

GEMS Wellington Academy

Students of Determination (SEND)

Policy Protect & Support

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**Responsible persons | Leader of Provision for Students of Determination –
Primary and Secondary SENDCo's**

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1. PURPOSE

GEMS Wellington Academy embraces Students of Determination. They are fully included in a welcoming common learning environment with similar-aged peers. We believe in providing the best possible provision for students of all abilities ensuring that they engage purposefully in learning and experience academic, cultural and social and emotional success. Teaching and learning is planned so that each student can aspire to the highest level of personal achievement.

In accordance with the Academy's ethos, all students are valued and given full access to all areas of learning. Teachers will endeavour to ensure all students reach their full potential, irrespective of race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults.

This policy aims to ensure that Students of Determination have equitable access to quality inclusive education alongside their peers and that adjustments are made to the curriculum to meet their particular needs.

2. POLICY AIMS

GEMS Wellington Academy will endeavour to:

- Ensure that all students have access to a broad and balanced curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the rapid and effective identification of all Students of Determination requiring SEND provision as early as possible on entry to the Academy.
- To find solutions to address barriers to learning, ensuring that Students of Determination fully part take in all Academy activities.
- Ensure that parents/carers of Students of Determination are kept fully informed of their student's progress and attainment.
- Ensure that Students of Determination are as involved as possible, in decisions affecting their future SEND provision.

3. LEGISLATION AND GUIDANCE

This policy aims to ensure that the Academy is compliant with the terms of:

- 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.
- Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai.'
- Executive Council Resolution No. (2) Regulating Private Schools in the Emirate of Dubai.
- 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 Educational Programmes and schools (2010) guidance.
- The National Project for Inclusion for People of Determination.
- '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 Framework (2017)
- The Dubai Universal Code (2017, Accessibility Code).
- The Ministry of Education Strategic Plan 2017-2021
- Implementing Inclusive Education: a guide for schools (2019).



4. PROCEDURES

4.1 Definition of Special Educational Need and Disability

Special Educational Needs and/or Disabilities (SEND) is defined in the Dubai Inclusive Education Policy framework (2017) (p.11) as, 'a need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-ages peers.'

4.2 Categories of Special Educational Need and Disabilities

In line with the UAE Ministry of Education, we recognise the following categories of special educational need:

Behavioural and or Social and Emotional:

- Students who present with behaviours that are a barrier to learning. Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's syndrome.

Medical Condition:

- Students whose medical conditions may lead to an associated 'special need.' These may include such illnesses as asthma, diabetes, allergies, epilepsy.

Speech and Language Disorders:

- Students who present with a range of speech disorders such as fluency (stuttering or hesitations), overuse or misuse of the voice (i.e. vocal abuse). Strength, coordination and control of oral movements related to articulation and feeding-related tasks.
- Students who present with receptive language delays or disorders (understanding oral language or listening).
- Students who present with expressive language delays or disorder (use of oral language and the ability to hold a conversation.)
- Students who present with global language delays or disorder (receptive and expressive language difficulties combined).

Communication and Interaction:

- Students who experience Autistic Spectrum Disorders (ASD) and Social (Pragmatic) communication disorder.
- Students who present with difficulties in social communication, social interaction, social imagination, and flexible thinking.

Physical or Mobility:

- Students with disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bone, haemophilia, cystic fibrosis or severe accidental injury.

General Learning Difficulties (GLD1):

- Students who are below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
- These students may present with attainment levels below expected levels in all or most areas of the curriculum or a standard score on a psychometric assessment of attainment or ability of 76-85.



General Learning Difficulties (GLD2)

- Students experiencing significant difficulties which have a significant impact on their participation in the Academy without support.
- These students may present with attainment levels significantly below expected levels in all or most areas of the curriculum and a standard score on a psychometric assessment of attainment or ability below 75.

Profound and Multiple Learning Difficulty (PMLD)

- Students who have been identified as having severe and complex learning needs resulting in severely impaired functioning and may include physical disabilities or sensory impairment and are dependent on a high level of adult support.

Specific Learning Difficulty (SpLD)

- Students who have Dyslexia and present with difficulties with learning to read fluently, including difficulties with phonological awareness, phonological decoding, processing speed, orthographic decoding, auditory short-term memory and language skills or verbal comprehension.
- Students who have Dysgraphia and present with difficulties affecting written expression such as spelling handwriting and consolidating ideas on paper.
- Students who have Dyscalculia and present with challenges that affect the ability to acquire arithmetical skills.

Assessed Syndrome (ASD)

- Students who have a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related.
- These syndromes may include Down syndrome, Sticker Syndrome, Williams's syndrome, and Prader–Willi syndrome.

Sensory Impairment

- Students who have a significant sight loss that cannot be fully corrected using glasses or contact lenses.
- Students who have a hearing impairment, deafness or the inability to hear things either totally or partially.

Gifted and Talented

Please see the separate Gifted and Talented Policy.

5. IDENTIFICATION OF STUDENTS WITH DETERMINATION (SEND)

A student's special educational needs must be identified as early as possible so that the appropriate provision can be established. Students can be referred to the Inclusion Support Team on entry or at any point during their education at the Academy.

5.1 On Entry to the Academy

GEMS Wellington Academy commits to Students of Determination applications and priorities the registration of those who are siblings of existing students at the Academy. On application, the following measures are used to carry out an 'assessment of educational need' to appropriately identify the category and level of SEND experienced by the student and ensure that appropriate provision of facilities, resources and educational activities can be met for each student.

- Students applying to the Foundation Stage are invited to a 'play' session in the Academy and observed by staff and discussions with parents take place during the session. Additionally staff also



frequently visit students at their own Nurseries if an Academy visits proves too overwhelming for a young student.

- Students applying for Year 1, Year 2 and Year 3 placement, are asked to complete a standardised Literacy and Numeracy assessment.
- Students from Year 4 upwards complete the CAT4 assessment, as well as other appropriate assessments to determine attainment levels and possible support needs.
- Parents/Carers are asked to disclose any special educational need and/or disability that has been previously identified. Existing students should declare any special educational needs or disabilities that subsequently come to light at the earliest opportunity thereafter.
- 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.
- When a student is identified through the admissions process, the student might be called back for an interview with the Leader of Provision for Students of Determination or a member of the Leadership Team.

If any of these measures indicate that the student may have an additional need, the application is referred to the Leader of Provision for Students of Determination in the relevant section for individual consideration. A decision will then be made using the Level System¹ as to the level of need and the provision that needs to be put into place.

5.2 Identification of Enrolled Students

For students already enrolled in the Academy, the following is taken into consideration:

- Data gathered from the GEMS Wellington Academy Standardised Tests. These test will include entrance assessments alongside other standardised tests such as the Cognitive Ability Tests (CAT4). Students with a standardised score of 85 or less in any of these tests, will be referred to the Inclusion Support Team for further assessment and identification of need.
- Benchmark testing – all students undergo benchmark testing on entry which will identify British National Curriculum Standards. Students working significantly below age-related norms may be referred to the Inclusion Support Team if the class or subject teachers are concerned that this is related to a specific or general need.
- On-going Assessments - As the students continue through the Academy, regular testing will assess progress. Students struggling to make expected progress may be referred to the Inclusion Support Team if the class or subject teacher is 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 Support Team may be able to address.

5.3 Assessment

Once a referral has been made, the student will be assessed by a member of the Inclusion Support Team to ascertain need. 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 and permission is sought.
- Discussions with Form Tutors/Class teachers and Heads of House.
- 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 an observation or request for a full educational assessment from a suitably qualified professional.

Once the assessment has been completed, the Leader of Provision for Students of Determination 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 requires additional provision, in or out of the classroom, the Leader of Provision for Students of Determination and or Inclusion Support Teacher will meet with the student, parents, class teacher and associated professionals to plan for provision in a Review Meeting.

6. LEVEL OF PROVISION

To ensure that the correct level of support is established for the students, a graduated approach to intervention is used, and Students of Determination will be classified as needing support at either Level one, two or three. This level of provision is reviewed every six weeks and adjusted accordingly based on progress indicators.

6.1 Level One

Level 1 involves high-quality teaching for all. Teachers accommodate individual difference and ability, learning style and behaviour through differentiated classroom practice. These students will not be included on the Students of Determination (SEND) Register but will be placed on a Level 1 Monitoring Register. They will be closely monitored by the class and subject teachers/Form Tutors/Heads of Year to ensure that they are making expected progress to further inform provision and intervention over time.

6.2 Level Two

Some students will require additional personal support and/or curriculum modification to engage with, and participate in appropriately challenging learning experiences. Inclusion Support Teachers or in-school specialists are likely to support this process by observing lessons, offering support and advice, acting as a role model and engaging in co-teaching. At level 2 'Pupil Passport' is developed to support the student to overcome barriers to learning. Students at Level 2 are placed on the Students of Determination (SEND) Register and progress will be monitored by the Class Teacher and the Inclusion Support Teacher from every six weeks. This will be reviewed formally with the parents and the student termly. There is no additional charge for Level 2 support, it is a standard school service based on the payment of the basic tuition fee as it does not require separate provision assigned to an individual student.

6.3 Level Three

Level 3 involves individualised programmes to accelerate progress or enable students to achieve their potential. The provision is 'additional to' or 'different from' the provision required to meet the needs of most students within the Academy. Students at Level 3 are placed on the Students of Determination (SEND) Register and progress will be monitored by the Class Teacher and the Inclusion Support Teacher from every six weeks. This will be reviewed formally with the parents and the student termly. A Level 3 'Pupil Passport' is developed, which identifies the needs of the student and ensures a programme of individualised intervention is delivered to target these needs. This may include a Learning Support Assistant and/or therapeutic services. There are additional charges for Level 3 provision as requires separate or individualized provision assigned to an individual student. This could include a fee from the involvement of Outside Agencies providing therapeutic services or if a student requires a Learning Support Assistant. The Learning Support Assistant fee is dependent on the students Key Stage and Academy hours within school.



7. RESPONSIBILITIES

Support for Students of Determination is a general duty of all stakeholders, ensuring there is a culture where students who experience SEND and welcome, accepted and valued. The Academy is responsible for ensuring that all staff recruited can acquire the knowledge and skills to operationalise the Dubai Inclusive Education Policy and Framework (2017).

To maximise the potential and learning opportunities for Students experiencing SEND partnership is integral. The Inclusion Support Team includes:

- Principal (Primary and Secondary)
- Executive Leadership Team
- Primary Leadership Team
- Secondary Leadership Team
- Inclusion Governor
- Parent Inclusion Champion
- Leaders of Provision for Students of Determination
- Inclusion Support Teachers
- Inclusion Support Teaching Assistants
- Learning Support Assistants
- External Agency personal
- Academy Medical Team

7.1 The Role of the Inclusion Governor

The Inclusion Governor is committed to developing the knowledge and understanding and skills required to provide effective support and to challenge the school in its inclusive practices.

He/she will support and challenge the Academy, to ensure that no student is treated less, denied opportunity, or left behind because they have additional needs. The Inclusion Governor will help to ensure that the Academy is compliant with legal responsibilities and will support the governing body to:

- Hold the Inclusion Support Team accountable for the development and implementation of an appropriate Inclusive Education Improvement Plan.
- Monitor and challenge Academy Leaders to ensure that inclusion remains high on the Academy's agenda.

7.2 The Role of the Parent Inclusion Champion

The Parent Inclusion Champion is the key advocate for the inclusion of Students of Determination and their parents and plays a vital role in engaging with feedback from the community and providing support for growth and continued development in the Inclusion Department.

7.3 The Role of the Leaders of Provision for Students of Determination (Primary and Secondary SENDCos).

The Leaders of Provision for Students of Determination and the Inclusion Support Team play the lead roles in coordinating the Academy's SEND provision. It is the responsibility of the Leaders of Provision for students of Determination to ensure that the Student of Determination (SEND) policy is implemented in full and that the needs of the identified students are being addressed.

Specific responsibilities include:

- Working with the Principal, Executive Leadership Team, Senior Leadership Team and Heads of House to determine the strategic development of the policy.



- Ensuring the SEF and Academy Improvement Plan reflect the strengths and areas accurately for development of Students of Determination (SEND).
- Working alongside teachers to ensure Students of Determination (SEND) are effectively identified.
- Engaging thoughtfully with feedback from the community through positive relationships.
- Promoting high expectations of student learning and achievement.
- Working collaboratively with other specialists, such as therapist, counsellors or psychologists, to encourage student learning, development and well-being.
- Ensuring the SEND Register is accurate and updated termly.
- The provision for students with SEND is well planned and effective.
- The impact of provision is monitored and evaluated.
- Provision is in place for new entrants with an identified need.
- Parents and students are kept fully informed of progress and planned provision.
- The records for Students of Determination (SEND) 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.
- Providing advice and guidance to both parents and teachers.

7.4 The Role of the Inclusion Support Teacher

It is the role of the Inclusion Support Teacher is to:

- Serve as a role model, coach and professional mentor for classroom teachers.
- 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.
- Engage in regular opportunities for co-teaching, ensuring the continual refinement of inclusive teaching approaches.
- Maintain and update the Students of Determination (SEND) Register in conjunction with the Leader of Provision for Student of Determination.
- Assess referred students in line with the Referral Process.
- Monitor and support classroom teachers in the development and implementation of specific strategies to lower students' parents to learning.
- Provide advice to teachers and parents on how students with additional needs can be included in the mainstream classroom and be supported at home.
- Work collaboratively with teachers, parents and students on setting targets, recommend effective strategies and outline provision for the individual student for students placed on Level 2 and Level 3 of the Students of Determination (SEND) Register.
- Work collaboratively with teachers, parents and students and be responsible for developing and ensuring the implementation and Individual Education Plan for students on Level 2 and Level 3 provision across all curriculum areas.
- Planning and implementation of interventions and monitor the progress of the students receiving an intervention.
- Analyse assessment information effectively to identify achievement potential, student need and address any particular barriers to learning.
- Work closely with, and support Learning Support Assistants attached to students in their year group to ensure that the identified students are making progress.
- Ensure that up-to-date and accurate files and records are kept to monitor progress in line with the guidelines of the Department.
- Ensure that all Individual Education Plans in the form of a Pupil Passport are reviewed at least termly, in conjunction with the student, parent, class teacher, form tutor and any associated professionals.
- Work professionally with other members of the Department to ensure the effective coordination of provision delivered by external agencies.
- Be an advocate for Students of Determination (SEND) on the broader school environment.



7.5 The role of Learning Support Assistants and Inclusion Teaching Assistants.

Learning Support Assistants and Teaching Assistants are employed by the school to help address the needs of students with additional 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 specific responsibilities will differ to the individual student's needs that the LSA is supporting but will include:

- Providing personalized support to a particular student.
- Working in collaboration with teachers to enable students of determination to be successfully included in the classroom environment and participate in all academic process of school.
- Support the teacher in lowering barriers to learning and facilitating student engagement and learning attainment and standards of achievement.
- Enable students to become independent learners.
- Working alongside teachers to monitor progress, being actively involved in assessment processes, record keeping, lesson planning and resource development such as necessary to support the inclusion of Students of Determination.
- Supporting therapy or intervention sessions.
- Liaising with the Leader of Provision for Students of Determination.

7.6 The Role of Heads of House

The Head of House has the overall responsibility for student well-being in terms of pastoral care. It is also crucial for the HoH to be informed about Students of Determination (SEND) Register to support the student, parent and teachers in providing the best possible support.

7.7 The Role of the Form Tutor (Secondary School)

The role of the Form Tutor is to build a link between the parents, the subject teachers and the Inclusion Support Team and to have an overview of how the student is progressing and any barriers they may be experiencing. Once assessed, the form tutor will be informed of provision being provided for that student and will be involved in the monitoring and target setting for that student.

7.8 The Role of the Assistant Principals and Subject Teachers (Secondary)

Assistant Principals are to monitor student attainment in their departments. All teachers have a responsibility to track, monitor and assess the progress of each individual student they teach. Their subject teachers will set students targets as part of the school targeting setting process.

Where a student is exhibiting difficulties which indicate the need for additional provision, the subject teacher will refer the student to the Inclusion Support Team and copy in the Assistant Principal and the Head of House, through the Referral Process (Appendix 4). The Inclusion teacher will monitor the progress once the subject teacher has referred a student.

The student will then be assessed and placed on the school Students of Determination (SEND) Register, subject teachers will ensure that the adaptations and modifications recommended for the inclusion of these students are put into place and provide regular feedback to the Inclusion Support Team on progress.

Level 1

At Level 1, the responsibility for provision lies with the teacher. The teacher will differentiate according to the need of the individual student to ensure that they can make progress. The Inclusion Support Team will provide advice, if required, on how the needs of the student can be met. If a student is placed at Level 1, the progress of the student will be reviewed after six weeks in



consultation with the Head of House before a referral is made to the Inclusion Support Team. The Assistant Principal will oversee and monitor the progress of students receiving Level 1 provision.

Level 2

At Level 2, the primary responsibility for a student on the Students of Determination (SEND) Register lies with the teacher. The Inclusion Support Teacher will support the teacher with additional provision that will be put in place to help the student achieve set targets. It is the responsibility of the subject teacher to ensure that the progress is tracked and monitored and is reviewed termly with the parent, child, Head of House and Inclusion teacher. New targets are put in place to enable the student to progress towards independence in learning.

Level 3

At Level 3, the responsibility for the student is shared jointly by the subject teacher and the Inclusion Support Team. In consultation with Head of House, the subject teacher and the Learning Support Assistant, will have the responsibility for drawing up an Individual Education Plan. The subject teacher is responsible for the modification, implementation and outcomes for the students' educational programme, seeking advice from the Inclusion teacher. Reviews must be held at least termly with the student, parent, class teacher, Inclusion Teacher, Learning Support Assistant and associated professionals if relevant.

8. POST 16 PROVISION

For Post 16, Students of Determination (SEND) assessments will identify a student's ability and needs. Based on a student's assessment, subject teacher and Inclusion teacher's recommendations, an Individualised Education Plan will be developed to help support student's progress.

9. MONITORING AND EVALUATION

The overall effectiveness of Students of Determination (SEND) provision will be monitored and reviewed by members of the Executive Leadership Team, on a termly basis, to ensure consistency across GEMS Wellington Academy.

There will be an annual review of this policy by the Inclusion Governor, Leaders of Provision for Students of Determination and Executive Leadership Team.