

# Inclusion Policy



مدرسة جيمس وينشستر  
**GEMS Winchester School**  
FUJAIRAH

## GEMS WSF Inclusion Policy

<b>NAME OF POLICY</b>	GEMS WSF Inclusion Policy
<b>APPROVED BY</b>	Principal
<b>DATE APPROVED</b>	October 2021
<b>DATE OF REVIEW</b>	October 2023

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- UK [Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [The Dubai Inclusive Education Policy Framework 2017](#)
- [Dubai Schools Inspection Supplement](#)
- [MOE GENERAL RULES FOR THE PROVISION OF SEN IN PRIVATE AND PUBLIC SCHOOLS](#)

## 3. Definitions

A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In the UAE, SEN students are called Students of Determination. For clarity the remainder of the document will use the term SEN.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO (Head of Inclusion)**

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual student with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that student with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet student needs effectively
- 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 student 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 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all student with SEN up to date

### **4.2 The SEN governor is Khulood Aldhanhani**

The SEN governor will:

- Help to raise awareness of SEN issues at Local Advisory Board meetings
- Monitor the quality and effectiveness of SEN and disability provision 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 SEN policy and provision in the school

### **4.3 The Principal**

The Principal will:

- Work with the Head of Inclusion (HOI) and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the HOI / SEN Team to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The categories of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **5.2 Identifying students with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty

- We take into account 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.

#### **5.4 Assessing and reviewing student's progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the Head of Inclusion 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
- Advice from external support services, if relevant, assessment will be reviewed regularly.

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.

#### **5.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

#### **5.6 Our approach to teaching students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- Literacy (phonics, reading and writing)
- Big Maths
- Motor Way (fine and gross motor)
- Social Skills and communication development
- Life Skills

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, manipulatives etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **5.8 Additional support for learning**

We train our teaching assistants to deliver specific interventions as required.

Learning Support Assistants will support students on a 1:1 basis when necessary and when agreed with parents

Teaching assistants will support students in small groups in class when appropriate.

## **5.9 Expertise and training of staff**

Our Head of Inclusion has many years' experience in this role and has employed full-time highly qualified expert teachers to manage SEN provision.

We have a team of Learning Support Assistants and Teaching Assistants, who are trained to deliver SEN provision.

## **5.10 Securing equipment and facilities**

Equipment to support the delivery of SEN teaching is ordered like any other teaching resource. There are two dedicated SEN rooms at WSF which are furnished to facilitate the delivery of SEN. In addition, a small sensory room is available for breakout sessions for students experiencing sensory overload.

## **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing students' individual progress towards their goals each half term
- Reviewing the impact of interventions after 4-6 weeks
- Using teacher, parent, student questionnaires
- Monitoring by the Head of Inclusion

## **5.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on any residential trip (s).

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Support for improving emotional and social development**

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

- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to join clubs to promote teamwork/building friendships etc.
- We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

We work closely with local Special Schools, Fujairah Hospital and with the Ministry of Education to ensure that placement of SEN students in our school continues to be appropriate.

### **5.15 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the Head of Inclusion in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to complain if they believe that our school 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.

### **5.16 Contact details of support services for parents of students with SEN**

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

### **5.17 Contact details for raising concerns**

All concerns should be addressed to the Head of Inclusion in the first instance.

### **5.18 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 SEN students in Fujairah.

Our local authority's local offer is to provide opportunities in specialist settings that cannot be met by mainstream education.

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the Head of Inclusion every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Advisory Board.



## **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions

## **8. Liaison with Students**

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