

GEMS MILLENNIUM SCHOOL, SHARJAH
REVIEWED in MARCH 2019



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1. Aims

Statement of Purpose:

GMS commits to students of determination experiencing a sense of belonging, safety, competency, a relevant curriculum, and a sense of autonomy in a common learning environment with similar-aged peers. This is promoted by committed leadership, collaboration of all stakeholders, students and families having a central voice, continuous professional learning, monitoring and evaluating at all levels to continually develop inclusive culture, policies and every day practices.

GMS embraces the experience of inclusion where diversity is made visible as a strength, respectful relationships are continually enhanced and all students fully participate in learning through adjustments and teaching strategies tailored to meet the diverse range of learners reflected in wider society.

This Inclusion Policy aims to:

- Set out how GMS will ensure that Students of Determination (students who experience Special Education Needs & Disabilities- SEND) have equitable access to quality inclusive education with their peers. At GMS, the term, 'The Determined Ones' (TDOs) or Students of Determination is used interchangeably with students experiencing SEND. 'The Determination Ones' is how the UAE has chosen to view the attributes of persons with disabilities; a reflection of their strength of character, their perseverance and their courage.
- Ensure that all stakeholders, including Governing Bodies and leaders at all levels, are reflecting the principles outlined in the policy, relevant local legislative information and the GEMS Core Values by:
 - **Leading innovative inclusive practices.** Acknowledging that all students have the right to Education in a common learning environment, where staff ensure that students who are experiencing SEND, fully access and join in the activities of the school together with students who are not experiencing SEND, by removing barriers and engaging in practices that allow students with a wide range of learning needs to be taught together effectively and which develops expert learners.
 - **Pursuing excellence** by leading the way with inclusion. We will engage with theories of learning that support universal design for learning, child-centred and personalised approaches to teaching and learning.
 - **Growing by learning and striving to develop potential.** We will ensure all staff recognise the learning potential of all students and provide students with a broad, balanced and relevant curriculum. We will also foster school and classroom communities where all students, including those with diverse needs and abilities, have a sense of belonging, full participation, autonomy and achievement.
 - **Promoting global citizenship to celebrate diversity.** We are committed to ensuring that every member of the school community is regarded as being of equal worth and importance regardless of culture, race, gender, learning abilities, sensory & physical impairment, social class or lifestyle. We will fulfil our responsibility to facilitate an inclusive culture and be accountable through the programmes, practices and outcomes of our entire learning community.

2. Definitions

2.1 GMS Definition of Inclusion

The GMS vision for Inclusive Education is that all students receive the support they need to meaningfully belong to their school and wider community, feel highly valued for their contributions, engage purposefully in learning and experience academic, cultural, social and emotional success in a common learning environment.

2.2 Inclusion for all learners

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

Gifted and Talented- Those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the school's procedures. See glossary of terms.

SEND- Special Educational Needs and/or Disabilities (e.g., a recognized disability, impairment and/or learning difference), with or without a formal diagnosis at this time. These learners are known in GMS as 'The Determined Ones' (TDOs). 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 recognized disorder'. A student requires special education provision if they have needs arising from the impact of a disability or recognized 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.

2.3 Category of SEND needs

Categories of SEND needs which children may experience are definitions of special educational needs found in the School Inspection Framework 2015 -16. These are outlined in Appendix A with descriptions, relevant possible provision based on category of SEND need and possible screening/formal identification tools which may be utilised in school or through outside specialist support.

3. Roles and Responsibilities

3.1 GMS Governance Inclusion Board will:

- Be led by the Head of School who represents the Chief Education Officer (CEO), Vice President of the cluster, and inclusion leaders.
- Ensure that GMS provides outstanding school leadership and management practices that promote achievement of personalized educational outcomes for all students.

3.2 The Principal will:

- Develop the attitudes, approaches and strategies to build the expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stage of development and education.

- Work with the Senior Leadership team, Inclusion Champion, Special Educators and LAB Inclusion Lead to determine the strategic development of the Inclusion policy and provision in the school, adhering to local regulations and guidance regarding inclusive education.
- Have overall responsibility for the provision and progress of learners experiencing SEND and promote inclusion through all policies, systems and practices that support the individual needs of learners and all groups of students.
- Ensure that all staff have access to the appropriate on-going training and support necessary to work effectively in common learning environments with students identified as experiencing SEND.
- Embed effective collaborative systems to draw on the knowledge and competencies of educators, therapists, outside agencies such as universities, parents, students and other members of staff to assist each other in meeting the needs of students who experience SEND.
- Ensure that Quality Assurance processes are in place and followed (see Appendix B).

3.3 The LAB Inclusion Lead will:

- Be appointed by the LAB.
- Hold school leaders to account for the improvements of provision and outcomes for students with SEND.
- Work with the Principal and Special Educators to determine the strategic development of the SEND policy and provision in the school, monitor the quality of SEND provision within the school and update the LAB on this.

3.4 Inclusion champion will:

- Hold the key role of promoting inclusive ideas and modelling approaches that support the development of inclusive attitudes and methods. They will motivate others to share in this experience.
- Lead cultural transformation to achieve fully inclusive provision.
- Influence the development of whole school policies to ensure that inclusive best practice is embedded.
- Develop & oversee the implementation of the Strategic Inclusive Education Improvement Plan.
- Be the Special Educators or they may be another member of the school community.

3.5 Teachers will:

- Implement the Inclusion policy on a daily basis, including taking responsibility for the progress and development of every student in their class, including those experiencing SEND.
- Create a learning environment where all students are able to access the curriculum. Ensuring the appropriate accommodations or modifications are in place to ensure students can successfully engage with learning.

3.6 The Inclusion Support Team will:

- Be comprised of the Principal, members of Senior Leadership Team, Special Educators, Champion for inclusive education as well as have student, parent, Learning Support Assistants (LSAs) and other representation. Meet on a regular basis maintain minutes of the meetings.
- Develop, implement and monitor the impact of the strategic inclusive education improvement plan to ensure the successful inclusion of students who experience SEND.
- Work in close collaboration with classroom teachers and other educational staff by providing coaching and support to teachers on a timely basis
- Assign learning support assistants and Inclusion Support Teachers to individual students who experience SEND and/or class groups as needed.
- Where appropriate, develop partnerships with Special Centers and external professionals who work with individual students.

- Support the inclusion champion, Special Educators and LAB Inclusion Lead for inclusive education to implement and monitor the impact of the strategic inclusive education improvement plan, the plan will be reviewed and updated at least on an annual basis.
- Shadowing of students will be done
- Ensure that Quality Assurance processes are in place and followed (see Appendix B).

3.7 Special Educators will:

- Provide support for identification of the specific needs of individual students.
- Support the development, implementation and review of individual education plans (IEP) including the development of instructional and educational strategies and the modification and adaptation of curriculum structures
- Assist teachers through learning walks, model appropriate teaching strategies(if required) followed by feedback sessions .Co-teaching or team teaching with the classroom teacher and other staff by spending not less than 60 per cent of their time engaged in activities that directly assist individual teachers.
- Ensure that not more than 25 percent of their time is spent working direct with student(s) to determine individual needs and for individual or small group work inside or outside of the common learning environment.
- Allocate not more than 15 percent of time working on administrative duties such as maintaining effective communication with parents/service providers/transition support.

3.8 Learning Support Assistants will:

- Be available to individual students through the guidance of the Inclusion Support Team to assist classroom teachers in providing effective instruction to students with diverse learning needs including those who experience SEND. This allocation will be dynamic and routinely reviewed according to student and teacher need.
- Facilitate the modification, implementation and outcomes of the students' educational programs with the guidance and support of the classroom teacher who is responsible for the educational program provided.
- Engage in class-wide monitoring of student learning (e.g., independent or small-group work) identified and planned by teachers and the Inclusion Support Team.
- Collect formative assessment data on student performance and progress, based on systems designed by teachers or Inclusion Support Team.
- Assist students who require personal care supports (e.g., eating, using the bathroom, dressing)
- Invite students to help each other and, as required, engage in non-instructional tasks (such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and the Inclusion Support Team.
- Apply current best practice and strategies learned through professional development courses, in-service training, mentoring and workshops.
- Follow all processes outlined in a memorandum of understanding (MOU) when employed by parents of students who experience SEND that clearly sets out the terms and conditions of employment within the school. This should include information about professional induction, monitoring and training requirements, line management procedures, the code of conduct, expected levels of professional practice, assessment, marking and feedback procedures, confidentiality and levels of accountability.

3.9 Medical staff will:

- Work with all staff to promote the inclusion of all children, including the development of health care plans where required.

3.10 Parents and caregivers will:

- Work in partnership with the school to support their child and play a central role in the development of inclusive practices including the development of Individual Education Plans (IEPs). For example, by attending & contributing to meetings, targets, strategies and review at least three times a year and by signing the parent school contract & other agreements in relation to additional provision agreement based on identified needs.
- Collaborate with the school regarding the education services provided to their children including assessments, accommodations, and provision.
- Share feedback regarding provision, accommodations and service provided including use of assessment procedures, education service planning and the evaluation of support and assessment services.

3.11 Students will be supported to:

- Take responsibility for their own learning and centrally contribute to IEPs and related programme design & review at developmentally appropriate levels.
- Take their place in society with confidence.

4. GMS Inclusive Education Priorities

4.1 Early identification and intervention

We will consistently and in a timely manner:

- Carry out an assessment of educational need on entry to school in order to understand each pupil's current skills and levels of attainment, which will build on previous settings and stages of education, where appropriate.
- Use the outcome of the assessment of educational need alongside other information to appropriately identify the category and level of SEND experienced by the student.
- Collaboratively develop SMART IEPs (Specific intervention, measured outcomes, attainable targets, relevant & results orientated activities, time sensitive measures) with all stakeholders for students at Wave 2 & 3 level identified as experiencing SEND.
- Provide graduated intervention support based on the 3 Tiered Wave model that will include some or all of the following types of support outlined in the model below.
- **Wave 1: Quality First Teaching.** Good quality, inclusive teaching which takes into account the learning needs of all the students in the classroom. Wave 1 includes students who have experienced special education needs in the past 12 months but who no longer require Wave 2 or 3 support and only need monitoring through quality first teaching with the accommodation plans developed by Special Educators. Wave 1 also includes students who may have an identified disability whose needs can be met through quality first teaching in the classroom.
- **Wave 2: Additional Support.** The interventions are targeted for wave 2 students with Learning Support Plans which help the teachers to understand the needs of students and provide appropriate accommodations / modifications. Push in sessions are done by the Special Educators and counselors to support the students to cater to the individual needs, both academic and behavioral. Wave 2 interventions are often targeted for students who need the additional support. This is provided in addition to inclusive quality first teaching for all. These students are considered as experiencing SEND.
- **Wave 3: Specialist Support.** Wave 3 provision refers to highly personalized interventions for students who experience SEND and require specialist provision. Specialist provision or LSA assistance or modifications as per the CBSE By- laws. This is provided in addition to inclusive quality first teaching for all. Special Educators/ Counsellors provide Individual Education Plans (IEPs), Individual Accommodation Plans (IAPs) and Individual Behaviour Plans (IBPs) based on the need of the student. This includes students who require a high level of

additional adult support within the classroom to access the curriculum and/or have support from external agencies.

GMS Wave Model



4.2 Admissions, Participation and Equity

Admissions will:

- Ensure that the school Admissions Policy reflects GEMS guidelines on Inclusion.
- Ensure that students are not refused admission based only on their experience of SEND and give sibling priority for admission to students who experience SEND.
- Ensure that admission is not conditional on the submission of a medical diagnosis & that effective transition processes are in place for all students.
- Follow local legislative guidance and procedures for scenarios where it may not be in the best interests of the student or school situation.

4.3 Leadership and Accountability

School leaders will:

- Empower all stakeholders to develop the attitudes, approaches and strategies to build the expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stages of development and education.
- Ensure that there is a clear structure within the school for inclusive education as outlined in this policy and other local guidance documents on Inclusive Education.
- Follow local legislation requirements about Inclusive Education practices.

4.4 Systems of Support for Inclusive Education

GMS staff will:

- Establish learning environments that encourage and support the active involvement and inclusion of every student- physically, academically, socially, emotionally and culturally.
- Ensure that all staff are trained in inclusive education techniques and that they are appropriately proficient and resourced to meet the needs of diverse learners.
- Have a memorandum of understanding that clearly sets out the terms and conditions of employment within the school when a parent has employed a LSA to support a student.
- Ensure that Individual Education Plans and provision maps direct the strategies used by teachers to meet the educational goals for students who experience SEND. This information will be shared, with parental consent, to support transition processes.
- Where relevant, provide alternative and accredited curriculum pathway options for students who are identified as experiencing SEND, including those who may attain significantly below curriculum expectations.

4.5 Student Support Centres as a Resource room for Inclusive Education

GMS staff will:

- Utilise and collaborate with Student Support Centres and medical centres to assist the school in providing high quality support for students experiencing SEND in common learning environments.

4.6 Cooperation, Coordination and Partnerships

GMS staff will:

- Collaborate with parents and caregivers of children who experience SEND to ensure high quality and appropriate provision, accommodations & services so children are well prepared with the skills and abilities to take on further education, training, employment and community engagement.
- Centrally involve parents and caregivers in the use of assessment procedures, education provision planning and review, as well as review of overall inclusive provision in the school.

4.7 Fostering a Culture of Inclusion

GMS staff will foster a culture of inclusion through:

- Ensuring all stakeholders have an awareness, understanding and appreciation of neurodiversity.
- Providing training to educators at all levels to ensure they are confident at meeting the needs of all learners.
- Facilitating opportunities for parents and caregivers to better understand SEND, inclusion rights and the resources and support mechanisms available to them and their families.
- Increasing the representation of all types of learners, particularly those who experience SEND, in education and promotional materials (e.g. newsletters, online sources) to highlight the abilities and capacities of individuals who experience SEND.

4.8 Personalized Provisions

1. Individual Education Plan (IEP)

An Individual Education Plan (IEP) is a written document for wave 3 students as a planning, teaching and reviewing tool. The special educator makes the IEP and records the goals that are in accordance with the child's current level of performance. All IEP goals are shared with the teachers and parents.

Progress is tracked and considered for further interventions. This is applicable from Kindergarten to grade 8. For grades 9 to 11, teachers are trained to prepare IEPs based on the subject specific needs of the student and review it three times in a year.

2. Learning Support plan (LSP)

LSP is a written document planned for students in wave 2 to address the areas of difficulty and provide with targeted strategies to support the students inside the classroom. This is reviewed three times in a year to check for progress.

3. Individual Accommodation Plan (IAP)

Based on observations, feedback and assessment reports, an Individual Accommodation Plan is prepared for students. They are carefully planned to help the child to meet his/her basic needs inside and outside the classroom.

4. Individual Behavior Plan (IBP)

Students who have behavior concerns are provided with Individual Behavior Plan (IBP) and counselors review it for the progress.

5. Modified Curriculum and Assessments

A modified curriculum is changing what the student is expected to learn, not the manner in which it is presented. Curriculum modification is done for the students of GMS based on the difficulty level and as per the CBSE guidelines. The modified assessments are also provided to support the students to cope up with the curriculum.

The students with severe difficulties are provided modified curriculum for all subjects except Arabic. Arabic will be considered based only on the approval.

6. Exemptions and other provisions

Students are provided with exemptions from subjects from primary classes based on their Assessment report and following the CBSE bye-laws. Those slots are wisely allocated for developing the skills of the student based on his/her interests.

Grade 10 students are availed the subject exemptions for a maximum of two subjects as by the CBSE rules. Exam provisions like scribe, reader and extra time to complete the exams are the common provisions that we seek approval from CBSE. The exemptions have to be approved by CBSE.

4.9 Monitoring, Evaluating and Reporting

GMS staff will:

- Collect, monitor and respond to data on the numbers of children in our school who experience SEND, disaggregated by gender, age, ethnicity, type of need, attendance levels and health status, accessibility, accommodations, teacher and student support (including number of ISTs and LSAs), IEPs, training, funding, assistive technologies and other types of curriculum support provided.

- Review students' individual progress towards their goals and impact of interventions on a regular basis, using student, parent and staff voice, monitoring by the Inclusion Support Team, LAB Inclusion Lead, and using provision maps to measure progress and following quality assurance processes.

4.10 Resourcing for Inclusive Education

GMS staff will:

- Ensure an appropriate percentage of the school budget is allocated for the development and support of school based provision for inclusion.
- Invest in professional learning for all staff to ensure they are knowledgeable and effective in the use of evidence-based instructional strategies, personalized planning techniques and appropriate use of curriculum.
- Ensure that costs to families for required services are reasonable and reflect good value for money indicated by efficiency of delivery and impact upon student outcomes.
- Include physical accessibility actions within the Inclusion Action Plan so that the school environment is as accessible as possible.

4.11 Vocational Training, Higher Education and Post-School Employment

Where applicable, GMS staff will:

- Develop and implement school to work transition programs and strategies to actively promote the employment of people with determination in the wider economy, including the revision of accreditation processes for all education certificates (e.g. diplomas from schools).

5. Links with other policies and documents

This policy links to our policies and guidance on:

Inclusion and Admission Procedures

Admission Policy

Behavior Support Policy

Supporting Students with Medical Conditions

Learning Support Assistants Policy

6. Monitoring and review

This policy will be reviewed and updated annually under the direction of Inclusion Working Party. Within school, the Inclusion Champion and Special Educators will report regularly to Senior Leadership Team, Inclusion Support Team and LAB Inclusion Lead concerning the effectiveness of the policy.

Review date: September 2019

APPENDIX A:

GMS SEND categories, descriptions, relevant possible provision based on categories, description and possible screening/formal identification tools.

GMS SEND categories	GEMS Description	Relevant Possible Provision at school
Behavioural/Social/ Emotional	Behaviour 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 syndrome.	Support will be provided by school Counselling team and if required, an Individual Behaviour Plan will be developed to support development in class and at home. Possible external specialist support.
Medical condition	Medical conditions may lead to an associated ‘special need’. These may include such illnesses as asthma, diabetes, allergies, epilepsy	A fully staffed nursing team will ensure all students with medical needs are well catered for. If a child presents with a condition such as Epilepsy, then, depending on the age of the child and severity of the condition, an additional adult (LSA) may be required. A Accommodation Plan would be developed if required. Safety plan in place if required. IEP plan also developed if there are any additional needs related to IEP targets rather than medical plans.

<p>Speech & Language Disorder (this does not include students whose difficulty arises from being an additional language learner)</p>	<p>Speech impairment- difficulty speaking well enough to be understood or who have a stutter or articulation difficulty</p> <p>Receptive language disorder- difficulties understanding oral language or in listening</p>	<p>Support will be provided by IST and an IEP will be developed to support development in class and at home if required.</p> <p>Most likely, external Speech and Language therapy support will need to be brokered</p>
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	<p>Expressive language disorder- difficulties using oral language or talking</p> <p>Global language disorder- receptive and expressive language difficulties (combined)</p>	<p>through one of our linked agencies, an Individual Therapy Plan will be developed by external agency & shared with all. IST and staff will work in collaboration with the Speech and Language therapist.</p>
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<p>Communication and Interaction</p>	<p>Autistic Spectrum Disorder or Condition (ASD/ASC) is neurological in origin and characterized by difficulties with social communication, social interaction, social imagination and flexible thinking (theory of mind skills). Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized 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. May also include social (pragmatic) communication disorder.</p>	<p>Support will be provided by IST where appropriate. Most likely, external specialist support will need to be brokered through one of our linked agencies.</p> <p>Depending on the level of need, a modified curriculum may be required, to address the additional learning needs often associated with ASD/ASC and support the development of the whole person (e.g., ASDAN and/or AET framework). A shared or 1:1 Learning Support Assistant may be required depending on level of need.</p>
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<p>Physical/Mobility</p>	<p>Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, 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 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.</p>	<p>Support will be provided by IST where appropriate.</p> <p>May require a medical plan.</p> <p>May require an Individual Education Plan, depending on special education needs.</p>
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<p>General Learning Difficulties</p>	<p>General Learning Difficulty 1 (GLD1)</p> <p>Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment. This could include students whose attainment is below expected level in all or most areas of the core curriculum (e.g., working towards curriculum expectations in most core curriculum areas or a standard score on a psychometric assessment of attainment or ability of 76-85). However, a score range in and of itself does not necessarily indicate that a child is experiencing SEND. Teacher observation/other assessment of below average general intellectual or academic functioning often reflected in a slow rate of maturation (slower rate of maturation, not the result of other environmental factors such as quality of schooling; curriculum gaps; age; etc).</p> <p>General Learning Difficulty 2 (GLD2)</p> <p>Students experiencing significant learning difficulties, which have a major effect on their participation in the mainstream school curriculum without support. Students whose attainment is well below expected levels (i.e., a standardized score on a psychometric assessment of attainment or ability of 75 or below). However, a score range in and of itself does not necessarily indicate that a child is experiencing SEND, the IST would need to identify whether there were other factors such as quality of schooling; curriculum gaps; age; etc).</p> <p>Profound and Multiple Learning Difficulty (PMLD)</p> <p>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.</p> <p>Assessed Syndrome</p> <p>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:</p>	<p>Support will be provided by our IST where appropriate. A shared or 1:1 Learning Support Assistant may be required.</p> <p>Additional Specific, Targeted Intervention support is likely to be required. The curriculum will be modified as required to meet the student’s needs.</p>
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	<p>Down Syndrome, Stickler Syndrome and Williams Syndrome.</p>	
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<p>Specific Learning Difficulty (SpLD)</p>	<p>Dyslexia -Reading</p> <p>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 shortterm memory and language skills/verbal comprehension.</p> <p>Dysgraphia - writing/spelling</p> <p>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-languagebased disorder.</p> <p>Dyscalculia - Using number</p> <p>Dyscalculia is a specific learning difficulty that affects the ability to 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.</p> <p>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>	<p>Support will be provided by our IST where appropriate. This may include class support and/or additional targeted intervention sessions. Accommodations may be necessary in class to remove barriers to accessing and/or demonstrating the learning. These will be discussed with parents and outlined in the class planning. External, specialist support may need to be brokered.</p>
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<p>Sensory Impairment</p>	<p>Visual impairment. Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact Lenses</p> <p>Hearing impairment. Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.</p>	<p>Support will be provided by our IST where appropriate. Accommodations may be necessary in class to remove barriers to accessing and/or demonstrating the learning. These will be discussed with parents and outlined in the class planning. External, specialist support may need to be brokered.</p>	<ul style="list-style-type: none"> - Medical diagnosis and report - Specialist involvement where appropriate
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APPENDIX B: Sample Inclusion Support Team Quality Assurance Process

Key Priority	Monitoring Process
1.Administrative and Procedural Activities	
<p>Tracking of all meetings</p> <ul style="list-style-type: none"> • Special Educators attend weekly Team meetings with Principal and Headmistress • Special Educators meet with Counselling Team fortnightly - providing monthly updates, student support, provision, needs analysis etc • Attend Senior Leadership meetings, whenever needed • Meeting with parents 3 times in a year to develop and review the IEPs or Learning Support Plans and as required. • Department/ Subject wise Meeting with Teachers by the Special Educators to make sure the implementation of IEPs. 	<p>GMS Meeting Minute form used for recording team and teacher meetings. Parent communication form used to record meetings and filed in the individual files.</p>
<p>2. Networking opportunities</p> <ul style="list-style-type: none"> • Attendance at GEMS Network group meetings – SEND, Counselling and G&T by invitation. 	<p>Ensures school is kept at the forefront of new initiatives.</p>
2.Student Support	
<p>Referral Process for Primary and Secondary Students</p> <ul style="list-style-type: none"> • Referral Procedure Flow Chart – Referrals by class teachers or parents to the Department of counseling and Student Support as and when concern is raised. 	<p>Individual: Referral Forms – Parent referral, teacher referral</p> <p>Parent Consent Sought - No consent – no intervention can begin</p> <p>Referral Flow Chart Baseline checklist – List of Under Observation Students – Concerns highlighted to Special Educators/ Counselors Individual Learning Plans (ILP) will be developed for Under observation Students and progressed will be tracked after a month.</p>

Key Priority	Monitoring Process
<p>IEP Review</p> <p>Student progress reviewed thrice in a year</p>	<ul style="list-style-type: none"> • Special Educators/ Counselors monitor progress of the students on a monthly basis to review provision and need analysis. • Class Teacher and Special Educators drop in opportunities – weekly (Learning Walks) • Weekly IST meetings
<p>3. Staff Support & Training Opportunities</p>	
<p>1. Ongoing Support to provide positive outcomes</p> <p>Provide support to Teachers, TAs, LSAs and parents – input is dependent on level of student need</p> <p>Parent Support Group Meetings</p>	<p>Wave 3 Provision</p> <ul style="list-style-type: none"> • Review progress of students receiving Wave 3 provision with teachers, parents and student three times in a year. External providers invited to train the teachers or parents <p>Wave 2 Provision</p> <ul style="list-style-type: none"> • Review progress of students receiving Wave 2 provision with teachers, parents and student – three times in a year
<p>2. CPD opportunities for all staff</p> <ul style="list-style-type: none"> • Special Educators and Counselors to cascade in-house PD opportunities across teams at least three per term 	<ul style="list-style-type: none"> • Feedback provided from teachers • PD opportunities for all groups of staff – Class teachers, Specialist teacher, TAs, LSA team
<p>3. Guidance and support for class interventions and parent meetings</p> <p><i>Learning Walks</i> – across school to highlight excellent practice amongst teaching team- promotion of peer observations/sharing of good practice.</p>	<ul style="list-style-type: none"> • Special Educators class observations/ push in sessions/ learning walks – time tabled • Feedback provided by Special Educators
<p>5. Structured training opportunities for Learning Support Assistants - Primary and Secondary teams</p> <p>LSAs access PD with Special Educators and Counselors or other members of Staff /external agencies. LSAs to access courses/certificates/diplomas</p>	<ul style="list-style-type: none"> • Feedback of sessions

Key Priority	Monitoring Process
4. Parental & Community Collaboration	
<p>1. Parental Support and Engagement</p> <ul style="list-style-type: none"> • Provide parental engagement presentations (coffee mornings) thrice in a year for Primary and Secondary inclusion parents 	<p>Measures:</p> <ul style="list-style-type: none"> • Parent survey distributed at the end of Term 3 to measure perceived effectiveness. • Feedback by parents after sessions
<p>2. Community Collaboration</p> <ul style="list-style-type: none"> • Collaboration with Manzil – Inclusion support for students from Manzil. • Manzil Carnival organized by the school • Fund raising for the students of Manzil 	<ul style="list-style-type: none"> • Timetable for Manzil inclusion programme

Glossary of Terms

G&T	Gifted and Talented students - Students who have demonstrated uncommonly high potential knowledge and/or skills in one or more academic or non-academic endeavours. As per Gagné's Differentiated Model of Giftedness and Talent (DMGT), the model diagram has three columns, with gifts on the left hand side, talents on the right hand side and catalysts that impact the developmental process in the centre. A student's gifts are turned into talents through the developmental process. Gifts are divided into two groups: mental (intellectual, creative, social and perceptual) and physical (muscular and motor control). Talents are in the fields of: academic, technical, science and technology, arts, social service, administration/sales, business operations, games, sports and athletics.
Governing Body	A Governing body is a group of people who formulate the policy and direct the affairs of an education provider in partnership with the senior leaders. Governing bodies are accountable for the quality of provision and outcomes provided by an education provider.
LAB Inclusion Lead	A representative from the Board of Directors, who has a special interest in inclusion. This person works with the Inclusion Champion to ensure accountability for the GEMS vision of inclusion at the highest level.
IEP	An Individual Education Plan is a plan that shows how the school programme will be adapted to fit the student. It brings together knowledge and contributions, from the student and those who best know them, about the student's learning needs, aspirations, personality, and cultural background. It is a succinct outline of a few priority learning goals and strategies to meet them within the classroom programme. Team members regularly update the IEP to reflect the student's changing development and the team refers to the IEP for guidance on their responsibilities and needs.

Inclusion Champion	The Inclusion Champion (Leader) is responsible for establishing, evolving and embedding the GEMS vision of inclusion
Inclusive Education	Inclusive education means that all students can access and fully participate in learning alongside their similar-aged peers. Teaching and learning strategies are adjusted to meet students' individual needs. Inclusive education encompasses all aspects of school life and is supported by culture, policies, programs and practices
Inclusion Support Teacher (IST)/Special Educator	Inclusion Support Teacher/Special Educator increase the capacity of classroom teachers and other education professionals to be fully inclusive
Inclusion Support Team	Membership of the IST must consists of: the principal, leader of provision for students who experience SEND, the support teacher(s), and champion for inclusive education. Best practice would also include membership from student representation, parental representation, learning support assistant(s) (as appropriate) and other staff as needed including counsellors.
Learning Support Assistant (LSA)	Contribute to the education of students in inclusive schools and classrooms by implementing small-group and individual instruction based on international best practices in the use of LSAs to effectively support inclusion.
People of Determination/The Determined One (TDO)	Under the UAE National Policy for Empowering People with Special Needs , people with special needs or disabilities will be referred to as 'people of determination' to recognize their achievements in different fields. At the school level in the UAE, students with special education needs or disabilities are referred to as 'students of determination'.
SEND	Special Education Needs and Disabilities
Strategic Inclusive Education Improvement Plan	A plan to ensure the successful inclusion of students who experience SEND.
Student	A student is a child or young person who is formally registered to access an approved educational curriculum.