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Abu Dhabi Indian School

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P.O. Box 46492
Abu Dhabi, U.A.E.

Special Education Policy

2023-2024



Abu Dhabi Indian School
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SPECIAL EDUCATION POLICY

Name of Policy : Special Education Policy

Policy Number

: 48

Purpose of Policy

: To establish guidelines for ensuring that the Students of Determination will receive equal opportunities in Education.

Approval for this policy given by :

Mr. Yusuff Ali M.A.
Hon. Chairman (BoG)

Responsibility for its update

: Mr Neeraj Bhargava,
Principal

Policy applies to

: All Students of Determination of Abu Dhabi Indian School

Date of Approval

: April 2023

Proposed date of review

: April 2025

SPECIAL EDUCATION POLICY

ABU DHABI INDIAN SCHOOL

INTRODUCTION

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

According to ADEK, the term **Special Education** describes the programs and services designed for People of Determination to ensure that all students can reach their full potential.

The term '**People of Determination**' is used to describe the educational needs of any one with a disability, disorder, difficulty, impairment, exceptionality, or any other factor that may affect a student's access to learning and educational performance.

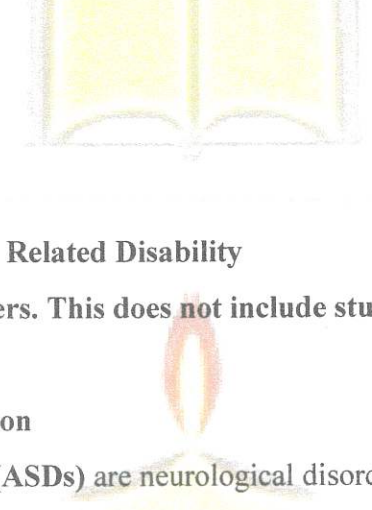
OBJECTIVES OF THE POLICY (IN A NUTSHELL)

- 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 an earlier stage so that the student is prepared to cope with the challenges of higher grades.
- With the involvement of the School Leadership Team, teachers, PoD Coordinator, Counsellor, Parents & other support systems, provide holistic support and guidance to the student within a 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 the future.
- **Special educational needs are defined as 'Educational needs that are different from those of most 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, repetitive behaviour, and critical 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
 1. Dyslexia –Reading difficulties.

2. Dysgraphia – writing difficulties.
3. Dyscalculia – Difficulties understanding simple mathematics.
4. Dyspraxia – fine and gross motor skills

With reference to the above definition and description of categories of Special Education Needs given by ADEK, the school adopted a staged approach to provisions for students with Special Education Needs. The school has devised the following standard operations procedures to meet the provisions.

STANDARD OPERATIONS PROCEDURES

- **ADMISSION PROCESS FOR STUDENTS OF DETERMINATION**

As per inclusion policy of school, no child with diagnosed disability is denied admission to school. Those 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 a 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 Section Head/Supervisor, Counsellor, People of Determination Coordinator, Social Worker, Class Teacher, Subject teachers, and parent. 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.

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

- The PoD Coordinator 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., Individualized 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 PoD Coordinator 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 and Special Educator is organized in order to understand the weaknesses and strengths of the student. The student is observed in a classroom set up by the PoD Coordinator and Counsellor. The student with academic and behavioral concerns may be kept under observation for at least 3 months before reaching any conclusion or labeling the child as sometimes children show atmosphere prone behavior.

The PoD Coordinator interacts with the student in the Resource room and classroom 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.

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

Despite given the required interventions, 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 coveted 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 have one on one sessions devised by PoD Coordinator & Counsellor. 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.

▪ **REGISTERING WITH ADEK**

Student of Determination must be registered with ADEK based on the Assessment Reports provided to school that is acquired from an external agency.

▪ **INDIVIDUALIZED EDUCATION PROGRAMME (IEP)**

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 PoD Coordinator 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 to facilitate the desired or expected impact of IEP.

- **REMEDIAL COACHING**

If the Student of Determination require additional support, it will be provided to him/her individually or in small groups. One on one sessions will be conducted with the parental consents only.

- **ACCOMMODATIONS AND MODIFICATIONS BY ADIS**

As per requirements of the 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 fewer portions 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**

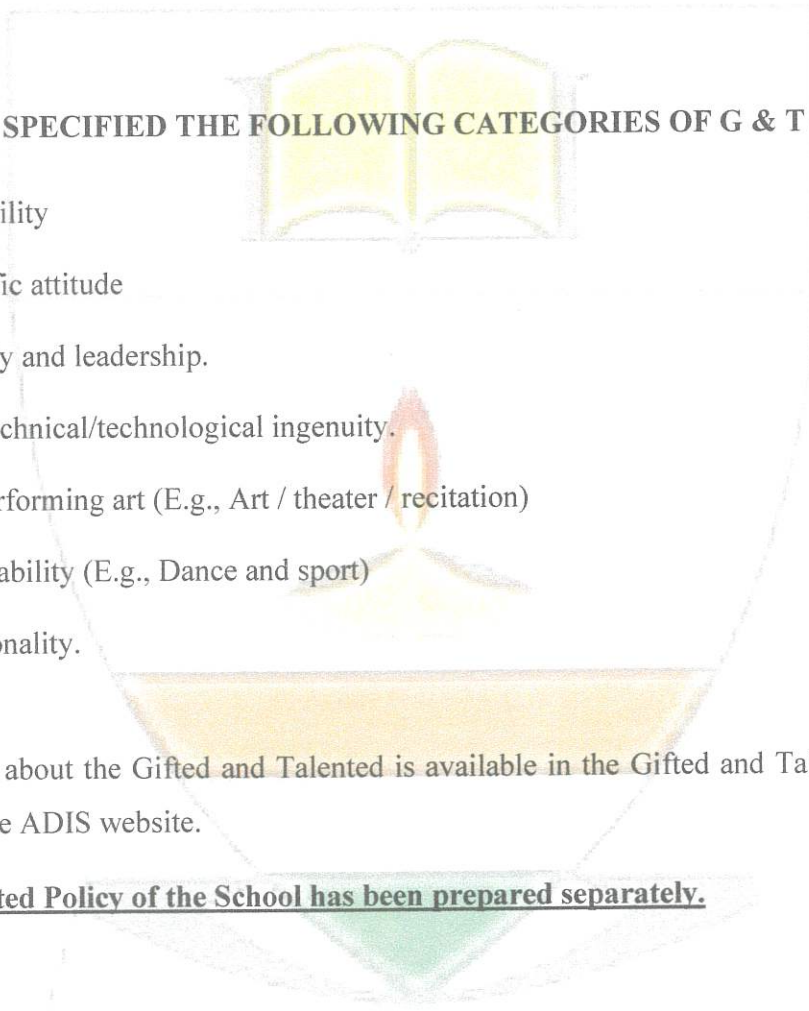
Parents can withdraw their ward from the special assistance program at any stage. An undertaking will be signed by the parents if they wish to exit. Counselling will be provided before the exit letter/undertaking is signed by the parents. However, if the student shows remarkable progress and does not require further assistance, re-evaluation is recommended to ensure progress. The parents will be informed about the exit from the special assistance program. 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, setting paper with certain items of their level, by teachers with the guidance of school leadership team & Department of People of Determination. The terminology and provisions can be added to policy upon this decision.)

GIFTED AND TALENTED STUDENTS

Students who are identified as Gifted and Talented (G & T) will be provided with challenging tasks and a differential curriculum to develop their potential to the fullest. The Learning Support Team will make an Advanced Learning Plan for such students to achieve the objectives.

ADEK HAS SPECIFIED THE FOLLOWING CATEGORIES OF G & T STUDENTS.

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

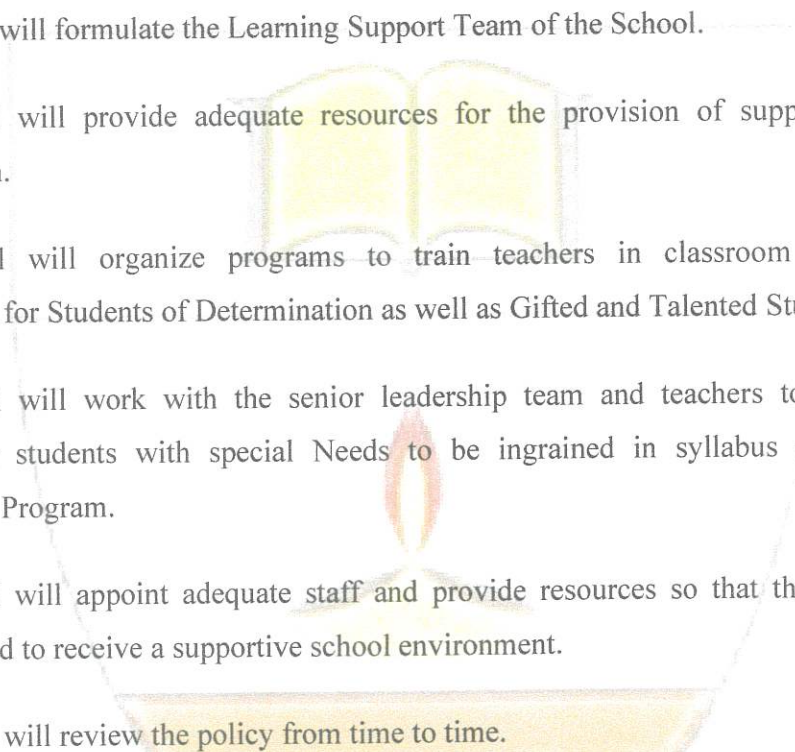
Detailed information about the Gifted and Talented is available in the Gifted and Talented Policy of ADIS that is available on the ADIS website.

The Gifted & Talented Policy of the School has been prepared separately.

ROLES

PRINCIPAL

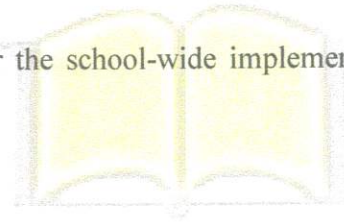
- The Principal will ensure the smooth functioning of admissions of students with Special Education Needs and Gifted/talented students.

- 
- The Principal will formulate the Special Education and Gifted & Talented policies of the school with the Vice-Principal.
 - The Principal will oversee the implementation of the Special Education policy.
 - The Principal will formulate the Learning Support Team of the School.
 - The Principal will provide adequate resources for the provision of support to the students of Determination.
 - The principal will organize programs to train teachers in classroom accommodations and modifications for Students of Determination as well as Gifted and Talented Students.
 - The Principal will work with the senior leadership team and teachers to develop school wide programs for students with special Needs to be ingrained in syllabus as part of the School Development Program.
 - The Principal will appoint adequate staff and provide resources so that the students with special education need to receive a 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 the Special Education Policy.
- The Vice Principal will monitor the process of communication with CBSE relaxations / exemptions for students of Determination from time to time.
- The Vice-Principal will monitor the identification and selection process of G & T students with Counsellor and PoD Coordinator.

- The Vice – Principal will monitor the support process for Gifted and Talented students.
- The Vice-Principal will organize programs / 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 Special Education as well as Gifted & Talented 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 the Special Education policy.
- The SLT will facilitate the process of identification of Students of Determination as well as G & T students.



PEOPLE OF DETERMINATION COORDINATOR

- The PoD Coordinator will oversee the day-to-day implementation of the Special Education Policy in coordination with the Principal, Vice Principal, Section Heads, and teachers.
- The PoD Coordinator maintains the record of students registered under the Special Needs category and maintains the data.
- The PoD Coordinator maintains the IEP and monitors the implementation of it.
- The PoD Coordinator provides individual or group support to the students who have IEP.
- The PoD Coordinator holds meetings with parents and maintain the record.

- The PoD Coordinator will work with concerned staff members and monitor the implementation of the IEP.

COUNSELLOR

- The Counsellor, along with the PoD Coordinator monitors the Emotional/Behavioral 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 PoD Coordinator 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 requirement)
- Teachers will use differential teaching for the students with formal diagnosis.
- Teachers are responsible for including the Students of Determination in general education class through accommodations and modifications.
- Teachers are responsible for maintaining the progress report of the student with formal diagnosis and documenting the relevant evidence.

PARENTS

- Parents are active partners in our efforts to provide support to Students of Determination.
- Parents are expected to send the consent forms filled and duly signed as per school requirement.
- Parents are expected to meet the PoD Coordinator & 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 PoD Coordinator at the beginning of the academic year so that timely support is ensured.
- Parents can contact the school/ PoD Coordinator /Counsellor at any point of time if they feel that their ward needs academic support.
- Parents are expected to communicate with the teachers, PoD Coordinator 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.

