



مدرستنا الثانوية الانجليزية، الشارقة - البنين
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH - BOYS

Policy for the Students of Determination



IDENTIFICATION



INTERVENTION



INCLUSION



EDUCATION

Date of adoption: August 2014

Date reviewed: April 2023

Date of next review: April 2025

Verified & Signed

Principal & CEO



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Introduction

Our Own English High School Boys' is committed to ensuring that every child matter. This policy has been created with the intention of following procedures to identify and work with students having Special Education Needs. Clarity of procedures thereby helps ensure that early identification is carried out, which is critical to working with students having Special Education Needs.

The school adheres to the UAE policy on Special Education Needs about how people of determination (people with special needs) are protected and empowered through different themes:

- a. Health and rehabilitation
- b. Education
- c. Vocational rehabilitation and employment
- d. Outreach
- e. Social protection and family empowerment
- f. Public life, culture, and sports

GEMS Vision

Our vision for inclusive education:

- As part of the GEMS overarching corporate mission:

'to put a quality education within the reach of every learner no matter where they are

- GEMS vision for inclusion:

'to ensure all students have the right support and opportunities at the right time. So, they become resilient, happy, and successful in their adult life.

- To enable this GEMS will focus on 4 key priorities:

Education Excellence

Community and Friendship

Health and Wellbeing

Employment and Enterprise

The vision of the school:

To nurture all children with/without Special Education Needs in a safe, inclusive, and supportive environment to empower them to realize their potential.

Mission:

Our Special Education Department will strive to **ACT**:

- **Assist** children with Special Education Needs to recognize their strengths and provide opportunities to succeed in a high-quality, inclusive environment.
- **Commit** to identifying learning barriers and closing learning gaps through evidence-based practice and the use of relevant and differentiated curriculum that will support the child's learning.
- **Transform** students with Special Education Needs to become creative, confident, and competent and ensure they are being challenged to excel irrespective of the differences in their abilities or behaviors and to fully participate in school to make a positive contribution to the school community.



Inclusion policy:

- All students who benefit from their time in the school be it academic or social progress will be supported to the best of the school's resources/ abilities.
- A student will be supported, as long as he is not a threat to himself/his classmates/teachers, or the community at large.

The policy follows the 3 I strategy

1. Identification
2. Intervention
3. Inclusion

Objectives of the Policy

This policy will ensure:

1. All staff understand the definition of Special Educational Needs and are sensitized toward their needs
2. All staff understand the GEMS classification of support for Special Educational Needs
3. Adherence to policies and procedures by the Counsellor and the Special Educators
4. Confidentiality of information will be understood and maintained
5. A culture of inclusion where the school community will be aware and sensitized towards Special Education Needs and will campaign for the cause.

Confidentiality

All information regarding the student's needs will be kept confidential and shared by the Counsellor and Special Educators only with the Principal, Vice Principal, concerned Heads of the section, concerned Supervisor, parents, and teaching/non-teaching staff working with the student. Any information to be further shared with any external agency will be done so only after the consent of the parents.

Legislation and guidance

This policy is currently based on the UAE Disability Act, Federal Law (29) 2006 and 2009, which guarantees a Person of Determination access to equal opportunities of education within all educational institutions.

This policy is also based on the following guidance and legislation (see Appendix A for links to guidance):

Dubai Law No. (2) 2014 'to protect the rights of People of Determination in the Emirate of Dubai'.

Executive Council Resolution No. (2) 2017 Regulating Private Schools in the Emirate of Dubai. Including particular reference to Article 4 clause 14; Article 13, clauses 16, 17, 19, and Article 23.

Policies for the empowerment and effective inclusion of persons of determination are an integral part of key national and local strategies such as the UAE Vision 2021.

UAE Centennial 2071 Long Term Government Plan.

Abu Dhabi Economic Vision 2030.

Dubai Strategic Plan 2021.

The United Nations Convention on the Rights of Persons with Disabilities and Optional Protocol.

The UAE 'School for All': General rules for the Provision of Special Education Programmes and Services (2010) guidance.

The National Policy for Empowering People of Determination aims to provide quality inclusive education in the UAE (2017).



OUR OWN ENGLISH HIGH SCHOOL, SHARJAH

BOYS' BRANCH



Quality Standards of Services for Persons with Disabilities in Governmental and Private Institutions (2016).

The National Project for Inclusion for People of Determination.

Abu Dhabi Educational Council Special Education Policies and Procedures Manual (2012).

'My Community: A City for Everyone' initiative (2013) aims to turn Dubai into a fully inclusive and friendly city for People of Determination.

Dubai Inclusive Education Policy Framework (2017) aims to provide standards and procedures to ensure that all students, including those identified as experiencing special educational needs and disabilities, will learn and achieve in a safe, supportive, engaging, and appropriately challenging common learning environment where their personal, social, emotional and academic needs are fully met.

The Dubai Universal Design Code (2017, Accessibility Code).

The Ministry of Education Strategic Plan 2017-2021.

The Dubai Plan 2021 aims for a tolerant and fully inclusive city by 2020 and is part of a wider strategic plan, which, in addition to education, incorporates health & rehabilitation, employment, universal accessibility, and social protection.

Implementing Inclusive Education: A Guide for Schools (2017)

Directives and Guidelines for Inclusive Education (2020)

Definitions

'Inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND), in a common learning environment. In such settings, all students have access to quality instruction, intervention, and support, so that they experience success in learning.

Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, form positive social relationships with peers, and become fully participating members of the learning community. Dubai Inclusive Education Policy Framework, 2017, p.10.

Our aim is to provide an accessible and enriching curriculum for all groups of students, including, but not limited to:

SEND- Special Educational Needs and/or Disabilities (e.g., a recognized disability, impairment, and/or learning difference), with or without a formal diagnosis at this time. These learners are known in GEMS as Students of Determination (SD). The UAE School Inspection Framework (p.117) defines a special education need, as 'Educational needs which are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder'. A student requires special education provider if they have a need arising from the impact of a disability or recognized disorder which requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential barriers to ensure a student can access education on an equitable basis within the common learning environment with same-aged peers.

A disability is a 'physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. The definition of 'day-to-day activities' includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.



OUR OWN ENGLISH HIGH SCHOOL, SHARJAH

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The UAE Federal Law 29 (2006) defines discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or enjoyment on an equal footing.

Roles and responsibilities

The Inclusion governor – Ms. Seema Ganesh

The Inclusion governor will:

- Help to raise awareness of Inclusion issues at governing board meetings
- Monitor the quality and effectiveness of inclusion and provision for Students of Determination within the school and update the governing board on this
- Work with the Principal and Head of Inclusion to determine the strategic development of the Inclusion Policy and provision in the school

The Vice-Principal - Ms. Sindhu P. Nair

The Vice Principal will:

- Work with the Head of Inclusion and Inclusion governor to determine the strategic development of the Inclusion Policy and provision within the school
- Have overall responsibility for the provision and progress of Students of Determination and those with SEN

The Head of Inclusion – Ms. Cinu Baby

The Head of Inclusion will:

- Work with the Principal and Inclusion governor to determine the strategic development of the Inclusion Policy and provision in the school
- Have day-to-day responsibility for the operation of this Inclusion Policy and the co-ordination of specific provisions made to support individual students with SEND
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies supporting students with SEN
- Ensure the school keeps the records of all students with SEN up to date
- Implement and maintain Individual Education Plans (IEPs) for students with SEN

Support or Specialist Teachers

The School Support or Specialist Teachers will:

- Have day-to-day oversight for the specific provision made to support individual students with SEND
- Provide professional support to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate
- Keep up-to-date records of all students with SEN on their caseload
- Implement Individual Education Plans (IEP) strategies for students with SEN



Teachers

Each Teacher is responsible for:

- › The progress and development of every student in their class
- › Working closely with any teaching assistants/learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the Head of Inclusion to review each student's progress and development and decide on any changes to the provision
- › Ensuring they follow this Inclusion policy

Inclusion Champions

The Teacher Inclusion Champion will work in coordination with SEND team to ensure that the needs of students are addressed including the social, emotional, and well-being aspects of learning.

To coach teachers on how students with additional needs can be included and supported in the classroom with differentiation techniques, planning lessons catering to their level, prepare extra learning aids/concept maps.

To work collaboratively with teachers and oversee effective in-class support.

Parent Inclusion Champion will act as a vital bridge between local services and families, feedback on relevant issues, and work to influence change where it matters to parents and students.

Student Inclusion Champions will attend workshops designed to give them a good understanding of inclusion activities which will help them to facilitate peer-group training. Promote and deliver support to the inclusion team with various events and programs.

SEN information

The kinds of SEN that are provided -

Our school currently provides additional and/or different provisions for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy



Identifying students with SEN and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social or emotional needs.

When deciding whether SEN provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

GEMS classification of support

Level 1: Identified having a barrier to learning

Classroom teacher's response to a student's learning needs: Teachers should differentiate their lessons by using a student's profile or another formal record of the student's needs, which should be accessible to all teaching staff. Effective inclusion of all students, high-quality lessons where teachers differentiate according to individual students' needs as determined by each student's profile and anecdotal records/ongoing assessments. Examples of sources of information: are lesson plans, provision maps, parent meetings, student goals, peer mentors, and accommodation plans where required based on need.

Level 2: Where the learning needs may be slightly more, and level one interventions are not as effective:

In such cases, more support is required which includes majorly in-class support and need-based session/support by Special educators. This will include an Individual Education Plan and provisions that go beyond the regular classroom setup. It involves observations that are conducted by the Special Education team to better understand the nature of the difficulty and prepare a plan accordingly. Students are expected to show significant improvement through specific in-class interventions.

Level 3: Support of Learning Support Assistant as their need is intense

Individual sessions and intense support are provided for skill development including literacy, numeracy, and life skills. Individual Education Plans and accommodations are provided to help the students to achieve their specific targets which will be monitored and reviewed.

Procedure to withdraw SEN support for students

If the child has made consistent progress as per his needs, collective feedback will be collected from the teacher and parents.

SEN support will be withdrawn; however, the student will be closely monitored.



Weaning procedure:

If the parent wants the child to be weaned off from SEN support (Level 2 or Level 1), then -

A letter of undertaking will be obtained from the parent as mutual consent to weaning off and an undertaking to support.

Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need SEN provision. Only after receiving consent from the parent the SEN team proceeds. These conversations will make sure that:

- › Everyone develops a good understanding of the student's areas of strength and difficulty
- › We consider the parents' concerns
- › Everyone understands the agreed outcomes sought for the student
- › Everyone is clear on what the next steps are

Assessing and reviewing students' progress toward outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, and review**.

The teacher will work with the Inclusion team to carry out a clear analysis of the student's needs. This will draw on:

- › The teacher's assessment and performance of the student
- › Their previous progress and attainment or behavior
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experiences of parents
- › The student's own views
- › Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review termly, the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting students moving between education settings and preparing for adulthood

Transition meetings will be held when students are moving within the school to different grades to induct the new teachers about the support the respective student requires. When unable to cope with the current curriculum student will be guided on alternative pathways.

Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.



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High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual pupils as per their needs.

We will also provide the following interventions:

Based on need an Individual Education Plan (**IEP**) is prepared for students of determination in consultation with parents and teachers, which mentions the learning barrier faced by the students and strategies to bridge those gaps with individualized goals and targets.

An Individual Accommodation Plan (**IAP**) is prepared for students where need-based accommodation and intervention are provided based on their needs.

Exam Support: Every SOD is supported during examinations in class/individually as required. The SODs who receive intense support or simplified paper have an attachment with the report card containing the provisions provided.

CBSE Norms for Subject Exemption in Secondary School: Students are exempted from any two of the following subjects: Math, Social studies, Science, and Second Language and opt for Computer applications and painting, provided the student receives a CBSE approval. This approval may be required to be renewed annually. The approval of the subject exemption is subjected to getting a medical diagnosis from an authorized government hospital. The students are also given extra time during exams as per the CBSE norms. (refer to Annexure – CBSE guidelines)

Preferential seating: SODs are given an opportunity to be seated where learning is maximized.

Peer Buddy: each student with determination is entrusted with a peer buddy who is sensitive to the student's needs by supporting and assisting with comprehension in class, note completion, if/when needed - support within the school environment.

Learning Support Assistant/Parent volunteer: the LSA works as part of the team to enhance personal, and social development, and provide learning opportunities and life skills to these students. They are appointed by the parents after obtaining approval from SPEA. Induction is provided to them by the SEN department and their consent is taken on the LSA policy. (refer to Annexure – LSA policy)

Students with medical needs: The students with sensory, hearing, and physical disabilities are supported with preferential seating, peer buddy, and infrastructure accommodation such as Wheelchair Provisions, and the use of a Ramp, among others.

Accommodations/ sessions are provided based on their needs in discussion with their concerned teacher, Senior Leadership, and Management Team.

Note: students with temporary medical conditions are also provided with accommodations on a need basis

External support

Parents are further guided to consult external professionals if required. (Occupational Therapy, Speech Therapy, Anger Management, etc.).



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Adaptations to the Curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- › Differentiating our curriculum to ensure all students are able to access it.
- › Subject exemptions based on approval.
- › Using recommended aids, such as visual learning aids, mind maps, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing one-to-one support where required, etc.

Additional support for learning

We have special educators who are trained to deliver skill-based interventions that are need-based to support students with determination.

They will support students one to one or in small groups as required.

Expertise and training of staff

Our Inclusion team provides regular training to staff to create awareness and to update and equip staff with required strategies and techniques to cater to students with difficulty.

Securing SEN Support, Equipment, and Facilities

Once the student is identified with difficulty and after completion of observations the SEN team will inform about the procedures or recommendations which may include going for an external assessment, Learning support assistance, or therapy. Parents will have to bear the cost of the same.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- › Reviewing students' individual progress toward their goals
- › Reviewing the impact of interventions and discussions are held with respective teachers
- › Class observations to ensure support
- › IEP review meetings

Enabling Students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our after-school clubs.

All students are encouraged to go on school educational trip(s).

All students are encouraged to take part in school events and activities.

No student is ever excluded from taking part in these activities because of their SEN or disability.



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Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the club to promote teamwork/building friendships
- They are also assigned class responsibilities to build their confidence.
- All students are free to express their views, students with determination are provided extra care and their views are handled more sensitively.

We have a zero-tolerance approach to bullying.

Working with other agencies

- Parents are guided and are provided with references from therapists, clinics, and hospitals for providing therapy to their ward or for an external assessment.
- Inclusion team arranges webinars/workshops for parents and invites therapists to share insight about the difficulties faced by children and guide parents about techniques, on how to support their children at home.

Complaints about SEN provision

Any complaints about SEN provision will be reported to the Head of Inclusion who will then be consulted with the Vice-Principal/ Principal and dealt with accordingly.

Monitoring arrangements

This Inclusion Policy will be reviewed **every two years**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

