

DISD Inclusion Policy

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1. PREAMBLE

German International School Dubai (GISD) offers an enriched German Speaking Curriculum to students of all nationalities culminating in the Abitur, Realschul- oder Hautschulabschluss.

Children and young people with their individual abilities are the focus of the German International School Dubai. Pupils with their various cultural and social backgrounds study here together successfully. The school aims to provide all students with the opportunity to achieve their best academically, emotionally and socially.

Accordingly, GISD supports students with special educational needs (SEN), who demonstrate a reasonable ability to be successful in our academic programs. Students identified as having SEN have full access to our curriculum and are integrated into all aspects of the school so that they may reach their full potential.

We offer a safe, supportive, engaging, and appropriately challenging common school environment in which all children and students, including those identified as experiencing special educational needs and disabilities, learn and achieve according to their academic, personal, social, and emotional development. We provide a barrier free participation in the school community.

The policy is in line with Dubai Inclusive Education Policy Framework which reflects the UAE's commitment to the United Nations Convention on the Rights of persons with Disabilities (UNCRPD) Art. 24 on the right of inclusive education as well as Federal Law 2006, Dubai Law 2014 (no 2) and Executive Council resolution No. 2 2017 – Regulating Private Schools in the Emirate of Dubai Including Article 4 (14), Article 13 (16), Article 13 (17), Article 13 (19) and Article 23 (4).

German International School has taken into account the following statements and definitions:

"At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such setting all students have access to quality instruction, intervention and support, so that they experience success in learning."
Dubai Inclusive Education Framework

"Every learner matters and matters equally." UNESCO: Global Education Agenda 2030

"Recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity...:

a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;

b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;

c. Enabling persons with disabilities to participate effectively in a free society.
UN Convention on the Rights of persons with Disabilities."

- Article 24 Education

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" .

(p68) SEN Code of Practice 2014

2. INCLUSION STATEMENT

- We endeavor to achieve maximum inclusion of all students whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the students within the class room and provide materials appropriate to children's interests and abilities. This ensures that all students have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress. We make every effort to narrow the gap in attainment between students with special educational needs and others.
- German as a Foreign Language (DaF) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students who are learning DaF as part of our provision for vulnerable learners.
- Continually monitoring the progress of all children, to identify needs as early as possible and to provide support, while maintaining the balance of the mainstream class. We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" and special educational needs. Some students in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Programs for students will be explained further in the policy.

3. AIMS AND OBJECTIVES OF THE POLICY

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, parents and guardians.
- To carefully map provision for all learners with determination to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

- To ensure a high level of staff expertise to meet student's needs, through well targeted continuing professional development.

The Principal has delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Leader of the Inclusion Support Team (IST) – the Inclusion Champion. The Inclusion Champion is responsible for reporting regularly to the Principal and senior leadership team regarding the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximizing achievement and opportunity of students – specifically, teachers of students with special educational needs, DaF, and under-achievers. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all students at all times.

4. SPECIAL EDUCATION CATEGORIES

The kinds of Special Educational Needs which are provided for in our school: As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. We have had success in providing for a wide range of different needs. This has included students with:

- Dyslexia – reading and spelling disorder
- Dyspraxia – developmental coordination disorder
- Dyscalculia – mathematical calculation disorder
- Processing Speed and Working Memory
- Hearing Impairment
- Asperberger
- Speech and Language Disorders (e.g. selective mutism)
- Receptive and expressive language disorder
- ADD/ADHD
- Physical & Health Related Disability (e.g. spina bifida)

Types of need will be identified according to the 2016-17 KHDA Framework:

Type of Need	Description
Behavioural, Social, Emotional	Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.
Sensory	Visual impairment Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated "special need". These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
Speech and Language Disorders This does not include students with additional language needs	Expressive language disorder – problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language. Communication

Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.
Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support
Profound and Multiple Learning Difficulty (PMLD)	Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
Assessed Syndrome	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome.
Dyslexia -reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

Dyscalculia - using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia – fine and gross motor skills	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

In admitting students with special educational needs we would expect to have informative discussions with both the student’s family and any outside agencies that may be involved in the student’s care. As a mainstream school, it would clearly be difficult for us to make provision for students whose needs and/or demands are significant, severe or profound. However, we do not rule this out and would make a careful assessment of the needs of each student in constructive conversation with parents or guardians.

4.1 IDENTIFICATION AND ASSESSMENT OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Student’s needs should be identified and met as early as possible with entry or during the academic year.

Through Admissions

GISD works in partnership with KHDA to facilitate the enrolment and integration of Students with Disabilities. On application, the following measures are used to help assess the level of individual needs and to ensure that appropriate provisions can be made for each student. GISD will admit students of Determination in accordance with all relevant guidance and legislation in force.

- Parent/Carers are asked to disclose any special educational need that has been previously identified.
- Child’s application needs to be accompanied by previous academic reports, previous provision plans, individual Education Plans and any previous medical/psychological assessments that are relevant to the application.

- Foundation Phase students are assessed in a group environment in order to take into account social abilities and appropriateness.
- Primary and Secondary students are asked to complete a standardised Mathematics and German literacy assessment and a fluid intelligence test.

If any of these measures indicate the student may have additional needs, the Head of Inclusion is contacted and a decision is made using the Wave System as to the level of provision that will be required for the student.

During the Academic Year

- **Specific concerns** - a student may be referred through the online referral by teachers or parents if specific concerns are raised that the Inclusion Support Team may be able to address.
- Data gathered from **Standardised Tests**, such as the CFT-R and online Diagnosis.
- **External Therapy or Learning agencies** conducting Observations for specific Learning Disabilities, Occupational therapy support, Speech and Language support , ABA Therapy support or counselling support
- **On-going Assessments** - Regular testing will assess progress. Students struggling to make expected progress may be referred through the online referral system to the Inclusion Support Team if the class or subject teachers are concerned that this is related to a specific or general need.
- **Benchmark testing** – all students undergo benchmark testing on entry which will identify German State Curriculum levels. Students working significantly below age related norms may be referred to the Inclusion Support Team if the class or subject teachers are concerned that this is related to a specific or general need. The online referral is to be completed in this situation.

The Inclusion Support team is responsible for:

- classroom-based assessment and monitoring arrangements.
- maintaining the monitor registers for all vulnerable students
- a more in depth individual assessment - this may include lesson observations, pupil observations, staff feedback and initial assessments (with consent of parents).

The following applies to all submitted expert reports and attestations to be eligible for WAVE 3 interventions and adjustments in school assessments:

- The medical or clinical expert report must be issued by a doctor, clinical psychologist or school/educational psychologist. In case of dyslexia only tests in German language have to be used.
- This expert report may not be older than 1 year when the pupil joins the school.
- The submitted clinical or psychological expert reports are to be submitted again every two years in order to record the current special needs requirements.

5. LEVELS OF SUPPORT

The 'waves' Model at GISD can be extended to incorporate additional challenges for all students, including students with DaF and gifted and talented. It can be used as a strategy to develop personalized learning. This includes working with parents and carers to ensure all relevant equipment is available so that all students can access the curriculum and where necessary outlining and developing alternative pathways.

5.1 WAVE 1: FOCUS STUDENT

Focus Students Definition: Students who are moderately or slightly below grade level expectations and who require some level of differentiation or accommodation for academic, behavioral, or social/emotional concerns.

These will probably be students who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be students with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

Definition of Support:

- All students will have access to quality first teaching.
- Focus students will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to students learning at different rates. These activities can include 1) subject-specific support, (2) in-class teacher support, and/or (3) counselor support.

Students who are attending short-term Speech therapy and Occupational Therapy will be deemed as Wave 1.

Formal Process:

Each wave 1 student receives an Action Plan, which is a summary document that describes (1) the challenges a student is experiencing, (2) recommended strategies for addressing challenges in the classroom and at school, and (3) recommendations for the parents and students outside of school.

When the strategies in an Action Plan do not work, the Inclusion Support Team then develops a Focus Report for the child. The goal of a Focus Report is to provide clear communication between all stakeholders in a child's education and to strengthen the home-school partnership. The student is monitored by the IST reviewed regularly (approximately every 6 weeks) in order to ensure its validity. If the interventions are successful, they are adjusted and continued.

When a Focus Report is deemed unnecessary, an exit letter is sent from the teacher to the parents via email. A celebratory meeting may be scheduled to suggest strategies and practices that will sustain the student's success in the future.

At the end of the academic year, all Focus Reports will be reviewed. Brief meetings will be scheduled with parents to inform them that the Focus Report will be communicated to the child's next teacher.

All focus students will be included on the monitor register which outlines all additional intervention across the school. The monitor register allows us to:

- Have an awareness of those students who may be underachieving.
- Monitor half termly the progress made by the student
- Guides the teacher in ensuring differentiation is accurate and useful
- Ensures all staff are aware of all vulnerable students

5.2 WAVE 2: LEARNING SUPPORT STUDENT

Definition: WAVE 1 support has not been enough for these students, and they are still behind grade level expectations. These students require additional, concentrated support from learning support teachers due to academic challenges or skills deficits.

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Description of Support:

WAVE 2 support for students takes the form of both small group withdrawal class or push-in support whereby learning support staff team-teach within an inclusive setting. In class support will be provided by the Inclusive Support Team where team teaching will occur to ensure that no student is left behind. Where necessary additional reading, writing, and numeracy intervention groups may be formed to allow learners additional WAVE 2 students can be exited from the Learning Support Program when their skills progress and they no longer require services.

Formal Process:

Learning Support Plans (LSPs) are developed for all children who are without formal documentation of a specific diagnosis that would qualify them for WAVE 3 and an Individual Education Plan (IEP).

The LSP document will be shared with the Inclusion Champion. Learning Support teachers review LSPs each trimester with the classroom teacher. They submit a summary report to the parents and the Inclusion Champion to the active register.

5.3 WAVE 3: FORMALLY DIAGNOSED SEND STUDENTS

Definition: Wave 2 support has not been enough for these students and the IST recommends that parents seek a formal assessment (Ed-Psych Report) from outside professionals to better identify the nature of the student's learning differences. When this

outside documentation indicates the presence of learning difficulties, an Individual Learning Plan (ILP) is developed for the child.

Description of Support:

The Ed-Psych assessment is provided to the school by the parents, or by the outside agency. A meeting is held with all concerned parties, including the classroom teacher, parents, counselor, learning support teacher, administrator, and the student (when developmentally appropriate). An Individual Education Plan (IEP) is created using the information in the report and goals are agreed upon. The strategies are implemented by responsible parties. A follow up meeting is scheduled periodically to review the student's progress or to make necessary changes to the IEP. The same process is followed for social-emotional and behavioral students monitored by counselors.

6. ROLES AND RESPONSIBILITIES

Principal

- the Principal/SLT is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Principal/SLT will delegate the day to day implementation of this policy to the Head of the Inclusion Support Team.

Governor

- keeping SEN provision on the agenda
- oversee strategic direction of SEN provision (once a year)
- Knows about SEN provision, funding, equipment and personal resources
- knows the key educational challenges, the common interventions and their impact.
- ensures that monitoring is done rigorously
- works closely with the Inclusion Champion – The Head of the Inclusion Support Team

Head of Inclusion Support Team:

The Head of Support for learning will oversee the day- to-day operation of this policy in the following ways:

- is a special needs teacher with at least 3 years working experience
- Maintenance and analysis of the active and monitor registers for vulnerable students.
- identifying students with special educational
- co-ordinating provision for students with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable students

- overseeing the records on all students with Special Educational Needs
- contributing to the in-service training of staff
- that SEN students have a high profile in the classroom
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- liaising closely with a range of outside agencies to support vulnerable learners.

Learning Support Teacher:

The most important obligations of SEN teachers at GISD are:

60% to increase capacity of classroom teachers

- assist in the identification and submit record keeping of students with special needs at GISD;
- co-teach with teachers of regular education classes to develop and deliver instructional materials and programs for students with special needs;
- develop LSPs and ILPs and monitor their implementation for students with special needs;
- modeling appropriate teaching strategies such as co-teaching or team teaching with classroom teacher
- to monitor the implementation of SEN programs and to provide periodic reports on the status of these programs and services;
- to collaborate with other professionals at DISD, including classroom or subject teachers, counselors, and school administrators;
- encourage and monitor students' use of assistive technologies;

25 % working with individual or small groups of students

- work directly with student(s) to determine their individual needs and collect information about student's strengths and weakness necessary to complete IEP and LSP.
- provide instructions individual or in small groups outside the classroom
- dealing with social, emotional, behavioral and/or family situation of students.

15% administrative duties

- Working closely with principle to ensure the effective administration and operation of the Inclusion Support team
- to monitor the implementation of SEN programs and to provide periodic reports on the status of these programs and services;
- to participate in the completion of an annual SEN program review;
- to consistently and frequently monitor student progress, which can be assessed through progress reports, standardized testing and meetings with concerned parties to review goals, and academic achievement.
- participate in school-based committees to improve the quality of special education programs and services offered by DISD;

The Classroom or Subject Teacher

The most important obligations of classroom or subject teachers at GISD are:

- to participate in the effective implementation of ILPs and LSPs;
- to provide additional support or accommodations for SEN students, when required;
- to work with learning support, counselors, administration, and parents to provide the best possible learning environment for students with SEN;
- to participate in the meetings, training courses, workshops and activities related to services for students with special needs;
- to cooperate with the special education team in all matters related to the plans, special education services, course revision, evaluation methods, and examinations and setting goals;
- to closely monitor the progress of SEN students in their classrooms, in collaboration with the Learning Support teacher;
- to cooperate with the SEN teacher in providing special education services to SEN students;
- to collaborate with parents of students with special needs to strengthen the home-school partnership; and

The Learning Support Assistant (LSA)

The most important obligations of Learning Support Assistant at DISD are:

- contribute to the education of students in inclusive schools and classrooms by implementing small-group and individual instructions.
- Prepare learning materials or equipment such as audio and video for use by student(s) under the direction of the teacher.
- Engage in class-wide monitoring of student learning (e.g. independent or small groups) identified and planned by teacher and Inclusion Support team.
- Collect formative assessment data on student performance and progress, based on systems designed by teacher or Learning Support team.
- Assist students who require personal care support.
- Facilitate peer intervention based on guidance from teacher and Inclusion Support team.

The Counselor

The most important obligations of the school counselors are:

- to contribute as a member of the Inclusion Support Team
- to work with teachers when identifying SEN students while creating clear channels for communication between parents, teachers, learning support staff, outside agencies, and administration;
- to work with Learning Support staff to help teachers identify and provide accommodations to SEN students in their classroom;
- to monitor student progress;

- to generate and monitor ILPs for SEN students whose needs are primarily social and emotional;

7. INCLUSION OF STUDENTS WITH GERMAN AS A SECOND OR FOREIGN LANGUAGE

Definition:

A student who has German as an Additional Language (DaF) is a pupil whose first language is not German, and who uses that language on a regular basis inside or outside of school.

DaF pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Mission:

We strive to recognize, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all students and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Provision

Students with DaF will have full access to mainstream provision regardless of their proficiency in German. Where necessary, additional support will be given to improve acquisition of German: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

- students will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the student's academic strengths can be more fully assessed. Students will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the students to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the student to improve their knowledge and use of German and to participate in homework activities on an equal basis with their peers.
- Where necessary, catch-up work will be provided for students arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where students are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

8. INCLUSION OF STUDENTS WHO ARE VERY ABLE AND OR TALENTED

In this section the term 'very able' refers to students who have a broad range of achievement at a very high level. Those students who are very able have very well developed learning skills across the curriculum.

The term 'talented' refers to students who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning:

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

The aims of our school make specific reference to teaching and learning that takes into account the needs of all students. They also identify the commitment to giving all our students every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented students.

Identification

Before identifying any student 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of students as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this student is showing ability in a particular area'.

Identification at our school does not necessarily mean that in another school or context the student would be identified. A very able or talented student should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination • peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented students, this list will be kept under review. Provision for very able and/or talented students will be tracked.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our students. We give all students the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for student's learning by providing:

- an enrichment activity that broadens a student's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for students to progress through their work at their own rate of learning.

In grade 4 and 5 we offer once in a week highly differentiated teaching within the classroom setting.

Very able students from grade 5 have the opportunity to work on an individual enrichment project mentored by a subject teacher.

Students are able to participate in the editorial part of the school newsletter.

Students from grade 7 to 12 with high level of social awareness and empathy are trained as peer mediators to assist fellow students in conflict resolution.

We offer a range of extra-curricular activities for our students. These activities offer very able and/or talented students the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching.