



GEMS

مدرسة جيمس وينشستر الخاصة – الفجيرة
Winchester Private School

FUJAIRAH



GEMS Winchester School, Fujairah Inclusion Policy (Whole School)

Policy adopted/last reviewed

October 2025

Review cycle

Annually

Policy holder

Nicola Newing

Last review

October 2025

Next review

October 2026



EDUCATION

Contents

Contents.....	2
1. Mission, Vision and Aims.....	5
1.1 Mission.....	5
1.2 Vision	5
1.3 Aims	5
2. Legislation and Guidance.....	6
2.1 Compliance.....	6
2.2 Statutory Requirements	6
2.3 Admissions Policy	6
2.4 Guidelines and legislation consultation.....	6
3. Definitions	7
3.1 Disability	7
3.2 Exclusion	7
3.3 Inclusive education	8
3.4 Inclusive education providers	8
3.5 Students of determination	8
3.6 Special educational needs	8
4. Roles and Responsibilities	9
4.1 The SEN Governor	9
4.2 The Principal.....	9
4.3 Senior Leadership Team	9
4.4 Head of Inclusion	10
4.5 Special Educational Needs (SEN) Teachers.....	10
4.6 Teachers	11
4.7 Internally appointed Learning Support Assistants (iLSA's).....	12
4.8 Externally appointed Learning Support Assistants (eLSA's).....	13
5. Admissions, Participation and Equity.....	13
5.1 Including of Students of Determination	13
5.2 Transparency	13
5.3 Students of Determination	13
5.4 Assessment of Need.....	14
5.5 When Enrolment or Reenrolment is Denied	14
6. Identification, Referrals and Removals	14
6.1 Identification	14

6.2	Referrals	17
6.3	Removals.....	17
7.	Support and Intervention	17
7.1	The Graduated System of Support and Response to Intervention Model.....	18
7.2	Plan, teach, assess, review	20
7.3	Standard School Services.....	20
7.4	Adaptations to the Curriculum and Learning Environment.....	22
7.5	English Additional Language (EAL) and Literacy	23
7.6	Emotional and Social Development	23
7.7	Enabling students with SEND to engage in activities available to those in the school who do not have SEND	23
8.	Monitoring and Reviewing Provision and Learner Progress	24
8.1	Monitoring and evaluating the efficacy of our SEND provision	24
8.2	Assessing and reviewing the progress of Students of Determination towards outcomes.....	24
9.	Access to Fair Assessment	25
9.1	Exam Access Arrangements	25
9.2	Exam Exemptions.....	26
10.	Inclusion Information Report	27
10.1	Neurodiversity-Affirming Approach	27
10.2	Strengths-Based Approach	28
10.3	Consulting and involving Parents and Students	28
10.4	Complaints about provision for students of determination.....	29
10.5	Expertise and Training of Staff	29
10.6	Securing SEND Support, Equipment and Facilities.....	30
10.7	Working with External Agencies	30
10.8	Contact details of support services for parents of students of determination	31
10.9	The local authority local offer (What SEN services are available in the area)	31
10.10	Monitoring arrangements	31
11.	Gifted and Talented Policy of Intent.....	31
11.1	Aims	32
11.2	Objectives.....	32
11.3	Identifying the Gifted Student	32
11.3	Provision for Gifted and Talented Students	33
12.	Links with other Policies and Documents	33
13.	Involving our Students in this Policy	34

Appendix A – The Admission Process for Students of Determination	35
Appendix B – Identification and Assessment Toolkit	37
Appendix C – SEN Pre-Admission Interview	51
Appendix D – Parent Interview (New Enrollment).....	52
Appendix E – Parent Contract: Learning Support Assistant	54
Appendix F – Revised Categorisation Framework for Students of Determination	61
Appendix G – The Referral Process	62
Appendix H – Procedure for Access Arrangements.....	63
Appendix I – Procedures for Modified Assessment Framework.....	64
Criteria to Qualify for Modified Assessments	64
Gaining Approval for Modified Assessments	64
Alternative Assessment Tools	64
Appendix J – Roles and Responsibilities of Internal Learning Support Assistants	66
1. Motivating the need for LSA’s	66
2. The Role of the LSA	66
3. The Responsibilities of the LSA	66
3.1 Support for the learner	66
3.2 Support for the teacher	67
3.3 Support for the curriculum.....	68
3.4 Support for the school.....	68
3.5 Administrative Tasks	68
4. Key Accountabilities	69
Appendix K – Checklist for Identifying Gifted and Talented Students	70

1. Mission, Vision and Aims

1.1 Mission

GEMS Winchester Private School Fujairah (WSF) is an inclusive school and develops an environment where all our learners feel safe and can thrive. We are aligned with the GEMS overarching corporate mission of inclusive education, which is to “put a quality education within the reach of every learner no matter where they are”.

Our mission at WSF is to provide educational programs and related services to Students of Determination that reflect the best international standards and practices to prepare them to be productive members of society.

1.2 Vision

As a GEMS Education school, we support the GEMS vision for inclusion, which is “to ensure all students have the right support and opportunities at the right time, so they become resilient, happy and successful in their adult life”.

WSF has established a Vision for Inclusive Education which is in keeping with our Core Values. Our vision is:

- To commit to a sustainable model of inclusive education which results in meaningful, positive outcomes for learners, parents, teachers and the wider community.
- To strive for excellence by developing an innovative standard school provision which promotes access and engagement for all learners.
- To build a caring and inclusive community in which all learners are represented, empowered, valued and supported.
- To establish a culture which celebrates neurodiversity, identifies learner strengths and needs, and normalises additional support.

1.3 Aims

We recognise that learners learn at different rates and that there are many factors affecting achievement, including ability, emotional development and age.

Our inclusion policy and information report aims to:

- Sets out WSF’s commitment to ‘People of Determination’ within the context of a mainstream curriculum;
- Explain the roles and responsibilities of everyone involved in providing for students of determination.

2. Legislation and Guidance

2.1 Compliance

This policy aims to ensure that WSF is compliant with the terms of the:

- UAE Federal Law 29 (2006 and 2009) concerning the Rights of People with Special Needs, **and**
- UAE Federal Law 2 (2015) against Discrimination and Hatred.

2.2 Statutory Requirements

This policy is based on the statutory requirements as laid out in the:

- Special Educational Needs and Disabilities (SEND) Code of Practice,
- UAE Disability Act.

2.3 Admissions Policy

The WSF admissions policy adheres to the stipulations in:

- Advocating for Inclusive Education: A Guide for Parents (Published 2021)
- Directives and Guidelines for Inclusive Education (DGIE) (Published January 2020)
- Dubai Inclusive Education Policy Framework (DIEPF) (Published November 2017)
- Dubai Law No 2 of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- External Benchmark Assessments Requirements for Academic Year 2022-23 (Published 2022)
- Federal Law No 29 of 2006 concerning the Rights of People of Determination
- Implementing Inclusive Education: A Guide for Schools (IIE) (Published 2019)
- Revised Categorisation Framework for Students of Determination (Published 2019)
- Updated Guidelines for Admissions and Transfers (Published 2021)

2.4 Guidelines and legislation consultation

In addition, the following guidelines and legislation were consulted:

- Abu Dhabi Economic Vision 2030
- Abu Dhabi Educational Council Special Education Policies and Procedures Manual (2012)
- The Dubai Plan 2021 which aims to for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility and social protection.

- Dubai Strategic Plan 2021
- The Dubai Universal Design Code: Accessibility Code (2017)
- Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 clause 14; Article 13, clauses 16, 17, 19 and Article 23.
- Ministerial Resolution No. 647 of 2020 on the Policy of Inclusive Education.
- Ministry of Education. School for All: General Rules for the Provision of Special Education Programs and Services (Public and Private Schools).
- Ministry of Education Strategic Plan 2017-2021.
- ‘My Community: A City for Everyone’ initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.
- National Project for Inclusion for People of Determination.
- National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).
- 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.
- Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).
- UAE Centennial 2071 Long Term Government Plan.
- UAE ‘School for All’: General rules for the Provision of Special Education Programmes and Services’ (2010) guidance. The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.

3. Definitions

3.1 Disability

“Disability is a broad concept, covering impairments, activity limitations, and participation restrictions. Impairment is a problem in body function or structure; an activity limitation is a difficulty encountered by an individual in executing a task or action; while a participation restriction is a problem experienced by an individual in involvement in life situations. It is a complex phenomenon, reflecting the interaction between features of a person’s body and features of the society in which they live. Overcoming the difficulties faced by people with disabilities requires interventions to remove environmental and social barriers.” – UNESCO, 2023

3.2 Exclusion

Exclusion is defined in UAE Federal Law 29, 2006 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.

3.3 Inclusive education

“Inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND), in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning”. – Dubai Inclusive Education Policy Framework, 2017, p10.

3.4 Inclusive education providers

“Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, form positive social relationships with peers, and to become fully participating members of the learning community”. – Dubai Inclusive Education Policy Framework, 2017, p10.

3.5 Students of determination

- A student is deemed to be a student of determination if they have special educational needs when they experience learning difficulties or disabilities.
- Students of determination have learning difficulties when they:
 - Experience a significantly greater difficulty learning than the majority of students of the same age, or
 - Have a disability which prevents or hinders them from making use of the facilities generally provided to others of the same age.
- Students of determination have special educational needs.
- SEN students are called Students of Determination.

3.6 Special educational needs

Special educational needs are defined “Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder” – UAE School Inspection Framework, 2022, p117.

4. Roles and Responsibilities

All staff and teachers at WFS will ensure that all learners:

- Feel secure and know that their contributions are valued,
- Appreciate and value the differences they see in others,
- Take responsibility for their own actions, and manage their own behaviour and emotions, to enable them to learn effectively,
- Have targets that challenge them and allow them to experience success,
- Are encouraged and supported in participating in all appropriate aspects of school life,
- Move towards self-guided learning, by knowing what steps to take to make progress in their learning.

4.1 The SEN Governor

The SEN Governor is **Dalia Jarara**, they will:

- Help to raise awareness of SEN issues at Local Advisory Board meetings;
- Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the Local Advisory Board on this;
- Work with the Principal and Head of Inclusion to determine the strategic development of the Inclusion policy and provision in the school.

4.2 The Principal

The Principal is **Zoe Fisher**, they will:

- Work with the SEN Governor and Head of Inclusion 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.

At WSF, the Principal has delegated the responsibility to the Vice Principal, **Siobhan Dickerson**.

4.3 Senior Leadership Team

The Senior Leadership Team (SLT) is committed to providing an environment within the schools resources that supports the needs of our Students of Determination, by considering:

- Health and Safety Policies to allow students of determination to fully access all areas of school life,
- Access to classrooms and school facilities,
- Routines and the school curriculum to ensure that students of determination are not put at a disadvantage,
- Risk assessments, personal care plans and personal evacuation plans are put in place where required and are completed with the family and Health and Safety Team in order to ensure compliance,

4.4 Head of Inclusion

The Head of Inclusion is **Nicola Newing**, they will:

- Work with the Principal and SEN Governor to determine the strategic development of the Inclusion Policy and provision in the school,
- Have day-to-day responsibility for the operation of this inclusion policy and the co-ordination of specific provision made to support individual students of determination, including those who have EHC plans,
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students of determination receive appropriate support and high-quality teaching,
- Advise on the graduated approach to provision for students of determination,
- Advise on the deployment of the school's delegated budget and other resources to effectively meet the needs of students of determination,
- Be the point of contact for external agencies, especially the local authority and its support services,
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned,
- Work with the Principal and Local Advisory Board to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements,
- Ensure the school keeps the records of all students of determination up to date.

4.5 Special Educational Needs (SEN) Teachers

SEN Teachers have day-to-day oversight for the specific provision allocated to individual students of determination that are on their caseload. In addition, they:

- Provide professional support to colleagues and work with staff, parents, and other agencies to ensure that students of determination receive appropriate support,
- Oversee, support and train the Learning Support Assistants (LSA's) of the students of determination on their caseload,
- Check the daily learning logs and classroom activity ELT's recorded by LSA's on a weekly basis.
- Provide coaching and in class support for teachers to better understand and support their students.

It is the responsibility of the SEN teachers to undertake the following for the students of determination on their caseload:

- Run baseline assessments and draw up Pupil Passports containing individual targets,
- Co-ordinate and attend individual education plan (IEP) Review meetings,
- Encourage the participation of parents and class teachers in drawing up the IEP's (Learning Passport),
- Plan and implement IEP's for students of determination on their caseload,
- Oversee the LSA weekly intervention plans,
- Monitor their intervention books,
- Keep the records of all students of determination on their caseload up to date,
- Monitor trackers to assess learning progress.
- Use trackers to identify the need for change to support, target areas etc.
- Ensure Risk Assessment / PEEP and/or any other health and safety documents are in place and circulated / signed by all parties.

4.6 Teachers

Teachers are ultimately responsible for the overall provision and progress of the child. Teachers will apply adaptive teaching and learning as appropriate for their students of determination. In their planning, teachers ensure that they give students of determination the opportunity to develop skills in practical aspects of the curriculum and make provisions to best meet the individual needs of these students.

Teachers will ensure that lesson planning includes students of determination by considering:

- The target areas on the Learning Passport which were developed following assessments in line the curriculum expectations, the levels of the child and / or recommendations form external reports from outside agencies.
- Their pace of learning and the equipment they use/need,
- The effort and concentration needed in oral and/or written work,
- Whether the lesson allows opportunities and activities for participation that are linked to their studies,
- Assessment techniques that cater to individual needs and abilities by providing accommodations, for example, additional time, technological assistance, a separate venue.

Teachers are responsible for:

- The progress and development of every student in their class,
- Working closely with SEN teachers and Learning Support Assistants (LSA's) to plan, implement and assess the impact of support strategies and interventions, contained in the IEP, and how they can be linked to classroom teaching,
- Working with the Head of Inclusion and SEN Team to review the progress and development of each student of determination to decide on any changes to provision,
- Ensuring they follow this inclusion policy.

4.7 **Internally appointed Learning Support Assistants (iLSA's)**

See Appendix J, Roles and Responsibilities of iLSA's. Internally appointed LSA's fall under the supervision of WSF inclusion department and are overseen by the SEN teachers of students on their caseload.

LSA's are trained members of staff, allocated to a specific Student(s) of Determination with the consent of parents, who provide in classroom support, adaptive teaching and individual interventions to help students of determination access the curriculum (See Appendix I: Roles and Responsibilities of Internal Learning Support Assistants).

LSA's are responsible for:

- Implementing the classroom supports, adaptive teaching and individual interventions recommended by the SEN Teachers who oversee them,
- Completing daily learning logs of the student(s) in their care,
- Recording classroom activities including progress made against their targets onto the specific online TEAMS channel for their student. This keeps parents and all

members of the team around the child informed of the learning activities at school, progress made and points for next steps in their learning.

- Monitor and update clic and literacy trackers,
- Providing feedback on their students' response to interventions to the SEN teacher who oversees them.

4.8 Externally appointed Learning Support Assistants (eLSA's)

Externally appointed LSA's are appointed and employed by the parents of students of determination. eLSA's do not fall under the supervision of WSF and are solely accountable to their employer. The practice of eLSA's is encouraged in the Pre-K and KG1 years. We do not encourage eLSA's in the higher grades.

The Inclusion department ensure the teacher is aware of any accommodations needed for the child and advises the LSAs on ways to support the child in class. They also create and monitor any risk assessments that are needed for the student.

5. Admissions, Participation and Equity

5.1 Including of Students of Determination

WSF welcomes applications from Students of Determination and values the diversity and positive contributions they bring to the life of the school. We recognise the widely researched benefits of inclusive education for all learners, including the development of social skills, personal responsibility, self-esteem, improved levels of tolerance and a more accepting attitude towards human diversity – essential components for the achievement of a fully cohesive community.

5.2 Transparency

To develop provision plans that will enable a Student of Determination to be enrolled at WSF:

- Applicants should declare identified needs or disabilities at the time of application. Failure to do so is in breach of the **parent** contract, and is likely to affect the learner's ability to make expected progress,
- Existing learners should declare identified needs or disabilities that subsequently come to light at the earliest opportunity thereafter.

Information provided to WSF is held in confidence and shared only with relevant colleagues within WSF and Ministry of Education.

5.3 Students of Determination

If an applicant has confirmed or suspected special educational needs or disabilities, WSF will collaborate with the parents and, where necessary, consulting or working in partnership with external or specialist services (for example, Educational Psychology, Occupational Therapy, and/or Speech and Language Therapy). It is important to note that where a recommendation for external assessment is made, the intention is to identify strengths and challenges as well as evidenced based strategies to support successful entry into WSF. Formal diagnosis is not a condition of enrollment.

5.4 Assessment of Need

The SEN Pre-Admission Interview form (Appendix C) will be used to determine the level and type of support each learner would benefit from, in keeping with the Standard School Service (see 7.3). WSF will facilitate this level of support via interventions, accommodations, curricular and examination modifications required to enable equitable access to education across all phases of schooling. We acknowledge the dynamic nature of each individual learner and as such, the level of support may be subject to change over time. Parents will be informed of the level of support which has been recommended upon entry and will continue to be part of the ongoing discussions to review and revise this over time.

5.5 When Enrollment or Reenrollment is Denied

On the rare occasion a student of determination may be denied enrolment or reenrollment as a result of (but not limited to):

- Inadequate infrastructure,
- Limited curriculum modification options and alternative pathways,
- Learning support staff are fully utilised within that year group/phase,
- Insufficient specialist knowledge/staffing in the learner's particular area of need,
- Parents are unable or unwilling to pay the additional costs deemed necessary to cover individualised provisions for that learner (beyond the Standard School Service), parents will be informed via email,
- Applications will be reviewed if circumstances change and learner needs can be met.

6. Identification, Referrals and Removals

6.1 Identification

Information about individual learners and groups of learners is obtained through various whole school and individual screening and assessment procedures, and triangulated. Supplementary information may be obtained through classroom observations, parental contributions, and in some cases through collaboration with

external specialists. In addition, each learner's current skills and levels of attainment is assessed, which will build upon previous settings and Key Stages, where appropriate.

WSF uses the Assess, plan, do, review model. The Inclusion Department is responsible for compiling and maintaining a Wave 2 and Wave 3 learner register, which is used to inform curriculum planning, data analysis, staffing and deployment, departmental resourcing, learning support timetables.

The WSF system of assessments, includes reference to:

- Baseline assessments
- Progress measured against development matters and the Early Learning Goals
- Progress measured against the objectives with the British National Curriculum,
- International Benchmark, Assessments-Base, Progress Tests, CAT4, NGRT, PASS, TIMMS PISA, PIRL, ePIRLS, etc.
- Progress measured against National Curriculum descriptors at the end of the key stage or equivalent,
- Observations of behavioural, emotional and social development,
- Standardised screening and assessment tools (please see Appendix B – Identification and Assessment Toolkit),
- Assessments by an external specialist service, such as an educational psychologist, clinical psychologist, occupational therapist, speech and language therapist, medical specialists and behavioural therapist, to identify additional needs,
- Another school or educational organization which has identified or has provided support to a learner.

These structures will identify those learners 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 that of their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social, emotional and behavioural needs. Slow progress and low attainment will not automatically mean that a learner is recorded as being a student of determination.

When deciding whether SEND provision is required, WSF will start with the desired outcomes, including the expected progress and attainment, and the views and the

wishes of the student and their parents. WSF will use this to determine the support that is needed and whether we can provide it through our Standard School Services (Section 7.3).

The Inclusion Department will refer to the KHDA Revised Categorisation Framework for Students of Determination (which is based upon the UAE unified categorization of disability) to identify Students of Determination and to classify the primary and secondary needs, as appropriate (See Appendix B).

6.2 Referrals

After a period of consultation, class teachers can refer students for counselling or learning support observation. WFS will, where resources permit, support SEN students. For a diagram of the referral process, see Appendix G.

Student observations will be done by the HoI, SEN teachers and WSF Counsellor. Examples of the forms used during observations.

6.3 Removals

The criteria for removing student from registers is laid out in Appendix L, and is as follows:

All students have their identified need and/or intervention programmes reviewed regularly. The graduated response is a fluid process and students can move between levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register;

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

The Head of Inclusion will decide if a student placement on the register is no longer necessary. The Head of Inclusion will keep a record of students who are removed from the register(s) and ensure that analysis takes place at least once a year to ensure adequate progress is continuing

7. Support and Intervention

Three Levels of Support have been prescribed by the Directives and Guidelines for Inclusive Education (KHDA, 2020), and reflect a common language and practice to be shared by all schools. Support for learners may include (but not be limited to):

- Developmental programs of support (prime areas of development),
- Academic programs of support,

- Support for wellbeing to ensure personal and social needs of the learner are well developed and catered for. This may include self-regulation, social success, emotional support, attitudes to school and self,
- Developing metacognition and self-management skills to support functional independence within and beyond the classroom,

7.1 The Graduated System of Support and Response to Intervention Model

Our Graduated System of Support and Response to Intervention Model (Figure 1) operates as a funnel filtration system, with most learners making adequate progress in response to Level 1 support. If learner needs are not adequately met at Level 1, they will filter down to Level 2 or 3, as part of the Standard School Service (see 7.3 below). Learners may pass through these filters bi-directionally as their learning plan evolves over time, in response to a continuous inclusion action cycle (Assess, Plan, Do, Review).

Teachers are responsible and accountable for the progress and development of all the students in their class. Support is offered to all learners in three waves:

Wave 1: Quality First Teaching

Wave 1 describes the support that is available to all learners, including those who are and aren't students of determination. Within the Graduated Response to Learning model, at Wave 1, needs are met through High Quality Teaching (QFT). Support for learners at level one is tailored to the needs of the individual learner. This is seen as adaptive teaching and learning. This is provided by the class teacher and some examples could be: the use of reasonable adjustment changes to the lesson and curriculum content, assistive technology, individual or small group teaching, or in-class support. Most students of determination will have their needs met through additional support within the classroom environment provided by the class teacher. Learners at Wave 1 may include those who require access to exams through modifications of context sheets for particular learners.

Wave 2: Targeted Services of Support

Wave 2 describes the support provided in addition to the support at Wave 1 which extends beyond adaptive teaching and learning. Learners at Wave 2 require personalised support and/or curriculum modifications advised by the Inclusion Department. These can be small group activities or short-term programmes of support. It is expected that a minority of learners will require access to Wave 2 support services. Most learners accessing this level may require enhanced support through an Individual Education Plan (IEP).

Wave 3: Individualised Services of Support

Wave 3 describes the support that is available in addition to the support at Wave 2 and involves individualised and specialised provision. A Team Around the Child (TAC) is formed and increased support is given by inclusion and/or counselling. Learners at this level require individualised and specialised provision, which is 'additional to' and 'different from' that provided to most other students. This may include specifically designed and implemented IEP with highly personalized intervention, small systematic targets and frequent review, modified curriculum (for example, exemption, augmentative frameworks, etc), full-time support by a learning support assistant and or long-term programmes of support.

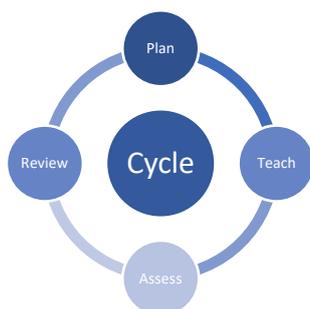
Wave 3+: Supplementary Support

Tailored to requirements if needs extend beyond typical Wave 3 provision, additional classroom support hours, 1:1 LSA. The learner may need an alternative pathway to learning.



Figure 1: Graduated Response to Intervention

7.2 Plan, teach, assess, review



- **Plan:** assign SMART targets, include adaptive teaching and learning methods
- **Teach:** implement the interventions and supports
- **Assess:** identifying a student as needing support
- **Review:** how effective were interventions and support.

7.3 Standard School Services

The Directives & Guidelines for Inclusive Education (DGIE; KHDA, 2020) state that schools must establish a transparent and sustainable Standard School Service (SSS), outlining the type and level of support all learners can expect to access at school, in response to their individual needs. Although it will be of particular benefit to Students of Determination, this service is intended to raise attainment, and improve participation and personal progress for all learners.

While WSF has made a significant financial investment in developing a leading Standard School Service, the resources are not infinite. To ensure that our service makes the greatest impact across the whole school, we endeavour to regulate the number of direct intervention and/or classroom support hours our learners benefit from through the Standard School Service. In doing so, we can ensure sustainable and equitable access tailored to the needs of different groups and preserve our capacity to serve and support all learners.

Standard School Services offered at WSF

Human Resources

- Active engagement of the Senior Leadership Team
- Trained and experienced learning support assistants (LSA's) deployed across the school, in keeping with the school's model,
- Strategic leader of provision for students of determination,
- Qualified and experienced SEN teachers,
- Qualified and experienced counselling and pastoral support staff,
- Team Around the Child (TAC) meetings, featuring some or all the above, can be called for Students of Determination accessing any level of support within WSF, as required,
- For students benefiting from Wave 3 support, these will be a standing arrangement, operating on a recurring termly cycle.

Physical Resources

- A range of appropriate and purposeful learning spaces (e.g. intervention room, central inclusion areas, counselling room),

- A suite of standardised and/or computer-based screening and assessment tools to enable identification of learning needs and generation of Learning Passport;
- A range of modified curriculum planning and progress-monitoring tools (A2E, Denver Model for ASD, communication milestone checklists);
- A wide range of evidence-based intervention programs and resources (e.g. 1st Class@Number, Power of 2, SNIP, Read Write Inc, Stile Tiles, TRUGS, Toe by Toe, Black Sheep Press, WellComm Language Pack, online, Socially Thinking)
- A substantial bank of large and small sensory resources and adapted seating options (e.g. wobble stool; wobble cushions; weighted blankets) available to every year group;
- Provision of additional learning equipment within and outside of the classroom (e.g. Numicon; word mats; pencil grips) to facilitate and enrich the student's learning;
- School subscriptions to evidence-based online intervention programs which students can access at school and at home (e.g. Reading Wise, Flash Academy, Century Tech);
- School subscriptions to assistive technologies (e.g. Clickr8, immersive reader) and online educational apps;
- Adapted library resources (e.g. Hi-Lo books)

Specific Services for Students

Indirect (Background) Support

- Termly or weekly as needed, meetings with Senior Leaders to review the Inclusion Register (learner progress, concerns, recent developments),
- Active monitoring of classroom practice and learner participation and progress in lessons,
- Development, implementation and review of an individual educational plan (Wave 3), targeted support plan (Wave 2), or classroom support plan (Wave 1),
- Support, advice and guidance to the parents of the learner,
- Training, support and monitoring of teachers directly involved with the learner. This may include joint planning to ensure adaptive teaching, learning and assessment is happening,
- Training, support and guidance of the learner's classroom peers (as appropriate),
- Conducting a physical environmental scan and/or risk assessment, where required / relevant, to mitigate risks and support access to common facilities,
- Planning, organizing and training the learner 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),

- Working with external specialist services (for example, therapy, psychology) to timetable and facilitate on-site assessment and therapy services, where possible,
- Guiding and supporting parents through parental engagement sessions and/or individualised meetings.

Direct Support / Intervention

- Highly differentiated classroom lessons and practice,
- Shared classroom support from school-funded Teaching Assistants. TAs 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 changes as students move up through the school, to reflect the increased levels of independence expected,
- A well-developed system of formal and informal assessments to identify needs and monitor progress,
- In-house specialist facilitator of exam access arrangements,
- Small group or 1:1 support sessions delivered by the SEN Teachers, counselling team, and/or subject specialists:
Wave 2 – typically not more than 1.5hrs, most often in a group organized by the class teacher.
Wave 3 – typically not more than 3hrs on a 1:1 or group basis (in line with individual needs and WSF capacity)

7.4 Adaptations to the Curriculum and Learning Environment

The National Curriculum and Early Years Development Matters documents are our starting point for planning a curriculum that meets the specific needs of individuals and groups of learners. At WSF, we do this through:

- Creating a baseline to show progress and respond to the learner’s diverse learning needs,
- Setting suitable learning targets,
- Overcoming potential barriers to learning and assessment for individuals and groups of learners,
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of learners,
- Providing a broad, balanced and relevant curriculum, applying adaptive learning and teaching strategies to meet the need of students of determination,
- Developing a close partnership with the whole school community,
- Providing a healthy, safe and happy environment through celebrations, support, guidance and work opportunities,

- Accommodations and external examination exemptions in cases where learners can benefit from additional learning time for subjects of interest or ability.

At WSF, we make the following adaptations to ensure all our learners' needs are met by using adaptive teaching, learning and assessment learning methods. To ensure all learners can access teaching, for example, by adapting our curriculum, resources (such as laptops, coloured overlays, visual timetables, PECS (picture exchange communication system), larger fonts, etc) and staffing,

7.5 English Additional Language (EAL) and Literacy

At WSF, we have an English Additional Language (EAL) department to support our learners in the acquisition of the English language. In addition, we have a **Whole School Literacy Lead**, as well as a **Literacy Lead in Primary and in Secondary**. We also have a school counsellor who supports with the development of positive behavioural and emotional skills. Learning Support Assistants (iLSA's and eLSA's) will support students on a one-on-one basis when necessary and when agreed with parents.

7.6 Emotional and Social Development

We provide support for students to improve their emotional and social development in the following ways:

- Students of determination are encouraged to be part of the school council, and Wellbeing Committee
- Students of determination are also encouraged to be part of ECA activities to promote teamwork/building friendships,
- Small group counselling and learning sessions focusing on social and emotional development are provided to learners with indicated needs.

At WSF, we have a zero-tolerance approach to bullying.

7.7 Enabling students with Special Needs to engage in activities available to those in school who are neurotypical

All WSF extra-curricular activities and school clubs are available to all our learners. All learners are encouraged to go on our residential trip(s) with proper supports put in place to meet the needs. All learners are encouraged to take part in sports day/school plays/special workshops. No student of determination is ever excluded from taking part in these activities because of their individual needs or disability. In addition, we support learners with disabilities in the following ways:

- Students of determination are encouraged to join WSF and provisions are put in place to support these students for a smooth transition by informing staff,

adjusting classroom seating providing any indicated adaptations and ensuring parents are supported in providing a quality LSA if indicated,

- The school wide behaviour policy has a no tolerance approach to bullying and encourages an inclusive attitude,
- Differences are celebrated through Down Syndrome Day (Rock Your Socks)/ADHD awareness Day/Autism Awareness Day,
- Display boards across the school highlight success stories and educate the community about various disabilities,
- Accessibility provisions such as an elevator, ramps, designated parking, wheel chair accessible toilets, etc.

8. Monitoring and Reviewing Provision and Learner Progress

8.1 Monitoring and evaluating the efficacy of our SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Completing an Inclusive Education Improvement Plan
- Reviewing the learners' individual progress towards their goals at predetermined intervals which are reported termly,
- Reviewing the impact of interventions at half termly intervals.
- Using learner, parent, LSA and Teacher surveys
- Monitoring by the Head of Inclusion
- Holding termly reviews for learners with IEPs
- Conducting Learning Walks (and other Monitoring, Evaluation and Review Processes) to ensure outlined provisions are being implemented in classroom.
- Feeding back to ELT on developing needs across the school and the curriculum.

8.2 Assessing and reviewing the progress of Students of Determination towards outcomes

We follow the graduated response to learning and the four-part cycle of assess, plan, do, review (please refer to Section 7.2). The class or subject teacher will work with the relevant SEN teacher to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student,
- Their previous progress and attainment and behaviour,
- Other teachers' assessments, where relevant,
- The individual's development in comparison to their peers and national data,
- The views and experience of parents,

- The student's own views,
- Regular review of advice and assessments from external support services, where relevant.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

At WSF, we aim to offer excellence and choice to all our learners, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning, participation and belonging; thus lowering the barriers and not the bar.

9. Access to Fair Assessment

WSF is committed to equitable access to fair assessment, both internally and in the pursuit of formal qualifications, through the provision of Exam Access Arrangements.

9.1 Exam Access Arrangements

WSF is committed to making appropriate adjustments, where required, to facilitate learners in completing the course/programme (for example, IBDP, GCSE etc.) as independently as possible, and being enabled to demonstrate what they have learned in an exam alongside their same aged peers.

Our staff is committed to creating a more accessible learning and assessment environment for all.

At Secondary, WSF uses UK and International Examination Boards and must comply with elements of UK and other International equality legislation to be a recognised Examination Board. Thus, WSF will ensure that the learners and staff have access to appropriately qualified specialist assessors who can facilitate the application for board-approved Exam Access Arrangements.

Access Arrangements allow Students of Determination or those with temporary injuries to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual learner without affecting the integrity of the assessment. Access Arrangements are the principal way in which awarding bodies comply with the duty under the UK Equality Act 2010 and other international legislation to make 'reasonable adjustments.'

A student's eligibility for Access Arrangements (e.g. additional time, reader, scribe, assistive technology) must be substantiated with documentary evidence held on file for any inspection.

The procedures for Exam Access Arrangements can be found in Appendix H. If, due to the extent of a learner's SEND in one or more areas of learning, traditional assessment frameworks are not accessible and/or do not provide meaningful or reliable information about a learner's progress, a Modified Assessment Framework can be implemented, in accordance with KHDA guidelines as outlined in the External Benchmark Assessments Requirements publication (2022).

9.2 Exam Exemptions

A learner may be exempt from one or more of the GL Progress Tests in English, Maths and/or Science.

A learner's annual progress and attainment may be measured and reported against a modified curriculum level (i.e. a developmentally appropriate curriculum level as opposed to the age appropriate curriculum for that student's year group).

Parents must agree to a Modified Assessment Framework for their child before this can be implemented.

The details of the Modified Assessment Framework must be formally recorded in the child's Individual Education Plan (IEP) and evidence of the need / rationale should be on file and available for inspection at any time.

The procedures for implementing a Modified Assessment Framework can be found in Appendix E. In making sure our access to fair assessment statement is implemented effectively and all learners are treated fairly, we aim to:

- Ensure the access to fair assessment provision in the Assessment Policy is understood and complied with by any staff and learners involved in the assessment.
- Promote equity in relation to the provision of the programmes and courses of study on offer.
- Promote equity in relation to all assessment(s) pertinent to the programmes and courses offered by the school.
- Adhere to all procedures and regulations regarding reasonable adjustments to assessment and special consideration available by the awarding bodies (e.g. GL, IB, Edexcel, JCQ).
- Ensure buildings and assessment sites used for delivery and assessment are accessible to all learners, as far as is practicable.
- Request permission for the implementation of specific adjustments from the awarding bodies where required.

- Ensure appropriate technological equipment and/or appropriately trained assistant personnel, i.e. reader, scribe, practical assistant, etc.) is available for selected adjustments.
- Use assistive technology (e.g. examination reader pen, word processor), and staff (e.g. reader, scribe, separate invigilation), within the reasonable adjustment framework, as outlined by awarding bodies, without disadvantaging others.

It is ultimately the responsibility of the WSF Senior Leadership Team, to ensure that this statement and related procedures are published and accessible to all personnel, students and any relevant third parties. However, the relevant Key Stage Leaders and/or Subject Leaders are responsible for ensuring this information is fully understood by their respective team and by the students who commence programmes/courses in their area.

Learners/Parents have the right to raise any issues related to the implementation of support across school and/or access arrangements or make a formal complaint via the School Appeals and Complaints procedure outlined in the Assessment, Reporting and Appeals Policy (Article 10), if they are not satisfied with the outcome of the decision in relation to the access arrangements applied.

10. Inclusion Information Report

Senior and middle leaders alongside the inclusion team across the whole school promote inclusion for all learners through provision for:

- Students of Determination (adaptive learning, learning support assistants and SEN teacher interventions)
- English as an Additional Language (EAL)
- Literacy
- Gifted and/or Talented students
- Behavioural Management Strategies
- Student Wellness

10.1 Neurodiversity-Affirming Approach

At WSF our approach to supporting students with neurological developmental variances, is neurodiversity-affirming. Neurological developmental variances include, but not limited to, Autism, Attentional Variances, Specific Learning Differences (Dyslexia, Dyspraxia, Dysgraphia and Dyscalculia), social, emotional and mental health variances (post-traumatic stress disorder, oppositional defiance and sensory processing variances).

A neurodiversity-affirming approach seeks to

- Promote the view that neurological developmental variances are to be recognised and respected as a normal human variation,
- Shift the focus away from impairments, deficits and disorders toward individual strengths without glossing over any challenges or assuming weakness,
- Counter negative social connotations that currently exist and make it easier for students of all neurotypes to contribute to the world as they are, rather than attempting to think or appear more 'typically'.

A neurodiversity-affirming teaching practice:

- Accepts neurodevelopmental variances as differences and not as deficits,
- Advocates for accommodations, understanding, and respect for the rights and needs of neurodivergent individuals,
- Views neurodivergent students through a strength-based lens,
- Supports neurodivergent students with appropriate language, accommodations and targets,
- Embraces and validates the neurodivergent student's unique way of communicating, interacting and processing information and the world around them.

10.2 Strengths-Based Approach

At WSF we apply a strengths-based approach to supporting our students of determination. A strengths-based approach advocates for a greater focus on identifying student strengths. Using strengths-based education improves student engagement, perseverance, increased achievement and well-being. With the strengths-based model, educators help students identify what they know and what they can do, and how to apply these strengths to their learning.

A strengths-based approach recognizes that:

- All students have inherent strengths and skills,
- All students have the capacity to learn and demonstrate strengths,
- Identifying strengths leads to heightened student motivation,
- Identifying strengths give us a more comprehensive understanding of the student,
- Focusing on students' strengths will lead them to use these skills,
- Failure to demonstrate a particular skill does not indicate deficit.

10.3 Consulting and involving Parents and Students

At WSF we will have an early discussion with the parents and the student (if age appropriate) when identifying whether they need SEN provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and challenges,
- We consider the parents' concerns,
- Everyone understands the agreed outcomes sought for the child,
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEN support. Students who require SEN support are deemed to be Students of Determination.

Regular progress meetings will be held with parents of students of determination to provide feedback and to agree to targets, support strategies and interventions for the next term. These termly IEP's will be developed with input and agreement from parents, staff and students where appropriate.

10.4 Complaints about provision for students of determination

Complaints about provision for students of determination at WSF should be made to the Head of Inclusion in the first instance. If a resolution cannot be found, the next step would be to address concerns to the Vice Principal. If the matter cannot be resolved, the complaint will then be referred to the school's complaints policy. The parents of students of determination and students with disabilities have the right to complain if they believe that WSF has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments to the curriculum or the use of LSAs

10.5 Expertise and Training of Staff

At WSF, we aim to recruit knowledgeable, skilled and experienced people to support the students of determination in our school.

Our LSA's all attend weekly training sessions once a week as well as consultation sessions with the SEN teacher who oversees them. We also provide professional

development of teaching staff through regular PD sessions and consultation. The training that will be provided is:

- Inclusive education during induction week
- Sensory processing sensitivities
- The roles and responsibilities of the LSA
- GEMS WSF Inclusion Policy
- The Referral Process
- Understanding the Neurodiversity-affirming and Strength-based approaches
- Quality First Teaching (two Modules provided by GEMS Corporate office)

10.6 Securing SEND Support, Equipment and Facilities

Additional staff, facilities, and equipment are obtained through a request process in which the Head of Inclusion submits a detailed request to the Executive Leadership Team. Upon approval, funding is allocated and where applicable approved vendors are sought, and quotes are obtained by the Manager of School Operations. The MSO then arranges the funding with corporate accounting and any necessary equipment or facility modifications are contracted.

If additional support is required for students in the form of an internally appointed Learning Support Assistant (iLSA), the Head of Inclusion and a SEN teacher will assist parents in finding, interviewing and collecting the necessary paperwork to employ suitable candidates. The parents are responsible for funding all aspects of this support. The calculated parent cost is equal to the cost of employing the LSA and this is not a profit generating endeavour.

10.7 Working with External Agencies

WSF encourages support and collaboration between external agencies (Special Schools, Fujairah Hospital, and the Ministry of Education) to better support families and improve outcomes for students of determination. For example, as appropriate we engage with:

- External service providers (educational psychologists, occupational therapists, speech and language therapists, play therapists, physiotherapist, behavioural therapists, paediatricians, specialist medical professional, etc.) for students of determination are encouraged to observe lessons, provide strategies, and provide sessions at the school,
- SEN teachers have regular communication with external providers to ensure consistent and effective intervention,

- Specialist medical professionals provide information and action plans to the school clinic as indicated by learner need which is then shared with the Head of Inclusion who shares the relevant information with appropriate staff members.

10.8 Contact details of support services for parents of students of determination

Not Applicable. However, parents have the option of contacting the Ministry of Education to explore additional support services. This kind of special provision is usually the preserve of the local Special Needs school.

10.9 The local authority local offer (What SEN services are available in the area)

Our contribution to the local offer is to provide, where appropriate, inclusive mainstream education to students of determination in Fujairah. Our local authority's local offer is to provide opportunities in specialist settings that cannot be met by mainstream education.

10.10 Monitoring arrangements

This Inclusion Policy will be reviewed by the Head of Inclusion, in collaboration with the Senior Leadership Team, every year. It will also be updated if any changes to legislation and the information are made during the year. It will be approved by the Local Authority Board

11. Gifted and Talented Policy of Intent

WSF is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as being able, gifted or talented. This section explains the approach to able, gifted and talented WSF students and is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity.

WSF recognizes that the KHDA identifies students with special gifts and talents are one of the groups most at risk of educational exclusion, and we strive to prevent this. The KHDA 2015-16 Inspection Framework definitions take account of the 'Differentiation Model of Giftedness and talent' and align with international best practice:

The term **giftedness** refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domains of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case

of a gifted student, whilst exceptional potential will be present, they may actually underachieve.

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

11.1 Aims

- To ensure all students have access to a broad, balanced and relevant curriculum, which meets their individual needs.
- To promote a cross curricular approach to gifted and talented provision.
- To provide learning experiences that enable students to reach their full potential.
- To create a positive atmosphere wherein students can develop confidence and self-respect.
- To ensure students and staff receive specialist support and guidance as appropriate.

11.2 Objectives

To ensure that all able, gifted and talented students have access to a broad, balanced and enriching experience

- To work closely with students across Key Stages to ensure effective transition.
- To enable all staff to play a part in identifying able, gifted and talented pupils and to take responsibility for recognising and addressing their individual needs.
- To encourage, wherever possible, an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To involve outside agencies to provide the necessary support for students.
- To help students realize their full potential and optimize their self- esteem.
- To encourage and support students to participate in all decision-making processes that occur in their education, i.e. their views are sought and taken into account.

11.3 Identifying the Gifted Student

At WSF we use the following methods to identify gifted students:

- CAT scores above 130
- PTM/PTE/NGRT results above 130

- Teacher recommendations, G&T observations and interviews (task commitment and creativity)
- Parental discussions
- An extensive checklist is available in Appendix K.

11.3 Provision for Gifted and Talented Students

WSF recognizes that an extensive gifted and talented enrichment program offers extra-curricular activities both in and outside school. WSF will provide appropriate support, including:

- After-school clubs as advertised via the website.
- Taking students out of school, to universities or sites of special interest.
- Works with external providers and inter school partnerships. These include involvement in international projects, interschool projects within the region and enterprise projects such as the EEG conservation, DIDI Design.
- Revision classes for A and A* students prior to the IGCSE/AS/A exams.
- Extensive support with the application and interview process is provided to students in the Sixth Form. All students are monitored to ensure that they continue their academic journey into universities across the world.
- The KS4 curriculum is structured so that MAGT students can follow an advanced /additional academic program. (Additional subjects such Computer Sciences, Further Math, English Literature and Sociology are available to students who wish to do a fifth subject at the AS level)
- Students are given appropriate guidance when choosing their options.
- Enrichment activities, to develop mastery in specific physical or mental domains
- Projects for enterprising and real life application
- Problem Solving for deeper mastery
- Choice boards for in and out of class sessions

12. Links with other Policies and Documents

This policy links to our policies on:

- Accessibility plan
- English as an Additional Language (EAL)
- Literacy
- Behaviour
- Safeguarding and Child Protection
- Bullying

- Learning Support Assistant Contract
- Admissions
- Assessment

13. Involving our Students in this Policy

This document was discussed with the School Council to bring to their awareness how we meet the needs of Students of Determination. They agreed to be advocates for Students of Determination.

Appendix A – The Admission Process for Students of Determination

Please refer to Section 4 of the Inclusion Policy for further information on Admissions, Participation and Equity.

In order to develop provision plans that will enable a Student of Determination to be enrolled at WSF, the parents must:

- Declare identified needs or disabilities to the admissions department at the time of application. If a staff member doing the intake review suspects special educational needs or disabilities, an internal “Assessment of Need” will be completed.

- **Assessment of Need**
 - Introduction to the Inclusion Department where the Head of Inclusion or a SEN Teacher will assess whether support is required.
 - Where necessary, the Inclusion Department will consult or work in partnership with external or specialist services.
 - It is important to note that where a recommendation for external assessment is made, the intention is to identify strengths and challenges as well as evidenced based strategies to support successful entry into WSF. Formal diagnosis is not a condition of enrolment.
 - Should the learner require specific support, the Inclusion Department request additional paperwork before the learner can be admitted to WSF.
 - After paperwork is received, the Head of Inclusion determines the nature of the support required, and whether WSF has available resources to appropriately support the learner.
 - The Head of Inclusion consults the Heads of Schools to seek final approval for learner placement. This placement will consider Section 4.5 and Section 6.3 of the Inclusion Policy.
 - The learner will be allocated to a class, OR it will be deemed that WSF does not have the resources to offer the learner a place.

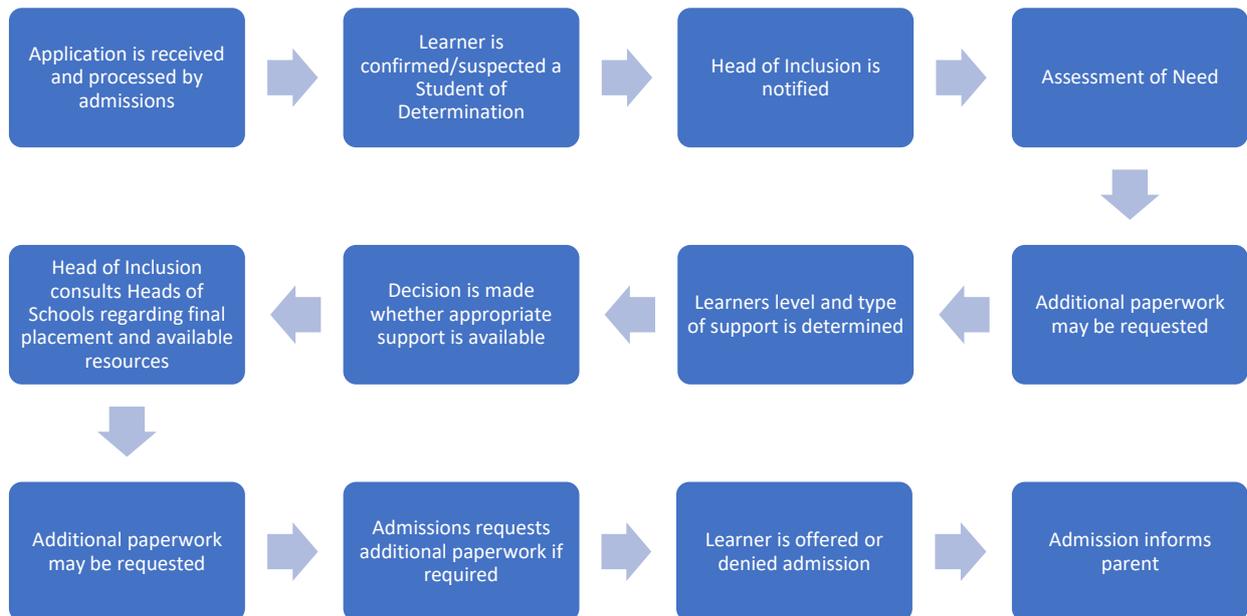
- The Head of Inclusion will contact admissions and inform them of the final decision; the file (which includes feedback from the original intake assessment, paperwork requested from parents and the checklist, and notes on decisions) will be returned to admissions to form the learners’ file.

- **Enrolment is Denied:** If a learner is declined a place at WSF, admissions will send an email to the parent notifying them.

- **Enrolment is Confirmed:** If a learner is offered a place at WSF, admissions will send an email to the parent notifying them that WSF will enroll the learner on condition of all the

paperwork – including the paperwork requested by the Inclusion Department – is shared with the school; this mail will outline exactly what paperwork is required.

- Once all the necessary paperwork has been collated by the school, admissions will inform the Inclusion Department that it is complete, and the Inclusion Department will review the paperwork that has been collated and confirm with Admissions that it is all correct and in possession.
- Only once the go-ahead has been received from the Inclusion Department, keeping the Heads of Schools in the loop, can a confirmed offer be sent to the family and the learner enrolled.
- Please note: Should a learner be admitted based on a previous-school report and, subsequently, be found to be a student of determination, the Inclusion Department will inform the Admissions Department so that the learner's records can be updated.



Appendix B – Identification and Assessment Toolkit

Cognition and Learning

CAT4	Cognitive Abilities Test	Reasoning with words, numbers, shapes and designs. Designed for children and young people aged 6-17+ years.	
Comprehensive Test of Phonological Processing – 2nd ed (CTOPP-2)	Phonological processing	Phonological awareness, phonological memory and rapid naming. Designed for 4-24, 11 months.	
Dyscalculia Screener	SpLD	Identifies dyscalculia early, an initial screener for teachers concerned about a students numeracy progress and skills application. Can screen small groups or individual students who show difficulty with numbers (number size, simple addition and multiplication). Both strengths and challenges are revealed.	
Dyslexia Screener	SpLD	Identifies dyslexic tendencies in learners 5-16+ years and recommends intervention strategies. Digital or paper format.	GL Assessment Link
Dyslexia Portfolio	SpLD	Individual follow-up assessment to the Dyslexia Screener (see above) for those learners who may have been screened as having dyslexic tendencies, or whose performance in literacy is causing concern. Assesses individual signs of dyslexia.	GL Assessment Link
York Assessment of Reading for Comprehension (YARC)	Reading and Comprehension	Enables teachers to assess student reading attainment across the primary stage. A one-on-one assessment that tests for letter-sound knowledge, early word recognition, sound isolation and sound deletion. Track progress and identify underlying difficulties in phonological awareness and the acquisition of letter sounds	GL Assessment

Communication and Interaction

Progression Tools – The Communication Trust	SLCN	The aim of progression tolls is to support teachers to identify learners and young adults who may be struggling to develop their speech, language and communication skills. The tools are available in Early Years, Primary and Secondary kits and are broken down by age bracket. They can also be used to track progression of these skills over time or following interventions.	3 PT 5-6 PT 13-14 PT
Wellcomm Screening	SLCN	Assesses a learners' current level of speech and language. Designed for early years (6 months – 6 years)	GL Assessment Link

Social, Emotional and Mental Health

Strengths and Difficulties Questionnaire (SDQ)	SEMH	Checklist of statements of any age group. Breaks down the learners or young adult's strengths and challenges and highlights areas to work on in social skills groups etc.	Link
Pupil Attitudes to School and Self (PASS)	SEMH	A learner questionnaire designed to uncover emotional or attitudinal problems (such as low self-regard or attitudes to attendance) likely to hinder achievement at school.	Link

ABC Charts	SEMH	<p>An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating. “A” refers to the antecedent or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights/sounds/smells / temperatures/number of people that were in the environment.</p> <p>“B” refers to an objective and clear description of the behaviour that occurred, for example, X threw item onto the floor.</p> <p>“C” refers to what occurred after the behaviour or the consequence of the behaviour, for example, children moved</p>	Internal form created
-------------------	------	--	-----------------------

Physical, Sensory and Medical

Detailed Assessment of Speed of Handwriting (DASH)	Handwriting difficulties (dysgraphia)	<p>The assessment includes five subtests, each testing a different aspect of handwriting speed. The subtests examine fine motor and precision skills, the speed of producing well known symbolic material, the ability to alter speed of performance on two tasks with identical content and free writing competency.</p>	Link
---	---------------------------------------	---	----------------------

Student Observations
Strictly Private and Confidential
Classroom Behaviours

[Date:]

Grade:
Subject:

This questionnaire is not a diagnosis of the learner; it is an account of observations of class teachers regarded as a fixed statement of abilities that apply indefinitely. This questionnaire will be forwarded to a psychologist to be reviewed if a Psycho-Educational Assessment is required.

	Never	Sometimes	Often	Always
is always up and on the go				
plays the "down" role				
is bossy				
talks at inappropriate times				
or teases them				
without permission				
needs met immediately no delayed				
takes time to adjust to change				
transitions				

	Never	Sometimes	Often	Always
has a short attention span				
is bored when he starts				
works				

	Never	Sometimes	Often	Always
is bored when he starts				
works				

	Never	Sometimes	Often	Always
ude towards authority				
ds for the teacher's attention				
the teacher				
eking behaviour				
mes for no reason at all				
d				

	Never	Sometimes	Often	Always
up				
ced from others				
n others				
classmates				
riends				
r blames others				
y				
y				
ilities				
mes others				
d by others				

	Never	Sometimes	Often	Always
f				
d changes				
ature				
unpredictable behaviour				
sily				
/or aggression				
d				
inadequate				
ent about achievement				
of strength				
icism				

Department: _____

Student Observations
Strictly Private and Confidential
Reading and Writing

[Date:]

Grade:
Subject:

This questionnaire is not a diagnosis of the learner; it is an account of observations of class teachers regarded as a fixed statement of abilities that apply indefinitely. This questionnaire will be forwarded to a psychologist to be reviewed if a Psycho-Educational Assessment is required.

	Never	Sometimes	Often	Always
is always up and on the go				
plays the "down" role				
is bossy				
talks at inappropriate times or teases them				
works without permission				
needs met immediately no delayed				
does not take time to adjust to change or transitions				

	Never	Sometimes	Often	Always
has a short attention span				
is not interested at the start of lessons				

Learning Areas:

	Never	Sometimes	Often	Always
understanding materials				
explaining a concept or text				
identifying main ideas				

	Never	Sometimes	Often	Always

complete tasks than expected
on decoding words
when reading

reading aloud

ng accurately to text
ite relevant words from details
g or making inferences from the text
etation of slang or figurative language

Reading Comprehension

	Never	Sometimes	Often	Always
automaticity				
shing between similar speech sounds				
ers and sounds				
ng sight word vocabulary				
word in a previous sentence or paragraph				
areness				
ng sounds				
sounds or syllables from or to words				
ng words into syllables or phonemes				
ds or phonemes to form words				

Spelling

	Never	Sometimes	Often	Always
in words				
und similar				
sounds when reading				
nd invented spelling				
lling				

Processing

	Never	Sometimes	Often	Always
nding oral/visual/written information				
g thoughts both on paper and orally				
nding spoken language and responding				
ty pronouncing words				
d figurative language				
ed or forgetful				
planations				

Expressive Language Processing:

The learner

- struggles to formulate or use either spoken or written language
- struggles to make connections between ideas and the words used to express them
- struggles to interact with peers
- struggles to retrieve and organize words to describe or explain
- struggles with written composition, and/or taking notes

Never

Sometimes

Often

Always

Encoding (spelling and/or writing):

The learner

- has limited spelling
- has difficulty distinguishing between similar speech sounds
- struggles to develop sight word vocabulary
- struggles to match letters and sounds
- can't segment words into syllables or phonemes
- has difficulty sequencing sounds
- struggles to blend sounds or phonemes to form words
- adds or omits letters, sounds or syllables

Never

Sometimes

Often

Always

Editing:

The learner

- identifying areas where improvement is needed
- identifying spelling or grammatical mistakes

Never

Sometimes

Often

Always

Drafting:

The learner

- struggles to generate and organise ideas and choose topics
- has over simplified ideas
- is unable to write ideas on paper
- overuses a few common words
- uses simplistic sentences
- loses train of thought
- has a short, underdeveloped written product
- has rambling ideas
- lacks the use of pre-writing, revising and editing strategies
- gets tired easily when writing

Never

Sometimes

Often

Always

Sharing / Publishing:

The learner

- experiences embarrassment or emotional difficulty with the idea of sharing work publicly
- is not comfortable comparing work his work with that of others

Never

Sometimes

Often

Always

Additional information:

Please provide information about your concerns, why you are flagging the student, the interventions you have tried and how the student responded to those interventions.

Name and signature: _____

Date: _____

Received by Inclusion Department: _____

Decision:

Name and signature: _____

Date: _____

Head of Inclusion: _____

Date: _____



Celebrating diversity.

Student Observations
Strictly Private and Confidential
Mathematics and/or Numeracy

[Date:]

Student details:

Student:
Teacher:

Grade:
Subject:

Please note that the following questionnaire is not a diagnosis of the learner; it is an account of observations of class teachers at a given time and is not regarded as a fixed statement of abilities that apply indefinitely. This questionnaire will be forwarded to the Educational Psychologist to be reviewed if a Psycho-Educational Assessment is required.

Classroom Behaviour:

The learner is:

Never Sometimes Often Always

- Restless, hyperactive, always up and on the go
- Excitable, impulsive
- Assumes the “class clown” role
- Acts bold, “smart” or sassy
- Makes grunts and noises at inappropriate times
- Disturbs other children or teases them
- Disruptive behaviours
- Talkative
- Taking other’s things without permission
- Demanding and wants needs met immediately no delayed gratification
- Inactive
- Often unsettled and takes time to adjust to change
- Having trouble with transitions

Attention:

The learner:

Never Sometimes Often Always

- Is easily distractible
- Is inattentive and/or daydreams
- Has difficulty with his/her attention span
- Procrastinates
- Avoids tasks
- Fails to finish things that he starts
- Easily frustrated in efforts

Basic Arithmetic Abilities:

The learner:

Never Sometimes Often Always

- Has difficulty with accurate or fluent calculations
- finds it difficult to understand concepts such as “more” or “less” and “greater” or “smaller”
- struggles to perform simple arithmetic operations such as addition, subtraction, multiplication and division
- is unable to make reasonable estimates, for example: estimating the number of objects in a group
- finds rounding off numbers difficult

Visual-Spatial Abilities

The learner has difficulty

- understanding and using units of measure
- understanding spatial relationships and concepts
- understanding concepts related to geometry

Never

Sometimes

Often

Always

Computation Skills

The learner has difficulty

- understanding maths symbols such as +, -, x and ÷
- counting the number of dots or objects shown
- remembering basic number facts
- performing basic operations
- choosing correct operations
- completing simple mental maths
- counts on fingers
- with mental maths, needing concrete apparatus for simple calculations
- skips numbers while counting
- lacks mathematical automaticity

Never

Sometimes

Often

Always

Copying with Accuracy and Neatness in Maths:

The learner

- makes frequent errors when copying from the board, textbook, overhead, or other source
- misaligns numbers
- leaves numbers out or repeats numbers
- work is difficult to read

Never

Sometimes

Often

Always

Reversals in Mathematics:

The learner

- reverses numbers
- reverses mathematical symbols

Never

Sometimes

Often

Always

Mathematical Reasoning:

The learner has difficulty

- recognising and identifying numbers
- developing an intuitive understanding of numbers and their relationships
- recognising and extending (“grasping”) patterns, sequencing and directionality
- understanding that the words ten, hundred, thousand have the same relationship to each other as the numbers 10, 100, 1000
- understanding the value of money, and breaking it up to make change
- temporal relationships
- developing an intuition for correctness or estimating
- equivalence
- classifying
- whispering when performing math
- reliance on manipulatives

Never

Sometimes

Often

Always

- verbally expressing mathematical ideas
- generalizing mathematical concepts into other situations
- automating maths skills, with an over reliance on rote learning
- use of calculator or computer

Number Concepts and Place Value:

The learner has difficulty	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> • lack of number sense, comparing number • understanding concepts like “more” or “less”, “greater” or “smaller” • understanding the quantity of numbers • understanding number systems • understanding how numbers relate to one another • recognizing the quantity of items without counting • visualizing or identifying math concepts 				

Sequencing Numbers and Steps:

The learner	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> • counting, time, schedules, ideas • correct direction when doing math calculations • numerous careless errors • following models 				

Problem Solving:

The learner	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> • reading word problems • lack of structure for addressing word problems • cannot determine if an answer to a problem is logical • solves problems slowly • focuses on unimportant details in math problems 				

Affective Domain:

The learner:	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> • demonstrates avoidance of mathematical tasks • demonstrates anxiety in mathematics • performs maths tasks inconsistently, with occasional successes and frequent errors • demonstrates a negative attitude towards mathematics • task significantly more time to process maths-related tasks than his/her peers • does not ask questions, even when it is clear he/she does not understand • 				

Additional information:

Please provide information about your concerns, why you are flagging the student, the interventions you have tried and how the student responded to those interventions.

Name and signature: _____

Date: _____

Received by Inclusion Department: _____

Decision:

Name and signature: _____

Date: _____

Head of Inclusion: _____

Date: _____

Appendix C – SEN Pre-Admission Interview

Name:	
DOB:	
Admission to Year Group:	Admission Date:
Previous School Attended:	
Parent Contact Name:	
Phone Number:	

Assessments, and Date of Assessments

Structured interview with parents	Interview with learner	Copy of Reports and Evaluation
Reading and literacy	Written expression and language	Observation (behaviour, attention & concentration)
Diagnosed Special Education Needs	Present Specific Learning Difficulty	

Reason for referral:

Background of learner:

Assessment summary:

Recommended SEN Support:

Counseling (external provision)	Individualised Education Plan
Counseling (WSF provision)	Individual Interventions
Referral to a specialist(s)	Resource room programme
Learning Support Assistant	LSA Teaching Plan
Other	

Admission status:

Recommended (unconditional)	Recommended (conditional)
Pending further evaluation	Not recommended

Parent acknowledgement:

I/We hereby agree to the above pre-admission evaluation of my/our child and accept the decision made by WSF.

Signature

Date

Parent:

Head of Inclusion:

Appendix D – Parent Interview (New Enrollment)

Name:	
DOB:	
Admission to Year Group:	Admission Date:
Previous School Attended:	
Parent Contact Name:	
Phone Number:	

1. Can you please tell me about your child's specific needs and how they have been addressed in the past?
2. What accommodations or support services has your child received in the past and which ones do they currently need?
3. Are there any medical or therapeutic professional that your child currently works with and how often do they receive services?
4. How does your child handle transitions and changes in routine?
5. Are there any specific strategies that have been effective in managing your child's behaviour and emotions?
6. Are there any specific communication needs or accommodations that your child requires?

7. Can you share any current IEP, if your child has one?
8. How does your child interact with peers and adults, and what kind of socialization opportunities have been beneficial for them in the past?
9. Are there any specific sensory needs or considerations that should be considered for your child?
10. Is there any other information about your child that you think would be important for us to know in order to provide the best support for them?

Parent Signature _____ Date: _____

Head of Inclusion _____ Date: _____

Appendix E – Parent Contract: Learning Support Assistant

Date: _____

Dear _____

Following a recent assessment by the Head of Inclusion at GEMS Winchester Private School, Fujairah (WSF), an experienced Special Needs Teacher, WSF is able to offer you a Learning Support Assistant (LSA) in school to meet the additional needs of your child that are beyond the Standard School Services (SSS) of the school. The recommendations of the Head of Inclusion and related additional costs, where known, are given below and include the following:

A full time Learning Support Assistant (LSA) at a cost of AED3,300 per month (for ten months).

Additional learning support is required as it is the professional opinion of WSF that without this support, we would be unable to meet the full educational needs of the child.

Termination or adaptation of these arrangements will be in consultation with WSF as part of the review process. Where it is felt that provision is no longer necessary, or if the Learning Support Assistant is not meeting the needs of the student adequately, the contract may be terminated with four (4) weeks' notice.

Costs associated with a Learning Support Assistant will cover a twelve-month contract taken in ten payments. There is no reduction for holidays or absence from school, but a pro-rata payment will be arranged if provision changes to part-time. The contract will automatically roll over to the next year (rolling contract), but will be reviewed annually in conjunction with the parents to ensure it is still appropriate.

Below sets out the terms and conditions forming a binding agreement for the above to take place within the normal school day starting one week before the school opens to students, to allow for training or as soon as the appropriate Learning Support Assistant has been appointed if this falls within the academic year:

The Learning Support Assistant will provide support in accordance with the Roles and Responsibilities as laid out in Appendix G of the Inclusion Policy.

To help meet the above objectives, WSF commits to the following:

- Allocate a Learning Support Assistant (LSA) to work within the school to support the students' learning and behavioural needs. WSF is responsible for the appointment of the LSA.
- The LSA is responsible for your child, although there will be times when other children are included, especially when he/she is working in a group context. There may be times when your child is working independently or with another adult.
- The LSA is overseen by a specialist SEN teacher who will manage the work of the LSA daily.
- Arranging reasonable cover for your child when the LSA is on sick, family or maternity cover;
- Organising review meetings, when appropriate, to discuss progress. You will be informed by the Inclusion Team when the reviews will take place. A full review will take place towards the end of the year to discuss the progress made and the level of provision required for the following school year.
- Co-ordinate the implementation of the additional support strategies indicated above and advise you of the related costs to be incurred by the provision of these support services.

The school is committed to working with you in partnership to ensure the best provision and progress possible for your child. We are grateful to you for your support.

Yours sincerely,

Zoe Fisher
Principal/CEO

Cc Head of Inclusion
 Accountant
 Human Resources.

Learning Support Assistant: Parent – School Contract

I, _____, accept a Learning Support Assistant (LSA) for the twelve (12) month period, _____, described above. I understand that this is a rolling contract, and I agree to pay the school as per below:

I prefer to pay as follows:

Termly, with three (3) equal payments

Monthly, with ten (10) payments of AED3,300 per month

(Twelve (12) month cost split into ten (10) installments)

This contract is effective, dated: _____

Student details:

Name: _____

Class: _____

Parent signature: _____

Date: _____

Name of Learning Support Assistant Assigned: _____

External Learning Support Assistant: LSA – School Contract

Memorandum of Understanding for Learning Support Assistants

The External Learning Support Assistant will provide support in accordance with the Roles and Responsibilities as laid out in Appendix J of the Inclusion Policy. A risk assessment will be completed alongside parents and where appropriate the child.

- 1 The Head of Inclusion will meet with the parent's chosen external provider in order to ascertain that the candidate has sufficient interpersonal skills, language proficiency and relevant experience.

2 The parent has selected this candidate and hereby gives permission to allow the carer to support the child with using the bathroom including supporting them with changing their clothes if soiled. Alongside this, an intimate care plan will be set out and agreed upon by all parties.

3 The LSA is supported by a specialist SEN teacher and is overseen by the class teacher. This will ensure that the carer knows how to support the child and follows guidance with developing their skills and meeting targets.

4 The LSA is appointed and employed by parents, accountable to them and should also adhere to the school code of conduct.

5 Co-ordinate the implementation of the additional support strategies indicated above and advise you of the related costs to be incurred by the provision of these support services.

6 The school is committed to working with you in partnership to ensure the best provision and progress possible for your child. We are grateful to you for your support.

Induction of External LSA's

- A member of the inclusion team will provide an orientation of school facilities on the first day of employment.

- Induction training will be provided.

- The external LSA collaborate with the SEN teacher who oversees your child to draw up an IEP and strategies to support your child in the classroom and during interventions.

- Behaviour management training will be provided to ensure the external LSA has the basic skills needed to perform their role.

- Safeguarding training will be held before the LSA may begin working at GEMS WSF.

Documents

- External LSA's are required to sign the following documents before commencing work at GEMS WSF:

MoE Code of Conduct **GEMS Code of Conduct**

- External LSA's must submit the following documents to HR before commencing work at GEMS WSF:

Emirates ID **Visa Page in Passport** **Front Page of Passport**

Contact Details & Address **Passport Size Photo** **Police Clearance Certificate**

Monitoring of External LSA's

- Performance reviews will take place termly or as and when decided by the Head of Inclusion. The candidate must demonstrate the ability to follow the guidance provided to support the needs of the child.
- The LSA will report directly to the Class teacher who is responsible for the child.
- LSA's duties will be guided by the LSA Job Description as indicated in this agreement and WSF Policies and Procedures

Hours and Absences

- The external LSA will work with the student during regular school hours or as agreed during the Team Around the Child meeting
- In the event the external LSA is unable to attend work she must contact the parents, the class teacher and the Head of Inclusion by 7:00 am at the latest by phone and email respectively.
- If the external LSA is sick, the parents understand that the student may not attend school for the duration of the LSA absence.

- Conversely, if the student is unable to attend school for any reason, the external LSA is not expected to come to school

Payment

- Parents will pay the agreed wages directly to the external LSA.

Code of Conduct

- Staff members must dress appropriately for the context of the UAE, adhering to all rules and regulations set out in the staff handbook.
- Both parties will maintain and treat all matters relating to this agreement and the performance of each party's obligations as strictly confidential.
- The LSA will treat all information about the student as being confidential in nature.

Termination

- Either party may terminate this agreement with one month's prior notice. However, a breach of safeguarding policies may result in immediate termination as agreed with all parties.

Yours sincerely,

Zoe Fisher

Principal/CEO

cc **Head of Inclusion**
Accountant
Human Resources

Contract

I, _____, nominate the following External Learning Support Assistant (eLSA) _____, for the duration of **September 2025-June 2026**.

Appendix F – Revised Categorisation Framework for Students of Determination

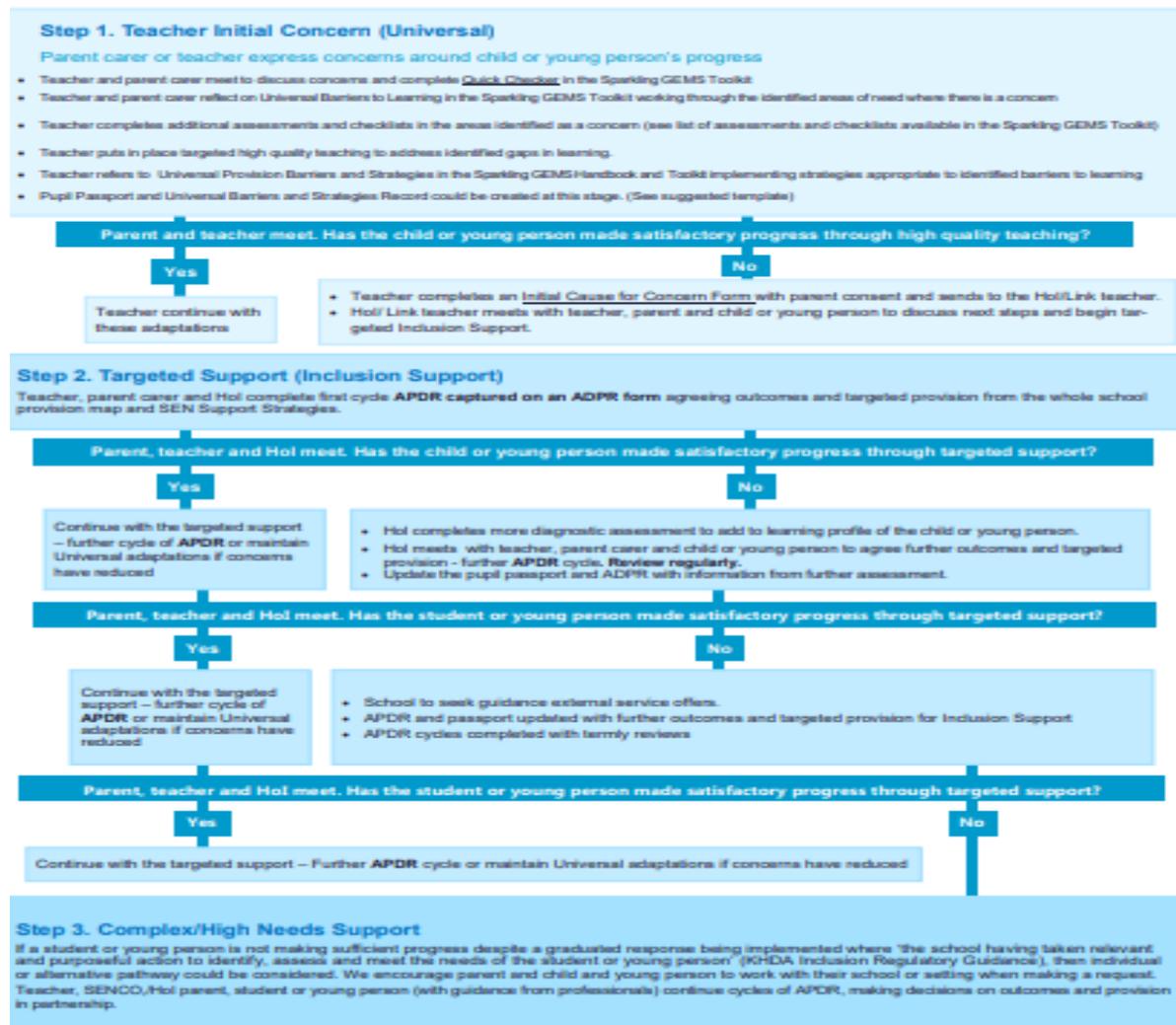
Common barriers to learning	Categories of Disability Aligned with the UAE unified categorization of disability
Cognition and learning	1. Intellectual disability (including intellectual disability unspecified)
	2. Specific learning disorders
	3. Multiple disabilities
	4. Developmental delays (younger than five years of age)
Communication and interaction	5. Communication disorders
	6. Autism
Social, emotional and mental health	7. Attentional variances
	8. Psycho-emotional disorders
Physical, sensory and medical	9. Sensory impairments
	10. Deaf-blind disability
	11. Physical disability
	12. Chronic or acute medical conditions

- *Parents can refer to the KHDA Revised Categorisation Framework for Students of Determination for a specific breakdown of subcategorization and classification criteria.*

Appendix G – The Referral Process- The Graduated Response Flowchart

Referrals are an essential part of the process to identify learners with specific learning needs and to ensure we give them the support they need.

The Graduated Response Flowchart



Appendix H – Procedure for Access Arrangements

- Stage 1:** During Key Stage 3, or at admissions, all learners access baseline assessments (e.g. CATS, GL Assessments etc.) that provide a snapshot of potential cognitive abilities. For learners entering WSF in KS4 (GCSE) or KS5 (IB/BTEC), reports and documentation from previous schools alongside any WSF intake assessments will help establish similar snapshot of potential cognitive abilities. Where a learner presents with a learning difficulty, or disability which calls for accommodations or modifications to be provided, the qualified assessor, along with parents and/or outside agencies will paint a picture of need to determine any condition or reason(s) affecting the learner's scholastic potential. Parents are requested to divulge any historical report or investigation in order that the learner's needs can be met in a timely manner.
- Stage 2:** In (KS3-KS5) formal assessments will be used to determine apparent or specific additional needs. Parents receive feedback, and new outside agency reports may be requested. In-school assessment may take place to provide teachers with a picture of need and to determine appropriate access arrangements for internal assessment. For Access Arrangements any provision must be the learner's normal way of working, for which evidence over time is collated and the Head of Inclusion, with the learner, the preferred way of working. Area of Need, Strategies and Access Arrangements are logged on the learner's IEP (if applicable).
- Stage 3:** Once evidence has been collated and evaluated, provisions are put in place to meet individual student needs. These usually follow the format indicated below:
- Centre-delegated provision such as Rest Break, Individual Room, Word Processor (for GCSE) should always be considered first as an appropriate arrangement. This arrangement is in place for a disabled learner preventing him/her from being placed at significant disadvantage as a consequence of persistent and significant difficulties.
 - Where a learner's needs are identified as being more pronounced the following Access Arrangements are deemed appropriate: additional time of 25%, and/or a Reader (when reading is not being assessed), and/or A Scribe, and/or Word Processor (Key Stage 5).
 - Support for Temporary difficulty is permissible after published deadlines, when authorized by the Senior Leadership Team.

Appendix I – Procedures for Modified Assessment Framework

Students of Determination will undertake a series of standardised internal assessments, via the Inclusion Department, to determine their current level of attainment. In accordance with KHDA External Benchmark Assessments Regulations (2022) a student will be considered eligible for a Modified Assessment Framework (i.e. modified curriculum level and exemption from GL PTs) if:

Criteria to Qualify for Modified Assessments

1. The learner presents with a “moderate to severe impairment” in the related skills/subject area as a result of their specific barrier(s) to learning. This may be evidenced by:
 - Standardised Age Scores of 77 or below in one or more skills relating to that subject; and/or
 - Achieving an age-equivalent of 2 and a half years below age related expectations on standardised tests.
2. The learner benefits from high levels of personalised support (i.e. Level 3) in order to support their learning.
3. The learner requires a modified curriculum and high levels of in-class differentiation in the related subject in order to enable relevant and appropriately challenging engagement.
4. The parents of the learner are in agreement and consent to the Modified Assessment Framework.

Gaining Approval for Modified Assessments

5. In all cases where a student is being considered for a Modified Assessment Framework:
 - Senior Leadership must have reviewed and agreed to the proposal.
 - An appropriate, alternative assessment tool should be used to ascertain progress and attainment.
 - Clear records of the above information should be maintained by the school.

Alternative Assessment Tools

6. WSF has identified appropriate alternative assessment tools as follows:
 - English: WIAT-T-III-UK (Pearson) will be used in lieu of the GL Progress Test in English. Teacher assessment will be made and reported against the developmentally appropriate curriculum level of the National Curriculum for England.
 - Maths: Key Maths 3 (Pearson) will be used in lieu of the GL Progress Test in Maths. Teacher assessment will be made and reported against the developmentally appropriate curriculum level of the National Curriculum for England.

- Science: No standardised assessment tool will replace the GL Progress Test in Science. Teacher assessment will be made and reported against the developmentally appropriate curriculum level of the National Curriculum for England.
7. The End of Year Report will indicate whether performance has been measured against “Age Related Expectations” or a “Modified Assessment Framework”. The details of the modified framework will be included in the learner’s Individual Education Plan (IEP).

Appendix J – Roles and Responsibilities of **Internal** Learning Support Assistants

1. Motivating the need for LSA's

The movement into an inclusive model of education encourages the integration of learners with diverse abilities into regular classrooms. As this shift continues, those in the field of education work to steadily navigate what an inclusive classroom looks like. This makes the role of the Learning Support Assistant more important than ever! To support both teachers and learners, learning support assistants work in collaboration with a team of educators to positively impact and guide exceptional students.

2. The Role of the LSA

“LSA's provide in classroom support, adaptive teaching and individual interventions to help students of determination access the curriculum.” – WSF Inclusion Policy, 2023

The Role of LSA's is to support the implementation of the lesson plan for Students of Determination under the supervision and guidance of a SEN Teacher in accordance with individual targets as laid out in the learners' IEP and PLP. In addition, the role includes:

- Providing individualized assistance so that their learner(s) is able to achieve their full potential academically, emotionally and physically.
- Supporting, guiding and facilitating, so that the learner can:
 - meet the multiple demands of the classroom expectations and environment,
 - participate in all activities insofar as they are able to.
- Liaising with **parents**, **SEN teachers** and class teachers **to** adapt learning activities to **align with the IEP**.

3. The Responsibilities of the LSA

3.1 *Support for the learner*

- Supervise and facilitate individual support for the named learner, with particular reference to IEP targets, ensuring their safety and access to learning activities, including, where appropriate, specialist lessons.
- Supervise the named learner in small group or one to one learning activities in school in or away from the main teaching area if group work is in the named learners' interests.
- Communicate effectively and sensitively with the named learner to support their learning, promoting self-confidence and independence.

- Assist learners to develop skills both within the accessible curriculum and on the IEP on a one to one or group setting.
- Working with the named learner, recognizing when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum and/or IEP fully and make progress.
- Encourage the named learner to interact with others and engage in activities led by the teacher.
- Promote the learner's self-esteem, independence, academic, physical and social inclusion and acceptance.
- Support use of ICT in learning activities and develop learner's competence and independence in its use.
- Supervise the named learner at play/leisure breaks, as agreed with the class teacher, at times of transition between lessons and activities, and on arrival to class and before departure.
- Provide informal feedback to the named learner in relation to progress and achievement under the guidance of the teacher.
- Have realistically high expectations of the named learner; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievements.
- Use behaviour management strategies, in line with the school's policy and procedures.
- Attend swimming lessons, either to be on the side of the pool or to enter the water, as required by the Head of Inclusion and the Head of PE.
- If the LSA pupil is absent report to the Head of Inclusion.

3.2 *Support for the SEN teacher and class teachers*

- Contribute effectively to the lessons and assist in setting out learning materials appropriate to planned activity for the named learner.
- Work within a framework set by the SEN teacher and assigned teacher, to plan the LSA's role in lessons including how they will provide feedback to the named pupil and colleagues on learners' present level of academic and functional performance.
- Monitor learners' participation and progress, providing feedback to the teacher, and giving constructive support to the named pupil as they learn. Annotate work re description of support given.
- Track and record achievement, progress and targets of the named pupil as directed by the SEN teacher, teacher and Head of Inclusion
- Share with the teacher, colleagues and supporting professionals, issues of concern and positive feedback about the pupil's welfare and achievements.
- Administer routine tests and invigilate exams and undertake routine marking of learner's work as directed by the teacher
- Accompany named learner or learner assigned for cover on educational visits and take responsibility for the named learner under the supervision of the teacher
- Communicate effectively with the named learner's parent/s via the LSA communication diary and monthly reports based on IEP targets and outcomes

- Maintain a file of IEPs, records, minutes and other relevant documents.

3.3 Support for the curriculum

- Undertake structured and agreed learning activities, adjusting activities according to named pupil's responses
- Understand and refer to learning objectives with reference to the named pupil within the appropriate framework eg Development Matters, Early Learning Goals, National Curriculum or P levels
- Attend relevant meetings required, including with Head of Inclusion, termly Individual Education Plan meetings and CPD.

3.4 Support for the school

- Ensure the identity of the named pupil and all issues with regard to their needs are confidential
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Meet with the assigned classroom teacher(s), colleagues and Head of Inclusion within employed hours to discuss issues relevant to the area in order to improve practice and ensure adequate resource allocation.
- To take part in training activities offered by the school to further knowledge (within employed hours)
- Take part in agreed induction programme for new Teaching Assistants in accordance with school's policy
- Attendance at meetings of the team of Teaching Assistants to discuss issues arising from day-to-day support in the classroom, and identify improvements to the service provided
- Contribute to the overall ethos/work/aims of the school
- Set a good example in terms of dress, punctuality and attendance
- Works in collaboration with other teaching assistants, support staff, administration.
- Appreciate and support their role.
- If the LSA is absent they must contact the HR, Head of Inclusion, their SEN teacher, class teacher/tutor, Principals Secretary directly in line with school policy.

3.5 Administrative Tasks

- Completing daily learning logs of the student(s) in their care,
- Recording classroom activities and uploading them onto ELT in Teams,
- Reading logs (10 stories/month dependent on the reading level)
- Click and literacy trackers
- Providing feedback on their students' response to interventions to the SEN teacher who oversees them.

4. Key Accountabilities

- Embrace and encourage the ethos and standards of excellence as defined in the GEMS Core Values.
- Ensure the GEMS policies, procedures, and codes of conduct are followed at all times.
- Initiate effort and energy beyond the typical workday, where the tasks require additional commitment.
- Attend staff meetings and serve on committees as required.
- Perform other duties as requested by direct & dotted reporting line managers / supervisors

Appendix K – Checklist for Identifying Gifted and Talented Students

Gifted and Talented Students may:

Behaviours	Check
1. Student possesses an extensive general knowledge, often knows more than the teacher and finds the usual reference books superficial.	
2. Easily grasps underlying principles and needs the minimum of explanation.	
3. Has mental speeds faster than physical capabilities and is often reluctant to write at length	
4. Can be reluctant to practice skills already mastered, finding such practice futile.	
5. Is inventive and original when interested.	
6. Displays intellectual playfulness, fantasies and imagination, and is quick to see connections and to manipulate ideas.	
7. Show good insight into cause-effect relationships.	
8. Makes quick generalizations and extracts the relevant points from complex material.	
9. Prefers to talk rather than write and often talks at speed with fluency and expression.	
10. Has exceptional curiosity and constantly wants to know why.	
11. Asks searching questions, which tend to be unlike other students' questions.	
12. be able to pose problems and solve ingeniously.	
13. Reads rapidly, retains what is read and can recall detail.	
14. Listens to only to part of the explanation and appears to lack concentration or even interest but always know what is going on.	
15. Can leap from concrete examples to abstract rules and general principle.	
16. Are keen and alert observers.	
17. Have advanced understanding and use of language, but are sometimes hesitant as they search for and use the correct word.	
18. Can become absorbed for long periods when interested and may be impatient with interference or abrupt change.	
19. Get lost in another world, show sensitivity and react strongly to things causing distress or injustice.	
20. Often take a leadership role.	
21. Can be self-effacing and attribute ideas to others	
22. Are confident and competent, give inventive responses to open ended questions	
23. Are unwilling to accept authoritarian pronouncements without critical examination and want to debate and find reasons to justify the why and the wherefore.	
24. Criticize constructively, even if sometimes argumentatively	

Appendix L – Removal from Wave 3 Register

Name:	
DOB:	
Admission to Year Group:	Admission Date:
Previous School Attended:	
Parent Contact Name:	
Phone Number:	

Assessments

Reading and literacy	Written and verbal expression	Language structure
Mathematical concepts	Bonds and tables	Word problems
Behavioural management	Emotional regulation	Ability to work independently

Class Teacher feedback:

SEN Teacher feedback:

Target review:

Parent feedback:

Student review (where appropriate):

Recommendation by Inclusion Department:

Counseling (external provision)	Personalised Learning Plan (PLP)
Counseling (WSF provision)	Individual Interventions
Referral to a specialist(s)	Resource room programme
Learning Support Assistant	LSA Teaching Plan
Removal from Wave 3 Register	Other

Support required for transition:

Comments:

Wave 3 Register status:

Remain	Removal
Pending further evaluation (provide details)	Other

Parent acknowledgement:

I/We hereby agree to the above review of my/our child's Wave 3 Register status and accept the decision made by WSF.

Signature**Date**

Parent:

Head of Inclusion:

Observation and Identification Form

Strictly Private and Confidential

Reading and Writing

[Date:]

Learner details:

Learner:

Grade:

Teacher:

Subject:

Please note that the following questionnaire is not a diagnosis of the learner; it is an account of observations of class teachers at a given time and is not regarded as a fixed statement of abilities that apply indefinitely. This questionnaire will be forwarded to the Educational Psychologist to be reviewed if a Psycho-Educational Assessment is required.

Classroom Behaviour:

The learner is:

Never

Sometimes

Often

Always

- Restless, hyperactive, always up and on the go
- Excitable, impulsive
- Assumes the "class clown" role
- Acts bold, "smart" or sassy
- Makes grunts and noises at inappropriate times
- Disturbs other children or teases them
- Disruptive behaviours
- Talkative
- Taking other's things without permission
- Demanding & wants needs met immediately no delayed gratification
- Inactive
- Often unsettled and takes time to adjust to change
- Having trouble with transitions

Attention:

The learner:

Never

Sometimes

Often

Always

- Is easily distractible
- Is inattentive
- Has difficulty with his/her attention span
- Daydreams
- Procrastinates
- Avoids tasks
- Fails to finish things that he starts
- Easily frustrated in efforts
- Difficulty in learning

Reading in the Learning Areas:

The learner has difficulty

Never

Sometimes

Often

Always

- remembering content
- following or comprehending materials
- understanding vocabulary or a concept
- coping with volumes of text
- identifying main ideas from text

Comprehension:

The learner

Never

Sometimes

Often

Always

- requires more time to complete tasks than expected
- struggles with focusing on decoding words
- has a lack of phrasing when reading
- ignores punctuation
- monotone voice when reading aloud
- skips lines or words

- has difficulty responding accurately to text
- is unable to differentiate relevant words from details
- has difficulty predicting or making inferences from the text
- makes a literal interpretation of slang or figurative language

Decoding (reading):

The learner	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> • has limited fluency or automaticity • has difficulty distinguishing between similar speech sounds • struggles to match letters and sounds • has difficulty developing sight word vocabulary • struggles to identify a word in a previous sentence or paragraph • has poor phonemic awareness • has difficulty sequencing sounds • adds or omits letters, sounds or syllables from or to words • has difficulty segmenting words into syllables or phonemes 				
<ul style="list-style-type: none"> • struggles to blend sounds or phonemes to form words 				

Phonological Processing:

The learner	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> • omits sounds in words • mispronounces sounds in words • difficulty rhyming • confuses words that sound similar • difficulty sounding out sounds when reading • difficulty moving beyond invented spelling • omits vowels when spelling 				

Receptive Language Processing:

The learner	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> • has difficulty understanding oral/visual/written information • has difficulty organizing thoughts both on paper and orally • has difficulty understanding spoken language and responding • sometimes has difficulty pronouncing words • struggles to understand figurative language • can often seem confused or forgetful • often needs further explanations 				

Expressive Language Processing:

The learner	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> • struggles to formulate or use either spoken or written language • struggles to make connections between ideas and the words used to express them • struggles to interact with peers • struggles to retrieve and organize words to describe or explain • struggles with written composition, and/or taking notes 				

Encoding (spelling and/or writing):

The learner	Never	Sometimes	Often	Always
<ul style="list-style-type: none"> • has limited spelling • has difficulty distinguishing between similar speech sounds • struggles to develop sight word vocabulary • struggles to match letters and sounds • can't segment words into syllables or phonemes • has difficulty sequencing sounds • struggles to blend sounds or phonemes to form words 				

- adds or omits letters, sounds or syllables

Editing:

The learner

- identifying areas where improvement is needed
- identifying spelling or grammatical mistakes

Never

Sometimes

Often

Always

Drafting:

The learner

- struggles to generate and organise ideas and choose topics
- has over simplified ideas
- is unable to write ideas on paper
- overuses a few common words
- uses simplistic sentences
- loses train of thought
- has a short, underdeveloped written product
- has rambling ideas
- lacks the use of pre-writing, revising and editing strategies
- gets tired easily when writing

Never

Sometimes

Often

Always

Sharing / Publishing:

The learner

- experiences embarrassment or emotional difficulty with the idea of sharing work publicly
- is not comfortable comparing work his work with that of others

Never

Sometimes

Often

Always

Additional information:

Please provide information about your concerns, why you are flagging the student, the interventions you have tried and how the student responded to those interventions.

Name and signature: _____

Date: _____

Decision:

Name and signature: _____

Date: _____

Head of Inclusion: _____

Date: _____

Observation and Identification Forms

Strictly Private and Confidential

Mathematics and/or Numeracy

[Date:]

Learner details:

Learner:

Grade:

Teacher:

Subject:

Please note that the following questionnaire is not a diagnosis of the learner; it is an account of observations of class teachers at a given time and is not regarded as a fixed statement of abilities that apply indefinitely. This questionnaire will be forwarded to the Educational Psychologist to be reviewed if a Psycho-Educational Assessment is required.

Classroom Behaviour:

The learner is:

Never

Sometimes

Often

Always

- Restless, hyperactive, always up and on the go
- Excitable, impulsive
- Assumes the "class clown" role
- Acts bold, "smart" or sassy
- Makes grunts and noises at inappropriate times
- Disturbs other children or teases them
- Disruptive behaviours
- Talkative
- Taking other's things without permission
- Demanding and wants needs met immediately no delayed gratification
- Inactive
- Often unsettled and takes time to adjust to change
- Having trouble with transitions

Attention:

The learner:

Never

Sometimes

Often

Always

- Is easily distractible
- Is inattentive
- Has difficulty with his/her attention span
- Daydreams
- Procrastinates
- Avoids tasks
- Fails to finish things that he starts
- Easily frustrated in efforts

Basic Arithmetic Abilities:

The learner:

Never

Sometimes

Often

Always

- Has difficulty with accurate or fluent calculations
- finds it difficult to understand concepts such as "more" or "less" and "greater" or "smaller"
- struggles to perform simple arithmetic operations such as addition, subtraction, multiplication and division
- is unable to make reasonable estimates, for example: estimating the number of objects in a group
- finds rounding off numbers difficult

Visual-Spatial Abilities

The learner has difficulty

Never

Sometimes

Often

Always

- understanding and using units of measure
- understanding spatial relationships and concepts
- understanding concepts related to geometry

Computation Skills

The learner has difficulty

- understanding maths symbols such as +, -, x and ÷
- counting the number of dots or objects shown
- remembering basic number facts
- performing basic operations
- choosing correct operations
- completing simple mental maths
- counts on fingers
- with mental maths, needing concrete apparatus for simple calculations
- skips numbers while counting
- lacks mathematical automaticity

Never

Sometimes

Often

Always

Copying with Accuracy and Neatness in Maths:

The learner

- makes frequent errors when copying from the board, textbook, overhead, or other source
- misaligns numbers
- leaves numbers out or repeats numbers
- work is difficult to read

Never

Sometimes

Often

Always

Reversals in Mathematics:

The learner

- reverses numbers
- reverses mathematical symbols

Never

Sometimes

Often

Always

Mathematical Reasoning:

The learner has difficulty

- recognising and identifying numbers
- developing an intuitive understanding of numbers & their relationships
- recognising and extending (“grasping”) patterns, sequencing and directionality
- understanding that the words ten, hundred, thousand have the same relationship to each other as the numbers 10, 100, 1000
- understanding the value of money, and breaking it up to make change
- temporal relationships
- developing an intuition for correctness or estimating
- equivalence
- classifying
- whispering when performing math
- reliance on manipulatives
- verbally expressing mathematical ideas
- generalizing mathematical concepts into other situations
- automating maths skills, with an over reliance on rote learning
- use of calculator or computer

Never

Sometimes

Often

Always

Number Concepts and Place Value:

The learner has difficulty

- lack of number sense, comparing number
- understanding concepts like “more” or “less”, “greater” or “smaller”
- understanding the quantity of numbers
- understanding number systems
- understanding how numbers relate to one another
- recognizing the quantity of items without counting
- visualizing or identifying math concepts

Never

Sometimes

Often

Always

Sequencing Numbers and Steps:**The learner****Never****Sometimes****Often****Always**

- counting, time, schedules, ideas
- correct direction when doing math calculations
- numerous careless errors
- following models

Problem Solving:**The learner****Never****Sometimes****Often****Always**

- reading word problems
- lack of structure for addressing word problems
- cannot determine if an answer to a problem is logical
- solves problems slowly
- focuses on unimportant details in math problems

Affective Domain:**The learner:****Never****Sometimes****Often****Always**

- demonstrates avoidance of mathematical tasks
- demonstrates anxiety in mathematics
- performs maths tasks inconsistently, with occasional successes and frequent errors
- demonstrates a negative attitude towards mathematics
- task significantly more time to process maths-related tasks than his/her peers
- does not ask questions, even when it is clear he/she does not understand

Additional information:

Please provide information about your concerns, why you are flagging the student, the interventions you have tried and how the student responded to those interventions.

Name and signature: _____

Date: _____

Decision:

Name and signature: _____

Date: _____

Head of Inclusion: _____

Date: _____

Observation and Identification Forms

Strictly Private and Confidential

Classroom Behaviours

[Date:]

Learner details:

Learner:

Grade:

Teacher:

Subject:

Please note that the following questionnaire is not a diagnosis of the learner; it is an account of observations of class teachers at a given time and is not regarded as a fixed statement of abilities that apply indefinitely. This questionnaire will be forwarded to the Educational Psychologist to be reviewed if a Psycho-Educational Assessment is required.

Classroom Behaviour:

The learner is:

Never

Sometimes

Often

Always

- Restless, hyperactive, always up and on the go
- Excitable, impulsive
- Assumes the "class clown" role
- Acts bold, "smart" or sassy
- Makes grunts and noises at inappropriate times
- Disturbs other children or teases them
- Disruptive behaviours
- Talkative
- Taking other's things without permission
- Demanding and wants needs met immediately no delayed gratification
- Inactive
- Often unsettled and takes time to adjust to change
- Having trouble with transitions

Attention:

The learner:

Never

Sometimes

Often

Always

- Is easily distractible
- Is inattentive
- Has difficulty with his/her attention span
- Daydreams
- Procrastinates
- Avoids tasks
- Fails to finish things that he starts
- Easily frustrated in efforts
- Difficulty in learning

Relation to Learning:

The learner:

Never

Sometimes

Often

Always

- Avoids tasks
- Procrastinates
- Fails to finish things that he starts
- Easily frustrated in efforts
- Difficulty in learning

Relation to Teacher:

The learner tends to:

Never

Sometimes

Often

Always

- have a submissive attitude towards authority
- have excessive demands for the teacher's attention
- be uncooperative with the teacher
- engage in attention-seeking behaviour
- be disrespectful
- act stubbornly, sometimes for no reason at all

- be defiant
 - be shy than expected
 - lack self-confidence
-
- fearful
-
- co-operative
 - disengaged
-
- withdrawn

Interaction with Peers:

The learner

Never

Sometimes

Often

Always

- is well-liked by peers
- is accepted by the group
- is withdrawn and isolated from others
- does not get along with others
- is uncooperative with classmates
- has difficulty making friends
- frequently interrupts or blames others
- has no sense of fair play
- is quarrelsome
- has no sense of fair play
- displays leadership qualities
- denies mistakes or blames others
- appears to be easily led by others

Affective Domain:

The learner shows signs of

Never

Sometimes

Often

Always

- Quick and drastic mood changes
- Being childish and immature
- Temper outbursts and unpredictable behaviour
- Pouting and sulking easily
- Frustration
- Anger
- Aggression
- Anxiety
- Depression or low mood
- Shame
- Self-doubt and feeling inadequate
- Low self-esteem
- Confusion/embarrassment about achievement
- De-emphasizing areas of strength
- Overly sensitive to criticism
- Feeling left out
- Tells lies

Additional information:

Please provide information about your concerns, why you are flagging the student, the interventions you have tried and how the student responded to those interventions.

Name and signature: _____

Date: _____

Decision:

Name and signature: _____

Date: _____

Head of Inclusion: _____

Date: _____