



مدرستنا الثانوية الإنجليزية، العين
OUR OWN ENGLISH HIGH SCHOOL, AL AIN
A GEMS SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

Federal Law 29/2006 Regarding the Rights of Individuals with Special Needs. The law stipulates that “special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution”.

1. PURPOSE OF THE POLICY

OOEHS, Al Ain embraces the following principles:

- Providing high quality education to all the children who attend the school. The school has high prospects of effort and success from all children.
- We believe that our children, including those identified as having “additional needs” have a common entitlement to a broad and balanced academic and social curriculum, based on the Indian & British Curriculum and for pre- school children the Early Years/ Foundation Stage Curriculum set by GEMS which is accessible to them, and to be fully included in all aspects of school life
- OOEHS is committed to inclusion. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.
- The special educational needs of children will be met, where appropriate, in mainstream settings, otherwise in a withdrawal setting.
- The SEN department will respond to learners in ways which take account of their varied life experiences and needs.
- OOEHS believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.
- We pay particular attention to the provision for and the achievement of different groups of learners:
 - English language learners (ELL)
 - Learners with ‘Special Educational Needs’
- Where appropriate, the views of the child should be sought and taken into account;
- Parents have a vital role to play in supporting their child’s education.

2. POLICY AIMS

- To ensure that all students have access to a broad and balanced curriculum.
 - To provide a personalised curriculum appropriate to individuals' needs and ability.
- To ensure the timely and effective identification of all students requiring SEND provision as early as possible upon entry to the school.
 - To ensure that SEND students participate in all School activities and that the large majority of learning takes place in the common learning environment.
 - To ensure that Parents/Carers of SEND students are kept fully informed of their children's progress and attainment

We know that many students will have special educational needs at some time during their school life. At OUR OWN ENGLISH HIGH SCHOOL, we recognise that appropriate support and intervention, through the implementation of this policy, will enable all students to experience and enjoy positive achievement.

3. PROCEDURES

3.1 DEFINITION OF SPECIAL EDUCATIONAL NEEDS:

A student has special educational needs if he or she is experiencing learning barriers that need special educational provision to be made in order for them to access learning. By 'learning barriers' we mean that the student will have much greater difficulty in learning than the majority of students of the same age, or that he or she has a specific learning disability or physical disability which prevents them from using the facilities in the school that are provided for students of the same age.

3.2 IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS:

It is important that a student's special educational needs are identified as early as possible so that the appropriate provision can be put in place. Students can be referred to the Inclusion Support Team (IST) on entry or at any point during their education at OUR OWN ENGLISH HIGH SCHOOL.

Through Admissions - on entry

On application, the following measures are used to help assess the level of individual need and to ensure that appropriate provision can be made for each student.

- Parent/Carers are required to disclose any special educational need that has been previously identified.
- Each student's application needs to be accompanied by previous academic reports, transfer certificates and any medical/psychological assessments that are relevant to the application, including Individual Education Plans (IEPs), or similar documentation.
- Before entry to the Kindergarten stage(KG), students are invited to a 'play' session which informs assessments by staff and discussions with parents will take place.
- Students from Year 1 to Year 3 are asked to complete a Literacy and Numeracy assessment.

- Students from Year 4 upwards complete the Cognitive Ability Tests (CAT4) assessments to determine their learning preference and potential and also to identify the potential presence of a specific learning difficulty.
- When a student is identified through admissions, the student might be called back for an interview with the Head of Inclusion, Inclusion Coordinator or a member of the Leadership Team.

If any of these measures indicate that the student may have an additional need, the application is referred to the Head of Inclusion or the Inclusion Coordinator in the relevant section for individual consideration. A decision will then be made using the Level System and the provision that will be put into place.

Identification of Enrolled Students

For students already enrolled in the school, the following is taken into consideration;

Standardised tests - data gathered will include entrance assessments alongside other standardized tests such as the CAT4. Students with a standardised score of 84 or less in any two of the four batteries will be monitored by the IST for further assessment and possible identification of need.

Benchmark testing – students working significantly below age related norms may be referred to the IST if the class or subject teachers are concerned that this is related to a specific or general need.

• **On-going assessments** - as the students continue through the school, regular testing will assess progress. The IST will be informed of any students struggling to make expected progress and a Short-Term Intervention Plan (STIP) will be implemented if appropriate.

4. Assessment

To ensure that the correct level of support is put in place for the students at Our Own English High School, we use the 'Level System' of provision as recommended in the KHDA document 'Implementation of the Dubai Inclusive Education Policy' (2018). Students with additional needs will be classified as needing support at either Level 1, 2 or 3.

4.1 The Level System

Level 1

Every teacher is expected to personalise the learning in their classroom to meet the needs of all students. For most students this 'quality first', personalised teaching in the classroom will address any additional needs that they may have. These students will be closely monitored by teachers to ensure that they are making expected progress. The IST will be available to offer support and guidance as necessary. These students will be listed within the School's SEND register which will be accessible by all staff.

Level 2

Some students will need additional support in order to make progress or overcome a particular barrier to learning. This support may only need to be short term and/or in specific areas such as Literacy, Numeracy or areas of social and emotional understanding.

Students needing short term or specific intervention will move to Level 2 provision. At Level 2, the classroom teacher holds the main responsibility, with support from the IST. At Level 2, the students will receive short term, targeted interventions, which will be delivered by an identified member of the IST. Such students will be removed from the common learning environment only when it is judged to be an absolute necessity and the frequency of such interventions will be kept to an absolute minimum. They will be included on the School's SEND register and progress will be monitored on a termly basis.

Level 3

Students needing long-term or intensive support will be moved to Level 3 provision. If a student has been assessed as needing Level 3 intervention, this means that the school believes that the student will not make the expected progress unless Learning Support Assistance is provided (LSA). At Level 3 responsibility for the student is shared equally with the class teacher, LSA and IST.

Level 3 provision involves developing an Individual Education Plan (IEP) for the student that will identify the individual needs of the student and ensure a programme of intervention is delivered to target these needs. This programme will be monitored by the IST, in collaboration with the class teachers and LSA, and will be regularly reviewed with parents and students on a termly basis.

The format of Level 3 provision will be dependent on the individual needs of the student and is likely to contain the following elements;

- An IEP (to be reviewed termly)
- LSAs to monitor progress and facilitate delivery of interventions
- Individualised programme of intervention that will involve regular 1 to 1 input (usually daily) on key targets
- Targeted support in class to facilitate learning
- Regular reviews of progress and setting of new targets.

5. WHO HAS SPECIAL EDUCATIONAL NEEDS?

'Children have special educational needs if they have a learning difficulty which calls for Special educational provision to be made for them.'

Description (compiled from a range of international best practice and using the DSIB Definition and UAE "School for All" guidance).

SEN POLICY, OOEHS, Al Ain

Type of need	Definition
Behavioral, Social, Emotional	Behavior that presents a barrier to learning Emotional problems such as depression, eating disorder, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's.
Sensory	Blindness or partial sight Deafness or partial hearing
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. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs
Medical conditions or health related disability	Medical conditions that may lead to an associated 'special need'. These conditions may be temporary but are more likely to be on going and include illness such as asthma, diabetes and allergies.
Speech and Language Disorders. This is not include students with additional language needs	Expressive language disorder – problems using oral language or talking. The student's understanding of language is likely to exceed his/her ability to communicate with the spoken word. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger's 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 specific areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.
Learning	Specific Learning Difficulty (SpLD) – Specific difficulties with any one of the following: <ul style="list-style-type: none"> • Reading, writing, spelling • Using numbers • Writing General Learning Difficulty 1 –below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment. General learning difficulties 2 – significant learning difficulties which have a major effect on participation in the mainstream school curriculum, without support. Profound and Multiple learning difficulties (PMLD) – complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. These may include physical disabilities or a sensory impairment. A high level of adult support is likely to be required.

Down Syndrome	Students who have a congenital disorder resulting in three copies of chromosome 21. This affects speech, understanding, vision and the development of manual dexterity. Although there are commonalities in their physical appearance and mental abilities, symptoms in those with Down Syndrome is on a continuum of mild to severe. Down Syndrome generally results in a slower mental and physical development than normal.
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6.0 IDENTIFYING CHILDREN WHO HAVE SEND

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents and staff will be informed that the child has special educational needs and identify appropriate provision identified to try to meet the child’s needs.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability, which prevents or hinders them from making use of educational facilities provided for children of the same age.
- Children will not be regarded as having a learning difficulty solely because their language is different from the language in which they are taught.’
- Being identified with special educational needs could mean a student has difficulties with:
 - All of 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
- OR
 - Has some kind of sensory or physical need that may affect them in some or all school activities.
- Being identified with special educational needs could mean a student is:
 - Under-achieving even though they are gifted or talented
 - Disaffected through lack of stimulus and challenge
 - Disinterested in school due to lack of high interest activities

7.0 Special Educational Needs Co-coordinator (SENCO)

The SENCO is responsible for the operation of the school’s SEN policy, including *efficient* use of resources in making the appropriate provision for pupils with special needs, and co-ordinates all special needs activity within the school, including co-ordination with other subject and pastoral managers.

7.1 The Role of the SENCO in OOEHS, Al Ain

The SEN Coordinator (SENCO) responsibility may include:

- Ensure the early identification/screening for special educational needs
- Overseeing the day-to-day operation of the school's SEN policy.
- Coordinating provision for students with special educational needs.
- Communicating with and advising parents, support assistants and involved teachers
- Overseeing the records of all SEN students.
- Bridging with parents of students with special educational needs.

8.0 THE ROLE OF THE CLASS TEACHER (PRIMARY)

All teachers have a responsibility to monitor and assess the progress of each individual student that they teach. Where a student is exhibiting difficulties that indicate that additional provision may be necessary, the teacher will refer the student through the established referral process.

LEVEL 1

At Level 1, the responsibility for provision lies with the teacher. The teacher will differentiate according to the need of the individual student to ensure that they can make progress. The Inclusion Support Team will provide advice, if required, on how the needs of the student can be met. If a student is placed at Level 1, the progress of the student will be reviewed every four to six weeks, in consultation with the Head of Key Stage who informs the Head of School, before a referral is made to the Inclusion Support Team. At this point consideration should be given to the possible use of a Short-Term Intervention Plan (STIP).

LEVEL 2

At Level 2, the primary responsibility for a student on the SEND register lies with the class teacher. The teacher will be supported by the Inclusion Support Team with additional provision that will be put in place to help the student achieve set targets. It is the responsibility of the class teacher to ensure that progress is tracked and monitored and is reviewed termly with the parent, child and SEND teacher. New targets are put in place to enable the student to progress towards independence in learning.

LEVEL 3

At Level 3, the responsibility for the student is shared jointly by the class teacher and the Inclusion Support Team. The IST will have responsibility for drawing up an Individual Education Plan in consultation with the class teacher, parents, the child and Learning Support Assistant. It is the responsibility of the Director of Inclusion to monitor and review progress in consultation with the class teacher, students and parents, as well as evaluating the impact of the provision. Reviews will be held at least twice yearly with the student, parent, class teacher, LSA and associated professionals, if relevant.

8.1 THE ROLE OF TEACHERS (SECONDARY)

Teachers are required to monitor student attainment in their departments. All teachers have a responsibility to track, monitor and assess the progress of each individual student that they teach. Students will be set targets by their subject teachers as part of the school's target setting process.

Where a student is exhibiting difficulties which indicate the possible need for additional provision, the subject teacher will make a referral to their Head of Department who will inform the relevant Head of Year and begin the Level 1 monitoring process.

LEVEL 1

At Level 1, the responsibility for provision lies with the teacher. The teacher will differentiate according to the need of the individual student to ensure that they can make progress. The Inclusion Support Team will provide advice, if required, on how the needs of the student can be met. If a student is placed at Level 1, the progress of the student will be reviewed after four to six weeks, in consultation with the Head of Year and Head of Department, before a referral is made to the IST. At this point consideration should be given to the possible use of a Short Term Intervention Plan (STIP).

LEVEL 2

At Level 2, the primary responsibility for a student on the SEND register lies with the teacher. The teacher will be supported by the IST with additional provision that will be put in place to help the student make progress. It is the responsibility of the subject teacher to ensure that the progress is tracked and monitored and is reviewed on a termly basis.

LEVEL 3

At Level 3, the responsibility for the student is shared jointly by the class teacher and the Inclusion Support Team. Together, in consultation with the Head of Year, subject teachers and the Learning Support Assistants, targets for an Individual Education Plan will be selected.

It is the responsibility of the Director of Inclusion to monitor and review progress in consultation with the class teacher, students and parents, as well as evaluating the impact of provision. Reviews will be held at least twice yearly with the student, parent, relevant teachers and LSA and associated professionals, if relevant.

8.2 The Role Of Teaching Assistants

Teaching Assistants support the teaching of learning of individuals and groups of pupils throughout the school, particularly:

- supporting pupils in achieving targets identified in IEPs and Statements.
- differentiating provision for groups of pupils as identified in school support strategies.
- supporting all aspects of the work undertaken by the Learning Support Department.

Teaching assistants will be enabled to work effectively through inclusion in the planning and evaluation of individual and group programmers.

9.0 PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Provision is 'educational provision, which is additional to, or otherwise different from, the Education provision made for other children of the same age.' This may include:

❖ Differentiated School Support

Prior to identification as having SEND a pupil will have had access to a differentiated programmer which may include:

- targeted support by the class teacher within the classroom environment
- access to school support programmers such as one-to one with the SENCO or arranging a shadow teacher.
- Additional home learning opportunities.

❖ Individual Education Plans (IEP)

An Individual Education Plan (IEP) is a written document that is a planning, teaching and reviewing tool.

We use IEPs to underpin the process of planning intervention for SEN students. It records the actions that are additional to, or different from, the content of the regular differentiated curriculum plan which is in place as part of provision for all students. **All IEPs are formulated in conjunction with the individual student**, the parents and any external agencies that are supporting the learning of the child.

Once an IEP is written it is shared using a 'child friendly' format.

IEPs are:

- Written by the teacher with support from SENCO
- **SMART** (Specific, Measureable, Achievable, Realistic, Time bound)
- **Reviewed Termly**, more often if necessary. SENCO will give at least two weeks' notice for review date.
- Supported by annotated evidence.

Success Criteria

Students' success can be measured by:

- Their completion of IEP targets.
- Movement up through the ELL steps/stages.

- By a reduction in the quantity of support they require in order to continue progressing.
- Achieving their Curriculum targets.
- Achieving or exceeding their extension targets.

10. MONITORING AND EVALUATING PROVISION

As part of their evaluation of school effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of pupils with SEND. Success factors will include:

- Early identification of pupils with SEND
- Pupil views and opinions are taken into account
- The school and parents work in a partnership that statements of Special Educational Need and Individual Educational programmes are regularly reviewed
- That students with SEND will make good academic progress (in relation to their attainment on entry to the school)

Partnership

We recognize that in order for students with special needs to progress a key issue is “partnership”. OOEHS, Al Ain works together with others to promote inclusion for all children. This includes:

1. Leadership team/SMT
2. SENDCO
3. Class teachers
4. Student Counselor
5. School Nurse

Policy Review

The OOEHS SEND/Inclusion Policy will be reviewed as and when necessary to respond to any changes to GEMS/OOEHS policy.

SEN- Referral Form

Name:

Class:

DOB:

Class teacher:

Number of years in school:

Siblings:

Glasses: Y / N

First Language:

Reasons for referral:

What recommendations would you make?

How are you currently meeting this child's needs in the classroom?

Have the parents been made aware of your concerns? Have they agreed to their child being screened by SENCO?

**Is this child currently involved with any other support within the school?
Y/ N If yes, with whom?**

Has this child previously been involved with any other support within the school? Y / N If yes, when and with whom?

SEND Policy reviewed in December 2023

Next Review in December 2024

Checklist for Referral. Please fill in as appropriate.

Social/ Emotional/ Behavioural	Never	Some-times	Always
Is the child able to react appropriately to situations?			
Is the child disruptive in the class?			
Does the child cry easily/ unnecessarily?			
Does the child complain of psychosomatic symptoms? (stomach-aches, headaches, etc)			
Does the child find it difficult to make friends?			
Is the child quiet and withdrawn?			
Does the child display attention-seeking behaviour?			
Does the child find it difficult to separate for parent/ caregiver?			
Is the child able to resolve conflict situations?			
Is the child aggressive/ uncompromising?			
Does the child display work avoidance strategies?			
Is the child inattentive and restless?			
Is the child a perfectionist?			
Does the child display an independent and confident attitude?			

Working Memory	Yes	No
Is the child reserved in group situations despite good social integration?		
Does the child raise their hand to answer and then forget what they were going to tell the teacher?		
Is academic progress in literacy and maths slower than peers?		
Does the child fail to follow two, three or more step instructions?		
Does the child have difficulty completing tasks that combine keeping something in mind while performing a mental task with that information? (Maths eg what is 47 take away 32?) (Literacy eg – listen to a poem then identify the rhyming words)		
Does the child have difficulty keeping track of their progress through a complex task?		
Does the child appear to be inattentive?		

Does the child appear to be distractible?		
Does the child appear to “zone out”?		
Does the child start a task in a purposeful manner and then lose focus?		

Learning Support	Yes	No
Any vision problem?		
Are there any concerns with hearing?		
Does the child have difficulty with phonics?		
Does the child have difficulty with spelling?		
Does the child have difficulty with reading?		
Does the child have difficulty with comprehension of spoken language?		
Does the child have difficulty with retaining or using taught maths concepts?		
Does the child have a good verbal ability?		
Is the child reluctant to write?		
Does the child have any difficulty with fine motor skills?		
Does the child have difficulty copying from a text book?		
Does the child have difficulty copying from a white board?		
Does the child have any difficulty following instructions or getting organised?		
Does the child fail to finish work within a set time frame?		
Does the child approach work with a positive attitude?		

Before submitting, please include the following:

- **Appropriate examples of class work.**
- **Most up to date diagnostic / MAP Assessments results.**
- **Copies of other assessments (if any)**

Class Teacher’s signature	SENCO Signature	HOD Signature

Date: _____