



The Policy of Provision for Students of Determination

Reviewed by	AHT - Inclusion
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Inclusion Vision

At GEMS Wellington International School we are committed to ensuring all students have equal opportunities and a quality education, ensuring success within a truly inclusive landscape of mutual respect and equality for all.

Inclusion Mission

We support and welcome diversity amongst all learners and strive to ensure that every young person feels welcome, accepted, safe and valued within a common learning environment. We endeavour to promote, protect, and ensure the success of all students by providing relevant learning opportunities, pathways and challenges for all. We are proactive in identifying, managing and removing barriers that may limit achievement, participation and progress. We aim to meet the individual needs, promote social and emotional well being and realise the potential of all learners in an environment that recognises their different gifts and talents, the different ways they learn, the different rates at which they learn, and their unique backgrounds and culture.

Introduction

GEMS Wellington International School (WIS) values the abilities and achievements of all its students, and is committed to providing, for each student, the best possible environment for learning. It is the belief of the staff that all students identified as students of determination are to be encouraged to reach their full potential and are fully included within the school community.

We believe that all teachers are teachers of students of determination. Teaching and supporting such students is, therefore, a whole school responsibility requiring a whole school response and approach.

Rationale

Our commitment to Inclusive education at WIS means that we strive to provide relevant learning opportunities and suitable learning challenges for all students. We support and welcome diversity amongst all learners and strive to ensure that every young person feels welcome, accepted, safe and valued. We endeavour to promote, protect, and ensure the success of all groups of students. We aim to meet the individual needs of all learners in a common learning environment which recognises their different gifts and talents, the different ways they learn, the different rates at which they learn, and their unique backgrounds and culture. We are proactive in identifying and managing barriers which may limit achievement, participation and progress. This ensures we can provide quality education for all.

Definition

UNCRPD sets a clear rationale for transitioning from a medical to a rights-based model of disability to achieve the ultimate goal where the inclusion of persons of determination is viewed as a human right, as opposed to a requirement for the benefit of individuals and society in general.

According to the United Nations, an **impairment or SEND** is defined as a medically identified condition or a long-term limitation of a person's physical, mental, cognitive, communicative and/or sensory functions. **Impairments or SENDs become disabilities** when the person experiences attitudinal, social and/or environmental **barriers** that prevent full and effective participation within a community. Therefore, a disability is the result of an individual's interaction with society, if barriers to participation for that person are not removed. It is not an attribute of the person.

Barriers are defined as attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.

Consequently, Dubai Inclusive Education Policy Framework (2017) utilises the social construct of disability to set a clear vision of inclusive education across Dubai and defines disability as:

'A social condition that occurs when an individual with a long term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.' (p.9)

Persons with determination. This is how the UAE has chosen to view the attributes of persons with SENDs; a reflection of their strength of character, their perseverance and their courage.

Some students have SENDs that have not been diagnosed. These students are supported in the same way as students of determination, as outlined in this policy, and the term students of determination is used in this policy to cover all of these students in an inclusive way.

We recognise that many students will be identified as a student of determination at some time during their school life and in implementing this policy we believe students will be helped to manage and/or overcome their challenges.

In line with the definition, students with gifts and talents are identified as a separate and distinct group and at WIS we use the terminology of highest potential and highest performing students in line with our commitment to Higher Performance Learning. The school acknowledges the importance of identifying students with the highest potential and highest performance who require additional challenge and diversity in their learning, especially those students who may be twice exceptional, i.e they also have an SEND that may or may not be impacting on their performance. *(Please refer to the Highest (CAT) Potential and Highest Performance Policy)*

The UK Disability Discrimination Act identifies the fact that some students with physical disabilities or medical impairments may have learning difficulties that call for special educational provision. However, not all students defined as physically disabled or who have a medical impairment will require this provision. A student with asthma or diabetes, for example, may not be identified as being a student of determination, but may still have rights under the Disability Discrimination Act. We will assess each student as required, and make the appropriate provision, based on their identified needs.

Barriers to Learning

Being identified as a student of determination could mean a student is experiencing one of the following barriers to learning which affects their progress and instigates the graduated process to begin:

- **Cognitive and learning**
- **Communications and interaction**
- **Social, emotional and mental health**
- **Physical, sensory and medical**

The school uses the following categories of SEND when registering need in accordance with the KHDA. In recognising the co-occurring nature of SENDs, some students may be placed in more than one category. The 12 categories are:

- **Intellectual disability**
- **Specific learning disorders**
- **Multiple disabilities**
- **Developmental delay**
- **Communication disorders**
- **Autism spectrum disorders**
- **Attention deficit Hyper Activity disorder**
- **Psycho-emotional disorders**
- **Sensory impairments**
- **Deaf-blind disability**
- **Physical disability**
- **Chronic or acute medical conditions**

English as an Additional Language/English Language Learners

Students must not be regarded as having a SEND solely because the language of their home is different from the language in which they are taught. It will be necessary to assess their proficiency in English before planning any additional support that might be required (*please refer to the English as an Additional Language/English Language Learners policy*)

Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from an impairment.

THE AIMS OF THE SCHOOL WITH REGARDS TO STUDENTS OF DETERMINATION

We aim to meet the needs of the student identified as being a student of determination by

- creating an inclusive environment that meets the Special Educational Needs and Disabilities of each student
- ensuring that all who are involved with the students are aware of the procedures for identifying, supporting and teaching them
- ensuring the identification of all students requiring support occurs as early as possible in their school career so that attainment can be raised
- Ensuring that all staff are kept informed of student needs, strengths and areas of difficulties using IEPs and Personal profiles, to enable effective differentiation
- ensuring that all students have access to a broad, balanced and relevant curriculum, and that the curriculum is differentiated according to the individual's needs and abilities
- ensuring students have full access to all school activities, including extra curricular activities, so far as it is reasonably practical and relates to the student's needs
- ensuring progress is closely monitored
- ensuring that parents of students of determination are kept fully informed of their student's progress and attainment
- ensuring that students of determination are involved, where practicable, in decisions affecting their future provision
- providing counselling/well-being support for students and families when necessary
- recognising the important role of external agencies being involved in meeting the needs of the student
- ensuring there is a smooth transition at each stage for the student from entry to the school to tertiary education and beyond.

Whole school approach

At WIS we have adopted a whole school approach to our policy and practice for students of determination. Students identified as students of determination, as far as is practicable, have full access to the National Curriculum and are integrated into all aspects of the school. Teachers have a responsibility towards students of determination and need to help the students overcome the barriers to learning.

Practice and Procedures

Teachers have a responsibility towards students of determination and need to help the students overcome the barriers to learning by;

- Helping with communication, language and literacy (including texts that students can read and understand, different formats, use of ICT, alternative communication aids, access to the library, translation tools and amanuenses)
- Developing understanding (use of senses and experiences, word descriptions and other stimuli, ICT, visual materials, play, drama, class visits and exploring the environment)
- Planning for full participation in learning, physical and practical activities (using specialist aids and equipment, adult or peer support when needed, adapting tasks or environments, providing alternative activities, providing exam access arrangements)
- Managing behaviour (setting realistic demands and stating them explicitly, use of positive behaviour management, the school reward system, chances and encouragement to develop skills, teaching students to

value and respect the contribution of others, encouraging and teaching independent working skills, teaching essential safety rules)

- Managing emotions (identifying aspects of learning in which students engage and plan short term easily achievable goals, provide positive feedback to reinforce and encourage learning and build self-esteem, selecting tasks and materials sensitively to avoid unnecessary stress, create a supportive learning environment in which the students feel safe and able to engage with learning, allowing time for the student to engage with learning and gradually increasing the range of activities and demands)

Identification

All teachers are responsible for identifying students who are experiencing a barrier to learning and, in collaboration with the Inclusion Team and the Post 16 team, will ensure that those students requiring different or additional support are identified at an early stage.

Identification through Admission Arrangements - On entry

The School believes that the admissions criteria should not discriminate against students of determination. On application, the following measures are used to help assess the level of individual need and to ensure appropriate provision can be made for each student

- Parent/Carers are asked to disclose any SEND that has been previously identified
- Each student's application will be accompanied by previous academic reports, transfer certificates and any previous medical/psychological assessments that are relevant to the application including provision plans and individual education plans
- Students may be asked to sit ability tests to assess ability and need in order for us to put appropriate support in place

If any of these measures indicate that the student may be a student of determination, the application is referred to the Inclusion team for individual consideration. A decision will then be made using the Wave (level) system as to the level of need and the provision required.

Identification of enrolled students

For students already enrolled at GEMS Wellington International School, the following are taken into consideration;

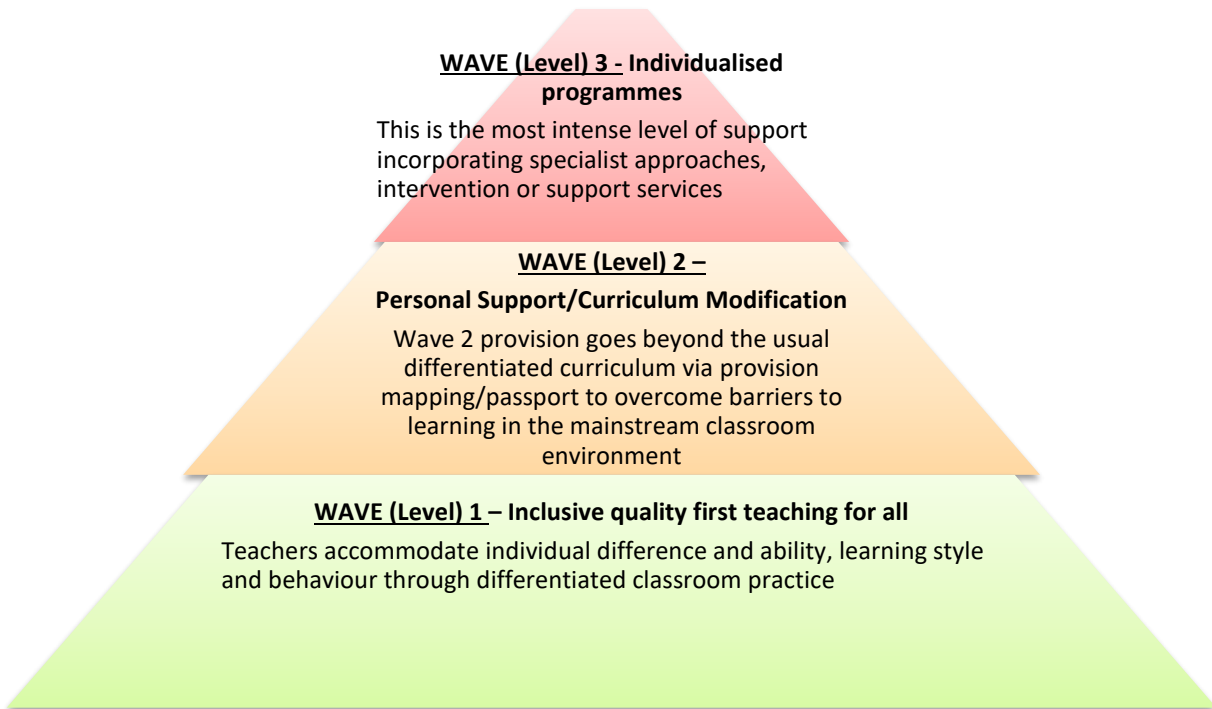
- **Progress** - Progress is the crucial factor in determining the need for additional support. Adequate progress can be seen as one or more of the following:
 - Narrowing the attainment gap between student and peers
 - Preventing the attainment gap widening
 - Is equivalent to that of peers starting from the same baseline but less than the majority of peers
 - Equals or improves upon the student's previous rate of progress
 - Ensures full curricular access
 - Shows an improvement in self-help and social or personal skills
 - Shows improvements in the student's behaviour
 - Is likely to lead to Further Education, training, or employment

Students struggling to make expected progress are referred to the Inclusion team for further investigation

- **Baseline testing** - students identified as working significantly below age related norms may be referred to the Inclusion team for further investigation
- **Data** gathered from WIS standardised tests, including Cognitive Ability tests and ALIS. Students with a standardised score of 85 or less in any of these tests or subtests will be referred to the Inclusion team for further investigation.
- **On going assessments** - as the students' continue through the school, regular testing will assess progress. Students struggling to make expected progress may be referred to the Inclusion team for further investigation
- **Observations** – of both class teacher and through the formal observation process
- **Specific concerns** - a student may be referred by teachers, parents or outside agencies, or self refer, to the Inclusion Team if specific worries or concerns need to be addressed

The Graduated System of Support

We believe that all teachers are teachers of students of determination and that the school's usual differentiated curriculum and strategies can address the needs of most students. However, sometimes a student may need further monitoring because of their SEND or lack of progress, and as such we will supply a Wave 1 level of provision. We refer to the Inclusion flowchart when establishing the level of provision a child may need (Appendix i). The flowchart constitutes a graduated response to supporting individual students, moving through the levels of Wave 1, Wave 2 and Wave 3 provision.



Wave (Level) 1

Teachers accommodate individual difference and ability, learning style and behaviour through high quality inclusive and personalised differentiated classroom practice.

Wave 1 provision may include one or more of the following;

- A personal profile
- Personalised planning and resources
- IT provision
- Access arrangements for assessments
- Counselling/well-being support

Please see the provision plan for full details of W1 provision for the school year 2020 - 2021

Wave (Level) 2

Where Wave 1 is not working, Wave 2 provision goes beyond the usual differentiated curriculum via provision planning to overcome barriers to learning in the mainstream classroom environment.

Wave 2 provision may include any Wave 1 provision plus one or more of the following;

- Targeted LSA support within the classroom
- Intervention programmes in small groups or 1:1
- A targeted counselling/well-being programme
- A modified timetable

Please see the provision plan for full details of W1 provision for the school year 2020 - 2021

Wave 1 and 2 provision forms our standard school service for students of determination (*appendix ii*)

Wave (Level) 3

This is the most intense level of support incorporating specialist approaches, intervention or support services. It involves individualised and specialised provision. This may include any Wave 1 and Wave 2 provision, plus one or more of the following:

- External input, eg. EP, OT, Speech and language therapist, developmental paediatrician, audiologist, ABA therapist.
- A Wave 3 level of LSA support.
- A bespoke timetable
- Development of an Individualised Education Plan which is reviewed at least twice a year
- An LSA mentor with regular meetings
- Recording of successes and challenges
- Home/School Link book for home school partnership

Please see the provision plan for full details of W3 provision for the school year 2020 – 2021

Wave (level) 3 provision is funded by the parents to allow for the high level of LSA support. The school strives to keep costs to a minimum by sharing support where possible and ensuring that the students are encouraged to maintain an element of independence. If a student requires a Wave 3 level of provision, the school will register the student through an individualised service agreement with KHDA.

Criteria for new students entering school on Wave 2 provision

Students who have one or more of the following indicators are likely to be placed on Wave 2 level of support on entry;

- A diagnosis of a condition which may affect their learning
- An outside agency report
- One or more entrance test with a standardised score of less than 85
- Lower than expected NC level/s for their chronological age
- A reading or spelling age more than 1 year lower than their chronological age
- CATs scores which either show a discrepancy or the standardised score is lower than 85 in one or battery
- Reference to behaviour, attention or focus issues in a school report or an outside agency report
- EAL/ELL issues
- Wave provision in a previous school
- Referral from a previous school
- Not been educated in a school following the English National Curriculum

Criteria for students entering school on Wave 3 provision

Students who have one or more of the following indicators of need in addition to any of the above, are likely to be placed on Wave 3 level of support in entry;

- A reading or spelling age more than 2 years lower than their chronological age
- Support in a previous school
- CATs scores which either show a discrepancy or the standardised mark is lower than 85 on two or more batteries
- Not been educated in an English Speaking school in the last 2 years
- Physical difficulties which mean a high level of support to manage in the school environment

All entrants are looked at on an individual basis. There may be other factors which affect our decision regarding the level of need a student may have and the level of support we believe they need to progress successfully.

This is a flexible programme and students can move into different levels of support as needed. The decision to move students into a different level of support is entirely up to the school.

Records

All students identified as having an SEND are added to the provision map, which clearly outlines the area of difficulty and the level of support required.

All registers are updated as needed.

Individual Education Plans (IEPs)

IEPs are written for students on a Wave 3 level of support. The Class Teachers, LSAs, Therapists (where applicable) parents and, where appropriate, the student, will liaise to discuss and agree the priorities for the child. Child friendly IEPs are developed with the child whenever this is feasible.

The IEPs contains information on

- Short term targets
- Areas of concern
- Provisions made
- Strategies
- Date for review

IEPs will be reviewed at least twice yearly.

In-Service Training

All staff are encouraged to attend internal and external courses that help them to acquire/update the skills needed to work with students of determination within the IB framework

Links and use of Outside Agencies

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, students of determination.

When it is considered necessary, students will be referred to colleagues from the following support services:

- Educational psychologists
- Developmental Paediatrician
- Speech therapists
- Physiotherapists
- ABA therapists
- Audiologists
- Optometrists
- Other groups or organisations, such as Downs4All

Partnership with Parents/Carers

WIS firmly believes in developing a strong partnership with parents and that this will enable students and young people identified as having Special Educational Needs to achieve their potential. The School recognises that parents have a unique overview of the student's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their student's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a student's needs and the best way of supporting them.'
(UK COP 2.2)

The Inclusion Team

The Inclusion Action Team

The Governor for Inclusive Education – Saba Alam

The Leader of Provision and Inclusion Champion – Wendy Harris, Assistant Head Teacher: Inclusion

SENDCo FS1 to Year 6 – Becky Chapple
Inclusion Support FS1 to year 6 – Sophie Cox
SENDCo Year 7 to Year 13 – Nicola Harrison
Inclusion Support Year 7 to Year 13 – Saima Khan
Language and Communication Specialist – Karishma Kewalram
Lead LSA – Munzaleen Khanyari

The Inclusion Action Team

The Inclusion action teams consists of a nominated member from every year group from FS1 up to Year 6, and a nominated member from every curriculum area from Year 7 to year 13.