



GFM Policy for Inclusion

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This policy was ratified on:	January 2024
The implementation of this policy will be monitored by the:	Principal and Senior Leadership Team
The Policy will be reviewed annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	January 2025

GEMS Founders School (GFM) provides a broad and balanced curriculum for all students. The National Curriculum for England is our starting point for supported tasks in order to meet the specific educational needs of individuals and groups of students. When planning, teachers set suitable and appropriate learning challenges and respond to student's diverse learning needs. GFM recognises that some students have specific educational needs and require action by the School and Inclusion Team. We pay particular attention to providing provision for:

- SEND (Special Educational Needs)
- ELL (English Language Learners)
- Gifted and Talented

GFM will identify any students with specific educational needs (not identified on admission) through screening strategies and via referrals from all stakeholders. The Heads of Inclusion plays coordinates assessments and screening. We believe that our students, including those identified as having specific educational needs have rights to be fully included in all aspects of school and also have a common entitlement to a broad and balanced curriculum, where barriers to achievement are removed.

Where students with specific educational needs are admitted and/or identified, appropriate interventions will be put in place, reviewed and enhanced on regular bases to support their individual learning needs with appropriate strategies and support/scaffolding that will enable them to progress. Some students may require a Learning Support Assistant, an Individual Education Plan (IEP), support/scaffolding in lesson plans which also includes challenge for Gifted and Talented.

Parents will be involved in regular dialogue regarding the identified individual needs of their child and the progress they are making.

Purpose of Policy

This policy describes the way we meet the individual needs of the students, who experience specific educational needs which may require adaptations and further enrichment.

Vision

'At GFM we empower students to have the heart to celebrate uniqueness and the mind to be innovative, creative problem solvers, bringing a positive change to the world in which we live.'





Aims and Objective

We aim to develop a community where all students can flourish, feel safe and welcome. We recognise that students learn at different rates and that there are many factors affecting achievement including their ages, abilities, maturity, emotional states and learning environments. The aims and objectives of the Inclusion Team are:

- to ensure that the specific educational needs of students are identified and assessed in a timely manner, provide support/planning to meet needs, and progress continually monitored.
- to make clear the expectations of all stakeholders in the process so that students with specific educational needs have access to the curriculum through planning which shows support, scaffolding and effective strategies by class teachers, subject teachers, Inclusion Team members, and learning support staff.
- to ensure that parents are able to contribute and play active roles in supporting their child's education
- to support staff and parents.
- to model inclusion, mindfulness, and support of all community members.
- to make recommendations for referrals in cases the need for external advice and/or services arise.
- to ensure students on admission can be supported by the Inclusion team.
- ensure students feel they can trust the school to help them be successful.

Learning and Teaching style

Effective learning

- students and stakeholders to be active participants in the creation of the Individual Education Plan (IEP).
- to support and guide stakeholders in the production and lesson plans.
- to have a clear profile of Level 2 and Level 3 students to help staff understand their needs and to support and scaffold work in the classroom.
- to raise awareness of the nature of learning styles and differences of all students with specific educational needs and how they are met in the school community.

Inclusion is a whole school responsibility where all staff need to be aware of. Teachers should have a range of strategies to support all students, including those with specific educational needs through effective and appropriate strategies and support or referral where appropriate. Teachers need to ensure that they build confidence, motivation, and self-esteem through a safe, calm, secure and welcoming atmosphere in all lessons to all students. The curriculum is flexible enough to meet almost all the needs of students. Once in the school, no student will be excluded from any learning tasks and activities due to his or her specific educational needs and/or disabilities, unless it is clearly of benefit to that student and leads towards inclusion. For some students the mainstream environment can be challenging and therefore impact on their progress. For this reason, a small number of students may attend our Flourish Class for Math and English. This smaller setting will allow for more personalized learning and a highly functional curriculum.

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Inclusion Curriculum Planning

Teachers at GFM ensure that all students:

- are taught to enable them to experience success. This will be achieved through support, scaffolding and a range of strategies to meet the student's special educational needs.
- use tools and materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles and differences in which they are able to participate fully in class and have same learning experiences as their peers', regardless of any specific educational or medical needs.
- have clear, challenging yet achievable learning targets and outcomes that enable them to succeed.
- review and inform the next stage of learning outcomes by using assessments and performance records.
- Flourish classes will follow the curriculum as closely as possible but the main priority for these classes that the lessons are relevant to the needs of the students.

Foundation Stage

GFM acknowledges that many students at the Foundation Stage (FS) will be in an English environment for the first time. We support and encourage the use of all first languages to promote an inclusive and welcoming community. FS pupils will be instructed in English at the same level. If after some time it is apparent that a student may require specific educational support related to SENd the Head of Inclusion for Primary will be notified to begin the appropriate observations and assessments (such as Blank Verbal Reasoning Skills), and make recommendations for further support (such as Speech and language Therapy) both in and outside of the school community.

Parent involvement

GFM works closely with parents in the support of their child with specific educational needs. We encourage an active partnership through ongoing dialogue with parents. Parents have much to contribute to our support for students with specific individual needs. Daily interactive updates are posted for those children who have a Learning Support Assistant and to those children who receive weekly interventions.

Referral Process and Assessment (for those students who have not been diagnosed)

Teachers complete referral forms if they have concerns about students who might be at risk and/or need additional support from the Inclusion Team. Members of the Inclusion Team will observe the students referred by the teachers in various classroom settings. Where appropriate, educational assessments will be done by team members and parental consents sought prior to the assessments. Responsibility of the Heads of Inclusion is to ensure all student data is accurate, relevant and accessible to stakeholders

ELL students

ELL teachers will support the students under the guidance of the ELL Leader as follows:

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- Level 1: For those who have low needs of ELL support - in-class support
- Level 2: For those who have medium needs of ELL support – will receive pull out sessions in line with the curriculum.
- Level 3: For those who have high needs of ELL support - The students will be pulled out of class and an alternative program followed to improve their English including phonics.
- Level 4: No English – Intense English learning program

Supported curriculum and ELL strategies which are outlined in the student's Individual Learning Plan (ILP) will be provided including their assessment information as necessary.

Some students will be assessed on entry and there is a minimum expectation of English Proficiency on entry. This depends on which year group the child is applying for.

Gifted and Talented Students

At GFM Gifted Students are those identified through CAT4 as achieving 127 and above in Quantitative and Verbal and a mean SAS score of 123 or above in any battery with evidence from the Subject Specific Criteria. Our Talented students are those who excel in non-academic subjects and demonstrate skills well above and/or beyond for a person of that age.

Students with SEND and/or High Performance

After reviewing the previous medical/psychological and/or relevant documents (e.g. reports from a Speech therapist and previous school reports), the Heads of Inclusion will meet with the parents and discuss the possible support and provision that the School and Inclusion Team can provide. Where appropriate, educational assessments will be conducted prior to parental consent. Student observation and assessments will be conducted in timely manner. Parent-Teacher- Heads of Inclusion meetings:

- will be held to discuss possible short- and long-term learning outcomes of the child, in addition to the IEP if required. If necessary, LSAs (Learning Support Assistants) will be employed depending on the student's needs. The cost will be the parents' responsibility, according to GEMS guidelines. If the child is identified as needing support during admissions, the LSA contract will be included in the child's enrolment.
- LSA's will be employed by the school, and external providers are invited to support the LSA, but external providers cannot be their LSA's. Standalone therapy sessions such as ABA, Speech and Language and OT can take place in school at an agreed time and regularly.

Resourcing

Students with specific educational needs will be provided with the learning tools and materials they require to access the curriculum on an as-needed basis, where available. Where outside support is recommended by the Heads of Inclusion, this cost will be the family's responsibility. Class and subject teachers will provide all students with resources within the classroom so that they may meet their individual learning targets and outcomes. This may include enlarged or first language

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texts, bilingual dictionaries, pictures and drawings, labels, visual schedules, etc. The additional accommodations will be outlined in the provision in their IEPs or in their Individual Passports.

Small Steps Big Dreams

Small Steps is a specialist Autism Centre based within GEMS Founders School. It caters for students who require full time Applied Behaviour Analysis (ABA) therapy from a qualified therapist. Further information regarding the Small Steps Provision can be found on their website <https://smallstepsbd.ae/about-us/>

Roles and responsibilities

Local Advisory Board/GEMS

GEMS determine, support, monitor and review the support of inclusion within the School.

Senior Leadership Team/Executive Leadership Team

The GFM leadership team will ensure that best practices related to Inclusion are followed throughout the school. They will provide support to the Inclusion Team by ensuring that class and subject teachers adhere to the provisions outlined in a student's IEP and lesson plans so that the needs of the students with specific educational needs are met and they are included in all classroom tasks and activities in which they are able to fully participate.

Extended/Middle Leadership team

Middle leaders must ensure that they are monitoring and providing for the specific educational needs of SENDo, ELL and/or G&T students outlined in their IEPs and Lesson Plans. It is their responsibility to ensure inclusion is practiced to a high level and that planning, and assessment are conducted in effective ways

Teachers

All teachers must be aware of and act on the Inclusion Policy as well as any IEPs their students have. Inclusion teachers are linked to individual yeas groups to be part of the planning across the curriculum. They will take responsibility for the learning of all students in their class and ensure that the learning environment is accessible, welcoming, and inclusive.

Planning, Recording, Monitoring and Review

- All students with SEND, ELL, GAT and High Performance Learner needs will be identified on seating plans.
- Inclusion Team will oversee TAC meetings and Target Setting meetings
- IEP's will have 3 targets for the academic year, reviewed earlier if achieved
- Inclusion Team members will write IEPs/ISPs (ELL)

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Mission Statement:
Creating tomorrow's successful and caring citizens today.

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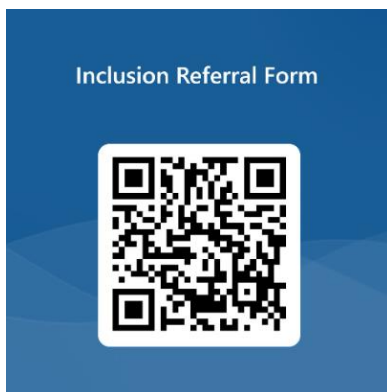


The Heads of Inclusion monitors the movement of students within the Inclusion system in school, accountable for regular summaries of the impact of this policy. The Inclusion Team are instrumental in supporting teachers involved in drawing up and carrying out IEPs, Passports ISPs and QFT.

Appendix A – Procedure for Identification and Referral

Please see the referral form link and QR code:

<https://forms.office.com/r/q0yshqP8GG>



Policy review date: January 2025

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