

Inclusion Policy for Students of Determination (SEND)

Mission statement

An ever evolving experience for ever evolving learners.

At GEMS Jumeirah Primary School we recognise the uniqueness of each child through a programme of learning that promotes challenge and personalised education at all levels. Through this, we encourage creative and critical thinking alongside stimulating and meaningful experiences.

We continually aim to provide an inclusive, enabling environment which empowers all children to achieve.

Our curriculum celebrates the diversity within our school and equips our children with the skills and attributes required to become active citizens in our international community.

Our school strives to create a nurturing environment with strong, open and positive partnerships between adults, children and the wider community that ensures the well-being of all.

1. Introduction

Jumeirah Primary School is committed to providing high quality education to all the children who attend the school in line with the Dubai Inclusion Framework 2017, Federal Law 2006, Dubai Law 2014 (no.2), Executive Council Resolution No.(2) of 2017 – Regulating Private Schools in the Emirate of Dubai including Article 4 (14), 13 (16), 13 (17), 13 (19), 23 (4) .

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%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

	<p>class, or special educational needs of Students with disabilities;</p> <p>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;</p> <p>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;</p> <p>Article 23 (4) provide a special needs friendly environment and academic programs appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;</p>
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 programs and services guidance (2010)	https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf
My Community: A City for Everyone Initiative (2013)	<p>https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx</p> <p>Aims to turn Dubai into a fully inclusive and friendly city for People of Determination</p>
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)	<p>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</p> <p>Aims to provide quality inclusive education in the UAE</p>
Dubai Inclusive Education Policy Framework (2017)	<p>https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf</p> <p>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.</p>
The Dubai Universal Design Code (2017, Accessibility Code)	<p>https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf</p> <p>Aims for universal accessibility</p>
Abu Dhabi Education Council Special Education Policies and Procedures	http://dbkschool.net/wp-

Handbook (2012)	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	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

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. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners with 'additional needs'
- English Language Learners (ELL)
- Those who are 'Gifted and Talented'

2. Purpose of policy

This policy describes the way we meet the needs of children, who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

3. Aims and objectives

We aim to develop an environment where all children can flourish and feel safe. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

At Jumeirah Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve.

Jumeirah Primary School aims to model inclusion in our staffing policies, relationships with parents/carers and the community.

Objectives

- To continually monitor the progress of all pupils, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
- To signpost support for pupils with additional learning needs (including G or T) through external agencies.
- To facilitate access to the curriculum through differentiated planning by class teachers, the Inclusion department, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, either within school or through external agencies, for those pupils recorded as having additional needs.
- To promote positive perceptions of pupils with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from the school as well equipped as possible in the skills of literacy, numeracy, social independence, resilience and confident to meet the demands of secondary school life and learning.
- To form strong partnerships between all stakeholders so that the child's learning and emotional well-being are optimally supported.
- To give the children a voice in planning and in decisions that affect them.
- To have an open door policy in support of staff and parents.
- To make information on additional needs available to staff and parents.

4. Learning and Teaching style

4.1 Effective learning

- To aim to raise attainment levels through the use of SMART targets for those who need them.
- To support class teachers in producing Individual Education Plans that are tailored to match the student's needs, provide challenge and are deliverable.
- To raise awareness of the nature of learning differences and learning styles and how they are met in the school community.

4.2 Effective teaching

Inclusion is a whole school responsibility where all staff must be aware of strategies and procedures to support all pupils, including those with additional needs, through differentiation or referral where appropriate. Teachers must ensure that they build confidence, motivation and self-esteem through a safe, calm and secure atmosphere in all lessons. The Curriculum is flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, however they may have individual support which leads towards inclusion.

5. Inclusion Provision

The Achievement Centre works within the whole school to promote inclusion for all children. Within ACe there are subsections, each of which has its own policy:

1. Dyslexia Unit
2. Dyscalculia Support
3. Learning Support Assistants
4. Enrichment Programme
5. English Language Learners
6. Well-Being
7. Gifted and Talented

6. Equal Opportunities

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps to create school culture through its governing body, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

7. Involvement of others

The Achievement Centre works together with others to promote inclusion for all children. These include

1. Parents
2. Class teachers
3. Specialist staff
4. School Medical Office
5. External Agencies
6. Feeder and transfer schools

8. Identification and Assessment Arrangements, Monitoring and Review Procedures:

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 GEMS classification of support for Special Needs:

- Wave 1 – classroom teacher's response to a child's learning need. Teachers differentiate their lessons using an IEP which details the child's needs and which is accessible to all teaching staff.
- Wave 2 – where Wave 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 Dyslexia/Dyscalculia support, withdrawal groups or a TA in the classroom working with a group of children. This will be provision that goes beyond the "mainstream" classroom. This may also possibly involve some external assessment and possible cost of support. OT and SaLT provision is also considered Wave 2 provision.
- Wave 3 – this would probably involve an external assessment or range of assessments. A high level of support would be needed – usually a one to one Learning Support Assistant. There may be withdrawal from lessons for extra literacy and numeracy on a one to one basis. 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.
- 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 and the class teacher will write an IEP.
- Support from ACe.

9. Resourcing

Provision is outlined in the Ace Operating Document.

10. Roles and responsibilities

- **Governing Body/ GEMS and the Leadership Team**

The development and monitoring of the school's work on inclusion will be undertaken by GEMS Head Office and the Leadership Team.

▪ **Subject Leaders**

Ensure they are monitoring and providing for, through for example, The Enrichment Programme, differentiation to promote inclusion within the planning of their subject.

▪ **Specialist and Class Teachers**

Need to be aware of and act on the Inclusion Policy

▪ **Achievement Centre Staff**

These roles are described in the ACe sub department policies:

- Dyslexia Unit
- Dyscalculia Unit
- LSAs
- Well-Being
- Enrichment Programme
- ELL Support

▪ **Medical Staff**

To work with all staff to promote the inclusion of all children

11. Monitoring and review

This policy has been discussed and agreed by the JPS teaching staff and leadership teams for implementation.

Signed..... date.....

Subject Leader

Signed.....date.....

Senior Assistant Principal of School

Signed.....date.....

CEO Principal

Reviewed Sept 2019