

JUMEIRAH PRIMARY SCHOOL

Inclusion Policy

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1. Vision

As part of the GEMS overarching corporate, our mission is:

'To put a quality education within the reach of every learner no matter where they are'

GEMS vision for inclusion:

'To ensure all students have the right support and opportunities at the right time. So they become resilient, happy and successful in their adult life'.

To enable this GEMS will focus on 4 key priorities:

- Education Excellence
- Community and Friendship
- Health and Wellbeing
- Employment and Enterprise

"An ever-evolving experience for ever-evolving learners."

At GEMS Jumeirah Primary School, we believe that everyone can achieve highly with equitable access to the right opportunities and support. As a World Class, High Performance Learning school, we recognise and embrace the uniqueness of every child. We create an inclusive, nurturing environment, prioritising the psychological wellbeing of all, allowing children to feel happy, safe and confident. Children at JPS know that anything is possible for them and they aspire to be the best versions of themselves.

We meet the diverse needs of all children and their families to facilitate the best possible individual experience to ensure our learners excel beyond their potential flight path. Our bespoke, innovate curriculum is carefully designed and continually reviewed to:

- *Guide learners in developing their values, behaviours and learner competencies to prepare them for success in an ever-evolving world*
- *Challenge learners and help them to discover their passions, talents and interests*
- *Provide leadership opportunities for all learners, allowing them to influence the direction of travel for key aspects of school*

We are a diverse learning community, passionate about inspiring a love for learning in our children, staff and families. Our inclusive actions and behaviours are led by our core values of Kindness, Empathy, Respect, Hard Work and Resilience. This is clear through our acts of philanthropy and environmental sustainability. The JPS family is proud to lead the way in contributing positively to our local and wider community.

1. JPS Vision for Inclusion

The school has high expectations of effort and success from all children. We believe that our children, including those identified as having "additional needs" have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Jumeirah Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

2. Legislation and guidance

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.

This policy is also based on the following guidance and legislation (see Appendix A for links to guidance):

- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.
- Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 clause 14; Article 13, clauses 16, 17, 19 and Article 23.
- 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 National Project for Inclusion for People of Determination.
- Abu Dhabi Educational Council Special Education Policies and Procedures Manual (2012).
- 'My Community: A City for Everyone' initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.
- Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.
- The Dubai Universal Design Code (2017, Accessibility Code).
- 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.
- Implementing Inclusive Education: A Guide for Schools (2017)
- Directives and Guidelines for Inclusive Education (2020)

3. Definitions

'Inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND), in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning.

Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, form positive social relationships with peers, and to become fully participating members of the learning community'. Dubai Inclusive Education Policy Framework, 2017, p.10.

Our aim is to provide an accessible and enriching curriculum for all groups of students, including, but not limited to:

- ELL- English Language Learners (those who are quite new to learning English or need additional support with learning English as a second language). See glossary of terms.
- Gifted and Talented- Those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the schools procedures. See glossary of terms.
- SEND- Special Educational Needs and/or Disabilities (e.g., a recognised disability, impairment and/or learning difference), with or without a formal diagnosis at this time. These learners are known in GEMS as Students of Determination (SD). 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 a need 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.

4. Roles and responsibilities

4.1 The Inclusion governor

They will:

- Help to raise awareness of Inclusion issues at governing board meetings
- Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the governing board on this
- Work with the Principal and Head of Inclusion to determine the strategic development of the Inclusion Policy and provision in the school

4.2 The Principal

They will:

- Work with the Head of Inclusion and Inclusion governor to determine the strategic development of the Inclusion Policy and provision within the school
- Have overall responsibility for the provision and progress of Students of Determination and those with SEND

4.3 The Head of Inclusion

They will:

- Work with the Principal and Inclusion governor to determine the strategic development of the Inclusion Policy and provision in the school
- Have day-to-day responsibility for the operation of this Inclusion Policy and the coordination of specific provision made to support individual students with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies supporting students with SEN
- Ensure the school keeps the records of all students with SEN up to date
- Implement and maintain Individual Education Plans (IEPs) for students with SEN

4.4 Support or Specialist Teachers

They will:

- Have day-to-day oversight for the specific provision made to support individual students with SEND
- Provide professional support to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate
- Keep up to date records of all students with SEN on their caseload
- Implement Individual Education Plans (IEPs) strategies for students with SEN

4.5 Teachers

Each Teacher is responsible for:

- The progress and development of every student in their class
- Working 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
- Working with the Head of Inclusion to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion policy

5. SEN information

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia, dysgraphia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties, epilepsy

5.2 Identifying students with SEN and assessing their needs

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. JPS follows the KHDA inclusion framework (2017) classification of support for Special Needs:

- Level 1 – classroom teacher's response to a child's learning needs. Teachers differentiate their lessons using a pupil profile which details the child's needs and which is accessible to all teaching staff.

Teachers put support programs and interventions in place which can be monitored by themselves or a classroom TA.

- Level 2 – where Level 1 is not meeting the child’s needs or that learning need is more severe. More support is required and this could take the form of withdrawal booster groups or a TA in the classroom working with a group of children. There will be provision that goes beyond the usual differentiated curriculum. This may also possibly involve some external assessment and possible cost of support. OT and SaLT provision is considered Level 2 provision.
- Level 3 – this level involves individualised and specialised provision and would probably involve an external assessment or range of assessments. This may include full time support by a learning support assistant and/or long term programs of support. An IEP will be drawn up in conjunction with specialists, teachers and parents. The curriculum cannot be accessed without this support.

The school’s system includes reference to:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum.
- CATS tests
- PASS tests
- Progress Tests
- National Curriculum descriptors for the end of a key stage.
- Progress measured against Target Tracker and standardized tests.
- Observations of behavioural, emotional and social development.
- Assessments by a specialist service, such as educational psychology, occupational therapy, speech and language therapy to identify additional needs.
- Internal school assessments carried out by JPS Connect which include various assessments from the GL SENAT 2020 toolkit.
- Another school or educational organisation which has identified or has provided for additional needs.

Based on the school’s observation and assessment data and following a discussion between the class teacher, the parent/carer and the Head of Year, the child may be recorded as needing either:

- Differentiated curriculum support within the class - the class teacher in consultation with JPS Connect will write a Pupil Profile/ IEP if needed.
- Direct support from JPS Connect through inclusion on the school additional support provision map, this support may be in the form of withdrawal booster groups in areas of need or 1-1 support where required.

We will assess each student’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student’s previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the student and their parents when identifying whether they need SEN provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teacher will work with the Head of Inclusion/JPS Connect team, to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting students moving between education settings and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. At JPS all children transitioning to JC will take part in an induction program. Transition meetings between the JPS and JC inclusion teams will take place in advance of the transition. Students transitioning to other schools will be supported as requested by the transitioning schools and the parents of the students concerned.

5.6 Creating an inclusive classroom

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions as required:

- 1-1 literacy support
- 1-1 numeracy support
- The Listening Program
- Nessy Literacy Program
- Well comm speech and language program
- Talk About social skills program

- Bespoke group support interventions for maths skills
- Bespoke group support interventions for spelling skills with a phonics basis
- Picture This! High frequency words spelling intervention
- Bespoke group interventions for attention and focus
- Bespoke group interventions for fine motor skill development
- Bespoke group interventions for identified issues, such as a reading comprehension group
- Wellbeing sessions with our school counsellor

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

The JPS Connect team are specialist inclusion support teachers who are trained to deliver interventions for children with additional support needs.

Teaching assistants will support students in small groups within classrooms when there is a group of students with an additional support need in one class.

Inclusion specialist teachers and specialist teaching assistants will support children in withdrawal groups when it is not possible or the best course of action to provide this support in the usual classroom environment.

We work with the following agencies to provide support for students with SEN:

- Kids First Medical Centre
- Insights Psychology Services
- The Developing Child Centre
- Dubai Community Health Centre
- Reach Out Therapy Centre
- Behaviour Enrichment Centre

5.9 Expertise and training of staff

We have a team of experienced and specialist teachers and teaching assistants who are trained to deliver SEN provision.

5.10 Securing SEN Support, Equipment and Facilities

At JPS, SEN support is secured through following the internal SEN referral procedure that is followed by class teachers. Children will be identified and observed by JPS Connect or school specialist providers for speech and language therapy or occupational therapy on an informal basis.

Following referral and observations, if necessary the inclusion team will begin the internal assessment and identification procedure using appropriate assessments from the GL testing toolkit, or other appropriate assessments. Any issues will be noted and fed back to the referring teacher.

Support that can be provided in a small group or in class will be provided as part of the school standard offer and will incur no extra charge to parents at this time.

For children who require more than in class or small group support, parents will be contacted accordingly and if necessary a 'team around the child' meeting will be set up to discuss any issues arising and to plan appropriate next steps for the support of the student concerned.

External specialist assessments or observations may be recommended at this stage, which may incur an additional cost to parents/carers.

Any support requirements that are deemed necessary following this 'team around the child' meeting and all associated specialist reports, will be financed at extra charge to parents and carers. At this stage a student becomes a 'Level 3' student. This means that services and support required by this student are in addition to, and beyond the school standard offer, and are above what the school will provide as part of the usual school fee.

Extra charges are levied when support that is required to facilitate the inclusion of the child at JPS is separate from and additional to what is included within the mainstream provision offered by the school. At this point a separate contract for additional individualised services (ISA) will be sent to parents and the Individual Services Agreement will be lodged with the KHDA. The ISA covers costs levied by the school for school provided support. Any therapies facilitated on site by other providers will not require an ISA agreement as this agreement will be made between the parents/carers and other providers directly.

LSAs can be employed on the parents' behalf by JPS and will become members of staff at JPS, subject to the terms and conditions of employment with Gems Education. Alternatively, LSAs can be sourced by parents and funded directly by them. In this case, parents must agree to and sign a Memorandum of Understanding (MOU) which details school, parent and LSA responsibilities.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Completing an Inclusive Education Development Plan
- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after each half term
- Working with our student Inclusion Champions
- Monitoring by the Head of Inclusion, inclusion teachers and class teachers
- Using provision maps to measure progress
- Holding regular reviews for students with IEPs

5.12 Enabling Students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s)

All students are encouraged to take part in sports day/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.

Arrangements for the admission of disabled students

If parents of a student with a disability wish to enroll their child at JPS, a meeting would take place between the parents and the school, so the school can determine any adaptations that may be required to facilitate admission. For a young child, the Head of Inclusion/SENCO/Head of FS, would pay a visit to the child's existing provision to see how the child is supported there.

At JPS we try to meet the needs of students as much as we can by making physical adaptations to our building. We have installed a ramp at the front entrance, a stair lift, and an elevator to ease access for disabled students

between floors. Several of our classrooms, on both floors, have been fitted with toilets that are accessible for use by disabled students.

JPS has a school doctor and school nurses who are responsible for any medical support a student with a disability may need.

All disabled students have a personal evacuation plan written for them, to ensure that they can be evacuated safely if required, evac chairs are available for safe evacuation down stairs when elevators are not available.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of ASAs to promote teamwork/building friendships
- Students with SEN are known to our school Wellbeing Team, who check in with them as necessary.
- JPS has an Inclusion Champion and a Head of Diversity, Equity and Inclusion who work together on whole school initiatives to ensure that all children with diverse needs are included in school life.
- We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

At JPS we work with a range of outside agencies to ensure that our students are best supported. Specialists such as Educational Psychologists, Psychiatrists, Medical Professionals, Occupational Therapists, and Speech and Language therapists, form part of the 'team around the child' arrangements that the school has put in place. Therapists share their Individual Therapy Plans when available and these are acted on as part of IEPs where they exist. The Head of Inclusion/SENCO/specialist teachers will seek guidance from our specialist partners when necessary.

5.15 Complaints about SEN provision

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

6. Monitoring arrangements

This Inclusion Policy will be reviewed by The Head of Inclusion and the Senior Leadership team **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding
- Bullying
- Wellbeing

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	<p>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</p> <p>Guarantees a person of determination access to equal opportunities of education within all educational institutions</p>
Dubai Law 2014 (no. 2)	<p>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</p> <p>Concerning Protection of the rights of persons of determination in the Emirate of Dubai</p>
Executive Council Resolution No. (2) of 2017-Regulating Private Schools in the Emirate of Dubai	<p>https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsInTheEmirateOfDubai.pdf</p> <p>Regulations for Private Schools in Dubai</p>
	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/SNrul esEn.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/Edn ts/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 A-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A 9-%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	https://www.dubaiplan2021.ae/dubai-plan-2021/ 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
UAE Centennial 2071 project	https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071