



# ABUDHABI INDIAN SCHOOL SPECIAL EDUCATION NEEDS POLICY

<b>SCHOOL SEN POLICY</b>	
<b>Name of Policy</b>	: School SEN Policy
<b>Policy No</b>	: 48
<b>Purpose of Policy</b>	: To establish guidelines for ensuring that the students with special needs will receive equal opportunities in education.
<b>Approval for this Policy given by</b>	: Hon. Chairman (BOG)
<b>Responsibility for its update</b>	: Principal
<b>Policy applies to</b>	: To all the SEN students of Abu Dhabi Indian School
<b>Date of Approval</b>	: 01-09-2017
<b>Proposed Date of Review</b>	: 01-09-2019

# SCHOOL SPECIAL EDUCATION NEEDS (SEN) POLICY FOR ABUDHABI INDIAN SCHOOL

## INTRODUCTION

The SEN policy of the school is written with reference to the vision, mission, the ADEC policy for Special Education Needs (UAE School Inspection Framework 2015-16) and the Inclusion policy of the Central Board of Secondary Education.

## THE OBJECTIVES OF THE POLICY IN NUTSHELL ARE AS FOLLOWS:

- No child is denied a right to education. Particularly students with special needs will receive equal opportunities in education.
- To identify the student with special need at the earlier stage so that the student is prepared to cope up with the challenges of higher grades.
- With the involvement of school leadership team, teachers, SENCo, Counsellor Parents & other support systems, provide a holistic support and guidance to the student within supportive school environment.
- To facilitate the social emotional intellectual development of the students with special needs.
- Thus, to ensure that the students adapt well to the challenges of future.

Special educational 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 individualized planning to ensure that they make the expected levels of progress given their starting point ( UAE School Inspection Framework 2015-16)

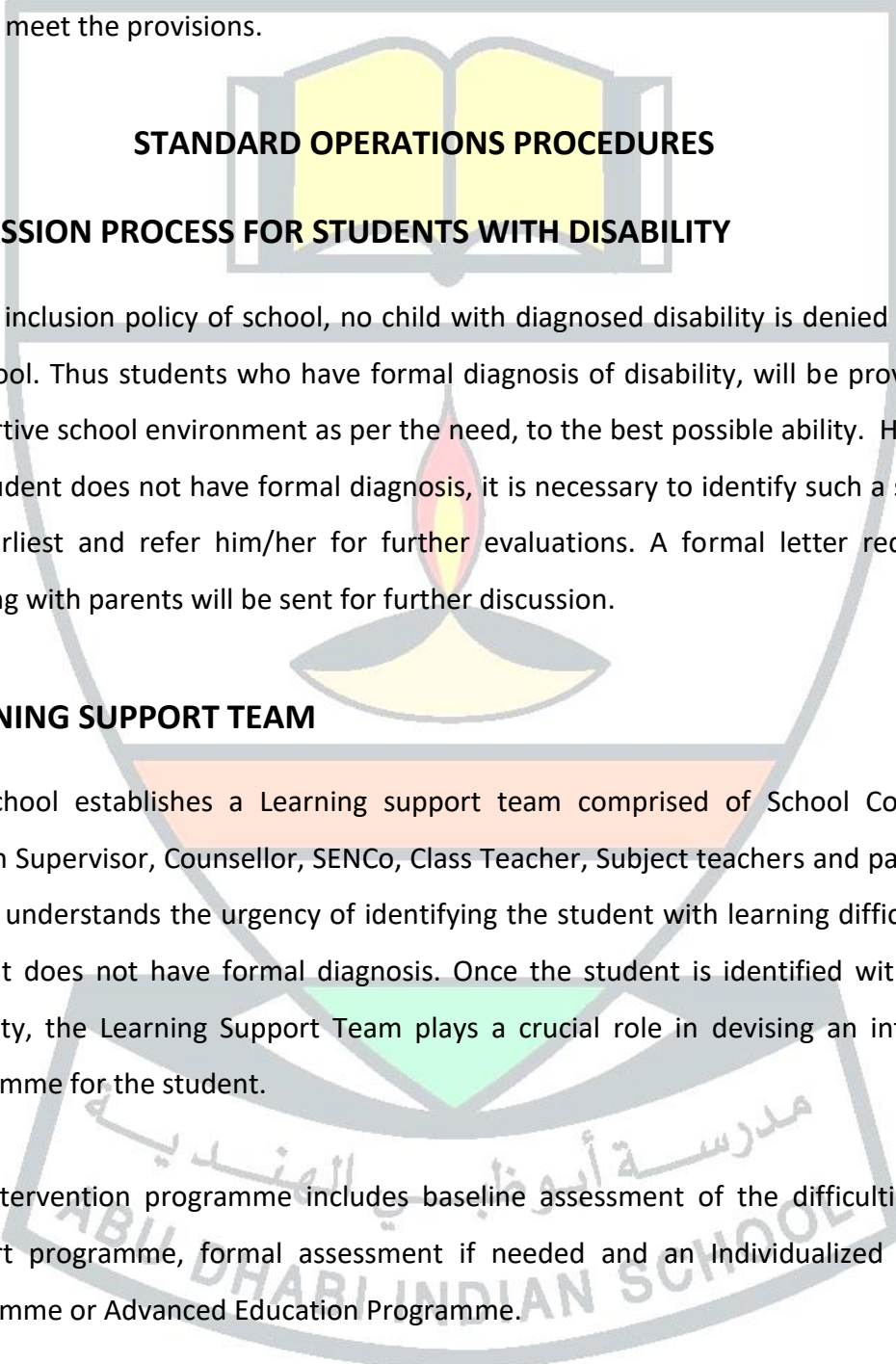
## CATEGORIES OF SPECIAL EDUCATION. (UAE SCHOOL INSPECTION FRAMEWORK 2015-16)

- Behavioral,
- Sensory
- Visual impairment
- Physical Disability
- Medical Conditions or Health Related Disability
- Speech and Language Disorders This does not include students with additional language needs
- Expressive language disorder
- Communication and Interaction
- Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized 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 characterized 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.
- Learning difficulties 2
- Profound and Multiple Learning Difficulty (PMLD)
- Assessed Syndrome
- Specific Learning Difficulties
- Dyslexia –reading
- Dysgraphia - writing/spelling
- Dyscalculia - using number
- Dyspraxia – fine and gross motor skills

With reference to the above definition and description of categories of special education needs given by ADEC, the school adopted a staged (we can name stage 1 ...) approach to provisions for students with special education needs. The school has devised following standard operations procedures to meet the provisions.



## STANDARD OPERATIONS PROCEDURES

- **ADMISSION PROCESS FOR STUDENTS WITH DISABILITY**

At per inclusion policy of school, no child with diagnosed disability is denied admission to school. Thus students who have formal diagnosis of disability, will be provided with supportive school environment as per the need, to the best possible ability. However, if the student does not have formal diagnosis, it is necessary to identify such a student at the earliest and refer him/her for further evaluations. A formal letter requesting a meeting with parents will be sent for further discussion.

- **LEARNING SUPPORT TEAM**

The school establishes a Learning support team comprised of School Coordinator, Section Supervisor, Counsellor, SENCo, Class Teacher, Subject teachers and parents .The school understands the urgency of identifying the student with learning difficulty if the student does not have formal diagnosis. Once the student is identified with learning difficulty, the Learning Support Team plays a crucial role in devising an intervention programme for the student.

The Intervention programme includes baseline assessment of the difficulties, school support programme, formal assessment if needed and an Individualized Education Programme or Advanced Education Programme.

- As the concern is raised, the parents are intimated in writing and are made aware of the difficulties.

- The SENCo in consultation with the Counsellor, Class Teacher and Subject teachers will carry out baseline assessment to understand the difficulty. The weaknesses and strengths of the student are understood.
- The Learning support team then devise a primary plan i.e. Personalized Education Plan(School Support Plan) to address the difficulties of the student. The Parents are also involved at every stage to make them aware of the student’s difficulties, thus ensure their partnership and support in the process.
- **The Plan**

- **REFERRAL :**

The concern may be raised by teachers or parents. The referral form is then submitted to the section supervisor who informs the SENCo and Counsellor about it. If the concern is raised by parents, the class teacher is informed about the concern. If it is raised by the teacher, parents are informed and the first meeting with the Counsellor & SENCo is organized in order to understand the weaknesses and strengths of the student. The student is observed in classroom set up by the SENCo and Counsellor.

The SENCo interacts with the student in Resource room as well. Learning Support Team, then devises a primary support plan for the student which is shared with the parents. If they accept and give their consent and ensure full support, the plan is implemented for three months. However if the parents do not give their consent, the plan may not be implemented, though classroom support is provided to the student in order to facilitate the learning experience.

- **PERSONALIZED EDUCATION PLAN/PRIMARY EDUCATION PLAN (SCHOOL SUPPORT PLAN)**

The Personalized Education plan is initiated with implementation of classroom accommodations and differential teaching methods. The needs of the student will be taken care of in General Education Class itself. The teacher will customize instructions, activities, to suit the needs of the student. (Accommodations and adaptations)

**The Teacher may adapt/differentiate the content, assessment methods which are flexible in nature. (Please refer to the accommodations and modifications section).**The student will be provided with the supportive classroom environment to explore his strengths and cope up with his weaknesses.

The Plan is shared with parents from time to time to gain their support and approval. The LST will review the outcome of the plan after three months. If the outcome is satisfactory and shows that the student has reached an expected level of academic performance or behavioral aspect, the PEP is withdrawn. The parents are duly informed about the progress of the student and subsequent withdrawal of the plan. The LST members meets the parents to ensure continuous support at home and for suggestions from them for school performance. The teachers and SENCo, Counsellor continue to monitor the progress of the student.

If the student does not manifest any progress despite execution of PEP, further assessment from Experts from outside agency is strongly recommended.

- **EVALUATIONS AND INTERVENTIONS BY EXPERTS FROM OUTSIDE AGENCY**

Despite implementation of PEP, if the review shows that the student has not reached the expected levels of performance or behavior, the school believes that the student may have underlying or covered learning, behavioral or other difficulty. Therefore, an evaluation by an outside agency is required. Once the report of evaluation is procured from Outside Agency, the student is entitled to an Individualized Education Programme devised by LST. Students who have formal diagnosis by outside agency at the time of admission will have an IEP right from the beginning and will be asked to get reassessment done every two years. The Evaluation report will be held valid for two years only.

- **INDIVIDUALIZED EDUCATION PROGRAMME:**

An IEP addresses the unique educational needs of a student with formal diagnosis and specific strategies designed to deal with these needs. The IEP will include the student's current difficulties based on the formal diagnosis, his/her strengths, long term goals (annual goals), short term measurable goals, special education support/remedial teaching provided to him/her, classroom accommodations, adaptations, modifications as per requirement and the review date. The document will also include parental role and support expected of them. The IEP will be written by the SENCo in consultation with the teachers and will be shared with parents. Whenever possible, the student can be involved in the preparation of the IEP.

In certain cases, the student may require an outside intervention such as speech therapy or occupational therapy or physiotherapy. Parents are informed about the same and the referral is made for the same. This will be done in order to facilitate the desired or expected impact of IEP.

- **REMEDIAL COACHING.**

If the SEN students required additional support, it will be provided to him/her individually or in small groups.

- **ACCOMMODATIONS AND MODIFICATIONS BY ADIS**

As per requirements of the SEN student accommodations and modifications in teaching techniques, learning materials, learning methods, and assessment methods/ exam sitting arrangement/extra time can be provided. Students who attend one to one remedial coaching may be given modified paper to suit their level of comprehension. Lower level reading material or less portion can be given if necessary. For students with sensory, visual impairments, physical disabilities, or medical conditions, necessary accommodations and modifications can be provided.

- **EXIT PROCESS**

Parents can withdraw their ward from special assistance programme at any stage. An undertaking will be signed by the parents, if they wish to exit. Counselling will be provided before the exit letter/undertaking is signed by the parents. However, if the student shows remarkable progress and does not require further assistance, re-evaluation is recommended to ensure the progress. The parents will be informed about the exit from special assistance programme. Necessary procedures will be followed.

(It is necessary to decide the accommodations, adaptations and modifications such as reduced syllabus, lower level reading material, modified curriculum, question bank for the SEN students, setting paper with certain items of their level, by school leadership team. The terminology and provisions can be added in policy upon this decision.)

## **GIFTED AND TALENTED STUDENTS**

Students who are identified as gifted and talented will be provided with challenging tasks and differential curriculum in order to develop their potential to the fullest. The Learning Support Team will make an Advanced Learning Plan for such students to achieve the objective

ADEC has specified following categories of G & T students

- Intellectual ability
- Subject-specific attitude
- Social maturity and leadership.
- Mechanical/technical/technological ingenuity.
- Visual and performing art (Eg. Art/theater/recitation)
- Psychomotor ability (Eg. Dance and sport)
- Dual Exceptionality.



## IDENTIFICATION PLAN:

### STAGE 1: REFERRAL

The staff members are asked to nominate the students whom they think are performing well above the level of their peer group in the above mentioned areas of G and T. The staff members include Principal, teachers, Librarians, Counsellors or office staff who is familiar with the talent/giftedness of the student. Students with special needs will be taken into considerations while nominations are made. Parents are also encouraged to nominate their ward through the school portal, meetings on Open Day or Orientation Programme. The Parents can arrange a meet with the LST and give their observations in writing. Teachers should give their recommendation letter with necessary documents.

### STAGE 2: SCREENING

The Screening Committee comprises of Principal, Vice-Principal, SLT members, Counsellor, SENCo and the class teacher. The primary task of the committee is to organize the information gathered and scrutinize it for selection in the G and T category. Counsellor and SENCo will be responsible for compiling the screening data from various sources. The sources/instruments comprise of achievement tests, IQ tests, teachers' ratings, tests of abstract reasoning and students' academic record. The data on IQ/achievement and test of abstract reasoning can be obtained from an expert from outside agency. Parental consent is sought if the nomination is made by others.

### STAGE 3: SELECTION/ELIGIBILITY

Once the data is obtained, the student is expected to meet any three (need to decide) of the following criteria in order to be selected as Gifted and Talented.

- An Aptitude test. (Area wise)
- Tests of Cognitive Abilities.(Standardized assessment of cognitive abilities – only conducted by a trained Psychologist)
- A standardized achievement test

- Teacher rating scale
- Test of Abstract reasoning/Nonverbal reasoning.
- School assessment reports.

Careful screening for Dual exceptional gifted students can be provided.

#### **STAGE 4: THE PROGRAMME**

Once the student is selected, an Advanced Learning Programme is designed for him/her. The programme will include various strategies to develop the potential of the student. The AEP is shared with parents. The programme is reviewed from time to time for its efficacy. The students can participate in the AEP making process if eligible.

The SEN policy of the school aims to incorporate the needs of gifted and talented students as well as students with special needs and students with dual exceptionality. Moreover, the policy reflects the partnership between school and parents to ensure the support and encouragement to the students with Special Education Needs.

#### **ROLES**

##### **PRINCIPAL**

- The Principal will ensure the smooth functioning of admissions of students with special education needs and Gifted/talented students.
- The Principal will formulate the SEN and G & T policy of school with Vie-Principal.
- The Principal will oversee the implementation of the school SEN and G & T policy.
- The Principal will formulate the Learning Support Team of the School.
- The Principal will provide adequate resources for provision of support to the students with special education needs and G & T.
- The Principal will organize programmes to train teachers in classroom accommodations and modifications for SEN as well as Gifted and Talented Students.

- The Principal will work with the senior leadership team and teachers to develop school wide programmes for students with SEN to be ingrained in syllabus as part of School Development Programme.
- The Principal will appoint adequate staff and provide resources so that the students with special education need receive supportive school environment.
- The Principal will review the policy from time to time.

### **VICE-PRINCIPAL**

- The Vice-Principal will participate in formulating the policy and review it from time to time.
- The Vice Principal will develop the framework for effective implementation of SEN policy.
- The Vice Principal will monitor the process of communication with CBSE relaxations/exemptions for SEN students from time to time.
- The Vice-Principal will monitor the identification and selection process of G & T students with Counsellor and SENCo.
- The Vice –Principal will monitor the support process for Gifted and Talented students.
- The Vice-Principal will organize programmes/workshops to sensitize and train teachers for handling the G & T students in classrooms.
- The Vice-Principal will organize training sessions for teaching staff from time to time.
- The Vice-Principal will monitor the school-wide implementation of SEN as well as G & T Policy.

### **SENIOR LEADERSHIP TEAM**

- The Senior Leadership Team will participate in formulating the policy and review it from time to time.
- The SLT will monitor the section-wide implementation of SEN/ G & T policy.
- The SLT will facilitate the process of identification for SEN as well as G & T students.

## **SCHOOL COORDINATOR**

- The School Coordinator will monitor the overall functioning of support system for SEN students in school.
- The school Coordinator will provide the necessary guidance and support to the SENCo, & teaching staff.
- The school coordinator will communicate regularly with SLT/ Section Heads for implementation of the policy.
- The school coordinator will arrange the periodic meetings of Learning Support Team.

## **SPECIAL EDUCATION NEEDS COORDINATOR (SENCO)**

- The SENCo will oversee the day to day implementation of SEN policy in coordination with the Principal, Vice Principal, school coordinator, section heads and teachers.
- The SENCo maintains the record of students registered under SEN category and maintain the data.
- The SENCo maintains the IEP and AEP and monitors the implementation of both.
- The SENCo provides individual or group support to the students who have IEP or AEP.
- The SENCo holds meetings with parents and maintain the record.
- The SENCo will work with concerned staff members and monitor the implementation of the IEP.

## **COUNSELLOR**

- The Counsellor, along with SENCo monitor the emotional aspects if any for the student with special education needs.

## **TEACHING FACULTY**

- Teachers are responsible for identifying the student with difficulties and refer him/her to SENCo, through proper process.

- Teachers will use differential teaching for students who do not have formal diagnosis, but are functioning below the expected level of performance. (Students who are weak in studies, but may not have special needs)
- Teachers will use differential teaching for the students with formal diagnosis.
- Teachers are responsible for including the SEN student in general education class through accommodations and modifications.
- Teachers are responsible for maintaining the progress report of the student with formal diagnosis and document the relevant evidences

## PARENTS

- Parents are active partners in our efforts to provide support to the students with special education needs.
- Parents are expected to meet the SENCo/ Counsellor in the beginning of the academic year to discuss the difficulty their ward is facing.
- The parents of student with formal diagnosis should make an appointment with the SENCo at the beginning of the academic year so that timely support is ensured.
- Parents can contact the school/SENCo/ Counsellor at any point in time if they feel that their ward needs academic support.
- Parents are expected to communicate with the teachers, SENCo and Counsellor from time to time to ensure the success of the support programme.
- Parents are expected to extend their support at home in addition to the support provided at school.
- Parents are expected to monitor the emotional development of the ward at home and inform the school if any oddity is noticed.