



# DGPS Inclusion Policy 2023-24

Written by: Katherine Gilbert

## **Motto**

Learning Together, Growing Together

## **Vision & Values**

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

## **DGPS Way**

At Dove Green Private School, we are:

**Determined learners**  
**Global thinkers**  
**Positive achievers**  
**Striving for success**

## **Aims**

We are an inclusive school. This means that equity of opportunity must be a reality for all our students. We make this a reality through the attention that we pay to the different groups of students in our school:

1. Girls and boys
2. Minority ethnic and faith groups
3. EAL students
4. Students of determination including those requiring emotional and behavioural support.
5. Students with additional educational needs
6. Gifted and Talented students
7. Students with medical needs.

## **Objectives**

We believe that all students have an entitlement to a broad and balanced curriculum, which is adapted/modified/scaffolded to enable students to;

1. Understand the relevance and purpose of learning activities
2. Experience levels of understanding and rates of progress that bring feelings of success and achievement.

## **Curriculum**

The EYFS and National Curriculum are the starting point for planning a curriculum that meets the needs of specific pupils and groups of students.

We do this through:

1. Setting suitable learning challenges (targets).
2. Overcoming potential barriers to learning through the emotional/pastoral care, intervention programmes and support in and out of class by the Inclusion team and class LSAs.
3. Providing additional curricular opportunities outside the national curriculum to meet the needs of individuals or groups of students.

## **Roles and Responsibilities**

Classroom teachers are responsible for the learning, progress and outcomes of all students in their classrooms.

The Inclusion team support the class teachers and consists of;

1. Mrs. Katherine Gilbert – Head of Inclusion/Inclusion Champion
2. Mr Tim Dray – SENCO
3. Mrs. Lena Gaitanou-SENCO
4. Mrs Darin Shahin – Inclusion support teacher
5. Miss Lisaflor Catimbang – LSA
6. Miss Stephanie Pacturan – LSA (Behavioural)
- 7 Miss Beverly Banares LSA (EAL)
8. TBC- Talented.
9. Ms Mariana Bolivar- School Counsellor
10. Miss. Nkechi Osakwe – Gifted lead

## **Inclusion**

The focus for Inclusion at Dove Green School is on our ability to adapt to the needs of the students, altering where necessary the way it works for everyone. We believe that an inclusive setting works towards providing effective planning and adapted activities (adaptation/modification) in order to meet individual needs, whilst developing skills for greater independence.

## **Parent engagement**

We encourage all parents to make active contributions to their child’s education and aim to keep them fully informed of their child’s progress at all stages of their learning. We hold regular review meetings with the parents/carers of students of determination to discuss their progress, inform them of any interventions that are taking place and to seek their views and feelings on the provision made for their children. The Head of Inclusion, SENCO and inclusion support teacher are happy to speak with parents about their concerns and offer advice and support.

## **Planning and Time allocation**

Class teachers plan for all students in their class. This planning is adapted/modified according to the particular needs of their students. Lessons take place according to the curriculum demands, however arrangements are made for students who require regular breaks in order to remain focused. Where support from the inclusion team is in place, these sessions will take place either within the classroom or in the Inclusion room, and will be at a time that is the least disruptive to teaching of the main curriculum.

## **Resources**

Dove Green School has demonstrated commitment to Inclusion through the development of the Inclusion team. Alongside this, each class in the Foundation Stage has an LSA who supports groups and individuals within the class under the planning and guidance of the class teacher. In KS1 there are LSAs in all classes and in KS2 there are four LSAs. Students may have a 1:1 LSA who supports that particular child working on specific targets, this may be as an individual or within a small group. Support should always be appropriate to the child's learning and social needs and lead to increased independence.

The inclusion team maintain an inventory of resources for use with students and have developed the use of the GL SENAT screening tools to further enhance identification.

We have contact with a range of other external providers for Occupational and Speech and Language Therapy.

If a place cannot be offered, the respective documentation will be submitted to KHDA as required.

## **Assessment**

Entry assessments at Dove Green School are truly an assessment of educational need. The Head of Inclusion/SENCO/IST will meet with the families of students of determination to discuss the particular needs of the student in the first instance. Recommendations will then be put to parents. These recommendations are based upon enhancing the ability of the school to effectively meet the needs of the student and lead to successful equity of learning opportunities and inclusion.

Internal arrangements for statutory, external assessments are also adapted to suit the needs of individual students. Students may be exempt from particular assessments and adjustments regarding time allocation or 1:1 support can be made, to ensure optimum access and less stressful situations. This will be in discussion and in agreement with parents.

**Signed:**



**Print Name:** Christopher Seeley

**Designation:** Principal DGPS

**Date:** September 2023

**Next Review:** September 2024

