



GEMS WELLINGTON INTERNATIONAL SCHOOL

Inclusion Policy

Reviewed by: Wendy Harris

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Next date of review: June 2025

Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

(Dubai Inclusive Education Policy Framework (2017) p53)

Introduction

This Inclusion Policy is an overarching policy that supports the vision and aims of the school.

GEMS Wellington International School (WIS) Policies included in the Inclusion umbrella are;

- Policy for the Provision for Students of Determination (including the Post 16 Policy for the Provision for Students of Determination)
- Highest (CAT) Potential and Highest Performance Policy
- English as an Additional Language (EAL)/English Language Learners (ELL) Policy
- Curriculum policy
- Learning and Teaching policy
- Assessment policy
- Health and safety policy
- Behaviour and reward policy
- Anti-bullying policy
- Safeguarding policy
- Child protection policy
- Admissions policy
- Examination policy
- Counselling Policy

The following official documents and Laws have been adhered to when writing this policy;

The Dubai Inclusion Education Policy Framework (2017)

Implementing Inclusive Education – A guide to schools (2019)

Directives and Guidelines for Inclusive Education (2020)

The Dubai Federal Law 2006 (No.29)

The Dubai Law 2014 (No.2) on the protection of Rights of Persons with Disabilities

Executive Council Resolution (No. 2) 2017 - Regulating Private Schools in the Emirate of Dubai, including Article 4, Article 13 (16), Article 13 (17), Article 13 (19), Article 23 (4)

Vision



WIS is committed to providing a caring, inclusive and safe environment for all our students, alongside ensuring all students have equal opportunities and a quality education, ensuring success within a truly inclusive landscape of mutual respect and equity for all.

Wellbeing plays a crucial role in our Inclusion policy. Our goal is to create a safe and inclusive environment for all individuals, promoting their mental, emotional, and physical wellbeing.

Mission

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

Aims

UNCRPD has a clear rationale for transitioning from a medical to a rights-based model of disability to achieve the ultimate goal where the inclusion of persons of determination is viewed as a human right, as opposed to a requirement for the benefit of individuals and society in general. The Dubai Inclusive Education Policy Framework (2017) utilises the social construct of disability to set a clear vision of inclusive education across Dubai and defines disability as:

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

At WIS we aim to operate a rights-based model of Inclusion which is in line with the UNCRPD’s principles and directives and recognises a student of determination’s right to access the same quality of education as other students. We recognise that the disability is not within the person but is created from influences outside of the person as constructed socially by discriminatory attitudes, policies, and systems. We seek to identify the presence and impact of the difficulties experienced by these students and maintain high expectations of their participation, engagement and success. We strive to develop effective teaching, learning, and curriculum development processes that cater to all, irrespective of abilities or needs and work in partnership with parents, specialists, and other community members to devise strong, comprehensive, and sustainable systems of inclusion.

This will be achieved by:

- Enabling every teacher to play a key role in facilitating the educational inclusion of students of determination.
- Using flexible and responsive teaching and learning styles
- Providing appropriate and achievable learning targets for all students
- Supporting the learning and participation of all students
- Implementing systems for early identification of barriers to learning and participation
- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our students
- Equipping students with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society
- Ensuring systems of teacher professional monitoring and support are designed so that each teacher is fully empowered to remove obstacles which impose educational, and ultimately social exclusion
- Providing high-quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of students



Measuring Success

Students demonstrate better-developed learning skills, are more resilient in the face of challenges, have a determination to succeed and are better prepared for their future. They are encouraged and supported to become lifelong learners through accessing opportunities within tertiary education, vocational training or adult education without discrimination and on an equal basis with others.

Students with and without needs benefit from the Inclusive setting.