



### *WPS vision statement*

*At Gems Wellington Primary School we will provide a safe learning community with high expectations for all our learners in every aspect of their school life. We are a reflective and evaluative school which will prepare learners for an ever evolving world. Our genuine commitment to our core values, and partnership with parents, will provide a world-class, active learning environment, inspiring learners to develop intellectually, academically, socially, emotionally and physically.*

## **Students of Determination Policy 2019-2020**

### **PURPOSE**

At GEMS Wellington Primary School we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

The purpose of this policy is to help to ensure that we recognise and support the needs of all students at GWPS

**Students of Determination** – Students of Determination who require additional support in order to make the best progress.

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

**Gifted and Talented**- Those demonstrating exceptional ability and/or attainment or talent. See separate policy.

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### **POLICY AIMS**

GEMS Wellington Primary School aims to:

- To ensure that all students have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the rapid and effective identification of all students requiring additional provision as early as possible on entry to WPS.
- To ensure that students take as full a part as possible in all WPS activities
- To ensure that parents/carers of students are kept fully informed of their child's progress and attainment
- To ensure that students are as involved as possible, in decisions affecting their future SEN provision



## **LEGISLATION**

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, however as further schools are incorporated into GEMS the policy will be reviewed.

The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks above and below. These are to ensure that Students of Determination have equitable access to quality inclusive education with their peers.

This policy is also based on the following guidance and legislation

- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'. ([English/Arabic](#))
- Executive Council Resolution No. (2) 2017 ([English/Arabic](#)) Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 (14); Article 13 (16, 17, 19) and Article 23 (4)
- Dubai Inclusive Education Policy Framework (DIEPF 2017) ([English/Arabic](#))
- Dubai Inclusive Education Policy Implementation 2019 ([English/Arabic](#))
- KHDA Inclusive Education Directives 2020 ([English/Arabic](#))
- Revised Categorisation Framework for Students of Determination (2019-2020) ([English/Arabic](#))
- 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 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.

## **KEY PEOPLE**

Principal	Catherine McKeever
Leader of Inclusion	Stacey Bradwell



Governor for Inclusion	Charlotte Grieves
Inclusion Support Teachers/Inclusion Champions	Esme Pianim Elizabeth Tetley
Inclusion Support Teaching Assistants	Joyce Antonio Acel Kris Navarette
School Counsellor	Michelle Hughes
English Language Teacher	Laurie Robb

### **PROCEDURES**

A student is a Student of Determination if he or she has difficulties that need additional educational provision to be made in order for them to access learning. By difficulties we mean that the student will have much greater difficulty in learning than the majority of students of the same age, or that he or she has a disability which prevents them from using the facilities at WPS that are provided for students of the same age.

### **CATEGORIES OF DISABILITIES/ SPECIAL EDUCATIONAL NEED**

In line with the UAE Ministry of Education, we recognise the following categories of *Disabilities/ Special Educational Needs*:

<b>Common Barriers to Learning</b>	<b>Categories of Disability</b>	<b>Identification</b>
Cognition and Learning	Intellectual Disability	Learning Difficulties 1 (mild)
		Learning Difficulties 2 (moderate)
		Learning Difficulties 3 (severe)
	Specific Learning Disorders	Dyslexia
		Dyspraxia
		Dyscalculia
		Dysgraphia
Multiple Disabilities		
Developmental Delay (<5 years)		
Communication and Interaction	Communication Disorders	Expressive Language
		Receptive Language
		Global Language Delay
		Speech fluency Disorder
		Speech Sounds Disorder
		Social Communication Disorder
	Autism Spectrum Disorders	Autism Spectrum Disorder (mild)
		Autism Spectrum Disorder (moderate)



		Autism Spectrum Disorder (severe)
Social, Emotional and Mental Health	Attention Deficit Activity Disorder	ADHD – inattentive
		ADHD – hyperactive
		ADHD – combined
	Psycho-emotional disorders	Depression
		Bi Polar Disorder
		Oppositional Defiance Disorder
		Obsessive Compulsive Disorder
	Post-Traumatic Stress Disorder	
Physical, Sensory and Medical	Sensory Impairment	Visual Impairment
		Hearing Impairment
	Deaf – blind disability	
	Physical disability	Muscular Dystrophy
		Cerebral Palsy
		Spina Bifada
Chronic or acute medical conditions.		

For further information on these categorisations please refer to 'A revised categorisation framework for students of determination' (DSIB 2019-20)

### **IDENTIFICATION OF STUDENTS OF DETERMINATION**

It is important that a student's special educational needs are identified as early as possible so that the appropriate provision can be put in place. Students can be referred to the Inclusion Department on entry or at any point during their education at WPS.

#### **On Entry**

On application, the following measures are used to help assess the level of individual need and to ensure that appropriate provision can be made for each student.

- Parent/Carers are asked to disclose any special educational need that has been previously identified.
- Each student's application needs to be accompanied by previous academic reports, transfer certificates and any previous medical/psychological assessments that are relevant to the application including previous Provision Plans and Individual Education Plans.
- Students who are not coming from the British Curriculum, from Year 1 upwards are asked to complete a standardised Literacy and Numeracy assessment.
- Before entry to the Foundation Stage students are invited to a 'stay and play' session and observed by staff and discussions with parents take place during the session.

If any of these measures indicate that the student may have an additional need, the application is referred to the Head of Inclusion for additional consideration. A decision will then be made using the Graduated



Level System as to the ability for WPS to meet that child's needs and the level of provision that is required to be put into place.

### **Identification of Enrolled Students**

For students already enrolled at WPS, the following is taken into consideration;

- Data gathered from the WPS **Standardised Tests**. These tests will include entrance assessments alongside other standardised tests. Students with a low score in any of these tests, will be referred to the Inclusion Team for further assessment and identification if needed.
- **Benchmark testing** – all students undergo benchmark testing which will identify British National Curriculum levels. Students working significantly below age related norms may be referred to the Inclusion Team if the class (or specialist) teacher is concerned that this is related to a specific or general need.
- **On-going Assessments** - Regular testing and analysis of work samples will assess progress. Students struggling to make expected progress may be referred to the Inclusion Team if the class or specialist teachers are concerned that this is related to a specific or general need.
- **Specific concerns** - a student may be referred by teachers or parents if specific concerns are raised that the Inclusion Team may be able to address.

### **ASSESSMENT**

Once a referral has been made, the student will be assessed by a member of the Inclusion Team to ascertain needs. The assessment may comprise of several different elements, but is likely to include;

- Seeking the viewpoint of the student.
- Seeking and coordinating feedback from teachers across the curriculum to identify common difficulties and/or strategies that have proved effective with this student.
- Discussions with parents on historical and current difficulties the student may be experiencing.
- Standardised tests to assess current levels against national norms.
- Observations and advice from internal or external specialist staff.

It may be appropriate to seek advice from external agencies that could help give a clearer picture of the student's needs. This may include a request for a full educational assessment from a suitably qualified professional.

Once the assessment has been completed, the Head of Inclusion will collate and assess the information to decide if further action needs to be taken. If the student is considered to have a need that necessitates additional provision, in or out of the classroom, the Head of Inclusion will meet with the student, parents and associated professionals to plan for provision.

### **LEVEL OF PROVISION**



To ensure that the correct level of support is put in place for the students at WPS, we use the Level System' of Provision. Students with additional needs will be classified as needing support at either Level 1, 2 or 3.

### **Provision Maps**

Every Year Group in the school identifies and collates their children with Special Educational needs and the provision programmes designed to meet these needs on a Year Group Provision Map.

Year Group Teams group common learning needs across their year group to plan additional needs withdrawal or "In-Class" provision programmes.

### **Level One**

Every teacher is expected to differentiate the learning in their classroom to meet the needs of all students. For most students the high-quality differentiated teaching in the classroom will be sufficient and help them address any additional needs that they may have.

These students will not be included on the SEN register, but will be placed on **Level 1 Class Monitoring Form** and therefore receive short term, targeted interventions, which will be delivered by the Class Teacher or a TA.

This information will be recorded on a Class Monitoring Form, kept in the Class Inclusion Folder on the Inclusion shared drive. The child will be closely monitored by the class teacher to ensure that they are making good progress and the strategies/ resources are effective and appropriate to support the child's learning challenge(s). Wave 1 students may receive therapy from external agencies and therefore have a therapy plan in place with specific targets.

Class Teachers will seek advice and suggestions for provisions to assist individual children's learning needs at designated year group team meetings.

Children within Level 1 may be put forward by Class Teachers for the Year Group Provision Map and participate in specific intervention programmes for specific blocks of time.

This decision is made in conjunction with the Class Teacher, Year Group Leader and Head of Inclusion. The Assistant Principal Inclusion is notified by the class teacher, requesting a Wave 1 review meeting. If moved onto an ILP or IEP, the child will be added to the Inclusion Register by the Inclusion team.

### **Level Two**

Some students will need additional support in order to make progress or overcome a particular barrier to learning. This support may only need to be short term and/or in specific areas such as English, Mathematics or areas of behavior, social and emotional understanding.



Students needing short term or specific intervention will move to level 2 of provision. At Level 2, the classroom teacher holds the main responsibility with support from the Inclusion Department.

An ILP form is filled in by the Class Teacher with SMART Targets set and provision strategies, programmes and resources identified.

These are then shared at a meeting with the child's parents. A copy of the ILP is provided for the parents. ILP's are reviewed every term with Learning Progress communicated at an ILP Review Parent Meeting hosted by the Class Teacher. Year Group Leaders, Assistant Principals and/or members of the Inclusion Team may support at these meetings.

There may be an additional charge for some areas of Level 2 provision through outside agencies, especially when the input of outside specialists or individual therapy required. However, generally, this level of provision is provided by WPS.

### **Level Three**

Students needing long term or intensive support will be moved to Wave/Level 3 level of provision. If a student has been assessed as needing Wave/Level 3 intervention, this means that WPS believes that the student will not make significant progress unless additional provision is made and without this the student is likely to fall further behind his or her peers as the year progresses. At Wave/Level 3 responsibility for the student is shared between the Class Teacher and the Inclusion Team.

Wave/Level 3 provision involves developing an Individual Education Plan (IEP) for the student that will identify the individual needs of the student and ensure a programme of intervention is delivered to target these needs. This programme will be run and monitored by the Inclusion Department in collaboration with the class teacher and will be regularly reviewed with parents and students on a termly basis. Adjustments will be made to ensure progress. Wave/Level 3 level of support may sometimes involve the employment of a Learning Support Assistant to support the student.

The format of Level 3, provision will be dependent on the identified needs of the individual student.

- **Level 3 LSA** students will have a full time Learning Support Assistant and followed an individualized programme of support.
- **Level 3 SEND** students will receive a high level of support from the Inclusion department. They may receive recommendations for further assessment such as Educational Psychology assessment or therapy assessments.

### **RESPONSIBILITIES**

#### **The Role of Assistant Principal - Inclusion**



The Assistant Head- Inclusion plays the lead role in coordinating SEND provision at WPS. This involves working with the Principal, Senior Leadership Team and Year Group Leaders to determine the strategic development of the policy. It is the responsibility of the Assistant Head- Inclusion to ensure that the SEND policy is implemented in full, and that the needs of the identified students are being addressed.

Specific responsibilities include ensuring that:

- Students are effectively identified.
- The inclusion register is accurate and updated at least termly.
- The provision for students is well planned and effective.
- The impact of provision is monitored and evaluated.
- Provision is in place for new entrants with identified needs.
- Parents and students are kept fully informed of progress and planned provision.
- The records of students are accurate, updated and in line with department guidelines.
- The performance of the Inclusion Teaching Staff is monitored and effective.
- The performance of Learning Support Assistants (LSAs) is monitored and effective.
- There is advice and access to training available to staff.
- The SEF and School Improvement Plan reflect accurately the strengths and areas for development of students of determination.

#### **The Role of the Inclusion Support Teacher**

- To work as part of a team to ensure that the needs of the whole student are identified and addressed including the social and emotional aspects of learning.
- To work with the Year Group Leaders to monitor the overall progress of students in their year groups and identify students that may have need of additional provision.
- To maintain and update the inclusion register in conjunction with Admissions and Medical Clinic staff.
- To assess referred students in line with the Referral Process
- To give advice to teachers and parents on how students with additional needs can be included in the mainstream classroom and supported at home.
- To work collaboratively with teachers, parents and students on setting targets, recommend effective strategies and outline provision for the individual student for students placed on Wave 2 of the Inclusion register.
- To work collaboratively with teachers, parents and students and be responsible for developing and ensuring the implementation and Individual Education Plan for students on Wave 3 level provision across all curriculum areas.
- To help plan and oversee Wave 2/3 intervention and monitor progress of the students receiving intervention.
- To work with and support Learning Support Assistants to ensure that the identified students are making progress.
- To ensure that up-to-date and accurate files and records are kept to monitor progress in line with the guidelines of the department.
- To ensure that all ILP's and IEPs are reviewed termly in conjunction with the student, parent, class teacher and any associated professionals.



- To work professionally with other members of the department to ensure the effective co-ordination of provision delivered by external agencies.

### **The Role of Learning Support Assistants**

LSAs are employed by the school to help address the needs of students with special needs. The support team are either funded by the school to work with, and support groups of students, or funded by the parents to work with specific students with a high level of need.

### **The Role of Year Group Leaders and Assistant Principals.**

The Assistant Heads and Year Group Leaders have the overall responsibility for the students in their year group's wellbeing in terms of pastoral care. It is also important for them to be informed about students on the Inclusion Register to support the student, parent and teachers is providing the best possible support.

The Assistant Heads and Year Group Leaders take an active role in identifying and reporting students who are in need of additional support.

### **The Role of the Class Teacher**

All teachers have a responsibility to monitor and assess the progress of each individual student they teach. Where a student is exhibiting difficulties that indicate that additional provision may be necessary, the teacher will refer the student through the Referral Process.

### **MONITORING AND EVALUATION**

The overall effectiveness of Inclusion provision will be monitored and reviewed by members of the Senior Leadership team.

There will be an annual review of this policy by the Assistant Principal - Inclusion and Senior Leadership Team.