

This Policy has been written with reference to the General Rules for the Provision of Special Education Programs and Services (Public & Private Schools). – UAE MOE Special Education Dept.

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Next review: October 2023

Approved by: Flavia Castelino - Vice Principal

OUR VISION

We aim to create lifelong learners, with the confidence to become socially responsible, successful global citizens and leaders of the future.

OUR MISSION

- Inspire students to develop a love of learning and a thirst for knowledge
- Pursue academic excellence through an inquiry-based approach
- Encourage curiosity and creativity within a caring and stimulating learning environment
- Challenge students to think critically and develop skills of innovation and entrepreneurship

PHILOSOPY FOR SPECIAL EDUCATION

Each student is unique in his own way. We commit to teach all students and provide them with a safe and supportive environment to develop their maximum potential based on their individual strengths and challenges.

INCLUSIVE EDUCATION

Our school is inclusive school. We aim to make all children feel included in all our activities. We acknowledge the need for high expectations and suitable targets for all children. No gender, race, creed, sexuality or ethnicity will be discriminated against.

MONITORING

This Policy will be monitored as a part of schools' monitoring and evaluation program.

PUBLISHING

This Policy will be published on the school website.

RESPONSIBLE PERSON

SENCo – Special Educational Needs Coordinator

EP – Educational Psychologist

1) What is the purpose of this Policy?

To provide a high quality, appropriate education for ALL students at our school so that they:

- Achieve their best
- Become confident individuals who live fulfilling lives
- Make a successful transition to their next phase of education.

2) Identifying Special Educational Needs and Disability (SEND)

SEND is a need which occurs when a student identified with an impairment requires the school to make specific modifications to provide specific support to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with the same-aged peers.

Students with gifts and talents are now identified as a separate and distinct group.

- Communication and interaction (e.g. Autistic Spectrum Disorder, ASD)
- Cognition and learning (e.g. Dyslexia)
- Social, emotional and mental health (e.g. Anxiety disorders)
- Sensory and/or physical needs (e.g. visual or hearing impairment)

These areas give an overview of the range of needs to plan for, but children may have needs that cut across all these areas, and their needs may change over time. The purpose of identification is to work out how we can best support a child, not to fit pupil into a category.

3) How do we identify and manage children with SEND in our school?

Teachers are responsible and accountable for the progress and development of the students in the class, including where children access support from teaching assistant or specialist staff.

All the teachers are being trained to identify the children with special needs. Generally, it is based on handwriting, spelling, reading, vocabulary usage, expressive language and Mathematics skills.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

4) What do we do if we think a child may have SEND?

- The first response to concerns about progress is high quality teaching targeted at their areas of weakness.
- If progress continues to be less than expected, the class teacher works with the SENCo to assess whether the child has SEND. This includes looking at all the information gathered within school about the child's progress. High quality and accurate formative assessment is collected. An early discussion with parents and the student will take place so they can be involved in planning what support to put in place. (Appendix A)
- The class teacher, parents and SENCo will plan how to support the student's needs.
- Individual Education Program (IEP) designed to secure better progress will be implemented at an early stage. Support from outside agencies may be appropriate. A review date will be set.
- After additional support is put in place, the class teacher and SENCo will review the child's progress and response to such support. This will help identify particular needs and inform staff about whether the child has



SEND. Where it is decided that a student does have SEND, the student's parents are informed and the decision is recorded on the school's SEND register.

5) Early identification

The SENCo works in close collaboration with the Kindergarten (KG) teachers to ensure that needs are identified at the earliest point. Where there are concerns about a child, the SENCo may do class observations and fill in an 'Early Concerns Form' in consultation with the KG teacher, parents and child. The form details a child's strengths and interests, areas of need, current attainment, strategies/intervention tried and the impact of these, and next steps. This is reviewed and if minimal progress is gained after two waves of targeted intervention, the child may be placed on the SEND record.

6) How do we monitor a child with SEND?

Every child has an Individual Education Plan (IEP) which is reviewed each term. This document shows what the child has achieved in a term, what support helped to make this possible, targets for the new term and what provision will be put in place to meet these targets. The class teacher or SENCo talks to the parents and child about their priorities and aspirations for the coming term and how this fits in with what they would like to achieve by the end of the year (long term outcomes).

The class teacher and SENCo review the current IEP, discussing achievements, success of previous support, current attainment, progress and assessments, social and emotional needs, attendance, advice from outside agencies and the wishes of the parents and child. Targets are set and support is planned in.

Adaptations are made to the curriculum for SEND children by:

- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that child's needs are met.
- Specially trained support staff can adapt the teachers planning to support the needs of SEND child where necessary.
- Specific resources and strategies will be used to support the child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet the child's learning needs.

Each SEND student has a file which includes the child's 'All about me' page (one-page profile) and current IEP. Class teachers are responsible for showing how students are meeting their targets by recording evidence in the child's file.

These files are reviewed by the SENCo every month to ensure that progress against the targets is being made and that the provision put in place is appropriate. Discussions with class teachers, teaching assistants and support learning team happen regularly so that adjustments can be made.

7) What support is normally provided in the classroom?

- in class support for small groups with an additional teaching assistant
- small group withdrawal with teaching assistant/teacher
- individual class support/individual withdrawal
- personalized individual timetables
- further differentiation of resources (e.g. personalized word banks or sound maps, ruler of numbers)

8) What methods of assessment do we use?

- Assessments of attainment e.g. EYFS profiles, SATs, reading running records, spelling assessments, phonics and assessments, writing samples.
- Completion of teacher concern forms
- Regular discussions with staff, parents and students
- Liaison with feeder or previous schools on transfer
- Information from outside agencies or other services

9) What is the role of the EP (Educational Psychologist)?

The EP meets regularly with the SENCo to agree a program of support for the school. This can include carrying out diagnostic assessments and providing additional support and training for staff.

10) How do we support students and families?

We recognize that students and parents have the right to be involved in decision making.

We work in partnership with students in various ways:

- Involve students to review their progress and targets on a termly basis
- Explain targets to students every term (providing pictures if needed)
- Get feedback from children via questionnaires
- Regular informal chats with pupils about how they feel lessons, interventions and school in general is for them

We work in partnership with parents in various ways:

- Weekly/monthly meetings
- Annual report on their child's progress in the Summer term
- Pass on advice and reports from outside agencies
- Ask for parents to complete questionnaires if relevant (e.g. Parent concern form)
- Provide a "Happiness Line" approach so that parents feel confident to share their thoughts and concerns
- Regular telephone and Class Dojo contact where appropriate
- Provide the SENCo's email address as another means of communication
- 'Welcome' parent meeting at the beginning of the year

11) When should a child be removed from the SEND list?

The SENCo, class teacher and parents of a child may decide to remove a child from the SEND list (during a termly SEND review). The child's thoughts about the help they need to be able to progress at school will also be considered. Their rate of progress should have improved and the attainment gap between the child and their peers should have reduced (compared to when they were added to the SEND list). Everyone must be confident that normal class provision and interventions will be enough support for them to continue to make progress and fulfil their potential.

12) Monitoring and evaluation

Regular learning walks, observations, book looks, pupil interviews, reading with children and informal discussions with teachers, parents and students help the SENCo to monitor the effectiveness of the provision for children with SEND. The Vice Principal appoint a SENCo to monitor provision and outcomes for children with SEND on a termly basis. The SENCo presents a SEND report to the Vice Principal on an annual basis.

13) What is the role of SENCo?

- overseeing the day-to-day operation of SEND Policy
- coordinating provision for children with SEND
- liaising with and advising teachers
- managing learning support assistants
- ensuring the school keeps the records of all pupils with SEND up to date
- liaising with parents of children with SEND (in conjunction with appropriate staff)
- contributing to the training of staff
- liaising with external agencies and next providers of education



14) How is information stored and managed?

Information about a child's SEND is kept up to date and in an individual file, in chronological order. This may include information from school (e.g. IEPs), from parents (e.g. letters) or outside agencies (e.g. EP reports, letters from the pediatrician). Files are kept locked in a cupboard. IEPs and specific educational information is shared with teachers so that they are kept informed about the child's needs.

15) How and when do we review the SEND policy?

This Policy is updated by the SENCo on an annual basis and is reviewed by the Vice Principal. This is then shared with staff so that they are aware of any changes to our Policy.

16) Other useful policies:

- Wellbeing policy
- Gifted and Talented policy
- Behavior policy
- Anti-bullying policy
- Child Protection policy

All of which can be found on the school websites.

APPENDIX A

