

INCLUSION – ALTERNATIVE PROVISION POLICY

"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. 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.

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Introduction

At GEMS Jumeriah primary School, we are committed to fostering an inclusive learning environment where every child is empowered to thrive. Recognizing the diverse abilities, strengths, and needs of our students, this Alternative Curriculum Policy reflects our dedication to providing tailored educational opportunities that address individual challenges while nurturing unique talents.

Rooted in empathy, innovation, and collaboration, our approach prioritizes personalized learning experiences. By integrating specialized teaching methods, adaptive resources, and holistic support systems, we aim to build a foundation

for meaningful growth and success in both academic and personal development.

As partners in education, we uphold values of equity, respect, and excellence, ensuring that Students of Determination (SD) have access to the tools and guidance needed to realize their full potential.

Purpose of the Policy

This policy provides a group-wide framework for alternative curriculum pathways across GEMS schools. By implementing flexible, student-centered provision, it aims to:

- Ensure Students of Determination (SD) have access to meaningful and individualized learning opportunities.
- Support the holistic development of each child—academic, social, emotional, and physical.
- Equip students with the skills and confidence to lead independent, fulfilling lives.
- Promote collaboration among educators, families, and specialists.
- Align with UAE regulatory expectations for inclusive education.

Aims

- Create inclusive environments where SD feel valued, respected, and supported.
- Enable students to reach their full potential through adaptive, structured, and individualized learning.
- Foster confidence, independence, and self-advocacy.
- Nurture both academic and functional life skills for success beyond school.

Objectives

- Individualized Education Plans (IEPs): Tailored to each student's needs and strengths.
- Functional Skills Development: Communication, numeracy, problem-solving, self-care, and social interaction.
- Access to Resources: Assistive technology, specialized resources, and adaptive tools.
- Engagement Models: Active, multisensory, and interactive learning.
- Progress Tracking: Robust APDR (Assess–Plan–Do–Review) cycles.
- Capacity Building: Ongoing professional development for staff.
- Collaborative Approach: Strong partnerships between teachers, parents, and external specialists.
- Inclusive Practices: Ensure meaningful participation in school life.

Reasons for Alternative Curriculum Pathways

Students may be considered for alternative pathways if:

- They present with persistent barriers to accessing mainstream curriculum.
- They require a smaller class environment or specialized teaching methods.
- They demonstrate functional strengths (e.g., vocational/practical skills).
- They are at risk of underachievement or disengagement.
- They require support due to diagnosed conditions or emerging needs.

Identification of Students

- Use of internal assessment tools and standardized measures (e.g., CAT4).
- Evidence of kinesthetic learning preferences and strengths in practical tasks.
- Observations of disengagement from mainstream curriculum.
- Multi-agency assessment where appropriate.

Roles & Responsibilities

Corporate Inclusion (GEMS Education):

- Define policy framework, align with Sparkling GEMS strategy, and assure compliance.
- Monitor implementation across schools.

School Senior Leadership Teams (SLT):

- Implement and evaluate provision at school level.
- Report to stakeholders on effectiveness.

Heads of Inclusion & Alternative Curriculum Educators:

- Develop IEPs
- Liaise with attendance, safeguarding, and external agencies.
- Monitor and review student progress, wellbeing, and provision effectiveness.

Assess–Plan–Do–Review (APDR)

- Assess: Establish baseline profile.
- Plan: Set learning goals and success criteria.
- Do: Implement strategies and assign responsibility.
- Review: Evaluate impact with student and parent voice.

Safeguarding & Attendance

- First-day absence calls and parental contact are mandatory.
- Safeguarding is integrated in all aspects of provision.

Monitoring & Evaluation

- Termly reports on progress of students in alternative provision.
- Behaviour tracking and intervention follow-up.
- Annual review of provision effectiveness.

Signed:



CEO/ Executive Principal

Policy Date: October 2025

Policy review date: October 2026