



Inclusion Policy

Mission Statement

*Grammar school believe that every child matters and that learning should be fun, innovative, purposeful and challenging.
School's Mission*

We are committed to delivering innovative and inspirational teaching that develops confident learners by:

- Encouraging students to take ownership of their learning
- Developing teaching strategies that are innovative, engaging and fun.
- Preparing our students for the challenges ahead and make them ready for life as global citizens
- Enabling our students to become critical, independent thinkers who embrace lifelong learning
- Ensuring that equal opportunity exists to empower our students to achieve their personal best
- Promoting a positive and respectful partnership with students, teachers, parents and the wider community
- Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning

Vision: A Pathway to success which is inclusive, to provide all students with the most appropriate learning environments and opportunities for them to exceed their potential. All children can learn and exceed their full potential given opportunity, effective teaching and appropriate resources. Every Child Matters!

Our Mission is in line with Athena's mission, which is: To become a truly inclusive school and value quality learning for all students in a sustainable, healthy and safe education environment.

To achieve the aspirational vision of Vice president and Prime Minister, His Highness Sheikh Mohammed bin Rashid Al Makhtoum, to create a fully cohesive and inclusive society. Grammar School, Dubai (hereafter will be read as GSD) adopts the regulations of Dubai Inclusion Education Policy Framework and Athena's Inclusion policy to the highest potential. The school is committed to be the most inclusive school.

In the light of UAE Ministry of Education "Education for All" program, the policy includes all categories of students who may face a barrier to learning-either temporary or permanent. It also includes students at the other end of the spectrum, the gifted and talented.

The policy therefore allows for meeting the needs of all students who require support to reach their full potential by identifying and removing or mitigating barriers to learning.



The following categories/groups of students are monitored under the INCLUSION policy:

➤ **Special Educational Needs and disabilities SEND/Students of Determination (SOD) :**

Students identified as having physical, intellectual, neurological or behavioral deficits that hamper their learning. (Categories are as per KHDA guidelines)

➤ **The Gifted and Talented:**

Children having very high potential in intellectual functioning or any specific skill, who may need extra challenge or opportunities for developing their full potential,

➤ **The socio-cultural or economically disadvantaged:**

Individuals who face difficulties in coping with school work due to differences in ethnicity, culture or economic status and need emotional and social support.

➤ **Student with Social, emotional and Psychological concerns:**

Students who are going through trauma or any psychological issues which affects their mental health and creates barriers to their learning.

For more details, please check our [Policy for Students with emotional and psychological needs.](#)

➤ **Emirati students:**

Students with Emirati nationality: (Please check Emirati Action Plan).

The school adopts the whole school approach to value, accept and support Pupil of Determination.

“A whole school approach to the Education and Welfare of our Pupil of Determination. Student is central to all our endeavors.



Aim

The whole school approach aims to provide a positive learning environment, which will foster academic, social and emotional development of the Pupils of determination and to enable each to realize their individual potential.

Objectives

- To ensure to implement the recommendations from the National Policy to empower people with determination
- To action the recommendations of DSIB/ Dubai Inclusive Education Policy for Pupils of Determination.
- To implement a graduated approach to meeting the needs of students using the **Assess, Plan, Do, Review** process.
- To plan and develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods and provisions that is consistent across the school
- To encourage good communication and genuine partnerships with Parents, and Inclusion Team, Teachers and the Specialist staff.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- To set SMART goals in the Individual Education Plan (IEP)/BIP
- To track and monitor and ensure the progress and attainment of Pupils of Determination.



People Involved in the Program:

The success of the Inclusion policy does not rely on the hands of only one person. It would take collaborative efforts of many people to successfully meet the needs of a special child. The following are the persons who will take on various roles in the program:

- Principal
- Governor for Inclusion(Athena Board)
- Vice Principal
- Head of Inclusion
- School Counselor
- Learning support team
- ILSA
- Teachers
- Parents
- Volunteers (if any)
- IST (Inclusion Support team)

Inclusion Support Team at GSD:

- Governor for Inclusion: **Mr Ian**
- Principal: **Ms Nikky Alley**
- Vice Principal: **Ms Raziya Ahmed**
- Inclusion Champion: **Miss Erum Ali**
- Counselor: **Miss Loveena**
- Teacher from FSKS1: Ms Amna
- Primary Teacher: Miss Firdos
- Secondary Teacher: Miss Latha
- Parent:
- Student.



Learning Support Assistants (LSAs):

- The school in addition has learning support assistant teachers to focus in class support for SOD, and those who may have additional needs, temporary and otherwise. Support is provided as per KHDA's Inclusion Policy framework.
- In severe case where constant one on one support is needed for any child, the school will recommend a learning support assistant who will be selected and trained by the school but paid for by the parent. The parent in such a case will be consulted and require to sign a MOU that clearly sets out the terms and conditions of employment within the school.

Admission Criteria:

- Interviews (Child and Parent)
- CAT 4 assessments report
- Copy of assessment reports.
- Copy of IEP if any,
- Reports from Specialist Concerned.
- Reports from the previous school
- Copy of Medical Reports if any.
- Parental Consent for Inclusion Department/Undertaking Form.
- Sibling Priority

Referral Procedures at GSD:

- 1- A child is identified to have need will be referred to Inclusion Department
- 2- Head of Inclusion will collect evidence from teachers to make observation
- 3- Meeting with Parents to share the concerns.
- 4- Initial screening is done by the head of Inclusion.
- 5- Level of support is identified.
- 6- Support plan is in place.
- 7- Monitoring and evaluation of the progress.



Support Program/Services at GSD:

- Individual Education Plans (IEP)/Behavior Intervention Plans(BIP)
- Need Based In-class Support
- Need Based Pull out session (Support program in place e.g. Toe by Toe , one step at a time etc)
- Buddy Support
- Differentiated Learning
- Accommodation and modification in class and exams.
- Counseling
- Therapies provided by External agents (Liaison with Lifeworks)
- Sensory integration room

Evaluating Success:

The school's policy will be kept under regular view and evidence regarding progress will be collected and reviewed.

Inclusion Guidelines During COVID -19 Return to school

Equal Access to all students:

As per the guidelines provided by KHDA and Ministry of Education, Grammar school has provided options to parents to choose from online learning or onsite learning, we make sure that all students (including SODs) should get an equal access and opportunities to:

- Cover the curriculum equally
- Participate in class, interact with each other and do group thinking with social distancing.
- Avail all school Facilities (Computer labs, science labs etc)
- Interact with teachers directly by maintaining a social distance or meeting them online



Return to school Wellbeing guidelines will be followed to make sure each and every child feel safe and calm after returning to school.

Parents of students of determination can choose from individual sessions online or onsite in achievement center (by maintaining a social distance and other H/S protocols).

Inclusion during the period of online learning:

Online inclusion policy of Grammar is aligned with Athena Inclusion online policy. School follows the same protocols and procedures for being an inclusive society. (Check Athena's Inclusion Online policy)

Monitoring and Review

This policy is monitored by the Senior Leadership Team, and will be reviewed each year.

Signed:

Date: August, 2020

Nikke Alley

Policy review date: August, 2021