



مدرسة جيمس الدولية – شارع الخيل
GEMS International School
AL KHAIL

2019 – 2020
GEMS International School
Inclusion Policy
Students of Determination



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1. **Vision**

At GEMS International School (GIS), we are proud to be an inclusive school where we work closely with students and families to inspire, motivate and challenge all of our students to become successful and confident lifelong learners.

We firmly believe in the principles and vision of the Dubai Inclusive Education Policy Framework (2017) and the wider vision of creating a fully inclusive society across the Emirate of Dubai that values all its citizens and residents. We recognize that when a school improves the provision for students who experience barriers to learning, they improve provision for all.

We seek to create a culture of inclusion within our school whereby all stakeholders collaborate together to ensure that we are proactive in identifying and supporting students in an environment that enables every student to be successful in developing the skills, knowledge and values they need to become fully participating members of their community.

We welcome students of all abilities and recognize and value neurodiversity. We understand that every student is an individual, and that neurodiverse students may exhibit strengths and challenges that require accommodations and modifications to be made in order to ensure that they are able to grow and thrive within our school.



2. Principles

We believe:

- that all students have the right to quality instruction and support that will enable them to become successful learners.
- that all students have the right to learn in common learning environment alongside their peers.
- That all students benefit when the principles of inclusive teaching practice are embedded within a school.
- that every teacher is a teacher of every student; including those with Special Educational Needs (SEND), English Language Learners (ELL) and those who are More Able, Gifted and have exceptional Talents (MAGT)
- that inclusive teaching approaches can reduce the barriers that some students experience to the benefit of all.

We aim to ensure;

- that all students have access to high quality inclusive teaching and the necessary support to enable them to become successful learners.
- that there is early and accurate identification of additional needs to ensure that the correct support is in place for students experiencing barriers to learning.
- that students have access to high quality intervention programs when it is identified that they have needs that require provision that is *additional to* or *different from* their peers
- that all students have the opportunity to learn in common learning environment alongside their peers.
- that systems are in place to enable all stakeholders to work in partnership and collaborate effectively.
- that teachers and paraprofessionals working with the students receive the ongoing professional development and support needed in order to develop the knowledge, skills and confidence required to meet the needs of all of their students.



3. Provision

i. Definition

A **Student of Determination (SD)** is identified as a student who is experiencing a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student’s full and effective participation in education on an equal basis with peers of the same age.

ii. Identification of Need

The school uses a range of internal and external assessments to monitor and track progress of all students. These are analyzed in coordination with teacher assessments to identify students who may be experiencing barriers to learning. Once a need has been identified, further investigations are carried by the Inclusion Support team in conjunction with teachers, families and external specialists (when required) to accurately categorize need and specific barriers to learning.

Identified students will be included on the school’s **Achievement Center Register** as **Students of Determination (SDs)** so provision can be monitored and reviewed effectively. Some students without a formal diagnosis may be recorded on the register whilst their response to intervention (RTI) is monitored to see if their needs can be addressed through short term intervention strategies or modifications within the classroom, or whether their need requires longer term support.

iii. Categories of need

The school uses the Categorization Framework for Students of Determination (2019- 2020) to inform planning for provision.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² Chronic or acute medical conditions

These categories are further differentiated according to the guidance provided by the framework.

iv. Levels of Provision

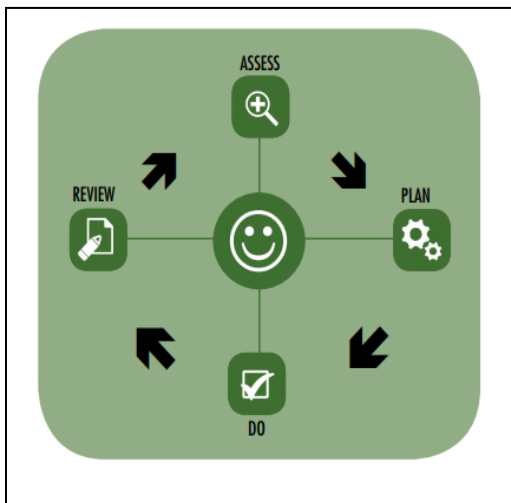
The school adopts a graduated approach to identification and provision. There are three levels of provision.

Level 1: high quality teaching where teachers accommodate individual differences in ability, learning style and behavior, through inclusive classroom practice.

Level 2: personal support and/or curriculum modification to enable a students with identified needs to engage with, and participate in, appropriately challenging learning experiences and achieve within age-related expectations. This will normally take place within the common learning environment, but may include short term, time limited intervention programs.

Level 3: individualized programs designed for students who have been identified with physical, mental, intellectual or sensory barriers that are preventing the student from achieving age-related expectations and/or achieve their potential. This provision is ‘additional to’ or ‘different from’ the provision required to meet the needs of most of students within the school. It is likely to include the use of specialist approaches, intervention and/or support services. This may also include the need to have the support of an additional adult within the classroom - a Learning Support Assistant (LSA).

v. Graduated Approach



During the initial assessment a decision will be made as to the category of need and the level of provision required. This level is continuously monitored, revisited, refined and revised through the four part cycle. This leads to a growing understanding of a student’s needs and ensures that the type of provision in place is the most appropriate for securing progress and moving towards independence in learning.

vi. Individual Education Plans

Once a student has been identified as a Student of Determination, a personalized and individualized education plan will be designed to support the student. The **Individual Education Plan (IEP)**, will include a profile outlining the personal strengths and barriers of the student and will include guidance for teachers on how to reduce any barriers to learning effectively. Where appropriate, students will also have short term targets that are specific and measurable and are designed to target the next steps in learning or moving towards independence. IEPs will be reviewed at least three times a year and more often if needed.



vii. Exiting from the Support Program

As part of the review cycle the current needs of the student will be regularly revisited and reviewed. The level of provision may be increased, decreased or maintained depending on the progress of the individual student. Where a student has made significant progress and is now able to access the curriculum independently, they may be exited from the support program. They will continue to be monitored at Level 1 for at least one assessment cycle to ensure that progress is maintained. Where a student is still struggling to access the curriculum, despite the highest level of support being put into place, it may be necessary to consider whether the current setting is the most appropriate provision to meet the student's individual needs. In these circumstances, the school will support the student and family to find alternative provision that is better able to support the student's particular need.

4. Roles and Responsibilities

As an inclusive school, all stakeholders are responsible for supporting the needs of all students. For our students of determination, we have adopted a Team Around the Child (TAC) approach to ensure that there is effective collaboration and coordination between all parties involved in the individual support programs for our students of determination.

Individual roles and Responsibilities

i. Student of Determination and families

At the heart of all of our work is the student. We seek to fully involve our students of determination and their families in identifying and seeking solutions to address their own barriers to learning. As students get older, they are encouraged to take on more responsibility formally contribute to their Individual Education Plans (IEPs) and take an active role in target setting wherever possible. We believe that student voice and a personal understanding of one's own strengths and challenges and the confidence to self-advocate are essential independence skills that will be necessary in adult life.

ii. Teachers

Classroom teachers are responsible for the learning, progress and outcomes for all of the students in their classroom. In addition, in the primary section, homeroom teachers take a lead role in the Team around the Child meeting. In secondary, we adopt a collaborative approach to the development and review of individual education plans.

iii. Learning Support Assistants

The Learning Support Assistants (LSAs) at GIS play an important role in enabling students to move towards independence whilst being supported to access the learning in the mainstream classroom. Their role is to work in collaboration with classroom teachers so that students of determination can be successfully included in the mainstream classroom while at the same time developing the skills needed to be able to access the learning independently.

Whilst the majority of LSAs will be employed through the school recruitment process, in exceptional circumstances, where the needs of the children require more specialist provision, the school will consider the appointment of an external LSA who is employed and supervised by a licensed center or clinic. The school does not accept LSAs who have a dual role within the home. The employment of



the LSA will be governed by a **Memorandum of Understanding (MOU)** between the parents and the school. Parents must ensure that all the documentation requested is provided to the school.

iv. Inclusion Support Teachers

Inclusion Support Teachers (ISTs) are teachers with a specialist knowledge of working with students of determination. They have been identified as demonstrating high levels of skill and ability in applying inclusive approaches within their own teaching practice and having the ability to support the development of inclusive practice in others. The core function of the IST is to support the development of inclusive teaching practices within the mainstream classroom and to serve as a coach, mentor and professional resource for classroom teachers. In addition, ISTs may work with individual, or groups of, students of determination to implement interventions to accelerate progress. This may take place within the classroom or a separate setting.

v. Head of Inclusion (Inclusion Champion)

As Inclusion Champion, the Head of Inclusion is the lead on promoting and establishing an inclusive ethos throughout the school. This involves effectively communicating a clear vision of inclusion and working with all stakeholders to turn this vision into practice. Key to this role is supporting teaching staff to develop their own professional expertise in order to ensure that inclusive approaches to education are embedded in classroom practice.

Responsibilities include;

- coordinating a school-wide review to identify areas of best practice and to identify areas which require targeted improvement.
- coordinating with the Executive Leadership team to develop and implement a comprehensive and strategic inclusive education improvement plan (IEIP)
- promoting ideas that support the development of inclusive attitudes and approaches
- providing guidance to different stakeholders
- supporting other members of the inclusion team and teaching staff with the embedding of inclusive classrooms
- developing positive relationships with the wider school community including the parent body and building inclusive networks
- working with the Executive Leadership team to coordinate a programme of continued professional development for all staff at all levels across the school
- ensuring that the Executive Leadership are informed and updated on changes to accepted current good practice and developments within the UAE.

vi. Head of School

The Principal is responsible for the ensuring that the school achieves its vision for inclusion. This includes ensuring that an inclusive approach is embedded in all practices across the school. The Principal is responsible for and developing and monitoring the implementation of the Inclusive Education Improvement Plan in coordination with the Inclusion Support Team.

vii. Governor for Inclusive Education



The governor for inclusive education should be committed to developing the knowledge, understanding and skills required to provide effective support and challenge to the school as it progresses towards realizing a vision of inclusion in practice.

Responsibilities include supporting the governing board to:

- set strategic direction through a clearly-stated inclusive vision and ethos
- hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- monitor the overall educational performance of the school through clear inclusive education outcomes and impact measures.

5. Inclusive Partnerships

i. Parents as Partners

The school recognizes the importance of involving parents in all aspects of their children's educational journey. For students of determination the role of the parent is seen as especially important and the school will endeavor to ensure that they are fully involved in decision-making and provision. This will include establishing a shared vision and a clear focus on desired outcomes at each review point with increasing participation of the student as they become more able to self-advocate.

ii. External Agencies

We view effective partnerships with specialist service providers as essential to ensuring that our students of determination receive the support that they require. Hence, we try to ensure that our students have access to the specialist services that they need through building close collaborative partnerships with trusted providers. These partnerships are governed by a **Memorandums of Understanding** (MOU) that clearly sets out this working relationship for the provider, the school and parents.



Appendix A: Definitions

Governor For Inclusive Education

The governor for inclusive education is a nominated member of the governing board who is fully committed to, and proactive in, setting and prioritising a clear vision of inclusion. He or she will, on behalf of the governing body, play a key role in providing support and challenge to the school as it works to achieve an inclusive system of education for students of determination.

Inclusive Education Improvement Plan: The inclusive education improvement plan is a strategic plan for improvement that is ratified and monitored by the governing board. It is developed and implemented by the inclusion support team and should set out, in a clear and comprehensive way, the school's priority improvement plans to enable the achievement of an inclusive system of education. It should explain the main measures it will take to raise the quality of education for students of determination, the resources dedicated, and the key outcomes and targets it intends to achieve.

Inclusion Team: Led by the principal, the inclusion team is a school-based team of educators, charged with the responsibility of implementing and monitoring the changes required to achieve inclusive education. The core members of the team should be: the inclusion champion, the leader of provision for students of determination and representation from both inclusion support teachers and learning support assistants.

Inclusion Support Teacher (IST): The inclusion support teacher will be identified as a highly competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches within their teaching practices. Their core function is to serve as a role model, coach and professional mentor for classroom teachers as they work to develop their practices to meet the learning needs of diverse student populations.

Learning Support Assistant (LSA): A learning support assistant is a trained member of education support staff who works under the direction of a classroom teacher. Their primary role is to effectively support students of determination to access appropriate learning experiences within common learning environments alongside same aged peers.

The core functions of the LSA are to:

- provide support to the classroom teacher in the development of a stimulating and productive learning environment
- use approaches to lower barriers to learning to promote student success
- facilitate student engagement and participation within relevant and meaningful learning opportunities.

Student of Determination: A student of determination is a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student's full and effective participation in education on an equal basis with peers of the same age.



Appendix B: Legislation and guidance

This policy is based on the UAE Disability Act, Federal Law (29) 2006 and 2009 which guarantees a Student of Determination access to equal opportunities of education. This policy is also based on the following guidance and legislation;

The United Nations Convention on the Rights of Persons with Disabilities	https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html
Federal Law (29) 2006 and 2009	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 Guarantees a person of determination access to equal opportunities of education within all educational institutions
Dubai Law 2014 (no. 2)	https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%20-%202014%20-%20EN.pdf Concerning Protection of the rights of persons of determination in the Emirate of Dubai
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 Regulations for Private Schools in Dubai
	Article 4 (14) establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;
	Article 13 (16) treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;
	Article 13 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;
	Article 13 (19) provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;
	Article 23 (4) provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;



The National Project for Inclusion for People of Determination (2008)	https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination
UAE School for All: General rules for the provision of special education programmes and services guidance (2010)	https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf
My Community: A City for Everyone Initiative (2013)	https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx Aims to turn Dubai into a fully inclusive and friendly city for People of Determination
Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)	https://government.ae/information-and-services/education/education-for-people-with-special-needs
The National Policy for Empowering People of Determination (2017)	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs Aims to provide quality inclusive education in the UAE
Dubai Inclusive Education Policy Framework (2017)	https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf Dubai Inclusive Education Policy Framework has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector.
The Dubai Universal Design Code (2017, Accessibility Code)	https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf Aims for universal accessibility
Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)	http://dbkschool.net/wp-content/uploads/%D9%83%D8%AA%D9%8A%D8%A8-%D8%A7%D8%AC%D8%B1%D8%A7%D8%A1%D8%A7%D8%A%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9-%D8%A7%D9%84%D8%AE%D8%A7%D8%B5%D8%A9-2012-%D8%A7%D8%AC%D9%84%D9%8A%D8%B2%D9%8A.pdf
The Ministry of Education Strategic Plan 2017-2021	https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021



The Dubai Plan 2021	<p>https://www.dubaiplan2021.ae/dubai-plan-2021/</p> <p>Aims for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, incorporating education, health & rehabilitation, employment, universal accessibility and social protection</p>
UAE Centennial 2071 project	<p>https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071</p>



Review Log	Reviewed by	Amendments made (Y/N)