



POLICY ON SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
& GENERAL INCLUSION

| | |
|---------------------------|--------------------------|
| Introduced on: April 2013 | First Review: April 2016 |
| Revised: April 2017 | Reviewed on: |
| | Next Review: April 2018 |

Introduction:

The Indian academy school, Dubai as an educational institution, complies with the UAE Disability Act and the Law No. 29 of 2006, and law no (2)2014 which guarantees the rights and protection in health, education, work entrepreneurship and public services for students with special needs and believes that all children should have equal access to a decent education.

The TIAD SEND policy aimed creating general provisions for students with special needs to promote a safe and supportive learning environment for students with special needs to thrive academically, socially and emotionally. It also included students at the other end of the spectrum, the gifted and talented.

In the light of UAE Ministry of Education “Education for All” program, the policy was reviewed include all categories of students who may face a barrier to learning -either temporary or permanent.

The policy therefore allows for meeting the needs of all students who require support to reach their full potential by identifying and removing or mitigating barriers to learning-whether they are physical, intellectual, or social, emotional, cultural and language.

The following categories / groups of students receive assistance under the revised SEND & INCLUSION policy:

➤ **Special Educational Needs and disabilities SEND:**

Students identified as having physical, intellectual, neurological or behavioural deficits that hamper their learning.

➤ **The Gifted and Talented:**

Children having very high potential in intellectual functioning or any specific skill, who may need extra challenge or opportunities for developing their full potential,.

➤ The socio-cultural or economically disadvantaged:

Individuals who face difficulties in coping with school work due to differences in ethnicity, culture or economic status and need emotional and social support.

➤ Individuals with language barrier

Individuals having different mother tongue from the language of instruction in school.

Specific objectives:

- a. To ensure that the students with special needs are identified as early as possible and are fully integrated into the classroom.
- b. To promote the all-round development and self-esteem of children, in keeping with the ethos of the school's inclusion policy, which seeks to create a warm and nurturing environment where all children feel valued and are encouraged to reach their full potential.
- c. To implement different teaching and learning strategies to maximize achievement.
- d. To identify the roles and responsibilities of all staff to work with students with SEND & other disadvantaged groups,
- e. To ensure that all staff including non-teaching staff are provide with support and opportunities to develop their professional knowledge to work with such students.
- f. To maintain appropriate records and profiles of students with SEND & other disadvantaged groups.
- g. To maintain good working relationships with parents and outside agencies to ensure adequate provision for students with SEND and other disadvantaged groups.
- h. To Inform and involve the parents of students with SEND to maximize the impact of support.
- i. Provide on-going training for all staff working with children with SEND & other disadvantaged groups.

The SAHAYA team comprises of:

- SENCO,
- Wellness officer and Counsellor,
- Special educator,
- Principal,
- Section heads are also part of the discussion on specific cases.
- Volunteers.

Range of special education services at school:

Placement in regular class room with:

- Regular Teacher support
- Buddy support
- Special educator Support
- Withdrawal session at SAHAYA
- Out of school support for additional academic instruction/ specific therapies

Admission Procedure for students with SEND:

Students with SEND and other disadvantaged groups are given admission in the school based on the nature of the concern of the student and the provisions available at school to support the child.

➤ Admission procedure for students who are formally identified as SEN and other disadvantaged groups-

The Registrar receives all necessary documentation (any medical, educational, or psychological assessment report, any relevant document from previous school, including other documents* required for admission procedure), for a student's file and then presents it to SAHAYA team for review.

The student's intake assessment and testing is then scheduled with SENCO by the registrar.

The SEN Coordinator also speaks briefly with the parents after the assessment and reviews the questionnaire that parents fill out regarding the specific learning needs of their child.

SENCO makes a recommendation for placement to section head and Principal, for approval, which depends on the capacity of the school to meet the students' needs. Registrar completes formalities and informs the class teacher regarding the placement; the SAHAYA team is also informed by the Admission's office when a student is placed into a specific classroom.

SAHAYA Team, section head and respective teacher confer before the start date of the student in order to discuss any particulars in their file.

If a student's file includes an IEP or other similar plan from a previous school, SAHAYA team will review the document(s) and implement as many strategies as possible, while developing an IEP based on the documents provided. If there is no previous plan, the Sahaya team assesses and identifies the academic challenges and puts strategies in place in order to help them be as successful as possible at TIA.

Admission of students who are not formally identified as SEN:

During the time of admission, if the registrar observes significant behavioural or learning concerns with a student, the SAHAYA Dept. is notified. An informal assessment of the child is done by the SEN team and parents are met. The SAHAYA team discusses the report with the Principal and then decides on the status of admission based on the report. The school will decide on what the best level of support is for each individual case and every effort will be made to admit students who can benefit from the services offered at school.

Shadow teacher policy:

Shadow teacher support is recommended only for those SEN students who require rigorous and continuous one to one support. The shadow teacher will be hired by the parents but need to be approved by the school Principal and SENCO to ensure competence in managing the individual's needs and supporting his/her learning.

Identification & Referral of existing students to SEN Department

A teacher may refer a child for observation by SEND if any child continues to underperform despite in class support or shows behavioural difficulties. The SENCO and counselor observe the child, assess him and meet the parents to discuss the issue. A formal external assessment may be requested to confirm diagnosis. It is mandatory for parents to submit the report before next examination, so required intervention is worked upon.

The teachers are given a brief about managing the student in the class.

The parents are also given tips on managing behaviour and to follow similar learning methods with reinforcements at home.

The SAHAYA CENTRE is responsible for:

1. Diagnosis,
2. Intervention
3. Remediation/ enrichment for the gifted & talented,
4. Training teachers and staff,
5. Support parents to understand,
6. Liaising with wider community.

A few tasks undertaken by the SAHAYA team are:

- Preparing IEPs in collaboration with classroom teachers and parents.
- Planning and implementing intervention strategies and classroom accommodation with other teachers to achieve IEP goals.
- Supporting an inclusive learning environment inside the school.
- Contacting parents to inform them about the specific concerns of the students, IEP goals and guiding them with strategies to work with the students to achieve the goals
- Observing and monitoring student performance in different learning areas
- Providing feedback on student's improvement and performance evaluation during parent- teacher meetings and on the interim and end-of-term reports
- Conducting formal and informal assessments when needed
- Evaluating the IEP based on student's achievement and performance at the end of each term.

SAHAYA maintains following data of all SEN students with utmost confidentiality:

- Psycho educational Assessment /medical reports.
- Referrals made by teachers through a referral form.
- Individual Education Plan (IEP), Individual Learning Plan (ILP), Behaviour Management Plan.
- Ministry of Education (MOE) exemption documents.
- Reports of counselling sessions with students.
- Sessions held with parents by SEN team after identification to discuss the difficulties and remedial measures.

People involved with Sahaya Centre:

Class Teachers / Subject Teachers:

A key element of successful learning-support is a high level of collaboration between the class teacher and SAHAYA team. Collaboration is central to the development, implementation and review of the IEP. The class teacher's responsibilities include:

- Being alert to the possibility that some students may have specific learning difficulties and bringing their concerns to SAHAYA CENTRE that has a responsibility for coordinating special needs service, following the school's identification procedure.
- Collaborating with the SEN team in the development of an IEP and identifying appropriate accommodation to support learning.
- To follow and implement the IEP/ILP/BMP for the SEN student in their class.
- Differentiating the curriculum to meet the needs of all learners, within their class
- Participating in a review of the progress of SEN students at the end of a term
- Consulting with parents to outline the support that has been practiced at school and the progress made by the student.

PEP (Pupil enrichment Programme) INSTRUCTORS:

- Work with SENCO to guide and develop gifted individuals.
- Suggest programs suitable for the gifted out of school.
- Promote students through various cultural activities.
- Assess and report development to teachers, SENCO and parents.

Examination Department

- Receive a copy of the list of SEN students needing specific examination provisions and exemptions.
- Provide a copy of the list to the invigilator and to ensure it is implemented.
- Modified assessment papers to be given to SEN students if required. Question papers can be read out and extra time can be given to complete the paper.
- Provide seating arrangements conducive to the SEN student.

Parents:

- Parents are offered counselling services, and if needed training in managing the child at home.
- Parents when deemed necessary may need to get external assessment done when requested by the SAHAYA team & submit assessment reports accordingly.
- Parents should collaborate with the SEN team in the development of an IEP and identifying appropriate accommodation to support learning.
- Parents should cooperate with the SEN department and teachers to achieve the IEP/BMP goals to ensure progress in the SEN students.

Senior Management Team

- To oversee the departments involved in catering SEN students.
- To conduct team meetings on a regular basis.
- To take important decisions regarding SEN students.

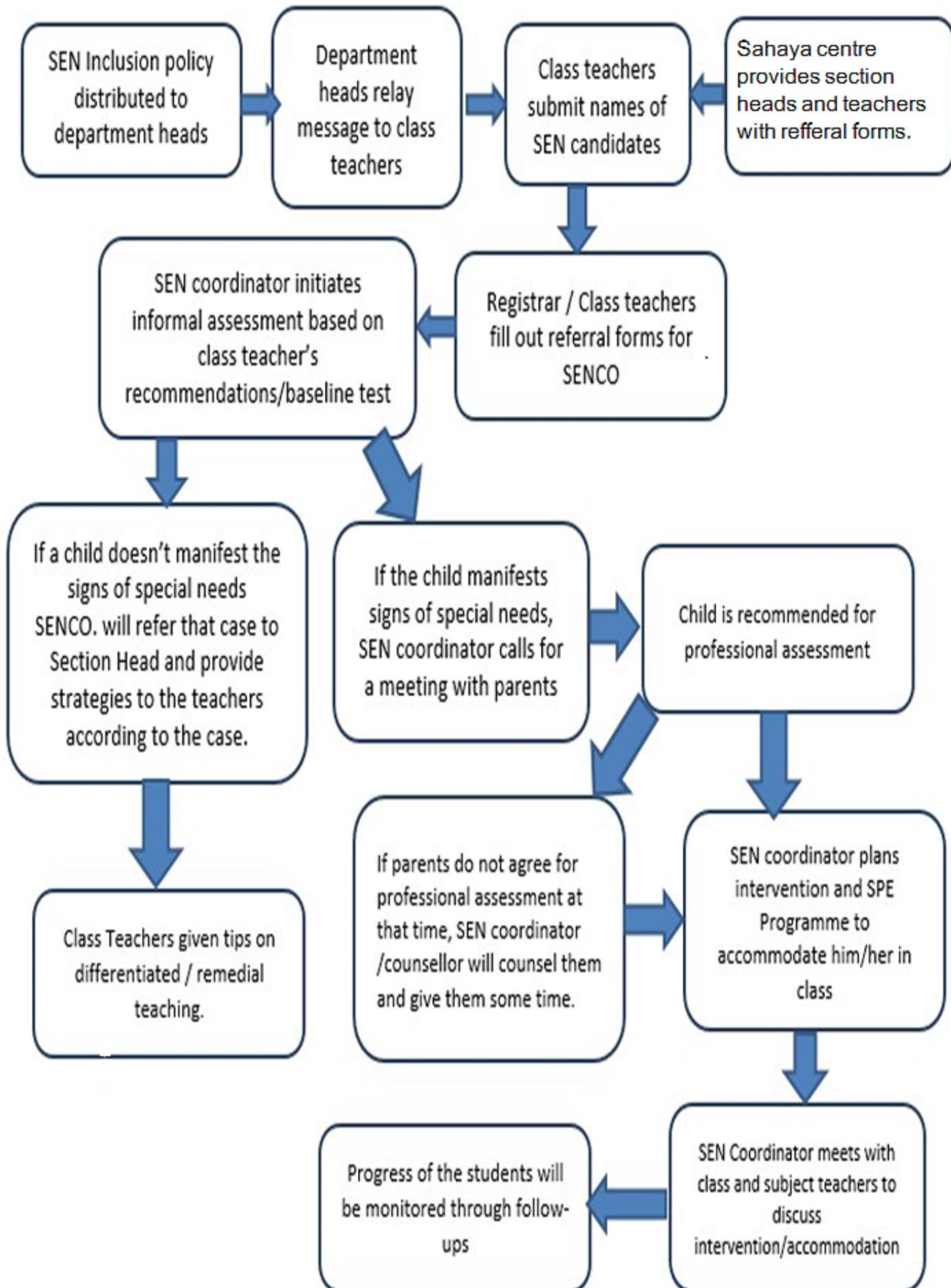
Proposed Initiatives by SAHAYA:

- A parent support group will be initiated to bring together the parents of SEN and other disadvantaged groups who could collaborate and support each other.
- Invite Interns and Volunteers to work with Sahaya team. Train interested volunteers for shadow teaching.

Evaluating Success:

The school's policy will be kept under regular view and evidence regarding progress will be collected and reviewed.

FLOWCHART OF SEN-D PROVISIONS 2017-2018:



IDENTIFICATION AND PROVISIONS FOR GIFTED AND TALENTED STUDENTS 2017-18.

