



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.

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.

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.

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 following information expands upon each of the **‘12 categories of disability’** (identified above).

It provides specific examples of the different types of difficulties, conditions or disorders associated with each category and identifies some of the barriers to learning that may be experienced by students of determination.

This information provided should serve as a particularly important point of reference for teachers. It will support the implementation of procedures to assess and identify the needs of students of determination and will promote the development of provision that maximizes opportunities for learning and inclusive practice.

Cognition and Learning

1. General barriers to learning (Intellectual disability)

Mild intellectual disability (Mild barriers to learning)

Moderate intellectual disability (Moderate barriers to learning)

2. Multiple disabilities (Multiple barriers to learning)

3. Developmental delay (Barriers with typical development)

Global developmental delay (Global developmental barriers)

Specific developmental delay (Specific developmental barriers)

4. Specific learning disorder (Specific barriers to learning)

Dyslexia (Specific barriers with reading)

Dysgraphia (Specific barriers with writing)

Dyscalculia (Specific barriers with mathematical concepts)

Specific barriers with coordination (Dyspraxia)

Communication and Interaction

5. Communication disorders (Communication barriers)

Expressive language disorder

Receptive language disorder (Specific barriers with understanding verbal language)

Global language delay (General barriers with language)

Speech fluency disorder (Specific barriers with speech fluency)

Speech sounds disorder (Specific barriers with speech sounds)

Social communication disorder (Barriers with social communication)

6. **Autism spectrum disorder** (Barriers with social interaction, communication and flexibility)

Autism spectrum disorder – level 1 (Mild barriers with social interaction, communication and flexibility)

Autism spectrum disorder – level 2 (Moderate barriers with social interaction, communication and flexibility)

Autism spectrum disorder – level 3 (Extremely complex barriers with social interaction, communication and flexibility)

Social, Emotional and Mental Health

7. **Psycho-emotional disorders** (Emotional and psychological barriers)

Depression (Significant barriers with feeling positive and motivated)

Bi-polar disorder (Signification and persistent barriers regulating mood)

Oppositional Defiance Disorder (Significant Barriers with being cooperative and staying calm)

Obsessive/Compulsive disorder (Barriers with managing thoughts and compulsions)

Post-traumatic stress disorder (PTSD) (Barriers dealing with trauma and arousal)

8. **Attention Deficit and Hyperactivity Disorder** (Barriers with attention and self-regulation)

ADHD – inattentive type (Barriers with maintaining focus and attention)

ADHD – hyperactive type (Barriers with managing hyperactivity and impulsivity)

ADHD - combined type (Barriers with focusing attention and managing hyperactivity)

Physical, Sensory and Medical

9. **Sensory impairments** (Barriers with using the senses)

Hearing impairment (Barriers with hearing)

Visual impairment (Barriers with vision)

10. **Deaf-blind** (Barriers with seeing and hearing)

11. **Physical disability** (Barriers with physical movement)

Muscular dystrophy (Barriers with muscle size and strength)

Cerebral Palsy (Barriers with posture, movement and coordination)

Spina Bifida (Barriers with leg movement)

12. **Chronic or acute medical conditions** (medical barriers)

Provision

Identification and Assessment of Pupils with SOD & AEN (unidentified)

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 being removed from registers

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 SENDCO will decide if a student placement on the register is no longer necessary. The SENDCO 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.

Graduated Support

Level 1

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.

Level 2

Additional, specific and time-limited intervention that is provided to students who are falling behind age expected levels of performance. It is expected that a minority of students of determination will require access to level 2 support services. Some students accessing level 2 support service may require enhanced support through an individual education plan.

Level 3

Individualized and specialized provision, which is different from that provided to most other students of determination. This may include full time support by a learning support assistant. It is expected that only few students will require access to level 3

Level 1 – classroom teacher’s awareness of and response to a student’s learning need (e.g. sensory resources, seating plan, rest breaks, extra time) is sufficient to support successful participation and progress. It is often supported with intervention plan and in class differentiation and additional strategies are put in place.

Level 2 – students are working just below age related expectations and need some additional focused teaching to close the gap. Support may take the form of withdrawal groups and/or targeted in-class support and will be set at a pace which supports accelerated learning. This will be provision that goes beyond the “normal” classroom. In relation to student well-being, this may include a short-term series of counselling sessions. Students will have a focussed intervention plan specific to English or Math or both and Emotional needs. This may be in the form intervention plan, IEP. IEPs are for a small percentage of students in level 2, who continue have gaps in their age-related expectations. This provision is reviewed termly and appropriate need-based support is provided.

Level 3 – highly individualised and based on fine-tuned assessments (internal and/or external). Regular, structured, systematic support, in which steps are small and

achievable. Internally, this may include withdrawal support for highly targeted intervention (at no extra cost to parents) with the Inclusion team. Externally, this would involve specialist support (e.g. SLT, OT, Counselling Psychologist), which is a private contract between parents and external agencies. These interventions need to be rigorously evaluated to ensure that pupils are making expected progress. These students cannot keep up with the regular classroom learning requirements without having some sort of extra help—or even a change to the curriculum. The IEP is the document that details a learning plan that is custom designed to the students' learning needs. All students in level 3 have an IEP in place. Additionally they do receive modified curriculum and assessments supported with suitable exam access arrangements.

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 ensures a meeting with parents to discuss and explore possible solutions.

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 specialists

A combination of the above

How much support will the students receive?

(Level 1): High quality differentiated teaching as part of common learning environment. Students receive consistent focused and differentiated instruction within the classroom setting as a universal principal of effective education. Students receive focussed individual or group sessions with the counsellors to cope with the barrier to think and feel positive and manage their emotions and behaviour.

(Level 2): These students may receive up to a maximum of 2 hours of additional support per week in FS, primary and secondary by the inclusion team or subject specialists in senior classes.

(Level 3): These students may receive up to a maximum of 5 hrs of additional support per week in FS, and primary and secondary by the inclusion team in addition to their Individual support assistant.

What intervention programs are available?

The intervention programs available within the Inclusion department include, but are not limited to:

ABA interventions

Read and write R & W App (reading and typing program)

STILE Literacy Kit (comprehension, sentence structure, grammar)

STILE Maths Kit

Number Shark program

Word Shark program

Free Reading program

Read Write Inc

Recording

The SENDCO compiles a register of students. A recording system for all students on the register is in operation incorporating Individual Education Plans (IEPs), Individual learning plans (ILP), Group intervention plan (GIP), Additional support plan (ASP). 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 SENDCO 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 SENDCO will regularly review the impact of any interventions and will adjust programmes accordingly. The SENDCO 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 SENDCO 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 IGSCE 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 SENDCO 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 SENDCO. 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.

Supporting students on the SOD register during Distance Learning

- Develop high-quality student learning experiences.
- Collaborate with other members of the team to design distance learning experiences for students in accordance with Schemes of work
- Develop and deliver high-quality student learning experiences.
- Communicate frequently with students and, as needed, with their parents
- Provide timely feedback to support students' learning
- Register student attendance through learning activity submission by specified time and date.
- Provide guidance and support for students to aid in monitoring and supporting student wellbeing
- Collaborate with co-teachers to design learning experiences that teach the students on SOD register
- Provide supplementary learning activities for students, either in the curriculum or with additional targeted learning needs
- Communicate regularly with the subject or classroom teachers who teach the students on SOD register
- Provide scaffolding or modifying assignments, as necessary, for students on SOD register, support subject or classroom teachers

- Help subject or classroom teacher differentiate lessons and activities for the students.
- Communicate regularly with students and/or their parents to ensure they have success with distance learning
- Provide supplementary learning activities for students who may benefit from additional practice to close academic and curriculum gaps

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

Inclusion Support TA Ms. Mahita Bhatia
 Ms. Deepa Ruchandani

Individual Learning 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.

General Checklist for Identifying Gifted and Talented Students

Gifted and Talented students may:

possess extensive general knowledge, often know more than the teacher and find the usual reference books superficial	
easily grasp underlying principles and need the minimum of explanation	
have mental speeds faster than physical capabilities and so be often reluctant to write at length	
be reluctant to practice skills already mastered, finding such practice futile	
be inventive and original when interested	
display intellectual playfulness, fantasies and imagine and be quick to see connections and to manipulate ideas	
show good insight into cause-effect relationships	

quickly make generalizations and extract the relevant points from complex material	
prefer to talk rather than write and often talk at speed with fluency and expression	
have exceptional curiosity and constantly want to know why	
ask searching questions, which tend to be unlike other students' questions	
be able to pose problems and solve ingeniously	
read rapidly and retain what is read and can recall detail	
listen only to part of the explanation and appear to lack concentration or even interest but always know what is going on	
leap from concrete examples to abstract rules and general principle	
be keen and alert observers	
have advanced understanding and use of language but sometimes be hesitant as they search for and use the correct word	
become absorbed for long periods when interested and may be impatient with interference or abrupt change	
lost in another world show sensitivity and react strongly to things causing distress or injustice	
often take a leadership role	
attribute ideas to others be self-effacing	
be confident and competent give inventive responses to open ended questions	
be unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore	
criticize constructively, even if sometimes argumentatively	

Identification an insight into gifted kids

<https://www.youtube.com/watch?v=NKdo83HksFA>

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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