



ALIGNMENT POLICY

2026 – 2027

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Prepared By	Valmiro Fernandes
Approved By	Inderjot Singh
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1. Introduction

At Small Steps Learning Difficulties Center, we are committed to empowering students with autism spectrum disorder (ASD) and related developmental challenges through individualized, high-quality ABA (Applied Behavior Analysis) therapy and support services. Recognizing the value of a collaborative and integrated approach, this policy outlines our strategy for aligning therapeutic interventions with the educational framework of GEMS Education schools. Through structured communication, shared objectives, and coordinated intervention plans, we aim to enhance student learning outcomes and foster holistic development within inclusive school environments.

2. Purpose of the Policy

The primary purpose of the alignment policy is to create a structured framework for the integration of individualised ABA support services provided by Small Steps with the educational and inclusion policies employed by GEMS Education Schools. This policy seeks to establish clear communication channels, collaborative practices, and consistent procedures to support the holistic development of students. By doing so, we aim to maximize the effectiveness of both therapeutic and educational interventions, ensuring that students receive the comprehensive support they need to thrive academically, emotionally, and socially.

3. Aims and Objectives

To ensure seamless integration of ABA therapy and other support services provided by Small Steps with the educational framework at GEMS Education schools, tailored to the individual needs of each student. This policy seeks to strengthen inclusive support and build a collaborative environment, enhancing the educational and developmental outcomes for all students with ASD and other learning difficulties.

4. Responsibility

This policy applies to all staff members of Small Steps, the GEMS School SEN team and school staff, parents, and interdisciplinary professionals involved in the support and development of all students enrolled in the Small Steps program.

5. Policy Components and Implementation

5.1 Monthly SEN and Small Steps Meetings

- Small Steps Case Supervisors and/or Program Director will meet monthly with the Primary/Secondary Head of Inclusion to review each student's inclusion plan, discuss progress and challenges, plan interventions and support, and ensure alignment of therapeutic and individualised educational goals for all students.

5.2 Clinical Meetings

- Small Steps will conduct twice per term clinical meeting to review progress of termly goals and objectives. Small Steps case supervisors and parents; SEN staff, including SEN teachers and SEN leadership team, will be invited to attend all meetings and updated on the outcomes.

5.3 School IEP Meetings:

- Small Steps Case Supervisors will attend all IEP meetings to provide insights and updates on student progress, suggest modifications, and align ABA goals with educational objectives.

5.4 Centralized System for and ABA Goals and Objectives:

- Small Steps will utilize a centralized digital system accessible to both Small Steps and GEMS School staff to share termly goals, objectives, and progress reports.
- Small Steps will ensure data is regularly updated and accessible to all relevant stakeholders with appropriate permissions.
- Small Steps will ensure that all shared information adheres to data protection regulations and confidentiality agreements.

5.5 Collaboration with Inter-Disciplinary Teams:

- Small Steps team will collaborate with speech therapists, occupational therapists, educational psychologists, and other paraprofessionals to develop and implement comprehensive support plans that address all aspects of student development.

5.6 Induction and Review of School Policies:

- Small Steps supervisors will conduct induction and policy review sessions with all therapists and staff members at the beginning of each academic year.
- The induction process will include reviews of school policies, emergency procedures, safeguarding protocols, and other relevant policies.
- Small Steps will provide updates and refresher sessions for staff on the alignment policy and collaborative practices as needed throughout the academic year.
- SEN team will conduct joint workshops with GEMS School staff and small steps staff to enhance understanding and cooperation.

5.7 Communication Channels:

- Small Steps will maintain open lines of communication through emails, MS Teams, newsletters, and regular meetings.
- Small Steps will share feedback from parents, teachers, and therapists with SEN team to ensure all parties are informed and can take timely action.

5.8 Compliance and Accountability:

- Small Steps case supervisors will oversee the day-to-day implementation of the alignment policy and ensure all staff members adhere to it.

6. Conflict Management

In the event of a conflict between Small Steps, GEMS Education staff, or families, the issue will be identified and articulated by all parties. A meeting will be held to discuss the issue openly and constructively, employing collaborative problem-solving to find solutions that prioritize the student's best interests. An action plan will be created with agreed steps and responsibilities, and follow-up meetings will be scheduled to ensure resolution. If the conflict remains unresolved, it will be escalated to the school principal for further intervention.

7. Monitoring and Review

This policy will be reviewed annually to ensure its effectiveness and relevance. Feedback from all stakeholders will be considered in the review process, and necessary amendments will be made to improve the alignment and delivery of Small Steps services within GEMS Education Schools. The Program Director and Assistant Head Teacher are responsible for monitoring and reviewing this policy every year. This policy should be used in conjunction with other policies, including, but not restricted to:

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Intimate Care and Toileting Policy
- Whistle Blowing Policy

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