



مدرسية جيمس متروبول الواحة
GEMS Metropole School
AL WAHA

POLICY

Inclusion Policy

Approved by:	Mr. Jeremy Hallum
Last reviewed on:	January 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.

Vision

A sustainable and inclusive community hub, nurturing future leaders.

What is Inclusion?

As stipulated by the United Arab Emirates Ministry of Education – Special Education Department, pg. 14: The philosophy of inclusive education: “Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighbourhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and service in the least restrictive environment that is commensurate with their individual strengths and needs”.

Inclusion at GEMS Metropole School Al Waha is not limited to placement, but focuses on meaningful participation, progress, wellbeing and belonging for all learners.

Legislative and Regulatory Framework

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 No \(29\) of 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](#)

Vision of Inclusion at MTW

At GEMS Metropole School Al Waha we believe in the rights of People of Determination to be integrated into public and private school, Federal Law No. (29), (2006). In addition, we provide the best possible provision of students of all abilities and value the individuality, talents and gifts of all of our students.

The school is fully committed to further developing our inclusive ethos and fully embrace the following statement, KHDA (2017) 'Matters concerning admissions, participation and equity refer to the fact that students who experience SEND have the same right as other students. This includes the right to be admitted to a preferred school where they are able to engage and participate in quality learning experiences alongside same aged peers.'

GEMS Metropole School Al Waha fully supports the statement by KHDA (2017:22) that it is the responsibility of all school leaders to 'empower all stakeholders to develop the attitudes, approaches and strategies to build the expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stage of development of education'.

We plan our teaching and learning so that each student can aspire to the highest level of personal achievement. We believe recognition of all achievements made, no matter how insignificant they may seem to others, is a great motivator for students.

It is essential that we provide an environment in which students feel supported and cared for. We instil self confidence in accordance with the school's ethos and give all students full access to all areas of learning through differentiating, adapting and modifying the curriculum. Diversity is an asset and teachers will strive to ensure all students reach their full potential, irrespective of nationality, gender, religion, social class, culture, race, age of special educational need, for their self-fulfilment and their eventual development into active and responsible adults.

School Philosophy

GEMS Metropole School embraces the following principles:

- In line with the objectives of Dubai Law 2014 (No. 2), we will endeavour to provide accessible environments to ensure Students of Determination enjoy all their rights under the legislation in force.
- We believe that educational inclusion is about equal opportunities of all students, whatever their age, gender, ethnicity, impairment, attainment, and background. We are committed in ensuring our school is a learning community based on accepting everyone with consideration, tolerance, courtesy and respect. As well as promoting honesty, fairness and openness with all dealings within school.

- Where possible, views of the student will be sought and taken into account. All stakeholders have an equal responsibility to protect Students of Determination from all forms of discrimination, abuse, neglect and exploitation and this policy should be read in conjunction with the school Safeguarding and child protection policy.
- Provide high quality education to all students who attend the school. The school has high expectations of effort and success from all children. We believe that students should receive effective individualised support that maximises academic and social development, in line with Article 24, 2. (e) of the United National Convention on the Rights of Person with Disabilities.
- We believe that our students, including those identified as having “additional needs” have a common entitlement to a broad and balanced academic and social curriculum, based on the English National Curriculum made accessible to them, and to be fully included in all aspects of school life.
- Metropole School Al Waha is committed to inclusion. We aim to develop a sense of community and belonging and to offer new opportunities to students who may have experienced previous difficulties. We also aim that all students will contribute to learning community, which will enable them to develop their full potential and achieve the highest possible standards in their work.
- The learning support needs of students will be met, where appropriate, in mainstream settings, otherwise with extra withdrawal intervention support programs within the school’s Inclusion Department during the school’s weekly timetable, the support of external therapy professionals and appropriate adapted curriculums.
- We will respond to students in ways which take account of their various life experiences and needs.
- We pay particular attention to provision for and the achievement of different groups of students:
 - English Language Learners (See separate Multilingual Policy)
 - Students of Determination
 - Those who are ‘gifted and talented’ and high attainers (See separate G&T Policy)
 - Students receiving counselling (see separate Counselling Policy)
- Parents have a vital role to play in supporting their child’s education and working closely with teachers and staff.

Objectives

- To continually monitor the progress of all students, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.

- To signpost support for students with additional learning needs (including Gifted and Talented) through external agencies.
- To facilitate access to the curriculum through differentiated planning/accommodation/modification by class teachers and learning support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provisions, either with the school or through external agencies, for those students recorded as having additional needs.
- To promote positive perceptions of students with additional needs within the school community, so that inclusive provision is positively valued and accessed by staff and parents/carer.
- To enable children to move on from us as well equipped as possible, holistically, concluding the basic skills of literacy, numeracy and social independence to meet the demands of post-school life and learning.
- To form strong partnerships between all stakeholders so that the student's learning and emotional wellbeing are optimally supported.
- To give the students a choice in planning and in decisions that affect them.
- To have an open-door policy regarding parent and staff relations.

Identification and Assessment

We recognise the importance of identification as early as possible, followed by intervention for any child who may have special educational needs. Identification is carried out through the Whole School Support Pathway ([Appendix 1](#))

Through Admissions

GEMS Metropole Al Waha works in partnership with KHDA to facilitate the enrolment and integration of Students with Disabilities. Executive Council Resolution No.2 (2017). On application, the following measures are used to help assess the level of individual needs and to ensure that appropriate provisions can be made for each student. GEMS Metropole School Al Waha will admit Students of Determination in accordance all relevant guidance and legislation in force.

- Parents/Carers are asked to disclose any special educational need that has been previously identified.

- Child's application needs to be accompanied by previous academic reports, previous provision plans, Individual Education Plans and any previous medical/psychological assessments that are relevant to the application.
- Foundation Stage students can be assessed in a group environment in order to take into account social abilities and appropriateness.
- Primary and Secondary students are asked to complete a CAT4 assessment, an age-related Mathematics and Literacy assessment (where required), alternative assessment tools are used where applicable and on a needs basis. Adapted assessment procedures are provided if necessary.

If any of these measures indicate the student may require additional support, the Head of Inclusion is contacted, and a decision is made using the Level System as to the level of provision that will be required for the student.

The Unified National Classification of Disabilities and Barriers to Learning (as adopted by KHDA)

In line with the Knowledge and Human Development Authority (KHDA) Unified National Classification of Disabilities and Barriers to Learning, GEMS Metropole School Al Waha recognises identified needs across the following areas. These categories apply to students with or without a formal diagnosis and reflect a needs-led, educational approach rather than a purely medical model.

1. Thinking and Learning Needs

Including general learning needs across subjects; early developmental needs (under age 5); and memory or thinking needs resulting from illness or injury.

2. Communication and Speech Needs

Including difficulties with understanding language, using language, speech sound production, fluency, and social use of language.

3. Social Communication and Interaction Needs

Including needs related to social understanding, interaction, flexibility and communication, with varying levels of required support.

4. Attention and Focus Needs

Including difficulties with attention, executive functioning, hyperactivity, impulsivity, or a combination of these.

5. Social, Emotional and Behavioural Needs

Including anxiety, low mood, emotional regulation difficulties, trauma-related responses, eating difficulties, strong refusal or defiance, obsessive or repetitive behaviours, and other social or emotional presentations.

6. Learning Difficulties in Specific Skills

Including specific difficulties in reading, writing, mathematics, or general school learning skills.

7. Vision Needs

Including low vision with varying levels of impact on access to learning.

8. Hearing Needs

Including partial hearing loss to significant hearing impairment impacting access to spoken language.

9. Physical and Movement Needs

Including physical disabilities, motor coordination difficulties, mobility needs, and medical conditions impacting movement and access.

10. Multiple and Complex Needs

Including students presenting with multiple co-occurring needs across two or more areas.

Needs are reviewed regularly and categorised according to Primary and Secondary presenting need, recognising that students may experience co-occurring and evolving profiles. For the full list of categories, please see [Appendix 2](#).

The Level System

Level 1 – Quality First Teaching

- This level describes the support that is available to all students, including those with and without additional needs. High quality teaching clearly targets all students' needs and prior learning.
- Support for students with Quality First Teaching is tailored to the needs of individual students, this is seen as differentiated teaching and learning. This is provided by the classroom teacher.
- Examples of Quality First Teaching 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.
- Effective Level 1 teaching anticipates the needs of students based on good use of transition data and ongoing assessment data when using this to differentiate for the needs in the class. Students and teaching staff know what the next steps for students should be and support them to get there. The

outcome of Level 1 Quality First Teaching is for students to be on track to meet or exceed age-related expectations at the end of the year.

Level 2: This is Level 1 (Quality First Teaching) plus additional, time-limited, tailored intervention support programs.

- Level 2 describes the support that is available in addition to the support at Level 1 and goes beyond the usual differentiated curriculum. Students at this level require personalised support and/or curriculum modifications that are specific and time-limited, these can be small group activities or short-term programmes of support.
- This usually takes the form of a structured program of small-group support that has an evidence base of impact on progress. This support is carefully target according to analysis of need and is delivered by teachers or teaching assistants who have the skills to help students achieve their learning objectives. Where necessary, additional reading, including Read Like a GEM, writing and numeracy intervention groups may be formed to allow students additional time and support in developing the necessary skills to continue to achieve and meet their needs.
- The progress of students is closely tracked for impact. This support can occur outside (but in addition to) whole-class lessons or be built into mainstream lessons as part of guided work. Students will be assessed on a termly basis to measure the impact of Level 2 support and to ascertain if they require enhanced support through and Individual Education Plan of if Level 1 Quality First Teaching will suffice.

Level 3: Quality First Teaching plus increasingly individualised programs, based on evidence of what works

Level 3 support is provided in addition to Level 1 (Quality First Teaching) and Level 2 (Targeted Intervention) and is designed for students who require a highly individualised approach due to the complexity or intensity of their needs. Support at this level is personalised, carefully planned and responsive, with a focus on removing barriers to learning, promoting regulation and wellbeing, and enabling meaningful academic, social and emotional progress. Provision is informed by assessment data, professional observation, student and parent voice and, where appropriate, advice from external professionals. All Level 3 support is planned, implemented and reviewed through the Assess–Plan–Do–Review cycle and is documented within the student's Individual Education Plan (IEP), which is reviewed termly in partnership with parents.

Level 3 support may include:

- Individualised or small-group intervention programmes

- Personalised curriculum provision and alternative pathways where appropriate
- Functional Behaviour Assessments (FBA)
- Behaviour Support Plans (BSP) to support regulation and access to learning
- Targeted literacy, numeracy and communication interventions
- Emotional regulation and wellbeing support, including access to The Hive
- In-class or withdrawal support delivered by Inclusion staff or trained LSAs
- Input from external professionals, where appropriate

Personalised Provision and Alternative Pathways

Where appropriate, students may access personalised provision or alternative curriculum pathways to ensure meaningful outcomes, including Inclusion Specialist core lessons, functional learning, accredited qualifications and vocational readiness. These pathways are planned, monitored and reviewed through EIPs and the graduated approach. Please see the Alternative Pathway policy for more information.

Partnerships

We recognise that in order for students with additional needs to progress, “partnership” is key. GEMS Metropole School Al Waha works together with others to promote inclusion for all children.

This includes:

- The Inclusion Team
- Executive Leadership Team
- Head of Inclusion
- Heads of Year/Heads of Key Stage
- Assistant Heads of School
- Deputy Heads of School
- Class Teachers
- Inclusion Governors
- School Clinic
- Learning Support Assistants
- External Therapy Agencies

- Students and their families
- Nurseries and transfer schools

External Assessments

The school follows KHDA Guidelines and Standards for the Use of External Assessment Reports for Students of Determination.

External assessments may be recommended following in-school intervention and review and are used to:

- Clarify strengths and needs
- Inform personalised provision
- Support access arrangements and long-term planning

External assessments:

- Must be completed by appropriately licensed professionals
- Inform, but do not replace, school-based assessment and planning
- Are integrated into IEPs, Behaviour Support Plans and provision mapping

Documentation, Review and KHDA Registration

- All students receiving Level 1, Level 2 or Level 3 support are registered on the KHDA Inclusive Education Portal
- Students at Level 3 have an IEP, reviewed termly
- IEPs must be signed by parents/carers on a termly basis
- Level 2 profiles are review regularly

Sparkling GEMS and Inclusive Practice

Inclusive provision at MTW is underpinned by the Sparkling GEMS Inclusion Framework, ensuring:

- Adaptive teaching for all learners
- Assess-Plan-Do-Review cycles
- Evidence-informed strategies

- Consistent, high-quality practice across phases

Additional Fees for Learning Support Assistants (LSAs)

At GEMS Metropole Al Waha (MTW), we are committed to providing an inclusive learning environment that meets the diverse needs of our students. In some cases, students may require the additional support of a Learning Support Assistant (LSA) to ensure they can fully access the curriculum and engage in school life. The provision of an LSA incurs additional fees, which cover the cost of personalised support tailored to the students' specific needs. These fees contribute to the recruitment, training, and ongoing professional development of LSAs, ensuring high-quality support that aligns with best practices in inclusive education. The requirement for an LSA is determined through a collaborative process involving the Inclusion Team, parents, and external specialists (where applicable), with a focus on the best interests of the student. Parents will be informed of any associated costs and provided with a breakdown of the support plan to ensure transparency and alignment with the students learning goals.

Cross-Referenced Policies

This policy should be read alongside:

- Safeguarding Policy
- Behaviour for Learning Policy
- Anti-Bullying Policy
- Admissions Policy
- Wellbeing Policy
- Mental Health Policy
- Counselling Policy
- Gifted and Talented Policy
- Alternative Pathways Policy
- Multilingual Policy
- Sparkling GEMS Inclusion Handbook

Monitoring and review

This policy is monitored by MTW Senior Leaders and will be reviewed every year or earlier if necessary.

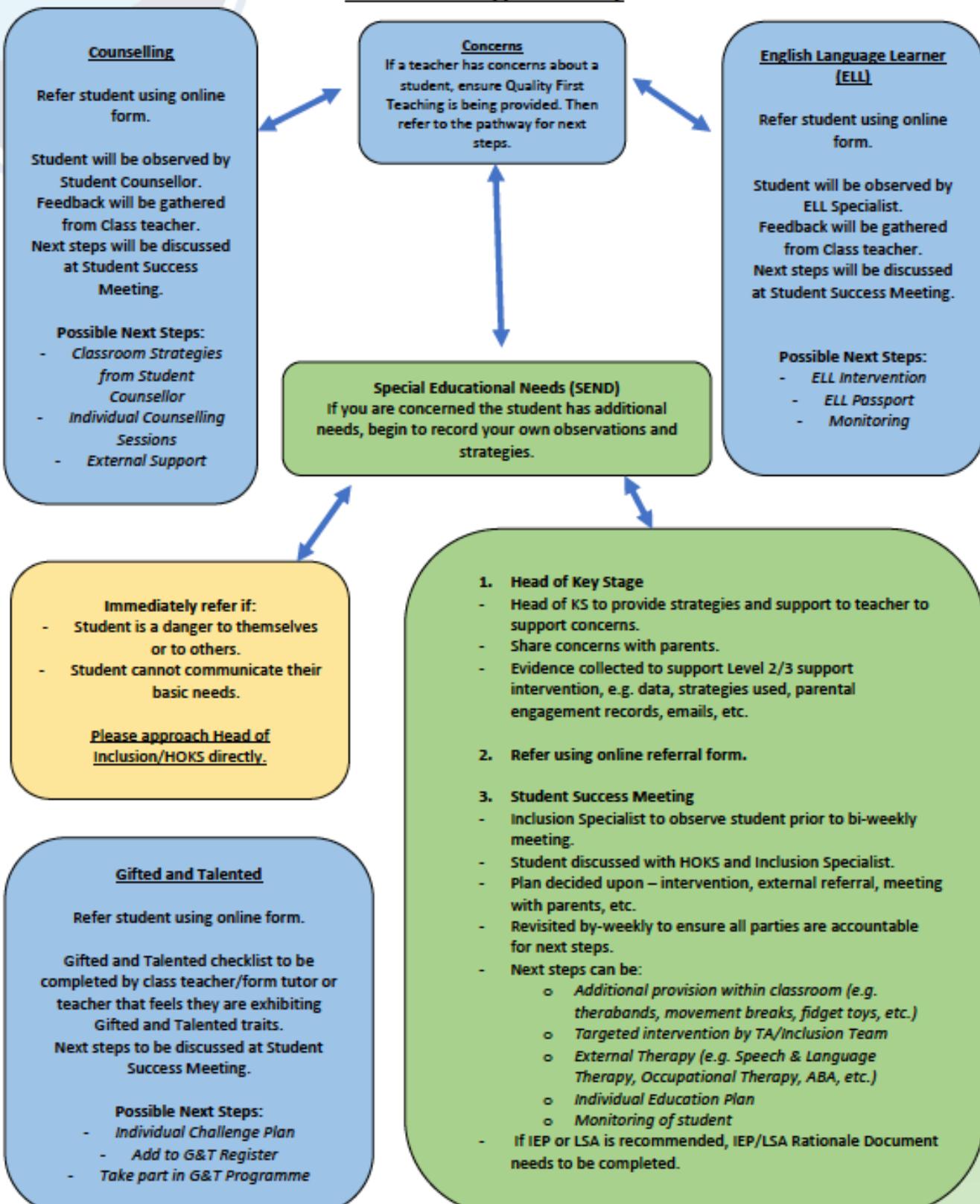




Appendix 1



Whole School Support Pathway



Appendix 2

Formally Diagnosed Categories of Identification
1.1 Intellectual Disability
1.2 Unspecified Intellectual Disability
1.3 Global Developmental Delay
1.4 Neuro-Cognitive Disorders
2.1 Language Disorders
2.2 Speech Sounds Disorders
2.3 Fluency Disorder
2.4 Social Communication Disorder
2.5 Unspecified Communication Disorder
3.1 ASD - Accompanied with Intellectual Disability
3.2 ASD - High Functioning Autism
3.3 Autism Spectrum Disorder Level 3
4.1 ADHD - Combined Presentation
4.2 ADHD - Predominantly Inattentive Presentation
4.3 ADHD - Predominantly Hyperactive, Impulsive
5.1 Psycho-Emotional Disorders - Depression
5.1 Psycho-Emotional Disorders - Obsessive Compulsive Disorder
5.1 Psycho-Emotional Disorders - Intermittent Explosive Disorder
5.1 Bipolar Disorder
5.1 Oppositional Defiance Disorder
5.1 Eating Disorders
5.1 Anxiety Disorders
5.1 Conduct Disorder
5.1 Personality Disorders
5.1 Post-Traumatic Stress Disorder
5.1 Selective Mutism
5.1 Tourette Syndrome
5.1 Other (Psycho-Emotional)
6.1 Specific Learning Difficulties - Dyslexia
6.2 Specific Learning Difficulties - Dysgraphia
6.3 Specific Learning Difficulties - Dyscalculia
6.4 Specific Learning Difficulties - Scholastic Skills
7.1 Visual Impairment - Total Blindness
7.2 Visual Impairment - Partially Sighted
7.3 Visual Impairment - Low Vision

8.1 Hearing Impairment - Deafness (hearing loss greater than 90 decibels)
8.2 Hearing Impairment - Hearing loss ranging from 26 to 90 decibels
9.1 Deaf-Blind Disability
10.1 Physical Disability - Cerebral Palsy
10.1 Physical Disability - Spinal Cord Injury
10.1 Physical Disability - Musculoskeletal Deformities
10.1 Physical Disability - Muscular Dystrophy
10.1 Physical Disability - DCD/Dyspraxia
10.1 Physical Disability - Other (Physical)
10.1 Physical Disability - Spina Bifida
10.1 Physical Disability - Brittle Bone Disease
10.1 Physical Disability - Amputation/Limb Differences
10.1 - Physical Disability - Juvenile Idiopathic Arthritis
11. Multiple Disability
12.1 Down Syndrome
12.2 Other Syndrome

Level 3

Identified Categories of Identification

1.1 Thinking and Learning Needs - General learning needs across subjects - Learns with some extra support (can follow most learning with adjustments and guidance)
1.1 Thinking and Learning Needs - General learning needs across subjects - Learns with regular support (needs frequent adaptations and help across subjects)
1.1 Thinking and Learning Needs - General learning needs across subjects - Learns with high levels of support (requires ongoing personalised support in most areas of daily school life)
1.2 Thinking and Learning Needs - Early developmental needs in more than one area (under age 5) - Learns with some extra support (can follow most learning with adjustments and guidance)
1.2 Thinking and Learning Needs - Early developmental needs in more than one area (under age 5) - Learns with regular support (needs frequent adaptations and help across subjects)
1.2 Thinking and Learning Needs - Early developmental needs in more than one area (under age 5) - Learns with high levels of support (requires ongoing personalised support in most areas of daily school life)
1.3 Thinking and Learning Needs - Memory and thinking needs due to illness or injury - Learns with some extra support (can follow most learning with adjustments and guidance)
1.3 Thinking and Learning Needs - Memory and thinking needs due to illness or injury - Learns with regular support (needs frequent adaptations and help across subjects)
1.3 Thinking and Learning Needs - Memory and thinking needs due to illness or injury - Learns with high levels of support (requires ongoing personalised support in most areas of daily school life)
2.1 Communication and Speech Needs - Language Needs - Understanding language
2.1 Communication and Speech Needs - Using Language
2.1 Communication and Speech Needs - Both understanding and using language
2.2 Communication and Speech Needs - Difficulty making speech sounds clearly
2.3 Communication and Speech Needs - Stammering or stuttering



2.4 Communication and Speech Needs - Social use of language difficulties
2.5 Communication and Speech Needs - Other or unclear speech and language needs
3.1 Social Communication and Interaction Needs - Needs little or no support (independent most of the time, but benefits from some help)
3.1 Social Communication and Interaction Needs - Needs regular support (daily support in several areas)
3.1 Social Communication and Interaction Needs - Needs high levels of support (consistent help across most areas of school life)
4.1 Attention and Focus Needs - Difficulties with both attention and high activity
4.2 Attention and Focus Needs - Difficulties mainly with attention and focus
4.2 Attention and Focus Needs - Difficulties mainly with high activity and impulsive behaviour
5.1 Social, Emotional and Behavioural Needs - Low mood or sadness
5.1 Social, Emotional and Behavioural Needs - Repetitive or obsessive behaviours
5.1 Social, Emotional and Behavioural Needs - Difficulties with eating and food
5.1 Social, Emotional and Behavioural Needs - Strong mood swings
5.1 Social, Emotional and Behavioural Needs - Strong refusal or defiance
5.1 Social, Emotional and Behavioural Needs - Personality or behaviour challenges
5.1 Social, Emotional and Behavioural Needs - Worry and anxiety
5.1 Social, Emotional and Behavioural Needs - Not speaking in some situations
5.1 Social, Emotional and Behavioural Needs - Tics or involuntary movements and sounds
5.1 Social, Emotional and Behavioural Needs - Difficulties after traumatic events
5.1 Social, Emotional and Behavioural Needs - Sudden angry outbursts
5.1 Social, Emotional and Behavioural Needs - Other (Social/Emotional/Behavioural)
6.1 Learning Difficulties in Specific Skills - Reading Difficulties
6.2 Learning Difficulties in Specific Skills - Writing Difficulties
6.3 Learning Difficulties in Specific Skills - Difficulties with maths and number skills
6.3 Learning Difficulties in Specific Skills - General school learning difficulties
7.1 Vision Needs - Low Vision - Some difficulty seeing details
7.1 Vision Needs - Low Vision - Significant difficulty seeing clearly
7.1 Vision Needs - Low Vision - Very limited visual clarity
8.1 Hearing Needs - Hearing loss - Some difficulty hearing sounds
8.1 Hearing Needs - Hearing loss - Frequent difficulty following speech
8.1 Hearing Needs - Hearing loss - Unable to hear most speech
9.1 Physical and Movement Needs - Movement and posture needs
9.1 Physical and Movement Needs - Ongoing joint problems
9.1 Physical and Movement Needs - Ongoing muscle weakness
9.1 Physical and Movement Needs - Missing or differently formed limbs
9.1 Physical and Movement Needs - Coordination and motor planning difficulties

9.1 Physical and Movement Needs - Loss of movement due to spinal injury
9.1 Physical and Movement Needs - Fragile or brittle bones
9.1 Physical and Movement Needs - Bone or joint differences (e.g. curved spine, clubfoot)
10.1 Multiple and Complex Needs

