



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Inclusion Policy



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Our Mission

We strive to provide a safe, caring, positive, stimulating and inclusive environment to ensure our students can learn, mature and grow according to their strengths and potential, side by side with their peers. This will be provided by collaborating with the school body and wider communities to provide appropriate learning opportunities and curriculums, facilities, resources, and tools so that learners feel a belonging to their school and wider community; feel valued for their contributions, engage purposefully in learning and experience academic, cultural, social, and emotional success in a common learning environment.

Our Vision

To be a leader in Inclusion through the efficient identification of learning needs; implementing effective learning strategies and pathways based on the unique needs of students; while developing effective relationships with all stakeholders within the school through collaboration, upskilling, and information sharing, expanded to the wider community, to provide equitable, rich and exciting learning opportunities for all students. We firmly believe that fostering an inclusive environment is not the sole responsibility of the Inclusion department but a shared commitment of the Metropole community with teachers, staff, and parents actively contributing towards creating an inclusive atmosphere that values and respects the language and cultural diversity of our students.

Our Values

Compassion, Empathy, Kindness, Leadership & Respect

Key Definitions

Inclusive Education: As stipulated by the United Arab Emirates Ministry of education - Special Education Department, pg14: The philosophy of inclusive education: “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.”

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

ELL - English Language Learners: Those who are quite new to learning English or need additional support with learning English as a second language. See glossary of terms.

MAGT - More Able, Gifted and Talented: Those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the schools' procedures. See glossary of terms.

SEND- Special Educational Needs and/or Disabilities: e.g., a recognised disability, impairment and/or learning difference, with or without a formal diagnosis currently. These learners are known in GEMS as Students of Determination (SofD). 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 recognised disorder’. A student requires special education

provision if they have a need arising from the impact of a disability or recognised 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.

AEN - Students with Additional Educational Needs: Those who have other educational needs that are impacting their ability to thrive or who are receiving Counselling (Refer to the Counselling Policy)
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.

Legislation

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

- This policy is also based on the following guidance and legislation (see Appendix A for links to guidance):
- Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- UAE Centennial 2071 Long Term Government Plan.
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.
- The UAE 'School for All': General rules for the Provision of Special Education Programmes and Services' (2010) guidance.
- The National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).
- Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).
- The National Project for Inclusion for People of Determination.
- The Ministry of Education Strategic Plan 2017-2021.
- Implementing Inclusive Education: A Guide for Schools (2017)
- Directives and Guidelines for Inclusive Education (2020)

Philosophy and Principles of Inclusion

Our core Philosophy is "Every Teacher is an Inclusion Teacher". This means that all teachers are responsible for ensuring that learning is differentiated and adapted so that it is accessible to all students, in all lessons. The role of the Inclusion Team is to guide teachers to facilitate this. GEMS Metropole School embraces the following principles:

- In line with the objectives of Dubai Law 2014 (No. 2), we will endeavour to provide accessible environments to ensure Students of Determination enjoy all their rights under the legislation in force.
- Educational inclusion for all students, regardless of age, gender, ethnicity, impairment, attainment, or background. Our commitment is to create an inclusive learning community that accepts everyone with respect and promotes honesty, fairness, and openness. We aim to foster positive perceptions of students with SEND and AEN, ensuring inclusive provision is valued and accessible to all. We prioritize seeking and considering student feedback whenever possible.

- To enhance students' overall wellbeing by integrating the school's comprehensive Wellbeing vision with the PERMAH framework. Our objectives include improving school engagement, fostering positive experiences, enhancing mental health, boosting self-esteem and self-efficacy, and promoting motivation and self-regulation. Our holistic approach aims to create an inclusive and supportive environment for students to thrive academically, emotionally, and socially.
- All stakeholders are equally responsible for protecting Students of Determination from all forms of discrimination, abuse, neglect and exploitation, and this policy should be read with the school Safeguarding and Child Protection Policy
- Provide high quality education to all the students who attend the school. We continually monitor the progress of all students, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class. The school has high expectations of effort, resilience, and success from all children.
- We believe that all students, including those identified as having “additional needs” have a common entitlement to a broad and balanced academic and social curriculum, based on the English National Curriculum which can be supplemented by additional curricula and programs so that students are fully included in all aspects of school life.
- Metropole School is committed to inclusion. We aim to foster a sense of community and belonging and to offer new opportunities to students who may have experienced previous difficulties. We strive to build strong partnerships between all stakeholders so that the student's learning and emotional well-being are optimally supported. All students will have opportunities to contribute to the school community, which will enable them to develop to their full potential and achieve the highest possible standards in their work.
- We will respond to students in ways that recognise their diverse life experiences and individual needs. Where appropriate, students' learning support needs will be met within the mainstream classroom setting. In cases where additional support is required, withdrawal interventions, modified or adapted curricula may be provided. This may include alternative education provision, which is designed to integrate with the mainstream curriculum in ways that are meaningful and relevant, enabling students to learn alongside their peers. The Inclusion Department will support these provisions within the school's weekly timetable.
- We pay particular attention to provision for, and the achievement of different groups of students namely but not limited to:
 - Students of Determination (SofD) or Students with Special Educational Needs and/or Disabilities (SEND)
 - English as an Additional Language/English Language Learner (EAL/ELL). (Refer to the EAL Policy)
 - Those who are More Able, Gifted, and Talented (MAGT). (Refer to the MAGT Policy)
 - Students with Additional Educational Needs (AEN) that are impacting their ability to thrive or who are receiving Counselling. (Refer to the Counselling Policy)

Parents play a crucial role in supporting their child's education, and the Inclusion Team is dedicated to fostering a collaborative approach through the Team Around the Child model. We aim to support this by organising meetings with parents, teachers, and external agencies whenever possible. We are committed to maintaining strong, supportive relationships with parents and have an open-door policy to ensure ongoing communication between parents and staff.

Categories of Special Education Needs Disabilities and Barriers to Learning

In line with the UAE Ministry of Education, we recognise the following categories of *Disabilities/ Special Educational Needs*:

Table 1 - Categorisation for students with a formal diagnosis

Main diagnosed category as per the UAE unified classification system	Sub-Category as per the UAE unified classification system	Additional Information
1. Intellectual Disability	1.1 Intellectual Disability	<ul style="list-style-type: none"> ▶ Mild ▶ Moderate ▶ Severe
	1.2 Unspecified	<ul style="list-style-type: none"> ▶ Mild ▶ Modera ▶ Severe
	1.3 Global Developmental Delay	
	1.4 Neurocognitive Disorders	
2. Communication Disorders	2.1 Language Disorders	<ul style="list-style-type: none"> ▶ Receptive ▶ Expressive ▶ Both receptive and expressive
	2.2 Speech Sounds Disorder	
	2.3 Fluency Disorder	
	2.4 Social Communication Disorder	
	2.5 Unspecified Communication Disorder	
3. Autism Spectrum Disorder	3.1 Autism with Intellectual Disability	<ul style="list-style-type: none"> ▶ Level 1 ▶ Level 2 ▶ Level 3

	3.2 High Functioning Autism	<ul style="list-style-type: none"> ▶ Level 1 ▶ Level 2 ▶ Level 3
4. ADHD	4.1 Combined presentation	
	4.2 Predominately Inattentive presentation	
	4.3 Predominantly Hyperactive/Impulsive	
5. Psycho-Emotional Disorders		<ul style="list-style-type: none"> ▶ Depression ▶ Bipolar Disorder ▶ Anxiety Disorders ▶ Post-Traumatic Stress Disorder ▶ Obsessive Compulsive Disorder ▶ Oppositional Defiance Disorder ▶ Conduct Disorder ▶ Selective Mutism ▶ Intermittent Explosive Disorder ▶ Eating Disorders ▶ Personality Disorders ▶ Tourette Syndrome ▶ Other
6. Specific Learning Difficulties	6.1 Dyslexia	
	6.2 Dysgraphia	
	6.3 Dyscalculia	
	6.4 Scholastic Skills	
7. Visual Impairment	7.1 Total Blindness	
	7.2 Partially Sighted	

	7.3 Low Vision	<ul style="list-style-type: none"> ▶ Mild ▶ Moderate ▶ Severe
8. Hearing Impairment	8.1 Deafness (hearing loss greater than 90 decibels)	
	8.2-Hearing Impairment (hearing loss ranging from 26 to 90 decibels)	<ul style="list-style-type: none"> ▶ Mild ▶ Moderate ▶ Severe
9. Deaf-Blind Disability	9.1 Deaf-Blind	
10. Physical Disability		<ul style="list-style-type: none"> ▶ Cerebral Palsy ▶ Muscular Dystrophy ▶ Spina Bifida ▶ Amputation/Limb Differences ▶ Spinal Cord Injury ▶ DCD / Dyspraxia ▶ Brittle Bone Disease ▶ JuvenileIdiopathic Arthritis. ▶ Musculoskeleal Deformities ▶ Other
11. Multiple Disability		When selecting Multiple Disabilities , also select two or more additional main and sub-categories that coexist and result in complex needs requiring highly individualised support and consistent specialist input.

Table 2 – Categorisation for identified students without a diagnosis (barrier identification)

Main Barrier	Barrier Sub-Category	Additional Information
1. Thinking and Learning Needs	General learning needs across subjects	<ul style="list-style-type: none"> ▶ Learns with some extra support (can follow most learning with adjustments and guidance) ▶ Learns with regular support (needs frequent adaptations and help across subjects) ▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)
	Early developmental needs in more than one area (under age 5)	<ul style="list-style-type: none"> ▶ Learns with some extra support (can follow most learning with adjustments and guidance) ▶ Learns with regular support (needs frequent adaptations and help across subjects) ▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)

	Memory and thinking needs due to illness or injury	<ul style="list-style-type: none"> ▶ Learns with some extra support (can follow most learning with adjustments and guidance) ▶ Learns with regular support (needs frequent adaptations and help across subjects) ▶ Learns with high levels of support (requires ongoing, personalised support in most areas of daily academic life)
2. Communication and Speech Needs	Language needs	<ul style="list-style-type: none"> ▶ Understanding language ▶ Using language ▶ Both understanding and using language
	Difficulty making speech sounds clearly	
	Stammering or stuttering	
	Social use of language difficulties	
	Other or unclear speech and language needs	
3. Social Communication and Interaction Needs		<ul style="list-style-type: none"> ▶ Needs little or no support (independent most of the time, but benefits from some help) ▶ Needs regular support (daily support in several areas) ▶ Needs high levels of support (consistent help across most areas of academic life)
4. Attention and Focus Needs	Difficulties with both attention and high activity	
	Difficulties mainly with attention and	

	focus	
	Difficulties mainly with high activity and impulsive behaviour	
5. Social, Emotional and Behavioural Needs		<ul style="list-style-type: none"> ▶ Low mood or sadness ▶ Strong mood swings ▶ Worry and anxiety ▶ Difficulties after traumatic events ▶ Repetitive or obsessive behaviours ▶ Strong refusal or defiance
		<ul style="list-style-type: none"> ▶ Not speaking in some situations ▶ Sudden angry outbursts ▶ Difficulties with eating and food ▶ Personality or behaviour challenges ▶ Tics or involuntary movements and sounds ▶ Other
6. Learning Difficulties in Specific Skills	Reading difficulties	
	Writing difficulties	
	Difficulties with maths and number skills	
	General academic learning difficulties	
7. Vision Needs	Low vision	<ul style="list-style-type: none"> ▶ Some difficulty seeing details ▶ Significant difficulty seeing clearly ▶ Very limited visual clarity

8. Hearing Needs	Hearing loss	<ul style="list-style-type: none"> ▶ Some difficulty hearing sounds ▶ Frequent difficulty following speech ▶ Unable to hear most speech
9. Physical and Movement Needs		<ul style="list-style-type: none"> ▶ Movement and posture needs ▶ Ongoing muscle weakness ▶ Coordination and motor planning difficulties ▶ Fragile or brittle bones ▶ Ongoing joint problems ▶ Missing or differently formed limbs
		<ul style="list-style-type: none"> ▶ Loss of movement due to spinal injury ▶ Bone or joint differences (e.g. curved spine, clubfoot) ▶ Other
10. Multiple and Complex Needs		<p>Select this category when two or more barriers co-exist, resulting in highly individualised support and consistent specialist input. Record each relevant barrier category alongside this selection.</p>

For further information on these please refer to the Guide for Implementing the Categorisation System for Students of Determination.



Identification and Assessment

We recognise the importance of timely identification, followed by intervention, for any child who may have SEND or AEN. Identification is carried out for new students entering Metropole through the Admissions Process, and for existing students through the Inclusion Referral Protocol.

Classification of Students with Additional Needs

GEMS Metropole will classify students with additional needs in accordance with the Guide for Implementing the Categorisation System for Students of Determination.

SEND - Categorisation for students with a formal diagnosis

The student has an educational need that differs from the majority of students;

This need arises from the impact of a disability or recognised disorder, and therefore, there is an external identification of the condition.

Or

The student may not have an educational need different from most students, but

It does arise from the impact of a disability or recognised disorder (though this may still be under investigation).

SEND (AEN) - Categorisation for identified students without a diagnosis (barrier identification)

The student has an educational need that differs from the majority of students; but

This need does not arise from the impact of a disability or recognised disorder (though this may still be under investigation).

Within GEMS Metropole, this is referred to as **Additional Educational Needs (AEN)**.

Being identified with a special educational need may mean that the student requires specialist support, specific curriculum modifications, or individualised planning to ensure they achieve the expected levels of progress based on their starting points.

GEMS Metropole acknowledges the importance of identifying SEND and AEN needs accurately and promptly, so that effective strategies can be implemented. All categories of need if not officially identified will be a 'best fit' in conjunction with parent agreement.

Although the school does not mandate an official diagnosis for a child to receive support, obtaining one can be a worthwhile investment for parents. A formal identification provides a clear and comprehensive understanding of the child's individual needs, enabling the school to plan and implement the most appropriate strategies and interventions. It also promotes consistent communication and collaboration between home, school, and any external professionals involved. Furthermore, an official diagnosis may support applications for examination access arrangements, ensuring that students are able to demonstrate their full potential under fair conditions. For further information regarding this, please reach out the Inclusion department.

- **Supporting new Students through the Admissions Process**

On application, the following measures are taken to help identify the level of individual needs and to ensure that appropriate provisions can be made for each student. GEMS Metropole will admit Students of Determination in accordance with all relevant guidance and legislation in force. As per the KHDA Parent-School Contract, parents are expected to “Notify the school in writing if they are aware or suspect that their child has a learning difficulty. If, following engagement with parents and student, the principal and the child's teachers judge that essential information about a student of determination has been intentionally withheld, parents will be asked to withdraw their child. This action will be taken only after obtaining approval from KHDA”.

- The Admissions Team will refer a student for an Inclusion consultation if, when reviewing the student’s admissions documents and data such as the student’s school history or low CAT 4 data (standard scores below 85 in any given area), a SEND need is highlighted.
- The Admissions team will request Parents/Carers to disclose any special educational needs that have been previously identified by the previous school or specialists, and supporting documents for example IEPs or Pupil Passports shared by the previous school; or educational/specialist assessment reports, which will be shared with the Inclusion Team. As per the KHDA Parent–School Contract, “Parents are expected to:
- Provide the school with copies of all previous and current school reports, previous and current Individual Education Plans (IEP), medical, psychological, psychiatric, speech and language, occupational therapy, physiotherapy, sensory integration therapy, applied behaviour analysis therapy, or educational assessments or reports before entry to the school and thereafter. Such materials are a prerequisite in enabling us to provide the best education for your child. Failure to disclose any such information, including the deliberate withholding of information, will put your child's place in school at risk.
- Parents may be asked to withdraw their child if, in the professional judgement of the Principal, SLT and the child's teachers, and following consultation with both the parents and the student (where appropriate), the school believes that important information regarding a Student of Determination has not been disclosed.
- Disclose any concerns regarding language and how that may impact your child accessing the curriculum. This information will allow us to conduct a language proficiency test when applicable.”
- The Admissions Team will set up a meeting with the Inclusion Team and the student so that further screening and observations can be completed to identify areas of needs (literacy, numeracy, processing).
- Foundation Stage students are assessed in a group setting using a Stay and Play approach, which enables us to assess their social abilities, appropriateness, and key learning skills, including imitation, following simple instructions, communication, and behaviour for learning. In addition, a skills-based assessment covering both fine and gross motor skills, along with the WellComm Assessment, may be conducted to identify strengths and areas for development. If appropriate, further observations may be requested in a nursery setting, and/or parents may be asked to provide videos that demonstrate their child’s skills in line with their developmental age stage.
- All students joining the school must be fully toilet trained in accordance with the school's admissions policy. If there are any toileting concerns, these must be disclosed at the time of admission, whether the child is applying for Foundation Stage, Primary, or Secondary. While we understand that accidents can occasionally occur, particularly for some students of determination, it is not the school's responsibility to provide toileting support due to safeguarding and health and safety considerations.

- Primary and Secondary students are asked to complete the CAT4 assessment, a Grade appropriate literacy and numeracy skills assessment, and the WRAT 5 standardised assessment for Mathematics and Literacy (where required).
- If the student has ELL/EAL needs, the EAL team will assess the student and determine the level of support that may be required.
- If the student is determined as being Gifted and Talented – this is highlighted to the Pastoral Team. Please see our Gifted and Talented Policy.
- The Inclusion Team, with permission from the family, may contact the previous school to gather further information regarding areas of need and support that has been provided. Additionally, the Inclusion Team may arrange an in-school observation of the student - if the student is attending a school within Dubai or may request further video evidence to show their skill set in an environment they may be more comfortable in.
- All data regarding areas of strength and need along with support required to enable the student to access the curriculum is gathered and reviewed with the Head of Inclusion and a recommendation for Inclusion Support is made.
- Recommendations regarding Inclusion Support are based on availability of the Inclusion Team to meet the needs of the student so that the student can achieve their full potential. The Inclusion Team may recommend the following:
 - Inclusion Support is not required.
 - A graduated response to support may be recommended based on data: Level 1, 2, or 3.
 - Mainstream Level 3 support with 50 – 100% LSA support.
 - Personalised Alternative Education Provision (Beyond Boundaries Pathway – Peacock class, Banyan Tree Class, Endeavour class, Pathfinders Class or Summit class) with Level 3 support that includes 50 – 100% LSA support.
 - Level 2 or 3 Support (mainstream or personalised) required. To be placed on a waitlist until space becomes available.
- The recommendations by the Inclusion team are shared with the School Principal who will discuss admission of the student with the Head of Year and a final decision is made by SLT.

As part of the school's Admissions and Enrolment Policy, we are committed to admitting all students, irrespective of their individual needs. Admission decisions take into account the capacity within the school to provide appropriate provision and support. Staff adhere to the Knowledge and Human Development Authority (KHDA) guidance and procedures at all times.

In exceptional circumstances, where it is determined that admission may not be in the best interests of the child, or where the school does not have the capacity to adequately meet the child's needs, this will be communicated to the KHDA in accordance with established KHDA procedures.

Enrolled Students

All school staff, regardless of year group or key stage, have a responsibility to identify those who may have particular additional needs. Refer to the Inclusion Referral FlowChart.

- **Specific concerns** – a student may be referred through the online referral system by teachers or parents if specific concerns are raised that the Inclusion Department may be able to address. Teachers will present supporting data and evidence of progress after differentiation to highlight concerns.

- **Ongoing Assessments** – Regular testing will assess progress. Students struggling to make expected progress may be referred through the online referral system to the Inclusion Department if the class or subject teachers are concerned that this is related to a specific or general need.
- **Benchmark Testing** – all students undergo benchmark testing on entry which will identify British National Curriculum levels. Students working significantly below age related norms may be referred to the Inclusion Department if the class or subject teachers are concerned that this is related to a specific or general need. The online referral is to be completed in this situation.
- The inclusion team may gather additional data using standardised Tests, such as the Cognitive Ability Tests (CAT4), PT assessment data, PASS, and conduct further assessments using the WIAT, WRAT 5, CTOPP, Wellcomm, etc.
- Educational reports and feedback from External Agencies/Therapists (if the student is receiving these) will also be collated to establish a profile of need.
- Parents may be requested to obtain a formal assessment by external agencies (Educational Psychologist, Occupational Therapy support, Speech and Language support, ABA Therapy support or counselling) to further establish a profile of need and support.

Provision of Students at risk of Under-Achieving

Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the student's previous rate of progress.
- Fails to close the attainment gap between the student and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. The SEND Referral Process will be followed. When deciding whether SEND provision is required, we will start with the desired outcomes, including the expected progress and attainment, and consider the views and the wishes of the student and their parents. We will use this to determine the type of support that is needed and the best ways to offer support. Should a student present with a need for support, but either the student or the parent is reluctant for specific support to be implemented, we will try to accommodate this where possible through Level 1 support. If Level 1 support is insufficient to meet the student's needs and the student/parent is unwilling to receive the support required, the parent may be required to sign a disclaimer stating refusal of SEND recommendations and support.

When a student with SEND/AEN is identified at Metropole, either through admissions or through the Referral System, parents will be immediately informed, and the student will be placed on the Inclusion Register as per the Graduated Response Model. It is not mandatory to obtain parental consent for a student to be included on the Inclusion Register.

Inclusion Response: The Graduated Response to Provision Levelled System

The school follows the **Assess - Plan - Do - Review** model of graduated response to provision and uses the descriptors from the Directives and Guidelines for Inclusive Education to guide the graduated system of support offered to students of determination. From accurate assessment of need, students are identified as requiring a level of support to reduce and remove the identified barriers.

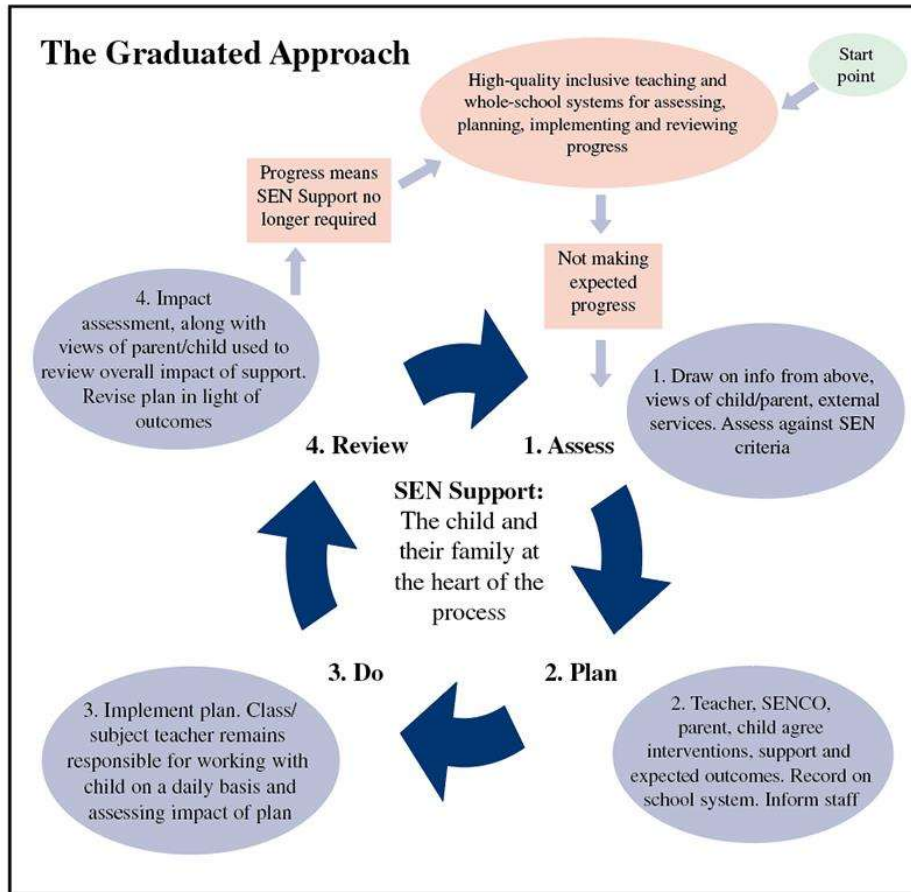
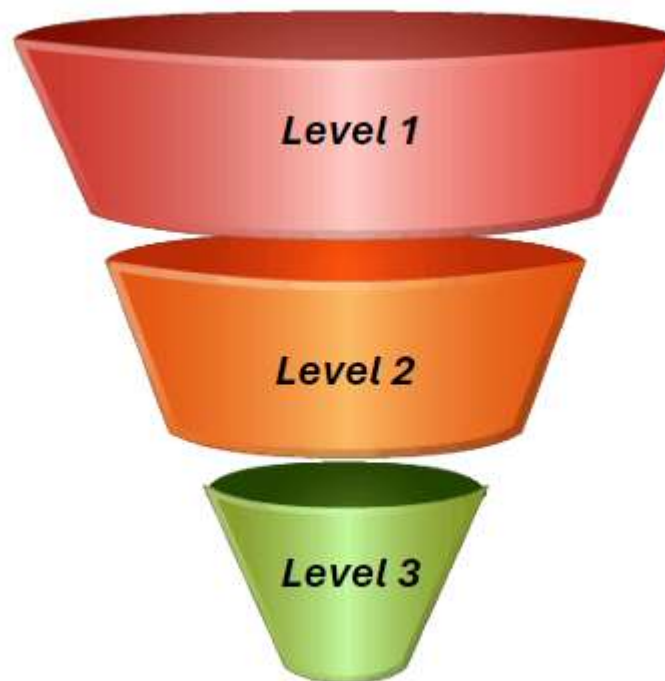


Image Courtesy of: Assess, plan, do, review: The graduated approach to SEN (sec-ed.co.uk)

The Level System

Three Levels of Support are outlined in the Directives and Guidelines for Inclusive Education (KHDA, 2020), which establish a common framework and approach for all schools.

Our Graduated System of Support functions like a funnel, with the majority of students making adequate progress through Level 1 support. If a student's needs are not fully met at Level 1, they will progress to Level 2 or 3 as part of the Standard School Service (outlined in the next section). Students may move through these levels in both directions as their learning profile evolves over time, in line with the continuous inclusion action cycle (Assess, Plan, Do, Review).



All students (Level 1, 2, or 3) identified with SEND/AEN will be placed on the Inclusion Register, allowing teachers to recognise their strengths and needs in order to adapt their teaching to how they learn. The Inclusion Team will support the Lead teacher in compiling a Pupil Passport that details the SEND / AEN needs of the student, strengths, weaknesses, Access Arrangements, Interests, and Strategies that support progress and achievement for all Level 2 students, and IEPs for all Level 3 students. Teachers will have access to this document via:

- The school's Shared Drive
- The Inclusion Register
- Go4Schools.

The Graduated Levels of 1, 2 or 3 support are detailed below:

Level 1

- Level 1 students have recognised SEND/AEN (with or without a formal diagnosis) who are able to access the curriculum within the mainstream classroom through High Quality differentiated teaching.
- **Internal or external SEND Assessment Battery Standard Scores (SS) with a Standard Deviation of 10: Students who have Standard Scores of 84 – 89 will be identified as requiring Level 1 Support.**
- It is expected that the large majority of StoD will be sufficiently supported through this level of support.

Level 2

- Level 2 students may be identified by the Inclusion Team using internal identification procedures or are those students diagnosed with a specific SEND need through an external agency specialist or medical doctor.
- These students need more support to make progress or overcome a particular learning barrier. This support is intended to be short term and/or in specific areas such as Literacy, Numeracy, social and emotional, executive functioning, or behavioural support.
- **Internal Data or external SEND Assessment Battery Standard Scores (SS) with a Standard Deviation of 10: Students who have SS of 83 - 75 will be identified as requiring Level 2 Support in those specific areas identified in the assessment battery.**
- It is expected that a minority of students will require access to level 2 support services.

Level 3

- Level 3 students require long term or intensive support having complex needs and would struggle to access the mainstream curriculum without specific adaptations to the curriculum supported by 1:1 LSA support. This means the student will not make significant progress unless additional or bespoke provision or curriculum is implemented, without which the student is likely to fall further behind their peers as the year progresses.
- These students may be identified by the Inclusion Team using internal identification procedures or who have been diagnosed with a specific SEND need through an external agency Specialist or medical doctor.
- **Internal or external SEND Assessment Battery Standard Scores (SS) with a Standard Deviation of 10: Students who have SS of 75 and below will be identified as requiring Level 3.**
- Individualised and specialised provision with a 1:1 LSA and an IEP that will be implemented by the Lead/subject teacher, supported by the LSA, and guided by the Inclusion Teacher.
- It is expected that only a few students will require access to level 3 support.

Level 1 in Action

- Placement on the Inclusion Register and monitored by the Lead/Subject teacher and Head of Year to ensure that they are making good progress and the strategies/ resources are effective and appropriate to support the child's learning challenge(s).
- High Quality First Teaching by the Lead/Subject teacher guided by a Pupil Profile.

- Subject teachers may collaborate with the Inclusion team and other professionals to implement strategies that promote engagement while lowering barriers to learning.
- Access to parent paid GEMS Links Therapy or External Agency Therapy where targets and progress are shared with the class teacher/s.
- Level 1 students may participate in specific, time sensitive interventions conducted by the Lead/Subject Teacher or Head of Year (HoY) or Department (HoD). This decision is made with the Class Teacher and Year Group Leader. The class teacher will inform the Inclusion Team about the intervention/s and share progress details of the intervention/s.
- The inclusion teacher will document these interventions in the Provision Map Section of the Inclusion Register.

Level 2 in Action

- Placement on the Inclusion Register and monitored by the Lead/Subject teacher and Head of Year.
- Lead/Subject Teacher Differentiated and scaffolded QFT guided by the Pupil Passport.
- Lead/Subject/Inclusion Teacher or HoY/HoD led individual or small group targeted support for literacy, numeracy, executive function, or social skills.
- Intervention progress is tracked and monitored by the HoY/HoD/SENDCo; and documented on the Pupil Passport and in the Provision Map Section of the Inclusion Register.
- Targeted In-class support by the inclusion teacher where needed.
- Lead/Subject teachers must ensure that Test/Exam AA are provided. Inclusion Teachers may support.
- Some Level 2 students may require specific, time sensitive individualised targets for success, socio-emotio development or behaviour management. These targets will be documented on the Pupil Passport and monitored by HoY/HoDs, supported by Lead/Subject Teachers.
- Access to parent paid GEMS Links Therapy or External Agency Therapy where targets and progress are shared with the class teacher/s.

Level 3 in Action

- Placement on the Inclusion Register and monitored by the Lead/Subject teacher and Head of Year.
- Subject Teacher Differentiated and scaffolded QFT guided by the IEP.
- Targeted support by the Inclusion Teacher.
- Access to parent paid GEMS Links Therapy or External Agency Therapy where targets and progress are shared with the class teacher/s.
- Parent paid or provided 1:1 LSA support (degree of LSA support is dependent on the complexity of needs).
- For all students receiving LSA Support, a parent signed Individualised Service Agreement (ISA) and a Memorandum of Understanding (MoU) will be in place as directed by KHDA.
- Individualised Education Plan (IEP) developed in collaboration with the Lead/Core Subject teacher, Inclusion Teacher, Parent/Carer, LSA, and student.
- This IEP will be run and evidenced by Lead/Core Subject teachers and supported by the Inclusion teacher.
- IEP progress will be marked by the lead/core subject teacher on Go4Schools.

- IEP progress monitored by the HoY/HoD and SENDCo with targets being continuously updated as met by the student.
- IEP Progress will be reviewed with parents and students termly.
- Some students may require a blended program where mainstream curriculum is complemented with an alternative curriculum within the school's Specialty Units: Unity, Harmony, Discovery Entry and Discovery Engaged Units. These provisions are tailored to the student's needs and are focused on reducing their experience of significant and sustained social, emotional, and academic barriers to learning.
- Specialty Teachers will collaborate with Lead/Core Subject teachers to target appropriate and functional literacy, numeracy, life or vocational skills to provide learning opportunities that will enable the learner to be a productive and contributing member of the community.
- Specific Resources to facilitate engagement by the Inclusion Teacher.
- Specific guidance and support to upskill the LSA.

There will be a significant focus on increasing the student's level of independence with participation and learning.

Criteria for Removal from Register

All students have their identified needs and/or intervention programmes reviewed regularly. The graduated response is a flexible process, and students can move between levels as necessary. All students are reviewed for their placement on the register at least annually, and if a student has achieved their targets, and a review has taken place based on the following criteria, they may be removed from the register:

- Assessments
- Teacher feedback
- Class observations
- IEP target reviews
- Parent feedback
- Student feedback

The leaders of the Inclusion team will determine whether a student's placement on the register is still necessary. The leader of the Inclusion team will maintain a record of students who are removed from the register and ensure that an analysis is conducted at least once a year to confirm that adequate progress is being sustained. In Secondary, students who have previously been on the register at any stage will be reviewed for Exam Access Arrangements.

Metropole's Standard School Service

The Directives & Guidelines for Inclusive Education (DGIE; KHDA, 2020) state that schools must establish a transparent and sustainable Standard School Service, outlining the type and level of support all students can expect to receive in response to their individual needs. While this service is particularly beneficial for Students of Determination, it is designed to raise attainment and improve participation and personal progress for all students.

Although GEMS Metropole has made a significant financial investment in developing a leading Standard School Service, resources are not infinite. To ensure that our service has the greatest impact across the whole school, we aim to regulate the number of direct intervention and/or classroom support sessions our students receive through the Standard School Service. This approach helps us ensure sustainable and

equitable access tailored to the needs of different groups, while preserving our capacity to serve and support all students.

Standard School Service offered by GEMS Metropole
<p>Human Resources</p> <ul style="list-style-type: none"> ❖ Active engagement of the Senior Leadership Team ❖ Bilingual (Arabic) parent liaison ❖ UK-trained and experienced class teachers ❖ Trained and experienced learning assistants deployed across classes/year groups in primary, in accordance with the school's model ❖ Strategic leader for provision for students of determination ❖ Qualified and experienced Special Educational Needs Coordinators (SENCo) ❖ Qualified and experienced inclusion support teachers within the Inclusion Department ❖ Qualified and experienced inclusion support assistants within the Inclusion Department ❖ Qualified and experienced counselling and pastoral support staff ❖ Team Around the Child meetings, featuring some or all of the above, can be arranged for Students of Determination accessing any level of support within the school, as required. For students receiving Level 3 support, these meetings will be scheduled regularly, typically every 8-12 weeks.
<p>Physical Resources</p> <ul style="list-style-type: none"> ❖ A range of appropriate and purposeful learning spaces (e.g., Inclusion Department support classrooms, central areas, sensory circuits, sensory room, therapy room, occupational therapy room, well-being room, and counselling room) ❖ A suite of standardised and/or computer-based screening and assessment tools to identify learning needs and create personalised learning plans (such as, but not limited to, TOWRE 2, WIAT 3, Key Maths, IDL, NGRT, Star Reader) ❖ A range of modified curriculum planning and progress-monitoring tools (e.g., ARC) ❖ A wide range of evidence-based intervention programmes and resources (e.g., Picture This!, Power of 2, Read Write Inc, Toe by Toe, Black Sheep Press, WellComm Language Pack, IDL, Language for Thinking, Superflex, Socially Thinking) ❖ A substantial bank of large and small sensory resources and adapted seating options (e.g., wobble cushions, therapy balls, therabands, weighted blankets, standing desks) available to every year group ❖ Provision of additional learning equipment within and outside the classroom (e.g., Numicon; word mats; pencil grips) to facilitate and enrich the student's learning
<p>Specific Services for Students</p>
<p>Indirect (Background) Support</p> <ul style="list-style-type: none"> ❖ Fortnightly meetings with Senior Leaders to review the Inclusion Register (pupil progress, concerns, recent developments) ❖ Active monitoring of classroom practice, pupil participation, and progress in lessons

- ❖ Development, implementation, and review of an individual educational plan (Level 3), targeted support, or classroom support plan/pupil profile (Level 2)
- ❖ Development, implementation, and review of individual behaviour plans as required
- ❖ Support, advice, guidance and training for the parents of the student
- ❖ Training, support, and monitoring of teachers directly involved with the student. This may include joint planning to ensure appropriately differentiated lessons and assessments
- ❖ Training, support, and guidance for the student's classroom peers (as appropriate)
- ❖ Conducting a physical environmental assessment and/or risk assessment, where required/relevant, to mitigate risks and support access to common facilities/behaviour support plans
- ❖ Planning, organising, and training the student and/or relevant staff on emergency evacuation procedures (in the case of physical disability) and/or crisis management (where a risk to student safety has been identified)
- ❖ Collaboration with external specialist services (e.g., therapy, psychology) to schedule and facilitate on-site assessments and therapy services

Direct Support/Intervention

- ❖ Highly differentiated classroom lessons and practice
- ❖ Shared classroom support from school-funded Learning Assistants. LAs are assigned to classrooms and/or year groups according to a set ratio to facilitate a stimulating and productive learning environment for all students. The ratio adjusts as students progress through the school to reflect the increasing levels of independence expected
- ❖ A well-developed system of formal and informal assessments to identify needs and monitor progress
- ❖ In-house specialist assessor to facilitate exam access arrangements
- ❖ Small group or 1:1 support sessions delivered by the Inclusion Department team, counselling team, and/or subject specialists:

Level 2 – typically no more than two sessions a week in a group

Level 3 – typically no more than two or three sessions on a 1:1 or group basis (in line with individual needs and school capacity)

Additional Fees:

All additional fees charged by GEMS Metropole have been approved by the KHDA and are clearly referenced in our School Fees Fact Sheet. Each additional service will be accompanied by a signed parent contract and the relevant KHDA documentation. These documents are uploaded to the KHDA portal to ensure full transparency and mutual agreement between the school and families.

Additional Fees:**LSA Support:**

Learning Support Assistant (LSA) provision provided by GEMS Metropole incurs an additional fee of AED 45,720 per year. This amount is distributed evenly across a 10-month payment period.

Alternative Provision (Beyond Boundaries Pathway – Peacock Class):

This specialised pathway comprises no more than eight students and is supported by a dedicated SEN Teacher, one Higher Level Teaching Assistant (HLTA), and two Learning Support Assistants (LSAs). Students within this provision also receive two group occupational therapy sessions and two group speech and language therapy sessions per week. The additional cost for this provision is AED 52,000 per year, spread over a 10-month payment period.

ELL Fees:

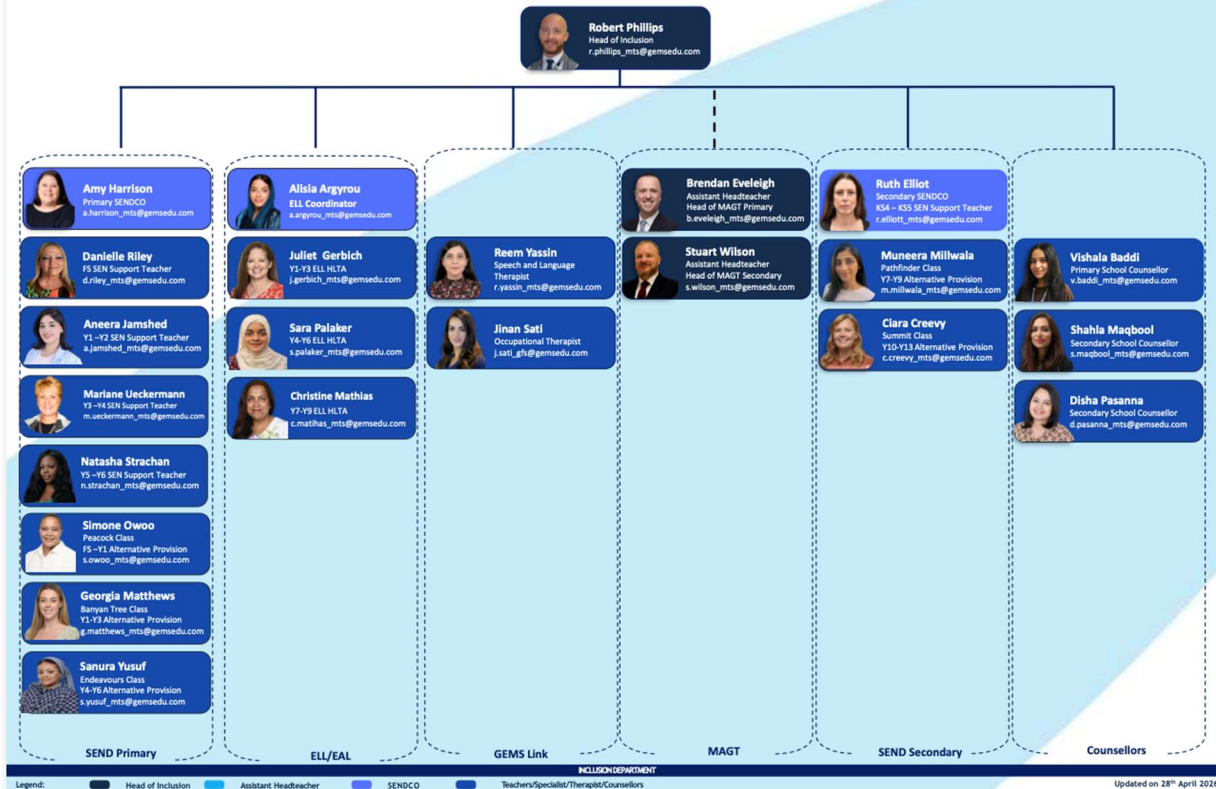
Students requiring targeted English Language Learning (ELL) support will participate in four small-group ELL sessions per week. This service is charged at AED 1,000 per month.

Link Provision (Speech and Language Therapy / Occupational Therapy):

Speech and Language and Occupational Therapy services provided through the GEMS Link Provision range from AED 1,500 for an assessment to AED 3,600 for a package of eight sessions. Further information can be found in the GEMS Link brochure.

The Inclusion Team and Extended Student Support Teams:

Inclusion Organisational Chart 2025 - 2026



1. The Inclusion Champion and Head of Inclusion is Mr Robert Phillips and is a member of the SLT.
2. A Primary SENDCO (Ms Amy Harrison) and a Secondary SENDCO (Ms. Ruth Elliott).
3. The Inclusion Department has 7 full time inclusion teachers (Simone Owoo, Danielle Riley, Georgia Matthews, Aneera Jamshed, Marianne Ueckermann, Natasha Strachan, Sanura Yusuf, Muneera Millwala, Ciara Creevy and Ashleigh Mackissack who support teachers with resources, strategies, and through participating on collaborative planning, and supporting students through providing withdrawal interventions and in-class support.
4. The Inclusion Department has 1 full time EAL/ELL co-ordinator: Alisia Argyrou and 3 full time HLTAs: Juliet Gerbich, Christine Mathias and Sara Palaker. This is an additional parent paid provision.
5. The Inclusion Department has 1 full time GEMS Links SALT (Reem Yassin) and 1 part time GEMS Links OT (Jinan Sati). This is an additional parent paid service.
6. The Inclusion Department has 1 school funded inclusion teaching assistant.
7. The Inclusion Department has many Learning Support Assistants across Primary and Secondary. This is an additional cost to parents.
8. Metropole has three full time employed school counsellors.
9. Metropole has a dedicated MAGT Lead in Primary and Secondary, guided by the Head of Inclusion.
10. Metropole has multiple levels of pastoral support and dedicated Well Being staff.
11. Metropole has a multi-layered, dedicated Child Protection/Safeguarding Team which is supported by GEMS Corporate.

Supporting Students Transitioning Year Groups, Schools, and Preparing for Adulthood

1. Students Transitioning between Schools:

Metropole works with other schools and settings to share information that will support and enhance a student's transition, with parental consent. Similarly, we request as much information as possible from previous schools and parents to support new joiners at Metropole. This information will allow us to mirror and build upon previous provision that has been supporting students on their journey.

2. Students Transitioning between Year Groups:

We ensure that students move seamlessly through each year at school by implementing a thorough transition process. Depending on the need of each student, this may vary. The Inclusion Team work closely with the HoY roadmap the Transition Journey for SEND/AEN and to provide suggestions on class and peer groupings/placement. The inclusion Team will provide opportunities for some students to engage in their new settings and/or meeting new staff members several times, over a prolonged period of time before moving. Students may explore and familiarise themselves with their new environment prior to the move. The Inclusion team engages students in a variety of activities to provide insight on what to expect in the new year. Special transition booklets are prepared for students and families to support them through the transition process. The Inclusion Team hosts Parental Engagement activities for parents so that they are familiar with the transition process and what their child can expect, as well as ways that they can support their child through the transition process. Families are encouraged to share their thoughts and feedback on transition and if they feel, their child will benefit from further support with the transition process.

3. Preparing for Adulthood

Metropole's blended and creative pathways offer alternative qualifications to prepare students for further education, work, and adulthood. These pathways are bespoke and allow students to create their own story, by demonstrating skills through real-life assessments set in everyday contexts. As a result, students are confident and equipped to become 'word class and world ready'.

Pathways

At GEMS Metropole we offer a diverse range of pathways, including Functional Skills English and Mathematics, BTEC qualifications, and a wide variety of ASDAN courses, all designed to cater to the full spectrum of learners and help each student progress toward further education or employment.

Evaluating the Effectiveness of SEND Provision

Our Inclusive practice and provision has been recognised as 'Very good' by KHDA . Additionally, we received our SEND Inclusion Award (SENDIA) in 2022. We evaluate the effectiveness of provision for students with SEND/AEN by:

- Completing an Inclusive Education Improvement Plan •
- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions at regular intervals.
- Using student questionnaires.
- Monitoring by the Head of Inclusion.

- Using provision maps to measure progress.
- Holding termly reviews for students with IEPs.
- The HoI and SENCOs are responsible for updating the School Development Plan and ensuring progress is made towards the outcomes of our school Inclusion Action Plan.

Complaints about SEND provision

Complaints about SEND provision at Metropole should be made to the HoI in the first instance. They will then be referred to the school's complaints policy.

Community Partnerships

Metropole recognises that in order for students with additional needs to progress, "partnership" is key. GEMSMetropole School works together with the wider community and other external agencies to promote inclusion for all children.

Physical Accessibility

The school has been planned as a fully accessible school and includes lifts, ramps and toilet facilities for wheelchair users. The school aims to provide equal access to all school activities including sporting and recreational activities, for pupils with disabilities, and invite parents and prospective parents of SofD to have a full tour of the school to satisfy themselves of the access arrangements for members of the school community.

Access Arrangements for Public and other External Exams

Access Arrangements are pre-examination adjustments for candidates, based on evidence of need and their normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to exam centres; others require prior approval by the awarding body via the centre in line with JCQ requirements .

The aim for teachers is to introduce changes to teaching, learning, and assessment that remove or reduce barriers, whilst maintaining fairness, validity, and the integrity of the assessment . Access arrangements do not change what the pupil is expected to learn, nor lower expectations, but provide appropriate and individualised support so that the student can demonstrate their knowledge and skills. This support must reflect the student's normal way of working in classroom learning, internal tests, and mock examinations.

Awarding Access Arrangements is a whole-school process informed by teacher feedback, inclusion observation and assessment, and the student's typical way of working. Pupils must also meet the recognised JCQ eligibility criteria to be granted approved access arrangements, which include, but are not limited to: extra time, supervised rest breaks, small-group setting (alternative site/timetable variation), use of a reader or computer reader, a prompter, a scribe, an oral language modifier, a practical assistant, and an exam word processor .

Inclusive Access Arrangements provided for a student must:

- Be carefully individualised, evaluated, and monitored at least annually, or sooner if the student's needs change.
- Reflect the optimal and current support that the student requires for fair access to tests and examinations.

- Be based on current and continuing needs , not solely past or historical evidence.
- Be drawn from teacher observations, internal assessments, and the student's normal way of working.
- Be considered in line with JCQ and awarding body eligibility criteria for inclusive access arrangements.
- Be strictly based on individual requirements and not provided as a blanket provision for all students receiving learning support.

The Inclusion Team includes a Specialist in Educational Assessment and Access Arrangements, ensuring that exam access arrangements can be assessed and applied for at no additional cost to parents. The SENDCo will follow the procedures outlined in the school's Exam Access Arrangements (EAA) Policy and ensure that all assessors hold appropriate JCQ-recognised qualifications.

As outlined by JCQ regulations, should parents wish to obtain a formal assessment by an Educational Psychologist (EP) for the purpose of securing Access Arrangements, this should be done following the recommendation of the Head of Inclusion (HoI) or SENDCo. The SENDCo must complete Section 1 of JCQ Form 8 and submit this to the EP before the assessment begins.

Before submitting the Form 8, the SENDCo will observe the student in lessons, liaise with subject teachers to obtain feedback regarding the student's SEND needs and normal way of working, and may conduct specialist assessments of speed of working and processing . If evidence from these sources indicates that the student experiences persistent difficulty accessing the curriculum and requires reasonable adjustments to remove or reduce barriers, the SENDCo may recommend that parents proceed with an educational assessment to determine the specific needs of the student.

If, however, the SENDCo's assessments, observations, or teacher feedback indicate that teachers do not need to make changes to teaching, learning, or assessment for the student to access the curriculum fairly, and that introducing an Access Arrangement may reduce the validity or fairness of the assessment, the SENDCo may recommend that parents do not pursue an external educational assessment.

Should parents, without consultation or recommendation from the SENDCo, secure an Educational Psychology report recommending Access Arrangements that are not consistent with teacher feedback, SENDCo observations, or the student's normal way of working, the HoI or SENDCo, supported by the Principal, reserves the right to determine whether the recommendations can be implemented. This decision will be based on the totality of centre-based evidence, JCQ criteria, and the principles of fairness and validity.

Access Arrangements will be reviewed annually, and may be modified or withdrawn if evidence indicates that they are no longer required or no longer reflect the student's normal way of working.

Exemptions from Arabic and Shift to Arabic and Islamic Studies B

Some students with identified SEND needs may be eligible for an exemption from Arabic. Additionally, some Arabic-speaking students may require a shift from Arabic A to Arabic B or a shift from Islamic A to Islamic B.

Metropole follows the KHDA Guidelines to make the Arabic exemption or shift to Arabic & Islamic Studies B application. To apply to the KHDA for this exemption, students require a full educational assessment

conducted by a DHA/CDA approved Educational/Clinical Psychologist. The report requires a stamp from a provider who is approved and registered with the CDA.

The KHDA guidelines (2023) for a SEND Arabic Exemption/Shift to Arabic & Islamic Studies B Application is as follows:

For a Student of Determination:

- An official letter from the school, addressed to KHDA and uploaded to the KHDA Services Portal, to clearly indicate:
 - The student's Group (Grade/Year) and when s/he joined the school.
 - Rationale to support the application.
- The student's Passport and EID copy.
- School assessment report from the Arabic Department.
- Arabic and Islamic work samples that clearly show evidence of differentiation.
- Full End of Year School Report Card with attainment levels across all subjects from the last 3 years.
- School's Standardized Assessments (CAT4 Teacher's Version).
- The student's social and emotional profile (Pupil Passport) and/or the Individual Education Plan – IEP.
- A plan for how the additional time will be used if an exemption is granted.
- The parents' written consent letter for the application of an Arabic Exemption.
- Full EP/Medical Report with all assessment data including receptive and expressive language scores; diagnosis; and recommendations. The EP/Medical Report from be up to date of 18 months max.
- A copy of the Doctor's/Educational Psychologist's medical license / DHA or CDA registration if assessed by a private practitioner.

Only the school can submit the above documents to the KHDA for approval. Parents are requested to provide the school with relevant documents.

Requests for exemption have to follow a specific procedure as follows:

- Parent requests the school to apply for an Arabic Exemption and provides the school with a written consent form.
- The school supports the request by attaching and sending the above documents through the KHDA portal system.
- The application is analysed according to the KHDA criteria.
- The proposal to support exemption or not is presented for approval within KHDA.
- The parents and school are informed of the decision within 10 working days.

Parents must note the following:

- If the assessment is conducted in the UAE, please ensure the assessing professionals are CDA/DHA approved and that they stamp the report with their CDA/DHA license number.
- If the report is from their home country, they will need it attested by an approved organisation (for example KidsFirst offer this service).
- The report should specify that the student's learning needs are significant enough to justify an exemption, with the aim being that this time can be used to focus on core skills and interventions.

- Provide these documents to the SENDCo who will then collect the documents required and liaise with the school's Compliance Officer to submit the application.

Once the application is approved, a plan to support student's individual needs and targets for when Arabic and other foreign languages are scheduled in the timetable will be conducted. This may be in the form of 1:1 or group support sessions.

The Inclusion Team

- The Vice Principal Academics
- Senior Leadership Team
- The Inclusion Champion
- The Inclusion Governor
- The Inclusion Support Team (Head of Inclusion, SENDCos, Inclusion Teachers, Inclusion TA, LSAs, GEMS Links Therapists)
- Inclusion Parent Representatives
- School Counsellors
- Heads of School
- Heads of Year
- Class teachers
- Students and their Families
- Child Protection and Safeguarding Team
- Well-Being Team
- School Exams Officer
- School Medical Clinic
- School Operations Manager
- External therapy agencies
- Feeders and transfer schools

Key Roles and Responsibilities of the Inclusion Team

The Role of the Vice Principal Academics

The Vice Principal will:

- Work with and support the Head of Inclusion and Inclusion governor to determine the strategic development of the Inclusion Policy and provision within the school.
- Have overall responsibility for the provision and progress of Students of Determination and those with SEND/AEN

The Role of the Inclusion Champion

Inclusion Champion at GEMS Metropole School plays the lead role in representing SEND/AEN student needs and interests at Senior Leadership Level. This involves working with the Principal, Senior Leadership Team, Inclusion Governor, Extended Leadership Team and Heads of Year to determine the strategic development and implementation of the Inclusion Policy. It is the responsibility of the Inclusion Champion to ensure that the Inclusion policy is implemented in full, and that the needs of the identified students are being fully represented and addressed across the school.

Specific responsibilities include ensuring that:

- The needs of students SEND/AEN are fully advocated and promoted amongst all Metropole School.
- Students of Determination are effectively identified through rigorous assessment.
- The Students of Determination register is accurate and updated at least termly.
- There is effective communication between the Inclusion Department, GEMS Links Therapists and External Agencies supporting students at Metropole.
- The provision for Students of Determination is innovative, well planned and effective.
- The impact of provision is monitored, evaluated and revised accordingly.
- The wider UAE community is engaged to create a wide range of exciting and stimulating opportunities for students and families of Students of Determination.

The Role of the Head of Inclusion

The leader of provision for students of determination will hold deep knowledge about barriers to learning experienced by students, the associated challenges for teachers and the impact on learning, development and outcomes. The leader of provision plays a crucial role in supporting classroom teachers to identify and develop specific approaches in the classroom so that every student is empowered to succeed. Particularly important aspects of the role are:

- Supporting SENDCos with observing, assessing and identifying special educational needs.
- Working collaboratively with other in-school specialists, such as therapists, counsellors or psychologists, to promote student learning, development and wellbeing.
- Providing advice and guidance to both teachers and parents.
- Promoting high expectations of student learning and achievement.
- Supporting the development of relevant and meaningful learning activities.
- Facilitating collaborative meetings to promote the development of individual education plans.
- Monitoring and supporting classroom teachers in the development and implementation of specific strategies to lower barriers to learning.
- Advising the SENDCos and Metropole teaching community regarding evidence-based programmes of intervention for individual and small groups of students.
- Building relationships with the wider community to promote and expand inclusion provision and opportunities.

The Role of the Inclusion Governor

Ensure the Governing Body is well informed about issues to do with inclusion. This is achieved by:

- Informing governing body about SEND systems and practices in the school and assuring the Governing Body that the school is compliant with statutory duties.
- Acknowledge that all students have the right to education based on the experience in a common learning environment.
- Ensuring that all Students of Determination have access to a broad and balanced curriculum.
- Ensuring that the notional budget for SEND is appropriately allocated to support Students of Determination.
- Assist in raising awareness of Special Educational Needs and Disability at governing body meetings.
- Helping to review the Inclusion policy on provision for Students of Determination, Gifted and Talented, Safeguarding and care and support.
- Ensuring that the school has regard to the Dubai Inclusive Education Policy Framework.
- Building a trusting and supportive relationship with the Inclusion Champion.

- Ensure facilitation of an inclusive culture within GEMS Metropole within the education settings and be accountable through programmes, practices and outcomes of the entire learning community.
- Giving up-to-date information to the governing body on the quality and effectiveness of Special Educational Needs and disability provision within GEMS Metropole.
- Assuring the governing body that the school website publishes the school's Inclusion offerings in accordance with the latest regulations from KHDA and in accordance with the Dubai Inclusive Education Policy Framework.
- Support the Hol build relationships with the wider UAE community to expand opportunities for learning and engagement students of determination and their families

Key Functions and Responsibilities of the Inclusion Support Team

Overseen by the Head of Inclusion:

The Inclusion Team will:

- Promote high standards of teaching and learning, pupil achievement and progression through effective inclusion for SEND/AEN to ensure that students who are referred for SEND/AEN provision are timeously assessed with needs identified; Graduated Response provision in place; placed on the SEND/AEN Register, and all stakeholders informed of SEND/AEN provision.
- Develop, implement and monitor the strategic direction and of SEND/AEN Provision in the School through the development of the Inclusion Department Action Plan which is aligned to Metropole's Development Plan and its review mechanism, ensuring that SEND/AEN students have equitable access to educational opportunities as their peers.
- Be consistent in the delivery of all the School policies and practices.
- Develop and maintain high-quality SEND/AEN provision by supporting students, training staff and modelling good practice so high quality learning, teaching, behaviour standards and expectations, and the effective use of resources is implemented to ensure the high standards of achievement and progress for all students.
- To maintain an accurate and up to date SEND/AEN Register and update the KHDA SEND Portal to match the SEND register.
- Provide all those involved in supporting Students of Determination with the support, challenge, information, and development necessary to sustain motivation, high quality inclusive practice and secure improvements in teaching and learning.
- Develop innovative, relevant and personalised alternative pathway provision (Rahaal, ASDAN, Functional Skills, Pearson Entry Level, Vocational, or Enterprise) and resources to ensure that students identified with SEND/AEN have the required support for learning and engagement within the school and wider community.
- Plan, create, and manage appropriate learning environments, interventions and resources for the Inclusion department based on the areas of need, and ensure that they are used efficiently, effectively and safely.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and Pulse is updated accordingly, and external agencies / providers.
- Ensure that appropriate Test/Exam Access Arrangements are implemented for SEND/AEN.
- Liaise with the therapists of the GEMS Links Programme to ensure that SEND/AEN students are well supported.
- Support and sustain effective Inclusion teaching, evaluating the quality of teaching through Learning Walks and Formal Observations, and ensuring high standards of students' achievement, and setting targets for improvement.

- Be responsible for relevant SEND/AEN administration:
 - Minuted Meetings held with: Inclusion teachers and LSAs, Class Teacher and Parent.
 - Updating Pulse with Parent Communication
 - Writing or Updating Pupil Passports.
 - Writing, Reviewing and Updating IEP.
 - Maintaining and updating the Inclusion Register and the KHDA portal.
 - Compiling, signing and storing of LSA contracts, LSA Memorandum of Understanding, Individual Service Agreements (ISA), Risk Assessments (RA), PEEPs, and Behaviour Plans.
- Support the admissions team with new SEND/AEN student enrolments through student observation and screening of needs, liaising with inclusion teams from the student's previous school (with parent consent) and advising on Level of support required.
- Monitor progress of learning, interventions, and IEP targets for SEND/AEN from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements.
- Analyse and interpret relevant school internal and external data, as well the SEND/AEN specific assessment data and advise colleagues on the resources and provision required to maximise student achievement.
- Build and expand relationships with staff, parents, agencies within the wider community and other schools to increase and co-ordinate their contribution to inclusion, providing maximum support and opportunities to provide a rich and varied learning and engagement opportunities for all students.
- To facilitate and host training sessions and community events for all stakeholders that upskill the community in supporting SEND/AEN students.
- Provide information to parents about school policies, news and activities through the GEMS Metropole communication portals, including regular newsletters, open days, annual school events and opportunities to become involved in school life.

Key Functions and Responsibilities of the Learning Support Assistant

- Contribute to the education of students by implementing small group and individual instruction.
- Respect students social, cultural, linguistic, religious and ethnic backgrounds
- Engage in class-wide monitoring of student learning (small group and individualized) as outlined by IEP's and planning from the class teacher
- Prepare learning resources and materials for the use of the student in your care.
- Collect formative assessment data on student progress based on the system used by the Inclusion Specialists.
- Facilitate peer interactions based on guidance from the teacher and inclusion Support Team.
- Assist students who require personal care supports (eating, dressing, socializing, communication, interacting, going to the bathroom, support either from the side of the pool or inside the swimming pool during swimming lessons)
- Use behaviour management strategies, in accordance with the school's policy and procedures.
- Promote positive interactions within the playground and classroom environments
- Assist the Inclusion Specialist in reviewing IEP targets
- Attending school Professional Development training sessions
- Seek professional growth through reading materials, attending workshops and attending external continual training and development

- Follow the schools policies and procedures
- Promote acceptance, independence, confidence and self-esteem, social skill development, academic progress, emotional wellbeing and respect of others privacy
- Ensure the students health and safety is of utmost importance
- Abiding by GEMS Metropole Child Protection and Safeguarding policy
- Attend external therapist sessions on school premises and incorporate skills developed for students' progress in the classroom environment.
- Maintain discretion and confidentiality of child and family information at all times
- Support use of ICT in learning activities and develop pupil's competence and independence in its use
- Provide daily feedback and updates of daily routines, homework, progress, things to work on
Parent feedback

Key Functions and Responsibilities of the GEMS Links Therapists

The GEMS Link services aim to provide caring, holistic and multidisciplinary services to children and adolescents who may be experiencing developmental delays.

GEMS Link Services include:

- **Occupational Therapy:** develops and enhances age-appropriate motor, sensory, behavioural, cognitive and social skills. Interventions are age appropriate and multidisciplinary with the primary goal to enable the student to participate in the activities of everyday life.
- **Speech and Language Therapy:** supports children and adolescents with their speech, language and communication needs using holistic assessment, observation and evidence individualised intervention programs. Programmes may have focused areas on speech fluency, oral motor skills development, Augmentative and Alternative Communication (AAC) and social communication.

The Role of the Assistant Heads' and Heads' of Year/Department in Inclusion

- Support the Lead/Subject teachers to develop their own strategies to initially implement with students of concern.
- Accurately capture data, evidence and record strategies and observations of referred students.
- Conduct Learning Walks with the HoI/SENDCo in all classes, especially those with Level 3 and Level 2 students regularly and check in on the wellbeing and progress of the students and the wellbeing of the Lead/Subject teacher and share feedback with the SENDCo.
- Liaise with the Inclusion teachers/SENDCo on a weekly basis to discuss new or existing SEND/AEN student concerns, support and progress.
- Support Lead/Subject teachers in filling in Student referrals and passing it on to the Inclusion Support Team.
- Implement Gifted and Talented procedures and interventions.
- Attend Care and Support Professional Development opportunities sessions.
- Monitor any Level 3 students that sign up for ECA's and communicate this with Inclusion Champion/Head of Inclusion.
- Attend Individual Education Plan meetings for Level 3 students.

The Role of the Lead/Subject Teacher

Every teacher is an inclusion teacher. Each Teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants/learning support assistants or specialist staff to plan, implement, and assess the impact of teaching and learning and interventions so that each child exceeds their potential.
- Working with the Inclusion Team to write, implement, track and monitor the students IEPs.
- Work with the Inclusion Team to write the Pupil Passport so a comprehensive picture of need and effective ways to support the student is presented, known, and used by the teacher.
- Working with the Inclusion team to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this Inclusion Policy.

The Key Role of the Inclusion Parent Representative

The Inclusion Parent Representative will play a crucial role in fostering a supportive and inclusive environment within our educational community, liaising between parents, caregivers, the school inclusion team, and the wider community, advocating for the needs and concerns of students with diverse learning needs. This will be achieved through:

- **Liaison and Communication:**
 - Act as a primary point of contact for parents and caregivers of students with diverse learning needs.
 - Facilitate effective communication between parents, the inclusion team, and relevant stakeholders.
 - Organise and lead meetings, workshops, or forums to address inclusion-related topics and concerns with the support of the Inclusion Team.
- **Advocacy and Support:**
 - Advocate for the needs of students with disabilities, learning differences, or special requirements.
 - Provide guidance and support to parents navigating the educational system, including access to resources and services as supported by the inclusion team.
 - Collaborate with the inclusion team, teachers, and parents to implement inclusive practices in classrooms and school activities.
- **Community Engagement:**
 - Build strong relationships with community organisations, support groups, and networks related to inclusion and special education.
 - Represent the school at community events, conferences, or forums focused on inclusion and disability rights.
 - Promote awareness and understanding of inclusion initiatives within the wider community.
- **Parent Concerns and Feedback:**
 - Collect and collate feedback from parents regarding inclusion practices, policies, and services.

- Address parent concerns promptly and effectively, seeking solutions in collaboration with the school inclusion team and relevant stakeholders.
- Report regularly to the Head of Inclusion on issues, trends, and successes related to inclusion efforts.
- **Networking and Collaboration:**
 - Engage in professional development opportunities related to inclusive education and special needs support.
 - Collaborate with other Parent Representatives and school committees to enhance overall community engagement and support.

Monitoring and Evaluation

The overall effectiveness of Inclusion provision will be monitored and reviewed by members of Metropole’s Senior Leadership team.

There will be an annual review of this policy by the Head of Inclusion, and Senior Leadership Team, along with the Inclusion Team.

This policy has been discussed and agreed by the GEMS Metropole School staff and leadership team for implementation.

Appendix References

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-%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 class, or special educational needs of Students with disabilities;
	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;
	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;
	Article 23 (4) provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;
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 programmes and services guidance (2010)	https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrul esE n.pdf

<p>My Community: A City for Everyone Initiative (2013)</p>	<p>https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx Aims to turn Dubai into a fully inclusive and friendly city for People of Determination</p>
<p>Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)</p>	<p>https://government.ae/information-and-services/education/education-for-people-with-special-needs</p>
<p>The National Policy for Empowering People of Determination (2017)</p>	<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 Aims to provide quality inclusive education in the UAE</p>
<p>Dubai Inclusive Education Policy Framework (2017)</p>	<p>https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf 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>
<p>The Dubai Universal Design Code (2017, Accessibility Code)</p>	<p>https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf Aims for universal accessibility</p>
<p>The Ministry of Education Strategic Plan 2017-2021</p>	<p>https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021</p>
<p>The Dubai Plan 2021</p>	<p>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</p>

UAE Centennial 2071 project	https://uaecabinet.ae/en/details/news/mohammed-bin-launches-five-decade-government-plan-uae-centennial-2071 rashid-
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