

Inclusion at JPS Our Standard School Service



The JPS Connect Team

Head of Wellbeing	Olivia Gavin
Wellbeing counsellor	Helene de Bergeyck
Head of Inclusion	Elsbeth Mackie
SENCO	Lisa Slater
Head of Enrichment	Aileen Beardsmore
Inclusion teacher	Jodie Quinn
Inclusion teacher	Carly Williams
Inclusion teacher	Helen Hingley
ELL coordinator	Manique Piyatunga
Specialist inclusion TA	Louise Hasler
Specialist inclusion TA	Marlena Coope
Specialist inclusion TA	Faridah Merchant
Specialist inclusion TA	Aparna Grover
Specialist inclusion TA	Rana Al Nouno
Enrichment events coordinator	Smita Jain
Listening program and Admin support TA	Margret Rizk



Introduction

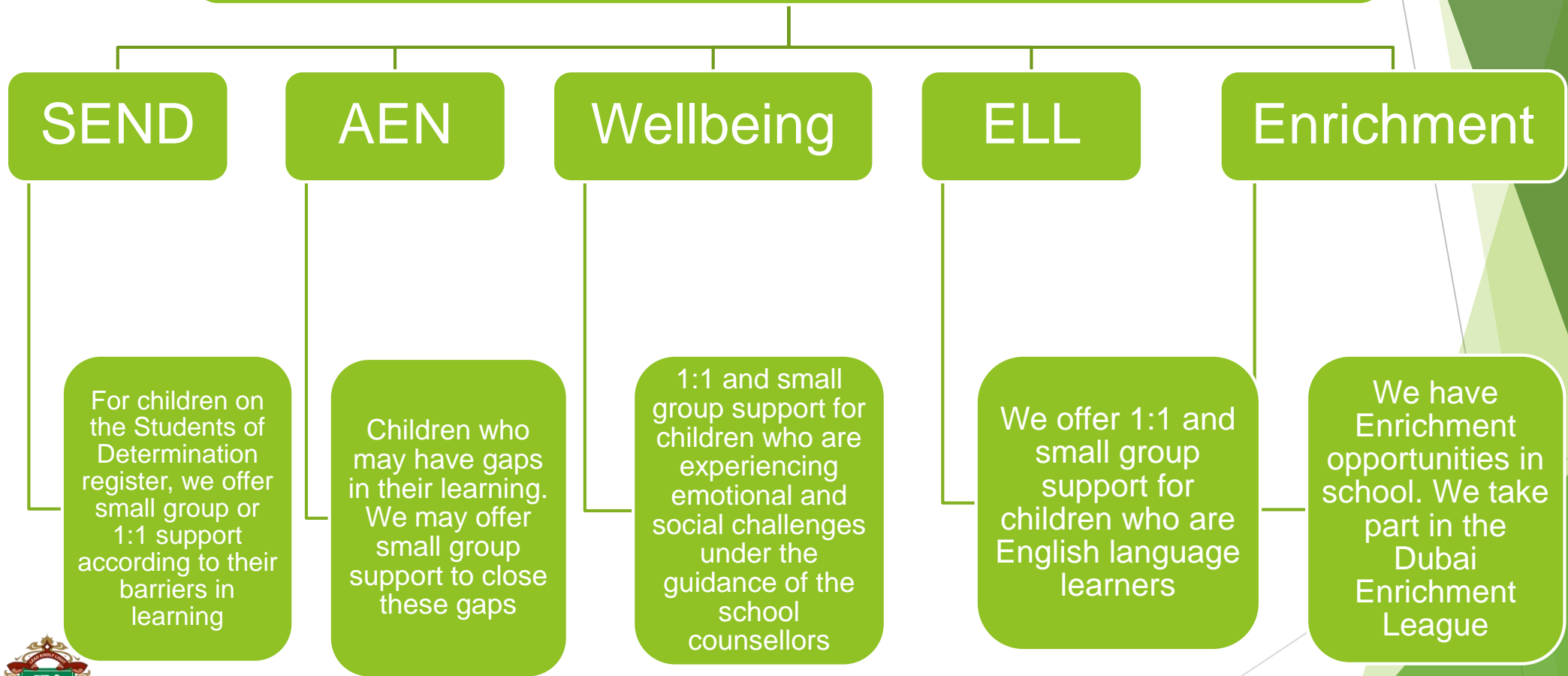
JPS is an inclusive school, operating in line with the KHDA 'Dubai Inclusive Education framework' requirements.

- The GEMS vision for inclusive education is that we 'achieve excellence together' by all students receiving the support they need.
- At JPS, we aim to support all our children to meaningfully belong to our school community.
- We value children's contributions and encourage Students of Determination to engage purposefully in their learning.
- We aim for all our children to experience success by skillfully planning meaningful learning opportunities.



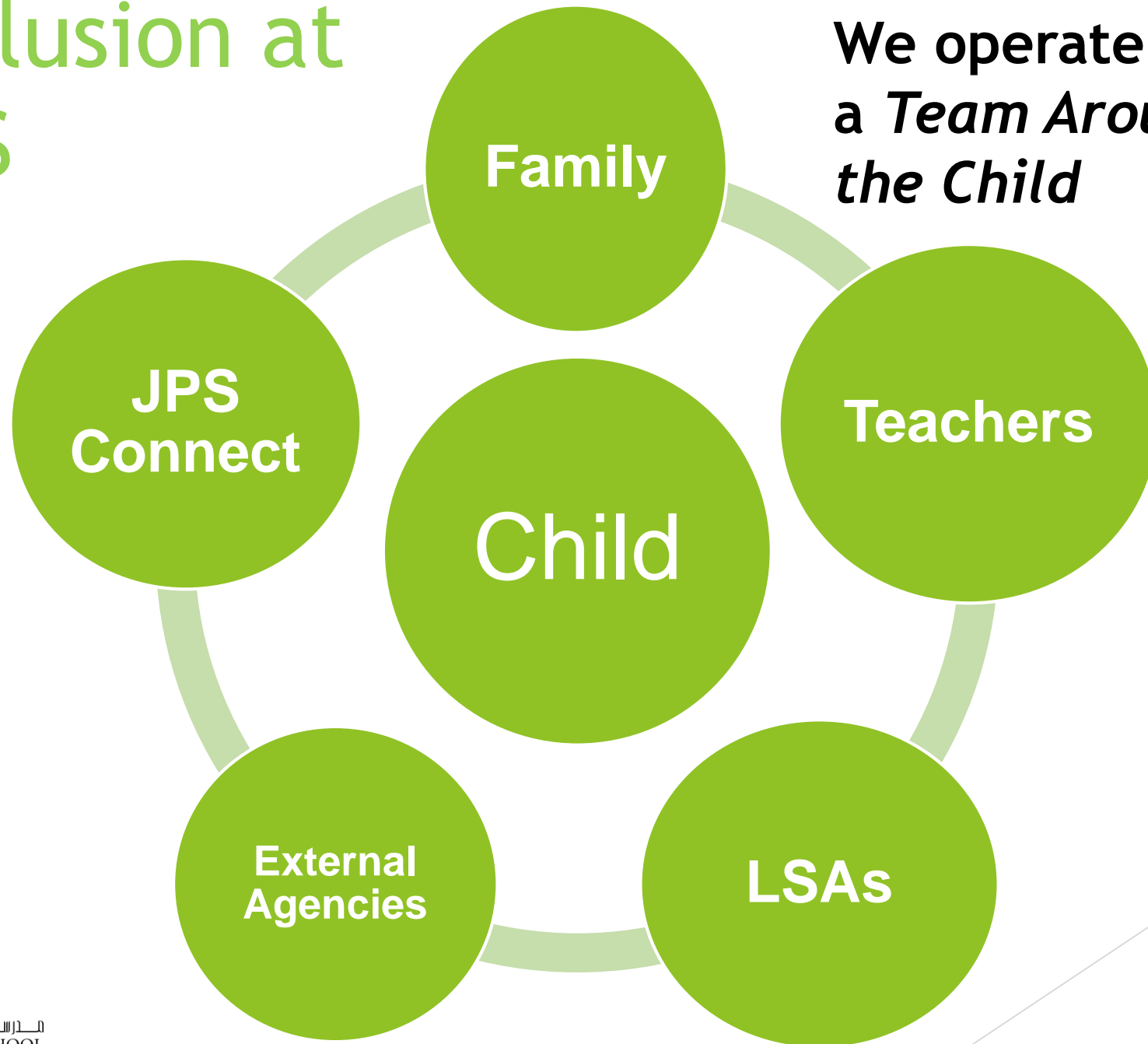


How JPS Connect Supports Students



Inclusion at JPS

We operate as a *Team Around the Child*

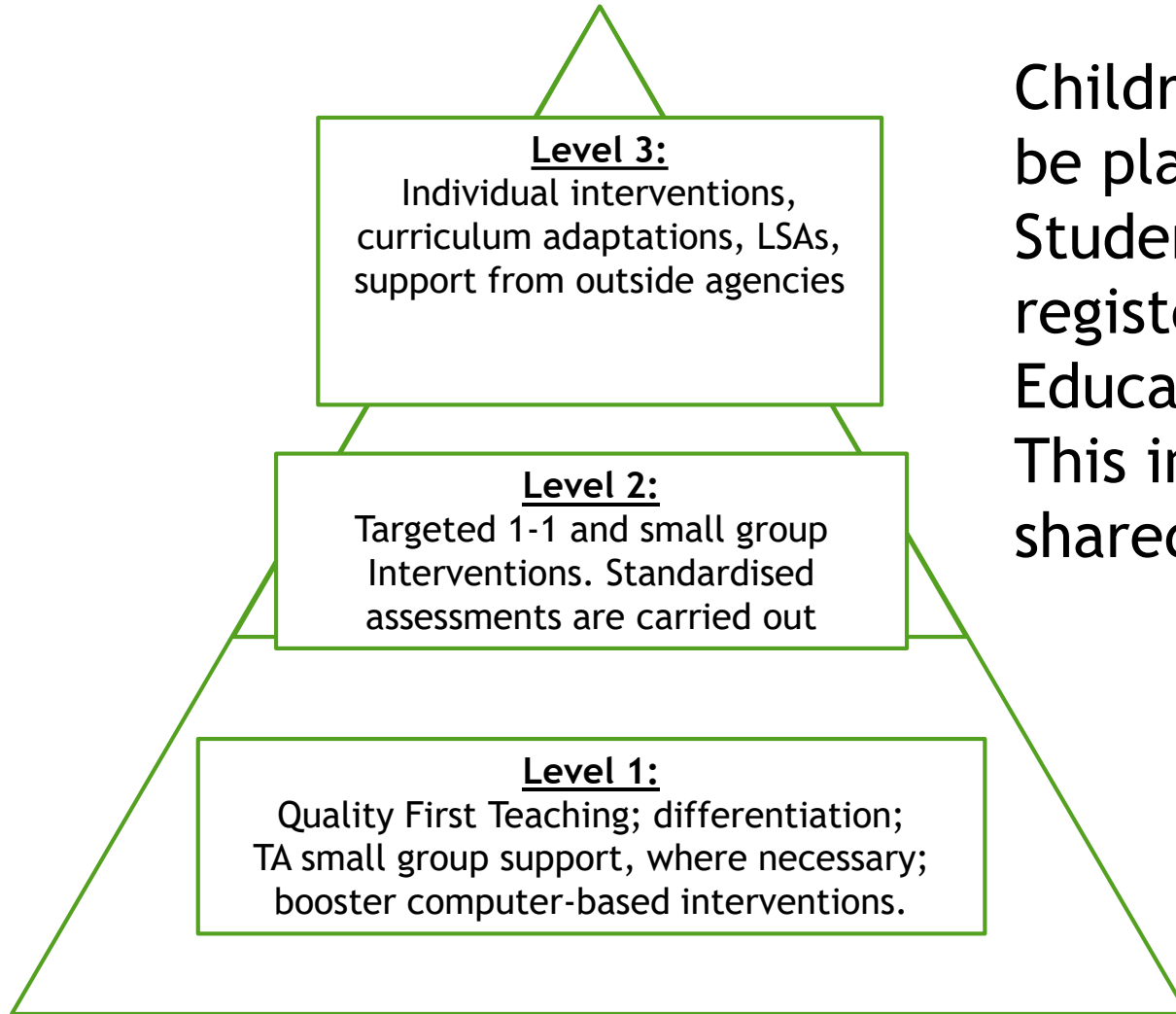


Highlights of our offer

- JPS follows Policy and Directives from the KHDA Inclusion Framework
- JPS is committed to continuous improvement for all our students
- At JPS, provision is fluid; we adapt to the ever-changing needs of the children
- JPS Connect has an open door policy for parents and students
- We have a thorough knowledge of our students and accommodations are made, where necessary, after undertaking risk assessments



Levels of Support at JPS



Children at Level 2 and 3 will be placed on our school Students of Determination register or Additional Educational Needs register. This information may be shared with KHDA.







The identification and support process

	<p>Assess, plan, do, review is in place.</p>
	<p>We offer standardised screeners and assessments at JPS to help us identify any barriers to learning. Results allow us to plan the most effective support for children who require it. Children's progress is monitored by their class teacher. Sometimes children can be identified on entry into school.</p>
	<p>Meetings are held with parents to discuss any identified issues or needs and support plans are discussed.</p>
	<p>Child is placed at either level 1, 2 or 3 on the Students of Determination, Additional Educational Needs or English Language Learners register.</p>
	<p>Where appropriate, pupil profiles, termly target plans and Individual Education Plans are drawn up.</p>
	<p>IEPs, termly target plans and support levels are reviewed regularly.</p>



Support we can offer students

Area of need	How we support students
	<p>Cognition and Learning</p> <ul style="list-style-type: none"> • 1-1 or small group support for Literacy and Numeracy • Specific resources to support learning needs • The Listening Program • LSAs • Curriculum adaptations • Access arrangements for exams and tests
	<p>Communication and Interaction</p> <ul style="list-style-type: none"> • Speech and Language therapy available in school from KidsFirst
	<p>Social and Emotional</p> <ul style="list-style-type: none"> • Wellbeing team support students and families 1-1 and in small groups
	<p>Physical, sensory and medical</p> <ul style="list-style-type: none"> • School medical team support • Physical adaptations to the school building for accessibility • Occupational Therapy specialist support from KidsFirst



How do we know how your child is doing?



We regularly monitor children's levels of learning and make adaptations to support to ensure our students feel success and are making progress

- We have an open door policy for parents
- JPS Connect support teachers in the classroom
- We monitor our student's progress in the classroom
- IEPs are written and regularly reviewed with all key stakeholders - parent, child, class teacher, outside agencies and JPS Connect teachers.



How do we support parents?

- We can provide links to outside specialist support agencies
- We can signpost and guide you through the identification process
- We are an open door department; we offer a kind and non-judgmental ear
- We provide curriculum guidance
- We offer Secondary Transition support

