



GEMS International School Inclusion Support Program

Secondary Section

Philosophy

GEMS International School (GIS) is an inclusive school. We celebrate diversity and welcome all students and work closely with families to develop an effective support program to minimize any identified barriers and support progress towards independence in learning.

GIS aspires to ensure that all students have equitable access to education. Students are assessed on entry to ascertain the level of support required to reach their potential at GIS.

The Inclusion Support Program is delivered by specialist teachers who work in coordination with the homeroom and subject specific teachers, as well as external agencies. The Inclusion Support Team aim to empower students to develop the skills required to become independent learners, to function academically, thrive socially, and grow as global citizens.

How are students identified?

Students are identified through a process of individualized assessment. This includes;

- CAT4 (measure of academic potential)
- School reports
- Personal interview
- Additional assessments (according to need)
- Specialist reports (as applicable)
- Measure of Academic Progress (MAP) testing
- Teacher or parent referrals
- Student self-referrals

Levels of Support at GIS

Level 3	Students who require individualized and specialized provision, which is different and additional to that provided to most students.	IEP, Student Profile, Access to LSA
Level 2b	Students who are able to access the mainstream curriculum independently once accommodations have been put in place. Students at Level 2 may need additional time-limited interventions or support with accessing some aspects of the curriculum outside of the mainstream classroom.	IEP & Student Profile
Level 2a		Student Profile
Level 1	Students with an identified additional need who are able to access the curriculum independently with accommodations where needed.	Student Profile

Level 3

Students identified as requiring additional support at Level 3 will be included on the School's Inclusion Register. This support will be provided in addition to the standard school service and there is an additional charge for this support. Level 3 students may require a Learning Support Assistant (LSA). Additionally Level 3 students will receive a Student Profile, prepared in coordination with the student and parents, to ensure that teachers are informed about any barriers to learning and strategies to support the student effectively within the classroom, and individualized targets outlined through an Individual Education Plan (IEP).

The full Level 3 support service and associated costs are outlined in an Individualized Service Agreement (ISA) that is agreed upon with parents before admission or as identified.

Level 2

Students identified as requiring additional support at Level 2 will be included on the School's Inclusion Register. This is provided in addition to the standard school service,

with no additional charge. Level 2 students may have access to small group sessions, some shared in class support from an Inclusion Teaching Assistant, morning or lunchtime support and/ or interventions, access to an Inclusion Support Teacher and individualized targets monitored through an Individual Education Plan (IEP). Additionally Level 2 students will receive a Student Profile, prepared in coordination with the student and parents, to ensure that teachers are informed about any barriers to learning and strategies to support the student effectively within the classroom.

Level 1

Students identified as requiring additional support at Level 1 will be included on the School's Inclusion Register. This is provided within the standard school service, with no additional charge. Level 1 students will receive a Student Profile, prepared in coordination with the student and parents, to ensure that teachers are informed about any barriers to learning and strategies to support the student effectively within the classroom.

Additional Fees

Level 1 and Level 2 support is provided as part of the standard school service, with no additional fees.

Level 3 support is at an additional cost to families based on the needs of each student. This is discussed fully at the point of enrollment or when additional needs become apparent. Parents will be required to sign an Individualised Service Agreement (ISA) that outlines the rationale for the additional support and the costs involved.

Structure of the Inclusion Support Team

The team is made up of the following:

- Head of Inclusion (Pre-K - Grade 12)
- Secondary SENCo
- Inclusion Support Teacher
- Higher Level Teaching Assistants
- Inclusion Teaching Assistants
- Learning Support Assistants

Head of Inclusion

The Head of Inclusion (HoI) is responsible for overseeing the inclusive provisions and ethos throughout the whole school.

Secondary SENCo

The Secondary SENCo coordinates the inclusive teaching and learning provisions throughout the secondary school. They are responsible for deploying the inclusion support staff to meet the needs of the students, coordinating services and external agencies, quality assurance of provisions and promoting an inclusive ethos throughout the school community.

Additionally the Secondary SENCo works closely with Heads of Department, Grade Leaders and subject teachers to ensure that the needs of all students are met appropriately within the classroom.

Inclusion Support Teachers

Inclusion Support Teachers (IST) complete observations and assessments of students to inform individual students' IEP targets and Student Profiles. Additionally they provide

direct interventions to students, co-teach and collaborate with subject specific teachers, and work closely with parents and external specialists to ensure each student reaches their full potential.

Higher Level Teaching Assistants

Higher Level Teaching Assistants (HLTAs) plan and deliver group interventions to help students reach their agreed upon academic targets. They work in collaboration with their assigned subject departments to promote inclusive practices and develop quality first teaching.

Inclusion Teaching Assistants

Inclusion Teaching Assistants (ITAs) work predominantly with Level 2 students to enable them to make progress across the curriculum. They are skilled in inclusive teaching strategies and share these with subject teachers.

Learning Support Assistants

Learning Support Assistants (LSAs) support Level 3 students to become independent learners. Students are assigned a named LSA who communicates at least weekly with parents. LSAs continuously observe Level 3 students and provide feedback to the inclusion support team, subject teachers, grade leaders and parents.

In the secondary school Level 3 students will work with a *team* of LSAs to discourage dependency and ensure that their needs are met in different subject areas.

When do students exit the program?

The length of time the student is in the program varies depending on the student and individual needs. Some students will make rapid progress and may only need support for a short amount of time. Others need more extensive interventions and support until they achieve the required level of independence.

The Inclusion Support Team in coordination with the Grade Level Team and subject teachers, where appropriate, will review internal and external progress data and discuss exit from the program on a termly basis. Should a student be struggling to make progress, a referral to external services may be considered.

Students who have exited the Inclusion Support Program will be monitored for one year post exit. This is to ensure that students can still access the curriculum as content becomes more rigorous each year.

Multi Agency Approaches to Provision

The school promotes a multi-agency approach to support. External specialists may be required to provide additional services and support. The school provides families with a list of recommended external providers, based on individual need. This would be discussed on a case-by-case basis between the school and families.

If families are working with external providers it is essential that school is made aware so that strategies and support align, to ensure the best outcome for the student.

Access Accommodation Arrangements

Access accommodation arrangements can include:

- Additional time
- Separate Room/ Preferential Seating
- Assistive Technologies
- Reader/ Scribe
- Rest Breaks
- Focus Prompts
- Modified Papers
- ELL Dictionaries

In Grades 6 - 10 access accommodation arrangements can be determined by the SENCo & Head of Inclusion, based on evidence of need.

In Grades 11 - 12 students requiring access accommodation arrangements will need to provide the school with a report from an approved Educational Psychologist. Without this evidence students will not qualify for access accommodation arrangements in the Grade 12 World Exams. School provides a list of recommended external providers and can facilitate in school assessments.