



مدرسية جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

POLICY

Alternative Pathways

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| Approved by: | Mr. Jeremy Hallum |
| Last reviewed on: | September 6, 2025 |
| Next review due by: | July 2, 2026 |

MISSION

Lead, nurture and succeed.

VISION

A sustainable and inclusive community hub, nurturing future leaders.

Nurturing
LEADERSHIP

This policy is applied at MTW alongside our school's vision, mission and values.

Our Mission Statement

We provide a caring, positive environment to ensure everyone is included.

Rational

At GEMS Metropole School Al Waha (MTW), we believe that every student deserves an education that recognises their individuality, nurtures their strengths, and supports their challenges. Our Alternative Curriculum and Personalised Provision Policy reflects our commitment to inclusion, equity, and excellence by ensuring that all learners – including Students of Determination – are empowered to achieve success through meaningful, flexible, and aspirational learning experiences.

We recognise that not all students will thrive through traditional academic routes. Therefore, we provide alternative and personalised pathways that enable students to access accredited qualifications, develop essential life and vocational skills, and cultivate the confidence and independence needed for their future aspirations. This approach aligns with the UAE Inclusive Education Framework, GEMS Corporate strategy “Sparkling GEMS”, and MTW’s vision of creating an inclusive, future-ready learning community.

The Law and guidance set in the UAE

This policy and information is based on the statutory requirements laid out by the [**Dubai Inclusive Education Policy Framework \(2017\)**](#) and [**Implementing Inclusive Education: A Guide for Schools Creating the Capacity for Change**](#).

- [**Federal Law 2006**](#)
- [**Dubai Law 2014 \(no. 2\)**](#)
- [**Executive Council Resolution No. \(2\) of 2017 – Regulating Private Schools in the Emirate of Dubai including Article 4 \(14\), Article 13 \(16\), Article 13 \(17\), Article 13 \(19\), Article 23 \(4\).**](#)
- [**Convention On The Rights of Person with Disabilities**](#)

Purpose

This policy establishes a framework for designing, implementing, and evaluating alternative curriculum pathways within MTW. It ensures that all personalised provision is structured, well-monitored, and responsive to individual student profiles.

Specifically, it aims to:

- Provide equitable and flexible access to education for students who require alternative pathways to achieve success.
- Support academic, emotional, social and vocational development through holistic provision.
- Align individual pathways with meaningful qualifications and life outcomes.
- Promote collaboration among teachers, parents, students, and external specialists.
- Ensure compliance with GEMS, KHDA and UAE Inclusive Education expectations.

Aims

- To deliver a nurturing and aspirational educational experience for every learner.
- To personalise provision through adaptive teaching, targeted interventions, and structured support.
- To build confidence, independence, and self-advocacy.
- To equip students with functional, academic, and life skills that prepare them for employment, further education, or supported independence.

MTW Alternative Pathways Framework

In preparation for the 2025-2026 academic year, MTW will provide two bespoke alternative curriculum routes – Accomplish and Aspiration – that extend and enhance opportunities for students of determination and those requiring a tailored learning experience.

| <u>Personalised Provision</u> | <u>Accomplish Pathway</u> | <u>Aspiration Pathway</u> |
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| <p><u>Focus:</u> Individualised learning and wellbeing support within and beyond the mainstream classroom.</p> <p><u>Target Group:</u> Students from Year 3 onwards who are working more than two years below their age-related-expectation.</p> <p>Personalised Provision is designed to bridge learning gaps, develop confidence, and build essential</p> | <p><u>Focus:</u> Core functional learning and essential life skills</p> <p><u>Target Group:</u> Primarily Key Stage 3 students requiring high levels of support and a practical learning environment.</p> <p>The Accomplish Pathway provides a purposeful, hands-on curriculum for students who may not access the full mainstream timetable. It provides smaller classes, routine,</p> | <p><u>Focus:</u> Accredited qualifications and vocational readiness.</p> <p><u>Target Group:</u> Students in upper secondary who are ready to pursue structured, skills-based or vocational qualifications.</p> <p>The Aspiration Pathway extends learning opportunities through recognised accreditation and targeted career preparation. It provides meaningful qualifications</p> |

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| <p>social and emotional skills. It enables students to make strong progress across the curriculum while ensuring they remain integrated in school life.</p> <p><u>Key Features include:</u></p> <ul style="list-style-type: none"> • Small group sessions led by Inclusion, focusing on literacy, numeracy and communication skills • Personalised, structured lessons aligned to IEP targets • Inclusion-focused creative and practical subjects such as: <ul style="list-style-type: none"> ◦ Inclusion PE ◦ Inclusion Music ◦ Inclusion Art • Emotional regulation and sensory support through the Sensory Room and The Hive • Collaboration between teachers, parents, and specialists via the Assess-Plan-Do-Review cycle <p>Personalised Provision allows students to access the</p> | <p>and project-based learning that develops foundational academic and life skills.</p> <p><u>Key Features include:</u></p> <ul style="list-style-type: none"> • English, Maths and Science – continuing on the National Curriculum of England at their level • Vocational Tasters – Construction, Computing and other applied learning areas • ASDAN Life Skills Challenges incorporating: <ul style="list-style-type: none"> ◦ Expressive Arts ◦ Citizenships ◦ Science and the Environment • Continued Access to Personalised Provision Lessons with addition of more practical subjects: <ul style="list-style-type: none"> ◦ Inclusion PE ◦ Inclusion Music ◦ Inclusion Art ◦ Inclusion Design & Technology ◦ Inclusion Food Technology <p>The focus is on communication, collaboration, and practical</p> | <p>that equip students with the skills and confidence for further education, employment, or vocational training.</p> <p><u>Key Features Include:</u></p> <ul style="list-style-type: none"> • Entry-level English and Maths • ASDAN Lifeskills Challenges • BTEC Entry Level 1 • BTEC Level 1 Introductory Qualifications • If suitable, BTEC Level 2 Construction or Engineering • Continued Access to Personalised Provision lessons with addition of more practical subjects: <ul style="list-style-type: none"> ◦ Inclusion PE ◦ Inclusion Music ◦ Inclusion Art ◦ Inclusion Design & Technology ◦ Inclusion Food Technology |
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| <p>mainstream curriculum at their own pace while developing function and social competencies that prepare them for secondary learning and, where appropriate, the Alternative Pathways.</p> | <p>achievement – ensuring students develop readiness for the Aspiration Pathway or supported post-16 education and training.</p> | |
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Each student's pathway is supported by an Individual Education Plan (IEP) and reviewed termly with student, parent, and staff input. The emphasis is on developing independence, employability, and transferable life skills within a supportive and aspirational framework.

Holistic Support & The Hive

The Hive Wellbeing is central to the success of both Personalised Provision and Alternative Pathways. It provides wraparound emotional, social, and academic support that enables students to be ready to learn and to flourish holistically.

Support includes:

- Daily wellbeing check-ins via Upstrive.
- Counselling, mentoring and social skills development.
- Sensory regulation and therapeutic support sessions.
- Team Around the Child meetings and Inclusion Coffee mornings to engage families.

This holistic model ensure each learner is supported academically, emotionally, and socially, with shared responsibility across staff, students and families.

Implementation

Identification and Referral

- Students are identified through teacher observation, assessment data (CAT4, GL, NGRT), or external professional recommendations.
- The Inclusion Team initiates the Assess, Plan, Do, Review process to determine support level and pathway suitability.

Planning and Delivery

- IEPs are co-created with parents and regularly updated.

- Provision is delivered by Inclusion specialists, counsellors and trained LSAs.
- Lesson integrate academic, creative, and vocational elements in balanced timetables.

Review and Evaluation

- Termly reviews triangulate academic, wellbeing, and attendance data.
- Student and parent voice inform provision adjustments.
- The Inclusion SLT and LAB Inclusion Subcommittee review impact and next steps.

Safeguarding & Attendance

Students accessing Personalised Provision and Alternative Pathways are listed on the schools Inclusion Register and supported through:

- Daily attendance monitoring and early intervention for absences.
- Ongoing safeguarding oversight by Inclusion, Pastoral and Safeguarding teams.
- Behaviour, risk and wellbeing assessment where appropriate.
- Strong home-school communication to ensure consistency and safety.

Impact and Monitoring

Impact is measured through comprehensive triangulation of:

- Academic progress in ASDAN, BTEC and Entry-Level Skills outcomes.
- IEP targets linked to removing the barrier to learning.
- Wellbeing metrics from Upstrive and counselling feedback.
- Attendance and engagement trends.
- Student and parent voice, gathered through surveys and meetings.

Findings are reviewed termly by the Inclusion Leadership Team, reported to XLT and GEMS Corporate Inclusion, and used to refine provision and strategic planning.

Continuous Development

MTW is committed to reflective practice and continual improvement through:

- Regular evaluation of pathway effectiveness.
- Professional learning for teachers and LSAs in inclusive and vocational pedagogy.
- Collaboration with external partners and GEMS Inclusion Cluster.
- Celebrating student achievement through assemblies, newsletters, and school media.

Through this evolving and inclusive model, MTW ensures that every learner has a personalised pathway to achievement, wellbeing and independence.



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