



POLICY STATEMENT FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITIES PROVISION

Inclusion Department

Policy Revised	February 2020
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Policy Statement

Introduction

At JAS School (JAS) we are committed to an inclusive, child-centered approach to learning. We endeavour to help each student fulfil their potential regardless of ability. A social model of inclusion underpins all aspects of identification, support, assessment and review with regards to SEND provision. Teachers identify the level at which their students are performing and provide suitably challenging opportunities, both for the more and less able student. The JAS Inclusion Policy underpins all aspects of this SEND Policy.

As far as possible students with Special Educational Needs and Disabilities (SEND) will be taught within the classroom environment, but we recognise that some students may benefit at times from withdrawal, so that they may work individually or in a small group situation. This withdrawal is done in a sensitive way and with the acknowledgement that all students must have access to the full curriculum. Where periods of withdrawal are felt to be in the student's best interests, intervention entry and exit points will be identified along with arrangements that enable the student to transfer new skills into the classroom environment.

At all times JAS will continue to work under the direction of the KHDA, in line with the Dubai Inclusive Education Policy Framework November 2017, the Dept. of Special Education and in partnership with parents and external support agencies for the benefit of the student.

The Inclusion Department at JAS is guided by the principles and direction of the KHDA and by the constitutional rights of all students as supported by Dubai Law No. 2, 2014 and stipulated in Federal Law No. 29/2006 outlined below.

Knowledge and Human Development Authority – Government of Dubai Federal Law No. 29/2006 Regarding Rights of the People with Special Needs

Article (12)

The state shall guarantee for the person with special needs equal opportunities for obtaining education in all educational institutions, educational and vocational training, adult education and continuing education as part of regular classes or in special classes, if needed, with providing the curriculum in sign language or in the form of (Braille) and through any other methods as appropriate. Special needs do not constitute in themselves an impediment in seeking affiliation or enrolment or admission to any educational institution, whether public or private.

Article (13)

The Ministry of Education and Ministry of Higher Education and Scientific Research are committed to take appropriate measures in cooperation with the concerned authorities to provide educational diagnosis and curricula, easy methods and techniques for teaching purposes. They will also work on providing alternative strong communication methods to communicate with people with special needs, and developing alternative strategies for learning and accessible physical environment and other such means necessary to ensure the full participation of students with special needs.

Article (14)

The Ministry of Education and the Ministry of Higher Education and Scientific Research in cooperation with the concerned authorities shall provide academic disciplines to equip the people working with the people with special needs and their families both in the areas of diagnosis and early detection, educational, social, psychological, medical or vocational rehabilitation, and to ensure the provision of training programs during the service to equip the staff with expertise and modern knowledge.

Article (15)

Under a resolution of the Council of Ministers a committee is formed, which is called (specialized committee in the education of people with special needs). This committee is headed by the Undersecretary of the Ministry of Education and under the membership of representatives from the concerned authorities. The Minister of Education promulgates Code of Conduct for this committee and its meetings. The committee shall, in particular, undertake the following:

1. Developing executive programs to ensure equal opportunities for education for all people with special needs from early childhood in all educational institutions in their regular classes or in the specialized educational units.
2. Developing a systematic structure for the educational programs and preparing educational plans to keep up the spirit of the age and technical sophistication commensurate with the developmental and psychological features of people with special needs.
3. Organising all matters concerning the education of people with special needs such as programs, procedures, methods and conditions of enrolment in regular classes and appearance in the examinations.
4. Laying down policies for rehabilitation and training of cadres of educational manpower working in the field of people with special needs.
5. Providing advice, technical and educational assistance to all educational institutions that wish to receive people with special needs and considering requests for funding for the equipment and technologies, and rehabilitating the educational environment of the institution.

Definition of Special Educational Needs and Disabilities

A student has special educational needs and or disability if they have a physical impairment impacting on their learning, a cognitive, social or emotional learning difficulty, or if they display strong learning capabilities that call for special educational provision to be made for them.

A student with a learning difficulty may be identified by some of the following:

has significantly greater difficulty learning than the majority of students of the same age.

in spite of normal or above average intelligence and adequate educational provision the student continues to display difficulty with a specific aspect of the curriculum, such as literacy skills.

It is understood that a number of factors may contribute to the special needs of the student: intellectual, behavioural, emotional, medical and physical.

A student with strong learning capabilities may be identified as a collection of the following:

- verbal and non and verbal reasoning abilities are significantly above the majority of their peers
- the student is working well above the expected level in literacy or numeracy
- the student is outstanding with visual, kinaesthetic, musical, linguistic, logical, interpersonal and intrapersonal intelligence

When such students have been identified their support should provide opportunities to work together and share mutual interests through:

- extension
- enrichment
- acceleration

All students should be provided with an appropriately differentiated curriculum giving due attention to the development of critical thinking skills and incorporating extension and enrichment activities.

Whilst some students may always have special needs, it is also understood that many more students will have special needs at particular periods of their lives in school.

Identification, assessment and provision for students with special educational needs and disabilities will be carried out in accordance with the established procedures appended to this policy statement.

Special Educational Needs and Disabilities, Gifted and Talented

Special education needs are defined as ‘educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder’.

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting points.

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 education 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 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.
	General Learning 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 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.
	Specific Learning Difficulties
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.

Gifted and Talented

The definitions of gifted and talented students take account of the 'Differentiation Model of Giftedness and Talent' and align with international best practice.

- The term giftedness refers to '**a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability**'. These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under-achieve.
- The term talented refers to '**a student who has been able to transform their 'giftedness' into exceptional performance**'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

All gifted students have the potential to be highly able but not all highly-able students are truly gifted. Common distinctions between the able and gifted child include:

- an able student knows the answer; the gifted learner asks the questions
- an able student works hard to achieve; the gifted learner knows without working hard.
- an able student enjoys school; the gifted learner enjoys self-directed learning
- an able student has a fine imagination; the gifted learner uses imagination to experiment with ideas.

Our Aim:

To value each student as an individual with strengths and areas for development.

To enable each student to achieve their potential.

To foster self-esteem and confidence in students as a successful learner.

To deliver engaging and productive support sessions.

To encourage parents and external agencies as partners in the learning process for their students.

It is the central theme of the school's aims to help all students achieve their full potential and it is committed to meeting the individual needs of all students.

At Jebel Ali School we recognise:

- That up to 20% of students may need help with learning difficulties.
- That the school is committed to raising the attainment level of these students.
- The importance of early recognition of learning difficulties and appropriate intervention.
- The need for flexible provision because the range of difficulties are so diverse.
- The necessity of keeping parents informed and involved with the student's progress.
- Formal teacher parent meetings will be scheduled throughout the school year. In addition, meetings can be requested by either teacher or parent should the need arise.
- That the class teacher/subject teacher is responsible for the progress of each individual student within the class. Planning must show how progress will be made. The class teacher/subject teacher is responsible for the normal programmes of work in class, unless specific recommendations have been made and discussed.
- That liaison between the class teacher/subject teacher and Inclusion teacher is essential. Consultation about each student takes place formally and informally to discuss the student's progress, programmes of study and exchange suggestions, ideas and information.
- That there are students who are academically 'more able' and those who are cognitively 'more able'.
- That some students may have a gifted cognitive profile coexisting with a SEND profile.

Policy Procedure

Admissions

The SENCO works in close partnership with the Parent Relations team to evaluate the needs of new students and assign suitable assessment and support structures upon entry.

Close working relationships exist between local nurseries and Jebel Ali School to support the transition of students to FS1. The SENCO will assist the Head of FS, Deputy Head of KS1, FS and Head teacher of Primary and Secondary in highlighting needs in advance of admission to ensure the correct supports are in place prior to commencement.

Students who have a pre diagnosed SEND or who have a history of SEND support in a previous school are accepted to Jebel Ali School without discrimination following normal admissions procedure. Entry assessments will be modified and accommodations for assessment will be given to students to enable them to access the assessment at their level. New students who have a diagnosis, external report or history of SEND support will be pebbled on entry to school. A phase of collaborative discussion, observation, in class support, further assessment and feedback will form the basis of support provision in the first half a term. Students may then be placed on the SEND register or remain on the Pebble Register and continue to be tracked and monitored depending on their level of need.

Identification, Referral and Assessment of Students with Learning Difficulties

First Stage (Pebble)/ROC

- Concern felt by class teacher/subject teacher about academic performance/behaviour of student
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- Teacher discusses concerns with Year Group Leader/Head of Year providing samples of work / standardised test scores etc. for moderation across Year Level and suggestions for in class support.
- On-going discussion/meetings with parents but with no LABEL or school diagnosis
- Further differentiation of work planned for student
- Evidence collected to show what steps have been taken to support student
- Pebble form completed
- Observation/monitoring/assessment period by class teacher and/or DHT
 - Student may be included in a booster group with focused support for the area of need with subject area teachers
- If concerns persist Class teacher/Subject teacher informs parents of continued concerns and that internal assessment will take place.
- Child is added to the Pebble SEND register
- Inclusion teacher assesses and observes student
- Written/verbal review/feedback from Inclusion team, Sentence deleted
- Student may be referred for S&L/OT screening and/or visual and hearing assessments
- If the student has made sufficient progress, strategies/monitoring continue with regular reviews- student is placed on Track and Monitor Section of the Pebble Register

Second Stage

If assessment results indicate a need for additional support from the Inclusion Team, a Student Passport is drawn up and the student's name is added to the SEND

Register

Student receives support as required: 1:1, small group, in class support

The student's area of need is classified under one of headings provided by DSIB

Parents are consulted and informed

Further investigation/external assessment may be deemed necessary if insufficient progress has been made after three terms (or less at the discretion of the SENCO)

SENCO/Inclusion teacher consults with parents and advises appropriate course of action/assessment

When an external report is received by the school it is reviewed and a collaborative meeting between school, parents and external agency is held. An external agencies form is completed for the child's SEND file.

Access to Information

The SEND register, policy, Student Passports, Learner Profiles, information on external agencies are accessible for staff through JAS shared/ Inclusion folder on Google Drive. It is the responsibility of all teachers to access this information and make note of the SEND requirements of their students. It is the teacher's responsibility to include this information by differentiating and modifying their classroom management, lesson and assessment to meet the individual needs of the student. The teacher must ensure this information is shared with LAs and made available to supply teachers. External reports, SEND assessments, previous Student Passports and parent communication are stored in the student's personal SEND file held in the SENCO's office. Teachers are required to view this file and implement recommendations where appropriate.

Parental Engagement

Parents are required to meet with their child's Inclusion Teacher three times a year to discuss their child's learning and collaborate in the preparation of their child's Student Passport. Parents and teachers are encouraged to meet more regularly at the discretion of both parties.

Inclusion teachers maintain communication with parents through email, phone call and during agreed meeting times. Informal communication occurs on a more regular basis and should be logged through the parent communication form where necessary.

Recommendations for external screening, assessment and intervention should be acted upon by the parent in the best interest of their child. Prioritising support based on need will be advised in a situation where by a variety of supports are necessary.

Should the school determine that extra resourcing is necessary over and above that which would normally be provided, parents will be responsible for the additional financial contribution, i.e. LSA, occupational therapy, speech and language therapy.

Meetings pertaining to a child on the SEND register will be conducted in conjunction with the Inclusion teacher, class / form teacher and parent when possible.

A student is removed from the SEND register at the discretion of the SEND team in conjunction with the class / form teacher and their parents. A cessation form is completed at this time and the student will continue to be tracked and monitored on the Pebble register.

Policy Procedure

Identification of More-Able and Gifted students (Literacy and Numeracy)

The following criteria will be considered:

- Ability
- Achievement
- Potential
- Presence of underlying SEN

In KS2 and KS3 the Deputy Head of Key Stage/Year Group Leader/Head of Year will identify the most-able students by considering:

- Assessment results
- Standardised test results such as CATS/PTE/PTM/PTS
- Class teacher/Subject teacher and/or Group teacher's perception of a student's potential
- Parent's observations and/or parent initiated assessments of potential/ability
- Checklist for Potential or underlying SEN
- Aptitude for and approach to challenging tasks
- Notable reasoning and/or higher order thinking skills

If a student fulfills the multiple criteria for classification as 'Gifted and Talented' the Inclusion Team will in collaboration with Curriculum Leaders, Deputy Head of Key Stage and Year Group Leader/Head of Year to establish a programme which provides:

- Enrichment
- Extension
- Acceleration

In certain cases, a Student Passport and Learner Profile will be established. This is further outlined in the JAS Gifted and Talented Policy.

Extension will be provided in all Key Stages through differentiation and extended challenge in class. SEND staff may also extend the more-able students while supporting in class. Higher order thinking skills training and executive functioning support may be provided to students who have cognitive functioning in the superior range coexisting with an underlying SEND.

Working with External Agencies

The SENCO and Inclusion Team are responsible for liaising with external support agencies that provide support and information in relation to SEND for particular students during or after school time. Means of communication include parental feedback, email, phone call, meeting, observation, review and assessment.

When possible arrangements for in school intervention are supported and timetabled into the student's weekly schedule with the consent and financial support of the parents.

Assessment, Tracking and Monitoring

The Inclusion Team administers internal assessments once a year to assess student progress and monitor progression. Standardised tests are administered to assess spelling, reading fluency, accuracy and comprehension. Longitudinal data is recorded and reviewed for tracking and monitoring purposes.

Additional or specific assessment and screeners may be administered to track and monitor progress in specific areas.

The Inclusion Team is involved in reviewing general class assessment data in conjunction with class teachers/subject teachers / YGL/ Head of Year/Heads of Department and Deputy Head teacher.

Review and assessment of Student Passport targets is the collective responsibility of the class teacher/subject teacher and Inclusion Team. Reviews and setting of new targets take place once a term.

Additional time for assessments is applied when explicitly outlined in an Ed. Psych report. It is recommended that when additional time is assigned it should be allocated at the beginning of assessments where possible. Modifications and accommodations for assessment are applied to students with an identified need supported by teacher evidence. The Inclusion team, where possible, provides assistance to students during assessments in the form of supervision of additional time, movement breaks, reader, scribe and emotional support.