Inclusion Policy 2026–2027

GEMS Winchester School Fujairah · Whole School

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Name of policy	WSF Inclusion Policy (Whole School)
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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:

- Set 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 WSF 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 Siobhan Scanlan (GEMS Corporate governance), 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, Joseph Thorowgood.

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 (SENDCo) is Catherine Richardson, 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 IEPs,
- 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.
- Hold and maintain the Gifted and Talented register (see Section 11.3).

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 with the curriculum expectations, the levels of the child and / or recommendations from 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,
- Completing the Sparkling GEMS GRT Quick Checker when they have a concern about a student, applying strategies from the Sparkling GEMS Handbook and, where concerns remain, completing an Inclusion Referral Form (see Section 6.2),
- 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 J: 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 Inclusion 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 Enrolment or Re-enrolment 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 phases, where appropriate.

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

Students whose reading age is below their chronological age are identified early and receive targeted support.

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 of the British National Curriculum,
- International Benchmark Assessments, Progress Tests, CAT4, NGRT, PASS, TIMSS, PISA, PIRLS, ePIRLS, etc.
- Progress measured against National Curriculum descriptors at the end of the phase 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 F).

6.2 Referrals

At WSF, referrals to the Inclusion Department follow a graduated, teacher-led process. This makes sure that high-quality, adaptive teaching is always put in place first, and that every referral is supported by evidence of the student's needs and of the strategies already tried. The process has four stages and is shown as a flowchart in Appendix G.

Stage 1 – Identifying areas of concern

Where a teacher has a concern about a student, the Sparkling GEMS Graduated Response Tool (GRT) Quick Checker is completed. The form tutor and the student's subject teachers (for example English, Maths, Science and PE) each indicate (Y/N) where they have concerns across the four areas of need:

- Cognition and Learning;
- Communication and Interaction (expressive language, receptive language, and social and non-verbal communication);
- Sensory and Physical (including vision and hearing);
- Social, Emotional and Mental Health.

Bringing together the views of several teachers in this way shows whether a concern is seen across the curriculum or only in particular subjects.

Stage 2 – Applying strategies from the Sparkling GEMS Handbook

Using the areas identified on the Quick Checker, teachers select and apply strategies from the Sparkling GEMS Handbook and Toolkit as part of quality first teaching. For each area of need, the Handbook sets out "what you might see" and "what can help". Teachers keep a record of the strategies they have used and how the student has responded.

Stage 3 – Referral to the Inclusion Department

If concerns remain after the strategies have been applied, the teacher completes the WSF Inclusion Referral Form and submits it to the Inclusion Department. The referral should include the completed GRT Quick Checker and a summary of the strategies tried and their impact, so that the Inclusion team can see what has already been put in place.

Stage 4 – Observation and next steps

A member of the Inclusion team (the Head of Inclusion, Deputy Head of Inclusion or an Inclusion Teacher) observes the student in class, using the observation forms in Appendix B. Following the observation, the Inclusion team agrees the next steps with the class teacher. Depending on the outcome, these may include:

- further targeted strategies and advice for the class teacher;
- screening or assessment using the Identification and Assessment Toolkit (Appendix B);
- a meeting with parents to share concerns and agree next steps;
- placement on the Sparkling GEMS register at the appropriate Level (1–3), with a Sparkling Excellence Plan for students at Levels 2 and 3;
- referral to the school counsellor or to external specialists, where appropriate.

Parents are informed of the outcome and are involved in agreeing any additional support, in line with Section 10.3. Concerns about a student's emotional wellbeing may also be referred directly to the school counsellor. Any safeguarding concern must always be reported immediately in line with the school's Child Protection and Safeguarding Policy, and must not wait for this referral process.

6.3 Removals

The criteria for removing students from the registers are laid out in Appendix L.

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 levels:

Level 1: Quality First Teaching

Level 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 Level 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 though additional support within the classroom environment provided by the class teacher. Learners at Level 1 may include those who require access to exams through modifications of context sheets for particular learners.

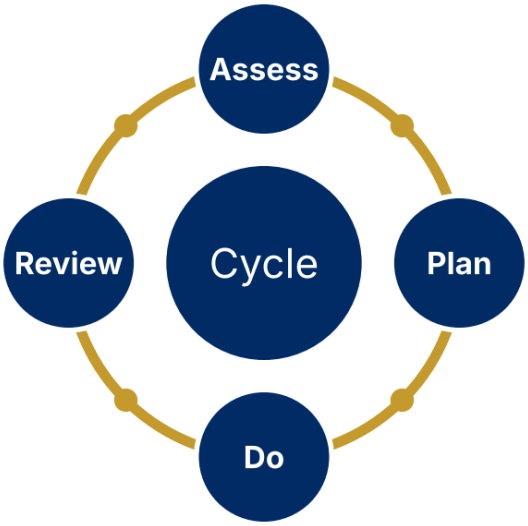
Level 2: Targeted Services of Support

Level 2 describes the support provided in addition to the support at Level 1 which extends beyond adaptive teaching and learning. Learners at Level 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 Level 2 support services. Most learners accessing this level may require enhanced support through an Individual Education Plan (IEP).

Level 3: Individualised Support

Level 3 describes individualised and specialised provision for students who require support that is additional to and different from that provided to most other students. Students categorised at Level 3 are allocated a Learning Support Assistant (LSA) to support their access to learning, participation in classroom activities and progress towards individual learning goals. Support is informed by the student's identified needs and may include an Individual Education Plan (IEP) with personalised targets, targeted interventions, reasonable curriculum adaptations and regular monitoring and review. Where appropriate, a Team Around the Child (TAC) may be established to coordinate support between school staff, parents and external professionals.

7.2 Assess, plan, do, review



- **Assess:** identify the student's needs through screening, teacher assessment and observation
- **Plan:** assign SMART targets, include adaptive teaching and learning methods
- **Do:** implement the interventions and supports
- **Review:** how effective were the 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, including the school counsellor and social worker,
- 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 Level 3 support, these will be a standing arrangement, operating on a recurring termly cycle.

Facilities, resources and systems

- A range of appropriate and purposeful learning spaces (e.g. intervention room, central inclusion areas, counselling room),
- Specialist classrooms equipped with resources, including sensory circuits, to support student regulation,
- A suite of standardised and/or computer-based screening and assessment tools to enable identification of learning needs,
- A wide range of evidence-based intervention programs and resources (e.g. White Rose Maths, Times Table Rockstar, FFT phonics, colourful semantics, Zones of Regulation),
- A substantial bank of large and small sensory resources and adapted seating options (e.g. wobble stool; wiggle 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 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 (Level 3), targeted support plan (Level 2), or classroom support plan (Level 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:
  - Level 2 – typically not more than 1.5hrs, most often in a group organized by the class teacher.
  - Level 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 methods, so that all learners can access teaching:

- Adapting our curriculum and staffing to meet individual needs,
- Providing resources such as laptops, coloured overlays, visual timetables, PECS (picture exchange communication system) and larger fonts,
- Using visuals and communication boards across the school to support student communication,
- Using social stories to support understanding of routines, expectations and social situations,
- Equipping specialist classrooms with resources, including sensory circuits, to support student regulation so that students can access their classroom positively.

7.5 English Additional Language (EAL) and Literacy

At WSF, as 97% of our students in Phases 2 to 4 speak English as an Additional Language (EAL), language development is embedded within teaching and learning across the whole school. Staff use a range of strategies to develop students' English language proficiency, support access to the curriculum and promote progress across all areas of learning. Literacy leadership is provided through the Whole School Literacy Lead, alongside dedicated

Literacy Leads in Primary and Secondary. The school counsellor supports students' social, emotional and behavioural development. Individual Learning Support Assistants (iLSAs and eLSAs) may also provide one-to-one support where necessary, in consultation and agreement 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.
- Maintaining the Inclusion Register, provision map, intervention plans and intervention tracker, together with LSA deployment records,
- Analysing the progress of groups, including Students of Determination, through Student Progress Meetings where targets and actions are agreed,
- Seeking the views of Students of Determination through a survey tailored to their needs and understanding, and acting on the feedback,
- Drawing on regular reviews, external agency involvement and SENDIA accreditation, which confirm that provision meets students' needs and promotes access to the full 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, IGCSE, AS and A Level) 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 / rational should be on file and available for inspection at any time.

The procedures for implementing a Modified Assessment Framework can be found in Appendix I. 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, 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 Phase 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.

The Head of Inclusion also leads parent workshops that explain the purpose of the Inclusion Team, what inclusion looks like at WSF and the importance of collaboration between parents and school.

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.

We recruit and deploy Learning Support Assistants in a targeted way, so that more Students of Determination can learn in class and engage well in learning.

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)

LSA training is planned according to the needs of students and staff and includes PD delivered by external specialists. Our inclusion provision is also externally reviewed through SENDIA accreditation.

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 (Specialist centres/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 as one of the groups most at risk of educational exclusion, and we strive to prevent this.

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 Phases 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 Gifted and Talented Students

At WSF, identification of gifted and talented students is informed by admissions information, baseline assessments, internal and external data (including CAT4 and GL tests) and professional observations. We use the following methods:

- Gifted: Mean CAT SAS scores above 120
- Talented: At least one CAT4 battery score above 120
- An extensive checklist is available in Appendix K.

The Head of Inclusion holds the Gifted and Talented register. Between 40 and 50 students are currently reviewed each year.

11.4 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.
- Enrichment activities, to develop mastery in specific physical or mental domains.
- Projects for enterprising and real life application.
- Tiered You Do tasks in Expected, Working Above and Greater Depth, with students moved on to Greater Depth tasks sooner, based on in-class evidence, for deeper mastery.
- Stretch and challenge tasks planned into curriculum maps, and continuous provision plans that offer challenge for more able children in the early years.
- Mathematics enrichment, including the UKMT model maths quiz, the Pi Day quiz and the Mathackathon.
- Leadership opportunities and national events, including Model United Nations, Youth Parliament and STEM days.

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

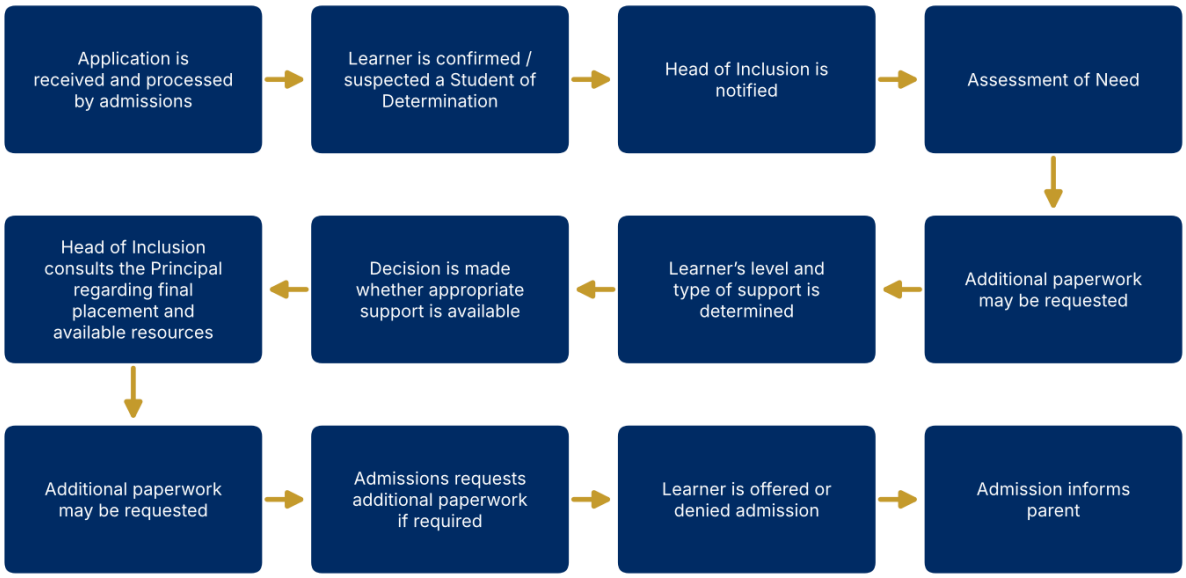
This document was discussed with the School Council to bring to their awareness how we meet the needs of Students of Determination. They agreed to be advocates for Students of Determination.

Appendix A – The Admission Process for Students of Determination

Please refer to Section 5 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 Principal to seek final approval for learner placement. This placement will consider Sections 5.4 and 5.5 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 enrol 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 Principal 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.


Application is received and processed by admissions
Learner is confirmed / suspected a Student of Determination
Head of Inclusion is notified
Assessment of Need
Additional paperwork may be requested
Learner's level and type of support is determined
Decision is made whether appropriate support is available
Head of Inclusion consults the Principal regarding final placement and available resources
Additional paperwork may be requested
Admissions requests additional paperwork if required
Learner is offered or denied admission
Admission informs parent

Appendix B – Identification and Assessment Toolkit

Tool	Area	What it does
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)
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)
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.
Wellcomm Screening	SLCN	Assesses a learners' current level of speech and language. Designed for early years (6 months – 6 years) (GL Assessment)
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.
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.
ABC Charts	SEMH	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. "B" refers to an objective and clear description of the behaviour that occurred, for example, X threw item onto the floor. "C" refers to what occurred after the behaviour or the consequence of the behaviour, for example, children moved

Tool	Area	What it does
Physical, Sensory and Medical		
Detailed Assessment of Speed of Handwriting (DASH)	Handwriting difficulties (dysgraphia)	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.

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
☐ Evaluation	☐ Reading and literacy	☐ Written expression and language
☐ Observation (behaviour, attention and concentration)	☐ Diagnosed Special Educational Needs	☐ Present Specific Learning Difficulty

Reason for referral:

Background of learner:

Assessment summary:

Recommended SEN support

☐ Counselling (external provision)	☐ Individualised Education Plan
☐ Counselling (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 Enrolment)

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?

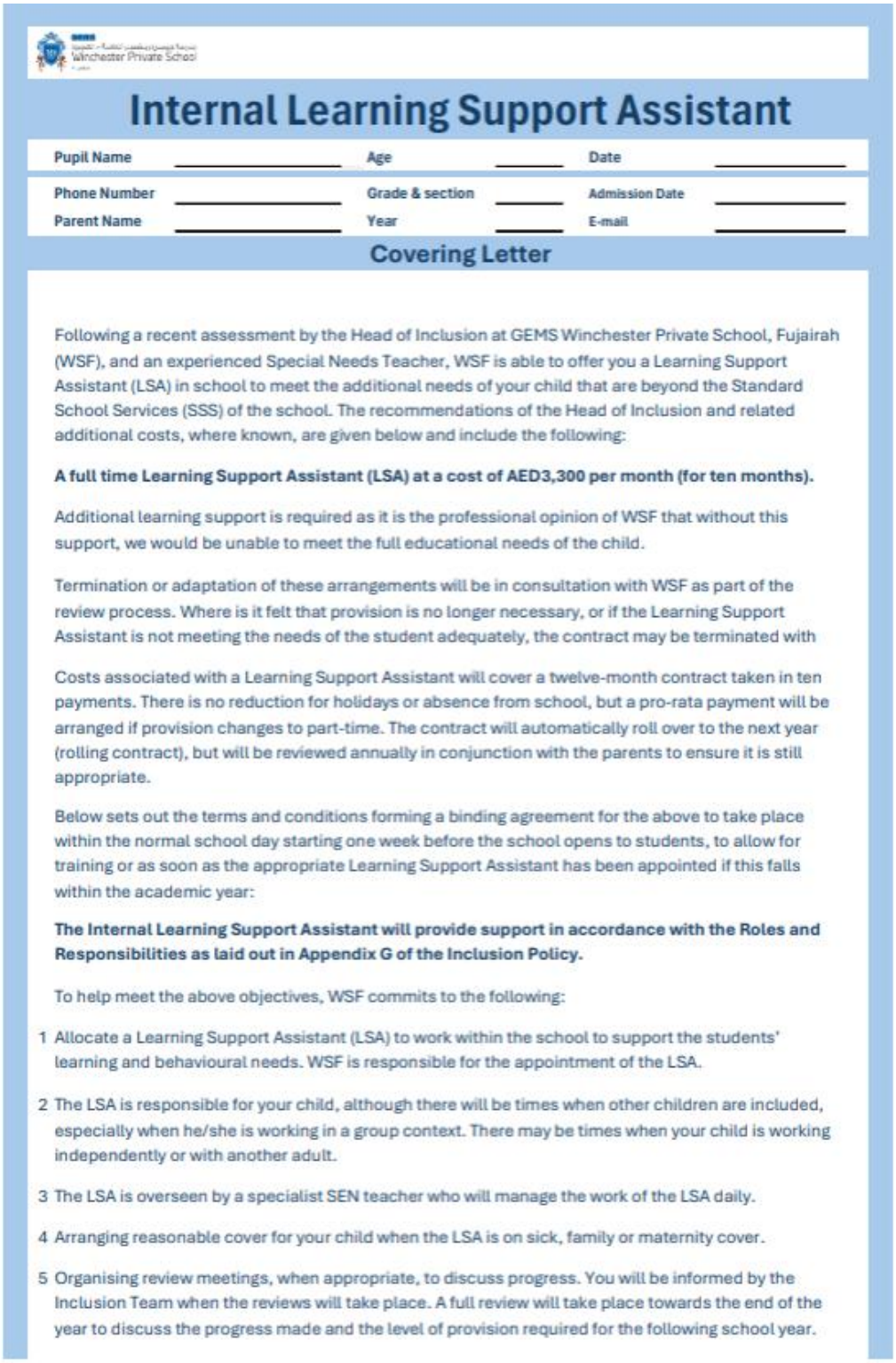
9. Are there any specific sensory needs or considerations that should be considered for your child?

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?

Signature	Date
Parent:	
Head of Inclusion:	

Appendix E – Parent Contract: Learning Support Assistant

Internal Learning Support Assistant



Winchester Private School

Internal Learning Support Assistant

Pupil Name	_____	Age	_____	Date	_____
Phone Number	_____	Grade & section	_____	Admission Date	_____
Parent Name	_____	Year	_____	E-mail	_____

Covering Letter

Following a recent assessment by the Head of Inclusion at GEMS Winchester Private School, Fujairah (WSF), and 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 is it 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

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 Internal 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:

1 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.

2 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.

3 The LSA is overseen by a specialist SEN teacher who will manage the work of the LSA daily.

4 Arranging reasonable cover for your child when the LSA is on sick, family or maternity cover.

5 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.

6 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.

7 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

Contract

I, _____, accept a Learning Support Assistant (LSA) for the twelve (12) month period, beginning _____. I understand that this is a rolling contract, and is subject to review and agreement from all parties. 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)

Parent
Name :

Date:

Head of Inclusion

Date:

Name of Learning Support Assistant Assigned:

External Learning Support Assistant: LSA – School Contract

Winchester Private School

External Learning Support Assistant

Pupil Name		Age		Date	
Phone Number		Grade & section		Admission Date	
Parent Name		Year		E-mail	

Covering Letter

The above parents and LSA have entered into a contract for the academic year 2026-2027, the details of which can be found below.

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

Termination or adaptation of these arrangements will be in consultation with WSF as part of the IEP review process. In the case that the parents wish make a change of carer, the term and conditions must be met as outlined below.

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 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 in order to meet the needs of the student.
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 careplan 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, accountble to them and should also adhere to the school code of conduct. They will be required to attend training in order to fully complete their role and parents must fully support this by allowing them timeoutside of the school day.
5. The Specialist Teacher Cco-ordinates the implementation of the additional support strategies needed and will 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 demonstate the ability to follow the guidance provided to support the needs of the
- 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, and be available for training.
- 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 2026-June 2027.**

This contract is effective:

_____ _____
Parent **Head of Inclusion**

Date: **Date:**

Name of Learning Support Assistant Assigned:

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

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 flowchart below summarises the four stages of the WSF referral process. Full details are given in Section 6.2.

Stage	Who	What happens
Stage 1 – Identify areas of concern	Class teacher / form tutor and subject teachers	Teachers complete the Sparkling GEMS GRT Quick Checker, marking concerns (Y/N) across Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social, Emotional and Mental Health.
Stage 2 – Apply strategies	Class teacher / subject teachers	Teachers use the Sparkling GEMS Handbook and Toolkit to put in place strategies for the areas identified, and record the strategies used and the student's response.
Concerns remain?	Yes – move to Stage 3.	No – continue with quality first teaching and keep monitoring.
Stage 3 – Refer to the Inclusion Department	Class teacher	Teacher completes the WSF Inclusion Referral Form, attaching the GRT Quick Checker and a summary of strategies tried and their impact.
Stage 4 – Observation and next steps	Inclusion team	The Inclusion team observes the student (Appendix B forms) and agrees next steps with the teacher and parents: further strategies, screening/assessment, Sparkling GEMS Level 1–3 placement, or referral to the counsellor/external specialists.

Graduated Response Tracker

There are concerns about the child or young person's:	
Cognition and Learning	Lack of progress, even with differentiated high quality first teaching approaches which are targeted to gaps and barriers.
	Performance levels i.e., they are below the level within which most children and young people are expected to work.
	Difficulty acquiring basic literacy skills and knowledge, for example, phonics, reading fluency and reading speed.
	Difficulty acquiring basic maths skills and knowledge, for example, number bonds, applying and remembering maths learning.
	Retaining and recalling information—in the short and/or long term.
	Difficulty in dealing with abstract ideas, applying from prior learning and problem solving.
	Slow processing—they take longer to work through problems and tasks, but can do with longer time.
	Poor independent learning skills such as the ability to focus, listen, organise themselves, sequence, or sustain attention on a task.
	High level of dependence on adult support.
	Lack of confidence, avoidance of tasks and reluctance taking risks.
Communication and Interaction	Expressive language
	Expressive language—their ability to use language to communicate with others, for example, finding the words they need or putting them in a cohesive sentence.
	Difficulty with speech sound or articulation skills.
	Difficulty using speech sounds accurately.
	Ability to use and express their ideas with clearly voiced and fluent speech, for example, stammering, **incomplete sentences, excessive use of fillers such as umm, errr and like**
	Receptive language
	Ability to understand and process language including auditory memory and vocabulary, for example, remembering length of sentence.
	Ability to understand a sentence as a whole, for example, may cue into certain words.
	Attention and/or listening skills—their ability to engage successfully with language.
	Difficulty with sequencing words or events to tell a story.
	Social and non-verbal communication
	Social communication, difficulty with social understanding and interaction, for example, building and maintaining friendships.
	Rigidity of thought, for example, ability to manage changes in routine, literal understanding and use of language.
	Difficulties with non-verbal communication such as eye contact, interpreting facial expression, non-verbal cues and prompts, body language.
	Poor awareness of needs of listener and what's appropriate, for example, not giving context, detail, speed of speech, tone of voice.
	Poor conversation skills, not taking turns, taking on board other's ideas, following another's topic of conversation, using a monologue, dominating the conversation.
Sensory and Physical	Physical skills/needs are affecting their learning and/or access to the curriculum.
	Physical skills/needs effect (**affect**) their stamina and endurance levels impacting on quantity and quality of work achieved (such as fatigue).
	Physical skills/needs affecting their ability to access the school site/facilities.
	Physical skills/needs requiring them to have assistance with personal care/moving and handling.
	Physical skills/needs requiring additional support/equipment to evacuate the building safely in the case of an emergency.
	Physical skills/needs impacting on their ability to complete activities of daily living such as toileting, dressing, use of cutlery, use of scissors, writing etc.
	Vision
	Holding printed resources and/or objects very closely or at an unusual angle.
	Failing to respond to non-verbal instructions.
	Losing their place when reading, skipping lines and struggling to find text on a page.
	Having difficulty accessing, or not paying attention to board work.
	Struggling in P.E. **or moving around the classroom** , especially demonstrating poor spatial awareness.
	Appearing isolated in the playground.
	Having difficulty interpreting facial expressions, social cues and can get too close.
	Being withdrawn or demonstrating behavioural issues.
	Tripping over, or having difficulty with steps/stairs/uneven ground.
	Has difficulty orientating in an unfamiliar environment.
	Hearing
	Having noticeable delays or gaps in attention and listening, play, communication and understanding spoken interaction.
	Showing some of the following: poor speech intelligibility, difficulty with recognising and responding to phonics, limited vocabulary both receptive and expressive, and immature grammatical structures in spoken language.
	Being distractible in class, having poor listening skills in a busy environment, and asking you to repeat often.
	Having low levels of confidence.
	Voice varies considerably, which may be due to group size, distance from board/teacher, reverberant rooms or poor light levels.
	Being dependent on visual cues from their teacher or peers.
	Having difficulty in responding to questions, instructions, starting work after teacher input or discussion, recalling information, social and academic interaction with peers.
Social, Emotional and Mental Health	Ability to plan, attend, organise, regulate themselves and manage change.
	Level of hyper vigilance and their disproportionate 'fight, flight, freeze' response.
	Attendance at school.
	Maintaining healthy peer relationships and friendships.
	Behaviour at home that may not be seen at school.
	Engagement with the curriculum.
	Changes in demeanour and/or appearance.
	Unpredictability of behaviour with lack of obvious triggers.
	Low confidence and/or self-esteem.
	Failure to make anticipated progress across many areas of the curriculum.

GEMS مدرسة جيمس وينشستر الخاصة – الفجيرة Winchester Private School FUJAIRAH

SEN Referral Form

Student Full Name	Click or tap here to enter text.			Date of Referral	Click or tap to enter a date
Student ID Number	Click or tap here to enter text.	Grade & Section		Choose an item.	Choose an item.
Your Name	Click or tap here to enter text.	Your designation		Click or tap here to enter text.	
Grade Head	Choose an item.	Grade Head Approval		☐ Yes	☐ No

Areas of Concern

Please ☑ the relevant boxes

Cognition and Learning	Reading and Literacy	☐	**Affective Domain**	Social	☐
	Writing	☐		Emotional	☐
	Numeracy and Maths	☐		Life Skills	☐
Social Domain	Communication	☐	**Physical Domain**	Sensory Sensitivities	☐
	Social	☐		Physical Difficulties	☐
	Interaction	☐		Motor Skills	☐

Academic History

Information to Collect

Admissions		**Previous Teacher**	
Documents available for external therapy received	☐	Did they identify the same issues?	☐
Documents from external evaluations	☐	Appropriate adaptive teaching strategies	☐
Transfer documents from previous school	☐	Was a referral made?	☐
		Referral date	Click or tap to enter a date.

Details of adaptive teaching strategies that worked:

Details of adaptive teaching strategies that didn't work:

Number of days absent:	Choose an item.
Reason for absence:	

Transport

How does the student get to / from school?

Where does the student live?		Choose an item.	
Approximate length of journey		Choose an item.	
To school by bus	☐	From school by bus	☐
Any incidents reported on the bus?	☐	Any incidents reported on the bus?	☐
Bus number		Bus number	
Name of bus nanny		Name of bus nanny	
School by car: parents	☐	School by car: other	
		If other, who?	

Questions to ask parents

Please be sensitive when asking these questions

Any changes in family dynamics? Examples: pregnancy, divorce, death in the family	
Any changes in the home routine? Examples: sleep cycle, transportation, home relocation	
Any changes in medication? Examples: stopped, changed dosage, changed type of meds	
Does the student attend any therapies? Examples: types of therapy, frequency, centers, therapists	

Student Details – Current Academic Year

Please ensure you fill in all relevant details

Number of days absent:			Choose an item.	
Reason for absence:				
Medical conditions	☐	Yes	☐	No
Details of medical conditions				
Siblings	☐	Yes	☐	No
Grades	Choose an ite	Choose an ite	Choose an ite	Choose an ite
Does the student have friends?	☐	Yes	☐	No

SEN Referral Form

GEMS مدرسة جيمس وينشستر الخاصة – الفجيرة Winchester Private School FUJAIRAH

Who are his/her friends				
Current support strategies in place Please ensure you fill in all relevant details				
Does the student have a differentiated learning plan	☐	**Yes**	☐	**No**
What adaptive teaching / Wave 1 strategies have you used				
What worked				
What didn't work				
What are the students' areas of interest				
What are the students' likes				
What are the students' dislikes				
What are the students' high engagement subjects				
What time of day does the student interact the most				
Date attended drop-in session	Click or tap to enter a date.			
What were the main take aways from the drop-in session				
What is working				
What is not working				
What classroom management strategies have you tried				
What is working				
What is not working				
Who is the students' key assistant in the classroom				
What observed causes/triggers affect their behaviour				

Appendix H – Procedure for Access Arrangements

Stage 1: During Phase 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 Phase 3 (IGCSE) or Phase 4 (AS/A Level), 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 Phases 3 and 4, 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 IGCSE) 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 (Phase 4).
- 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 individualised 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:

No.	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 Level 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

☐ Counselling (external provision)	☐ Personalised Learning Plan (PLP)
☐ Counselling (WSF provision)	☐ Individual Interventions
☐ Referral to a specialist(s)	☐ Resource room programme
☐ Learning Support Assistant	☐ LSA Teaching Plan

☐ Removal from Level 3 Register	☐ Other

Support required for transition:

Comments:

Level 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 Level 3 Register status and accept the decision made by WSF.

Signature	Date
Parent:	
Head of Inclusion:	