

POLICY ON STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

INTRODUCED	December 2015
REVIEW 1	December 2018
REVIEW 2	December 2021
NEXT REVIEW	December 2024

DEFINITION:

Special Educational Needs (SEN) is the generic term for any disability, disorder, difficulty, impairment, exceptional needs (rare cases) or other additional needs that may be caused by mental, behavioral, physical, emotional or cognitive factors and which may affect a student's learning and his or her educational performance. These students require additional educational support beyond that is provided in general classrooms in order to achieve the greatest benefit from the curriculum.

Disability: A long term physical, mental intellectual or sensory impairment which may hinder a student's participation in the curriculum.

Gifted and talented students have exceptional abilities and talents either academically or in a specific field. These are students whose outstanding abilities make them capable of high performance, but are not labeled as Special Education Needs. To meet students' learning differences and needs, such as special planning and specific teaching techniques, procedures and assessments, and tailored programs and materials are provided to ensure that such students (including gifted and talented students) reach their full potential. Their needs require specific consideration within regular mainstream educational programs. Their current attainment or perceived potential places them significantly ahead of the majority of their peers in one or more of the following areas:

- Intellectual ability.
- Subject-specific aptitude (e.g. in science or mathematics).
- Social maturity and leadership.
- Mechanical/technical/technological ingenuity.
- Visual and performing arts (e.g. art, theatre, recitation).
- Psychomotor ability (e.g. sport).

PURPOSE:

- To offer adequate provision to students with mild to moderate Special Education Needs and those who are gifted and talented.
- To ensure that students with mild to moderate Special Education Needs and those who are gifted and talented are able to reach their full potential within a well-designed and supportive educational environment.

Dunes International School

Plot no 19; Shabiya 9; Mussafah; Abu Dhabi; P.O Box 5121

Tel.: 0097125527527

School code: 90201 | Affiliation number: 6630051



مدرسة ديونز الدولية

رقم قطعة: ١٩, شعبية ٩, مصرف, أبوظبي, ص ب : ٥١٢١

هاتف: ٠٠٩٧١٢٥٥٢٧٥٢٧

كود المدرسة: ٩٠٢٠١ | رقم الانتساب: ٦٦٣٠٠٥١

POLICY:

- Students who require special education are not denied access to a full education program that meets their learning needs. School admits, without prejudice, students with mild to moderate special education needs, and provides them with equal educational opportunities as compared to their peers.
- School adopts an inclusive and welcoming approach to students with mild to moderate Special Education Needs through our admissions process and the provision of suitable curricula and activities.
- Each student with such mild or moderate delays or disabilities is treated with due respect and utmost care by the entire school community.

Admission of students with Special Education Needs

The School's admission policy follows the right of persons with special needs, and is in line with ADEK's regulations and policies. Students with mild and moderate special needs are admitted as per their age group and grade sequence. School may charge Parents/Guardians additional fees for the provision of extra support and such fees does not exceed 50% of the approved school's tuition fees for other students.

Guidelines:

- School develops integrated individualized programs, which do not deny access to Special Education Needs students.
- Special Education Needs students are able to:
 - Participate in the school's general education system to the greatest extent possible.
 - Have full access to the curriculum.
 - Achieve learning standards set for all students and modify them to suit the learning needs of students with mild to moderate Special Education Needs through their individualized plans and programs.
 - Interact with other students, and develop interdependent relationships so that they can take part in the community successfully as adults.
- The school has SEN team that manages all aspects of services for Special Education Needs and gifted and talented students
- The SEN team meets with the Parents/Guardians of Special Education Needs students prior to the beginning of each new school year and no later than within the first month of the students' academic year to make arrangement to properly accommodate the students' needs and ensure their success.
- The school places Special Education Needs students in a class with students of their own age and grade sequence.
- The school develops an Individual Education Plan for Special Education Needs students if they experience difficulties in accessing or being able to learn the curriculum. The Individual Education Plan is used mainly by the teachers and students to guide instructional practice, including modifications of the program and adaptations of the environment or aspects of instruction and assessment. These are tailored to the individual student's needs to enable optimal learning success.
- The school develops an Advanced Learning Plan (ALP) for gifted and talented students who are exceptionally



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exceeding academic expectations in their academic program. The ALP identifies ways in which teachers can enrich the students' learning in order to achieve according to their potential.

- Special Education Needs students will not be retained in a year level. If a student with special needs is not making the expected progress, this would mean that the goals and objectives set forth in his/her Individual education Plan need to be readjusted.
- The school encourages and welcomes the involvement of Parents/Guardians of students with Special Education Needs in school affairs.
- To meet the needs of Special Education Needs students and those who are gifted and talented, is a shared responsibility for the whole School.

Roles & Responsibilities of Teachers:

- Familiarize themselves with student's records and information regarding their special educational needs.
- Support students in reaching their IEP targets.
- Identify and work on areas of development for the students.
- Liase with SENCO on a day to day basis or as required.
- Implement the teaching needs of Students with statements, which may include the management of a special support assistant/teacher.
- Design a suitable curriculum for the student with the SENCO, if required.
- Plan and devise specific strategies for the students, depending on their area of disability.
- Follow advice and support from SEND department to ensure that all Students with a variety of needs and barriers to learning within school are included at all times.

Roles & Responsibilities of SEN Department:

- Conduct assessments and interviews if a student has been referred to the department.
- Liaise with the Student's class teacher/subject teacher/shadow teacher.
- Familiarize themselves with Student's records and information regarding their special educational needs.
- Maintaining student files and records.
- Support students to achieve IEP targets and through individual sessions, wherever necessary.
- Document student progress.
- Communicate teaching strategies that would help to meet the student needs
- Provide notes or attend meetings to inform reviews for students that they support.
- Work in collaboration and partnership with parents.



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Amendments:

Review 1	No Changes
Review 2	No Changes

Principal Mr. Paramjit Ahluwalia	
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