GEMS
مدرسة جيمس وينشستر الخاصة – الفجيرة
Winchester Private School
FUJAIRAH

KIND - AWARE - READY

GEMS Winchester School, Fujairah

Inclusion Policy
(Whole School)

Policy adopted/last reviewed	**October 2024**
Review cycle	**Annually**
Policy holder	**Penelope Meyer**
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GEMS EDUCATION

High Performance Learning

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1. Mission, Vision and Aims

1.1 Mission

GEMS Winchester School Fujairah (WSF) is an inclusive school, providing a safe and thriving environment for all learners. We uphold GEMS Education's mission to offer quality education to every learner. Our specific mission at WSF is to deliver educational programmes and services to Students of Determination that meet the highest international standards, preparing them for fulfilling lives.

1.2 Vision

We share GEMS Education's vision for inclusion, ensuring all students receive the necessary support and opportunities to become resilient, happy, and successful adults. At WSF, our vision for inclusive education is to:

- Foster a sustainable model of inclusive education that benefits learners, parents, teachers, and the community.
- Achieve excellence through innovative standard school provision, promoting access and engagement for all.
- Build a caring, inclusive community where all learners are valued, empowered, and supported.
- Establish a culture celebrating neurodiversity, identifying learner strengths and needs, and normalising additional support.

1.3 Aims

We acknowledge that learners progress at different paces, influenced by various factors. Our inclusion policy aims to:

- Outline WSF's commitment to 'People of Determination' within a mainstream curriculum.
- Define the roles and responsibilities of all involved in supporting 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

Disability: A complex phenomenon encompassing impairments, activity limitations, and participation restrictions, reflecting the interaction between an individual's body and their societal environment.

Exclusion: Any segregation, exclusion, or restriction due to special needs, leading to the denial of rights or equal enjoyment.

Inclusive education: A commitment to educating all students, including those with SEND, in a common learning environment with access to quality instruction, intervention, and support.

Inclusive education providers: Create a collaborative culture of mutual respect and equality, offering all students opportunities for success, positive social relationships, and full participation in the learning community.

Students of Determination: Students with special educational needs due to learning difficulties or disabilities that hinder their learning or access to facilities compared to their peers.

Special educational needs (SEN): Educational needs differing from the majority, arising from the impact of a disability or recognised disorder.

4. Roles and Responsibilities

All staff ensure that all learners:

- Feel secure and valued.
- Appreciate and value differences in others.
- Take responsibility for their actions and manage their behaviour and emotions effectively.
- Have challenging yet achievable targets.
- Are encouraged to participate in all aspects of school life.
- Develop self-guided learning skills.

Specific roles:

- **SEN Governor (Khulood Aldhanhani):** Oversees SEN provision, works with the Principal and Head of Inclusion on strategic development.
- **Principal (Emmanuel Keteku):** Holds overall responsibility for Students of Determination, delegates day-to-day management to the Vice Principal.
- **Senior Leadership Team:** Ensures a supportive environment, considering health and safety, accessibility, routines, curriculum, and risk assessments.
- **Head of Inclusion:** Manages the Inclusion Policy, coordinates support, advises on the graduated approach and resource allocation, liaises with external agencies, and ensures compliance with equality legislation.
- **SEN Teachers:** Oversee specific provision for their caseload, provide professional support, train LSAs, conduct assessments, and manage IEPs.
- **Teachers:** Implement adaptive teaching and learning, plan inclusive lessons, work with SEN Teachers and LSAs, and review student progress.
- **Internally appointed LSAs (iLSA):** Provide in-class support, adaptive teaching, and interventions under SEN Teacher supervision.
- **Externally appointed LSAs (eLSA):** Appointed and employed by parents, accountable to them, encouraged in Pre-K and KG1.

5. Admissions, Participation and Equity

GEMS WSF welcomes applications from Students of Determination.

- Applicants must declare any identified needs or disabilities.
- An internal 'assessment of need' is conducted for applicants with SEN or disabilities.

- Enrolment may be denied due to factors like inadequate infrastructure, limited curriculum options, or staffing constraints.

6. Identification, Referrals and Removals

- Identification occurs through various assessments, observations, and external specialist input.
- The GEMS WSF graduated system of support includes a continuum of identification processes.
- Referrals can be made by class teachers after consultation.
- Removal from registers follows specific criteria and review processes.

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,

✓ **Graduated System of Support and Response to Intervention Model:**
A three-tiered approach (Wave 1: Quality First Teaching and EAL, Wave 2: Targeted In-Classroom Support, Wave 3: Individualised Support) with additional supplementary support (Wave 3+) if needed.

✓ **Standard School Services:**
Outlines the support available to all learners, including Students of Determination, focusing on human resources, physical resources, and specific services.

Standard School Services offered at WSF	
Human Resources	• Active engagement of the Senior Leadership Team • learning support assistants (LSA's) deployed across the school, in keeping with the school's model, • Strategic leader of provision for students of determination, • Qualified and experienced SEN teachers, • Qualified and experienced counselling and pastoral support staff, • Team Around the Child (TAC) meetings, featuring some or all the above, can be called for Students of Determination accessing any level of support within WSF, as required, • For students benefiting from Wave 3 support, these will be a standing arrangement, operating on a recurring termly cycle.
Physical Resources	• A range of appropriate and purposeful learning spaces (e.g. intervention room, central inclusion areas, sensory room, therapy room, counselling room), • A suite of standardised and/or computer-based screening and assessment tools to enable identification of learning needs and generation of individualized education plans (IEP);

	• A range of modified curriculum planning and progress-monitoring tools • A range of evidence-based intervention programs and resources • A bank of large and small sensory resources and adapted seating options • Provision of additional learning equipment within and outside of the classroom • School subscriptions to assistive technologiesand online educational apps; • Adapted library resources (e.g. Hi-Lo books)
Specific Services for Students	**Indirect (Background) Support** • Termly meetings with Senior Leaders to review the Inclusion Register, • Active monitoring of classroom practice and learner participation and progress in lessons, • Development, implementation and review of IEP, LP, or PLP • Support, advice and guidance to the parents of the learner, • Training, support and monitoring of teachers, • Training, support and guidance of the learner's classroom peers, • Conducting risk assessment and providing a PEEP for students, • Working with external specialist services where possible. **Direct Support / Intervention** • Differentiated classroom lessons and practice, • A well-developed system of formal and informal assessments to identify needs and monitor progress, • In-house facilitator of exam access arrangements, • Small group or 1:1 support sessions delivered by the SEN Teachers, counselling team, and/or subject specialists: Wave 2 – typically not more than 1.5hrs, most often in a group Wave 3 – typically not more than 3hrs on a 1:1 or group basis (in line with individual needs and WSF capacity

✓ **Adaptations:**
Made to the curriculum and learning environment to meet individual needs, including EAL, literacy, emotional and social development support.

✓ **Engagement:**
All GEMS WSF activities are open to all learners, with necessary support provided.

8. Monitoring and Reviewing Provision and Learner Progress

- Efficacy of SEN provision is evaluated through improvement plans, progress reviews, learner surveys, monitoring, and learning walks.
- Learner progress is assessed and reviewed using various methods, including teacher assessments, national data, parent and student views, and external support service input.

9. Access to Fair Assessment

- GEMS WSF provides Exam Access Arrangements to ensure equitable access to assessments.

- Exam exemptions and modified assessment frameworks may be implemented in accordance with KHDA guidelines.
- It is the ultimate responsibility of the SLT to ensure students can access assessments.

10. Inclusion Information Report

- WSF promotes inclusion through various provisions.
- A neurodiversity-affirming and strengths-based approach is adopted.
- Parents and students are consulted and involved in decision-making.
- Complaints are addressed through a clear process.
- Staff expertise and training are prioritised.
- Collaboration with external agencies is encouraged.

11. Gifted and Talented Policy of Intent

- WSF is committed to inclusive education for all, including gifted and talented students.
- Aims and objectives are outlined to ensure these students reach their full potential.
- Identification methods and provisions for gifted and talented students are detailed.

12. Links with other Policies and Documents

This policy connects with various other school policies, including accessibility, EAL, literacy, behaviour, safeguarding, bullying, LSA contracts, admissions, and assessment.

13. Involving our Students in this Policy

The School Council has been consulted and involved in understanding and advocating for the needs of Students of Determination.

Appendix A – The Admission Process for Students of Determination

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

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

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

- **Assessment of Need**

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

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

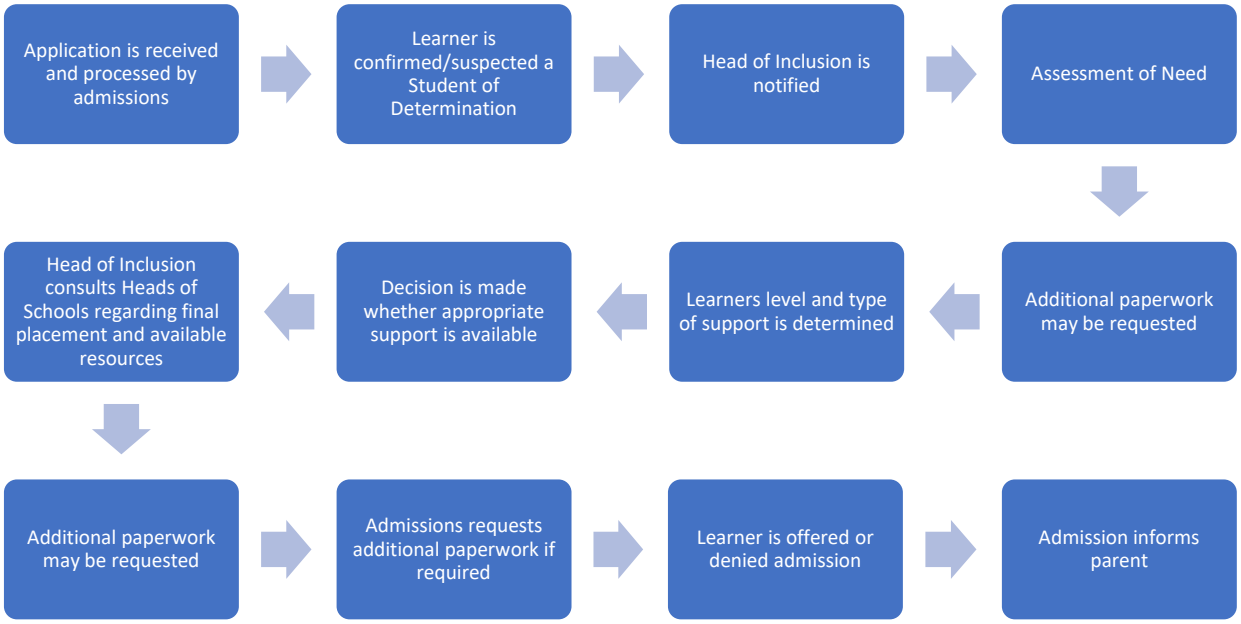
- **Enrolment is Denied**: If a learner is declined a place at WSF, admissions will send an email to the parent notifying them.

- **Enrolment is Confirmed**: If a learner is offered a place at WSF, admissions will send an email to the parent notifying them that WSF will enroll the learner on condition of all the paperwork – including the paperwork requested by the Inclusion Department – is shared with the school; this mail will outline exactly what paperwork is required.

- Once all the necessary paperwork has been collated by the school, admissions will inform the Inclusion Department that it is complete, and the Inclusion Department will review the paperwork that has been collated and confirm with Admissions that it is all correct and in possession.

- Only once the go-ahead has been received from the Inclusion Department, keeping the Heads of Schools in the loop, can a confirmed offer be sent to the family and the learner enrolled.

- Please note: Should a learner be admitted based on a previous-school report and, subsequently, be found to be a student of determination, the Inclusion Department will inform the Admissions Department so that the learner's records can be updated.


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
Learners level and type of support is determined
Decision is made whether appropriate support is available
Head of Inclusion consults Heads of Schools 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

Cognition and Learning			
CAT4	Cognitive Abilities Test	Reasoning with words, numbers, shapes and designs. Designed for children and young people aged 6-17+ years.	
Comprehensive Test of Phonological Processing – 2nd ed (CTOPP-2)	Phonological processing	Phonological awareness, phonological memory and rapid naming. Designed for 4-24, 11 months.	
Dyscalculia Screener	SpLD	Identifies dyscalculia early, an initial screener for teachers concerned about a students numeracy progress and skills application. Can screen small groups or individual students who show difficulty with numbers (number size, simple addition and multiplication). Both strengths and challenges are revealed.	
Dyslexia Screener	SpLD	Identifies dyslexic tendencies in learners 5-16+ years and recommends intervention strategies. Digital or paper format.	GL Assessment Link
Dyslexia Portfolio	SpLD	Individual follow-up assessment to the Dyslexia Screener (see above) for those learners who may have been screened as having dyslexic tendencies, or whose performance in literacy is causing concern. Assesses individual signs of dyslexia.	GL Assessment Link
York Assessment of Reading for Comprehension (YARC)	Reading and Comprehension	Enables teachers to assess student reading attainment across the primary stage. A one-on-one assessment that tests for letter-sound knowledge, early word recognition, sound isolation and sound deletion. Track progress and identify underlying difficulties in phonological awareness and the acquisition of letter sounds	GL Assessment
Communication and Interaction			
Progression Tools – The Communication Trust	SLCN	The aim of progression tolls is to support teachers to identify learners and young adults who may be struggling to develop their speech, language and communication skills. The tools are available in Early Years, Primary and Secondary kits and are broken down by age bracket. They can also be used to track progression of these skills over time or following interventions.	3 PT 5-6 PT 13-14 PT
Wellcomm Screening	SLCN	Assesses a learners' current level of speech and language. Designed for early years (6 months – 6 years)	GL Assessment Link
Social, Emotional and Mental Health			
Strengths and Difficulties Questionnaire (SDQ)	SEMH	Checklist of statements of any age group. Breaks down the learners or young adult's strengths and challenges and highlights areas to work on in social skills groups etc.	LInk

Pupil Attitudes to School and Self (PASS)	SEMH	A learner questionnaire designed to uncover emotional or attitudinal problems (such as low self-regard or attitudes to attendance) likely to hinder achievement at school.	Link
ABC Charts	SEMH	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	Internal form created
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.	Link

Student Observations
Strictly Private and Confidential
Classroom Behaviours

[Date:]

Student details:

Student:	**Grade:**
Teacher:	**Subject:**

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

Classroom Behaviour:

The learner is:	Never	Sometimes	Often	Always
• Restless, hyperactive, always up and on the go				
• Excitable, impulsive				
• Assumes the "class clown" role				
• Acts bold, "smart" or sassy				
• Makes grunts and noises at inappropriate times				
• Disturbs other children or teases them				
• Disruptive behaviours				
• Talkative				
• Taking other's things without permission				
• Demanding and wants needs met immediately no delayed gratification				
• Inactive				
• Often unsettled and takes time to adjust to change				
• Having trouble with transitions				

Attention:

The learner:	Never	Sometimes	Often	Always
• Is easily distractible				
• Is inattentive				
• Has difficulty with his/her attention span				
• Daydreams				
• Procrastinates				
• Avoids tasks				
• Fails to finish things that he starts				
• Easily frustrated in efforts				
• Difficulty in learning				

Relation to Learning:

The learner:	Never	Sometimes	Often	Always
• Avoids tasks				
• Procrastinates				

• Fails to finish things that he starts				
• Easily frustrated in efforts				
• Difficulty in learning				

Relation to Teacher:

The learner tends to:	Never	Sometimes	Often	Always
• have a submissive attitude towards authority				
• have excessive demands for the teacher's attention				
• be uncooperative with the teacher				
• engage in attention-seeking behaviour				
• be disrespectful				
• act stubbornly, sometimes for no reason at all				
• be defiant				
• be shyer than expected				
• lack self-confidence				
• fearful				
• co-operative				
• disengaged				
• withdrawn				

Interaction with Peers:

The learner	Never	Sometimes	Often	Always
• is well-liked by peers				
• is accepted by the group				
• is withdrawn and isolated from others				
• does not get along with others				
• is uncooperative with classmates				
• has difficulty making friends				
• frequently interrupts or blames others				
• has no sense of fair play				
• is quarrelsome				
• has no sense of fair play				
• displays leadership qualities				
• denies mistakes or blames others				
• appears to be easily led by others				

Affective Domain:

The learner shows signs of	Never	Sometimes	Often	Always
• Quick and drastic mood changes				
• Being childish and immature				
• Temper outbursts and unpredictable behaviour				
• Pouting and sulking easily				
• Frustration, anger and/or aggression				
• Anxiety				
• Depression or low mood				
• Shame				
• Self-doubt and feeling inadequate				

• Low self-esteem					
• Confusion/embarrassment about achievement					
• De-emphasizing areas of strength					
• Overly sensitive to criticism					
• Feeling left out					
• Tells lies					

Additional information:

Name and signature:_____

Date: _____

Received by Inclusion Department: _____

Decision:

Name and signature:_____ **Date:** _____

Head of Inclusion: _____ **Date:** _____

Student Observations
Strictly Private and Confidential
Reading and Writing

[Date:]

Student details:

Student:	**Grade:**
Teacher:	**Subject:**

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

Classroom Behaviour:

The learner is:	Never	Sometimes	Often	Always
• Restless, hyperactive, always up and on the go				
• Excitable, impulsive				
• Assumes the "class clown" role				
• Acts bold, "smart" or sassy				
• Makes grunts and noises at inappropriate times				
• Disturbs other children or teases them				
• Disruptive behaviours				
• Talkative				
• Taking other's things without permission				
• Demanding and wants needs met immediately no delayed gratification				
• Inactive				
• Often unsettled and takes time to adjust to change				
• Having trouble with transitions				

Attention:

The learner:	Never	Sometimes	Often	Always
• Is easily distractible				
• Is inattentive				
• Has difficulty with his/her attention span				
• Daydreams				
• Procrastinates				
• Avoids tasks				
• Fails to finish things that he starts				
• Easily frustrated in efforts				
• Difficulty in learning				

Reading in the Learning Areas:

The learner	Never	Sometimes	Often	Always
• remembering content				
• following or comprehending materials				

• understanding vocabulary or a concept				
• coping with volume of text				
• difficulty identifying main ideas				

Comprehension:

The learner	Never	Sometimes	Often	Always
• requires more time to complete tasks than expected				
• struggles with focusing on decoding words				
• has a lack of phrasing when reading				
• ignores punctuation				
• monotone voice when reading aloud				
• skips lines or words				
• has difficulty responding accurately to text				
• is unable to differentiate relevant words from details				
• has difficulty predicting or making inferences from the text				
• makes a literal interpretation of slang or figurative language				

Decoding (reading):

The learner	Never	Sometimes	Often	Always
▪ has limited fluency or automaticity				
▪ has difficulty distinguishing between similar speech sounds				
▪ struggles to match letters and sounds				
▪ has difficulty developing sight word vocabulary				
▪ struggles to identify a word in a previous sentence or paragraph				
▪ has poor phonemic awareness				
▪ has difficulty sequencing sounds				
▪ adds or omits letters, sounds or syllables from or to words				
▪ has difficulty segmenting words into syllables or phonemes				
▪ struggles to blend sounds or phonemes to form words				

Phonological Processing:

The learner	Never	Sometimes	Often	Always
• omits sounds in words				
• mispronounces sounds in words				
• difficulty rhyming				
• confuses words that sound similar				
• difficulty sounding out sounds when reading				
• difficulty moving beyond invented spelling				
• omits vowels when spelling				

Receptive Language Processing:

The learner	Never	Sometimes	Often	Always
▪ has difficulty understanding oral/visual/written information				
▪ has difficulty organizing thoughts both on paper and orally				
▪ has difficulty understanding spoken language and responding				
▪ sometimes has difficulty pronouncing words				

▪ struggles to understand figurative language				
▪ can often seem confused or forgetful				
▪ often needs further explanations				

Expressive Language Processing:

The learner	Never	Sometimes	Often	Always
▪ struggles to formulate or use either spoken or written language				
▪ struggles to make connections between ideas and the words used to express them				
▪ struggles to interact with peers				
▪ struggles to retrieve and organize words to describe or explain				
▪ struggles with written composition, and/or taking notes				

Encoding (spelling and/or writing):

The learner	Never	Sometimes	Often	Always
▪ has limited spelling				
▪ has difficulty distinguishing between similar speech sounds				
▪ struggles to develop sight word vocabulary				
▪ struggles to match letters and sounds				
▪ can't segment words into syllables or phonemes				
▪ has difficulty sequencing sounds				
▪ struggles to blend sounds or phonemes to form words				
▪ adds or omits letters, sounds or syllables				

Editing:

The learner	Never	Sometimes	Often	Always
▪ identifying areas where improvement is needed				
▪ identifying spelling or grammatical mistakes				

Drafting:

The learner	Never	Sometimes	Often	Always
▪ struggles to generate and organise ideas and choose topics				
▪ has over simplified ideas				
▪ is unable to write ideas on paper				
▪ overuses a few common words				
▪ uses simplistic sentences				
▪ loses train of thought				
▪ has a short, underdeveloped written product				
▪ has rambling ideas				
▪ lacks the use of pre-writing, revising and editing strategies				
▪ gets tired easily when writing				

Sharing / Publishing:

The learner	Never	Sometimes	Often	Always
▪ experiences embarrassment or emotional difficulty with the idea of sharing work publicly				
▪ is not comfortable comparing work his work with that of others				

Additional information:

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

Name and signature:_____

Date: _____

Received by Inclusion Department: _____

Decision:

Name and signature:_____ **Date:** _____

Head of Inclusion: _____ **Date:** _____

Student Observations
Strictly Private and Confidential
Mathematics and/or Numeracy

[Date:]

Student details:

Student:	**Grade:**
Teacher:	**Subject:**

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

Classroom Behaviour:

The learner is:	Never	Sometimes	Often	Always
• Restless, hyperactive, always up and on the go				
• Excitable, impulsive				
• Assumes the "class clown" role				
• Acts bold, "smart" or sassy				
• Makes grunts and noises at inappropriate times				
• Disturbs other children or teases them				
• Disruptive behaviours				
• Talkative				
• Taking other's things without permission				
• Demanding and wants needs met immediately no delayed gratification				
• Inactive				
• Often unsettled and takes time to adjust to change				
• Having trouble with transitions				

Attention:

The learner:	Never	Sometimes	Often	Always
• Is easily distractible				
• Is inattentive and/or daydreams				
• Has difficulty with his/her attention span				
• Procrastinates				
• Avoids tasks				
• Fails to finish things that he starts				
• Easily frustrated in efforts				

Basic Arithmetic Abilities:

The learner:	Never	Sometimes	Often	Always
• Has difficulty with accurate or fluent calculations				
• finds it difficult to understand concepts such as "more" or "less" and "greater" or "smaller"				
• struggles to perform simple arithmetic operations such as addition, subtraction, multiplication and division				

• is unable to make reasonable estimates, for example: estimating the number of objects in a group				
• finds rounding off numbers difficult				

Visual-Spatial Abilities

The learner has difficulty	Never	Sometimes	Often	Always
• understanding and using units of measure				
• understanding spatial relationships and concepts				
• understanding concepts related to geometry				

Computation Skills

The learner has difficulty	Never	Sometimes	Often	Always
• understanding maths symbols such as +, -, x and ÷				
• counting the number of dots or objects shown				
• remembering basic number facts				
• performing basic operations				
• choosing correct operations				
• completing simple mental maths				
• counts on fingers				
• with mental maths, needing concrete apparatus for simple calculations				
• skips numbers while counting				
• lacks mathematical automaticity				

Copying with Accuracy and Neatness in Maths:

The learner	Never	Sometimes	Often	Always
• makes frequent errors when copying from the board, textbook, overhead, or other source				
• misaligns numbers				
• leaves numbers out or repeats numbers				
• work is difficult to read				

Reversals in Mathematics:

The learner	Never	Sometimes	Often	Always
• reverses numbers				
• reverses mathematical symbols				

Mathematical Reasoning:

The learner has difficulty	Never	Sometimes	Often	Always
• recognising and identifying numbers				
• developing an intuitive understanding of numbers and their relationships				
• recognising and extending (“grasping”) patterns, sequencing and directionality				

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

Number Concepts and Place Value:

The learner has difficulty	Never	Sometimes	Often	Always
• lack of number sense, comparing number				
• understanding concepts like “more” or “less”, “greater” or “smaller”				
• understanding the quantity of numbers				
• understanding number systems				
• understanding how numbers relate to one another				
• recognizing the quantity of items without counting				
• visualizing or identifying math concepts				

Sequencing Numbers and Steps:

The learner	Never	Sometimes	Often	Always
• counting, time, schedules, ideas				
• correct direction when doing math calculations				
• numerous careless errors				
• following models				

Problem Solving:

The learner	Never	Sometimes	Often	Always
• reading word problems				
• lack of structure for addressing word problems				
• cannot determine if an answer to a problem is logical				
• solves problems slowly				
• focuses on unimportant details in math problems				

Affective Domain:

The learner:	Never	Sometimes	Often	Always
• demonstrates avoidance of mathematical tasks				
• demonstrates anxiety in mathematics				

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

Additional information:

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

Name and signature: _____ **Date:** _____

Received by Inclusion Department: _____

Decision:

Name and signature: _____ **Date:** _____

Head of Inclusion: _____ **Date:** _____

Appendix C – SEN Pre-Admission Interview

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

Assessments, and Date of Assessments					
	Structured interview with parents		Interview with learner		Copy of Reports and Evaluation
	Reading and literacy		Written expression and language		Observation (behaviour, attention & concentration

	Diagnosed Special Education Needs		Present Specific Learning Difficulty

Reason for referral:
Background of learner:
Assessment summary:

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

Admission status:			
	Recommended (unconditional)		Recommended (conditional)
	Pending further evaluation		Not recommended

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

Signature	**Date**
Parent:	
Head of Inclusion:	

Appendix D – Parent Interview (New Enrollment)

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

1. **Can you please tell me about your child's specific needs and how they have been addressed in the past?**
2. **What accommodations or support services has your child received in the past and which ones do they currently need?**
3. **Are there any medical or therapeutic professional that your child currently works with and how often do they receive services?**
4. **How does your child handle transitions and changes in routine?**
5. **Are there any specific strategies that have been effective in managing your child's behaviour and emotions?**
6. **Are there any specific communication needs or accommodations that your child requires?**
7. **Can you share any current IEP, if your child has one?**
8. **How does your child interact with peers and adults, and what kind of socialization opportunities have been beneficial for them in the past?**

9. Are there any specific sensory needs or considerations that should be considered for your child?
10. Is there any other information about your child that you think would be important for us to know in order to provide the best support for them?

Parent Signature _____ **Date:** _____

Head of Inclusion _____ **Date:** _____

Appendix E (a)– Parent Contract: Internal Learning Support Assistant

Date: _____

Dear _____

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

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

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

Termination or adaptation of these arrangements will be in consultation with WSF as part of the review process. Where 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 four (4) weeks' notice.

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

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

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

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

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

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

Yours sincerely,

Emmanuel Keteku
Principal/CEO

Cc Head of Inclusion
Accountant
Human Resources.

Learning Support Assistant: Parent – School Contract

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

I prefer to pay as follows:

	Termly, with three (3) equal payments

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

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

This contract is effective, dated: _____

Student details:

Name: _____ Class: _____

Parent signature: _____ Date: _____

Name of Learning Support Assistant Assigned: _____

Appendix E (b)– Memorandum of Understanding: External Learning Support Assistant

Pupil Name: _____

Parent Name: _____

Date: _____

The above parents and LSA have entered into a contract for the academic year 2024-2025, the details of which can be found below.

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 IEP review process.

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 G of the Inclusion Policy.

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

1. 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.
2. The LSA is overseen by a specialist SEN teacher who will manage the work of the LSA daily.
3. 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.
4. Co-ordinate the implementation of the additional support strategies indicated above and advise you of the related costs to be incurred by the provision of these support services.

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

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:

☐ **Emerites ID** ☐ **Visa Page in Passport** ☐ **Front Page of Passport**

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

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.

Monitoring of External LSA's

- Performance reviews will take place termly or as and when decided by the Head of Inclusion.
- The LSA will report directly to the SEN teacher responsible for your child's phase.
- LSA's performance reviews will be guided by the LSA Job Description as indicated in this agreement and WSF Policies and Procedures

Hours and Absences

- The external LSA will work with the student during regular school hours or as agreed during the Team Around the Child meeting
- In the event the external LSA is unable to attend work she must contact both the parents and the Head of Inclusion by 6:00 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

Individualised Education Plan (IEP)

- The IEP will be written collaboratively by the student's team around the child (parents, child, teachers, and the inclusion team) and this will be reviewed on a termly basis.
- The LSA will have a copy of the IEP and therapy plans and understand how to identify the next steps in learning with support from the SEN teacher.

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.
- The LSA will conduct himself/herself in line with the Ministry of Education and GEMS Code of conduct.

Training

- The school will maintain a monitoring and evaluation schedule: LSAs will be observed termly.
- The LSA will be upskilled on an "as and when required" basis, instructed by the inclusion team.

Termination

- A breach of safeguarding policies may result in immediate termination as agreed with all parties.

Payment

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

Yours sincerely,

Emmanuel Keteku
Principal/CEO

Cc **Head of Inclusion**
Human Resources

Parent	**Head of Inclusion**	**Registrar**
Name: _____	Penny Meyer	Josna Periera
Date:	**Date:**	**Date:**

Name of Learning Support Assistant Assigned by parents:

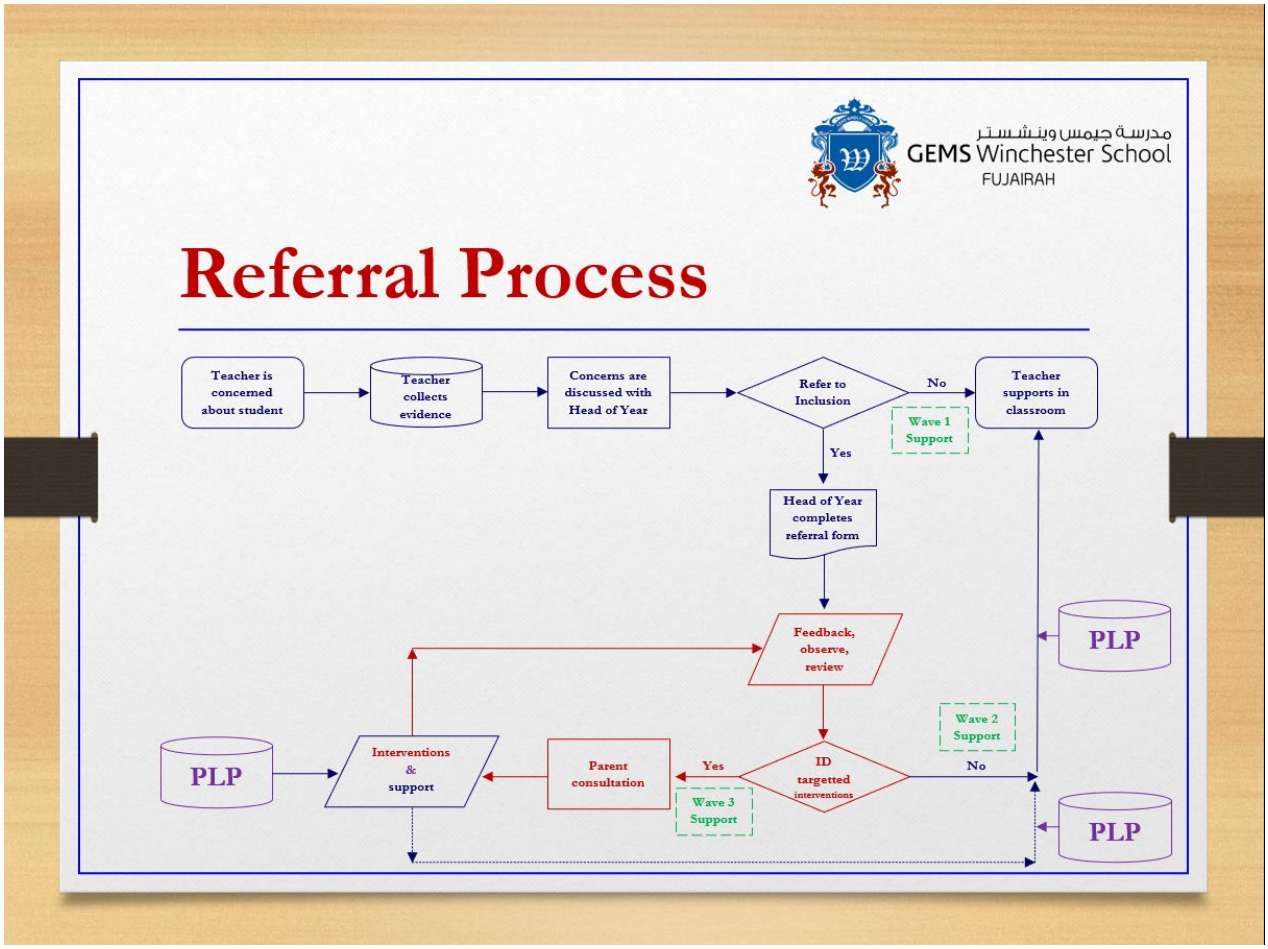
Appendix F – Revised Categorisation Framework for Students of Determination

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.



Appendix H – Procedure for Access Arrangements

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

Appendix I – Procedures for Modified Assessment Framework

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

Criteria to Qualify for Modified Assessments

1. The learner presents with a "moderate to severe impairment" in the related skills/subject area as a result of their specific barrier(s) to learning. This may be evidenced by:
   - Standardised Age Scores of 77 or below in one or more skills relating to that subject; and/or
   - Achieving an age-equivalent of 2 and a half years below age related expectations on standardised tests.

2. The learner benefits from high levels of personalised support (i.e. Wave 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 Learning Support Assistants

1. Motivating the need for LSA's

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

2. The Role of the LSA

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

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

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

3. The Responsibilities of the LSA

3.1 Support for the learner

- Supervise and facilitate individual support for the named learner, with particular reference to IEP targets, ensuring their safety and access to learning activities, including, where appropriate, specialist lessons.
- Supervise the named learner in small group or one to one learning activities in school in or away from the main teaching area if group work is in the named learners' interests.
- Communicate effectively and sensitively with the named learner to support their learning, promoting self-confidence and independence.
- Assist learners to develop skills both within the accessible curriculum and on the IEP on a one to one or group setting.
- Working with the named learner, recognizing when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum and/or IEP fully and make progress.
- Encourage the named learner to interact with others and engage in activities led by the teacher.
- Promote the learner's self-esteem, independence, academic, physical and social inclusion and acceptance.
- Support use of ICT in learning activities and develop learner's competence and independence in its use.

- Supervise the named learner at play/leisure breaks, as agreed with the class teacher, at times of transition between lessons and activities, and on arrival to class and before departure.
- Provide informal feedback to the named learner in relation to progress and achievement under the guidance of the teacher.
- Have realistically high expectations of the named learner; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievements.
- Use behaviour management strategies, in line with the school's policy and procedures.
- Attend swimming lessons, either to be on the side of the pool or to enter the water, as required by the Head of Inclusion and the Head of PE.
- If the LSA pupil is absent report to the Head of Inclusion.

3.2 Support for the SEN teacher and class teachers

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

3.3 Support for the curriculum

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

3.4 Support for the school

- Ensure the identity of the named pupil and all issues with regard to their needs are confidential

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

3.5 Administrative Tasks

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

4. Key Accountabilities

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

Appendix K – Checklist for Identifying Gifted and Talented Students

Gifted and Talented Students may:

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

Appendix L – Removal from Wave 3 Register

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

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

Class Teacher feedback:
SEN Teacher feedback:
Target review:
Parent feedback:
Student review (where appropriate):

Recommendation by Inclusion Department:			
	Counseling (external provision)		Personalised Learning Plan (PLP)
	Counseling (WSF provision)		Individual Interventions
	Referral to a specialist(s)		Resource room programme
	Learning Support Assistant		LSA Teaching Plan
	Removal from Wave 3 Register		Other
Support required for transition:			
Comments:			

Wave 3 Register status:			
	Remain		Removal
	Pending further evaluation (provide details)		Other

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

Signature	**Date**
Parent:	
Head of Inclusion:	