



Policy: Policy on Inclusion

Policy No: W135

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1. Aims

GEMS Statement of Purpose:

GEMS commits to students of determination experiencing a sense of belonging, safety, competency, a relevant curriculum, and a sense of autonomy in a common learning environment with similar-aged peers. This is promoted by committed leadership, the collaboration of all stakeholders, students and families having a central voice, continuous professional learning, monitoring and evaluating at all levels to continually develop an inclusive culture, policies and everyday practices.

GEMS embraces the experience of inclusion where diversity is made visible as a strength, respectful relationships are continually enhanced, and all students fully participate in learning through adjustments and teaching strategies tailored to meet the diverse range of learners reflected in wider society.

By working together across countries, regions, communities and schools, we strengthen our capacity to provide the foundation for a richer global future for all and enhance the wellbeing of every member of the GEMS community.

This Inclusion policy aims to:

- Set out how GEMS schools will ensure that Students of Determination (students who experience Special Education Needs & Disabilities - SEND) have equitable access to quality inclusive education with their peers. The term Students of Determination is used interchangeably with students experiencing SEND. Students of Determination is how the UAE has chosen to view the attributes of persons with disabilities; a reflection of their strength of character, their perseverance and their courage.
- Highlight the definition and approach to the identification and support for gifted/talented students.
- Ensure that all stakeholders, including Governing Bodies and leaders at all levels, are reflecting the principles outlined in the policy, relevant local legislative information and the Core Values of GEMS Education by:
 - **Leading innovative, inclusive practices.** Acknowledging that all students have the right to education in a common learning environment, where staff ensure that students who are experiencing SEND, fully access and join in the activities of the school together with their peers, by removing barriers and engaging in practices that allow students with a wide range of learning needs to be taught together effectively and which develops expert learners.
 - **Pursuing excellence** by leading the way with inclusion. We will engage with theories of learning that support universal design for learning, child-centred and personalised approaches to teaching and learning.
 - **Growing by learning and striving to develop potential.** We will ensure all staff recognise the learning potential of all students. We will also foster school and classroom communities where all students, including those with diverse needs and abilities, have a sense of belonging, full participation, autonomy and achievement.
 - **Promoting global citizenship to celebrate diversity.** We are committed to ensuring that every member of the school community is regarded as being of equal worth and importance regardless of culture, race, gender, learning abilities, sensory and physical impairment, social class or lifestyle. We will fulfil our responsibility to facilitate an inclusive culture and be accountable through the programs, practices and outcomes of our entire learning community.

At Wesgreen International School, we believe that all our students have a common entitlement to a broad academic, personal and social development program. We also further promote a school environment that is all-inclusive where all students regardless of their additional needs, are fully immersed in all aspects of school life.

2. Legislation and guidance

This policy is directed by numerous legislations including directives by the Sharjah Private Education Authority, local authority body, as well as the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions. The principles of inclusion and equity lie at the heart of the legislative and guidance frameworks. These are to ensure that students who experience SEND have equitable access to quality inclusive education with their peers. Additional legislation in which this policy is guided can be found in **Appendix 1: Additional guidance and legislation**.

3. Definitions

3.1. Definition of Inclusion

Our vision for Inclusive Education is that all students receive the support they need to meaningfully belong to their school and the wider community, feel highly valued for their contributions, engage purposefully in learning and experience academic, cultural, social and emotional success in a common learning environment.

'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 settings, all students have access to quality instruction, intervention and support, so that they experience success in learning. Inclusive education providers create a culture of collaboration in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, form positive social relationships with peers, and to become fully participating members of the learning community' - *Dubai Inclusive Education Policy Framework, 2017, p.10*.

3.2. Inclusion for all learners

Our aim is to provide accessible and enriching learning for all groups of students, including, but not limited to:

English Language Learners – ELL (those who are quite new to learning English or need additional support with learning English as their current level of knowledge is impacting their ability to perform within the English language of instruction in the classroom). An ELL learner may not be categorised as having or being a Student of Determination (SOD) without a formal diagnosis indicating a recognised disability or impairment as causing their performance within English.

Special Educational Needs and/or Disabilities – SEND: (e.g., a recognised disability, impairment and/or learning difference), with a formal diagnosis or showing clear indicative signs at this time. These learners are known in GEMS as Students of Determination (SOD). The UAE School Inspection Framework (p.117) defines a special education need, as 'Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder'. A student requires special education provision if they have a need arising from the impact of a disability or recognised disorder which requires the school to make specific accommodations or provide specific supports to prevent, remove or reduce any potential barriers to ensure a student can access education on an equitable basis within the common learning environment with same-aged peers.

A disability is a 'physical or development impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'. The definition of 'day to day activities' includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand. The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

Additional Educational Needs – AEN refers to students requiring additional educational support as a result of ELL, SEND or suspected SEND.

4. Inclusion Provision

4.2. Early identification

Wesgreen International School aims to provide an inclusive learning environment for all students. In order to ensure students with additional educational needs receive the necessary accommodations, appropriate identification should take place. This is achieved through:

- Assessment of educational need on entry to school in order to understand each pupil's current skills and levels of attainment, which will build on previous settings and stages of education, where appropriate.
- Information from assessments and progressive tests including but not limited to CAT4 test results, Term assessments, Class tests, PUMA, PASS, PTM, PTE, etc.
- Progress measured against National Curriculum descriptors at the end of each key stage.
- Previous identification and / or diagnosis of a learning disability and inclusive requirements.
- Identification through the referral to and observation by the learning support division of the Student Support Department.
- Review of full academic records from previous educational setting. Parents are responsible for ensuring full academic records, including previous accommodations and modifications, are shared with the administration staff to further the students' support within GEMS – Wesgreen International School.

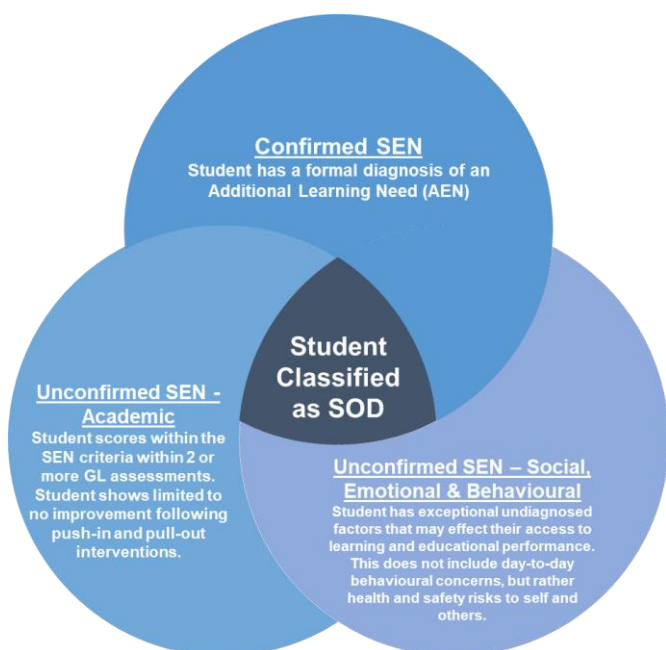
4.2.1. During identification upon admission, the admissions team will:

- Ensure that the school Admissions Policy reflects GEMS guidelines on inclusion.
- Ensure that students are not refused admission based only on their experience of SEND and give sibling priority for admission to students who experience SEND.
- Ensure that admission is not conditional on the submission of a medical diagnosis & that effective transition processes are in place for all students.
- Work in collaboration with the Head of Student Support to determine the level of provision and support that will be required for the student.
- Follow local legislative guidance and procedures for scenarios where it may not be in the best interests of the student or school situation.

5. Levels of Students Abilities

All teachers promote inclusion by identifying the following students in their classes and applying inclusive interventions:

- 5.1. Students of Determination (SOD):** The UAE Inclusive Education Policy Framework views the barriers of Students of Determination as *“a reflection of their strength of character, their perseverance and their courage.”*(Knowledge and Human Development Authority (KHDA), 2017).



Students classified as being Students of Determination are those who require additional educational services as a result of either, a formal confirmed diagnosis of a disability, disorder, difficulty, impairment, exceptionality or any other factor that may affect a student's access to learning and educational performance. When reviewing a student's social, emotional and behavioural characteristic, a Student of Determination may be highlighted as unconfirmed SEN when these characteristics effect their ability to perform within the classroom and present a risk to their and other student's safety. When reviewing a students CAT4 and Progressive Test scores, a Student of Determination may be highlighted as unconfirmed SEN when falling within the “Working Towards” performance

descriptor and will continue to receive support in the least restrictive environment. Support in the least restrictive environment can be achieved by:

- a. Implementing a graduated approach to intervention and support by the class teacher within the classroom. This is achieved through the use of the Assess-Plan-Do-Review (APDR) cycle. The first APDR cycle is carried out within the classroom and is considered as Level 1 support.
- b. Teachers ensuring that they plan their lessons effectively with the identified SOD students in mind.
- c. Practical and academic skills should be a target set out as a learning objective and should be implemented through differentiated teaching styles.
- d. Appropriate teaching accommodations within the classroom setting.
- e. Teachers promoting an inclusive environment by considering any specialised equipment that these students may use as well as their level of effort and concentration when engaged in written or oral work.

In the event that the student requires additional support, the department may conduct an observation and/or an assessment. If the student requires support in the form of lessons or sessions, these will be scheduled in according to availability. These sessions can include between 2 - 12 other students in the same group requiring similar interventions and are carried out during school hours (8:00am - 3:30pm), at no additional charge, and may result in missing lessons including Art, Music, Library, Science, Math and English. Assessments and intervention sessions alike, may be video recorded for planning and quality assurance.

All students receiving support, in any capacity, including English support, will be placed on the schools inclusion register to ensure continuation of effective support among all staff involved in the student's educational journey. This will also support the school in gaining analytical insights on supportive interventions and may be shared with the Ministry of Education or SPEA when requested. This information will be retained as long as your child is studying in this school unless they no longer require any additional support as determined by the department.

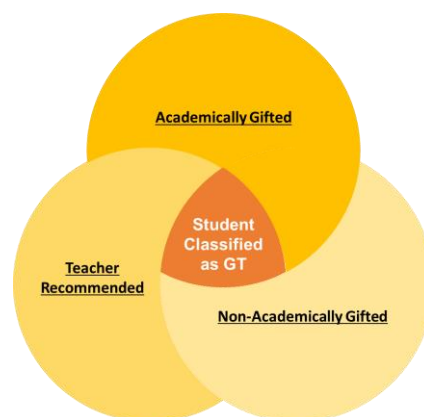
5.2. Low Ability Students: Students classified as Low Ability, are achieving below the average level of performance within all subjects or assessments and may fall within the "Emerging" performance descriptor. A student with low ability may be less academically capable than his or her peers, but teachers should be aware this learner may excel in more specific areas. A student classified as low ability in the classroom does not result in an automatic SOD status.

5.3. Medium Ability Students: Students classified as Medium Ability, are able to perform at an average level of performance within all subjects or assessments and may fall within the "Expected 1" performance descriptor.

5.4. High Ability Students: Students classified as High Ability, are able to perform at a level higher than that expected of their peers within a number of subjects or assessments and may fall within the "Expected 2 or Exceeding" performance descriptor. High ability students have a strong motivation to perform well and succeed in school. These types of students usually enjoy school, get A's, memorise information easily, give complete and accurate answers, have advanced knowledge and are at the top of their class. They tend to be satisfied with their knowledge and skills, but they will receive new information with willingness and interest when required

5.5. Gifted and / or talented –

A student may be classified as being gifted when their abilities in certain areas are significantly higher than their peers. A student may be gifted in many areas including academics, leadership, music, arts and sports. In addition to this, this type of learner has a strong motivation to learn based on their own interests. Gifted and talented students are not necessarily motivated by grades and will often perform well in subjects of interest. These students are able to effectively make inferences and connections, pose complex questions, generate abstract concepts and are beyond their class. They are not satisfied with a straightforward answer, preferring to

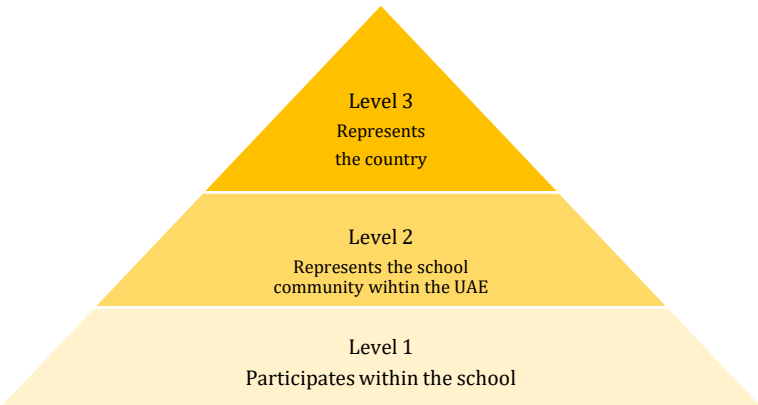


examine a problem's intricacies and underlying implications. A student who is academically gifted may achieve the “Mastery” performance descriptor within a number of subjects or assessments. A student may also present with a gift and/or talent in non-academic areas. Both the academically and non-academically gift and/or talented areas will be supported by teacher input on the specific area.

When working with Gifted and / or talented students, the role of the class teacher includes, but is not limited to:

- Offering enrichment and extension opportunities within the classroom
- Suitably challenging the students learning within the classroom by using various methods, resources and programs to support the students’ gift and/or talent.
- Continuously monitoring the students’ progress through the use of the Assess-Plan-Do–Review (APDR) cycle.
- Sharing of strategies and intervention with future teachers to ensure a continuation of the students’ growth within their area of gift and/or talent.
- Giving them the opportunities to participate in inter-house competitions and talent events.

There are many factors that influence a student being identified as Gifted and / or talented, these are illustrated in the table below:

<u>Academically Gifted – 2 Levels</u>			<u>Non-academically Gifted – 3 levels</u>
Any or a combination of subjects including, but not limited to: English, Math, Science, Modern Foreign Languages, Geography, History, Economics, Business Studies, etc.			Any or a combination of areas including, but not limited to: Islamic Studies, PE, Performing Arts, Visual Arts, Film and Media, Design and Technology, Entrepreneurship, Leadership, Creative Writing, etc.
L1	127+ in any single or combination of the following sub tests of GL Assessments	Mastery with Gifted & Talented ability grouping	
L2	Average CAT 4 scores	Attainment talented identified by subject teachers (90% +)	
As part of the data triangulation process, teacher input and recommendation forms part of the identification process for both Academically and Non-Academically Gifted/ Talented students.			

6. Levels of Support

Intervention for students experiencing additional needs will be assisted using the Level of Support model.

Level 1: Quality First Teaching. Good quality, inclusive teaching which takes into account the learning needs of all the students in the classroom. Level 1 support can be achieved by implementing a graduated approach to intervention and support by the class teacher within the classroom. This is achieved through the use of the **Assess-Plan-Do–Review (APDR) cycle**. The first APDR cycle is carried out within the classroom and is considered as Level 1 support. Level 1 support may also include support for students who may have an identified disability whose needs can be met through quality first teaching in the classroom. It can also include working with students who have experienced special education needs in the past 12 months but who no longer require Level 2 or 3 support and only need monitoring through quality first teaching within the classroom.

Level 2: Additional Support. Level 2 support provision goes beyond the general classroom, including specific, additional, time-limited interventions for some students who need support to accelerate their progress to enable them to work at or above age-related expectations. Level 2 interventions are often targeted at a group of students with similar needs or learning objectives or goals. This is provided in addition to inclusive quality first teaching for all. Students receiving this type of support may be a student highlighted as a Student of Determination with unconfirmed (without diagnosis) SEN.

Level 3: Specialist Support. Level 3 support provision refers to highly personalised interventions for students who experience SEND and require specialist provision. This is provided in addition to inclusive quality first teaching for all. This includes students who require a high level of additional adult support within the classroom to access the curriculum and/or have support from external agencies (e.g., Learning Support Assistant, Speech and Language Therapy, Occupational Therapy, Learning Support Assistant, Applied Behavioral Therapy, etc.).

7. Provision of support within Wesgreen:

Wesgreen offers the following support services for students with confirmed and unconfirmed diagnosis of additional educational needs:

- 1:1 and small group academic interventions aimed at closing the learning gaps that students may be experiencing
- 1:1 and small group interventions aimed at closing the developmental gaps that students may be experiencing, these can include, social skills, behavior, motor skills needed for writing exercises and speech and language (see Appendix 2: Guidelines for Speech and Language services with Wesgreen International School).
- Access arrangements (exam and test accommodations such as extra time, separate venue, modified formats, etc) for students with a confirmed diagnosis and supporting psychological reports
- Additional student support through our Peer Mentor program run by students in the secondary buildings
- Parent support through parent guidance sessions and parent training workshops
- Teacher training on various additional needs present with the school community and supportive intervention strategies
- Initial screening of suspected additional needs such as Autism, ADHD, Dyslexia and Speech and Language disorders.

8. Category of SEND needs

In line with the UAE unified categorisation of disability, we recognise the following categories of special educational need disabilities:

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	a. Intellectual disability (¹ including Intellectual disability - unspecified) b. Specific learning disorders c. Multiple disabilities d. Developmental delay (younger than five years of age)

Communication and interaction	<ul style="list-style-type: none"> a. Communication disorders b. Autism spectrum disorders
Social, emotional and mental health	<ul style="list-style-type: none"> a. Attention Deficit Hyper Activity disorder b. Psycho-emotional disorders.
Physical, sensory and medical	<ul style="list-style-type: none"> a. Sensory impairment b. Deaf-blind disability c. Physical disability d. <i>Chronic or acute medical conditions</i>

9. Roles and responsibilities

9.1. The Head of Year and Head of Department will:

- a. Ensure class and subject teachers understand and implement the policy and all procedures within.
- b. Assist in ensuring that the procedures within the referral pathway demonstrated in the ADPR Cycle are successfully followed and met.
 - This includes ensuring parents are actively involved in the process.
 - Ensuring forms are given to teachers and collected to be handed over to the designated learning support team within the building.
 - Ensuring all documentation needed is provided by the teacher along with the form.
- c. Ensure class and subject teachers are able to successfully carry out access arrangements (exam accommodations) with the assistance of learning support department.

9.2. Teachers will:

- a. Ensure that classroom meets the standards guided by the inclusive classroom expectations.
- b. Create a learning environment where all students are able to access the curriculum. Ensuring the appropriate accommodations or environmental modifications are in place to ensure students can successfully engage with learning.
- c. Implement the Inclusion policy on a daily basis, including taking responsibility for the progress and development of every student in their class, including those experiencing SEND or AEN.
- d. Ensure that all access arrangements as stipulated in the accommodation agreement and/or student support plan are carried out.

9.3. The Learning Support Team will:

- a. Be comprised of the SENDCO, support teacher(s), Inclusion Champion, as well as have student, parent, Learning Support Assistants (LSAs – formerly known as a Shadow Teacher) and other representation. The Principal will monitor this team and members of the Senior Leadership Team, further guiding support where necessary.
- b. Meet on a regular basis, where necessary, and maintain minutes of the meetings.
- c. Develop, implement and monitor the impact of the strategic inclusive education improvement plan to ensure the successful inclusion of students who experience SEND and AEN. This plan will specify how support to teachers and students will be delivered and how it can be improved over time. Regular and time-bound monitoring and evaluation processes will inform targeted improvement strategies and measures of success.
- d. Work in close collaboration with classroom teachers and other educational staff by providing coaching and support to teachers on a timely basis
- e. Assign learning support assistants and learning support teachers to individual students who experience SEND and/or class groups as needed.
- f. Where appropriate, develop partnerships with special centres and external professionals who work with individual students.
- g. Assist in carrying out all access arrangements as stipulated in the accommodation agreement and/or student support plan.

9.4. Learning Support Teachers will:

- a. Provide support for identification of the specific needs of individual students.
- b. Support the development, implementation and review of individual education plans (IEP) including the development of instructional and educational strategies.
- c. Provide individualised and small group support based on the need of the student.

9.5. Learning Support Assistants (LSA) will:

- a. Facilitate the modification, implementation and outcomes of the students' educational programs with the guidance and support of the classroom teacher who is responsible for the educational programme provided.
- b. Engage in class-wide monitoring of student learning (e.g., independent or small-group work) identified and planned by teachers and the Student Support Team.
- c. Collect formative assessment data on student performance and progress, based on systems designed by teachers or Student Support Team.
- d. Assist students who require personal care supports (e.g., eating, using the bathroom, dressing)
- e. Invite students to help each other and, as required, engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) identified by teachers and the Student Support Team.
- f. Apply current best practice and strategies learned through professional development courses, in-service training, mentoring and workshops.
- g. Engage with formal appraisal systems, including self and peer appraisal.
- h. Follow all processes outlined in a Memorandum of Understanding (MOU) when employed by parents of students who experience SEND that clearly sets out the terms and conditions of employment within the school. This should include 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.
- b. Assist in the development of resources and materials necessary to enhance the learning opportunities of the student.
- c. Work collectively with the school support team and the parents to meet the needs of the students; providing direct individual support to the student at guided by a collectively established IEP.
- d. Assist and monitoring students' academic, social, physical, developmental and behavioural performance within the school.
- e. Supervise student outside of the classroom such as during break times, morning line up, bus time, etc.
- f. Ensure appropriate social developmental opportunities are made available to the student.
- g. Encouraging the least restrictive environment for the student to allow the student to progress within the school independently
- h. Follow up and implement programs set out to improve the daily living skills and academic success of students with additional needs.
- i. Monitor and provide feedback on the progress of the students' level of performance and achievements.
- j. Provide all relevant security documents including but not limited to training certificates, police clearance, copy of passport and visa, and copy of parent contract/MOU.

9.6. Parents and caregivers will:

- a. Work in partnership with the school to support their child and play a central role in the development of inclusive practices, including the development of Individual Education Plans (IEPS). This could include attending & contributing to meetings, targets, strategies and review at least three times a year and by signing the parent-school contract & other agreements in relation to additional provision agreement based on identified needs.
- b. Collaborate with the school regarding the education services provided to their children, including assessments, accommodations, and provision.

- c. Share feedback regarding the provision, accommodations of additional support services including use of assessment procedures, educational service planning and the evaluation of support and assessment services.
- d. In the event of an established additional need or formal diagnosis that requires a student to access additional support either within the classroom or pullout lessons assessment accommodations. Students are required to undergo follow-up progress assessments every two years. This is done to ensure the accommodations put in place are still relevant and effective as the student transitions between the grades.
- e. In the event of an established additional need or formal diagnosis that requires a student receiving a Learning Support Assistant to assist them in their academic success within the school:
 - o Parents are required to seek out candidates with specialised training courses such as ABA (or similar) with at least two year's experience in working with students with determination. The responsibility of contracting and expenses incurred for attaining a shadow teacher for the student is to be covered by the parents, and the school will assist in the shortlisting of candidates to the standards instilled within Wesgreen International School, developing IEPs for students and working collectively on developing the progress of the student.
- f. In the event that parents have not disclosed any known or suspected additional needs or behavior concerns upon registration and enrollment, and this is identified or suspected within the school, parents will be contacted. Parents may be requested to provide the school with copies of all medical, psychological or educational assessments, additionally; the school may request these assessments to be carried out if deemed necessary. Failure to disclose any such information, including the deliberate withholding of information, may result in students not making the desired progress and may result in the withdrawal of admission of the student. Additional information can be found in the School-Home Contract.

10. Monitoring and review

This policy will be reviewed annually under the direction of Inclusion Working Party.

Review date: June 2023

Appendix 1: Additional guidance and legislation.

This policy is also based on the following guidance and legislation:

- a. UAE Federal Law No. 3 of 2016 on children's rights (Wadeema's Law)
- b. Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.
- c. Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.
- d. Abu Dhabi Economic Vision, 2030.
- e. Dubai Strategic Plan, 2021.
- f. The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.
- g. The UAE 'School for All': General rules for the Provision of Special Education Programs and Services' (2010) guidance.
- h. The National Policy for Empowering People of Determination, which aims to provide quality inclusive education in the UAE (2017).
- i. Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).
- j. The National Project for Inclusion for People of Determination.
- k. Abu Dhabi Educational Council Special Education Policies and Procedures Manual (2012).
- l. Dubai Inclusive Education Policy Framework (2017) which aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.
- m. The Dubai Universal Design Code (2017, Accessibility Code).
- n. The Ministry of Education Strategic Plan 2017-2021.
- o. The Dubai Plan 2021 which aims for a tolerant and fully inclusive city by 2020 which is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility and social protection.

As a member of GEMS, Wesgreen International School is guided by the legislation mentioned above to ensure the optimal support and assistance of all our students. However, we will ensure compliance with directives by the Sharjah Private Education Authority and local authority body.

Appendix 2: Guidelines for Speech and Language services with Wesgreen International School

Purpose of this document:

This document aims to inform parents and guardians of the admission requirements for, as well as, the conditions for termination of speech and language therapy services within in Wesgreen International School. At Wesgreen, we are committed to ensuring all students are given the opportunity to experience a sense of belonging, safety, competency, a relevant curriculum, and a sense of autonomy in a common learning environment with similar-aged peers. As a result of this, Wesgreen offers on-site speech therapy interventions for students requiring basic screening and short-term intervention dependent on capacity. This capacity is defined by the skills and training of the speech therapist, the size and strength of the Student Support Team and the present numbers of students receiving additional speech support.

Referral for service request:

The referral pathway can vary depending on the case at hand. The decision for admission to speech-language therapy services in a school, health care, or other setting must be made in conjunction with the individual and family or designated guardian, as appropriate. The following highlights the criteria for admission to speech therapy services following a submission of a formal (written) referral form.

A student may qualify for speech and language therapy services if the one or more of the following are present:

- Submission of a formal (written) referral form due to a suspected speech, language, communication, or feeding and swallowing concern. This referral can be from the parent, guardian, teacher, or school staff and may be supported by external medical teams such as audiologist, physician, and other speech-language pathologist.
- The student is unable to communicate functionally or optimally across various environments which then interferes with their ability to participate in day-to-day activities.
- The student is unable to swallow to maintain adequate nutrition, hydration, and pulmonary status. An external specialized speech-language pathologist (specializing in the field of dysphagia) has verified the presence of a swallowing disorder through an evaluation.
- The student's communication abilities are not comparable to those of others of the same chronological age or cultural and linguistic background, and is not influenced by the students' inability to communicate in the language of instruction within the school (English).
- The student's communication skills negatively affect educational, social, emotional, and safety status.
- The student, family, and/or guardian seeks services to enhance communication skills.
- Admission into speech and language services will also be dependent on availability and capacity to carry out the service within the school. In the event that the speech and language intervention services has

reached capacity, parents will be guided to seek appropriate external support until such time that a space becomes available for in-school intervention.

A student may no longer qualify for speech and language therapy services, resulting in the termination of services if one or more of the following are present:

- The student has achieved the speech, language and communication goals set as per the initial IEP.
- Initial speech and/or language concern no longer interferes with the student's educational performance.
- The student's communication abilities have become comparable to those of others of the same chronological age, cultural and linguistic background.
- Parent/guardian requests that speech/language services be discontinued; this must be in formal (written) communication.
- Student is graduating from Wesgreen International School or has transferred to another school.
- A student's behavior is hampering therapeutic strategies. This can include aggressive behavior towards therapist, environment and other students that may cause harm to self or others during the session.
- The student has made minimal or no measurable progress over a period of 6 – 12 months of consecutive management strategies. During that time, program modifications and varied approaches have been attempted unsuccessfully. A second opinion must be obtained and external referral must be made to an external specialist.
- The student's attendance to therapy is low and resulting in minimal to no progress due to inability to carry out sessions. This will result in a discontinuation of services due to pre-existing waiting lists and limited availability. The student will be placed on the waiting list and the case will be re-evaluated until consistent attendance is achieved.