

## Inclusion Policy

**Vision:** *Grow - Flourish - Achieve*

**Mission:** *Growing Flourishing Achievers through an innovative and sustainable learning environment that fosters academic excellence with holistic development.*

### Purpose

The UAE has made tangible efforts to include people of determination in mainstream education. These efforts are reflected in the *Federal Decree Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments* and the *Ministerial Resolution No. 647 for the year 2020 on the policy of inclusive education*.

The purpose of this policy describes the way we at GEMS Founders School Masdar City (GFA) meets the needs of the students of determination, who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional/ social development, or may relate to factors in their environment, including the learning environment they experience in school.

### Introduction

At GEMS Founders School Masdar City (GFA), we are committed to giving all our students every opportunity to achieve the highest standards. This policy is intended to ensure that this happens for all students in our school regardless of their age, gender, attainment or background. This policy should be read in conjunction with our Admissions, Assessment, Anti-Bullying, Behaviour, E-Safety, Gifted and Talented, Teaching and Learning and Well-being policies.

The UAE School Inspection Framework (p.117) defines a special education need, as *'Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder'*.

A student requires special education provision if they have needs arising from the impact of a disability or recognised disorder which requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential barriers to ensure a student can access education on an equitable basis within the common learning environment with same-aged peers. A disability is a *"physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities"*. The definition of *'day to day activities'* includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

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

GFA provides a broad and balanced British curriculum for all students.

We believe that our students, including those identified as having additional learning needs (ALN) have a common entitlement to a broad and balanced academic and personal, social development and that they should be fully included in all aspects of school life.



We pay particular attention to the provision for and the achievement of different groups of students including:

- Emirati Students
- Students with Additional Learning Needs (ALN)
- English as an Additional Language Students (EAL)
- Gifted and Talented
- More Able Students

GFA admits students irrespective of their gender, race, ability or special educational needs, provided that the school is able to meet the needs of the student, without unduly prejudicing the education and welfare of other students.

GFA will identify any student with additional learning needs (*if not identified at admission*) through thorough screening strategies and on referral from school staff.

The Head of Inclusion will play a direct role in coordinating such assessments and screenings and where students are identified, GFA will amend and enhance the learning programme to support the learning needs of these students with appropriate strategies that will enable them to make progress and achieve success.

### **Vision and Aims: Promoting an Inclusive Environment**

GFA is an inclusive school and develops an environment where all students can flourish and feel safe.

We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional stage, age and maturity. It is important that we have fostered a climate of inclusivity in all classrooms so all children can flourish within the classroom environment.

We identify these needs as they arise and provide teaching and learning contexts which enable every student to achieve by:

- Continually monitoring the progress of all students, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
- Meetings with teachers to discuss the specific learning needs of students and how to best support and challenge these students.
- Promoting positive perceptions of students with additional needs within the school community, so that inclusive provision is positively valued and accessed by peers, staff and parents/carers.
- Enabling students to move on from us as well equipped as possible in the basic skills of literacy, numeracy and social independence to meet the demands of life and learning.
- Forming strong partnerships between all stakeholders so that the students' learning and emotional well-being are optimally supported.
- Giving the students where possible a voice in planning and in decisions that affect them.
- Having an open-door policy in support of staff and parents.
- Sharing information on additional needs available to staff and parents.
- Enabling students to be independent and self-reliant.
- Holding regular meetings with parents.



This means that equality of opportunity is a reality for our students. We make this a reality through the attention we pay to the different groups of students and each and every student within our school.

The National Curriculum and Early Years Foundation Stage documents are our starting point for planning that meets the specific needs of individuals and groups of students. We do this through:

- Responding to students' diverse learning needs.
- Setting suitable learning challenges.
- Overcoming potential barriers to learning and assessment for individuals and groups of students
- Providing opportunities to meet the needs of individuals or groups of students.
- Providing a broad, balanced and relevant curriculum, which may be modified to meet the needs of all groups of students.
- Develop a close partnership with the whole school community.
- Providing a healthy, safe and happy environment with celebrations, support, guidance and work opportunities.
- Allowing language exemption in cases where students can benefit from additional learning time for subjects of interest or ability.

We achieve educational inclusion by continually reviewing what we do.

At GFA, we aim to offer excellence and choice to all our students, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. All stakeholders are responsible for the implementation of the Inclusion policy and for using the guidelines provided to ensure that every member of the school community is aware of their responsibilities to ensure that the learning needs of all registered students are met. School staff are responsible for ensuring the Inclusion policy and procedures are followed in the school in so far as they must ensure that they plan to meet the needs of the students they teach. This may involve working with other adults and support agencies.

## **Legislation and guidance**

GFA's Inclusion Policy is grounded in a rights-based approach, emphasising equity and inclusion for all students. The legislation and guidance are to ensure that students who experience Additional Learning Needs (ALN) have equitable access to quality inclusive education with their peers.

Key legislation and guidance include:

- UN Convention on the Rights of Persons with Disabilities.
- Federal Law No. (29) of 2006 Article 12: The country guarantees people with special needs equal opportunities in education within all educational, vocational training, adult education & continuing education institutions in regular classes or special classes.
- Federal Law No. (14) 2009: The UAE guarantees people of determination the equality and non-discrimination between them and people without disabilities in all legislations as well as economic and social development programmes and policies.
- Department of Education and Knowledge (ADEK) Inclusion Policy (2023).
- School for All: General Rules for the Provision of Special Education Programs and Services (MOE, n.d.)
- Other federal laws, ministerial resolutions, and local strategies supporting



equity and inclusive education (outlined in Appendix A).

## Definitions

At GFA, our Inclusion Policy ensures equitable opportunities for every student, respecting and adapting to their unique strengths and needs. We embrace learner variability, recognising the dynamic interplay of strengths and challenges across diverse student backgrounds. Our commitment extends to providing an accessible and enriching curriculum for all groups of learners, including, but not limited to:

- **English Language Learners** - those who are new to learning English or need additional support with learning English as a second language.
- **Gifted and Talented** - those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the GFA procedures.
- **Special Educational Needs and/or Disabilities** (e.g., a recognised disability, impairment and/or learning difference), with or without a formal diagnosis. These learners are known in GEMS as Students of Determination (SD)/Additional Learning Needs (ALN).

The UAE Federal Law 29 (2006) defines discrimination related to special education needs and/or disabilities as any segregation, exclusion or restriction that damages or denies recognition of granted rights.

Abu Dhabi Disability Classification Guide 2020 includes 11 Disabilities Main Categories and 28 Sub-Categories that are divided into 5 domains (see Appendix A).

Classifications of special education needs and/or disabilities offer guidance, however at GFA, our provision follows a graduated response, ensuring support aligns with individual needs and personal outcomes rather than diagnosis (see Appendix B).

## Students with Physical Disabilities

Some students at GFA have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these students full access to all areas of learning.

Teachers will modify learning to ensure it is appropriate for these students. In planning, teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum.

## Partnerships with Parents

GFA works closely with parents in the support of those students of determination. The school encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for students of determination. Parents play a vital role in supporting their child's education. At GFA, we ensure that parents are involved in regular follow-up with the school regarding the identified needs of their child and the progress they are making.

We send weekly reports to the Wave 3 parents that outline progress in relation to targets. We meet termly to share this progress, and the parents receive a termly report that encapsulates the whole term's progress.



## **Student Participation**

We encourage students to take responsibility for their learning journey and to make decisions.

This is part of the culture of the school. The important work of the foundation stage recognises the importance of students developing social as well as educational skills. Where possible students are encouraged to contribute to the setting of targets which they will work towards and to make judgements about their own performance against their targets where possible.

## **Leadership Roles and Responsibilities**

The Local Advisory Board (LAB) shall:

- In coordination with the Principal, set the strategic direction for the school incorporating a commitment to inclusive education.
- Have one board member for oversight of inclusive provision.
- Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
- Ensure adjustments and accommodations to the school environment/infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.

The Principal shall:

- Ensure inclusive provision is a standing agenda item of senior leadership and Local Advisory Board meetings .
- Develop and review their inclusive provision as part of their School Development Plan including measurable targets, in order to evaluate and improve provision and accessibility for students with additional learning needs.
- Ensure a member of the senior leadership team has direct oversight of inclusive provision in the school.
- Appoint a Head of Inclusion who meets the requirements of the ADEK Staf Eligibility Policy with responsibility for the coordination of all aspects of education for students with additional learning needs.
- Appoint a separate member of staff to be responsible for the coordination and provision of multilingual learners.
- Appoint a member of staff to be responsible for the coordination and provision for gifted and/or talented learners and work in conjunction with senior leaders.
- Ensure all staff have access to a program of CPD opportunities related to adaptive teaching and ensure staff are trained in student protection and safeguarding awareness measures which include how to identify concerns that may be specific to students with additional learning needs, as per the ADEK Student Protection Policy.
- Establish a risk assessment procedure for all structures within the school to be undertaken to identify and mitigate any hazards that may present heightened risks to those with communication, mobility, sensory, and behavioural needs.
- Ensure data on the identification of students with additional learning needs is submitted to ADEK as per any request.
- Ensure all incidents of maltreatment (particularly bullying or discrimination) against students with additional learning needs are recorded and resolved, as appropriate.
- Establish a system for the emergency evacuation of all people of determination (students, staff, and visitors), ensuring that key persons identified are aware of their



roles and that training and awareness sessions have been delivered in a timely and appropriate manner to the school community.

- Undertake overall responsibility for the safe evacuation of all people of determination during emergency situations.

The Head of Inclusion shall:

- Coordinate all aspects of educational, behavioural, social, and emotional provision for students with additional learning needs through liaison with other teachers and professionals.
- Collaborate with all teachers on the teaching and learning needs of students with additional learning needs and track their progress and attainment in relation to curriculum expectations.
- Ensure all documentation pertaining to students with additional learning needs is securely stored, evaluated, and disseminated as appropriate, as per the ADEK Records Policy.
- Maintain, review, quality assure, and update the school-based register of students with additional learning needs, including their IETs and PEEPs. e. Develop PEEPs for each student in coordination with the designated Health and Safety Officer in preparation for emergency evacuation situations, as per the ADEK Health and Safety Policy. This should be reviewed on a termly basis or where the needs of the individual or setting changes.
- Evaluate, together with the school's Health and Safety Officer, the school's accessibility for students with additional learning needs, including ensuring an emergency evacuation procedure is in place.
- Engage in reviews of teaching and learning for quality assurance purposes on inclusive teaching approaches and the provision for students with additional learning needs.
- Meet with parents to discuss the provision for students with additional learning needs throughout the school year and the support that can be provided in the home setting.
- Ensure all specialist push-in and pull-out interventions are coordinated and evaluated for positive impact on attainment.
- Coordinate with in-school specialists to facilitate the delivery of specialist services in the school setting where required, through the in-school services system, as per the ADEK In-School Specialist Services Policy.

The Inclusion Teacher shall:

- Have day-to-day oversight for the specific provision for learners with ALN.
- Provide strategies and support to teachers to enhance their curriculum offer and ensure the best inclusive practices for all students.
- Keep up-to-date records of all learners with ALN on their caseload.
- Support the development, implementation, and review of Individual Education Plans (IEPs) for learners with ALN, including the development of instructional and educational strategies and the modification and adaptation of curriculum structures.
- If an Inclusion Teacher does not have specialised qualification in Special Education, they shall demonstrate 40 hours of coursework including topics related to ALN pedagogies, identification of barriers to learning, strategies to support ALN, effective teaching, target setting for learning and developing IEPs, planning, and evaluating interventions, data to inform practice.





The Inclusion Assistant (Learning Support Assistant) shall:

- Provide various levels of support to students with additional learning needs. This could be whole-class support where there are higher numbers of students with additional learning needs or targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable progress towards personalised targets. This could also be dedicated 1:1 support to a particular student, if required, as per their IEP and the Clinical Assessment Report (a report arising from assessment of a student, conducted by a clinical psychologist, educational psychologist, speech and language therapist, occupational therapist, doctor, or other suitably qualified professional).
- Collect formative assessment data on student performance and progress based on systems designed by teachers.
- Contribute towards the annual review, at a minimum, to track student progress and evaluate outcomes to determine whether 1:1 support should continue or be modified to maximize positive impact.
- Contribute towards the weekly Wave 3 reports which are shared with parents with their observations and assessments.

The Individual Assistant:

Where a student with additional learning needs requires additional individualised assistance for personal care and other non-teaching related support, schools may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision. When requesting parents to engage an Individual Assistant, schools shall provide evidence and a justification to outline the need for support for the majority of the school day. Schools shall maintain records on the Enterprise Student Information System (eSIS) and Private Schools Staff Information System (PASS) to indicate the provision of an Individual Assistant for a particular student.

The Individual Assistant shall:

- be available outside the classroom and is authorised to enter the classroom to provide support to the concerned students only upon request by the teacher.
- Provide various levels of support to students with additional learning needs. This could be targeted pull-out and push-in support to small groups (and occasionally for individual students as needed) with any additional learning needs to enable progress towards IEP or personalised targets. This could also be dedicated 1:1 support to a particular student, if required, as per their IEP and the Clinical Assessment Report (a report arising from assessment of a student, conducted by a clinical psychologist, educational psychologist, speech and language therapist, occupational therapist, doctor, or other suitably qualified professional).
- Collect formative assessment data on student performance and progress based on systems designed by teachers.

Teachers shall:

- Create a learning environment where all students can access the curriculum.
- Remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals. Deliver Quality First Teaching



with bespoke modifications to ensure that students with ALN can make progress.

- Ensure adaptive and flexible teaching strategies are in place and utilises Universal Design for Learning principles.
- Work 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.
- Work with school leadership and the Head of Student Support to review each learner's progress and development and decide on any changes to provision.
- Implement the inclusion policy principles and practices.

Medical Staff shall:

- Work with all staff to promote the inclusion of all students, including the sharing of health information in accordance with school policies and the development of Health Care plans where required.

Students shall:

- Take ownership of their learning by setting challenging goals and pursuing personal inquiries and opportunities to explore and develop their personal and cultural identities.

All Staff shall:

- Hold responsibility for implementing inclusive strategies outlined in this policy.

### **Promoting an Inclusive Classroom: the role of the teacher**

We aim to give all our students the opportunity to maximise their potential to achieve and succeed.

When planning their lessons, teachers consider the abilities of all students. Teachers use internal assessment data and International Benchmark assessment data to support their planning using identified strengths, areas to develop and recommended strategies.

When the attainment of a student is significantly below the expected level, teachers enable the student to succeed by planning work that is in line with that student's individual needs and provide appropriate challenges.

Where the attainment of a student significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the student demonstrates a particular aptitude.

Teachers and staff ensure that students:

- Feel secure and know that their contributions are valued.
- Appreciate and value the differences they see in others.
- Take responsibility for their own actions.
- Are taught in groupings that allow them all to experience success.
- Have a common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.





- Are encouraged to participate fully, regardless of disabilities or medical needs.
- Manage their behaviour and emotions to take part in learning effectively and safely.
- Have appropriate support in all their learning and experiences.
- Know what steps to take to make progress in their learning.

### **Inclusion Provision**

Senior and Middle Leaders alongside the Inclusion Team with Staff across the whole school promote inclusion for all students through:

- Emirati Student Support (*Emirati Learner Profiles*) ELP
- Gifted and/or Talented – Gifted & Talented Learner Profile
- Learning Support Assistants for Wave 3 students
- G&T and More Able Provision – challenge and independent learning opportunities by respective class/subject teacher
- Students needing additional support - Target Group (*Subject intervention group-supported by respective subject teacher*)
- Wave 2 Special Needs Students - (*Individual Accommodation Plan*) IAP (*Intervention groups - supported by Inclusion Team*)
- Wave 3 Special Needs Students - (*Individual Education Plan*) IEP (*1:1 intervention - supported by shadow teacher. Some students might be included in Intervention groups - supported by Inclusion Team*)

### **Admissions**

At GFA, we are in line with the principles Federal Law 29 (2006) and Law no 2 (2014) regarding the education and outcomes of individuals with Special Educational Needs and Disabilities.

It is mandatory for prospective parents to share the full details of any special educational needs, individual education plans (IEPs) and any Educational Psychologist, Paediatric, and/or other specialist reports (e.g., *Speech and Language or Occupational Therapy*) if completed of their child when applying for admission at GFA. Sharing the educational history of the child with GFA prior to a place being offered is essential so that staff can ensure an appropriate assessment of educational need, educational plan and resourcing is in place.

At GFA we ensure:

- All applicants have the right to sit the admission screening tests.
- That provisions are made to ensure barriers are reduced or removed during the assessment for applicants experiencing special needs. Access arrangements will be made based on the student's usual way of working.
- If the admission application is successful, collaboration between the parents and the previous schools is integral to ensure a successful transition.
- If an admission application is successful, students with special needs will be provided with appropriate waves of support, accommodations, and curricular modifications in order to access the same educational opportunities as their peers.

The Admissions Team seeks the support and advice of the Inclusion Team to conduct assessments and determine educational needs for new joiners experiencing special needs or barriers to learning. The Inclusion Team will use the information gained from the diagnostic testing or educational assessments provided to Admissions by the parents at the time of application, together with assessment results, to determine if the school can meet



the needs of the student and the type and wave of support appropriate for each student. It is the responsibility of the parents to provide all relevant information regarding their child's Additional Learning Need or disability. Failure to do so could result in the school being unable to adequately meet the learning needs of your child. The child will be monitored for a period of up to 6 weeks; the school reserves the right to meet with the parents if there is an Inability to Accommodate.

### **Inability to Accommodate:**

- **Inability to Accommodate Notification:** Where a school considers they are unable to meet the needs of any students with additional learning needs, the school shall submit an inability to accommodate notification to ADEK and the parents within 7 days of the admission decision being issued.
- ADEK reserves the right to uphold or overturn an inability to accommodate notification based on the evidence submitted from the school and from other sources. Schools shall make reasonable adjustments and accommodations to enable admission for all students with additional learning needs to the school.

### **Assessment**

The school's system for regular observing, assessing and recording the progress of all students is used to identify students who are not progressing satisfactorily and who may have additional/advanced learning/language needs.

The schools' system includes references to:

- Baseline assessment
- Progress measured against development matters and the Early Learning Goals where appropriate
- International Benchmark, Progress Tests, CAT4, NGRT, PASS
- Progress measured against National Curriculum descriptors at the end of a key stage
- Progress measured against teacher assessment data
- Observations of behavioural, emotional and social development
- Standardised screening and assessment tools
- Assessments by a specialist service, such as educational psychologists, to identify additional needs
- Another school or educational organisation which has identified or has provided additional needs

### **Referral Procedures:**

The teacher is the best place person to meet the needs of all learners. Through Quality First Teaching strategies and adapting the lessons to meet the needs of individuals, the teacher can ensure good progress for all learners.

At GFA we follow the "**The Graduated Approach**" as illustrated in Appendix B

### **Plan for SEN Referrals:**

**Step 1:** Quality First Teaching. Reasonable adjustments are made for the students' needs.

**Step 2:** Interventions as per the pathway for concerned students following "**The Graduated Approach**" a cycle of **Assess, Plan, Do, Review**. Staff follow the above steps before they consider referring the student to the HOI. When they have tried at least 5 of the strategies for at least two weeks then move to step 3.



**Step 3:** Refer to Head of Inclusion with proof of strategies tried. Book a meeting with the Head of Inclusion for advice with evidence and sample of learning and any observations. Evidence is very important in any dealings with students. The Inclusion department will do an observation, may suggest more strategies, or meet with parents for a referral.

**Step 4:** +- 2–6-week implementation of the Inclusion department recommendations and review at Inclusion Office. During this period class teacher, in collaboration with the Inclusion Team, might carry out necessary observations and check lists to gather more evidence of the student's needs. Based on observation of behavioural, emotional and social development and/or assessment data, a meeting might be scheduled involving the class teacher, parent/s, Head of Year and Inclusion department to discuss the needs upon which the student may be recorded as needing more support.

**Step 5:** Once a referral is made, the Inclusion department will meet to decide at this point if the student needs intervention, support in class or whether staff need guidance to support the student.

- **Referrals to Specialised Provision:** The majority of students with additional learning needs will attend mainstream schools along with their peers. Alternative placement may be considered for students who meet eligibility criteria.
  - Where a school considers that a student may require a more specialised placement, they must contact ADEK prior to conversations with parents, in order to establish whether the student would meet the eligibility criteria for specialist provision and to determine which, if any, type of placement would best meet their needs.
  - In instances where a UAE National has obtained a diagnosis of severe autism from a clinical assessment (and this is their primary need), they may only be referred for consideration for specialised provision, if they meet all three of the following conditions:
    - ADEK, the school, and parents agree that the student will gain greater benefit from specialised provision than a mainstream school.
    - The student requires intensive therapy, such as occupational therapy, speech and language therapy, and Applied Behaviour Analysis, which cannot be delivered in a mainstream school.
    - The school ensures parents understand the criteria for admission to specialised provision and consent to the school making a referral to ADEK.

Emergency Referrals: There will be times when the disciplinary panel needs to meet urgently, due to the nature of the referral, particularly if the student is at risk.

### **The Graduated Approach**

All teachers are teachers of students with Special Educational Needs and as such they continue to remain responsible for the teaching and learning for their students. All teachers are responsible for identifying students who are experiencing challenges with learning, and in collaboration with the Inclusion team, will ensure that those students requiring different



or additional support are identified at an early stage.

The Graduated Approach is a model of action and intervention in schools to help students who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be used to remove or mitigate barriers to learning that a student may be experiencing.

Waves are determined by the level of provision required to meet those needs.

### **Graduated Approach Wave 1**

This wave describes the support that is available to all students, including those with and without SEN. Within the Graduated Approach, at the first Wave, needs are met through Quality First Teaching.

Support for students at wave one is tailored to the needs of the individual student, this is seen as differentiated teaching and learning. This can be provided by the class teacher and some examples could be, the use of; reasonable adjustments or changes to the lesson and curriculum content, assistive technology, individual or small group teaching, or in-class support.

Most students with SEN will have their needs met though additional support within the classroom environment provided by the class teacher.

### **Graduated Approach Wave 2**

This wave describes the support that is available in addition to the support at Wave 1 and goes beyond the usual differentiated curriculum. Students at this wave require personalised support and/or curriculum modifications that are specific and time-limited, these can be small group activities or short-term programmes of support. It is expected that a minority of students will require access to this level of support service.

Students on wave two each has an Individual Education Plan (IEP). Students at wave two may include those who require Exam Access Arrangement accommodations (e.g.: extra time).

Wave 2 interventions are often targeted at a group of students with similar needs.

### **Graduated Approach Wave 3**

This wave describes the support that is available in addition to the support at Wave 2 and involves individualised and specialised provision. Students at this wave require individualised and specialised provision, which is 'additional to' and 'different from' that provided to most other students. This includes a full-time support by a learning support assistant and the student will have an Individual Educational Plan (IEP) that is reviewed with staff, parents and carers at least termly.

It is expected that only few students will require access to Wave 3 support service.

### **Additional Fees**

The school shall follow the principle of inclusion which states that equitable access to education is the right of all students and efforts are made to meet the needs of any students with additional learning needs within the school's fee structure.

Where the exceptional need of a student requires specialist intervention and support beyond the school's standard inclusive provision, and as stipulated in the student's Clinical Assessment Report (where applicable), the school may request additional school fees.



Where additional school fees are necessary, the school will:

- Justify, with evidence, the requirements and costs for additional provisions that extend beyond the standard inclusive provision – particularly when stipulated on Clinical Assessment Reports.
- Obtain a parental agreement, which shall be renewed at least annually, or when there is a change in the fees charged.
- Itemise all additional individually chargeable fees.
- Provide termly financial statements to parents itemising the allocation of additional funds charged.
- Update eSIS with additional fees charged and attached consent of the additional payment from parents.
- Review the charges and evaluation of services termly.
- Limit additional charges from the school to parents so that they do not exceed 50% of the tuition fee.
- Any optional administration charges for in school specialists should not exceed 10% of the cost, as per the ADEK In-School Specialist Services Policy.
- Where wave 3 support is required through the appointment of a Learning Support Assistant, the parents will be required to recruit and meet all costs associated with the employment of this individual.

### **Inclusive Teaching & Learning Approaches: Standard Inclusive Provision**

GFA is committed to inclusive teaching and learning, and the approach is integral to our educational philosophy. To ensure a holistic experience, we emphasise the following principles:

- **Fostering Wellbeing:** The social, emotional, and physical wellbeing of both students and teachers is prioritised and monitored.
- **Accountability in Teaching:** Teachers are responsible for the progress and development of all students, with high-quality teaching as the foundation for addressing ALN. Teachers have access to a wide range of resources (including assistive technology) to help with the teaching and learning of all students including those with ALN. Teachers are also involved in collaborative curriculum design.
- **In-Class Provision:** Collaboration among class teachers, teaching assistants, and learning support assistants, guided by leaders and the Head of Inclusion, ensures inclusive teaching strategies are seamlessly integrated into lesson planning.
- **Personalised Content:** Personalising teaching content for students with additional learning needs, aligning with the tiered model of support and IEP targets.
- **Professional Development:** Prioritising professional development through sessions on inclusive approaches to education, including adaptive teaching strategies, conducted by specialists.
- **Support and Guidance:** Providing ongoing guidance for Teaching Assistants, Inclusion Assistants and Individual Assistants' professional development, with class teachers guiding the work of Teaching Assistants, Inclusion Assistants and Individual Assistants.
- **Counsellor Support:** A qualified school counsellor is available to address parenting, social, emotional, and mental wellbeing needs.
- **Tiered Model of Support:** A tiered model of support following response to intervention is utilised to ensure the progress of all students with ALN.



- **Withdrawal Learning Support:** Where appropriate, targeted support is offered using evidence-based interventions with withdrawal sessions, to address various needs such as literacy, numeracy, executive functions, sensory processing needs, speech and language.
- **Student Passport and IEP:** Developing a Student Passport on IEPs for students on the ALN register, incorporating strengths, challenges, and strategies for support as well as student voice and personalized targets.

## Curriculum

At GFA, our commitment to inclusive education is reflected in our approach to the curriculum for students with additional learning needs:

- **Broad and Balanced Curriculum:** Providing all students with additional learning needs access to a broad and balanced school curriculum.
- **Extracurricular Inclusion:** Encouraging participation in extracurricular activities, ensuring the full range is accessible to every student, with adaptations as needed.
- **Inclusive Participation:** Facilitating participation in events like sports days, school plays, and special workshops for all students, with a commitment to ongoing review and support.
- **MoE Curriculum:** Ensure that the MoE curriculum meets the requirements of the Ministerial Resolution No. (647) of 2020 on the Policy of Inclusive Education and any of its amendments.
- **eSIS Update:** Ensuring transparency and documentation by updating eSIS to indicate when a student is following a modified curriculum.

## Access Arrangements

Ensuring that students are not disadvantaged during assessments, GFA evaluates and implements accommodations tailored to each student's usual way of working. GFA will ensure permissions for accommodations and modifications are sought and adherence to policies/guidelines stipulated by external assessment providers and examination boards, where necessary.

## Evaluating the Effectiveness of ALN Provision

To ensure the continual enhancement of support for students with ALN, GFA employs a comprehensive evaluation approach encompassing:

- Developing an Inclusion Action Plan in alignment with our School Development Plan.
- Conducting termly reviews of individual student progress (IEPs), tracking their advancements toward set targets.
- Assessing the effectiveness of interventions through comprehensive reviews at the conclusion of each term.
- Utilising feedback from students, parents, and staff questionnaires to gain diverse perspectives on the impact of GFA's provision.
- ALN is monitored as part of whole school provision, including observations and data tracking.





## **Education Settings**

GFA is dedicated to facilitating smooth transitions for students moving between educational settings. We prioritise the exchange of information with the receiving school or setting, according to school guidelines, to support a seamless adjustment for the student.

## **Expertise and Training of Staff**

GFA ensures staff expertise through ongoing training and development sessions to effectively cater to the needs of students with additional learning requirements.

## **Securing ALN Support, Equipment and Facilities**

When a student's unique support needs require an alternative curriculum or continuous highly individualised support, GFA may recommend an Inclusion assistant (LSA) to work 1:1 with the student. All arrangements are collaboratively discussed with parents and subject to yearly review. The cost of the LSA service is passed on to parents and outlined in a clear LSA contract covering roles, expectations, communication, and associated fees which parents and leadership sign.

## **Physical Accessibility**

General Accessibility: Schools shall ensure school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students, as per Policy 66 (Construction Standards).

### **General Accessibility**

- Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails, contrast colour bands, and grip tape on the edge of each step.
- Signage uses symbols to accompany text and considers colour contrast for ease of visibility.
- Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment (As per the Civil Defence Code of Conduct).
- School buildings are accessible on the ground floor, at a minimum, to all students.
- Accessible bathrooms are equipped with appropriate sanitary provision for people with physical disability as per the applicable codes.
- A lift is available to enable access to the first floor.
- Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilise independently down the stairs.
- All teaching staff receive training in the safe operation of evacuation chairs and that specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies (support staff are trained).
- Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and that any identified staff providing assistance for evacuation have received relevant training.
- Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre



(ITC).

- Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility- deficient areas.

Development of a school accessibility plan (based on the risk assessment) to identify required adaptations to the school environment and buildings with clear steps and timelines to improve accessibility.

### **Working with Other Agencies**

GFA collaborates with external support services, fostering strong relationships with a wide range of centers. Where necessary and appropriate, the school will seek support from and work closely with outside agencies such as Educational Psychologists, Clinical Psychologists, Occupational Therapists, Speech and Language Therapists, Behavioral Therapists, clinics, and centers within the Abu Dhabi network. Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists with the permission of parents. Should payment for these services be required, then this will be paid by the parents.

GFA has built a strong working relationships and links with external support services in order to fully support ALN students and aid school inclusion such as:

#### **KidsFIRST: Abu Dhabi**

Telephone: 02-555-1437

Website: <https://www.kidsfirstmc.com/>

#### **Perfect Balance: Abu Dhabi**

Telephone: 02-441-3316

Website: <https://www.perfectbalance.ae>

#### **Maudsley Centre**

Telephone: 02-610-7777

Website: <https://maudsleyhealth.com>

#### **Insights Psychology: Dubai (they travel to Abu Dhabi)**

Telephone: 04-564-6988

Website: <https://www.insightspsychology.com>

#### **Intercare Health Center: Abu Dhabi**

Telephone: 02-639-0080

Website: <https://www.intercare-health.com/cms/>

#### **Aspris Wellbeing in Abu Dhabi**

Telephone: 02-651-8111

Website: <https://www.priorygroup.ae/our-location/abu-dhabi/>

#### **Stars for Special Abilities & Early Intervention: Abu Dhabi (for speech and occupational therapy)**

Telephone: 02-446-2048

Website: [www.starzuae.com](http://www.starzuae.com)

#### **Incluzun**

Telephone: 050-876-8747

Website: <https://incluzun.com>

These are not exclusive providers and parents can explore other options and other agencies. We maintain a high level of confidentiality of information. Copies of reports from external agencies are securely stored and there is a requirement that these reports are uploaded onto the ADEK portal.



**Complaints about ALN Provision**

Complaints about ALN provision in our school should be made to the Head of Inclusion or the Principal in the first instance. They will then be referred to the school’s complaints policy.

**Monitoring and review**

This policy will be reviewed and updated annually or as needed. Within school, the Head of Inclusion will report regularly to- the Senior Leadership Team, Inclusion Support Team and LAB Inclusion Lead concerning the effectiveness of the policy.

Signed ..... Date 10/05/24

Principal/CEO

**Next policy review date:**

10 May 2025

**Appendix A**



## Abu Dhabi Disabilities' Classification 2020

Abu Dhabi Disability Classification Guide 2020 includes (11) Disabilities Main categories and (28) Sub-categories that are divided into (5) domains, which are as follows:

Code	Disability Domain	Code	Disability Main Categories	Code	Disability Sub- Categories or Severity level
01	Neuro-developmental Disorders	01-01	Autism Spectrum Disorder	01-01-01	Level 1 "Requiring support"
				01-01-02	Level 2 "Requiring substantial support"
				01-01-03	Level 3 "Requiring very substantial support"
		01-02	Intellectual Disability	01-02-01	Mild intellectual disability
				01-02-02	Moderate intellectual disability
				01-02-03	Severe intellectual disability
				01-02-04	Global developmental delay
				01-02-05	Unspecified intellectual disability
		01-03	Communication Disorders	01-03-01	Speech and fluency disorders
				01-03-02	Language disorders
				01-03-03	Social (pragmatic) communication disorder
		01-04	Specific Learning Disorder	01-04-01	Mild learning difficulties
				01-04-02	Moderate learning difficulties
				01-04-03	Severe learning difficulties
		01-05	Attention Deficit Hyperactive Disorder	01-05-01	Attention deficit (Predominantly Inattentive)
01-05-02	Hyperactivity-Impulsivity (Predominantly Hyperactive-Impulsive type)				
01-05-03	Attention- deficit/ hyperactivity (combined type)				
02	Sensory Disabilities	02-01	Deaf-Blind Disability	02-01-01	Deaf-blindness *
		02-02	Hearing Impairment	02-02-01	Partial hearing impairment
				02-02-02	Deafness (total hearing impairment)
		02-03	Visual Impairment	02-03-01	Partial visual impairment
02-03-02	Total Blindness				
03	Physical Disabilities	03-01	Physical Disability	03-01-01	Musculoskeletal disabilities
				03-01-02	Muscular diseases
04	Psychological disorders	04-01	Psycho\Emotional Disorders	04-01-01	Mild behavioral disorders
				04-01-02	Moderate behavioral disorders
				04-01-03	Severe behavioral disorders
05	Multiple Disability	05-01	Multiple Disability	05-01-01	Multiple disabilities *

### Appendix B

#### The Graduated Approach to SEND

