



Inclusion Policy

Nov 2019

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Review period | Annually

Lead Reviewer | Head of Inclusion



Inclusion Policy

Purpose

We are committed to giving all of our students every opportunity to achieve the highest of standards. This policy will ensure that this happens for all students in our school, regardless of age, gender, ethnicity, attainment, ability or background.

The purpose of this policy is to help to ensure that we recognise and support the needs of those students in our Academy who have been identified as having additional learning or behavioural needs and to ensure that adjustments are made to the curriculum to meet their particular needs.

Aims and objectives

We are an inclusive school. This means that equality of opportunity must be a reality for all our students. We make this a reality through the attention that we pay to the different groups of students in our school:

- Students with special educational needs and disabilities including emotional and behaviour support.
- ELL learners
- Emirati Students
- Gifted and Talented students
- Girls and boys
- Minority ethnic and faith groups
- Students with medical needs

Wellington Academy aims to:

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid and effective identification of all students requiring SEN provision as early as possible on entry to our school
- To ensure that Determined/ELL students take as full a part as possible in all school activities
- To ensure that parents/carers of Determined/ELL students are kept fully informed of their child's progress and attainment
- To ensure that Determined/ELL students are as involved as possible, in decisions affecting their future Determined/ELL provision
- Ensure sibling priority for admission for Determined students

We know that many students will have special educational needs at some time during their Academy life. At GEMS Wellington Academy we recognise that appropriate support and intervention, through the implementation of this policy, will enable all students to experience and enjoy positive achievement.



PROCEDURES

DEFINITION OF SPECIAL EDUCATIONAL NEED and Disability (Determined)

A need which occurs when a student 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.

CATEGORIES OF SPECIAL EDUCATIONAL NEED

In line with the UAE Ministry of Education, we recognise the following categories of special educational need:

- Intellectual Disability
- Multiple Disabilities
- Developmental Delay
- Communication Disorders
 - Attention Deficit Hyperactivity Disorder (ADHD)
- Physical disability:
 - Physical Disability (PD) – a disability that impacts on the student’s ability to carry out everyday tasks.
- Acute Medical Conditions or Health Related Disability:
 - Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include illness such as cancer and epilepsy.
- Speech and Language Disorders (S & L)
 - Expressive language disorder
 - Receptive language disorder
 - Global language disorder
- Communication and Interaction Disorders
 - Autistic Spectrum Disorders (ASD)
- Specific Learning Difficulties
 - Dyslexia – reading
 - Dysgraphia – writing/spelling
 - Dyscalculia – using number
 - Dyspraxia – fine and gross motor skills
- Psycho emotional Disorders



ENGLISH LANGUAGE LEARNER GRADUATED DEFINITION

NATIVE ENGLISH SPEAKER

A Native English Speaker refers to someone who has learned and used English from early childhood. It does not necessarily mean that it is the speaker's only language, but it means it is and has been the primary means of concept formation and communication.

BILINGUAL

Bilingual - Using or able to use two languages, especially with equal or nearly equal fluency.

ENGLISH LANGUAGE LEARNER (ELL)

English language learners are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in the English language. Generally speaking, English-language learners do not have the English-language ability needed to participate fully in society or achieve their full academic potential in schools and learning environments in which instruction is delivered largely or entirely in English.

IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL AND LANGUAGE LEARNING NEEDS

It is important that a student's special educational needs are identified as early as possible so that the appropriate provision can be put in place. Students can be referred to the Inclusion Team on entry or at any point during their education.

On Entry

On application, the following measures are used to help assess level of individual need and to ensure that the appropriate provision can be made for each student.

- Parent/Carers are asked to disclose any special educational need that has been previously identified.
- Each student's application needs to be accompanied by previous academic reports, transfer certificates and any previous medical/psychological assessments that are relevant to the application including previous Provision Plans and Individual Education Plans.
- Students who are not coming from the British Curriculum, from Year 1 upwards are asked to complete a standardised Literacy and Numeracy assessment. Students from Year 5 upwards who are from a British curriculum School sit CAT4 assessments.
- Before entry to the Foundation Stage students are invited to a 'Stay and Play' session and observed by staff and discussions with parents take place during the session.

If any of these measures indicate that the student may have an additional need, the application is referred to the Head of the Inclusion or SENCO for individual consideration. Students will be assessed using a range of appropriate assessments from the SEN Toolkit to ascertain their current working level and identify any additional needs. A decision will then be made using the Level System as to the level of need and the



provision that needs to be put into place. Parents will be part of this process and will be consulted with closely at this stage.

Identification of Enrolled Students

For students already enrolled in our school, the following is taken into consideration;

- Data gathered from the WEK **Standardised Tests**. These tests will include entrance assessments alongside other standardised tests such as the Cognitive Ability Tests (CATs). Students with a standardised score of 85 or less in any of these tests, will be referred to the Inclusion Team for further assessment and identification of need.

Benchmark testing – all students undergo benchmark testing on entry which will identify British National Curriculum levels. Students working significantly below age-related norms may be referred to the Inclusion Team if the class or subject teachers are concerned that this is related to a specific or general need.

On-going Assessments - As the students continue through school, regular testing will assess progress. Students struggling to make expected progress may be referred to the Inclusion Team if the class or subject teachers are concerned that this is related to a specific or general need. Further assessments will be completed by the Inclusion Team and parents will be contacted when a change of provision or Level is recommended.

Specific concerns - a student may be referred by teachers or parents if specific concerns are raised that the Inclusion Team may be able to address.

ASSESSMENT

Once a referral has been made, the student will be assessed by a member of the Inclusion Team to ascertain need. The assessment may comprise of several different elements, but is likely to include;

- Seeking the viewpoint of the student.
- Seeking and coordinating feedback from teachers across the curriculum to identify common difficulties and/or strategies that have proved effective with this student.
- Discussions with parents on historical and current difficulties the student may be experiencing and permission is sought.
- Discussions with Form Tutors/Class teachers and any other appropriate professionals.
- Standardised tests to assess current levels against national norms.
- Observations and advice from internal or external specialist staff.

It may be appropriate to seek advice from external agencies that could help give a clearer picture of the student's needs. This may include a request for a full educational assessment from a suitably qualified professional.

Once the assessment has been completed, the Head of Inclusion or SENCO will collate and assess the information to decide if further action needs to be taken. If the student is considered to have a need that



necessitates additional provision, in or out of the classroom, the Head of Inclusion or SENCO will meet with the student, parents and associated professionals to plan for provision in the Referral Review Meeting.

ACCESS ARRANGEMENTS

Please see separate policy on Access Arrangements

LEVEL OF PROVISION

To ensure that the correct level of support is put in place for the students at WEK, we use the graduated 'Level System' of Provision. Students with additional needs will be classified as needing support at either Level 1, 2 or 3.

The Level System

Level One

Every teacher is expected to differentiate the learning in their classroom to meet the needs of all students. For most students the high-quality differentiated teaching in the classroom will be sufficient and help them address any additional needs that they may have. These students will be placed on a Level 1 Monitoring on the Inclusion register.

They will be closely monitored by the class and subject teachers/Form Tutors to ensure that they are making good progress.

Level Two

Some students will need additional support in order to make progress or overcome a particular barrier to learning. This support may only need to be short term and/or in specific areas such as literacy, numeracy or areas of social and emotional understanding.

Students needing short-term or specific intervention will move to Level 2 level of provision. Level 2 provision involves identifying the individual needs of the student and ensure a programme of intervention is delivered to target these needs where this is appropriate. This programme will be monitored by the Inclusion Team in collaboration with the class/subject teachers . Adjustments will be made to ensure progress as necessary. At Level 2, the classroom teacher holds the main responsibility with support from the Inclusion Team. Level 2 students will be included on the Inclusion Register and progress will be monitored by the Class Teacher and the Link Teacher from the Inclusion Team. The Provision map supports and informs this provision.

There is no additional charge to parents for Level 2 provision.

Level Three

Students needing long-term or intensive support will be moved to Level 3 level of provision. If a student has been assessed as needing Level 3 intervention, this means that our school believes that the student



will not make significant progress unless additional provision is made and without this the student is likely to fall further behind his or her peers as the year progresses. At Level 3 responsibility for the student is shared equally between the Class/Form teacher and the Inclusion teacher.

Level 3 provision involves developing an Individual Education Plan for the student that will identify the individual needs of the student and ensure a programme of intervention is delivered to target these needs. This programme will be monitored by the Inclusion team in collaboration with the class/subject teachers and Form Tutor and will be regularly reviewed with parents and students on a termly basis. Adjustments will be made to ensure progress. Level 3 level of support involves the employment of a Learning Support Assistant to support the student.

The format of Level 3 provision will be dependent on the identified needs of the individual student, but is likely to contain the following elements;

- Individual assessment and identification of need
- An Individual Education Plan (to be reviewed at least termly)
- Named Inclusion member of staff to monitor progress and oversee delivery of intervention
- Individualised programme of intervention on key targets.
- Targeted support in class to support learning where needs present a barrier to learning.
- Regular reviews of progress and setting of new targets (formal reviews each term, plus informal reviews as needed)

In addition, the support programme may include;

- group withdrawal classes
- use of ICT based intervention programmes
- involvement of external professionals

Level 3 provision is provided at an additional cost to parents.

GIFTED AND TALENTED STUDENTS (G&T)

The purpose of our 'Gifted and Talented' programme is to ensure that students with exceptional natural gifts are allowed to maximise their potential rather than using their ability to coast through their school experience. The following details describe how we identify, track, support and provide extra-curricular opportunities for our gifted and talented students.

GEMS Wellington Academy identifies 'Gifted and Talented' students in accordance with the KHDA inspection framework.

GIFTED AND TALENTED PROVISION (PRIMARY)

Identification

Students in primary are identified as being 'Gifted or Talented' in numerous ways. Students on the Gifted and Talented register are either known as Eagles (Years 5-6) or Eaglets (FS-Year 4). These names have



been given to allow students who are 'Gifted and Talented' to not feel more unnecessary stress or pressure.

- Teacher Recommendation: Teachers can recommend student Eaglets/Eagles based on daily classroom outcomes and decisions are made based on triangulation of data. This recommendation must be supported with accurate evidence.
- CAT4 Scores are used to identify 'Gifted and Talented' students from Years 2 – 6. Students with a mean CAT4 of 120 across three batteries may be considered 'Gifted'.
- Star Math, Star Reading, STAR Early Literacy and GL Progress Tests help identify students who could join the Eaglets/Eagles register, however, this must be supported by a teacher recommendation.
- GL Baseline assessments help identify students who could join the Eaglets register in FS2, and again, this must be supported by a teacher recommendation. An average SAS score of 120+ are considered for this.

Tracking

In Primary, our 'Gifted and Talented' students' attainment and progress is tracked using O Track. In depth data analysis takes place at the end of each data capture and individual students can be tracked at any point throughout the year. This analysis is regularly shared with our Executive Leadership Team, Head of Years and Class Teachers, where strengths and areas of development are shared to ensure that these students have the opportunity to maximise their potential.

Support and Provision

'Gifted and Talented Champions' oversee provision in each year-group and aid different phases and subjects in implementing these. The following illustrates the provisions we currently have in place at WEK:

- Challenge students in all areas of the WEK Learner Profile, whether this is through questioning or differentiated tasks;
- Differentiated planning which includes a 'Challenge' task, which is related to the main task. The task is targeted and tailored for Eaglets/Eagles but, all other students in the class can attempt it as challenge is already part of the WEK Essentials;
- Promote critical thinking skills during questioning through effective use of Blooms Taxonomy;
- Eagles and Eaglets are targeted through the Chilli Challenge;
- Students who are recognised as Eaglets/Eagles lead group activities;
- Provide open-ended tasks which allow children to investigate to find an answer;
- Use pupils as Expert Learners, which allows them to become the teacher. This will help students see tasks from a different point of view, enhancing their understanding and reasoning skills.

Extra Opportunities

In addition to our in-classroom provisions provided above, several invite-only ECAs are provided to stretch our 'Gifted and Talented' students outside of the classroom. The 'Gifted and Talented Champion' in Primary is responsible for the creation of these and classroom teachers are involved in the running of these ECAs.



GIFTED AND TALENTED PROVISION (SECONDARY)

Identification

'Gifted and Talented' students '*possess untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability*'. At WEK, 'Gifted' students are identified as those who score a **mean SAS of >123 on the CAT4 (KS3 and KS4) or an average GCSE grade score of >8 (KS5)**.

'Talented' Students '*have been able to turn their giftedness into exceptional performance*'. At WEK, 'Talented' students are identified as those who **rank in the top 5% of their cohort across all subjects in their Key Assessment 1 exams**.

Tracking

Secondary students' attainment and progress are tracked via '*Go 4 Schools*' where they have 'end of year target' and 'current working at' grades. The 'current working at' grades are constantly updated over the course of the year and this allows leadership to see where any student is in relation to their target grade at any given time. In addition to this, snapshots will be taken towards the end of each term in the form of '*Key Assessment*' data and end of year/external exams. In depth data analysis will occur after each snapshot, but tracking of individual students can be done at any time given the live data in '*Go 4 Schools*'.

Support and Provision

'Gifted and Talented' students will be provided with opportunities to extend themselves both inside the classroom, via 'Quality First Teaching' (as evidenced on BlueSky), and outside of the classroom, via Extra-Curricular activities (as detailed in the 'Extra Opportunities' section).

Any students not making accelerated progress in a particular subject will be identified by the 'Secondary School Gifted and Talented Champion', who will discuss intervention strategies with the teacher of the subject in question. Once identified, these students will be supported via targeted intervention strategies during lesson time and additional intervention sessions, which are held on a weekly basis by passionate, highly-qualified subject specialists.

Extra Opportunities

There is a multitude of additional opportunities that exist for our 'Gifted and Talented' students when they are not receiving quality-first teaching in the form of timetabled lessons. HoDs are responsible for coordinating these within departments and liaising with the G&T Champion



RESPONSIBILITIES

THE ROLE OF THE HEADS OF INCLUSION (HOI AND SENCos)

The Head of our Inclusion Team plays the lead role in coordinating The Academy's Inclusion provision. This involves working with the Principal, Executive Leadership Team and Senior Leadership Team to determine the strategic development of the policy. It is the responsibility of the Head of Inclusion and Determined Coordinator's to ensure that the Inclusion policy is implemented in full, and that the needs of the identified students are being addressed.

Specific responsibilities include ensuring that:

- Determined/ELL students are effectively identified.
- The Inclusion register is accurate and updated at least termly.
- The provision for Determined/ELL students is well-planned and effective.
- The impact of provision is monitored and evaluated.
- Provision is in place for new entrants with identified need.
- Parents and students are kept fully informed of progress and planned provision.
- The records of Determined/ELL students are accurate, updated and in line with department guidelines.
- The performance of the Inclusion Teaching Staff is monitored and effective.
- The performance of Learning Support Assistants (LSAs) is monitored and effective.
- There is advice and access to training available to Academy staff.
- The SEF and Academy Improvement Plan accurately reflect the strengths and areas for development of Determined/ELL students.

THE ROLE OF THE INCLUSION LINK TEACHER

It is the role of the Inclusion Link Teacher:

- To work as part of a team to ensure that the needs of the whole student are identified and addressed including the social and emotional aspects of learning.
- To work with the form/class teachers to monitor the overall progress of students in their allocated year groups and identify students that may have need of additional provision.
- To maintain and update the Inclusion register in conjunction with the HOI and SENDCOs.
- To assess referred students in line with the Referral Process.
- To give advice to teachers and parents on how students with additional needs can be included in the mainstream classroom and supported at home.
- To work collaboratively with teachers, parents and students and be responsible for developing and ensuring the implementation and Individual Education Plan for students on Level 3 level of provision across all curriculum areas.
- To plan, deliver and oversee Level 2/3 intervention and monitor progress of the students receiving intervention.
- To work with and support Learning Support Assistants attached to students to ensure that the identified students are making progress.



- To ensure that up-to-date and accurate files and records are kept to monitor progress in line with the guidelines of the department.
- To ensure that all IEPs are reviewed at least termly in conjunction with the student, parent, class teacher and any associated professionals.
- To work professionally with other members of the department to ensure the effective co-ordination of provision delivered by external agencies.

THE ROLE OF LEARNING SUPPORT ASSISTANTS AND TEACHING ASSISTANTS

Each class in Early Years and Key Stages 1 and 2 (shared in Years 5 and 6) has a Teaching Assistant who supports groups and individuals within the class under the planning and guidance of the class teacher. Level 3 Students may have a Learning Support Assistant who supports that particular child working on specific targets, this may be as an individual or within a small group, support should always be appropriate to the child's learning and social needs.

LSAs are employed by the school to help address the needs of students with special educational needs. The support team are either funded by the school to work with, and support groups of students, or funded by the parents to work with specific students with a high level of need.

THE ROLE OF EXTERNAL SPECIALISTS

We will take advice and use specialists from external agencies when necessary, only after careful assessment for learning and consultation and discussion with parents. Speech and language therapists and occupational therapists are available to provide sessions in school.

THE INCLUSION TEAM

1. Mr. Mark Stemp - Head of Inclusion
2. Miss Sara Salahelden - Inclusion Specialist (KS1)
3. Mrs. Lubna Ghaffar - SENCO (FS/KS1)
4. Miss Sarah Whitehead - Inclusion Specialist(KS2)
5. Mrs. Elspeth Mackie - SENDCO KS2
6. Ms Meriam Moreno - Inclusion Specialist(KS2)
7. Miss Rathica Palaver - SENDCO(Secondary)
8. Mr Neil Colbeck - Head of ELL
9. Ms Jennifer McMahon - Teacher of ELL
10. Mr Mahomed Mudasar - Teacher of ELL
11. Mrs Rebecca Coward - School Counsellor

MONITORING AND EVALUATION

The overall effectiveness of Determined provision will be monitored and reviewed by members of the Executive Leadership Team, on a termly basis, to ensure consistency across the academy

There will be an annual review of this policy by the SENDCOs and Executive Leadership Team.



Appendix – Key Documents

This policy adheres to the following :

Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai

[https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.\(2\)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf](https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf)

Especially (Article 4 (14), Article 13 (16,17&19) and article 23 (4)

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination

<https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination;jsessionid=irM5bsrHZrNDW533PAk-VufG5nn0SrUKY28x1AxWbBCEUMGOIv0y!-965558626!982121367!1538561854151>

Dubai Inclusive Education Framework (2017)

https://www.khda.gov.ae/cms/webparts/texteditor/documents/education_policy_en.pdf

Dubai Law No. (2) of 2014

<https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf>