



DUBAI GEM PRIVATE SCHOOL

STRIVE FOR EXCELLENCE

Alternative Educational Provision (AEP) Policy – 2025-26



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Rationale

Dubai Gem Private School (DGPS) has nurtured, encouraged, and cultivated a supportive learning environment. Rooted in the motto 'Strive for Excellence', DGPS is committed to developing students who are personally fulfilled, socially responsible, and equipped to become lifelong learners.

For students who demonstrate significant difficulty accessing or adapting to the mainstream curriculum, DGPS provides a personalised and flexible Alternate Educational Pathway (AEP) tailored to their individual developmental, academic, and life skills needs.

Objectives

1. To ensure a least-restrictive, inclusive, and accessible learning environment for all students.
2. To offer a differentiated, need-based curriculum that supports diverse learners within the framework of the mainstream education system.
3. To equip students with the skills necessary for independent, meaningful, and productive adult life.

Definition

An Alternate Educational Provision (AEP) is a bespoke curriculum pathway for students with moderate to severe special educational needs and disabilities (SEND) who cannot access the mainstream curriculum, even with significant accommodations and modifications.

Features of AEP

- Personalised Learning Plans (PLPS): Tailored to each student's cognitive, emotional, physical, and social needs.
- Holistic Curriculum Design: Integrates academic learning with functional, life, and vocational skills development.
- Experiential Learning: Emphasises hands-on, practical, and scaffolded learning strategies.
- Individual Support: Delivered in small-group or 1:1 setting where necessary.
- Inclusive Ethos: Promotes integration and peer interaction whenever appropriate.

Eligibility Criteria

- A student may be eligible for AEP if:
- A formal or informal provisional diagnosis of a moderate to severe disability.
- Assessments indicate significant barriers to accessing the mainstream curriculum.
- They have shown limited progress in a mainstream setting despite interventions.
- A multi-disciplinary team recommends an alternate pathway.
- Eligibility is reviewed annually or more frequently if required.

Curriculum and Assessment – Assessing the current level.

The curriculum is tailored by lowering or modifying the mainstreams subjects and incorporating modules from platforms like ASDAN to focus on life skills, communication and prevocational skills. Assessment is continuous and Individualised, using frameworks like:

- B Squared's Progression Steps
- ASDAN Personal Progress and Personal and Social Development
- Teacher-created checklists and portfolios

Students on AEP further receive interventions through IEP that are designed to target their individualised needs.

Monitoring Progress

Progress is monitored by Teachers / multidisciplinary team example Counsellors etc

Through the following methods:

- IEP reviews (conducted every term with parental input)
- Academic and functional skill tracking
- Observational and anecdotal records
- Work samples and portfolios

Termly reviews and annual reports track progress against goals set in the student's Individualised Education Plan (IEP).

Data is triangulated using teacher observation, assessment tools, and parent feedback.

Transition Planning

- DGPS ensures proactive transition planning, focusing on:
- Moving between key stages
- Transition into adulthood
- Student portfolio and transition plan by Year 9
- Collaboration with transition services and training centers

Support Team

- SENCO/Inclusion Lead
- AEP Coordinator
- Learning Support Assistants
- Therapists (OT, SALT, Educational Psychologist)
- Class Teachers
- Special Educators
- Counsellors

Collaboration with External Agencies

DGPS collaborates with:

- Approved clinical centers
- Vocational and career training providers
- KHDA inclusion specialists
- Community-based services and NGOs

Consent is obtained from parents before engaging external specialists.

Parental Partnership

- Parents are partners in the AEP process:
- Involved in planning and review meetings
- Regular updates on student progress
- Provided with strategies to support at home
- Access to workshops and counselling support

Budget Allocation

A portion of the school's inclusion budget is designated for AEP staffing, training, resources, and external support. Additional support may require co-payment or parental contribution, which must be communicated transparently and in alignment with KHDA guidelines.

Enhanced Additions:

1. Tier 3 Student Support: Sport Therapy & Social Skills Development

Sport Therapy (1:1 Sessions):

DGPS will introduce individualised sport therapy sessions for Tier 3 students, focusing on:

- Enhancing gross and fine motor skills
- Improving coordination and balance
- Promoting physical health and well-being
- Boosting self-confidence through physical achievements

These sessions will be conducted by certified therapists trained in adaptive physical education, ensuring alignment with each student's Individualised Education Plan (IEP).

Social Skills Curriculum:

A structured social skills program will be implemented, encompassing:

- Effective communication techniques
- Emotional regulation strategies
- Conflict resolution and problem-solving
- Building and maintaining interpersonal relationships

This curriculum will be delivered through interactive activities, role-playing, and real-life simulations to foster social competence and integration.

2. Gateway and Life Skills Pathway

Life Skills provision, DGPS will offer a specialised pathway for students with significant communication and interaction needs. This pathway will focus on:

- Developing functional communication abilities
- Enhancing daily living and self-care skills
- Facilitating community engagement and independence

The program will be tailored to individual needs, promoting autonomy and preparing students for life beyond school.

3. Multidisciplinary Inclusion Team

To provide comprehensive support, DGPS will establish a multidisciplinary team comprising:

- SENCO/Inclusion Lead
- Speech and Language Therapists
- Occupational Therapists
- Behavioural Specialists
- Educational Psychologists
- Learning Support Assistants
- Sports Expert / Specialist
- Counsellors

This team will collaborate to design and implement individualised strategies, ensuring holistic development for each student.

4. Staff Training and Development

DGPS will invest in ongoing professional development for staff, focusing on:

- Inclusive teaching methodologies
- Behaviour management techniques
- Differentiated instruction strategies
- Understanding and supporting diverse learning needs

Regular workshops and training sessions will keep staff abreast of best practices in inclusive education.

5. Parental Engagement and Collaboration

- Recognising the pivotal role of parents, DGPS will:
- Organise regular meetings to discuss student progress
- Provide resources and training to support learning at home
- Encourage active participation in the development and review of IEPs

This partnership aims to create a consistent and supportive environment for students at school and at home.