

# PL 008

## Inclusion Policy

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GEMS  
SCHOOL OF  
RESEARCH &  
INNOVATION

## Contents

|  |    |
|--|----|
| 1. Vision                                  | 3  |
| 2. Legislation and guidance                | 3  |
| 3. Definitions                             | 3  |
| 4. Roles and responsibilities              | 5  |
| 5. SEN information                         | 6  |
| 6. Monitoring arrangements                 | 10 |
| 7. Links with other policies and documents | 10 |
| 8. Appendix A                              | 11 |



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## 1. Vision

Our vision for inclusive education:

- As part of the GEMS overarching corporate mission:  
'to put a quality education within the reach of every learner no matter where they are'
- GEMS vision for inclusion:  
'to ensure all students have the right support and opportunities at the right time. So they become resilient, happy and successful in their adult life'.
- To enable this GEMS will focus on 4 key priorities:

Education Excellence

Community and Friendship

Health and Wellbeing

Employment and Enterprise

GEMS School of Research and Innovation is an inclusive school, serving students with mild learning challenges. The GEMS vision for Inclusive Education is that we achieve excellence together by all students receiving the support they need to meaningfully belong to their school and wider community, feel valued for their contributions, engage purposefully in learning and experience academic, cultural, social, and emotional success in a common learning environment.

## 2. Legislation and guidance

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.

**The following official documents and Laws have been adhered to when writing this policy:**

- The Dubai Inclusion Education Policy (2017)
- Implementing Inclusive Education – A guide to schools (2019)
- Directives and Guidelines for Inclusive Education (2020)
- The Dubai Federal Law 2006 (No.29)
- The Dubai Law 2014 (No.2) on the protection of Rights of Persons with Disabilities
- Executive Council Resolution (No. 2) 2017 - Regulating Private Schools in the Emirate of Dubai, including Article 4, Article 13 (16), Article 13 (17), Article 13 (19), Article 23 (4)

## 3. Definitions

**Inclusive Education:** As stipulated by the United Arab Emirates Ministry of education - Special Education Department, pg14: 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 neighborhood 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 services in the least restrictive environment that is commensurate with their individual strengths and needs."

Our aim is to provide an accessible and enriching curriculum for all groups of students, including, but not limited to:

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

High Potential Performance - Those demonstrating exceptional ability and/or attainment which is in line with the criteria set out in the schools' procedures. See glossary of terms.

SEND- Special Educational Needs and/or Disabilities (e.g. recognized disability, impairment and/or learning difference), with or without a formal diagnosis currently. These learners are known in GEMS as Students of Determination (SD). The UAE School Inspection Framework (p.117) defines a special education need, as 'Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder'. A student requires special education provision if they have a need arising from the impact of a disability or recognized disorder which requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential barriers to ensure a student can access education on an equitable basis within the common learning environment with same-aged peers.

A disability is a 'physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The definition of 'day to day activities' includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion, or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

## 4. Roles and responsibilities

### 4.1 The Principal:

The Principal:

They will:

- Work with the Director of Inclusion to determine the strategic development of the Inclusion Policy and provision within the school.
- Have overall responsibility for the provision and progress of Students of Determination and those with SEN.

### 4.2 The Director of Inclusion:

The Director of Inclusion:

They will:

- Work with the Principal to determine the strategic development of the Inclusion Policy and provision in the school.
- Have day-to-day responsibility for the operation of this Inclusion Policy and the co-ordination of specific provision made to support individual students with SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support.
- Be the point of contact for external agencies supporting students with SEN.
- Ensure the school keeps the records of all students with SEN up to date.
- Implement and maintain Individual Education Plans (IEPs) for students with SEN.

### 4.3 Support or Specialist Teachers:

The School Support or Specialist Teachers:

They will:

- Have day-to-day oversight for the specific provision made to support individual students with SEND.
- Provide professional support to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate.
- Keep up to date records of all students with SEN on their caseload.
- Implement Individual Education Plans (IEPs) strategies for students with SEN.

### 4.4 Teachers:

Each Teacher is responsible for:

- The progress and development of every student in their class.
- Working closely with any teaching assistants/learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the Director of Inclusion to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this Inclusion policy.

## 5. SEN information

### 5.1 The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, mild autistic spectrum disorder, Asperger's Syndrome, speech, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social and emotional areas of need, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties, epilepsy

### 5.2 Identifying students with SEN and assessing their needs:

SRI makes every effort to support students in the classroom setting providing support through differentiated instruction, adaptation, accommodation, and support in the classroom related to specific academic needs. SRI attempts to meet all students at their level. If the need arises, out of class support is available for short-term durations in elementary. Out of class support may be provided if:

- Data, such as MAP, CAT 4 and WIDA demonstrate that the student has very limited English proficiency
- Has outside documentation from a medical specialist that this should be an accommodation

This short-term support may include:

- a. In-class small group instruction
- b. In-class one-to-one instruction
- c. Resource room (secondary)

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the student's previous rate of progress.

- Fails to close the attainment gap between the student and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **5.3 Consulting and involving students and parents:**

The Support Team collaborates with students, families, the classroom teachers, and counselors (as needed), pushing into the mainstream classroom. Inclusion and co-teaching ensure education is accessible to all students receiving the support they need to meaningfully belong to their school and wider community, feel valued for their contributions, engage purposefully in learning and experience academic, cultural, social, and emotional success in a common learning environment.

We will have an early discussion with the students and their parents when identifying whether they need SEN provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the student.
- Everyone is clear on next steps.

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

### **5.4 Assessing and reviewing students' progress towards outcomes:**

The teacher will work with the SST Team to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behavior
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the students will be made aware of their needs, the outcomes sought, the support provided, and any required teaching strategies or approaches. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting students moving between education settings and preparing for adulthood:**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student which information will be shared as part of this.

Our **inclusion/co-teach model** allows students to:

- Participate as equally as possible in educational opportunities
- Make effective academic progress
- Make a positive contribution to their local and international communities
- Develop and maintain their physical, mental, social, and emotional health
- Transition to further educational and vocational opportunities beyond school
- Develop thinking and analytical skills that will allow them to be creative, compassionate, lifelong learners

### **5.6 Our approach to teaching students with SEN**

Student Support Team specialists co-plan and co-teach in a differentiated classroom environment in order to cater to all students' needs through accommodation and adaptation of the SRI curriculum. Inclusion, as we are using the term at SRI, is a vital philosophical commitment of a caring learning community to the education of children with unique learning styles.

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual pupils.

We provide interventions based on the students' needs.

### **5.7 Accommodations to the curriculum and learning environment:**

We make the following accommodations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, colored overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **5.8 Additional support for learning**

We have specialist teachers who are trained to deliver interventions for Reading, Maths, and English Language acquisition.

Learning Support Assistants will support students 1:1 based on the needs of the student.

We work with external agencies to provide support for students with SEN

### **5.9 Expertise and training of staff:**

Our staff are provided opportunities for professional development through GEMS Corporate, within the community as needs and opportunities arise.

Our Director of Inclusion has 12 years of experience in this role and has worked as Head of Inclusion internationally.

We have a team of specialist teachers, a team of Learning Support Assistants, who are trained to deliver SEN provision.

### **5.10 Securing SEN Support, Equipment and Facilities:**

Once a student has received an assessment, SRI will implement the recommendations in the Plan to the best of SRI's ability. Recommendations for speech and language therapy, occupational therapy, and counseling therapy will be the responsibility of the parent and are to be completed during the course of the school year.

These services can be provided within the school day through an arrangement with an outside service provider and the parent. This is at parent expense. If additional assessment of a student is required it is the parent's responsibility to have the assessment carried out in a timely fashion.

### **5.11 Evaluating the effectiveness of SEN provision:**

We evaluate the effectiveness of provision for students with SEN by:

- Completing an Inclusive Education Improvement Plan
- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 4-6 weeks
- Using student questionnaires
- Monitoring by the Director of Inclusion
- Using provision maps to measure progress
- Holding annual reviews for students with IEPs

### **5.12 Enabling Students with SEN to engage in activities available to those in the school who do not have SEN:**

All extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our residential trip(s) when applicable.

All students are encouraged to take part in sports day/school plays/special workshops.

No student is ever excluded from taking part in these activities because of their SEN or disability.

### **5.13 Working with other agencies:**

Depending on the needs of the student, suggestions for follow up with an external agency will be made. These needs could include Speech Language, Occupational Therapy or Physical Therapy. A list of providers will be shared with the parents. Parents can also choose their own provider for assessments and services.

### **5.15 Complaints about SEN provision:**

Complaints about SEN provision in our school should be made to the Director of Inclusion and Building Level Principal in the first instance. They will then be referred to the school's complaints policy.

## **6. Monitoring arrangements:**

This Inclusion Policy will be reviewed by Director of Inclusion every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

## **7. Links with other policies and documents:**

This policy links to our policies on:

- School OSH Policy
- Risk Assessment Policy
- Health & Safety Policy
- School Emergency Plan
- Child Protection Policy

## 8. Appendix A

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| The United Nations Convention on the Rights of Persons with Disabilities                                       | <a href="https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html">https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html</a>  |
| Federal Law (29) 2006 and 2009   | <a href="https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination">https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination</a><br><br>Guarantees a person of determination access to equal opportunities of education within all educational institutions |
| The National Project for Inclusion for People of Determination (2008)  | <a href="https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination">https://www.abudhabi.ae/portal/public/en/homepage/religion-and-community/people-of-determination-le/the-national-project-for-inclusion-of-people-of-determination</a>  |
| UAE School for All: General rules for the provision of special education programs and services guidance (2010) | <a href="https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf">https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf</a>  |
| Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016)    | <a href="https://government.ae/information-and-services/education/education-for-people-with-special-needs">https://government.ae/information-and-services/education/education-for-people-with-special-needs</a>  |
| The National Policy for Empowering People of Determination (2017)  | <a href="https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs">https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/the-national-policy-for-empowering-people-with-special-needs</a><br><br>Aims to provide quality inclusive education in the UAE  |
| The Ministry of Education Strategic Plan 2017-2021   | <a href="https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021">https://government.ae/en/about-the-uae/strategies-initiatives-and-awards/federal-governments-strategies-and-plans/ministry-of-education-strategic-plan-2017-2021</a>  |
| UAE Centennial 2071 project  | <a href="https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071">https://uaecabinet.ae/en/details/news/mohammed-bin-rashid-launches-five-decade-government-plan-uae-centennial-2071</a>  |



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[gems-sri.com](http://gems-sri.com)

P.O. Box 8607, Dubai Sports City,  
Dubai, U.A.E.