



DUBAI GEM PRIVATE SCHOOL

STRIVE FOR EXCELLENCE

Students of Determination (SOD)



Inclusion Policy

Statement of Intent

DGPS is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the students who gain admission to school matter – including those identified as having additional needs. The school is committed to recognizing the potential of all students and giving them access to enrichment activities. We fully support the inclusive aims of the Government of Dubai, Dubai Inclusive Education Framework (2017), which seeks to ensure persons (and children) with disabilities should participate in education, recreation, arts, sports and culture.

This policy explains the approach to Students of Determination within the school and is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. Our aim is to know individuals well to help them reach their full potential. We do this through careful personalisation of the curriculum opportunities offered and support programs that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for his or her future life roles.

Aims

- To ensure that all students, whether or not they have learning barriers, have access to a broad, balanced and relevant curriculum, which meets their individual needs.
- To encourage a whole school approach to SOD and a close partnership between school, the student and the home.
- To provide learning experiences that enable students to reach their full potential.
- To create a positive atmosphere wherein students can develop confidence and self-respect.
- To ensure students and staff receive specialist support and guidance as appropriate.
- To give a voice to SOD and to ensure that their views and wishes are taken into consideration.

Objectives

- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To inform staff of students' needs and suggest ways of meeting those needs.
- To enable all staff to play a part in identifying SOD and to take responsibility for recognizing and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SOD.
- To monitor and review progress of students on the SOD register.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To involve outside agencies, where these are available, to provide the necessary support for students.
- To advise on strategies to develop competency in basic skills.
- To help every student realise his or her full potential and optimise their self-esteem.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.

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 for 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:

- 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) that aims to turn 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 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)

Definitions

- **Special Educational Needs** are defined as “A need which occurs when a student is identified with an impairment requires the school to make **specific modifications** or provide **specific supports** to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a **common learning environment with same aged peers.**” as per the Dubai Inclusive Education Policy Framework 2017.

- **Additional Educational Need (AEN) (Unidentified)** have an educational need that is different from those of the majority of students; but **does not** arise from the impact of a known disability or recognised disorder (but may be under investigation)

Being identified with a special need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make expected levels of progress given their starting points.

Categories of disability and barriers to learning

The following framework is based upon the UAE unified categorization 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 categorization of disability)
Cognition and learning	1. Intellectual disability (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. Chronic or acute medical conditions

The above categorization serves as an important point of reference that supports the students of determination and aims to promote and maximize opportunities for learning and progress.

Roles and Responsibilities

The Principal

- Ensure inclusive ethos and practices are encouraged, adopted and practiced across the school.
- Work closely with the Inclusion Governor and Head of Inclusion to implement change, improvise systems and facilitate provisions to ensure equal learning opportunities for all students.
- Provide guidance to the inclusion support team to discuss the best practices and next steps to strengthen the team.
- Champion an inclusive culture and advocate on behalf of students of determination

The Inclusion Governor

- Provide guidelines that enable the inclusive ethos to be successfully achieved across school.
- 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 and improvise the strategic development of the Inclusion Policy.

The Head of Inclusion

- Work with the Principal and Inclusion Governor to determine the strategic development of the Inclusion Policy and its provision in the school.
- Coordinate specific provisions & support for individual students of determination in collaboration with the teachers, parents and support team.
- Conduct discussions with teachers, support team & parents with respect to the subject specific adaptations, classroom accommodations, strategic planning of IP, BIP and IEP, home based extended support to help student with skills necessary for learning and engagement.
- Coordinate & collaborate with external agencies.

Teachers

- Ensure high quality teaching across all classes for all students.
- Engaging planning need-based differentiation as per the students learning preferences and abilities.
- Plan and transact lesson objectives by enhancing the learning process to ensure that students are making expected progress.
- Collaborate with the inclusion support team by addressing any patterns or needs that pose as a learning barrier to the students learning and progress by engaging in conversations focused on curriculum adaptations, access arrangements and day to day teaching and learning.
- Ensure that the goals and targets specified in the IEP, BIP and/or intervention plan are catered at all levels and the progress is monitored for future review.

Inclusion Teacher & Specialists Learning support

- Support students of determination by planning targets to help them acquire skills and bridge the learning gaps through in-class and pull-out sessions.
- Engage in discussions with teachers on curriculum adaptations and lesson transaction with need-based accommodations and modifications.
- Demonstrate strong parent partnership by conducting meetings and regularly updating parents on the student's progress.
- Monitor and record students' responses to learning during the sessions.
- Review the progress on the target goals for further revision and modification.
- Maintain an up-to-date record of all students under their cluster.
- Collaborate and coordinate with the teachers and LSAs.

LSA

- Assist the support team to facilitate the targets in the IEP/IP/BIP.
- Assist the teacher and the student in the day to day learning and engagement within and outside class.
- Facilitate and reinforce concepts with students individually or in small groups.
- Document student progress and communicate with parents to keep them informed.
- Update the parents with daily report and student's progress.

Admissions Policy

In line with the school's Admissions Policy, individuals will be considered with reference to their needs, resources and the school's ability to meet those needs. The school will strive to provide appropriate support for Students of Determination. The school will make reasonable adjustments to accommodate pupils with SOD during entry tests. A current report written by an Educational Psychologist or Specialist teacher will be required to put appropriate arrangements in place, and any access arrangements will be based on the student's usual way of working.

Provision

Identification and Assessment of students identified with needs

Early identification will be key to the progress of SOD. DGPS will use the following to identify pupils with special educational needs, whichever are appropriate:

- At the time of admission. Information shared in the Application form.
- Group testing for English – reading and spelling tests annually for Years 1 – 9 PTE tests.
- KS2, KS3 CAT4 results along with the battery of Progress Tests from GL Assessment.
- Observation and concern regarding lack of progress noted by staff /parents
- Student self-assessment.
- Information supplied by parents.
- Information from outside agencies-educational psychologists, Speech & Language Therapists.
- Information from staff via individual reports, reviews, referrals.
- SNAP assessment- Online screening tool
- Students who are performing below their expected level of progress for the respective year group.
- Students who have socio emotional barriers due environmental and external factors which hampers their overall development

Students will be placed on the SOD register after consultation with subject teachers, parents, whose views will be recorded.

Criteria for weaning the students from the SOD register

All students have their identified need and/or intervention programmes reviewed regularly. The graduated response is a fluid process and students can move between levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register.

- Assessments
- Teacher feedback
- Class observations
- IEP/ILP target reviews
- Parent feedback
- Student feedback

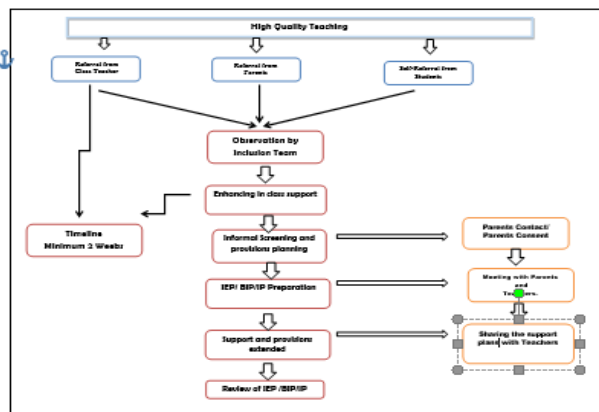
The Head of Inclusion will decide if a student placement on the register is no longer necessary. The Head of Inclusion will keep a record of students who are removed from the register(s) and ensure that analysis takes place at least once a year to ensure adequate progress is continuing. Students who have previously been on the register at any stage will be reviewed for Exam Access Arrangements when they enter Year 10.

Support Provision

Flow Chart

At DGPS, we follow a systematic process of support and has a clearly stated steps of support before and after the student is identified with any additional or special needs.

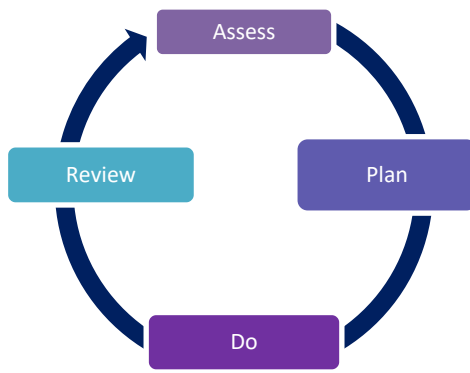
Appended below is the flow chart:



Graduated Approach

The school follows the graduated approach to systematically support students with any needs or learning barriers. With this approach, the school ensures that students are able to access and have their needs met within the mainstream curriculum. The identification, planning of support, extending provisions across all learning environment and monitoring student progress to review the provisions.

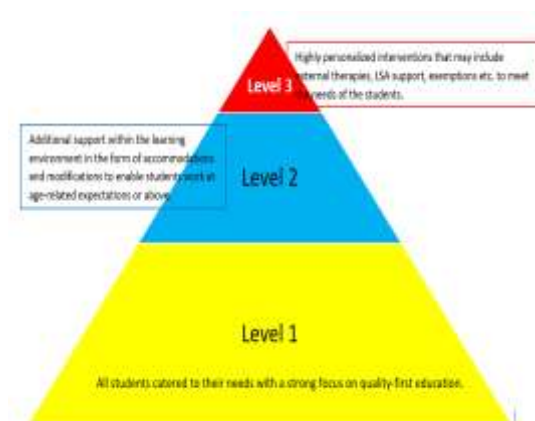
Appended below is the Graduated Approach followed by DGPS;



Provision Mapping

Following the identification the students are placed in the respective levels as per their needs and provisions are mapped to create least restrictive learning environment that will allow them to experience optimum progress and success.

Appended below is the provision map and descriptors for each:



Level 1 – Students working just below age-related expectations and need some additional focused teaching to close the gap are supported through classroom

accommodations and additional resources. Few are supported with focused intervention plan and are catered in pairs or small groups. In class support class differentiation and additional strategies are put in place e.g. sensory resources, seating plan, rest breaks, extra time, scaffolding of instructions, task etc. are put in place to provide them with sufficient support for successful participation and progress. The students' progress is closely monitored and provisions modify as per the requirements.

Level 2 – Students who demonstrates moderate barriers to learning and are performing below age-related expectations are supported through targeted interventions in the form of IEP and BIP. The students receive additional support through focused teaching to close the gap. Support may take the form of pull-out sessions, groups and/or targeted in-class support and will be set at a pace which supports accelerated learning. Student's intervention plan focuses on specific needs in the areas of disabilities as categorised by the DSIB. This provision is reviewed termly and appropriate need-based support is provided.

Level 3 – Students with severe needs are supported through highly individualised support. These students are supported extensively with pull-out sessions, push-ins, in-class accommodations, curriculum modifications, exemptions and external therapeutic services. All students in level 3 either have an IEP and/or BIP in place.

Students who access level 3 support may require specialist intervention or individualized provision of individual learning support assistant to access the school setting at DGPS. Where individualized provision is required DGPS will register for an individualized service agreement. The steps of this process are outlined below.

The inclusion support team will assess the level of risk to identify whether there is a significant risk of the student not being able to participate in school life fully without access to specialist services or individualized provision.

The Principal oversees and ensures that the appropriate provisions are planned and meet the team, teachers and parents to discuss and explore further interventions.

Who offers this provision?

Additional provision for students with SOD (beyond high quality classroom teaching) can be offered by one or more of the below parties, and may involve a combination of in-class support and withdrawal intervention:

- Inclusion team
- External therapists
- 1:1 LSA
- Subject teachers
- A combination of the above

Recording

The Head of Inclusion compiles a register of students. A recording system for all students on the register is in operation incorporating Individual Education Plans (IEPs), Behaviour Intervention Plan Group intervention Plan (GIP). These plans can be accessed by all staff on the Teacher's server.

Each student will have an SOD file containing evidence of need, copies of any diagnostic tests and a record of departmental interventions.

Monitoring and Review

Students' progress is regularly monitored and reviewed involving appropriate agencies, staff, students, and parents. The academic tutorial is a key part of this process together with parent consultation meetings. The IEPs are updated after parents' consultation meetings in response to subject staff feedback. Interim and full reports with regards to attainment are published to parents in accordance with the school's assessment calendar. The school will contact parents when a need is first identified and maintain regular contact. Intervention plans will always be updated and reviewed with the student (where appropriate), and they will be given an opportunity to review their own progress each time the Intervention plans is updated.

The Head of Inclusion takes the lead in:

- Managing SOD interventions for the student in discussion with colleagues.
- Monitoring and reviewing the action.
- Enhanced transition arrangements between Key Stages
- Communicating needs with teaching staff and Key Stage leaders and SLT
- Advising on CPD as necessary

Intervention will take place with In Class Support and the need for withdrawal from curriculum lessons based on the individual needs. The HEAD OF INCLUSION will regularly review the impact of any interventions and will adjust programmes accordingly. The Head of Inclusion will, in conjunction with Key Stage Leaders and

Subject leaders, regularly review the progress of students on the SOD register, both individually and as a cohort.

Access Arrangements

Access Arrangements will be based on a student's normal way of working to remove barriers caused by illness or disability. DGPS will consider the full range of arrangements allowed by Cambridge and Edexcel at KS4 and 5, and any reasonable adjustments at KS3 and for the entrance examination. Students who would like to word process their work in examinations will have their request considered if it is their usual way of working and their subject teachers support the arrangement.

The Head of Inclusion and examinations officer will ensure that the appropriate arrangements are put in place for external and (where possible) internal exams. The examinations officer will ensure that all documentation is up to date and on file and she will process the on-line applications. This should be done prior to the start of IGSCSE AS and A Level course and, where issues arise during the school year, these should be completed immediately once all paperwork from parents and outside agencies has been received.

The access arrangements should be logged onto the individual needs register, held on the Teacher's server/SOD File, and this should be dated when approval was granted by the examination board, where appropriate, and for what examination series.

Copies of approved access arrangements for each year group are held in the Inclusion Department and the examinations office and are updated annually. It is the responsibility of the Head of Inclusion and examinations officer to ensure that all arrangements are approved prior to the set deadlines for each examination series.

School Network

Each subject area liaises with the Head of Inclusion. There is communication between the subject area, the learning support team, form tutor and head of year/section. All staff has copies of all relevant documentation including Individual Education Plans which are drawn up in consultation with parents where necessary. They will contain identified strategies that are student and resource specific. Teachers will consider these when planning and delivering the curriculum, and should take account of differences in subjects, learning styles, teaching methods etc.

The school will provide support within the classroom wherever possible, but acknowledges that there are occasions when one to one or small group work is

valuable and will facilitate learning. The student's response and progress will be the indicators of the appropriateness of this approach.

We intend that all students should access the full curriculum and subject departments are expected to address this directly within schemes of work and departmental policy.

Inclusion Support Team

School Principal: Ms. Humera Ibrahim

Leader of Provision for Students of Determination: Ms. Anagha Mulay

Inclusion Governor: Mr. Kevin Bensusan

Inclusion Champion: Ms. Charlotte Dias

Primary Counsellor: Ms. Bhawna Goel

Secondary Counsellor: Ms. Charlotte Dias

Inclusion Teachers: Ms. Charlotte Dias
Ms. Seetha Kasiviswanathan
Ms. Ambreen Chaya
Ms. Yeguvalli Palaniappan
Ms. Riya Chacko
Ms. Sarah Villanueva

Specialist Learning Support: Ms. Mahita Bhatia
Ms. Deepa Ruchandani
Ms. Janine Manalo

Individual Support Assistants: Ms. Suchitra Krishnamoorthy
Ms. Alifiya Ali
Ms. Gerline Ngwb

Gifted and Talented Policy Statement of Intent

Dubai Gem Private School is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the pupils who gain admission to DGPS matter – including those identified as being able, gifted or talented and those with special educational needs.

This policy explains the approach to able, gifted and talented students within DGPS and is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity.

Aims

- To ensure that all pupils have access to a broad, balanced and relevant curriculum, which meets their individual needs.
- To promote a cross curricular approach to gifted and talented provision.
- To provide learning experiences that enable students to reach their full potential.
- To create a positive atmosphere wherein students can develop confidence and self-respect.
- To ensure students and staff receive specialist support and guidance as appropriate.

Objectives

- To ensure that all able, gifted and talented students have access to a broad, balanced and enriching experience.
- To work closely with a student across Key Stages to ensure effective transition.
- To enable all staff to play a part in identifying able, gifted and talented pupils and to take responsibility for recognizing and addressing their individual needs.
- To encourage, wherever possible, an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To involve outside agencies to provide the necessary support for students.
- To help children realize their full potential and optimize their self-esteem.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.

Able, Gifted and Talented

Dubai Gem Private School recognizes that the KHDA identifies students with special gifts and talents are one of the groups **most at risk of educational exclusion, and we strive to prevent this**. The KHDA 2015-16 Inspection Framework definitions take account of the 'Differentiation Model of Giftedness and talent' and align with international best practice:

The term **giftedness** refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually underachieve.

The term **talented** refers to ‘a student who has been able to transform their ‘giftedness’ into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

Dubai Gem recognizes that all of our students have gifts and talents and through a broad and balanced curriculum, rich co- curricular program and philanthropic activities will ensure that these students have every opportunity to excel.

Most Able Children in the Classroom

In practical classroom terms most are likely to present themselves to teachers in one or other of three groups:

- 1 Those whose outstanding ability is so evident (and in some cases linked with behaviors that cause difficulties in the classroom), that teachers seek to develop specific strategies to cope with their high ability.
- 2 A much larger group of children with high levels of ability and achievement.
- 3 Children with high levels of ability, but who are not achieving at a high level.

Able pupils can have/be:

- Good all-rounders
- High ability in one area only
- Of high ability but with low motivation
- Of good verbal ability but having poor writing skills
- Very able with a short attention span
- Very able with limited interpersonal skills
- Keen to disguise their abilities
- SEN (including children on the Autism spectrum)
- Behavioral difficulties

Identifying the Gifted Student

- CAT scores **above 130**
- PTM /PTE/NGRT results above 130
- Teacher recommendations G&T observations and interviews (task commitment and creativity)
- Parental discussions

Provisions for G & T

- An extensive G & T enrichment program offers extra-curricular activities both in and outside school.
- After-school clubs are advertised via the website.
- Additionally, activities may involve taking students out of school, to universities or sites of special interest.
- From time to time the school also works with external providers and inter school partnerships. These include involvement in international projects, interschool projects within the region and enterprise projects such as the EEG conservation, DIDI Design.
- We also run revision classes for A and A* students prior to the IGCSE/AS/A exams.
- Extensive support with the application and interview process is provided to students in the Sixth Form. All students are monitored to ensure that they continue their academic journey into universities across the world.
- The KS4 curriculum is structured so that MAGT students can follow an advanced /additional academic program. (Additional subjects such Computer Sciences, Further Math, English Literature and Sociology are available to students who wish to do a fifth subject at the AS level)
- Students are given appropriate guidance when choosing their options.
- Enrichment activities, to develop mastery in specific physical or mental domains
- Projects for enterprising and real life application
- Problem Solving for deeper mastery Choice boards for in and out of class sessions
- To demonstrate HOTS
- HOT questioning

Assessment Methods Explained:

Nomination	The identification of gifted and talented students involves the collection of subjective information, usually via checklists, submitted by school administration, teachers, or school counselors
Screening	Screening involves the use of a combination of measures of potential and performance. It is more objective than nomination. Ability tests are useful for assessing potential, whereas achievement tests assess student performance in syllabus outcomes, and generally classify students into bands. Underachieving students with high intellectual potential may score poorly on achievement tests.
Monitoring	Teachers should ask the questions, “What is being observed?” and “How should the observations be noted?” Before beginning to formally observe students, teachers can develop preformats to aid in recording observations of students. This information can give a picture of students’ performances, interests, strengths, weaknesses and skills.

Review of Policy:

The INCLUSION policy is monitored by SLT and reviewed on an annual basis.

Last Review	September 2022
Next Review	September 2023
Responsible SLT	Ms Anagha Mulay

G &T coordinators	Primary: Bhawna Goel Secondary: Charlotte Dias
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