



# Students of Determination Policy

2023-24

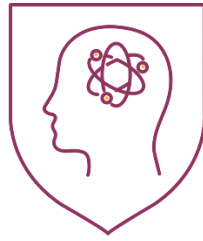
**Date last reviewed** | June 2023

**Review period** | Annually

**Lead Reviewer(s)** | Director of Inclusion



***“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”***



The Science of Learning



Social Enterprise



Student Agency and Innovation

### **PURPOSE**

At GEMS Wellington Academy Al Khail we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

The purpose of this policy is to help to ensure that we recognise and support the needs of all students at the Academy.

**Students of Determination** – Students of Determination who require additional support in order to make the best progress.

**ELL**- English Language Learners (those who are quite new to learning English or need additional support with learning English as a second language). See separate policy.

**More Able and Talented** – Those that demonstrate exceptional ability and/or attainment or talent. See separate policy.

### **POLICY AIMS**

GEMS Wellington Academy Al Khail 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 additional provision as early as possible on entry
- To ensure that students take as full a part as possible in all activities
- To ensure that parents/carers of students are kept fully informed of their child's progress and attainment
- To ensure that students are as involved as possible, in decisions affecting their future SofD provision

### **LEGISLATION**

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions, however as further schools are incorporated into GEMS the policy will be reviewed.

The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks above and below. These are to ensure that Students of Determination have equitable access to



quality inclusive education with their peers.

This policy is also based on the following guidance and legislation

- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'. ([English/Arabic](#))
- Executive Council Resolution No. (2) 2017 ([English/Arabic](#)) Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 (14); Article 13 (16, 17, 19) and Article 23 (4)
- Dubai Inclusive Education Policy Framework (DIEPF 2017) ([English/Arabic](#))
- Dubai Inclusive Education Policy Implementation 2019 ([English/Arabic](#))
- KHDA Inclusive Education Directives 2020 ([English/Arabic](#))
- Revised Categorisation Framework for Students of Determination (2019-2020) ([English/Arabic](#))
- Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- UAE Centennial 2071 Long Term Government Plan.
- Abu Dhabi Economic Vision 2030.
- Dubai Strategic Plan 2021.
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.
- The UAE 'School for All': General rules for the Provision of Special Education Programmes and Services' (2010) guidance.
- The National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).
- Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).
- The Ministry of Education Strategic Plan 2017-2021.
- The Dubai Plan 2021 which aims to for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility and social protection.

## **KEY PEOPLE**

Principal	Campbell Douglas
Director of Inclusion	Stacey Bradwell
Governor for Inclusion	Vicky Lumby
Secondary/6 <sup>th</sup> Form SENCO	Susan Marshall
Key Stage 3 SENCO	Ceri Rushworth
Secondary Inclusion Teacher	Johanna Shakespeare
Secondary Inclusion Teaching Assistant	Bhavna Punjabi
Key Stage 2 SENCO	Meriam Moreno
Key Stage 2 Inclusion Teacher	Esme Edjuto
FS/Key Stage 1 SENCO	Grace Marlow
FS/Key Stage 1 Inclusion Teacher	Natasha MacCulloch
Primary AP SENCO	Liz Tetley
Primary Inclusion Support Teaching Assistants	Acel Kris Navarette Sarah Taha



## **PROCEDURES**

A student is a Student of Determination if he or she has difficulties that need additional educational provision to be made in order for them to access learning. By difficulties we mean that the student will have much greater difficulty in learning than the majority of students of the same age, or that he or she has a disability which prevents them from using the facilities at WEK that are provided for students of the same age.

## **CATEGORIES OF DISABILITIES/ SPECIAL EDUCATIONAL NEED**

In line with the UAE Ministry of Education, we recognise the following categories of **Disabilities/ Special Educational Needs**:

<b>Common Barriers to Learning</b>	<b>Categories of Disability</b>	<b>Identification</b>
Cognition and Learning	Intellectual Disability	Learning Difficulties 1 (mild)
		Learning Difficulties 2 (moderate)
		Learning Difficulties 3 (severe)
	Specific Learning Disorders	Dyslexia
		Dyspraxia
		Dyscalculia
Dysgraphia		
Multiple Disabilities		
Developmental Delay (<5 years)		
Communication and Interaction	Communication Disorders	Expressive Language
		Receptive Language
		Global Language Delay
		Speech fluency Disorder
		Speech Sounds Disorder
	Autism Spectrum Disorders	Social Communication Disorder
		Autism Spectrum Disorder (mild)
		Autism Spectrum Disorder (moderate)
		Autism Spectrum Disorder (severe)
Social, Emotional and Mental Health	Attention Deficit Activity Disorder	ADHD – inattentive
		ADHD – hyperactive
		ADHD – combined
	Psycho-emotional disorders	Depression
		Bi Polar Disorder
		Oppositional Defiance Disorder
		Obsessive Compulsive Disorder
		Post-Traumatic Stress Disorder
	Physical, Sensory and Medical	Sensory Impairment
Hearing Impairment		
Deaf – blind disability		
Physical disability		Muscular Dystrophy
		Cerebral Palsy
		Spina Bifada
Chronic or acute medical conditions.		



**For further information on these categorisations please refer to 'A revised categorisation framework for students of determination' (DSIB 2019-20)**

## **IDENTIFICATION OF STUDENTS OF DETERMINATION**

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 Department on entry or at any point during their education at The Academy by their class/subject teachers.

### **On Entry**

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

- Parent/Carers are asked to disclose any special educational need that has been previously identified.
- Parents are asked to share any useful information about their child's needs and abilities. This includes providing the school with copies of any existing medical assessments, diagnoses and therapy reports. This may also include previous Individual Education Plans from previous schools.
- Students who are not coming from the British Curriculum, from Year 1 upwards are asked to complete a standardised Literacy and Numeracy assessment.
- 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 Director of Inclusion or Head of Alternative Pathways for additional consideration. This process will be focused on designing an educational programme that reflects the student's abilities, needs, interests and preferences.

### **Identification of Enrolled Students**

For students already enrolled at the Academy, a referral flowchart is in place outlining the step by step process that is to be followed by a class/subject teacher.

The following information is taken into consideration:

Data gathered will include:

- **Standardised Tests.** These tests will include entrance assessments alongside other standardised tests. Students with a low score in any of these tests, will be referred to the Inclusion Team for further assessment and identification if needed.
- **Benchmark testing** – all students undergo benchmark testing 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 specialist) teacher is concerned that this is related to a specific or general need.
- **On-going teacher assessments** - Regular testing and analysis of work samples will assess progress. Students struggling to make expected progress may be referred to the Inclusion Team if the class or specialist teachers are concerned that this is related to a specific or general need.
- **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.

## **POST REFERRAL**

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

- Pupil voice



- Seeking and coordinating feedback from teachers across the curriculum/subjects 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.
- Standardised tests to assess current levels against national norms.
- Observations and advice from internal and/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 Inclusion Team 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 Inclusion Team will meet with the student, parents and associated professionals to plan for provision.

### **LEVEL OF PROVISION**

To ensure that the correct level of support is put in place for the students on a Graduated System of Support is followed. Students with additional needs will be classified as needing support at either Level 1, 2 or 3.

### **Provision Maps**

Every year group in the school identifies and collates information about Students of Determinations and the provision programmes designed to meet these needs on a Year Group Provision Map.

Year Group Teams group common learning needs across their year group to plan additional needs withdrawal or "In-Class" provision programmes.

### **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 included on the register and monitored by the class teacher and Head of Year.

This information will be recorded on a Level 1 form, kept in the Class Inclusion Folder on the Inclusion shared drive. The child will be closely monitored by the class teacher to ensure that they are making good progress and the strategies/ resources are effective and appropriate to support the child's learning challenge(s).

Level 1 students may receive therapy from external agencies and therefore have a therapy plan in place with specific targets which is led by the therapist and shared with the class teacher.

Class Teachers will seek advice and suggestions for provisions to assist individual children's learning needs at designated year group team meetings. Children within Level 1 may be put forward by Class Teachers for the Year Group Provision Map and participate in specific intervention programmes for specific blocks of time. This decision is made in conjunction with the Class Teacher and Year Group Leader. The Inclusion Team is notified by the class teacher, requesting a Lesson 1 review meeting.

### **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 English, Mathematics or areas of behavior, social and emotional understanding.

Students needing short term, time limited and specific intervention will move to Level 2 of provision. At Level 2, the classroom teacher holds the main responsibility with support from the Inclusion Department.

Level 2 students will have a pupil profile outlining their main and additional barriers to learning, along with strategies to support and things to avoid. Access Arrangements will also be stated. A review of progress will be completed termly by the Inclusion team and the class teacher and this will be shared with the student and the parents.



Some students will be identified as Level 2+ where The Academy has recommended additional support at Level 3 is needed. These students will have IEP targets written and reviewed termly.

### **Level Three**

Students needing long term or intensive support will be moved to Level 3. If a student has been assessed as needing Level 3 intervention, this means that WEK 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 their peers as the year progresses. At Level 3, responsibility for the student is shared between the class/subject teacher and the Inclusion Team.

Level 3 provision involves developing an Individual Education Plan (IEP) 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 run and monitored by the Inclusion Department in collaboration with the class/subject teacher and will be regularly reviewed with parents and students on a termly basis. Adjustments will be made to ensure progress. .

Level 3 students will have a Learning Support Assistant and followed an individualized programme of support, whilst being encouraged to develop their independence and learning skills. They will receive a high level of guidance from the Inclusion department. They may receive recommendations for further assessment such as Educational Psychology assessment or therapy assessments.

For all students receiving LSA Support an individualised service agreement will be in place as directed by KHDA. This will be agreed with parents.

### **STANDARD SCHOOL SERVICE**

Within GEMS Wellington Academy Al Khail we adhere to the Regulations, as set out in the Dubai Inclusive Education Policy Framework Directives and below lists our adherence to the Standard School Service.

1. The Director of Inclusion is Stacey Bradwell.
2. The Department has a Head of Alternative Pathways - Lubna Ghaffar.
3. The Department has three school funded inclusion teaching assistants.
4. The Academy has two school counsellors Susanna Johnson and Michelle Hughes.
5. The Academy has multiple levels of pastoral support and dedicated staff.
6. The Academy provides screening upon entry, which does not limit admission.
7. The Academy conducts CAT4 and GL Progress Tests and PASS across the whole school at a variety of points for each year group.
8. The Academy has a wide range of physical resources to support learning experiences in common learning environments, including access to resource rooms and learning support spaces.
9. The Academy has a Graduated System of Support to identify student's needs and provide appropriate support.
10. Each curriculum area modifies the curriculum and ensures appropriate differentiation, adaptations and modifications.
11. Small group or one to one sessions are delivered by all teaching and support staff.
12. Learning support assistants are currently funded by parents depending on student need.
13. School funded Inclusion support assistants provide additional support across The Academy.
14. Students and staff have access to training in assistive technology.
15. Parents and Students have access to school-based specialist support and guidance.
16. Students and Staff have consistent access to support and training in Child Protection, Safeguarding, Health and Safety, Lockdown and Evacuation and other emergency procedures.
17. External therapists receive Safeguarding Training within a week of them commencing services.
18. The Academy regularly conducts physical environment assessments to identify and mitigate risks that can be relevant to the students.

### **ROLES OF THE INCLUSION TEAM**

The roles and responsibilities are clearly outlined by the KHDA in the document



## Implementing Inclusive Education: A guide for schools (Page 22)

### The Role of Director of Inclusion

The leader of provision for students of determination will hold deep knowledge about barriers to learning experienced by students, the associated challenges for teachers and the impact on learning, development and outcomes. The leader of provision plays a crucial role in supporting classroom teachers to identify and develop specific approaches in the classroom so that every student is empowered to succeed. Particularly important aspects of the role are:

- working alongside teachers to observe, assess and identify special educational needs
- working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing
- providing advice and guidance to both teachers and parents
- promoting high expectations of student learning and achievement
- supporting the development of relevant and meaningful learning activities
- facilitating collaborative meetings to promote the development of individual education plans
- monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning
- Implementing evidence-based programmes of intervention for individual and small groups of students.

### The Role of the SENDCo and Inclusion Teachers

The support teacher is identified as a competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches within their teaching practices. The role is central to the development of inclusive schools and should be prioritised; support teachers should spend no less than 60% of their time engaged in activities that directly influence the inclusive competence of classroom teachers.

The main role is:

- Observations of teaching and learning
- Co-planning
- Modelling
- Co-Teaching
- Collaborative reflection
- Gradual release of responsibility

### The Role of the Class Teacher

The student's main teacher plays a crucial part in the IEP development process and will be held accountable for applying the plan within the classroom and other common learning environments. The teacher must sign the IEP to signify their involvement and to acknowledge their understanding of the implications for classroom practise.

The Assistant Principals and Year Group Leaders have the overall responsibility for the students in their year group's wellbeing in terms of pastoral care. It is also important for them to be informed about students on the Inclusion Register to support the student, parent and teachers is providing the best possible support. The Assistant Heads and Year Group Leaders take an active role in identifying and reporting students who are in need of additional support.

### The Role of Learning Support Assistants and Inclusion Teaching Assistants

LSAs help address the needs of students. 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 will include:

- providing individual support to a specific student
- promoting access to targeted support outside of the classroom
- working on differentiated activities with groups of students
- liaising with the leader of provision for students of determination
- developing social/emotional skills
- working with teachers to monitor the progress of students
- supporting intervention or therapy sessions.

### **MONITORING AND EVALUATION**

The overall effectiveness of Inclusion provision will be monitored and reviewed by members of the Academy Leadership team.

There will be an annual review of this policy by the Director of Inclusion and Academy Leadership Team along with the Inclusion Team.