

United Arab Emirates



POLICY ON THE PROVISION OF STUDENTS OF DETERMINATION (SEND)

Academic Session

2017-2018

Vision:

To protect and ensure success of holistic development of **STUDENTS OF DETERMINATION** (SEND).

Declaration of policy:

This policy will help teachers to improve the Students of Determination during their course of education In SRAMPS by providing right support through accommodation and modification in the teaching and learning process, so that, they can successfully participate and be engaged in the school curriculum, activities and programs.

Goal:

To provide an inclusive educational system that imparts high quality learning opportunities with positive educational outcomes for Students of Determination that is geared towards holistic development as an individual.

Definition of Terms

Students of Determination are different from those of the majority of the students. Their needs arises from the impact of disability, therefore the students require specialist support, specific curriculum modification and accommodation to ensure progress.

In order to implement the policy effectively, the following terms are defined:

- **Inclusive Education** refers to access, support for learning and equal opportunities given for all students, whatever their age, gender, ethnicity, attainment and background.
- **Disability** refers to a long-term physical, mental, intellectual or sensory impairment which, in interaction with various attitudinal and environmental barriers, hinders a person's full and effective participation in society on an equal basis with others.
- **Specialist Support** refers to an expert advice or support provided by a professional to meet a student's needs eg. Psychologist, physiotherapist, speech and language therapist.
- **Inclusion Champion** leads cultural transformation in order to achieve fully inclusive provision.

Types of Need

- A. **Behavioral, Social, Emotional** needs are a behavior 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.

B. Sensory

- i. **Visual Impairment** – Is when a person has sight loss that cannot be fully corrected using glasses or contact lenses.
- ii. **Hearing Impairment** – Deafness or hearing loss refers to the inability to hear things, either totally or partially.

C. Physical Disability – Disabilities arising from conditions such as congenital deformities, spina bifida and or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, hemophilia, cystic fibrosis or severe accidental injury.

D. Medical Conditions or Health Related Disability a conditions that may lead to an associated 'special need'. These conditions may be temporary but are more likely to be ongoing and include such illnesses as asthma, diabetes and allergies.

E. Speech and Language Disorders Expressive Language Disorder – problems using oral language or talking. A student understanding of language is likely to exceed their ability to communicate with the spoken word.

- i. **Expressive Language Disorder** – problems using oral language or other expressive language.
- ii. **Receptive Language Disorder** – problems understanding oral language or listening.
- iii. **Global Language Disorder** - difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.

F. Communication and Interaction inability to speak well enough to be understood, stuttering or a speech impediment such as a lisp. Difficulty in responding to language and in following simple instructions, or to be understood.

- **Autistic Spectrum Disorder (ASD)** – are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking.
- **Aspergers 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 the areas of development. There is no significant delay in cognitive language acquisition. However, students with Asperger's syndrome often have communication difficulties.

G. 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 to be 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 syndromes, Stickler Syndrome and Williams Syndrome.

H. Specific Learning Difficulties

- i. **Dyslexia (Reading)** – 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.
 - ii. **Dysgraphia (Writing/spelling)** – is a specific learning difficulty that affects expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts in paper. Dysgraphia can be a language-based and/or non-language-based disorder.
 - iii. **Dyscalculia (Using number)** – 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 grasps of numbers and have problems learning number facts and procedures.
 - iv. **Dypraxia(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 also affect fine motors 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 Students** – are those with academic ability or potential which places them significantly above average for their year group in one or more areas of academic achievement. These students would demonstrate performance which is distinct from their peers.
- **Talented Students** – are those who demonstrated outstanding ability in creative achievement, such as art, music, dance or sport, and whose performance in these aspects is significantly average.
- **Disabled** any permanent or temporary condition resulting from illness or congenital disorder. A disability would impact on a student's ability to carry out everyday tasks such as speaking, hearing or moving like other individuals.

I. **Inclusive Education Action Team (IEAT)** a group formed to develop, implement and monitor the impact of strategic inclusive education plan.

II.

Duties and Responsibilities of the school:

1. Establish IEAT to monitor the educational progress of students with additional needs;
2. Ensure the school's effective policy and procedures are monitored;
3. Make sure the staffs are familiar with, understand and address their obligations under this policy, and other relevant legislation like UAE Federal Law on Students with Special Educational Needs and Disability;
4. Conducts the capacity building activities for the members of the IEAT and teachers;
5. Create and maintain a supportive school environment for students;
6. Involve parental support in the educational process;
7. Ensures that the rights of children are respected and upheld in all matters and procedures affecting their welfare;
8. Coordinates with appropriate government departments and other support agencies for appropriate intervention, if deemed necessary.
9. Ensure the school has a student friendly IEAT; and
10. Guarantee that assessments are being done properly by the multi-disciplinary team.

Members of Inclusive Education Action Team (IEAT)

1. Inclusion Champion – Head of Inclusion (SENDCo)
2. Governor for Inclusive Education
3. Learning Support Assistant
4. Head of Admission
5. Head of Health and Safety
6. Medical Staff
7. Section Heads
8. Subject Heads
9. Class/Subject Teachers
10. Parents
11. Students

Duties and Responsibilities of Inclusive Education Action Team

1. Establishes a system for identifying Students of Determination (SEND);
2. Monitors the implementation of procedures in providing the necessary support for the students;
3. Ensures that the students' right are heard, respected and upheld in all matters and procedures affecting their welfare;
4. Ensures that teachers and staffs are aware of the school's IEAT;
5. Maintains the portfolio of Students of Determination for documentations ;
6. Keeps the records and information's gathered with utmost confidentiality;
7. Makes follow-up on students status and progress regularly;
8. Gives feedback on the status/performance of the students to parents; and
9. Develop, implement and monitor the impact of the strategic inclusive education improvement plan.

Duties and Responsibilities of Inclusion Champion

* promotes inclusive ideas and modelling approaches that support the development of inclusive attitudes and methods.

Duties and Responsibilities Of Governor For Inclusive Education

* holds the school leaders to account for the improvements of provision and outcomes for student of determination.

Duties and Responsibilities Of Learning Support Assistant (LSA)

* support the students of determination and will participate in targeted training, mentoring and monitoring. Work in partnership with classroom teacher to ensure the students of determination are successfully included in the classroom environment alongside their peers.

Duties and Responsibilities of Class/Subject Teachers

1. Accept and embrace all students and provide them with the full opportunities to learn;
2. Create a child friendly classroom environment;
3. Refer Students Determination observable characteristics to the IEAT Team for internal assessment;
4. Ensure that lessons are differentiated to address the learning needs of the students;
5. Tailor workable classroom management plan that best suit with diverse students;
6. Modify teaching strategies and materials and evaluation methods as necessary to the needs of students according to the IEP;
7. Cooperate with the special education teacher in providing special education services to the students with special needs;
8. Assessed and evaluate students regularly;
9. Maintain records of students for documentation;
10. Participate in the preparation and effective implementation of IEP and ALP;
11. Collaborate with parents of students with special needs to strengthen the home and school partnership;
12. Give feedback to IEAT, parents and students as well; and
13. Engage in ongoing professional development to enhance knowledge and skills in the field of special education.

Duties and Responsibilities of Parents

1. Required to attend meetings or assessments related to the education of their children with the need to focus on their involvement in the decision-making process;

2. Effective communication and correspondence with school administration with respect to their child and accept their role in the implementation of educational plans;
3. Be honest and open in giving any information relating to the student (such as matters related to academics, behaviour and health or psychology, etc.) to the IEAT;
4. Meet deadlines as specified with regard to registration, evaluation, submitting progress reports and other documents needed from time to time and attending meetings as need arises;
5. Acceptance of the behaviour and academic capacity of the students and not setting expectations which are not commensurate with their abilities;
6. Communicate with the school in the event of any emergency or to inquire about their child.

Duties and Responsibilities of Students

The Student with Determination is obliged to follow the program prepared for him according to his educational plan to demonstrate his interest in his educational progress.

Evaluation and Feedback Analysis

1. The school is committed to regular and systematic evaluation of the progress and achievement of the students through a variety of methods to gather data for analysis such as but not limited to progress report, observations, co-curricular engagement and used of assessments tools;
2. The teacher is accountable in monitoring the progress of the students and reported directly to the Head of Inclusion/Inclusion Champion; and
3. A regular parent engagement is scheduled for feed backing/monitoring.

Referral

In the event that the IEAT assessed the student needs and further diagnosis and intervention is required, a student will be referred to the community-based centre for diagnosis and intervention.

References: UAE Federal Law and KHDA School Inspection Handbook and Supplement.

Amended10/09/17nlav