



Inclusion & SEND Policy

This policy has been produced for GEMS FirstPoint School, when 'The School' is referred to in this policy it is solely GEMS FirstPoint School that is being referred to.

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Table of Contents

1. PURPOSE	3
2. POLICY AIMS	4
3. PROCEDURES	5
3.1 DEFINITION OF SPECIAL EDUCATIONAL NEED	5
3.2 CATEGORIES OF SPECIAL EDUCATIONAL NEED	5
3.3 IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS	6
3.3.1 Through Admissions - on entry	6
3.3.2 Identification of Enrolled Students	6
3.4 ASSESSMENTS	7
3.5 LEVEL OF PROVISION	8
3.5.1 The Level System	8
Level 1	8
Level 2	8
Level 3	9
4. RESPONSIBILTIES	10
4.1 THE ROLE OF THE HEAD OF INCLUSION	10
4.2 THE ROLE OF INCLUSION CHAMPIONS	11
4.3 THE ROLE OF THE LEARNING SUPPORT ASSISTANT	12
4.4 THE ROLE OF THE CLASS TEACHER (PRIMARY)	12
4.5 THE ROLE OF TEACHERS (SECONDARY)	13
4.6 THE ROLE OF THE FORM TUTOR (SECONDARY SCHOOL)	14
5. MONITORING AND EVALUATION	14
APPENDIX 1 Learning Support Assistants (LSAs) Responsibilities and Expectations: ..	15
APPENDIX 2 General criteria for identification of SEND;	19

1. PURPOSE

Inclusion is a whole-school responsibility; it's in our DNA. At GEMS FirstPoint School, every child is challenged and supported to make exceptional progress based on the context of their ability and unique learning style. At our School, teaching and learning continuously strives to accommodate all learners, to identify barriers to learning and to remove all such barriers to enable access. Our curriculum offers the widest range of learning opportunities. The strength of our School is based on the inclusiveness of our partnerships with families. We foster an ethos of happy, compassionate, empathetic and self-confident learners.

In accordance with the school's ethos, all students will be given full access to all areas of learning and teachers will endeavour to ensure all students reach their full potential, irrespective of race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults. Our school ethos is to value the individuality, talents and gifts of all our students.

The purpose of this policy is to ensure that we recognise and support the needs of those students in our school who have been identified as having additional learning barriers and to ensure that adjustments are made to the curriculum to overcome those barriers.

In line with the stated policy of the Knowledge and Human Development Authority (KHDA), this school is committed to a social model of intervention rather than a medical model. As such, there is a clear emphasis on curriculum modification and flexibility in planning and resourcing. We strongly believe that this is the key to achieving the most effective possible level of inclusion.

This policy has been updated to ensure compliance with the following legislative requirements:

Dubai Inclusive Education Policy Framework of 2017

Federal Law No. (29) Of 2006 Concerning the Rights of People of Determination

Law No. (2) Of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai

Executive Council Resolution (no.2) of 2017 Regulating Private Schools in the Emirate of Dubai:

Article 4 (part 14)





Establish the conditions, rules, and standards that are required to facilitate the enrolment and integration of Students with disabilities in Private Schools

Article 13 (part 16)

Treat its students equitably and not discriminate against them on grounds of nationality, race, gender, religion, social class, or special educational needs of Students with disabilities.

Article 13 (part 17)

Admit Students with disabilities in accordance with the terms of its Educational Permit, the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 (part 19)

Provide all supplies required for conducting the educational activity, including devices, equipment, furniture, and other supplies which the KHDA deems necessary, such as the supplies required by Students with disabilities.

Article 23 (part 4)

Provide a special needs friendly environment and academic programmes appropriate for Students with disabilities in accordance with the rules and conditions determined by the KHDA and the concerned Government Entities in this respect.

2. POLICY AIMS

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a personalised curriculum appropriate to individuals' needs and ability.
- To ensure the timely and effective identification of all students requiring SEND provision as early as possible upon entry to the school and, ideally, in advance of admission.
- To ensure that SEND students participate in all School activities and that the large majority of learning takes place in the common learning environment.
- To ensure that Parents/Carers of SEND students are kept fully informed of their children's progress and attainment.
- To ensure that SEND students are involved in decisions affecting their future provision, where appropriate.



We know that many students will have special educational needs at some time during their school life. At GEMS FirstPoint School we recognise that appropriate support and intervention, through the implementation of this policy, will enable all students to experience and enjoy positive achievement.

3. PROCEDURES

3.1 DEFINITION OF SPECIAL EDUCATIONAL NEED

A student has special educational needs if he or she is experiencing learning barriers that need special educational provision to be made for them to access learning. By 'learning barriers' we mean that the student will have much greater difficulty in learning than most students of the same age, or that he or she has a specific learning disability or physical disability which prevents them from using the facilities in the school that are provided for students of the same age.

3.2 CATEGORIES OF SPECIAL EDUCATIONAL NEED

In line with the recommendations of KHDA, we recognise the following categories of special educational need:

- Intellectual disability
- Multiple disabilities
- Developmental delay (younger than 5 years)
- Communication disorders
- Autism Spectrum Disorders
- Attention deficit and hyperactivity disorders
- Specific learning disorders
- Sensory impairments
- Physical disabilities
- Deaf-blind disability
- Psycho emotional disorders
- Acute medical conditions

Most Able and Talented - please see the separate Most Able and Talented Policy.



3.3 IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

It is important that a student's special educational needs are identified as early as possible so that the appropriate provision can be put in place. Students can be referred to the Inclusion Support Team (IST) on entry or at any point during their education at GEMS FirstPoint School.

3.3.1 Through Admissions - on entry

On application, the following measures are used to help assess the level of individual need and to ensure that appropriate provision can be made for each student.

- Parent/Carers are required to disclose any special educational need that has been previously identified. Failure to do so would put the parents in breach of the KHDA parental agreement.
- Each student's application needs to be accompanied by previous academic reports, transfer certificates and any medical/psychological assessments that are relevant to the application, including Individual Education Plans (IEPs), or similar documentation.
- Before entry to the Foundation Stage (FS), students are invited to a 'play' session which informs assessments by staff and discussions with parents will take place.
- Students from Year 1 to Year 3 are asked to complete a Literacy and Numeracy assessment.
- Students from Year 4 upwards complete the Cognitive Ability Tests (CAT4) assessments to determine their learning preference and potential and to identify the potential presence of a specific learning difficulty.
- When a student is identified through admissions, the student might be called back for an interview with the Head of Inclusion, SENCo, or a member of the Leadership Team.

If any of these measures indicate that the student may have an additional need, the application is referred to the Head of Inclusion in the relevant section for individual consideration. A decision will then be made using the Level System¹ and the provision that will be put into place.

3.3.2 Identification of Enrolled Students

For students already enrolled in the School, the following is taken into consideration:

- **Standardised tests** - data gathered will include entrance assessments alongside other standardised tests such as the CAT4. Students with a standardised score of 84 or less in any
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¹ Level System – please see 3.5 Level of Provision



- two of the four batteries will be monitored by the IST for further assessment and possible identification of need.
- **Benchmark testing** – students working significantly below age related norms (at least two years below) may be referred to the IST if the class or subject teachers are concerned that this is related to a specific or general need.
- **On-going assessments** - as the students continue through the School, regular testing will assess progress. The IST will be informed of any students struggling to make expected progress and a Short-Term Intervention Plan (STIP) will be implemented if appropriate.
- **Specific concerns** - a student may be referred by teachers or parents if specific concerns are raised that the IST may be able to address. A thorough process for referral (Appendix 1) is embedded within the teaching and learning process and is continually monitored by the IST.

3.4 ASSESSMENTS

Once a referral has been made, the student will be assessed by a member of the IST to ascertain the need. The assessment may comprise of several different elements, but is likely to include:

- Seeking the viewpoint of the student
- Seeking and co-ordinating feedback from teachers across the curriculum to identify common difficulties and/or strategies that have proved effective with this student
- Discussions with parents regarding previous and current difficulties the student may be experiencing
- Feedback with Head of Year/Form Tutor/Subject Leaders
- Standardised tests to assess current levels against national norms
- Observations and advice from other service providers.

It may be appropriate to seek advice from other service providers who can offer further insight to support student's needs. This may include a request for a full educational assessment from a suitably qualified professional, licensed by the Dubai Health Authority (DHA) and/or Community Development Authority (CDA).

Once the assessment has been completed, the IST will collate and assess the information to decide if further action needs to be taken. If the student is considered to have a need that necessitates additional provision the IST will meet with all stakeholders to plan for provision.



3.5 LEVEL OF PROVISION

To ensure that the correct level of support is put in place for the students at GEMS FirstPoint School, we use the 'Level System' of provision as recommended in the KHDA document 'Implementation of the Dubai Inclusive Education Policy' (2018). Students with additional needs will be classified as needing support at either Level 1, 2 or 3.

3.5.1 The Level System

Level 1

Every teacher is expected to personalise the learning in their classroom to meet the needs of all students. For most students this 'quality first', personalised teaching in the classroom will address any additional needs that they may have. These students will be closely monitored by teachers to ensure that they are making expected progress. The IST will be available to offer support and guidance as necessary. These students will be listed within the School's SEND register which will be accessible by all staff.

Level 2

Some students will need additional support to make progress or overcome a particular barrier to learning. This support may only need to be short term and/or in specific areas such as literacy, numeracy or areas of social and emotional understanding.

Students needing short term or specific intervention will move to Level 2 provision. At Level 2, the classroom teacher holds the main responsibility, with support from the IST. At Level 2, the students will receive short term, targeted interventions, which will be delivered by an identified member of the IST. Such students will be removed from the common learning environment only when it is judged to be an absolute necessity and the frequency of such interventions will be kept to an absolute minimum. They will be included on the school's SEND register and progress will be monitored on a termly basis. All progress information will be shared with relevant staff to inform inclusive planning.

The school can facilitate other service providers who can offer specialised therapies such as:

- Speech & Language Therapy
- Occupational Therapy
- Applied Behaviour Analysis Therapy
- Bilateral Integration Therapy



Level 3

Students needing long term or intensive support will be moved to Level 3 provision. If a student has been assessed as needing Level 3 intervention, this means that the school believes that the student will not make expected progress unless Learning Support Assistance is provided (LSA). At Level 3 responsibility for the student is shared equally with the class teacher, LSA and IST.

Level 3 provision involves developing a Pupil Profile Individual Education Plan (IEP) for the student that will identify the individual needs of the student and ensure a programme of intervention is delivered to target these needs. “SMART” targets will be used to ensure that barriers which affect the learning of the student in multiple areas are reduced or removed. This programme will be monitored by the IST, in collaboration with the class teachers and LSA, and will be regularly reviewed with parents and students on a termly basis.

The format of Level 3 provision will be dependent on the individual needs of the student and is likely to contain the following elements:

- Individual assessments and identification of need
- An IEP (to be reviewed annually)
- LSAs to monitor progress and facilitate delivery of interventions
- Individualised programme of intervention that will involve regular 1 to 1 input (usually daily) on key targets
- Targeted support in class to facilitate learning
- Regular reviews of progress and setting of new targets.

In addition, the support programme may include:

- Targeted group classes
- Use of online based intervention programmes
- Involvement of other service providers.

Level 3 support is provided at an additional cost to parents. The cost of this service brings no additional profit to the school. A graduated ‘Banding’ system is used in order to reflect the level of need and reduce costs to parents wherever possible.



4. RESPONSIBILITIES

4.1 THE ROLE OF THE HEAD OF INCLUSION

The Head of Inclusion plays the lead role in coordinating the school's SEND provision. This involves working with the Principal, the Assistant Principal for Inclusion and Senior Leadership Team (ELT) to determine the strategic development of the policy. The Head of Inclusion ensures that the SEND policy is implemented in full, and that the needs of the identified students are being addressed. It is important to note that KHDA recommends the Head of Inclusion should spend 60% of their time working to support and develop inclusive teaching, 25% of their time working directly with individual students or groups of students and no more than 15% of their time on admin tasks.

Specific responsibilities include:

- SEND students are effectively and efficiently identified in a timely manner
 - The SEND register is accurate and updated weekly
 - The provision for students with SEND is well planned and effective
 - The impact of provision is monitored and evaluated
 - Provision is in place for new entrants with identified need
 - Parents and students are kept fully informed of progress and planned provision
 - The records of students with SEND are accurate, updated and in line with department guidelines
 - The performance of Learning Support Assistants is monitored and is effective
 - The effective and relevant professional development of Learning Support Assistants
 - There is advice and access to training available to school staff
 - The Self Evaluation Form and School Improvement Plan reflect accurately the strengths and areas for development of provision for students with SEND.
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- To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning
 - To support all staff in understanding the needs of students experiencing SEND and ensure the objectives to develop inclusion are reflected in the Inclusion Development Plan



- To display a developing and professional knowledge base, together with the ability to identify the key implications for the school, and exercise a key role in assisting the SLT link with the strategic development of the inclusion policy and provision
- To use relevant School data to inform targets for development and further improvement for individuals and groups of students
- To establish clear targets for achievement in inclusion and evaluate progress
- To establish and implement a variety of systems and processes which provide good information gathering about the quality of teaching and learning for students of determination and their prior learning, progress and achievements
- To monitor, analyse and interpret relevant school data and advise the SLT on the level of resources required to maximise the achievement of students experiencing SEND
- To liaise with staff and parents to co-ordinate their contribution, provide maximum support and ensure continuity of provision for students of determination
- To involve all colleagues in the creation and execution of the Inclusion Support Team Strategic Development Plan. This will identify clear targets, timescales and success criteria for its development and/or maintenance in line with KHDA
- To support, facilitate and monitor the progress of the Inclusion Support Team Strategic Development Plan to ensure it makes a significant contribution to whole school improvement
- To regularly review the progress towards the targets set in the Inclusion Support Team Strategic Development Plan and provide regular progress updates to the SLT to ensure that they are fully aware of all successes, issues and concerns
- To ensure, where appropriate, representation of the Inclusion Support Team at middle leaders meetings
- To assess and co-ordinate the identification, assessment and provision for students experiencing SEND

4.2 THE ROLE OF INCLUSION CHAMPIONS

The Head of Inclusion will also identify and support the school's Inclusion Champions. Inclusion Champions will be chosen from each year group in the Primary School and each subject area in the Secondary School.



The Inclusion Champion will be the 'voice' of inclusion in each year group/subject team. Inclusion will be a standing item on every agenda and minutes will record the contributions of the Inclusion Champion as well as issues shared with the Inclusion Champion by the team. It is the responsibility of the Inclusion Champion to bring any issues to the attention of the Inclusion Support Team and to follow up on those concerns.

4.3 THE ROLE OF THE LEARNING SUPPORT ASSISTANT

LSAs are employed by the school to help address the needs of students with special educational needs and learning disabilities. Their role is to establish a positive and targeted working relationship with teachers and to facilitate the learning for an individual student or group of students. They are not shadow teachers. A more detailed description of the responsibilities and expectations can be found in Appendix 1.

4.4 THE ROLE OF THE CLASS TEACHER (PRIMARY)

All teachers have a responsibility to monitor and assess the progress of each individual student that they teach. Where a student is exhibiting difficulties that indicate that additional provision may be necessary, the teacher will refer the student through the established referral process via a Short-Term Intervention Plan (STIP).

LEVEL 1

At Level 1, the responsibility for provision lies with the teacher. The teacher will differentiate and personalize learning according to the need of the individual student to ensure that they can make progress. The Inclusion Support Team will provide advice, if required, on how the needs of the student can be met. If a student is placed at Level 1, the progress of the student will be reviewed every four to six weeks, in consultation with the Head of Key Stage who informs the Head of School, before a referral is made to the Inclusion Support Team. At this point consideration should be given to the possible use of a Short Term Intervention Plan (STIP).

LEVEL 2

At Level 2, the primary responsibility for a student on the SEND register lies with the class teacher. The teacher will be supported by the Inclusion Support Team and this may include



additional provision that will be put in place to help the student achieve set targets. It is the responsibility of the class teacher to ensure that progress is tracked and monitored and is reviewed termly with the parent, child, and Inclusion Support Team. New targets are put in place to enable the student to progress towards independence in learning.

LEVEL 3

At Level 3, the responsibility for the student is shared jointly by the class teacher and the Inclusion Support Team. The IST will have responsibility for drawing up an Individual Education Plan in consultation with the class teacher, parents, the child and Learning Support Assistant. It is the responsibility of the Head of Inclusion to monitor and review progress in consultation with the class teacher, students and parents, as well as evaluating the impact of the provision. Reviews will be held annually with the student, parent, class teacher, LSA and associated professionals, if relevant. Parents may request additional reviews if they wish.

4.5 THE ROLE OF TEACHERS (SECONDARY)

Teachers are required to monitor student attainment in their departments. All teachers have a responsibility to track, monitor and assess the progress of each individual student that they teach. Students will be set targets by their subject teachers as part of the school's target setting process.

Where a student is exhibiting difficulties which indicate the possible need for additional provision, the subject teacher will make a referral to their Head of Department who will inform the relevant Head of Year and begin the Level 1 monitoring process.

LEVEL 1

At Level 1, the responsibility for provision lies with the teacher. The teacher will differentiate and personalize according to the need of the individual student to ensure that they can make progress. The Inclusion Support Team will provide advice, if required, on how the needs of the student can be met. If a student is placed at Level 1, the progress of the student will be reviewed after four to six weeks, in consultation with the Head of Year and Head of Department, before a referral is made to the IST. At this point consideration should be given to the possible use of a Short-Term Intervention Plan (STIP).



LEVEL 2

At Level 2, the primary responsibility for a student on the SEND register lies with the teacher. The teacher will be supported by the IST with additional provision that may be put in place to help the student make progress. It is the responsibility of the subject teacher to ensure that the progress is tracked and monitored and is reviewed on a termly basis.

LEVEL 3

At Level 3, the responsibility for the student is shared jointly by the class teacher and the Inclusion Support Team. Together, in consultation with the Head of Year, subject teachers and the Learning Support Assistants, targets for an Individual Education Plan will be selected.

It is the responsibility of the Head of Inclusion to monitor and review progress in consultation with the class teacher, students and parents, as well as evaluating the impact of provision. Reviews will be held annually with the student, parent, relevant teachers and LSA and associated professionals, if relevant. Parents may request additional reviews.

4.6 THE ROLE OF THE FORM TUTOR (SECONDARY SCHOOL)

The role of the Form Tutor is to create a link between the subject teachers and the IST and to have an overview of how the student is progressing, including knowledge of any barriers they may be experiencing. Form Tutors should have an awareness of the SEND students in their form class, their relevant Level of intervention and access to their specific IEP targets.

Once students are assessed, the Form Tutor will be informed of the support being provided and may be consulted during the monitoring and target setting process for that student.

5. MONITORING AND EVALUATION

The overall effectiveness of inclusive provision at GEMS FirstPoint School will be monitored and reviewed by members of the Senior Leadership Team, on a termly basis, to ensure consistency across the school. The Inclusion Support Team's Strategic Development Plan will be used to monitor the ongoing effectiveness of inclusive provision.

There will be an annual review of this policy by the Head of Inclusion and Senior Leadership Team.



APPENDIX 1 Learning Support Assistants (LSAs) Responsibilities and Expectations:

Overall Purpose of the Job:

- To work in collaboration with classroom teachers to enable students of determination to be successfully included in the common learning environment alongside peers. This includes being involved in the assessment processes, record keeping, lesson planning and resource development. The classroom teacher is responsible for the modification, implementation and outcomes of the students' educational programme and the role of the LSA is to facilitate this process.
- To be available to individual students/groups of students through the guidance of the Inclusion Support Team (IST) to assist classroom teachers in providing effective instruction to students with diverse learning needs including students of determination (students who experience SEND).

Support for Students:

1. LSAs will be used differently across different phases of the school depending upon classroom and student need. Some LSAs may work across different class groups to support whole class teaching while others may provide specific support to small groups of students. The specific responsibilities will differ according to the individual context of each LSA but will include:
 - a. Providing individual support to a specific student
 - b. Promoting access to targeted support outside of the classroom
 - c. Working on differentiated activities with groups of students
 - d. Liaising with the leaders of provision for students of determination
 - e. Developing social/emotional skills
 - f. Working with teachers to monitor the progress of students
 - g. Supporting intervention or therapy sessions
2. LSAs will work alongside a student of determination or group of students to help them to fully access the teaching and learning with particular reference to IEP targets, ensuring safety and access to learning activities, including, where appropriate, specialist lessons. For example:
 - a. clarifying and explaining instructions
 - b. ensuring the student is able to use necessary equipment
 - c. assisting in specific areas of difficulty such as speech and language or writing tasks
 - d. helping a student concentrate on and complete set work through supports which develop independence
 - e. developing appropriate resources to support a student
3. Communicate effectively, appropriately and sensitively with students of determination to support their learning, promoting self-confidence and independence.
4. Assist students of determination with developing skills both within the accessible curriculum and on the IEP in a one to one or group setting, depending on the planning and guidance from the teacher/Inclusion Support Team.
5. Where necessary, in rare and exceptional circumstances assist students who require personal care and additional support to access facilities in the wider school environment (e.g. eating, using the bathroom, dressing) as required and directed by Inclusion Support Team.
6. Encourage students of determination to interact with others and engage in activities led by the teacher or other children.



7. Be actively involved in supporting students of determination to move towards independence, academic, physical and social inclusion and acceptance.
8. Support the use of ICT in learning activities and develop student's competence and independence in its use.
9. Supervise and promote the social inclusion, friendships, emotional and physical safety of the student at play/leisure breaks, as agreed and as required, with the class teacher, and also at times of transition between lessons and activities, and on arrival to class and before departure as required.
10. Provide feedback to the student in relation to progress on learning objectives/targets and achievement under the guidance of the teacher.
11. Have realistically high expectations of the student; respect their social, cultural, linguistic, religious and ethnic backgrounds; and be committed to raising their educational achievement.
12. Use positive behaviour management strategies, in line with the school's policy and procedures.
13. Attend swimming lessons, either to be on the side of the pool or to enter the water, as required by the leader of provision for students of determination and the Head of PE.
14. If the student who receives LSA support is absent, report to the classroom teacher and leader of provision for students of determination.

Support for the Teachers

1. Support the teachers in lowering barriers to learning and facilitating student engagement and participation within relevant and meaningful learning opportunities.
2. Be involved in assessment processes, record keeping, lesson planning and resource development to support the inclusion of students of determination.
3. Help create and maintain an effective learning environment through:
 - a. Working within a framework set by the assigned teacher/Inclusion Support Team, including how to feedback and assist in setting out learning materials appropriate to planned activity for the student/groups of students.
 - b. Engaging in class-wide monitoring of student learning (e.g., independent or small group work) identified and planned by teachers and the Inclusion Support Team.
4. Attend planning meetings with the teacher/Inclusion Support Team to collaboratively plan support and assist in the delivery of intervention programmes for individuals and small groups.
5. Monitor the student's participation and progress, providing feedback to the teacher on:
 - a. Engagement
 - b. Any issues of concern
 - c. Achievement of desired learning objectives
 - d. Annotate work regarding description of support given
6. Collect formative assessment data on student performance and progress, based on systems designed by teachers or the Inclusion Support Team.
7. Support the teacher and Inclusion Support Team in identifying the most effective teaching approaches and resources for students with particular needs. This includes preparing learning materials for use by the student under the direction of the teacher/Inclusion Support Team.
8. Administer routine assessments (following appropriate access arrangements), invigilate assessments/exams and undertake routine marking of student's work as directed by the teacher & Inclusion Support Team.

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9. Accompany student on educational visits and take responsibility for the named student under the supervision of the teacher. Use routine supervision and care skills to support students physically, emotionally, socially and academically as required.
 10. Communicate effectively with the student's parent/s via LSA reporting systems based on IEP targets and outcomes.
 11. Maintain a file of IEPs, assessments, records and other relevant documents.

Support for the Curriculum

1. Undertake structured and agreed learning activities, adjusting activities according to student's responses. Help the student(s) access the learning activities through specialist support where necessary.
2. Understand and refer to learning objectives with reference to the student within the appropriate curriculum framework.
3. Attend relevant meetings required including, with teachers, leader of provision for students of determination/Inclusion Support staff, Individual Education Plan meetings and continuing professional development.

Support for the School

1. Ensure the identity of the student and all issues with regard to their needs are confidential.
2. Be aware of & comply with policies and procedures relating to child protection, health, safety and security, staff code of conduct, confidentiality, data protection and other school policies, reporting all concerns to the appropriate person.
3. Be aware of and support differences and ensure all students have equitable access to opportunities to learn and develop.
4. Meet with the assigned classroom teacher(s), colleagues and leader of provision for students of determination /Inclusion Support Team to discuss issues in order to improve practice/ensure adequate resource allocation.
5. Take part in the induction programme and ongoing training offered by the school to further knowledge (within employed hours).
6. Attend meetings for the team of Teaching Assistants/LSAs to discuss issues arising from day-to-day support in the classroom and identify improvements to the service provided.
7. Contribute to the overall ethos/work/aims of the school and to report any problems about arrangements or any incidents to class teacher & leader of provision for students of determination or other staff member according to school policies.
8. Set a good example in terms of dress, punctuality and attendance.
9. Work in collaboration with other teaching assistants, support staff, administration and partake in professional review and coaching based on performance with line manager.
10. If absent, LSA must contact the person appointed in the school responsible for absences in line with school policy.

Knowledge, Skills and Experience Required

- Ability to effectively communicate with students, parents and colleagues and maintain confidentiality.

- Time management and organization skills.
- Literacy and Numeracy skills.
- ICT capability- to use it effectively to support learning.
- Knowledge of strategies which promote positive behaviour and discipline and ability to motivate students.
- Support ethos of the learning environment.
- Caring, calm approach. Ability to relate well to children, establishing empathy and good rapport.
- Ability to acquire further knowledge in order to contribute effectively and with confidence to classes in which involved.
- Solution based problem solving and a flexible approach.
- Ability to use initiative in a range of situations.

Work Demands

- Implementing activities in lessons and in school hours as directed. Time to complete activities will vary. Completing LSA reports as expected.
- Disruptions to the timetable may be caused by unplanned absences of staff and children and unexpected visits by parents and professionals.

Physical Demands

- Sits for lessons with students but may have sustained periods of physical activity, involving bending, crouching, lifting, turning, standing, walking and running, e.g. in PE lessons, when meeting a student's personal care needs, when taking students for off-site educational visits.
- When working with small children, staff are required to sit on and get up from low chairs and low tables.

Working Conditions

- Works in classrooms for most part of school day.
- May be involved in outside activities (e.g. on sports field, supervision on playground) and off-site educational activities in all weather conditions.

Induction, Ongoing Professional Development and Appraisal

- Receive an induction programme where they are orientated to school policies and procedures as well as specific LSA responsibilities and duties.
- Participate in annual training days with all staff.
- Work alongside more experienced LSAs to develop their understanding of the job.
- Receive ongoing professional development opportunities, including regular coaching from the leader of provision for students of determination /Inclusion Support Staff as well as coaching from the classroom teacher and other members of the Inclusion Support Team.
- Apply current best practice and strategies learned through professional development courses, in-services training, mentoring and workshops.
- Line managed by the leader of provision for students of determination.
- Formal appraisal system according to school policy.
- **Note: If LSA is employed directly by the parent:** All processes outlined in the job description above are to be followed when an LSA is employed by parents of students of determination. This includes the above information about professional induction, monitoring and training requirements, line



- management procedures, the code of conduct, expected levels of professional practice, assessment, marking and feedback procedures, confidentiality and levels of accountability.

APPENDIX 2 [General criteria for identification of SEND;](#)

Level 3 SEND students

In order to be considered a level 3 SEND student at GEMS First Point School a student should typically meet one of the following criteria:

- Reading age which is half or less of life age.
- Identified at 1st centile or below in any cognitive or developmental domain via a recognised standardised assessment tool including external reports by appropriately accredited professionals.
- A standardised score of 60 or below in any battery of the CAT4

Level 2 SEND students

Typically, a level 2 SEND student at GEMS First Point School should meet one of the following criteria:

- Reading age which is two years or more below life age.
- Identified at 2nd centile or below in any cognitive or developmental domain via a recognised standardised assessment tool including external reports by appropriately accredited professionals.
- A standardised score of 70 or below in any battery of the CAT4.

Level 1 SEND students

Students who do not meet the above criteria may be identified at level 1 on the school's SEND register and will include but are not limited to the following:

- Students with a formal diagnosis from an appropriately accredited professional.
- Students who have been granted additional exam access arrangements.
- Students with SEMH difficulties with the potential to impact learning.
- Students with physical-medical conditions with the potential to impact learning.

The needs of all Level 1 SEND students can be met by Quality First Teaching (QFT) which may include advice and guidance from members of the Inclusion Support Team.

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