

Policy: Inclusion Policy		Code: GWA.EDU.P.500
Developed by: Inclusive Action Team and Senior Leadership Team		Reviewed: December 2018
Key Roles		
Governor for Inclusive Education	James MacDonald - Vice President US/IB Schools, GEMS Education	
Inclusion Champion	Lynne Morrin, Director of Student Support Services, GWA	
Inclusive Education Action Team	<p><u>GWA Student Support Services Team</u> Learning support staff EAL staff Counseling staff</p> <p><u>GWA Inclusive Education Action Team</u> Inclusion Champion, Lynne Morrin Team Leader Learning Support, Natasha Winstone Senior TA, Timothy Corpuz Counselor, Katrina Spartalis grade 10 SEN student grade 9 LS student grade 7 exceptional learner grade 12 SEN parent grade 7 exceptional learner parent grade 5 SEN parent</p>	
Learning Support Assistants	Learning Support Assistants that support our students with significant learning, physical, medical or visual impairments.	
Appendices Appendix 1: GEMS Learning Support Assistant/Shadow Teacher Policy Appendix 2: GWA Exceptional Learner Policy Appendix 3: GWA Response to Intervention Policy		
Guiding Principles	The goal of the Learning Support team is to promote a whole-school approach to identifying, planning, implementing and monitoring support for learners with a specific learning need, difficulty or disability. This is accomplished by providing appropriate learning strategies and accommodations that enable these learners to reach their potential in a supportive community and inclusive learning environment. With this support, we believe these learners can be successful learning in an IB World School and become autonomous, lifelong learners.	

<p>Policy Statement</p>	<p>GEMS World Academy – Dubai provides an inclusive learning environment to meet the needs of our school community. The school, through the delivery of the IB programmes of PYP, MYP, DP and CP will provide teaching and learning strategies to ensure that each student is able to access the curriculum being provided and successfully demonstrate their knowledge and skills through appropriate assessment procedures.</p>
<p>Learning Support Students (Students of Determination)</p>	<p>The Learning Support Department (LS) at GEMS World Academy-Dubai (GWA) is intended for those students who have an identified learning need, difficulty or disability. As a school, we recognize that a learner might require additional support if the student:</p> <ul style="list-style-type: none"> • has a diagnosed disability (mild – profound). These are aligned with DSIB SEN Categories. • has a mild learning difficulty which impacts on their ability to acquire, process and/or demonstrate grade level expectations without accommodations; • is considered an Exceptional Learner (see Exceptional Learner Policy) • has a sensory impairment or a physical disability; • is experiencing emotional, behavioral or social difficulties • parents/students are able to access external services in Speech Language and Occupational Therapy by external providers for an additional fee • has a combination of any of the needs listed above <p>GWA utilizes the document from KHDA entitled “Special Educational Needs Categories” to categorize students’ needs. These categories include:</p> <ul style="list-style-type: none"> • <u>behavioral, social, emotional</u>: depression, anxiety, eating disorders, ADD/ADHD • <u>sensory and physical disability</u>: blind, partial sight • <u>medical conditions or health related disability</u>: diabetes • <u>communication and interaction</u>: autism spectrum disorder • <u>learning</u>: specific learning difficulty or profound and multiple learning difficulty • <u>gifted and talented</u>: GWA exceptional learners • <u>disabled</u> <p>Students with learning support needs at GWA are able to function in the regular classrooms with support and accommodations. An alternative curriculum may be designed for a student with severe to profound learning need if they are unable to meet the curriculum requirements of their grade level. The Learning Support Team liaises with parents, students and teachers to ensure that learners have access to appropriate assessment accommodations in PYP, MYP, DP and CP programmes. All accommodations follow the guidelines provided by the IB.</p>
<p>Identification of Learning Needs via Admissions:</p>	<p>All potential students of GWA complete the regular admission processes for the grade level for which they are applying. Students with learning needs are identified during this process by parent information (including the</p>

provision of medical reports), GWA admission assessments and information provided by the previous school. Students with significant learning needs may complete alternative assessments at the discretion of the Director of Student Support Services. Depending on the student's identified needs and their entry level to GWA the admissions team may request additional information or processes.

Early Childhood (PYP)

The GWA admission team will review all the documents submitted by the parents including medical reports, reports from outside support agencies and previous school reports and IEPs. The GWA admissions team including the Director of Student Support Services will meet with the parents and discuss a process to determine the student's learning needs. The process may include meeting with outside support agencies, visit to current nursery schools, and additional individual and group assessment at GWA.

Elementary School (Grades 1-5, PYP)

Students will complete an individual assessment as per Elementary Admissions procedures with an elementary staff member; during this assessment, the staff member may observe indicators of challenges to learning. If this occurs, the Director of Student Support Services reviews the file in conjunction with the elementary principal. Additional documentation may be requested based on admission observations. The Elementary Admissions team including the Director of Student Support Services review all documents submitted by the parents including medical reports, reports from outside agencies and previous school reports and IEPs.

Secondary School (Grades 6-12, MYP, DP and CP)

Students will complete an individual assessment as per Secondary Admissions procedures (currently MAP) and may include CAT4. The results of this assessment, together with information provided by parents, previous school reports and medical/intervention reports by outside agencies are review by the Secondary Admissions team including the Director of Student Support Services.

All Learning Support applications

Additional information may be requested as necessary; including medical records, records of previous interventions, contact with previous schools and or a parent meeting. Each application is reviewed individually to establish the additional support needs required to support student learning. There may be some students whose academic and/or social needs are beyond the provision of the school. In such cases students will not be admitted or only allowed to continue under clearly defined conditions in a Conditional Acceptance this includes the financial responsibility for a Learning Support Assistant (LSA) if required. Learning support provisions are subject to annual review. The final decision regarding placement rests with the Division Principals and ultimately the Head of School.

Identification of Learning Needs via Classroom Observations:

Elementary School (Grades PreK-5, PYP)

Classroom teachers may identify a student with difficulties in learning via a combination of professional observation, classroom work, observation of academic and developmental milestones, grade level assessments, standardised assessments and/or parent meetings. Teachers must follow the Response to Intervention (RTI) protocol prior to making a learning support referral. During the RTI process consisting of classroom teachers and student support services representatives (the inclusive education action team) review their observations and evidence. At the meetings, strategies used are documented along with the impact of the strategies within the designated timeline. Teachers may request additional observations from the student support services team. After the observations, student support services staff will meet with teacher to share strategies to move forward in the RTI process.

Secondary School (Grade 6-12, MYP, DP and CP)

Subject teacher may identify a student with difficulties in learning via a combination of professional observation, classroom work, subject and grade level assessments, and or standardised assessments and/or parent meetings. If subject teachers have an academic concern they will contact their head of department to discuss strategies to implement and then the progress of those strategies within an assigned timeline. If subject teachers have a behavioral concern they will contact the student’s advisory teacher and/or grade level leader to discuss strategies to implement and then the progress of those strategies within an assigned timeline. In addition, subject teachers will discuss RTI concerns at monthly department meetings as representatives from student support services will be present to assist with strategies. Teachers must follow the Response to Intervention (RTI) protocol prior to making a learning support referral. During the RTI process consisting of classroom teachers and student support services representatives (the inclusive education action team) review their observations and evidence and may request additional observations from the student support services team. After the observation, student support services staff will meet with teacher to share strategies to move forward in the RTI process.

Learning Support Referral

Once the decision to refer a student to the learning support department for more information, the following process is followed:

Official notification that the learning support department will be completing observations and diagnostic assessments with their child is sent to the parents by the learning support teacher or the Director of Student Support Services. The observations and assessments are to assist in providing more in-depth information about their child’s learning strengths and needs. The assessments may include the following diagnostic tests:

- KTEA-III-Kaufman Test of Educational Achievement, Third Edition
- Key Math 3
- Gilliams Asperger’s Disorder Scale (GADS)
- CTOPP (Comprehensive Test of Phonological Processing)

The learning team will examine the information and results to identify student needs. These sources may include:

- teacher observations
- internal and external assessments and products
- specialized assessments
- parent observations

Representatives from the Student Support Services Team (Inclusive Education Action Team) will meet with the parents and outline an intervention plan. The intervention plan may include:

- Collaboration between Class/Subject Teacher, Learning Support Team, Counselor, Parents and student (if they are old enough) with strategies and accommodations to assist in learning.
- In Class support by Learning Support Team to provide intervention in class with specific links for curriculum and appropriate learning behaviours.
- Learning Support Lessons – this is an intensive lesson for small groups or individuals to address specific skills and knowledge by direct instruction and may also include curriculum assistance, pre-teaching of concepts and homework assistance. (There is an additional fee for this service)
- Accommodations to support to learning assessments, but proper documentation is needed to meet MYP and DP requirements as outlined by the IB policy (IB policy – “Candidates with Special Assessment Needs, Middle Years Programme and Diploma Programme).

The Learning Support Team will complete a Learning Support Document (LSD) or an Individualized Education Plan (IEP) outlining the relevant learning information for the student. This document also provides suggested strategies for differentiation and assessment accommodations. If students are to receive intensive (pull out) lessons from the learning support team, the student will have an IEP that outlines the academic and/or social goals and if they are not receiving intensive lessons but receiving in class support or test accommodations they will have an LSD.

Learning Support Services

Protocol for Students Receiving Intensive (pull out) services

- Internal or external learning support assessment completed
- Student’s scores on assessment show that student is performing below grade level expectations consistently over time and require intensive services to be successful
- Number of pull out sessions depend on individual students’ needs based on assessment, observations and different areas of need/concern

Learning Support Lessons (Intensive or Pull Out Instruction)

Students may attend Learning Support lessons to work on identified challenges to learning. The lessons may be small group or individual to address specific skills and knowledge identified by the referral process or via

progress monitoring, and may also include curriculum assistance, pre-teaching of concepts and consolidation of skills. In addition, some students may participate in an alternative life skill curriculum ASDAN which is an activity-based curriculum resource which supports the delivery of PSHE, Citizenship and Careers Education. Student goals are designed and documented on the student's IEP. Learning support staff will monitor progress by completing in class observations, reviewing classroom work and external assessments, and other assessments done within the learning support setting. Students/parents will receive IEP progress updates quarterly and goals will be updated annually.

Evidence for changing Learning Support services from Intensive to In-Class Support

- progress monitoring data
- consistently meet IEP goals
- school reports
- teacher feedback
- parent feedback
- student has become more independent in their learning
- student has met expected progress
- student has learnt necessary strategies to be successful

In Class Support

Learning support teachers work in collaboration with class/subject teachers to provide intervention within the regular class instruction. This assists students by ensuring their understanding of content and processes, curriculum homework expectations and assist in promoting appropriate classroom behaviours. Learning support staff will progress monitor students by completing in class observations, reviewing classroom work and external assessments.

Evidence for changing Learning Support services from In-Class Support to Monitoring

- school reports
- review internal and external assessment results (MAP, CAT4)
- teacher feedback
- parent feedback
- student has met expected grades with minimal support within class from learning support staff

Evidence for Monitoring Learning Support Students

- review internal and external assessment results (MAP, CAT4)
- communicate with classroom teachers after these external assessments
- review Managebac grades monthly to observed sustained progress/attainment
- communicate with teachers if a consistent concern or decline in grades
- observation(s) in a couple lessons for areas of concern

	<ul style="list-style-type: none"> • email communication to all teachers just before report times <p>Monitoring These students no longer require a Learning Support Document as they are either in the process of being exited from learning support or are being observed for learning support services. Learning support staff use external and internal assessments to monitor progress and communicate with teachers when necessary.</p> <p>Assessment Accommodations All assessment accommodations follow IB guidelines in IB publications:</p> <ul style="list-style-type: none"> • Candidates with Special Assessment Needs • Candidates with Assessment Access Requirements, Middle Years Programme and Diploma Programme • Learning Diversity in IB Programmes <p>Student’s ability to access and complete assessment is evaluated based on their individual learning needs. The information is shared with teachers, parents and students. All accommodations are to ensure that students with learning disabilities or learning difficulties are equitable and promote fairness where their individual learning challenges may disadvantage their ability to demonstrating knowledge, skills and/or understanding.</p>
<p>Learning Support Services and Fees</p>	<p>The support services may include, working with the classroom teacher to provide support strategies within the classroom environment; in-class support and/or intensive pull out support lessons, either individually or in a small group. If two or more intensive pull out support lessons a cycle is recommended, there is a fee of 3750AED per semester. When a student’s support need, require an alternative curriculum or their learning needs require continuous intensive support the school may recommend a Learning Support Assistant (LSA) to work 1:1 with the student to provide the appropriate level of support for learning. All arrangements are discussed with parents and reviewed yearly. The cost of the LSA service is passed on to the parents. Parents must sign an LSA contract which states the role of the LSA, expectations of LS staff, teachers, communication and fees to be paid by parents.</p>
<p>Exiting Learning Support</p>	<p>Evidence for Exiting Learning Support Students</p> <ul style="list-style-type: none"> • progress monitoring data • consistently meet and attain IEP goals • school reports • teacher feedback • parent feedback <p>A student may exit learning support services when the learning support teacher, classroom teacher, Director of Student Support Services (Inclusion Champion) agree that the student is capable of functioning autonomously and successfully in the regular instructional classroom as well as meeting the grade-level requirements. If the student is successful for one semester, student will be exited, but a note will be added in student management</p>



	system of exit date so future staff will be aware that this student has received learning support in the past. The student's parents are part of the decision-making process and are included in all recommended changes to student support services.
Sources	<ul style="list-style-type: none">● KHDA Dubai Inclusive Education Policy Framework● Candidates with Special Assessment Needs● Candidates with Assessment Access Requirements, Middle Years Programme and Diploma Programme● Learning Diversity in IB Programmes

Appendix 1: Learning Support Assistant/Shadow Teacher Policy	
Appendix 2: Exceptional Learner Policy	
Appendix 3: Response to Intervention Policy	