

Gulf Model School Dubai

Policy No.: GMS/11/2019

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Implemented by : Principal, Inclusion Governor,
HOD Inclusive Ed, SLT

GMS Inclusive Educationn Policy

I) POLICY FOR STUDENTS OF DETERMINATION

INTRODUCTION

The GMS vision for an Inclusive Education is to achieve excellence together by all students receiving the support they need to meaningfully belong to their school and wider community, feel valued for their contributions, engage purposefully in learning and experience academic, cultural, social and emotional and personal success in a common learning environment.

PURPOSE

The purpose of the Inclusion Policy is to 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.

SCOPE

The policy applies to all students listed in the SOD list who need special learning support, counselling support and hand-holding in the mainstream classrooms. It applies to all such students in the Kindergarten, Primary, Middle, Secondary and Senior Secondary levels.

POLICY STATEMENT

The school is committed to the vision for Dubai to become a fully inclusive city by 2020 and strives towards the same to develop a shared understanding of the agreed values and standards of inclusive education among all stakeholders. The policy is based upon the essence of the Federal Law 29 of 2006 and the Dubai Law 2 of 2014, the School Inspections Framework, the Knowledge and Human Development Authority (KHDA) guidelines and best international practices.

The policy is implemented through a detailed procedure which clearly states the comprehensive identification process of the student of determination cases, the SOD categories, the kinds of support and intervention provided for each category and the role and responsibility if all concerned at various levels, headed by the Governor for Inclusive Education. There are no hidden charges or any extra cost for the support provided. There is a provision for admitting students with SOD (Refer to the Admission Policy) and parents are encouraged to declared the same while applying for admission.

EVALUATION AND REVIEW

The policy is revised annually or whenever the regulatory bodies like DSIB make changes in the regulations.

GMS / Policies / Inclusive Education Policy / 2019-20



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REFERENCES

- Federal Law 29 of 2006
- Dubai Law 2 of 2014
- The DISB Framework
- The KHDA guidelines
- Best International Practices

Cross References

- The Admission Policy and Procedure

DEFINITIONS

Stakeholders – It includes the Management, School Leaders, Counselling Staff, Special Educators, Teachers, Parents and Students (as relevant)

Special Educational Needs

Federal Law No. (29) of 2006 “Person with special needs as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.”

DSIB Definition of Special Educational Needs (SEN)

“Educational needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning”

For the purposes of this policy, the following definition of SEND is used. A student is considered to have Special Educational Needs if he or she has defined difficulties over and above those generally experienced by the majority of his or her peer group. These difficulties may be sensory, cognitive, physical, social or emotional and some children may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these students. Children with ESL (English as a second language) should not be regarded as having SEN, although students with ESL may also have SEN.

Categories of SEN (as indicated by DSIB – 2014)

Type of Need	Description
Behavioral, Social, Emotional	Behavior that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette’s.
Sensory	Visual impairment: Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment: Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
Physical	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, hemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school



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	curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
Speech and language disorder, this does not include students with additional language needs	Expressive language disorder – problems using oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
Communication and interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.
General learning difficulties	Learning difficulty 1 - Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment. Learning difficulty 2 - Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support. Profound and multiple learning difficulty (PMLD) -Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required. Assessed Syndrome -A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down’s syndrome, Stickler syndrome and Williams syndrome.
Specific Learning Difficulties	Dyslexia – Reading - Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension. Dysgraphia – Writing - Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder. Dyscalculia – Using Numbers - Dyscalculia is a specific learning difficulty that affects the ability to



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	<p>acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.</p> <p>Dyspraxia – Fine and Gross motor skills- Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.</p>
Gifted and Talented	<p>The term giftedness refers to ‘a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.’ These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve. The term talented refers to ‘a student who has been able to transform their ‘giftedness’ into exceptional performance’. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.</p>

Inclusion (Ministry of Education – School for All)

“Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs.”

The school is committed to an inclusive ethos, which values the achievements of all children and believes that every child is able to contribute to school life.

Management of SEN within School

The school’s governing board is committed in providing systematic support for bringing inclusion in each and every possible way. The governing body has delegated the responsibility for the implementation of the policy to a dedicated inclusion Governor. All school staffs have a responsibility for students experiencing SEND in their class.

Governor will ensure:

- ❖ in providing strategic direction to the governing body through a clearly-stated inclusive vision and ethos
- ❖ hold the designated school-based inclusion support team accountable for the development and implementation of an appropriate inclusive education improvement plan
- ❖ the necessary provision is made for any student experiencing SEND
- ❖ that all staff are aware of the need to identify and provide the required support for the students experiencing SEND
- ❖ that the students experiencing SEND join in school activities alongside other students, so far as it is reasonably practical and compatible with their needs
- ❖ in setting up appropriate staffing and funding arrangements, and oversee the school’s work for SEND
- ❖ to develop a plan for monitoring the overall educational performance of the school through clear inclusive education outcomes and impact measures.



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The **Principal / Vice Principal** is responsible for:

- ❖ the management of all aspects of the school's work, including provision for students experiencing SEND
- ❖ keeping the governing body informed about SEND issues
- ❖ working closely with the INCLUSION GOVERNOR
- ❖ communicating effectively a vision of inclusion, ensuring the engagement of the entire school community
- ❖ ensuring all staff receive the support they require so that inclusive approaches to teaching and learning are embedded within their practice
- ❖ providing an annual programme of continued professional development for all staff at all levels across the school
- ❖ applying a rigorous system of monitoring and review to track progress and inform revisions to strategic plans
- ❖ ensuring that recruitment and induction processes prioritize inclusive practices as a key component of professional roles.

The **Inclusion Champion** is responsible for:

- ❖ overseeing the day to day operation of the school's inclusion policy
- ❖ maintaining files and documentation of students of determination
- ❖ coordinating the provision for students of determination
- ❖ ensuring that an agreed, consistent approach is adopted
- ❖ liaising with and advising other school staff
- ❖ helping staff to identify students of determination
- ❖ carrying out assessments and observations of students with specific learning problems
- ❖ setting targets appropriate to the needs of the students, and advising on appropriate resources and materials for use with students of determination and on the effective use of materials and personnel in the classroom
- ❖ liaising closely with parents of students of determination alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- ❖ maintaining the students of determination register and records
- ❖ assisting in the monitoring and evaluation of progress of students of determination through the use of existing school assessment information
- ❖ contributing to the in-service training of staff
- ❖ organizing and documenting all LSA working with students of determination in the school.
- ❖ monitors and evaluates the special educational needs provision and reports to the inclusion governor.

The **Class Teachers** are responsible for:

- ❖ Providing high quality teaching for all children
- ❖ Assessing student's needs and planning, appropriate adjustments, interventions and support to match the outcomes identified for the student (in liaison with the inclusion champion, parents and student)
- ❖ Regularly reviewing the impact of these adjustments, interventions and support,
- ❖ including students with SEN in the classroom, through providing an appropriately differentiated curriculum.
- ❖ Retaining responsibility for the child, including working with the child on a daily basis
- ❖ Making themselves aware of the school's SEN policy and procedures for identification, monitoring and supporting students with SEN.
- ❖ Directly liaising with parents of children with SEN



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OUR ROLE AND RESPONSIBILITY

- ❖ Accept the philosophy of inclusion as the best educational practice.
- ❖ Provide trained, professional special educators and other assistive technology.
- ❖ Modify (and simplify) the curriculum wisely and creatively to ensure full engagement and challenge for students of all the abilities.
- ❖ Exercise considerable flexibility and innovation within a realistic parameter to allow individual cases to achieve their full potential.
- ❖ Draw up and implement the IEP (Individualized Education Plan) to meet the needs of different student.
- ❖ Treat all students of determination with dignity and respect.
- ❖ Offer Supervision at all times.
- ❖ Include them in a teaching – Learning Activities through personalized, differentiated resources, learning and assessment material.
- ❖ Avoid drawing unnecessary attention towards students of determination. They need our support NOT our sympathy.
- ❖ Make concessions for day to day work (through DLPs), realistic deadlines for submissions and achievement.
- ❖ Maintain an open channel of communication with the parents and if needed, counsel and support the parents in helping their child.
- ❖ Participate whole heartedly in professional development training to remain abreast with teaching strategies for students of determination to help them achieve their potential.

II) POLICY FOR GIFTED AND TALENTED STUDENTS

INTRODUCTION

Gulf Model School values all children equally and endeavors to ensure that each child should have the opportunity to realize his/her potential in a challenging and supportive environment.

We believe in providing the best possible provision for pupils of all abilities. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement. The purpose of this policy is to help to ensure that we recognize and support the needs of those children in our school who have been identified as “potentially gifted”, “more able” and/or “talented” according to national guidelines.

DEFINITION

'**Gifted**' refers to 'a student who is in possession of untrained and spontaneously –expressed exceptional natural ability in one or more domain of human ability.'

These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.

'**More able**' refers to 'a student who has the potential to or who is working above age related expectations in academic subjects'.

'**Talented**' refers to 'a student who has been able to transform their “giftedness” into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

AIMS AND OBJECTIVES

The aim of this document is to ensure a consistent approach to the identification and support of the gifted/talented child.

The aims are:

- ❖ To agree on shared definition of the terms “more able”, "gifted" and “talented”.
- ❖ To ensure the identification of talented or gifted pupils as early as possible.



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- ❖ To ensure that we recognize and support the needs of all our children.
- ❖ To enable children to develop to their full potential.
To offer children opportunities to generate their own learning.
- ❖ To ensure that we challenge the children through the work that we set for them.
To encourage children to think and work independently.

OUR ROLE AND RESPONSIBILITY

The Gifted and Talented Coordinator has overall responsibility to:-

- ❖ Ensure that the policy is implemented;
- ❖ Compile and update the register termly;
- ❖ Coordinate the monitoring of progress of the gifted and talented students on the register;
- ❖ Ensure that the professional development program includes relevant aspect of gifted and talented;
- ❖ Ensure that all staff is fully aware of the gifted and talented cohort and their targets;

The **Principal / Vice Principal** is responsible for overseeing progress and providing feedback to the Advisory Board and SLT by:-

- ❖ Ensuring that the Gifted and Talented coordinator implements the policy and coordinates the monitoring progress;
- ❖ Ensuring that the professional development and programme for all staff includes relevant aspects of gifted and talented provision.

All **School Staff** has a responsibility for:-

- ❖ Identifying students who should be on the G&T register and referring them to the G&T Coordinator for assessment;
- ❖ Ensuring gifted and talented students are considered in every aspect of the planning;
- ❖ Preparing and delivering of appropriate gifted and talented activities;
- ❖ Continuing Professional Development ;
- ❖ Regular training for coordinators ;
- ❖ Appropriate in-service training for all staff ;
- ❖ Involvement in partnership coordinator meetings and training initiatives.

ADMISSIONS

As an inclusive school, GMS treats all applications equally; admission is open for all, admitting students with a range of learners. Admission applications from children who have identified additional needs are reviewed in partnership with Principal / Head of Inclusion / Inclusion Governor / Senior Leaders to ensure GMS can meet the needs of the child.

MONITORING, EVALUATION AND REVIEW

This G&T policy should be read in conjunction with the SOD policy. This policy has been formally approved and adopted by the Senior Leadership Team. The policy is revised annually or whenever the regulatory bodies like KHDA make changes in the regulations.

The Principal and the Inclusion Governor will monitor the effectiveness of this policy on a regular basis and, if necessary, makes recommendations for further improvements. Supporting Policies and Documentations:

- ✚ Student of Determination / Special Education Needs Policy
- ✚ Dubai Inclusive Education Framework
- ✚ Behavior Policy
- ✚ Safeguarding and Child Protection Policy
- ✚ School Admission Policy

