



We see **genius** in every child

## **Inclusion Policy**

### **GEMS Westminster School, Sharjah (WSS)**

<b>Approved by:</b>	Ms Valerie Thompson	<b>Date:</b> 4-5-2023
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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 students 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/WSS will focus on 4 key priorities:
  1. Education Excellence
  2. Community and Friendship
  3. Health and Wellbeing
  4. Employment and Enterprise

**WSS** aims to provide high quality education that meets the individual needs of all our students, including students who need extra support for learning, whether due to developmental, emotional, social or medical challenges that may have an impact on them accessing the curriculum. The majority of provision will be coordinated through the Head of Inclusion (HOI).

In order to help SEND/SofD students, WSS has a graduated response that recognises there is a continuum of special educational needs and disability that require a range of intervention and support. The school will record the steps taken to meet the needs of individual student. HOI will have responsibility for ensuring that records/portfolios are kept confidential and available as appropriate.

Student voice is a priority at WSS and within our student council, students of determination are represented. WSS values collaborative relationship with parents through Positive Parent Partnership (PPP). At WSS learning is adapted to meet the needs of all students, preparing them for wider opportunities and at the world at large.

The **WSS Inclusion Policy** aims to promote strategies for:

- Being physically **Healthy**

- Student being supported to promote and ensure wellbeing, **mental and emotional health**.
- Staying **Safe/Safeguarding**
- Providing a safe and secure environment to enable all **learners to achieve their full potential**.

### Enjoy & Achieve

- Student of all abilities to be supported to **achieve their potential in personal, emotional, academic and social development**.
- Ensuring that students are aware of what constitutes **bullying** and what they do if they come across it.
- Providing an environment where all students, regardless of any physical disability, can access the **social and educational aspects** of school.
- Encouraging and supporting **inclusive learning regardless of gender, culture, academic, social, physical and emotional needs**.
- Making a **positive contribution** within family, school & the wider community.
- Where possible **involving student in decisions about their future experience and roles in school (Leadership)**.
- Encouraging **positive behavior** in the school community which shows respect for others.

### Achieve Economic Wellbeing

- Providing students with the preparatory life skills to enable future independent living and economic well-being.

WSS believes strongly in the **GEMS Four Core Values** and continuously links these into the teaching and learning in our school. Our **Code of Conduct** supports the 5 outcomes of 'Every Child Matters' and GEMS Core Values.

### Aims

In order to deliver a high standard of educational provision for SofD students with SEND, WSS will:

- Invest in a range of choice of provision and service.
- Allocate resources to ensure realistic support is available to students and their families through collaborative early identification and remedial intervention.
- Adopt a **structured approach to assessment**, as described in the SEND Code of Practice, and ensure consistence of practice across all sectors in support of student and young people with SEND.
- Take into account **the viewpoints of parents/carers, students and professionals** involved & facilitate student's/young person's involvement in the decision-making processes where appropriate.
- **Respect student and parental choice**, notwithstanding the need to meet our responsibilities to maximise student achievement through appropriate interventions.
- Maximise **student participation** in their own education and their role as citizens within their learning, family and social communities.
- **Match student need with relevant support interventions** and school facilities.
- Provide a **broad, balanced and suitably differentiated curriculum** in support of student and young people with SEND and severe low incidence disabilities.
- Ensure that student **progress is reviewed regularly against clearly defined learning outcomes** suited to the child or young person's abilities, aptitudes and potential.
- Provide a comprehensive programme of **continuing professional staff development** for teaching and support staff commensurate with their defined areas of responsibilities.
- Ensure that there are comprehensive and effective support procedures, led by appropriately qualified professionals, to support student/young people with SEND and their parents/carers.

In order to help SEND students, WSS has a graduated approach that recognises there is a continuum of special educational needs that require a range of intervention and support. The school will record the steps taken to meet the needs of individual student. The Head of Inclusion will have responsibility for ensuring that records/portfolios are kept, are confidential and available as appropriate.

## **The Role of the Head of Inclusion (HoI) in WSS**

The Head of Inclusion's responsibilities may include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating assessment, provision & tracking for students with special educational needs.
- Liaising with and advising parents, support assistants and involved teachers
- Overseeing the records of all SEND students.
- Liaising with parents of students with special educational needs.

## **Individual Education Plans (IEP)**

An **Individual Education Plan (IEP)** is a written document that is a planning, teaching and tracking tool.

We use IEPs to underpin the process of planning intervention for SEND students. It records the actions that are additional to, or different from, the content of the regular differentiated curriculum plan which is in place as part of provision for all student. **All IEPs are formulated in conjunction with the individual student**, the parents and any external agencies that are supporting the learning of the child.

Once an IEP is written it is shared using a 'child friendly' format.

IEPs are:

- Written by the teacher with support from Head of Inclusion.
- **SMART** (Specific, Measurable, Achievable, Realistic, Time bound)
- **Reviewed Termly**, more often if necessary. Head of Inclusion will give a least two weeks' notice for review date.
- Supported by annotated evidence.

## **Assessment**

The Head of Inclusion will discuss SofD SEND st. assessment needs with concerned Trs & SLT. The class teacher and the Head of Inclusion will continually monitor and assess student's progress through a regular cycle of observation, evaluation and both formal and informal assessment. Should a child need further support they will move on to **an Individual Educational Plan**. During this process, information from the parents is also sought and valued. Formal assessments may also be administered by private agencies supporting the student at the request of the parent.

## **Record Keeping**

The Head of Inclusion organizes provision for **SEND** students, & **provides guidance & support to SLT to provide for the Gifted & Talented (G&T)**. It is the class teacher's responsibility to keep the class Wave 1-3 record up to date as new students enter their classes. Any such record updates required the GC sends the list to the Clinic, and the Nurses a copy of the SEND list. as required by MOH. The class teachers and the SENCO are responsible for the completion of all appropriate paperwork relevant to the student.

Head of Inclusion, along with the class teacher, is responsible for completing the paperwork required for external agency requests & the paperwork relevant to supporting students with SEND at all stages of achievement. A review of the learning support assistant's input will take place each term.

**All records are considered to be confidential** and are only accessible to SLT, Clinic & concerned members of staff and parents. Information may only be shared with an external agency with the written permission of the parent.

## **Monitoring Process**

Student's progress will be tracked at a number of levels by:

- The class teacher responsible for the delivery and monitoring of IEP's.
- Half termly reviews of the IEP's by the class teacher and Head of Inclusion/GC.
- Completion of **Class Screens**.
- Completion of the **Record of Initial Concern**.
- Regular meetings between the Team Leaders and the Head of Inclusion and between the Head of Inclusion/GC & SLT.
- Regular meetings between the class teachers and the GTL/HOD.

## **Success Criteria**

Students' success can be measured by:

- Their completion of IEP targets.

- Movement up through the ELL steps/stages.
- By a reduction in the quantity of support/LSA they require in order to continue progressing.
- Achieving their Curriculum targets.
- Achieving or exceeding their extension targets.

### **Policy Review**

The WSS SEND/Inclusion Policy will be reviewed as and when necessary to respond to any changes to GEMS/WSS policy.

## **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

‘Inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND), in a common learning environment. In such settings, all students have access to quality instruction, intervention and support, so that they experience success in learning.

Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, form positive social relationships with peers, and to become fully participating members of the learning community’. Dubai Inclusive Education Policy Framework, 2017, p.10.

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

ELL- English Language Learners (those who are quite new to learning English or need additional support with learning English as a second language). See glossary of terms.

Gifted and Talented- Those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the schools procedures. See glossary of terms.

SEND- 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 student 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 student 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

#### 4.1 The Inclusion Governor

The Inclusion Governor: **Mr Ajit Moorkoth**

Email – [moorkothajit@gmail.com](mailto:moorkothajit@gmail.com)

The Inclusion Governor 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: **Ms Valerie Thompson**

Email: [valerie.t\\_wss@gemsedu.com](mailto:valerie.t_wss@gemsedu.com)

Mobile no: 065426323

The Principal 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: Ms Rema Premchand

Email: [rema.p\\_wss@gemsedu.com](mailto:rema.p_wss@gemsedu.com)

Mobile no: 065426323

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

## 4.4 Support or Specialist Teachers

The School Support Teachers are **Ms Gincy James**: [gincy.j\\_wss@gemsedu.com](mailto:gincy.j_wss@gemsedu.com).

**Ms Binsy Koshy**: [binsy.k\\_wss@gemsedu.com](mailto:binsy.k_wss@gemsedu.com) .

Ms Maitha Aldarmaki: [maitha.a2\\_wss@gemsedu.com](mailto:maitha.a2_wss@gemsedu.com)

They will:

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

## 4.5 Teachers

Each Teacher is responsible for:

- The progress and development of every student 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 student'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, 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

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

All teachers are considered to be teachers of students with Special Educational Needs and as such they continue to remain responsible for the teaching and learning for their students. All teachers are responsible for identifying students who are experiencing challenges with learning, and in collaboration with the Inclusion team, will ensure that those students requiring different or additional support are identified at an early stage.

Students can be referred to the Inclusion Support Team on entry or at any point during their education at the school. We conduct assessments to identify possible barriers to learning including screeners, psychoeducational assessments and tests which baseline students against national benchmarks. The team inclusion is not qualified to provide a diagnosis of need but will recommend to the relevant licensed professionals when obtaining a diagnosis may be appropriate. WSS welcomes external agency input and will work collaboratively with qualified professionals to ensure the development of students.

The graduated approach recognizes that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be used to remove or mitigate barriers to learning that a student may be experiencing.

#### Level 1

This level describes the support that is available to all students, including those with and without SEN. Within the Graduated Approach, at the first Level, needs are met through High Quality Teaching or Quality First Teaching.

Support for students at level one is tailored to the needs of the individual student, this is seen as differentiated teaching and learning. This can be provided by the class teacher and some examples could be, the use of; reasonable adjustment changes to the lesson and curriculum content, assistive technology, individual or small group teaching, or in-class support, ILP.

#### Level 2

This level describes the support that is available in addition to the support at Level 1 or Tier 1 and goes beyond the usual differentiated curriculum. Students at this level require interventions that are specific and time-limited, these can be small group activities or short-term programs of support. It is expected that a minority of students will require access to this level of support services. Some students accessing this level may require enhanced support through an individual accommodation plan.



### **Level 3**

Students at this level require individualized and specialized provision, which is different from that provided to most other students. This may include full time support by a parent funded learning support assistant and or long-term programs of support. It is expected that only few students will require access to level 3 support. These students will have individual education plan.

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 SEN.

When deciding whether SEN 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.

As part of the schools admissions and enrolments policy we strive to admit all students regardless of their needs and staff follows SPEA guidance and procedures for scenarios where, very rarely, it may not be in the best interests of the child to be placed at WSS.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the student and their parents when identifying whether they need SEN 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 student
- 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 pupil will receive SEN support. If your child is joining WSS, please share full details of any special education needs, individual education plans and any Educational Psychologist, Pediatric, or other specialist reports (e.g. Speech and language therapy, Occupational therapy) if completed. Sharing educational history with us prior to a place being offered is essential so that staff can ensure an appropriate assessment of educational need, educational plan and resourcing is in place.

Student voice is a priority at WSS and within our student council, students of determination are represented as Inclusion ambassador across Junior, Primary and Secondary section.

We strive to offer regular parent engagement sessions – Coffee mornings.

## 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**.

The 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
- 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.

Schools should revisit this cycle of action and refine and revise their decisions about support as they gain a richer understanding of the student and what is most effective in helping them secure good outcomes. Support for all students with SEN should be kept under continuous review in the form of IEP meeting which take place termly for Level 3 students and annually for Level 2 students

## 5.5 Supporting students moving between education settings and preparing for adulthood

Our school is happy to work with other schools and settings to share information that will support and enhance a student's transition. This will be done in partnership with parents. Similarly, we request as much information as possible from previous schools and parents to support new joiners at WSS. This information will allow us to mirror and build upon previous provision that is supporting students on their journey.

We ensure that students move seamlessly through each year at school by implementing a thorough transition process. Depending on the need of each student, this may vary. For example, some students may spend time in new settings and/or meeting new staff members for a prolonged period of time before moving. We welcome thoughts and feedback from families should they feel their child would appreciate further support with the transition process. We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student which information will be shared as part of this.

We guide and refer students to alternate pathways that help to prepare students for further education, work, and adulthood. These qualifications include:

- NIOS
- BTEC Qualifications
- ASDAN

These pathways are bespoke and allow students to create their own story, by demonstrating skills through real-life assessments set in every day contexts. As a result, students are confident and equipped to become ‘word class and world ready’.

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

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

All teachers are responsible and accountable for the progress and development of all students they teach and support.

We are innovative in our approach to inclusive education and regularly adapt our teaching and provision where the student need arises. This approach varies from student to student and is personalised based on student’s category of need. If you would like to discuss the availability of specific intervention programmes, please speak to the HOI.

### **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.
- Application may be made to SPEA for temporary or permanent exemptions from languages.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Classroom accommodations and teaching strategies/provisions are reviewed and updated regularly. This will influence the ILP, IAP, IEP, ALP.

WSS is committed to child centered approach and will adopt further approaches and strategies should the need arise for a student within the school.

### **5.8 Additional support for learning**

We have 1 Head of Inclusion, 2 Guidance counsellors, 1 Inclusion teaching assistant, an Inclusion governor who have experience in delivering interventions. We offered training to support Learning support assistants on intervention programs to ensure students receive the provisions that they are entitled to.

Head of Inclusion monitors the interventions.

We liaise with a number of external agencies registered with CDA, MOE, MOH. We are open to working with agencies with professional expertise to meet students needs.

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

Our Head of Inclusion has been at WSS for 4 years and has extensive experience and qualifications for working with students with special needs.

The role is non-teaching and enables HOI adequate time to manage SEN provision.

Over the last years staff have had training on the below.

- Safeguarding, Child protection and Safer working practice.
- E Safety training.
- How to identify and refer SofD.
- Strategies for supporting SofD.
- SofD teaching tips.
- Supporting different Waves.
- What is an IEP and how to use it effectively.

### **5.10 Securing SEN Support, Equipment and Facilities**

Access to student support is described in Section 5.2.

The school HOI, Inclusion team and MSO work together to uphold our accessibility plan which is reviewed annually to ensure that our facilities and equipment meet the needs of all students. The school regularly invests in new equipment and facilities to meet health and safety standards and to improve our provision.

Should students require a 1:1 Learning Support Assistant, this will be funded by parents. The school will support with recruiting and training an appropriate adult with the number of hours and the length of support being reviewed termly.

On occasion, the school may recommend further resources, equipment and services at the parents' cost that may benefit a student at home.

### **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 responds to interventions.
- Using student questionnaires
- Monitoring by the Head of Inclusion
- Using provision maps to measure progress
- Holding termly reviews for students with IEPs

HoI is responsible for updating the School Development Plan and ensure progress is made towards the outcomes of Inclusion Action Plan.

### **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 after-school programs.

All students are encouraged to go on our field trips.

All students are encouraged to take part in school assembly/observance of special days/sports day/school plays/special workshops.

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

In cases where access arrangements are required, we work collaboratively with parents, professionals to create Risk assessment to ensure the correct provisions in place.

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

WSS has strong Safeguarding and Pastoral team to provide support for students in social and emotional development.

- All students engage in wellbeing and E Safety activities.
- Data from PASS is used to provide interventions in the area of wellbeing.
- Counselling services are available to all students and their families.
- Workshops for parents on effective parenting, how to keep children safe online.
- Students with SEN are encouraged to be part of the school council
- Students with SEN are also encouraged to be part of all club activities to promote teamwork/building friendships
- WSS has a zero-tolerance approach to bullying.

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

We collaborate with Ministry approved licensed external agencies and encourage participation of all stakeholders when developing, implementing and reviewing student IEPs.

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

Complaints about SEN provision in our school should be made to the Head of Inclusion/Principal in the first instance.

## **6. Monitoring arrangements**

This Inclusion Policy will be reviewed by Principal **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:

- WSS Code of Conduct
- Behavior management policy
- Counselling policy
- Wellbeing policy
- Individual Accommodation Plan for supporting pupils with medical conditions
- Safeguarding policy
- Anti-Bullying policy
- E Safety policy
- BYOD & Acceptable use policy

## 8. Appendix A

The United Nations Convention on the Rights of Persons with Disabilities	<a href="https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html">https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</a>
Federal Law (29) 2006 and 2009	<a href="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">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</a>  Guarantees a person of determination access to equal opportunities of education within all educational institutions
Dubai Law 2014 (no. 2)	<a href="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">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</a>  Concerning Protection of the rights of persons of determination in the Emirate of Dubai
Executive Council Resolution No. (2) of 2017- Regulating Private Schools in the Emirate of Dubai	<a href="https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf">https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsIntheEmirateOfDubai.pdf</a>  Regulations for Private Schools in Dubai
	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;
	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;
	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;
	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;
	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;
The National Project for Inclusion for People of Determination (2008)	<a href="https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination">https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination</a>
UAE School for All: General rules for the provision of special education programmes and services guidance (2010)	<a href="https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf">https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf</a>

My Community: A City for Everyone Initiative (2013)	<a href="https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx">https://www.cda.gov.ae/en/MediaCenter/News/Pages/2013/myCommunity.aspx</a>  Aims to turn Dubai into a fully inclusive and friendly city for People of Determination
Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)	<a href="https://government.ae/information-and-services/education/education-for-people-with-special-needs">https://government.ae/information-and-services/education/education-for-people-with-special-needs</a>
The National Policy for Empowering People of Determination (2017)	<a href="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">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</a>  Aims to provide quality inclusive education in the UAE
Dubai Inclusive Education Policy Framework (2017)	<a href="https://www.khda.gov.ae/cms/webparts/texteditor/documents/EducationPolicyEn.pdf">https://www.khda.gov.ae/cms/webparts/texteditor/documents/EducationPolicyEn.pdf</a>  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.
The Dubai Universal Design Code (2017, Accessibility Code)	<a href="https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf">https://www.dha.gov.ae/Documents/HRD/RegulationsandStandards/Polocies/Dubai%20Universal%20Design%20Code%20Final%20Feb%202017.pdf</a>  Aims for universal accessibility
Abu Dhabi Education Council Special Education Policies and Procedures Handbook (2012)	<a href="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%A9-%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">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%A9-%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</a>
The Ministry of Education Strategic Plan 2017-2021	<a href="https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021">https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021</a>
The Dubai Plan 2021	<a href="https://www.dubaiplan2021.ae/dubai-plan-2021/">https://www.dubaiplan2021.ae/dubai-plan-2021/</a>  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
UAE Centennial 2071 project	<a href="https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071">https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071</a>