post-secondary school life and adult living.
- Support and empower parents at every stage of their child's development.
- Involving the student in any decision making that affects them guide the student and parents to make appropriate decisions about vocation and careers.
- Ensure that students experiencing special educational needs and disability is perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed by students, parents, and staff.
- Ensure equality of opportunity for, and to eliminate prejudice and discrimination if any against, students of determination.
- To provide provisions as per the Federal Law of UAE and Dubai.
- To provide provisions as per the CBSE instructions/ exemptions/ concession under the Disabilities Act 1995.

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 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 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 committed to educating all students, including those 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 recognized disability, impairment and/or learning difference), with or without a formal diagnosis. 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 recognized disorder'. A student requires special education provision if they have a needs arising from the impact of a disability or recognized 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

4.1The Inclusion governor

The Inclusion governor is Ms Louise Dawson (louise@louisedawson.com)

His role is to:

- Help raise awareness of Inclusion issues at governing board 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 School Leaders

4.2.1 The Principal

The Principal, Dr. Anjali Murthy [anjuli.m1_oow@gemsedu.com]:

- Works 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.

4.2.2 SLT -in- charge of Inclusion

Vice Principal, Mr. Kapil Chaudhry [Kapil.c_oow@gemsedu.com]

4.2.3 Head of Inclusion

The SEND Lead is Ms. Sunu David(sunu.d_oow@gemsedu.com)

The inclusion lead will:

- Work with the Principal, Inclusion governor and SLT in-charge for Inclusion to determine the strategic development of the Inclusion Policy and provision in the school.
- Be responsible for the day-to-day operation of the Inclusion Policy and the co-ordination of specific provisions 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 SEND receive appropriate support and high-quality teaching.
- Advice on the graduated approach to providing SEND support.
- Be the point of contact for external agencies supporting students with SEND.
- Ensure the school keeps the records of all students with SEND up to date.
- Implement and maintain Individual Education Plans (IEPs) for students with SEND.

4.3 Support or Specialist Teachers

The School Support or Specialist Teachers are Ms. Nikhat Fatima Ahmed Sayed (nikhatfatima.a_oow@gemsedu.com), Mazher Shaikh [mazher.s_oow@gemsedu.com] & Caroline Kalpana [carolinekalp.j_oow@gemsedu.com]

Counselors are - Amala Pandian (amala.p_oow@gemsedu.com) Abbin Sreedharan (Abbin.s_oow@gemsedu.com)

They will:

- Monitor the specific provisions 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 SEND receive appropriate.
- Keep up to date records of all students with SEND on their caseload.
- Implement Individual Education Plans (IEPs) strategies for students with SEND.

Academic Coordinators and supervisors of each grade

- To guide teachers along with the support of grade special educators
- Regular meetings of Academic Coordinators, special educators with teachers along with concerned SLT
- Focused Lesson Observation on SOD support by SLT and Inclusion Department (Indicates teachers' strategies are effective in the classroom)

4.4 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. SEND information

5.1 The kinds of SEND 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.

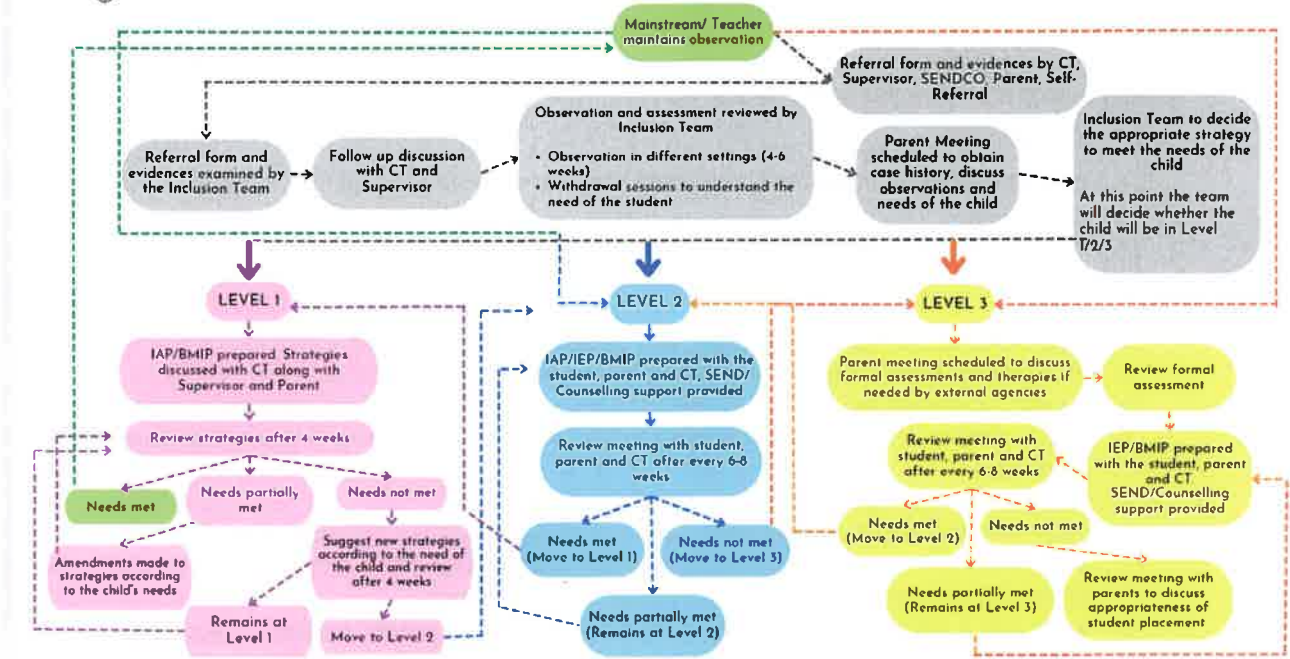
5.2 Identifying students with SEND and assessing their needs.

The school has a referral system which parents, staff or students can activate at any time.

We provide priority admission for a student of determination with a sibling already on roll in the school. The school follows the given procedure during admission for students of determination:



GEMS Our Own High School, Al Warqa'a
Inclusion Team: Referral Procedure



Students with a formal diagnosis:

A student seeking admission with a formal diagnosis is referred to the Inclusion Department for an observation and interaction to determine the required level of support. If the challenges are severe, the assistance of Learning Support is recommended.

Students without a formal diagnosis:

A student identified at the time of admission by a team of trained staff is referred to the Inclusion Department. The inclusion team is essentially a part of the team, who observes, interacts and determines the students' stage of development. The focus of the process is to identify the strength and challenges to learning as well as set up an early intervention plan for the student.

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.

Counselling:

Parents and guardians of grades 1-7 will be notified if the counsellor is to provide individual/group counselling for their child. Counselling is voluntary and parents/guardians reserve the right to consent to or decline counselling services for their child. Parents will not be granted access to counselling records, which are considered property of the school. Parents/guardians of all students will be notified immediately if there is any concern regarding the safety of their child.

School counselor will:

- Help students understand and overcome social or behavioral problems through individual and group counseling.
- Provide individual and small group counseling based on student needs.
- Work with students to develop skills such as organization, time management, and effective study habits.
- Help students set realistic academic and career goals and develop a plan to achieve them.
- Evaluate students' abilities and interests through aptitude assessments and interviews.
- Develop strategies with teachers, administrators, and parents to help students succeed.
- Teach classes on topics such as bullying, drug abuse, and planning for college or careers after graduation.
- Identify and report possible cases of neglect or abuse.
- Refer students and parents to resources outside the school for additional support.
- Assistance with the entry process during Admission Assessments along with the special educator
- Emotional support and guidance to the staff who need such.
- Work with a special educator to promote emotional and academic progress of the child.
- Assists in career pathways and help in college admission documentations.
- Liaise with external agencies, service providers and other schools to ensure provision of maximum support to meet children's well-being.

Referrals to the counsellor: A referral is made to the school counsellor when a concern for a student arises. Possible sources of referrals may include:

- Self-Referral for students from grade 6 to 12 and parental consent is not required for the following grades for meeting the Counsellor. Referrals from grade 1 to 5 will be considered only after obtaining consent from parents.
- Referrals by teachers, parents, peers, medical staff, ancillary staff.
- Referrals to consult a school counsellor be made by approaching supervisor. Parents can refer to the counsellors directly in person, via telephone, or via email. It is the counsellor's responsibility to ensure a Referral form is completed for every referral.
- Staff may also seek assistance from counselling services for classroom or group interventions to provide psychosocial education or support to address generic or specific needs. This may take the form of classroom inputs, observations, workshops, presentations or programs.

The school counsellors are Amala Pandian [Amala.p_oow@gemsedu.com] for grades 6-8 and Guidance counsellor for grade 9-12 is Abbin. S [abbin.s_oow@gemsedu.com]

5.3 Consulting and involving pupils and parents.

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

- Everyone develops a good understanding of the students' areas of strength and difficulty.
- We consider 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 students' 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 to clearly analyze the students' needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behavior
- 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.

All teachers and support staff who work with the students will be made aware of their needs, the outcomes sought, the support provided, and any required teaching strategies or approaches. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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 students which information will be shared as part of this.

- All students have an induction session at their new school.
- Connect with the previous school inclusion department for better understanding.

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 differentiated for individual pupils.

We will also provide the following interventions:

At OOW we use a graduated system of support, which provides different levels of support in response to different levels of student needs.

+ Level 1 – General Support Services

The classroom teacher responds to a student's identified learning needs using **high-quality differentiated teaching** in the classroom. It is expected that the large majority of students of determination will be sufficiently supported through this level of support. Teachers will use the Universal Accommodation Plan in their everyday work. The class teacher will collaborate with other teachers and professionals to implement strategies that promote engagement and lower barriers to learning.

+ Level 2 – Targeted Support Services

Some students require more targeted support to meet academic, social and behavioral needs. This additional support is provided through support service level 2. Here, additional, specific and time limited intervention is provided to students falling behind age expected performance levels. Some students accessing level 2 support service may require enhanced support through an Individual Education Plan.

+ Level 3 – Individualized Support Services

Access to level 3 support service provides a few students with individualized education programs, which are additional to and distinct from that provided to other students. These programs are individually developed and are focused upon reducing the student's experience of significant and

sustained social, emotional, or academic barriers to learning. When the provision for these programs is available through the standard school service for students of determination, parents will not charge extra fees.

The student will be provided with individual and group sessions, beyond the “normal” classroom. Additional support is provided by the Inclusive Education Support Team and by Learning Support Assistants (LSAs).

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 can 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, colored overlays, using visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Provision for ASDAN (Award Scheme Development and Accreditation Network)

ASDAN is a UK-based educational charity which was set up to support students with additional learning needs or special needs. ASDAN's programs and qualifications enable learners to succeed at secondary school through the development of core skills and positive attributes. The flexibility of ASDAN's International Award Programs means that they can be carried out in a variety of settings, over a time period to suit the student.

5.8 Additional support for learning

We have 3 special educators trained to develop skills like reading, writing and communication.

Learning Support assistants (LSA) will support students in small groups when working on common goals.

5.9 Securing SEN Support, Equipment and Facilities

School will share the list of service providers for external assessment and specialized therapy sessions. Parents can choose the provider for the given list, or any government approved and licensed profession. The cost for these services will be borne by the parent. In case the student requires a full time LSA, the understanding is that the parents will have to cover the cost completely.

5.10 Evaluating the effectiveness of SEN provision.

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

- Completing an Inclusive Education Improvement Plan
- Reviewing students’ individual progress towards their goals each term
- Reviewing the impact of interventions after 4 weeks
- Using student questionnaires
- Monitoring by the Head of Inclusion
- Holding annual reviews for students with IEPs

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

- All our extracurricular activities and school visits are available to all our students, including our beforehand after-school clubs.
- All students are encouraged to go on our educational visit.
- 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.

5.12 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 the clubs to promote teamwork/building friendships.
- We have a zero-tolerance approach to bullying.

5.13 Working with other agencies.

If students require additional support outside the resources available at the school, they are referred to external resources such as psychologists, psychiatrists, doctors, etc. following the consent of parents. The school counsellor assists in the process of transitioning to ensure the student undergoes minimal interruption of service

5.14 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/ Grade Supervisor/ 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 Sunu David [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. Charging policy

At our school, we are deeply committed to fostering an inclusive environment where every student has the opportunity to succeed. We offer comprehensive inclusion services that support students with diverse learning needs. These services include access to Learning Support Assistants (LSAs) and diagnostic tests that help tailor educational strategies to individual requirements. While some of these specialized services, such as LSAs and certain diagnostic tests, may require additional financial contributions from parents, we believe they are essential investments in providing personalized support and ensuring that all students can achieve their fullest potential.

8. Links with other policies and documents

This policy links to our policies on:

- Safeguarding
- Anti-Bullying Policy

- Curriculum
- Modification
- LSA policy

8. Appendix A

<p>The United Nations Convention on the Rights of Persons with Disabilities</p>	<p>https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</p>
<p>Federal Law (29) 2006 and 2009</p>	<p>https://www.abudhabi.ae/portal/public/en/citizens/religionand-community/people-of-determination-le/federal-law-no-29of2006-concerning-the-rights-of-people-of-determination</p> <p>Guarantees a person of determination access to equal opportunities of education within all educational institutions</p>
<p>Dubai Law 2014 (no. 2)</p>	<p>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</p> <p>Concerning Protection of the rights of persons of determination in the Emirate of Dubai</p>
<p>Executive Council Resolution No. (2) of 2017- Regulating Private Schools in the Emirate of Dubai</p>	<p>https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf</p> <p>Regulations for Private Schools in Dubai</p>
	<p>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;</p>
	<p>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;</p>

	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-andcommunity/people-of-determination-le/the-national-project-forinclusion-of-people-of-determination
UAE School for All: General rules for the provision of special education programs and services guidance (2010)	https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrul esE n.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-specialneeds
The National Policy for Empowering People of Determination (2017)	https://government.ae/en/about-the-uae/strategies-initiativesand-awards/federal-governments-strategies-and-plans/thenational-policy-for-empowering-people-with-special-needs Aims to provide quality inclusive education in the UAE
	https://www.khda.gov.ae/cms/webparts/texteditor/docume n

<p>Dubai Inclusive Education Policy Framework (2017)</p>	<p>ts/Education Policy En.pdf</p> <p>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.</p>
<p>The Dubai Universal Design Code (2017, Accessibility Code)</p>	<p>https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf</p> <p>Aims for universal accessibility</p>
<p>Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)</p>	<p>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%AA-%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</p>
<p>The Ministry of Education Strategic Plan 2017-2021</p>	<p>https://government.ae/en/about-the-uae/strategies-initiativesand-awards/federal-governments-strategies-and-plans/ministryof-education-strategic-plan-2017-2021</p>
<p>The Dubai Plan 2021</p>	<p>https://www.dubaiplan2021.ae/dubai-plan-2021/</p> <p>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</p>
<p>UAE Centennial 2071 project</p>	<p>https://uaecabinet.ae/en/details/news/mohammed-binrashid-launches-five-decade-government-plan-uaecentennial-2071</p>