

*Commitment to **KHDA**  
Performance Standards*



**small steps**  
BIG DREAMS!

## Our Commitment

***“Inclusion isn’t just about physical proximity; it is about intentionally planning for the success of all students!”***

As a mother of an autistic child, I sometimes reflect back on my struggles and thank those who supported me pre and post diagnosis of my son’s Autism. My struggles have driven me to set up Small Steps in collaboration with Blooming Tree (London) and Gems Metropole School.

The Collaboration aims to give a child with learning difficulties the individual care, attention and support required to not only achieve success at School but also equip them with tools required to achieve success beyond the boundaries of the School and Dream Big.

At Small Steps we also recognise our social responsibilities and have committed to providing free support to one child (per year) with learning difficulties and also pay their school fees.

We are extremely grateful to the team at Gems Metropole School for hosting the ‘Inclusion Centre’ at their premises.

I, on behalf of the team at Small Steps, am happy to commit to upholding the performance standards set by the Knowledge and Human Development Authority (KHDA).

In this document I have listed how we plan to support the UAE National Agenda for inclusion and also deliver an outstanding service in line with the Knowledge and Human Development Authority values.



**Shamaila Nawaz**  
**Managing Partner**

In collaboration with:



## 1. Students' Achievement

### 1.1 Attainment

Elements	<p>1.1.1 Attainment as measured against authorised and licensed curriculum standards</p> <p>1.1.2 Attainment as measured against national and appropriate international standards</p> <p>1.1.3 Knowledge, skills and understanding, especially in the key subjects</p> <p>1.1.4 Trends in attainment over time</p>	Comments	<p>As an organisation, Small Steps is driven by steps achievement and success of its pupil. At our inclusion facility we will work with the host School and support delivery of curriculum to the highest standard.</p>
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### 1.2 Progress

Elements	<p>1.2.1 Progress of students, including those with special educational needs, against their starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups of students</p>	Comments	<p>At Small Steps we benchmark our success against the progression of our students. At our inclusion facility we will track learner progression through daily data collection on different skill domains and ensure learners are progressing into mainstream education.</p>
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### 1.3 Learning Skills

Elements	<p>1.3.1 Students' engagement in, and responsibility for, their own learning</p> <p>1.3.2 Students' interactions, collaboration and communication skills</p> <p>1.3.3 Application of learning to the world and making connections between areas of learning</p> <p>1.3.4 Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies</p>	Comments	<p>We are keen on inspiring independence amongst our learners using a range of techniques and across a number of skills domain. In addition, we are keen to utilise various software applications to gather data to assist improvement and to deliver to our learners.</p>
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**“Education is the most powerful weapon which you can use to change the world”**

— Nelson Mandela

## 2. Students’ Personal and Social Development, and their Innovation Skills

### 2.1 Personal development

Elements	<ul style="list-style-type: none"> <li>2.1.1 Attitudes</li> <li>2.1.2 Behaviour</li> <li>2.1.3 Relationships</li> <li>2.1.4 Adoption of safe and healthy lifestyles</li> <li>2.1.5 Attendance and punctuality</li> </ul>	Comments	<p>We will work closely with our learners and develop an Individual Education Plan with their parents which will identify areas for improvement and also include growth in social interaction to in-turn ensure positive impact on their relationships. Children with learning difficulties (especially Autism) often have poor eating habits so our plan may also include an eating programme.</p>
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### 2.2 Understanding of Islamic Values and Awareness of Emirati and World cultures

Elements	<ul style="list-style-type: none"> <li>2.2.1 Students’ appreciation of the role and values of Islam in UAE society</li> <li>2.2.2 Respect for the heritage and culture of the UAE</li> <li>2.2.3 Understanding and appreciation of their own and other world cultures</li> </ul>	Comments	<p>Regardless of the learners’ faith the principles of Islam can be incorporated into daily life and we will encourage these values amongst our learners through class activities. We will encourage our learners to not only be good citizens of the UAE but also good citizens of the world and therefore ensuring they develop an appreciation for different cultures.</p>
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### 2.3 Social Responsibility and Innovation Skills

Elements	<ul style="list-style-type: none"> <li>2.3.1 Community involvement, volunteering and social contribution</li> <li>2.3.2 Work ethic, innovation, enterprise and entrepreneurship</li> <li>2.3.3 Environmental awareness and action</li> </ul>	Comments	<p>The learners that utilise the services of an Inclusion Centre are likely to be of a younger age and once again we will help them develop strong social skills that encourage caring and sharing.</p>
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**“Intelligence plus character – that is the goal of true education”**

— Martin Luther King Jr

### 3. Teaching and assessment

#### 3.1 Teaching for Effective Learning

Elements	<p>3.1.1 Teachers’ knowledge of their subjects and how students learn them</p> <p>3.1.2 Lesson planning, the learning environment and the use of time and resources</p> <p>3.1.3 Teacher–student interactions including the use of questioning and dialogue</p> <p>3.1.4 Teaching strategies to meet the needs of individuals and groups of students</p> <p>3.1.5 Teaching to develop critical thinking, problem-solving, innovation and independent learning skills</p>	Comments	<p>We will ensure our approach to each learner is individualised in the truest sense of the word. We will develop 1:1 programmes for the learners utilising a variety of teaching techniques but at all times remain focused on four key pillars of Education; Skills, Attitude, Knowledge and Emotion.</p> <p>It is also worth mentioning that before deploying the services of a consultant in the UAE they will have received intensive training at our facilities in the UK to an International Standard.</p>
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#### 3.2 Assessment

Elements	<p>3.2.1 Internal assessment processes</p> <p>3.2.2 External, national and international benchmarking</p> <p>3.2.3 Analysis of assessment data to monitor students’ progress</p> <p>3.2.4 Use of assessment information to influence teaching, the curriculum and students’ progress</p> <p>3.2.5 Teachers’ knowledge of, and support for, students’ learning</p>	Comments	<p>The ABLLS – R and the VB Mapp Assessment will determine the learner educational plan and also inform the teaching strategies employed. Further, we will develop SMART goals for each learner and progress against those goals. In addition, we will employ the services of a RBT Supervisor and a BCBA qualified Consultant to oversee the delivery to learners.</p>
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**“Tell me and I forget. Show me and I remember. Involve me and I learn.”**

— Benjamin Franklin

## 4. Curriculum

### 4.1 Curriculum Design and Implementation

Elements	<p>4.1.1 Rationale, balance and compliance</p> <p>4.1.2 Continuity and progression</p> <p>4.1.3 Curricular choices</p> <p>4.1.4 Cross-curricular links</p> <p>4.1.5 Review and development</p>	Comments	<p>In addition, we will utilise the services of two external consultants who will offer constructive feedback to the staff at Small Steps while ensuring quality of delivery is not compromised. We will also work closely with the Head of Primary and continually develop curriculum to ensure the transition for a learner from Inclusion Centre to full-time mainstream learning is seamless.</p>
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### 4.2 Curriculum Adaptation

Elements	<p>4.2.1 Modification of curriculum to meet the needs of all groups of students</p> <p>4.2.2 Enhancement, enterprise and innovation</p> <p>4.2.3 Links with Emirati culture and UAE society</p>	Comments	<p>Our inclusion facility will work closely with the teaching staff at GEMS Metropole to ensure that the curriculum is dynamic and it retains the key principles of education and ensure local Emirati/ UAE values are inculcated into learners.</p>
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**“Curriculum should help children make deeper and fuller understanding of their own experience”**

—Lulian Katz, Ph.D

## 5. The protection, care, guidance and support of students

### 5.1 Health and Safety, including arrangements for Child Protection / Safeguarding

Elements		Comments
5.1.1	Care, welfare and safeguarding of students, including child protection	While the Inclusion Centre will be hosted at GEMS Metropole School, we will still take measures at our end to ensure the learners safety at our premises by undertaking regular risk assessments of the premises. In addition, all staff will have completed a Safeguarding programme from the UK to an international standard.
5.1.2	Arrangements to ensure health, safety and security	
5.1.3	Quality of maintenance and record keeping	
5.1.4	Suitability of premises and facilities for all students, including those with special educational needs	
5.1.5	Provision for, and promotion of, safe and healthy lifestyles	

### 5.2 Care and Support

Elements		Comments
5.2.1	Staff-student relationships and behaviour management	The Small Steps inclusion facility will work in collaboration with GEMS Metropole School to support children with learning difficulties through a range of techniques; namely Speech and Language Therapy, Occupational Therapy, Applied Behaviour Analysis and Early Start Denver Model.
5.2.2	Promotion and management of attendance and punctuality	
5.2.3	Identification of students with special educational needs, and those who are gifted and/or talented	
5.2.4	Support for students with special educational needs, and those who are gifted and/or talented	
5.2.5	Guidance and support for all students	



## 6. Leadership and management

### 6.1 The Effectiveness of Leadership

<b>Elements</b>	<p>6.1.1 Vision and direction</p> <p>6.1.2 Educational leadership</p> <p>6.1.3 Relationships and communication</p> <p>6.1.4 Capacity to innovate and improve</p> <p>6.1.5 Impact on and accountability for school performance and standards</p>	<b>Comments</b>	<p>The senior management at Small Steps have 20+ years of management experience in UK based educational organisation. The Business Management will be divided into Outcomes for Learners to ensure progression, Quality of Teaching &amp; Learning to ensure delivery is in line with learner goals and Operational Management to ensure delivery of the overall service is smooth. Therefore, allowing for greater focus resulting in overall excellence.</p>
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### 6.2 Self-evaluation and Improvement Planning

<b>Elements</b>	<p>6.2.1 Processes for school self-evaluation</p> <p>6.2.2 Monitoring and evaluation of teaching and learning in relation to students' achievement</p> <p>6.2.3 The processes and impact of school improvement planning</p> <p>6.2.4 Improvement over time</p>	<b>Comments</b>	<p>At Small Steps we will undertake a bi-annual Self-Assessment Review to identify areas for improvement which will then help us draw out a Quality Improvement Plan and ensuring continuous improvement as an organisation.</p>
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### 6.3 Partnerships with Parents and the Community

<b>Elements</b>	<p>6.3.1 Parental involvement</p> <p>6.3.2 Communication</p> <p>6.3.3 Reporting</p> <p>6.3.4 Community, national and relevant international partnerships</p>	<b>Comments</b>	<p>We will ensure parents receive daily feedback on the sessions carried out with the learner and their progress against the goals established in the Individual Education Plan. We will also have monthly meeting with the teaching staff at GEMS Metropole School and parents to discuss learner progress. Also, as mentioned earlier in this document, we have committed to delivering free support to one child per year to honour our social responsibility, establish a community partnership and adhere to the charity element taught by Islam.</p>
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## 6.4 Governance

Elements	<p>6.4.1 Involvement of parents and other stakeholders and impact on decision-making</p> <p>6.4.2 Ensuring accountability for the school’s actions and outcomes</p> <p>6.4.3 Influence on and responsibility for the school’s performance</p>	Comments	<p>As an Inclusion Centre based within the compounds of GEMS Metropole School, we will be acting as a support function to the School and therefore communication between the two organisations is vital. We will do our utmost to support the endeavours of the School to deliver an Outstanding provision and involve them in our decision-making process.</p>
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## 6.5 Management, Staffing, Facilities and Resources

Elements	<p>6.5.1 Management of the day-to-day life of the school</p> <p>6.5.2 Sufficiency, deployment and development of suitably qualified staff to optimise student achievements</p> <p>6.5.3 Appropriateness of the premises and learning environment to promote student achievements</p> <p>6.5.4 The relevance and range of resources for effective teaching and learning</p>	Comments	<p>As mentioned in Section 6.1, the management of the Centre will be broken into 3 key areas. In addition, we have set aside a staff development budget to ensure Continuous Professional Development. Also, we are keen to employ the latest learning resources to ensure delivery is effective and relevant.</p>
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**Leadership is about making others better as a result of your presence and making sure that impact lasts in your absence.**

— Sheryl Sandberg