



# INCLUSION POLICY GEMS WINCHESTER ABU DHABI

Last Amendment: JUNE 2024

Policy Review Date: August 2025



## WSA CORE VALUES

**UNITY** - Our diverse WSA Community ardently stands for equity and inclusivity; we invest in family and friendships, seeing similarities over differences. We are Global Citizens.

**TRANSFORMATION** – Driven by being the 'Best version of yourself'; we invest in personal growth and the growth of others.

**ENVISIONING** – We take action; we invest time and energy into leadership, at all levels; innovation and creativity.

**COMMUNICATION** – We listen and we learn; we invest in connectedness, transparency and accountability.

## PURPOSE

GEMS Winchester School, Abu Dhabi, provides a broad and balanced curriculum for all its students. The National Curriculum serves as the foundation for planning to meet the specific needs of individual students and groups. The aim of the Inclusion Policy is to ensure that all student groups are appropriately supported through the following methods:

- All students feel valued and respected irrespective of their abilities
- High expectations from all students
- Identification of students needs or any disability (SEN)at an early stage through appropriate assessment by specialists
- To encourage positive collaboration with parents by involving them in the identification, assessment and support process of the student (SEN/G&T)
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for student's additional needs
- While planning, teachers set suitable learning challenges and respond to student's diverse learning needs.
- Curriculum planning and assessment for all students including student with special educational needs G&T and with



## **ADMISSIONS**

GEMS Winchester School Abu Dhabi admits students irrespective of their gender, race, disability, or special educational needs, fully adhering to the principles of Federal Law No. (29) of 2006 Concerning the Rights of Persons with Disabilities and its amendments. We ensure that no student with additional learning needs is denied admission, provided the school has the capacity to accommodate them as per the ADEK School Student Administrative Affairs Policy.

Our admissions process prioritizes students with additional learning needs and their siblings. GEMS Winchester is committed to supporting these students through tailored transition support, individualized learning strategies, and reasonable adjustments to the learning and physical environment. We collaborate with parents by requesting clinical assessment reports and maintaining regular communication regarding student progress.

If additional learning needs are identified post-admission, the Head of Inclusion will coordinate screening and assessments, ensuring appropriate support is provided.

### **INABILITY TO ACCOMMODATE NOTIFICATION:**

In a situation where the GEMS WSA is unable to provide or make available any specialist help required either due to lack of resources or schools may not have appropriate staff with necessary professional training required to manage the severity needs of the student, school will seek ADEK advice and approval will be sought, and admission may not be offered.

### **STANDARD INCLUSIVE PROVISION**

Special requirements may likely arise as a consequence of a student having Additional Learning Needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of students and thus enable them to participate effectively in curriculum and assessment activities. Such students may need additional help or a different help from that given to other students of the same age.

## Physical Accessibility

- **General Accessibility:**

WSA is accessible to all people including students, families, school staff and visitors. WSA follows the philosophy of universal design approach which ensures accessibility of not only the school facilities but also the course content, teaching materials and delivery methods .The below mentioned facilities are available:

- Parking spaces, pathways, buildings, and playgrounds are accessible to all
- All entry points to buildings have ramps that with wheelchair accessibility
- Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step
- Signage with symbols and text with colour contrast is available
- Evacuation alarms are accompanied by flashing lights.
- 
- School building is accessible on the ground floor for physically disabled students
- Accessible bathrooms are equipped with appropriate sanitary provision for people with physical disability as per the applicable codes
- Lift is available
- Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs
- Staff receives training in the safe operation of evacuation chairs and that specific member of staff have been identified to assist students and staff requiring evacuation chairs during emergencies.
- Personal Emergency Evacuation Plans (PEEP) developed for SEN students and specific staff member receives the relevant training.
- Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC)
- Development of risk assessment plan with required adaptations to the school environment and buildings and with clear steps and timelines to improve accessibility.



### Accessibility of Learning Spaces:

To provide equitable access to education and inclusive learning opportunities, WSA ensure that

- All classrooms are accessible for all students, with desks and chairs
- providing adapted seating options for those who require it
- A variety of classroom resources, which offer choice regarding the size and ease of use.
- All timetabled classes are physically accessible to students with additional learning needs
- Specialized teaching spaces are accessible to students of different ages and lessons and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.
- Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their
- learning through multiple forms and facilitate engagement with learning through different means.
- The teaching and learning environment incorporates accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

### Specialist Support Spaces

As per the [ADEK In-School Specialist Services Policy](#), WSA will provide space in the school building to facilitate specialist pull-out intervention or targeted support for any student with additional learning needs by the service provider.

### Inclusive Teaching and Learning Support

#### Identification, Referral, and Tracking System

At GEMS Winchester School Abu Dhabi, we are committed to giving all students the opportunity to succeed and reach their highest potential. In alignment with ADEK guidelines, teachers carefully consider the abilities of each student when planning their lessons. For students whose attainment falls significantly below expected levels, personalized learning plans are developed in accordance with their individual needs.



When students exceed expected levels, we

broaden the scope of work to challenge and support their strengths.

If a teacher identifies a student whose performance is below expectations, the student is referred to the Inclusion Department. The department follows a structured process based on the principles outlined by ADEK to ensure all students' needs are met:

- In-school assessments are conducted in alignment with the four areas of need, and if special educational needs (SEN) are identified, parents are immediately informed.
- Parents are encouraged to seek external assessments to confirm the identified needs.
- Once confirmed, an Individual Education Plan (IEP) is developed and implemented to provide additional support.
- The student's progress is closely monitored through the school's tracking system.
- Parents are kept informed through regular reviews of their child's progress.

To ensure that we effectively meet the needs of all students, we implement the following practices:

- All students have access to a curriculum tailored to their needs.
- The progress and needs of each student are regularly reviewed in collaboration with parents, students, and relevant staff.
- Support is provided through various strategies, including:
  - In-class support.
  - Small group interventions.
  - One-on-one support when necessary.
  - Access to external specialists and services as required.
- Regular classroom observations ensure that provisions meet the needs of the students.
- A comprehensive risk assessment plan is in place for students whose needs may pose a risk.
- During assessments, accommodations such as extra time, distraction-free environments, or regular breaks are provided where necessary.

This approach ensures that we remain fully aligned with ADEK's standards, continuously reviewing and adapting our support to help all students thrive.



### **Inclusive Teaching & Learning Approaches:**

At GEMS Winchester School, the National Curriculum serves as the foundation for developing a curriculum that caters to the unique needs of both individual students and student groups. Our inclusive education practices are built on the following principles:

- Embedding inclusive teaching methods into lesson planning to better support students with additional learning needs, as part of a broader adaptive teaching strategy.
- Customizing teaching materials to meet the specific needs of students with additional learning requirements, ensuring alignment with the tiered support model and any set goals in their Individual Educational Plan (IEP)
- Setting appropriate learning challenges while addressing the diverse learning styles of students and removing any barriers to their learning and assessment.
- Providing additional learning opportunities outside the standard curriculum to accommodate the needs of specific students or groups.
- Offering ongoing professional development and awareness sessions on inclusive educational strategies, led by the Head of Inclusion and other specialists, ensuring staff are well-equipped to implement adaptive teaching practices.
- Utilizing the Inclusion Team effectively to deliver tailored support to students, under the guidance of the Head of Inclusion, based on individual needs.
- Providing thorough guidance and training to Inclusion Assistants and Individual Assistants to ensure they can effectively support students' learning and progress.
- Implementing a tiered intervention model to track and promote the academic progress of students with additional learning needs.
- Coordinating specialized interventions with external professionals, such as Speech and Language Therapists, Occupational Therapists, Psychologists, or Counselors, in line with ADEK's In-School Specialist Services framework.
- Facilitating the use of assistive technology for students who require it to improve their learning experience. Where needed, the school will apply to ADEK for financial assistance in providing this technology.
- Encouraging teachers to adopt a wide range of adaptive teaching strategies and seek advice from the Inclusion Team before making any formal referrals to the Head of Inclusion.
- Addressing any concerns about student progress with parents early on to support prompt intervention and action.



## Individual Education Plan

At GEMS Winchester School Abu Dhabi (WSA), Individual Education Plans (IEPs) are a central part of our provision for students with additional learning needs. Following a structured, small-steps approach, IEPs break down student attainment levels into finely graded targets to ensure continuous success and progress. This personalized approach ensures that students are fully supported while maintaining their entitlement to share in the same learning experiences as their peers. To maximize learning outcomes, there may be instances where students benefit from working in small groups or receiving one-to-one support outside the classroom, based on their specific needs.

## Curriculum:

- All students, including those with additional learning needs, are given full access to a well-rounded and inclusive curriculum. This includes ensuring that extracurricular activities are adapted to suit their needs when necessary.
- Ensuring that the eSIS system is regularly updated to reflect any student following a modified curriculum.

## Assessment Accommodations:

- Carefully assessing the needs of students with additional learning requirements to ensure that necessary accommodation and modifications are consistent with how the student usually works in the classroom.
- Obtaining approvals for accommodations and modifications as per the policies of external assessment providers or examination boards when required.
- Developing a clear Assessment Accommodations Policy that outlines the process and eligibility criteria for applying for such accommodation, in alignment with external assessment guidelines (where applicable).

## Additional Fee:

At our school, we are committed to upholding the principles of inclusion by ensuring that all students, including those with additional learning needs, have equitable access to education. In cases where students require specialized intervention beyond the school's standard inclusive provision, as identified in their Clinical Assessment Reports, we implement the necessary steps in accordance with the guidelines.





This includes providing clear justification for additional provisions, securing parental agreement for any associated costs, and itemizing fees transparently on the eSIS database. We ensure that parents receive termly financial statements detailing the allocation of funds and guarantee that any additional charges do not exceed 50% of the tuition fee, except where approved by ADEK or with parental consent. Our approach ensures that specialist services are regularly reviewed to ensure their continued effectiveness and relevance. Optional administration charges for in-school specialists will not surpass 10% of the cost, in adherence to the ADEK IN-School Specialist Services Policy. Regular termly reviews are conducted to evaluate the impact and continued relevance of specialist services, fostering a responsive and adaptive approach to additional fees.

## **ROLES AND RESPONSIBILITIES**

### **The Board of Trustees will:**

- Set the strategic direction for the school incorporating a commitment to inclusive education.
- Nominate one board member for oversight of inclusive provision.
- Ensure a financial budget that provides the necessary specialist staffing and resources to support the inclusion of students with additional learning needs.
- Ensure adjustments and accommodations to the school environment/infrastructure are made, or planned for, to improve access for students with additional learning needs with physical disability and sensory impairment.

### **Whole school staff**

School staff are responsible for ensuring the Inclusion policy and make sure that the procedures are followed in school.

- Ensure that the need of every student is met.
- Maintain an environment of inclusivity.

### **School Principal**

- The Principal is responsible for the implementation of the Inclusion policy and for using the guidelines provided to ensure that every member of the school community is aware of their responsibilities to ensure that the learning needs of all registered students are met.
- Ensures inclusive provision is prioritized in leadership meetings, with goals to improve accessibility for students with additional learning needs.
- Appoints a dedicated team, including a Head of Inclusion, and Coordinators for Multilingual Learners and Gifted and Talented students.
- Provides staff with continuous training on adaptive teaching and safeguarding.
- Conducts risk assessments and implements evacuation plans for students with mobility, sensory, or behavioral needs.
- Ensures that all required data is submitted to ADEK.
- Take responsibility for resolving incidents, such as bullying or discrimination, involving students with additional learning needs.
- Oversee the safe evacuation of people of determination during emergencies.

### **School Head of Inclusion**

The Head of Inclusion will:

- Ensure that the Inclusion Policy is implemented
- Collaborate with classroom teachers to design and implement inclusive strategies that meet the diverse learning needs of students with Additional Learning Needs.
- Provide differentiated instruction and support to individuals or small groups of students, fostering an inclusive and supportive learning environment
- Conduct assessments to identify students with Additional Learning Needs and develop individualized education plans (IEPs)/Accommodation Plans in collaboration with the Inclusion team and parents.
- Implement evidence-based interventions and accommodations to address diverse learning needs
- Maintain, review, quality assure and update the school-based register of students with additional learning needs, including their IEPs and PEEPs.
- Prepares PEEPs for students, in coordination with the Health and Safety Officer, and reviews them termly or as needed.
-



- Work closely with parents, teachers, and external specialists to create a collaborative support network for students.
- Stay updated on best practices, research, and advancements in the field of special education and inclusion.
- Foster a positive and inclusive classroom culture that celebrates diversity and promotes a sense of belonging for all students.

### **Form Teachers/Class Teachers/Subject Teachers**

GFEMS Winchester aim to offer excellence and choice to all students, irrespective of their ability or needs. WSA has high expectations of all the students. WSA aims to achieve this through the removal of barriers to learning and participation.

Teachers respond to students' needs by:

- Providing support to students who need assistance
- Setting high expectations which inspires, motivates and challenge students
- Planning to develop student's understanding through the use of all their senses and of varied experiences
- Planning for students' full participation in learning, and in physical and practical activities.
- Adapting teaching to respond to the strengths and needs of all students
- Making accurate and productive use of assessment
- Managing behavior effectively to ensure a good and safe learning environment

### **Inclusion Assistant – IA**

The Inclusion Assistant will:

- Liaise with and report to the school SENCO/Head of Inclusion in consultation with parents
- Provide Individualized Support to the assigned student
- Help the student to participate in the classroom environment
- Develop strategies to address behavior issues
- Collaborate with teachers and school staff
- Provide direct academic assistance

- Guide their student in understanding social cues and appropriate responses
- Provide emotional Support to the student
- Communicate with the Parents and Update them about their child's growth and challenges
- Create or modify learning materials to suit their student's needs
- Attend all school provided training, as well as specialized external training as recommended by school.

### **Student**

In WSA, students are encouraged to take responsibility and to make decisions. This is part of the culture of WSA and relates to students of all ages. The students are encouraged to make judgments about their own performance against their IEP/ALP targets by :

- Participating actively in all discussions and decisions
- Communicating his/her preferences and interests
- Communicating his/her strengths, areas where help is required, how he/she is doing in classes and community experiences
- Communicating regarding accommodations, modifications and supports that are needed for his/her success in school and in the community

### **Family**

When parents and families are involved in their children's schools, the children do better and have better feelings about going to school. WSA encourages an active partnership through an ongoing dialogue with parents. WSA works closely with parents in the support of their children with special educational needs. Parents have much to contribute to school's support for children with special educational needs. Parents are encouraged to:

- Attend parent-teacher conferences regularly
- Develop a partnership with their child's teachers and school staff
- Support their child academically
- Get informed and be an advocate for their child
- Support their child's learning at home

WSA has regular meetings each term to share the progress of students with their parents. WSA recommend the need of outside intervention to parents and share the process of decision-making by providing clear information relating to the education of students. It



may be necessary to discuss with parents the need for additional support for their child or to request an external assessment, where there is a cost implication (it will be as per ADEK guidelines).

### **Inclusive Support and Provision**

WSA upholds the principle of equity by ensuring all students, including those with additional learning needs, have access to an appropriate curriculum. Support is provided in a manner that acknowledges the diverse needs of each student and may involve specialized interventions, adaptive teaching strategies, and the use of assistive technologies. The school's inclusion team, led by the Head of Inclusion/SENCO, is instrumental in coordinating these efforts, working closely with teachers, parents, and external specialists to implement and review IEPs regularly.

### **Regular Review and Monitoring**

WSA achieves educational inclusion by continually reviewing its practices and asking critical questions, such as:

- Are all students achieving their maximum potential?
- Are there discrepancies in achievement between different groups of students?
- What additional interventions and support are provided for students who are not achieving their best?
- Are the actions and interventions implemented effective in improving outcomes?

The Head of Inclusion/SENCO monitors student progress and movement within the SEN register, ensuring that all interventions are tracked through a tiered support system, in alignment with ADEK's inclusion policies. Regular communication with parents is maintained, and staff receive updates on the impact of the inclusion policy and any necessary adjustments to ensure that the IEPs are effective. All actions are reviewed termly, with an emphasis on collaboration between teachers, inclusion staff, and management, ensuring that progress is regularly evaluated and interventions are adapted to meet evolving student needs.

### **Collaboration and Continuous Improvement**

This policy, along with the IEP process, has been developed in consultation with WSA staff and leadership and is regularly reviewed to align with ADEK's standards. The involvement of parents and external agencies is vital, and feedback from all stakeholders is integrated into the ongoing refinement of the IEPs to ensure the highest standards of inclusion are upheld.