Inclusion Policy

"To treat every person, no matter what his creed or race, as a special soul, is a mark of Islam"

HH Sheikh Zayed bin Sultan Al Nahyan
Founding Father of the UAE

Reviewed by	Sarah Oliver-Browning
Date for review	September 2027

1 Introduction

1.1 The vision statement of our school "**To ensure all learners are high performers in a fully inclusive learning environment**". encompasses the philosophy:

"Every Child Matters"

The United Arab Emirates (UAE) has a strong commitment to inclusion, and this is reflected in its education policy. The UAE's education policy aims to provide all students, regardless of their abilities, with the opportunity to reach their full potential. This includes students with special educational needs (SEN).

Through its implementation, this policy promotes a rights-based approach to education for all students where an understanding of equity and inclusion is instilled in all aspects of the community as set out in Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities and its amendments

The UAE has a number of policies in place to support inclusive education. These include:

- The UAE Disability Act, which guarantees all people with disabilities the right to education.
- The Dubai Inclusive Education Policy Framework, which sets out the requirements for inclusive education in Dubai.
- The Abu Dhabi Inclusive Education Policy Framework, which sets out the requirements for inclusive education in Abu Dhabi.
- ADEK Inclusion policy 1.3 Dec 2025
- Federal Law No. (29) of 2006 Concerning the Rights of People with Disabilities

These policies require all schools in the UAE to provide inclusive education. This means that schools must:

- Assess the needs of all students, including students with SEN.
- Provide support to students with SEN so that they can learn and participate in school activities.
- Work with parents and families to support their children's education.

The UAE's commitment to inclusion is having a positive impact on the lives of students with SEN. The number of students with SEN attending mainstream schools in the UAE has increased in recent years. This is due to the fact that schools are now better equipped to support students with SEN.

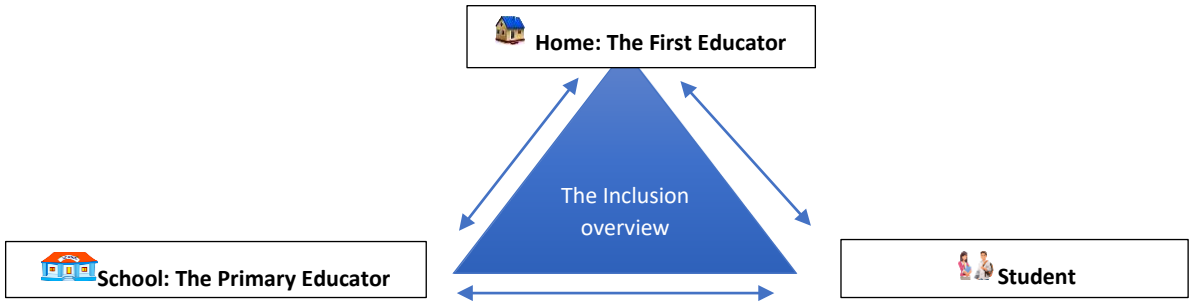
In addition to the policies mentioned above, the UAE also has a number of other initiatives in place to promote inclusion. These include:

- The UAE National Disability Authority (NCDA), which is responsible for coordinating and overseeing the implementation of disability policies in the UAE.
- The UAE National Centre for Special Needs Education (NCSN), which provides training and support to teachers and other professionals working with students with SEN.
- The UAE National Disability Sports Federation (UAE NSDF), which promotes the participation of people with disabilities in sports.

The UAE's commitment to inclusion is a positive step for the country. It is helping to create a more inclusive society where everyone has the opportunity to reach their full potential.

At GEMS Cambridge International School – Abu Dhabi (CIA), we are committed to giving all our learners every opportunity to achieve highest standards and reach their full potential as reflected in the UAE policy. This Inclusion policy is intended to ensure that this happens for all learners in our school regardless of their age, gender, attainment or background.

Inclusion at CIA is a collaboration between Parents, the first educator, school the primary educator and the Learner. Without this collaboration progress becomes limited.



We believe that our learners, including Students of Determination or those identified as having 'additional needs' have a common entitlement to a broad and balanced academic and personal, social development and that they should be fully included in all aspects of school life.

We pay particular attention to the provision of each learner. Every family undergoes a provision meeting where specific and be-spoked provision is created that will meet the specific and unique needs of the learner. Learners needs can fall into a number of different categories:

- English as an Additional Language Learners (EAL)
- Lower Ability
- Students of Determination
- More Able

- Gifted and Talented

As learner needs are unique are response to these needs also needs to be unique.

We have a range of interventions and therapies that can create a be-spoked programme. Services such as:

- Inclusion Assistants

  These specially trained members of staff can provide in class or group intervention to help learners maintain attention, break down the learning into manageable size and follow the lessons.

- Individual Assistants - Specific individuals who support the behavioural, social and emotional needs of students in order for them to access the curriculum.
- In school therapy services.
- SEN Teachers & Nurture Groups
- Intervention groups
- Counsellors
- Social Workers

2 Aims and objectives

2.1 GEMS Cambridge International School – Abu Dhabi (CIA) is an inclusive school and develops an environment where all learners can flourish and feel safe. We recognise that learners learn at different rates and that there are many factors affecting achievement, including ability, emotional stage, age and maturity. We identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve by:

- Continually monitoring the progress of all learners, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class.
- Facilitating access to the curriculum through differentiated planning be spoked programmes, collaboration with class/subject teachers, Inclusion team and Learning Support Assistant as appropriate in conjunction with IEPs (Individual Learning Plans) which give strategies for support and progress of the learner.
- Meetings with teachers and Support Team to discuss the specific learning needs of learners and how to best support and challenge.
- Providing specific input, matched to individual needs, in addition to differentiated classroom provision, either within class or through the Student Support Centre, for those learners recorded as having additional needs.
- Promoting positive perceptions of learners with additional needs within the school community, so that inclusive provision is positively valued and accessed by peers, staff and parents/carers.

- Enabling learners to move on from us as well equipped as possible in the basic skills of literacy, numeracy and social independence to meet the demands of life and learning.
- Forming strong partnerships between all stakeholders so that the child's learning and emotional wellbeing are optimally supported;
- Giving the learners where possible a voice in planning and in decisions that affect them.
- Having an open door policy in support of staff and parents.
- Making information on additional needs available to staff and parents.
- Enabling them to be independent and self-reliant.
- Regular meetings with parents.

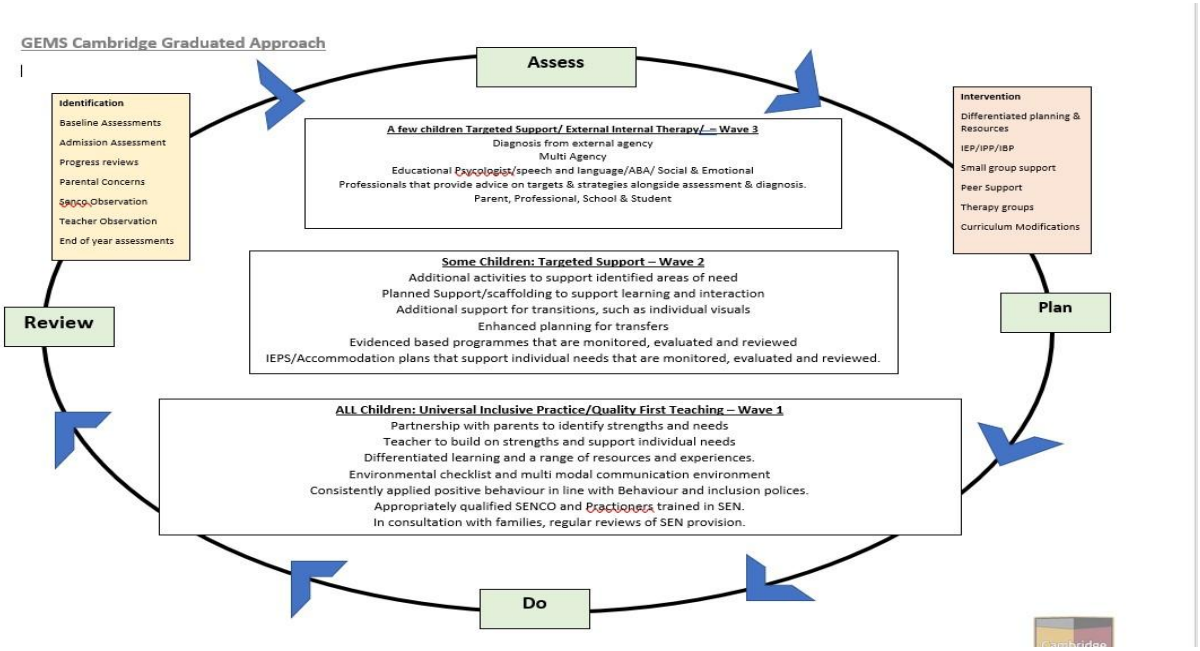
This means that equality of opportunity must be a reality for our learners. We make this a reality through the attention we pay to the different groups of learners and each and every child within our school.

2.2 The National Curriculum and Early Years Development Matters documents are our starting point for planning a curriculum that meets the specific needs of individuals and groups of learners. We do this through:

- creating a baseline to show progress and responding to learner's diverse learning needs;
- setting suitable learning challenges;
- overcoming potential barriers to learning and assessment for individuals and groups of learners;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of learners.
- providing a broad, balanced and relevant curriculum, which may be modified to meet the needs.
- develop a close partnership with whole school community.
- providing a healthy, safe and happy environment by celebrations, support, guidance and work opportunities.
- Accommodations and external examination exemption in cases where learner can benefit from additional learning time for subjects of interest or ability.

At Keys stage four, students that are not on a GCSE pathway access the entry level examinations and this is supplemented by AQA Units Award Scheme which is life skill, vocational and academic mini courses that create a portfolio of skills that the Students can build up and take on to further training or employment.

2.3 GEMS Cambridge International School – Abu Dhabi (CIA) operates a Graduated Response to learning which is based on the principals of plan, teach, assess and review. In our school, we aim to offer excellence and choice to all our learners, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. Thus lowering the barriers not the bar.



3 Learning and Teaching styles

3.1 We aim to give all our learners the opportunity to maximise their potential to achieve and succeed. When planning their work, teachers take into account the abilities of all learners. All teachers use quality first strategies for all learners. This in conjunction to High performance learning ensure all learners are supported yet challenged to reach their full potential.

Teachers use internal assessment data and International Benchmark assessment data to support their planning using identified strengths, areas to develop and recommended strategies.

3.2 When the attainment of a child is significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs and provide appropriate challenge

3.3 Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child demonstrates a particular aptitude.

3.4 Teachers and staff ensure that learners:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.
- manage their behaviour and emotions to take part in learning effectively and safely;
- have appropriate support in all their learning and experiences.
- know what steps to take to make progress in their learning.

4 Inclusion Provision

Senior and Middle Leaders alongside the Student Support Team across the whole school promote inclusion for all learners through:

- Low Able - Target Group (Subject intervention group- supported by respective subject teacher)
- English as an Additional Language
- More Able Group – challenge and independent learning opportunities by respective class/subject teacher
- Gifted and/or Talented – enriched, extended, accelerated programme
- Physical support plans and risk assessments
- Behavioural management strategies
- Learning Support Assistants

SEN

For learners with Special Educational Needs (SEN):

4.1 **Physical Accessibility**

We are committed to meeting the needs of all groups of learners within our school. At GEMS Cambridge International School – Abu Dhabi (CIA), we are committed to providing, an environment within its resources such as, change of classrooms, ramps and/or easy access to all areas of schools. Health and Safety consideration, which allows special educational needs learners full access to all areas of learning. All classroom entrances are wide enough for wheelchair access and the designated points of entry for the school also allow wheelchair access. For learners with non-physical disabilities, we review school routines and the curriculum to ensure that learners and adults are not placed at a disadvantage. Risk assessments, Personal care plans and Personal evacuation plans are put in place where required and are completed with the family and the Health and Safety Team in order to ensure compliance.

4.2 Teachers modify teaching and learning as appropriate for these learners. For example, they may give additional time to learners with special educational needs to complete certain activities. In their planning, teachers ensure that they give learners with special educational needs the opportunity to develop skills in practical aspects of the curriculum and make provisions to best meet their learning styles and needs.

4.3 Teachers ensure that the work for these learners:

- takes account of their pace of learning and the equipment they use;
- takes account of their effort and concentration needed in oral/written work;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques keeping in mind their individual needs and abilities applying accommodations.

4.4 **Adaptive and Modified Curriculum**

Alternative Pathways and Functional Skills curriculum for some learners' needs for independence and employable skills. The school uses AQA exam board – Unit Award Scheme.

The Functional Skills Curriculum at Cambridge International School Abu Dhabi comprises of three key skills to enable learners to become self-reliant, independent and employable:

1. Daily Living Skills

2. Personal/Social Skills
3. Specific Occupational Skills

Inclusion Training

In line with ADEK School Quality Assurance Policy Sept 2024, All teachers shall participate in CPD on inclusive education which includes, but is not limited to the following:

Adaptive teaching strategies for diverse learners.

Techniques for modifying or adapting lesson content, resources and assessments.

Identification and referral processes using standardised screening tools to detect barriers to learning, in particular ADHD, Autism and dyslexia.

Collaborating with inclusion teams to develop and implement IEPs/DLPs

Admissions

Admitting Students with Additional Learning Needs: In line with the principles of Federal Law No. (29) of 2006 and **ADEK Inclusion Policy 1.3 2025** , Concerning the Rights of People with Disabilities and its amendments. Students with additional learning needs shall, under no circumstances, be denied a place at GEMS Cambridge International School provided the school has the capacity to admit them in the appropriate grade/year, as per **ADEK School Student Administrative Policy** (Student Admission, Registration, and Distribution).

Accordingly, GEMS Cambridge International Abu Dhabi's admissions processes shall adhere to the following:

1. Prioritizing the attendance of students with additional learning needs and their siblings in the same school.

2. Requesting original clinical assessments reports from parents completed by any relevant specialists such as a therapist, psychologist, or paediatrician.

3. Supporting the transition process for all students with additional learning needs. In particular, targeted transition support shall be provided to:

a. Students starting school for the first time or coming from alternative early education settings.

b. Students transferring from specialized provision, home schooling, or any other type of educational provision.

5. Using all information provided to ensure equitable and safe access to the learning and physical environment of the school for students with additional learning needs, making reasonable adjustments where necessary.

If the school us unable to meet the needs of any student who is applying then an **Inability to Accommodat**e Notification will be submitted to ADEK within 7 days of admission decision being issued.

Inability to Accommodate:

Whereby the school can apply to ADEK of their inability to accommodate a student within the school, including, but not limited to, medical/clinical reports, student observations, adapted assessments, physical environments and any other information available. The school reserves the right to apply for an Inability to Accommodate if

allowing the student to join the school would negatively impact a students development or safety, negatively impact peer development or other students' safety, or put a strain on the schools resources beyond what is mandated within the policy.

5 Identification of enrolled students and Assessment arrangements

5.1 The school meets with and observes all Foundation Stage children in a play based observation. The observation is based on the child's readiness to learn where they demonstrate the ability to part from their carer, engage in meaningful and appropriate play and communicate with a new adult. Parents are encouraged to share historical medical, psychological interventions that will have an impact on the successful transition of the student. Failure to disclose any such history could result in the removal of the seat.

The school's system of Graduated Response includes regular observing, assessing and recording the progress of all learners to identify which learners are not progressing satisfactorily and who may have additional/advanced learning/language needs.

The schools' system includes reference to:

- Baseline assessment
- Progress measured against development matters and the Early Learning Goals where appropriate
- Progress measure against the objectives with the National Currciulum, and IEP targets. And new Pre key stage skill standards.
- International Benchmark, Assessments-Base, Progress Tests, CAT4, NGRT, PASS, ALIS, TIMMS PISA, PIRL, ePIRLS, etc.
- Progress measured against National Curriculum descriptors at the end of a key stage or equivalent.
- Observations of behavioural, emotional and social development
- Standardised screening and assessment tools
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or educational organisation which has identified or has provided for additional needs

ESIS

Students who receive support from tier 1 and above are required to be included on the ALN related data eSIS system as per ADEK regulations. ALL DLP/IEPs have a parents signature that approves inclusion on this upload**.** This signature is required annually. Parents can request exemption from this data by means of written application to the Head of Inclusion. The student will still be included in the schools own inclusion data.

Referral:

Teachers' observation of behavioural, emotional and social development and/or assessment data is recorded in a referral form by the Class Teacher/Form Tutor in consultation with other Subject Teachers.

After meeting with Parents and gaining consent, the referral form is submitted to Head of Year to observe on support is sought from the HOY or Skilled Teacher in case of support can be developed through QFT techniques and placed on an APDR plan.

If there is no improvement in the concerning behaviours then a referral is filled out and the Student Support Team observes the child in different lessons at different times and days where they will make notes of their observations and share with the Director of Student Support.

Based on school's observation of behavioural, emotional and social development and/or assessment data, a meeting is scheduled involving the Class Teacher, parent/s, Head of Key Stage & Student Support to discuss the needs upon which the child may be recorded as needing.

Categories of SEN

(Low Ability,ALN + EAL)- **Wave 1/Tier 1**

Personalised work to meet needs in class and home learning. This support may be short term or long term depending on needs and focused approach by all involved; learner, parent and subject teacher. EAL support is given by EAL teacher also in the primary.

Wave 2 /Tier 2

(LA, ALN, EAL, G&T)

Documented Learning Plan (DLP), Individual Education Plan (IEP), Individual Behaviour Plan (IBP), Advanced Learning Plan (ALP) or Accommodation Plan. In class support or small group withdrawals support by Student Support. TA or Teacher.

Wave 3/Tier 3

(ALN, SEN,)

High needs learners with diagnosis or diagnosis pending.

Documented Learning Plan (DLP), Individual Education Plan (IEP), Individual Behaviour Plan (IBP), Advanced Learning Plan (ALP) and 1:1 Inclusion/Individual Assistant (IA), Therapy or SEN teacher intervention. Be-spoke timetable.

Monitoring and review

This policy has been discussed and agreed by GEMS Cambridge International School – Abu Dhabi (CIA) teaching staff and leadership teams for implementation.

Signed : Sarah Oliver Browning
Director of Student Support

Stephen Joseph Mc Kernan
Principal & CEO

Overview of Staffing

Director of Student Support – Sarah Oliver Browning

Head of Inclusion

Head of Arabic SEN – Omar Khayal - Speech and Language, behaviour

Deputy SENCO Primary – Sheeba Imran

Head of Counselling – Suhana Jamal Akbar

Assistant Counsellor – Fida Nural

Social Worker – Nirmala Nair

Guidance Counsellor – Radhika Sadul

Inclusion Assistant

A non-teaching specialist member of staff who supports the educational provision for students with additional learning needs.

Inclusion Teacher

A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.

Early Years Inclusion Teacher/ Resource Base – Rizana Babar

Primary School Inclusion Teacher/Resourse Base Shu Beltine Ngela Epse Nebakongnwi

Middle School Inclusion Teacher/ Resource Base- John Erulle Venus

Senior School Inclusion Teacher /Resource Base– Neetu Anilkumar

Senior Arabic Inclusion Assistant – Vacant

Senior Inclusion Assistant – Senior – Maribel Marahatta.

Senior Inclusion Assistant- Primary – Leonardo Jhay

Senior Inclusion Assistant- Early Years – Jane Sangalang

Inclusion Team

Led by the Head of Inclusion, this includes Inclusion Teachers, Inclusion Assistants, Individual Assistants, and any other staff who provide support for inclusive provision.

Inclusion Assistants

A non-teaching specialist member of staff who supports the educational provision for students with ALN. **X 21**

Individual Assistant

Formerly known as “Shadow Teachers”, Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety-related, behavioral, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.

Private Learning Support Assistants. X 90

Appendices

DEFINITIONS

Accommodations and Modifications to Teaching

Any adjustments to the way in which teaching takes place, including lesson delivery and behavior management, so that it is suitable for the needs of students with additional learning needs.

Accommodations and Modifications of Assessments

Any adjustments to the way assessments are conducted to enable access, without changing the demand of the assessment. Accommodation and modification should be aligned with the needs of the student and any disability or impairment (e.g., screen reading technology, extended time, scribe, and enlarged font). All accommodations

and modifications to external assessments should be in line with guidelines of assessment providers/examination boards.

Adaptive Teaching

An approach to supporting the abilities of all students with additional learning needs by their teachers using a range of teaching strategies, resources, and levels of differentiation to meet the needs of all learners in the class.

Additional Learning Needs

Individual requirements for additional support, modifications, or accommodations within a school setting on a permanent or temporary basis in response to a specific context. This applies to any support required by students of determination and those who have special educational needs and/or additional barriers to learning, access, or interaction in that specific context (e.g., dyslexic, hearing or visually impaired, twice exceptional, or gifted and/or talented).

Annual Review

A meeting that comprises of a range of relevant stakeholders (including external specialists) to discuss progress and provision for any students with additional learning needs who require a highly personalized approach to learning.

APDR

Assess, plan, Do Review form that is part of the graduated response. The APDR is filled in by the class teacher and outlines the areas of support and stragies that have been implemented and the impact on the lerning. It is a collaborative document that is written by teacher, parent, support staff and student voice.

Clinical Assessment Report

A report arising from assessment of a student, conducted by a clinical psychologist, education psychologist, speech and language pathologist, doctor, or other suitably qualified professional.

Continuing Professional Development

A planned, continuous process whereby teachers develop their personal and professional qualities to improve their knowledge, skills, and practices.

Documented Learning Plan

A plan which outlines any personalized learning targets, modifications to curriculum, additional support, or tools for learning which are agreed by school staff, parents, and students (where appropriate), including Individual Educational Plan (IEP), Individual Support Plan (ISP), Individual Learning, Plan (ILP), Behaviour Support Plan (BSP), , etc. This may be to address any specific identified academic, behavioural, language, or social and emotional need.

Equitable Access to Education

Enabling the same access to learning and educational settings for all students through the provision of individualized accommodations and modifications to address any barriers that inhibit this.

Gifted and Talented

Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance.

Head of Inclusion

The Senior Leader with responsibility for the coordination of provision for students with additional learning needs.

Inclusive Education

An approach to education which celebrates and acknowledges learning diversity and ensures that teaching is adapted to enable all students to learn.

Inclusion Teacher

A specialist working under the direction of the Head of Inclusion to teach students with additional learning needs.

Inclusion Team Led by the Head of Inclusion, this includes Inclusion Teachers,

Individual Learning Support Assistant

Formerly known as “Shadow Teachers”, Individual Assistants are parent-funded staff who provide 1:1 support for students with additional learning needs for any logistical, safety related, behavioural, medical, and/or social and emotional need. In these cases, the student requires 1:1 support for at least 50% of their school day.

Mainstream Education

The learning environment where all students learn alongside their peers in an inclusive school environment.

Modified Curriculum

Enables alternative or multiple routes for engaging in learning, including a means of achieving educational qualifications alongside formal schooling. This may be appropriate for some students with additional learning needs but may not be equivalent to the qualifications obtained through the regular curriculum.

Multilingual Learners

Students who are acquiring the language of instruction and require additional support to address any language barrier to access and attainment.

Personal Emergency Evacuation Plan (PEEP)

A personalized plan, for any students that require it, to support either a short- or long-term need, which specifies the types of assistance required to support their safe evacuation and continuous safety, from the point of raising the alarm to exiting the school building.

Pull-out intervention

Intervention to address any identified cognitive, behavioural, social, or emotional need delivered by a specialist outside of the mainstream classroom.

Push-in intervention

Intervention to address any identified cognitive, behavioral, social, or emotional need delivered by a specialist inside the mainstream classroom to enable learning to continue alongside a student's peer group.

Quality First Provision/Strategies

Tier one level of support whereby students are supported through in class accommodations, resources and intervention by the class staff.

Resource Base

A dedicated classroom or set of classrooms within a mainstream setting that provides a tailored ongoing specialised instruction/curriculum and support (individualised, small group, modified curriculums or alternate pathways) to students with ALN, enabling integration into the wider school environment, where appropriate**.**

Specialized Provision

Educational provision which meets individual needs of students who require specialist attention (a blend of teaching and therapy) and focused resource allocation due to unique learning and engagement requirements.

Tiered Model of Support

An approach to meeting the different needs of students which acknowledges that most needs can be met by the Teacher

(Tier 1: Universal), whilst some may require specific interventions

(Tier 2: Targeted) and a few may require a high degree of personalization and possibly external support by specialists

(Tier 3: Intensive and Individualized). This includes models such as the Multi-Tiered System of Supports (MTSS), Graduated Approach Model, and others.

Twice Exceptional Students who are both gifted and/or talented and have other additional learning needs.

Universal Design

A concept that extends beyond the notion of accessibility, to include all people by creating inclusive spaces through the presence of integrated and mainstreamed products, environmental features, and services.

Universal Design for Learning

An approach to teaching and learning which promotes

equitable access to education

Areas of Needs

The Four Areas of Need The SEND Code of Practice 2014 (updated January 2015) sets out four broad areas of special educational need that include a range of difficulties and conditions:

1. Communication and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Social, Emotional and Mental Health difficulties (SEMHD)
4. Physical and/or Sensory Needs (P&SN)

At GEMS Cambridge International School – Abu Dhabi (CIA) our Student Support Department is organised to cater for early identification and provision of four areas of SEND need.

Learners will be identified by their primary area of need. The purpose of identification is to work out what action the school needs to take, not to fit a learner into a category*. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time, this will be reflected in their IEPs.

The code states that:

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

1. Communication and Interaction

Some of the aspects of difficulty included in this area are: Autistic

Spectrum Disorder (ASD)

- ASD is a relatively new term that recognises there are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour, which affects their ability to interact with children and adults
- think and behave flexibly, which may be shown in restricted, obsessional or repetitive activities.
- Pupils with ASD cover the full range of ability and the severity of their impairment varies widely. Some pupils also have learning disabilities or other difficulties, making diagnosis difficult. Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same triad of impairments but have higher intellectual abilities and their language development is different from the majority of pupils with autism. • Further information can be found at: http://www.autism.org.uk/about-autism
- Local organisations offering information, advice and support for children and young people with ASD and their families include: www.burgessautistictrust.org.uk/

Speech, Language and Communication Needs (SLCN)

Children and young people may have a range of difficulties with speech and language, some of which may resolve as the learner develops. For some children, such difficulties may be confined to their production of speech. For others, it may be hard to find the right words or to join them together meaningfully in expressive language. They may have problems in communicating through speech and may find it hard to acquire language and express thoughts and ideas. They may experience difficulties or delays in understanding or responding to verbal cues from others, or in understanding and using appropriate language for social interaction. The fact that a child or young person may understand and speak English as an additional language does not in itself constitute a speech and language difficulty. It is important to note, however, that different languages have different structures/phonologies (sound systems) which can sometimes cause initial short term difficulties. Further information can be found at: www.afasic.org.uk

2. **Cognition and Learning**

Of the aspects of difficulty included in this area are:

Attention deficit hyperactivity disorder (ADHD)

Attention Deficit Hyperactivity Disorder is a complex condition can seriously affect a child's concentration, behaviour and learning. A child with ADHD will often feel easily bored, may be distracted by unimportant sounds and sights, be impulsive and find it hard to sit still. This impacts on their learning as they can find it very hard to concentrate for the periods of time needed to complete tasks. Consequently, the work that they produce may not necessarily reflect their true ability. Further information can be found at: www.addiss.co.uk

Moderate Learning Difficulty (MLD)

Pupils with MLDs will have attainments significantly below expected levels in most areas of the curriculum despite appropriate interventions. Their needs will not be able to be met by normal differentiation and

the flexibilities of the National Curriculum. They should only be recorded as MLD if additional educational provision is being made to help them to access the curriculum. Pupils with MLDs have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have an associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have complex learning needs. In addition to very severe learning difficulties, pupils have other significant difficulties such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs and also for their personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P-scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

Severe Learning Difficulty (SLD)

Pupils with Severe Learning Difficulties (SLD) have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of selfhelp skills. Pupils with severe learning difficulties will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

Specific Learning Difficulty (SpLD)

A child or a young person with a Specfic Learning Difficulty will have difficulty with one or more aspects of learning. This includes a range of conditions such as:

- dyslexia (difficulties with reading and spelling);
- dyscalculia (maths); dyspraxia (co-ordination) and
- dysgraphia ;(writing)

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Further information can be found at:
http://www.ncld.org/typeshttp://www.ncld.org/types-learningdisabilities/dyscalculialearningdisabilities/dyscalculia

Dysgraphia

People with dysgraphia are affected by an extreme difficulty with fine motor skills and can have trouble organizing letters, numbers and words on a line or page. This can result partly from:

- Visual-spatial difficulties: trouble processing what the eye sees
- Language processing difficulty: trouble processing and making sense of what the ear hears. Further information can be found at: http://dysgraphia.org.uk

Dyslexia

Pupils with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation, and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words. Further information can be found at: http://www.bdadyslexia.org.uk

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and coordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position and poor social skills. Further information can be found at: http://www.dyspraxiafoundation.org.uk

3. **Social, Emotional and Mental Emotional Health**

Children with emotional difficulties include those who may be withdrawn or isolated, hyperactive and lack concentration; those with immature social skills and those presenting other difficulties arising other complex needs. Some children may have emotional needs and/or social problems that interfere with their own ability to learn effectively. In some instances, the difficulties they experience may cause disruption to the learning of other children or young people.

Social difficulties, in this context, occur when learners have problems managing interactions with others in school effectively and appropriately. They may have difficulty making the necessary adjustments to conform to the expectations of others in a variety of settings. The process is known as socialization. Either difficulty may impact substantially on the child's ability to learn.

Some of the aspects of difficulty included in this area are:

Adjustment Disorders

A child suffering from an Adjustment Disorder may have witnessed a stressful event or had a big change in their normal lifestyle. This could then have an adverse reaction on their emotional health and/or behaviour.

Anxiety Disorders

A child suffering from an Anxiety Disorder may be prone to frequent panic attacks. Here the child may complain of physical symptoms such as headaches or stomach aches. The child may also display inappropriate emotional responses, such as outbursts of laughter or crying out of context

Obsessive-Compulsive Disorder ('OCD')

A child suffering from EBD may also have an Obsessive Compulsive Disorder (OCD). Here the child can display recurrent and persistent obsessions or compulsions. Behaviours may include repetitive hand washing, praying, counting, and repeating words silently.

4. **Sensory and/or Physical**

Some of the aspects of difficulty included in this area:

Hearing Impairment (HI)

Pupils with an HI range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having an HI if they require hearing aids, adaptations to their environment and/or particular teaching strategies to access the concepts and language of the curriculum. A number of pupils with an HI also have an additional disability or learning difficulty. Hearing loss may be because of conductive or sensorineural problems and can be measured on a decibel scale. Four categories are generally used: mild, moderate, severe and profound. Some pupils with a significant loss communicate through sign instead of, or as well as, speech.

Visual Impairment (VI)

A visual impairment is generally defined as an eyesight problem that cannot be corrected by wearing glasses or contact lenses or by surgery. The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe learners with visual impairments.

They are defined as follows:

- "Partially sighted" indicates some type of visual problem has resulted in a need for special education;
- "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. They use a combination of vision and other senses to learn, although they may require adaptations in lighting or the size of print, and, sometimes, Braille;

- "Legally blind" indicates that a person has less than 20/20 vision in the better eye or a very limited field of vision (20 degrees at its widest point); and
- Totally blind learners learn via Braille or other non-visual media.

Multi-Sensory Impairment (MSI)

Pupils with MSI have a combination of visual and hearing difficulties. They are sometimes referred to as deafblind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean it may be difficult to ascertain their intellectual abilities. Pupils with MSI have much greater difficulty accessing the curriculum and the environment than those with a single sensory impairment. They have difficulties in perception, communication and in the acquisition of information. Incidental learning is limited. The combination can result in high anxiety and multi-sensory deprivation. Pupils need teaching approaches that make good use of their residual hearing and vision, together with their other senses. They may need alternative means of communication.

Physical Disability (PD)

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have an SEND. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean a pupil has an SEND. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability that can impact mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, and muscular dystrophy. Pupils with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some pupils are mobile but have significant fine motor difficulties that require support. Others may need augmentative or alternative communication aids.

Medical Needs A medical diagnosis or a disability does not necessarily imply a special educational need (SEND). It may not be necessary for the child or young person with any particular diagnosis or medical condition to have any additional form or educational provision at any phase of education. It is the child's special need rather than a diagnosis that must be considered. Some children may not require schoolbased SEND provision but they have medical conditions that, if not properly managed, could hinder their access to education. Children and young people with medical conditions will include those with Asthma, Diabetes, Arthritis, Epilepsy, severe allergies, Incontinence, Eczema, Cystic fibrosis Tracheotomy, Colostomy and Ileostomy. In such cases, school staff will work with the local doctor and school clinic in meeting or adjusting needs as required.

- Promote and reward positive behaviour
- Boost self-esteem
- Manage challenging behaviour in an assertive, non-confrontational and positive way

- Ensure fairness and encourage consistency of response to both positive behaviour and behaviour incidents
- Promote early intervention
- Enhance teaching and learning
- Develop a sense of self-discipline in learners and an acceptance of responsibility for their own actions
- Ensure that every member of the school community feels respected and valued
- Enable all members of the school to live and learn together in a positive, supportive way, promoting an environment where we are all safe and happy
- Ensure that all members of the school community will fully understand the consequences of failing to meet their responsibilities to others.

The above policy must be read in conjunction with the following:
GEMS CIA Tolerance Policy
GEMS CIA Cultural Sensitivity Policy
GEMS CIA Safeguarding Policy