

Special Educational Needs Policy

Adopted: April 2014

Review date: June 4, 2018

Motto

Find True Wisdom

Vision

To be a centre of excellence in provision and promotion of quality education.

Mission

- To help children become confident, informed, purposeful and independent.
- To provide an enriching and stimulating environment within which the child becomes an active explorer.
- To provide a framework of discipline which empowers a child to develop self-discipline and a strong sense of self.
- To provide a cross-cultural environment in which the foundation of global peace may be laid.
- To awaken children's interest in all subjects and to encourage in them a love for learning.



Contents:

1. DSIB – Definition of SEN & Type of need with Description – Page No. 3
2. Aims and objectives - Page 4
3. Responsibility for the coordination of SEN provision - Page 4
4. Arrangements for coordinating SEN provision - Page 5
5. Admission arrangements - Page 5
6. Specialist SEN provision - Page 5
7. Facilities for pupils with SEN - Page 5
8. Identification of pupils' needs - Page 5
9. Access to the curriculum, information and associated services - Page 7
10. Inclusion of pupils with SEN - Page 8
11. Evaluating the success of provision - Page 8
12. Complaints procedure - Page 8
13. In service training (CPD) - Page 8
14. Links to support services - Page 8
15. Working in partnership with parents - Page 9
16. Links with other schools - Page 9
17. Links with other agencies and voluntary organisations - Page 9

DSIB – Definition of Special Educational Needs (SEN)

Educational needs that are different from those of the majority of students. They include those who need additional support or challenge in their learning.

Special educational needs could mean a child has difficulties with:

- All the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving properly in school
- Organizing themselves, completing tasks or focusing on activities. OR
- Some kind of sensory or mobility needs that may affect them in some or all school activities.

Type of Need	Description Compiled from a range of international best practice and using the DSIB definition and UAE School for all guidance
Behavioural, Social, Emotional	<u>Students whose</u> behaviour presents a barrier to learning. Students who are experiencing emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's/
Sensory and Physical	Blind students or those with partial sight Deaf students or those with partial hearing Students who are deaf and blind
Medical conditions or health related disability	Medical conditions may lead o an associated ‘special need.’ These conditions may be temporary but are more likely to be ongoing and include such illnesses as asthma, diabetes allergies.
Communication and Interaction This does not include students with additional language needs	Students who cannot speak well enough to be understood or who stutter or have a speech impediment such as a lisp. Students who find it difficult to respond to language and so cannot follow simple instructions or make themselves understood. Autistic Spectrum Disorder (ASD) is a range of communication disorders related to students who find it difficult to: <ul style="list-style-type: none"> • Communicate with others; • Understand social behaviour; • Think and behave flexibly.
Learning	Specific Learning Difficulty (SpLD) – students who have specific difficulties with any of the following: <ul style="list-style-type: none"> • Reading, writing, spelling • Using numbers General Learning Difficulty 1 – students’ whose attainment is well below expected levels in all or most areas of the curriculum General Learning Difficulty 2 – students experiencing significant learning difficulties which have a major effect on their participation in the mainstream school curriculum, without support. Profound and Multiple Learning Difficulty (PMLD) – students who have been identified by a professional as having severe and complex learning needs as well as other significant difficulties. These may include physical disabilities or a sensory impairment. These students are likely to require a high level of adult support.

Gifted and Talented	Gifted and Talented – students who demonstrate outstanding ability or aptitude in one or more areas of creative or academic achievement. These students would demonstrate performance which is distinct from their peers who are in the same age group. These students may demonstrate special talents and abilities in areas such as poetry, drawing, sport or drama etc.
Disabled	Disabled students are those who have any permanent or temporary condition resulting from illness or congenital disorder. A disability would impact on a student’s ability to carry out every-day tasks such as speaking, hearing or moving like other individuals.

1. Aims and objectives

Aims

We at Scholars Indian School, RAK, UAE aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child’s entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Vice Principal and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils’ needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child’s education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child’s progress.
- **Work with and in support of outside agencies** when the pupils’ needs cannot be met by the school alone. Some of these services include Schools and Families Specialist Service (SSFS), Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS. Family of Schools Dyslexia specialist.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and volunteers in the playground.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mrs. Sindu P K,
- The person co-ordinating the day to day provision of education for pupils with SEN is Mrs. Spandana C H[SENCO]

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Scholars Indian School SEN Policy; A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available in the school website.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

4. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation and as per MOE rules. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements.

7. Identification of pupils needs

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during open houses.
- i) Open houses are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further

assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

8. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEN

The Vice Principal and SENCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is feed back to the staff, parents and the Management. This helps to identify whether provision is effective.

11. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Vice Principal or SENCO, who will be able to advise on formal procedures for complaint.

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues. The SENCO, with the senior leadership team, ensures

that training opportunities are matched to school development priorities and those identified through the use of provision management.

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

14. Working in partnerships with parents

Scholars Indian School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEN leading to appropriate intervention and

provision

- b) continuing social and academic progress of children with SEN c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school Management may be contacted at any time in relation to SEN matters.

15. Links with other schools

The school works in partnership with the other neighbouring Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

16. Links with other agencies and voluntary organisations

Scholars Indian School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is the designated person responsible for liaising with the following:

- Behaviour Support Service
- Social Services
- Speech and Language Service (Class teacher also liaises)
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Signed _____ Mrs. Sindu P K,
Date _____

Signed _____ Mrs. Spandana C H
Date _____

Date: April 1, 2016

Prof. M. Abubaker
Principal