

POLICY ON SPECIAL EDUCATIONAL NEEDS (SEN)

Introduced on: April 2013	Next Review: April 2016
Revised : April 2015	Implemented by : Principal

The Indian academy school, Dubai is committed to promote a safe and supportive learning environment for students with special educational needs to thrive academically, socially and emotionally. The school caters to SEN students based on the facilities and accommodations that can be provided to help them progress in their personal, social, emotional and intellectual aspects.

Students who have been identified as having behavioural / academic difficulties are referred as Special Educational Needs (SEN) students.

Aims of the policy

- To ensure that the students with special needs are identified as early as possible and are fully integrated into the classroom.
- To promote the all-round development and self-esteem of children, in keeping with the ethos of the school, which seeks to create a warm and nurturing environment where all children feel valued and are encouraged to reach their full potential.
- To implement different teaching and learning strategies to maximize achievement.
- To identify the roles and responsibilities of all staff to work with students with SEN and to ensure that all staff including non-teaching staff are provided with support and opportunities to develop their professional knowledge to work with students with SEN.
- To maintain appropriate records and profiles of students with SEN.
- To maintain good working relationships with parents and outside agencies to ensure adequate provision for students with SEN.

Special Education Programme in the Indian Academy

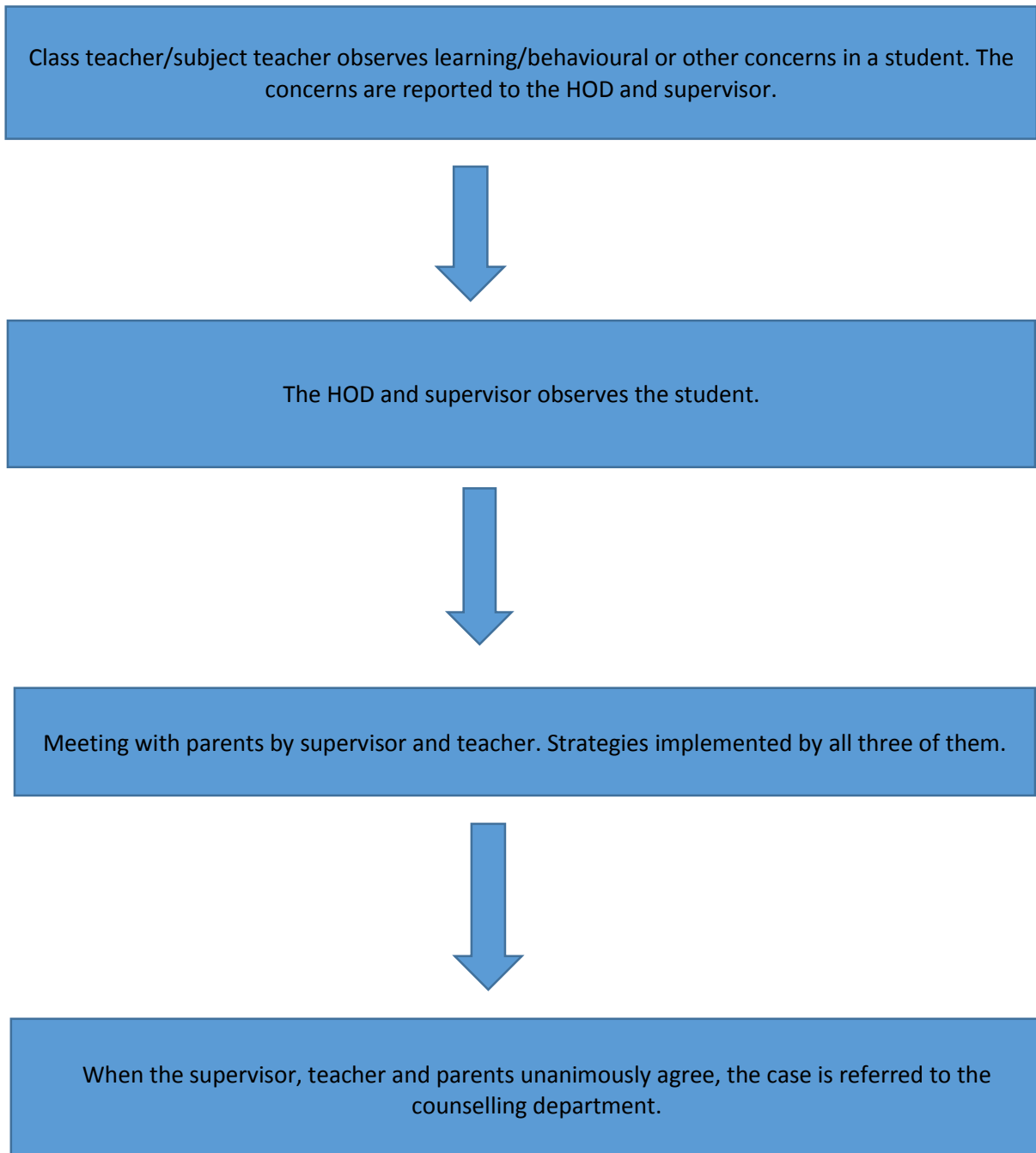
Admission of SEN

Students with SEN are given admission in the school based on the nature of the concern of the student and the provisions required to be given. During the time of admission, if the registrar observes significant behavioural or learning concerns with a student, the counsellor is notified. An informal assessment of the child is done by the counsellor and parents are met. The counsellor gives the report to SMT. The SMT decides on the status of admission based on the report. Reference from clinics and previous schools and psychoeducational assessment reports may also be considered to decide on the status of admission.

Shadow teacher support can be provided in the classroom and shadow teachers should be hired by the parents. The school will not be responsible for employing the shadow teachers. Shadow teachers would be financially supported by the parents.

In the academic year 2015-2016, the ratio of SEN students to total number of students is up to 8 percent. There are two trained learning support teachers in the school and the ratio of learning support teachers to SEN students is 1:6. More learning support teachers will be employed if the ratio of SEN students increases in the coming years.

Referral Process to the Counselling Department



REGULAR EDUCATION CLASSROOM: SCHOOL BASED SPECIAL EDUCATION / LEARNING SUPPORT

Students with special needs are enrolled in a regular education classroom and receive special education programme and services inside/outside the regular classroom in the school setting. This service is provided for SEN students from KG 1 up to Grade 8. Counselling and accommodations are provided up to Grade 8.

When a student is identified as having learning or behavioural concerns, a parent meeting is conducted and the student is referred for a psychoeducational assessment by a certified clinical psychologist. The parents are given a notice period of 1-3 month to submit the psychoeducational report. If the assessment report is not submitted within the time limit of one month, it is reported to the principal to decide the further course of action.

In addition, the student may be advised to seek the following special education support services from external specialists if required:

- Speech and language therapy
- Physio-therapy and occupational therapy
- ENT evaluation
- Other medical evaluations

In order to meet the educational needs of students, the policy of **accommodation** and **modification** in curriculum is followed according to the academic needs of the SEN students. Accommodations are changes that do not alter what is being taught and includes alterations of the environment, curriculum format or equipment that allows an individual with disability to gain access to content and /or complete assigned tasks. Curriculum may be modified and content reduced based on the requirements of the students.

Students with significant learning difficulties may be exempted from learning Arabic and additional languages.

Accommodations given to SEN students are:

- Classroom Accommodations
- Teaching Accommodations
- Assessment Accommodations
- Withdrawal sessions (individual/small group)
- Individual/group counselling

For SEN students with academic concerns an IEP (Individual Education Program) is planned by the special educator. BMP (Behaviour Management Plan) is made for students with behavioural concerns. Weekly monitoring of interventions and feedback are recorded and filed. Upgradation of IEPs/ILPs are done as and when targets are achieved and the progress made by the SEN students are recorded.

The counselling department is responsible for:

- 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.

STAFF CO-ORDINATING WITH THE COUNSELLING DEPARTMENT TO HELP SEN STUDENTS

Class Teachers / Subject Teachers

A key element of successful learning-support is a high level of collaboration between the class teacher and the learning support) teacher. 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 the attention of the learning support teachers who has responsibility for coordinating special needs service, following the school's identification procedure.
- Collaborating with the learning support teacher 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.

Examination Department

- To receive the copy of the list of SEN students needing specific examination provisions and exemptions.
- To 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.
- To provide seating arrangements conducive to the SEN student.

For Parents

- Parents should be open to seek the services of the Counselling Department for initial counselling to identify concerns.
- Parents should get assessment done when requested by the counselling Department & submit assessment reports accordingly.

- Parents should cooperate with the counselling department and teachers to achieve the IEP/BMP goals to ensure progress in the SEN students.

Senior Management Team

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

Transitional Services include - suggestions/sensitization/readiness to prepare the SEN students to move from one stage/one environment to another. They include the following:

- From one Grade level to the next Grade.
- To remain at the same grade level.
- From one school to another school.
- Institutions of rehabilitation & education.

Counselling Department 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 (BMP) maintained by the Counselling Department
- Ministry of Education (MOE) exemption documents.
- Reports of counselling sessions with students.
- Sessions held with parents by the counsellor after identification to discuss the difficulties and remedial measures.

ALTERNATIVE SCHOOLING IS SUGGESTED

- When a highly scheduled, consistent & low stimulation school environment is conducive for a child's learning.
- When the disabilities are so severe that they are unable to benefit from participating in regular education school setting.
- Severe behavioural difficulties resulting in disrupting classroom teaching which affects the learning process of other students.
- Severe behavioural difficulties that is hazardous to self and others.
- A system of education that provides for greater accommodations e.g. schools with shadow teachers at every level.

The ultimate aim of our SEN program is to help the students lead a more independent life both in school and their social environment.

New Initiatives

A parent support group has been initiated to bring together the parents of SEN to work together to bring out the best in the students with SEN.
