



أكاديمية جيمس العالمية
GEMS World Academy
ABU DHABI

Inclusion Policy

2022 - 2023



High
Performance
Learning

Reviewed by: D Craggs / V Martin / N White / L White

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1. Vision

Our vision for inclusive education:

- › As part of the GEMS overarching corporate mission:
‘to put a quality education within the reach of every learner no matter where they are’
- › GEMS vision for inclusion:
‘to ensure all learners have the right support and opportunities at the right time. So they become resilient, happy and successful in their adult life’.
- › To enable this, GEMS World Academy – Abu Dhabi will focus on 4 key priorities:
 - Education Excellence
 - Community and Friendship
 - Health and Wellbeing
 - Employment and Enterprise

We aim to provide opportunities for our pupils to fulfil their full potential in all areas; academic, creative, sporting and social. GEMS World Academy celebrates the diversity within the school and equips the learners with the skills and attributes required to become active citizens in the school’s international community and the wider world.

The Inclusion Policy supports the school’s aims and outlines the provision made by GEMS World Academy for learners who require additional support to access the school curriculum as fully as they can, so that they are able to achieve their potential. GEMS World Academy has high expectations of all learners and caters for the ‘whole’ child, so we will do everything practicable to make school a positive experience for all learners, including those with additional learning needs and disabilities.

The aims of this policy are to promote good practice in identification and management of learners who require Learning Support. The target is to identify at the earliest opportunity barriers to learning and eliminate those barriers so that all children can access the broad and balanced curriculum that GEMS World Academy – Abu Dhabi has to offer. The objective is for full participation for all.

2. Legislation and guidance

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

This policy is also based on the following guidance and legislation (see Appendix A for links to guidance):

- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.
- 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.
- Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- UAE Centennial 2071 Long Term Government Plan.
- Abu Dhabi Economic Vision 2030.
- Dubai Strategic Plan 2021.
- The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.
- The UAE 'School for All': General rules for the Provision of Special Education Programmes and Services' (2010) guidance.
- The National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).
- Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).
- The National Project for Inclusion for People of Determination.
- Abu Dhabi Educational Council Special Education Policies and Procedures Manual (2012).
- 'My Community: A City for Everyone' initiative (2013) which aims to turn Dubai into a fully inclusive and friendly city for People of Determination.
- Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.
- The Dubai Universal Design Code (2017, Accessibility Code).
- The Ministry of Education Strategic Plan 2017-2021.
- 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.
- Implementing Inclusive Education: A Guide for Schools (2017)
- Directives and Guidelines for Inclusive Education (2020)

3. Definitions

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

- **English Language Learners** - those who are quite new to learning English or need additional support with learning English as a second language).
- **Gifted and Talented** - those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the schools procedures.
- **Special Educational Needs and/or Disabilities** (e.g., a recognised disability, impairment and/or learning difference), with or without a formal diagnosis at this time. These learners are known in GEMS as Students of Determination (SD).

The UAE School Inspection Framework (p.117) defines a special education need, as *‘Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder’*. A learner requires special education provision if they have a needs arising from the impact of a disability or recognised disorder which requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential barriers to ensure a learner can access education on an equitable basis within the common learning environment with same-aged peers.

A disability is a *‘physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities’*. The definition of ‘day to day activities’ includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

4. Roles and responsibilities

The staff at GEMS World Academy – Abu Dhabi will ensure that learners with needs have access to the vast array of activities on offer, so far as is reasonably practicable. The Inclusion Department, the Senior Leadership Team and other teaching and support staff will work closely with each other, with parents, with learners and with external agencies to support the needs of individual learners.

4.1 The Inclusion Governor

The Inclusion Governor is Bene Bakambamba Katabua (bene@intercare-health.com)

They will:

- Help to raise awareness of Inclusion issues at governing board meetings
- Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the governing 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 Kelvin Hornsby (k.hornsby_waa@gemsedu.com).

They will:

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

4.3 The Head of Inclusion

The Head of Inclusion is Claudia Claudel (c.claudel_waa@gemsedu.com).

They will:

- Work with the Principal and Inclusion 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 learners with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Be the point of contact for external agencies supporting learners with SEND
- Ensure the school keeps the records of all learners with SEND up to date
- Implement and maintain Individual Education Plans (IEPs) for learners with SEND

An Individual Education Plan is developed for learners who have formal documentation of a diagnosis from an educational psychologist or other specialists/therapists. The Inclusion team communicates the IEP to teachers, parents, and other professionals. When appropriate, learners will be encouraged to participate in this process. IEPs are reviewed twice a year.

4.4 Support or Specialist Teachers

Each specialist teacher is responsible for:

- Have day-to-day oversight for the specific provision made to support individual learners with SEND
- Provide professional assistance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support
- Keep up to date records of all learners with SEND on their caseload
- Implement Individual Education Plans (IEPs) strategies for learners with SEND

4.5 Teachers

Each Teacher is responsible for:

- The progress and development of every learner in their class
- Working closely with any teaching assistants/learning support 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 Head of Inclusion to review each learner's progress and development and decide on any changes to provision
- Ensuring they follow this Inclusion policy

5. SEN information

5.1 The kinds of SEN that are provided for

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

- › Communication and interaction:
 - Autistic Spectrum Disorder
 - Asperger's Syndrome
 - Speech, Language and Communication Difficulties
 - Selective Mutism
- › Cognition and learning, with children learning at a slower pace. Some Special Learning Difficulties affect specific aspects of learning. They encompass:
 - Dyslexia
 - Dyscalculia
 - Dysgraphia
 - Developmental Coordination Disorder (Dyspraxia)
- › Social, emotional and mental health difficulties:
 - Attention Deficit Hyperactivity Disorder
 - Attention Deficit Disorder
 - Attachment Disorder
- › Sensory and/or physical needs:
 - Processing difficulties
 - Multi-sensory impairments

5.2 Identifying learners with SEN and assessing their needs

- › At GEMS WAA, we believe that the quality of education for all children can be defined through developing a culture of inclusion and acceptance, in which all members of the school community are valued equally, treated with respect and provided with equal opportunities. There is a strong expectation that the students will be successful in their personal learning goals.
- › Learners are often already identified upon entry to the school because of information provided by parents, previous schools and nurseries, and/or external agencies such as Educational Psychologists, Occupational Therapists, and Speech and Language Therapists.
- › Baseline, MAP tests, DRA and CAT4 tests are used as part of measuring and reviewing progress and can identify anomalies in scores and the possible need for further investigation, specialist assessment and intervention in order to identify possible needs.
- › Parents are consulted by telephone call, email or meeting should a difficulty be suspected or identified.
- › The school uses a 'Wave' classification system to categorise the level of need of the student (see appendix B).
- › If a child is offered a place at the school and their needs become identified at a later stage, the school will assess how best to meet those needs in consultation with the child, parents and teachers.
- › The school aims to identify any learning need as soon as possible so that the most appropriate interventions to assist in the learning and teaching of the students can be organised. Identification of additional learning needs is a whole school responsibility, in partnership with parents.
- › If at any stage, it becomes apparent that a child will not be able to access the curriculum without dedicated one-to-one learning support as a result of their SEND, then the parents will be advised of this and will work with the school in order to provide this support with the employment of a 1:1 Learning Support Assistant.
- › All students identified with SEND or an additional learning need or who require learning support are placed on the Learning Support register so that all staff are aware of the needs of the students in their classrooms. Some students may be on a Wave 1 list linked to the Learning Support register for further monitoring, observation and investigation, combined with in-class strategies.
- › Exiting the Learning Support register and any intervention is possible and is the aim for any student who may not have any specific diagnosis of need. The Head of Inclusion, working collaboratively with teachers and parents, will review progress and evidence and consider any children who may no longer need the level of intervention previously given and who may change 'wave' category.
- › All students are given the opportunity to access the full curriculum. In some circumstances it may be recommended that a student has additional in-class support, or is withdrawn from a subject or part of a subject in order to ensure that he/she makes the progress required to achieve the expectations of the school, parents and the student themselves. This will be done based on evidence already received and/or from information gathered from class/subject teachers following the graduated approach.

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 student's previous rate of progress
- › Fails to close the attainment gap between the student and their peers
- › Widens the attainment gap

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

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

When deciding whether SEND 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 pupils and parents

Parents are critical partners in the education of their child. They are encouraged to exercise their parental responsibilities concerning their child's needs. The school actively seeks to work with parents and values the contribution they make.

We will have an early discussion with the student and their parents when identifying whether they need SEN provision after having been internally assessed. 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 student
- › Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record.

We will notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** (see appendix C)

The Class 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 or behaviour
- › Other teachers' assessments, where relevant

- › The individual's development in comparison to their peers and national data using MAP, CAT4 and DRA scores
- › The views and experience of parents
- › The student's own views
- › Advice from external support services, if relevant

The 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 pupil's progress.

5.5 Supporting students moving between education settings

We will share information with the school or other setting the student is moving to.

5.6 Our approach to teaching students with SEND

- › Provision for students with identified SEND is generally undertaken in class by the Class Teacher, the Teaching Assistant and the Learning Support Assistants, in close collaboration with the Head of Inclusion and Learning Support Teachers. Some students with identified needs may be withdrawn from lessons for additional support either from the Inclusion team and/or Learning Support Assistants; this also includes English Language Learners, Gifted and Talented, wellbeing needs assisted by the School Counsellor or outside agencies including Occupational Therapists and Speech and Language Therapists.
- › The purpose of any withdrawn learning support is to offer additional help for students who require assistance to access the school curriculum as fully as their peers and reach their potential. These students do not necessarily have a specific diagnosed learning need although many do.
- › Additional withdrawn lessons are offered as an individual lesson or in small groups. These lessons aim to develop the individual needs of the students for them to be included in the learning within the common learning environment; for example:
 - support for literacy skills, such as spelling, reading and the skills that revolve around these aspects of learning
 - support for numeracy skills,
 - processing difficulties
 - sensory integration difficulties
 - speech, language and communication

Interventions can be 'reactive' to the needs of the student as they arise within the curriculum and so planning for lessons can be flexible.

- › Every student who is identified on the Learning Support register as a Wave 2 has an Learner Profile that all teaching staff have access to in order to consider teaching strategies that can be used in the mainstream classroom.
- › Students who are identified as being on Wave 3 or Wave 4 of the categorisation of support needs have an Individual Education Plan (IEP) which sets out targets that will help to assist them and their teachers in their learning. The Learner Profile includes those targets, as well as accommodations and strategies.
- › Provision mapping identifies the provision implemented. Meetings regarding provision are held weekly with class teachers and are minuted.
- › Wellbeing is also monitored through weekly minutes between the Head of Inclusion and the School Counsellor.
- › Assessment resources for testing progress and also access arrangements are kept up-to-date so that they can give clear standardised scores, areas of strength and areas in which intervention may be required.
- › Teaching Assistants are in every Early Years and Primary School class up to Grade 5. All Teaching Assistants help support teaching and learning. They will support students in small groups when a step-by-step and scaffolded approach is needed.
- › Each teacher has a wide range of resources available to help with the teaching and learning of all students including those with SEND and ELL.

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.

The support services may include:

- Working with the Class Teacher to provide support strategies within the classroom environment
- Differentiated instructions
- Various classroom accommodations
- Various assessments accommodations
- Use of assistive technology
- Small group instruction
- Small group interventions
- Intensive pull out support sessions, either individually or in a small group
- Modified curriculum and assessment

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, coloured paper, visual timetables, larger font, 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

Our Inclusion Team is currently using the following tools to support literacy and numeracy:

- Precision Teaching
- Toe by Toe
- Word Wasp
- Beat Dyslexia
- SNIP
- Power of 2
- Plus 1

Other interventions are tailored to develop specific skills such as:

- Gross motor skills
- Fine motor skills
- Social skills with Everydayspeech
- Working memory
- Processing speed
- Listening skills

5.9 Expertise and training of staff

We have a team of Teaching Assistants and Learning Support Assistants who are trained to deliver SEND provisions and have responsibility for helping students in their learning on a day-to-day basis.

It is the responsibility of the Class Teacher to guide the Learning Support Assistants in their support work and the Head of Inclusion has overall responsibility in line management of the Learning Support Assistants.

The school also has an appointed, qualified School Counsellor who is available to assist any member of the school community in social, emotional and mental health issues that may arise.

5.10 Securing SEND Support, Equipment and Facilities

When a student's support needs require an alternative curriculum or their learning needs require continuous highly individualised support, the Academy may recommend a Learning Support Assistant (LSA) to work 1:1 with the student to provide the appropriate level of support for learning. All arrangements are discussed with parents and reviewed yearly.

The cost of the LSA service is passed on to the parents. Parents must sign an LSA contract which states the role of the LSA, expectations of LS staff, teachers, communication and fees to be paid by parents.

5.11 Evaluating the effectiveness of SEN provision

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

- › Completing an Inclusive Education Improvement Plan
- › Reviewing students' individual progress towards their goals each term
- › Reviewing the impact of interventions at the end of each term
- › Using student questionnaires
- › Monitoring by the Head of Inclusion
- › Using provision maps to monitor progress
- › Holding annual reviews for students with IEPs

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.

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

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

However, their participation might be reconsidered according to their level of fatigue.

5.13 Support for improving emotional and social development

The School Counsellor and the Head of Inclusion meet weekly to share information about the children to ensure that the social, emotional and mental health concerns are addressed. The School Counsellor works with the students in one-to-one or small groups settings.

- › Support is provided to students to improve their emotional and social development, to promote teamwork/building friendships in the following ways :
- › Students with SEND are encouraged to be part of the School Council
- › Students with SEND are also encouraged to be part of the Eco-Council We have a zero tolerance approach to bullying.

5.14 Working with other agencies

- › Where necessary and appropriate, the school will seek support from and work closely with outside agencies such as Educational Psychologists, Occupational Therapists, Speech and Language Therapists, Behavioral Therapists, clinics and centres within the Abu Dhabi and Dubai network, Optometrists, sensory services, forums and other appropriate experts.
- › Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists with the permission of parents. Should payment for these services be required, then this will be borne by the parents.

Our school built strong working relationships and links with external support services in order to fully support SEND students and aid school inclusion such as:

Insights Psychology: Dubai (they travel to Abu Dhabi)

Telephone: 04-564-6988

Website: <https://www.insightpsychology.com>

Intercare Health Center: : Abu Dhabi

Telephone: 02-639-0080

Website: <https://www.intercare-health.com/cms/>

KidsFIRST: Abu Dhabi

Telephone: 02-555-1437

Website: <https://www.kidsfirstmc.com/>

Priory Middle East: Abu Dhabi

Telephone: 02-651-8111

Website: <https://www.priorygroup.ae/our-location/abu-dhabi/>

Stars for Special Abilities & Early Intervention: Abu Dhabi (for speech and occupational therapy)

Telephone: 02-446-2048

Website: www.starzuae.com

These are not exclusive providers and parents can explore other options and other agencies. However, we highly recommend parents to liaise with the Head of Inclusion before starting any assessment with an outside agency which is not on this list.

We maintain a high level of confidentiality of information. Copies of reports from external agencies are securely stored.

5.15 Complaints about SEN provision

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

6. Monitoring arrangements

This Inclusion Policy will be reviewed by the Principal and 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 governing board.

7. Links with other policies and documents

This policy links to our policies on:

- › Accessibility plan
- › Admissions policy
- › Behaviour policy
- › Bullying policy
- › Complaints policy
- › Curriculum policy
- › English Learner Language policy
- › Equality information and objectives
- › Gifted and Talented policy
- › Supporting pupils with medical conditions
- › Safeguarding and Child Protection policy



8. Appendix A

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| <p>The United Nations Convention on the Rights of Persons with Disabilities</p> | <p>https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</p> |
| <p>Federal Law (29) 2006 and 2009</p> | <p>https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination</p> <p>Guarantees a person of determination access to equal opportunities of education within all educational institutions</p> |
| <p>Dubai Law 2014 (no. 2)</p> | <p>https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf</p> <p>Concerning Protection of the rights of persons of determination in the Emirate of Dubai</p> |
| <p>Executive Council Resolution No. (2) of 2017- Regulating Private Schools in the Emirate of Dubai</p> | <p>https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf</p> <p>Regulations for Private Schools in Dubai</p> |
| | <p>Article 4 (14) establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools;</p> |
| | <p>Article 13 (16) treat its Students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities;</p> |
| | <p>Article 13 (17) admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force;</p> |
| | <p>Article 13 (19) provide all supplies required for conducting the Educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities;</p> |
| | <p>Article 23 (4) provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect;</p> |
| <p>The National Project for Inclusion for People of Determination (2008)</p> | <p>https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination</p> |

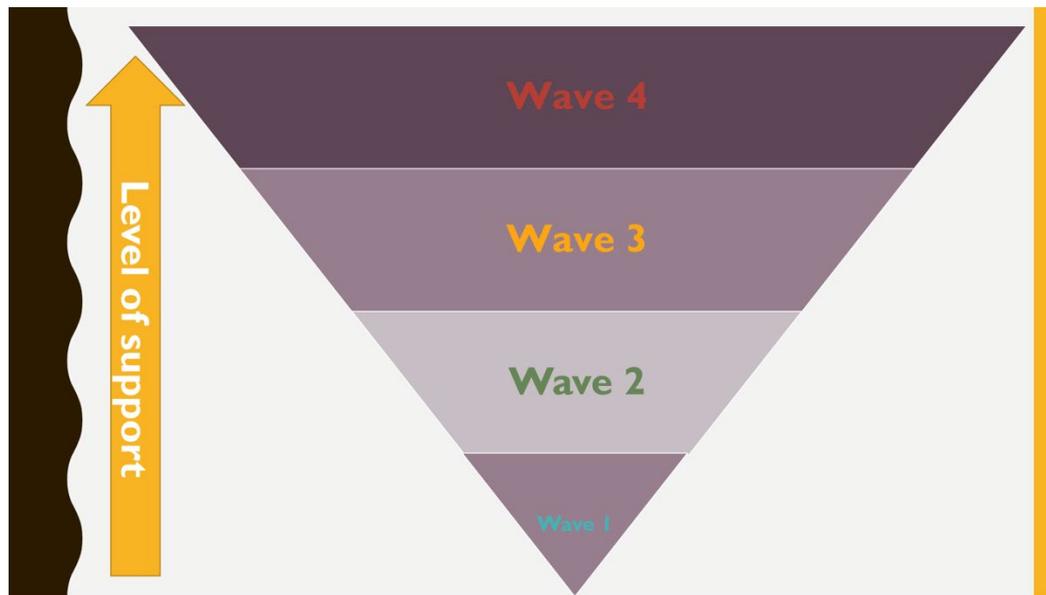


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| <p>UAE School for All: General rules for the provision of special education programmes and services guidance (2010)</p> | <p>https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrul_esEn.pdf</p> |
| <p>My Community: A City for Everyone Initiative (2013)</p> | <p>https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx</p> <p>Aims to turn Dubai into a fully inclusive and friendly city for People of Determination</p> |
| <p>Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)</p> | <p>https://government.ae/information-and-services/education/education-for-people-with-special-needs</p> |
| <p>The National Policy for Empowering People of Determination (2017)</p> | <p>https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs</p> <p>Aims to provide quality inclusive education in the UAE</p> |
| <p>Dubai Inclusive Education Policy Framework (2017)</p> | <p>https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf</p> <p>Dubai Inclusive Education Policy Framework has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector.</p> |
| <p>The Dubai Universal Design Code (2017, Accessibility Code)</p> | <p>https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf</p> <p>Aims for universal accessibility</p> |
| <p>Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)</p> | <p>http://dbkschool.net/wp-content/uploads/%D9%83%D8%AA%D9%8A%D8%A8-%D8%A7%D8%AC%D8%B1%D8%A7%D8%A1%D8%A7%D8%A-%D8%A7%D9%84%D8%AA%D8%B1%D8%A8%D9%8A%D8%A9-%D8%A7%D9%84%D8%AE%D8%A7%D8%B5%D8%A9-2012-%D8%A7%D8%AC%D9%84%D9%8A%D8%B2%D9%8A.pdf</p> |
| <p>The Ministry of Education Strategic Plan 2017-2021</p> | <p>https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021</p> |



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| The Dubai Plan 2021 | <p>https://www.dubaiplan2021.ae/dubai-plan-2021/</p> <p>Aims for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, incorporating education, health & rehabilitation, employment, universal accessibility and social protection</p> |
| UAE Centennial 2071 project | <p>https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071</p> |

8. Appendix B – Wave provisions



- **Wave 1 – this is where the classroom teacher has full responsibility to respond to a student’s learning need.**

There will be effective inclusion of all children in high quality lessons where teachers differentiate according to individual student’s needs as determined by each student’s learner profile, on-going assessments and adjusted planning.

Examples of sources of information: teacher plans; ongoing assessments; MAP scores and progress; DRA scores and progress; CAT4 scores, parent meetings; student goals; assess, plan, do review documentation.

- **Wave 2 – where Wave 1 differentiation is not working or that the learning need is more serious or severe.**

Wave 2 students require more support than that solely given by the Class Teacher. This support could take the form of withdrawal from lessons for individual intervention, support teaching in small groups or a Teaching Assistant in the classroom working with a group of students. This will be provision that goes beyond the ‘normal’ classroom. Additional testing, external assessment and possible therapy may be advised for these students in order to ascertain possible learning needs and further intervention that may be required.

Examples of sources of information: internal standardised assessments such as SNAP; teacher plans; ongoing assessments; MAP scores and progress; DRA scores and progress; CAT4 scores, Learner’s Profile; parent meetings; student goals; assess, plan, do review documentation.

- **Wave 3 – Specific targeted support for individual students whose needs are not met by Wave 1 or Wave 2 interventions.**

These children will have a diagnosed SEND. This would involve external assessments from educational psychologists, associated therapists, sensory services, medical practitioners and/or consultants. Withdrawal from lessons for extra support would be necessary. These students may be eligible for access arrangements in examinations. They will be classed as ‘People of Determination’ with ADEK.

Examples of sources of information: Educational Psychologist report; individual education plans (IEPs); regular review; specialist assessments; teachers assessments and feedback; screening for difficulties from external agencies and associated resourcing such as therapy for speech and language needs.

- **Wave 4 – Specific targeted support for individual students whose needs are not met by Wave 1, Wave 2 or Wave 3 interventions.**

These children will have a diagnosed SEND. This would involve external assessments from educational psychologists, associated therapists, sensory services, medical practitioners and/or consultants. A high level of support - one-to-one Learning Support Assistant - is needed. Withdrawal from lessons for extra support will be necessary. The curriculum cannot be accessed without adaptations or modifications. They would be classed as ‘People of Determination’ with ADEK.

Examples of sources of information: Educational Psychologist report; individual education plans (IEPs); regular review; specialist assessments; teachers and LSA assessments and feedback; screening for difficulties from external agencies such as educational psychologists, occupational therapists, speech and language therapists, behavioral therapists or audiologists.

NB – movement can happen between waves.

8. Appendix C – Plan, do, review, assess

