

SPECIAL EDUCATION POLICY AND PROCEDURES

Dubai Scholars Private School (DS hereafter) recognises that students have a wide variety of abilities and the initial screening is also there to help identify the students' knowledge and skills so that their individual needs can be more effectively supported. DS also acknowledges that children learn at different speeds and consequently some children may need more support than others.

DS will accept students who are identified as having mild to moderate learning difficulties. Identification could either happen at the admission stage or later on during the academic year.

The levels of support provided by the school are based on the 'Waves of Support' model given below:

Waves of Support Model

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. Typically some students may be given added tuition to ensure that they can access the materials in the lessons. Alternatively Wave 1 describes specific, additional and time-limited intervention programs provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 1 interventions are often targeted at a group of pupils with similar needs. This may occur as the result of a unit test or end of year test. Intervention Programs will be run by the teacher or senior students to support younger students in either small groups or one to one situations. (Also referred to as Class Action)

Wave 2 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This intervention strategy will involve detailed discussions with the family. Our special needs team (SENCO & Class Teacher) shares responsibility for addressing the areas of concern with the parents and they agree

upon an appropriate course of action. This takes the form of an Individual Education Plan (IEP) and is followed through with triumvirate termly review meetings. (Also referred to as School Action)

Wave 3 involves external agencies in diagnosis and support for additional needs and may incur additional costs which the family will bear. (Also referred to as School Action Plus)

Essentially, Wave 2 and Wave 3 interventions are 'additional to' and 'different from' the usual differentiated curriculum. All intervention and support is discussed with the parents as DS is committed to the 3 way partnership of parent/school/student to ensure that the student can aspire to achieve at their highest level. The school will have a Special Needs Centre where SEN kids can be brought in for individualized instruction as required by their IEP. Provisioning of additional specialists or shadow teachers will be the responsibility of the parents.

Identification of learning concerns will be the responsibility of the Admissions team with support from the SENCO, or once in school the class teacher with support from the SENCO. Classifying a child as SEN can only be done by the SENCO who may at times refer to an external agency. They will discuss the concerns with the student and parents and then decide what steps to take. Concessions may include: additional time to complete tests and examinations / use of a computer in examinations.

In the early years, the school will use the EYFS framework for assessment to help plan and monitor the progress of the youngest and most vulnerable SEN children.

Children identified as SEN will be allowed to progress to the next year group if they have been able to meet the learning objectives as identified in their IEP.

** For more severe cases, DS has established connections with a number of specialist schools and centres and is well equipped to refer parents appropriately.

** All IEPs are regularly reviewed to check for:

- a. The progress made against targets.
- b. Effectiveness of the targets / strategies and support implemented.
- c. Whether the child still needs to be maintained on an IEP.
- d. Further action including changes to the targets and strategies.
- e. Whether there is a need for more specialised advice.
- f. Updated advice and information on the student's areas of strength and difficulties.

ESL

We are aware that a significant number of our students will not be native English speakers. Given the importance of English language acquisition for a student to fully embrace our enhanced curriculum, it is part of the school ethos to achieve such bilingual fluency as soon as possible.

Most of our students join in EYFS where all our teachers will have experience in teaching to multi lingual students and know how to adapt their teaching styles to promote English language acquisition such as the use of visual cues and the enhanced use of technology aids.

In the lower primary years, our program has more time devoted to English language development than the norm so as to ensure native levels of English acquisition. We ensure that these added lessons times are as fun and engaging by emphasising cross curricular linkage - such as debate and public speaking modules to story writing.

Additional support for English is provided through the British Council which acts as an outside service provider. These services are provided both during and between the academic calendars.

English language skills are part of the school entrance assessment with a more challenging requirement level from Years 3 onwards. This is to ensure that incoming students will have the ability to effectively and fully embrace our school curriculum.

Gifted and Talented

DS is committed to meeting the needs of every child it accepts and fulfilling its mission goal of nurturing potential. In keeping with this philosophy, classroom support and IEPs are provided to students who are gifted and talented. Programs of additional challenge are available, both within and beyond the day, to provide enhanced learning opportunities. The levels of support provided to these students are based on the 'Waves of Support' mentioned above, essentially Wave 2 and Wave 3 interventions.

Learning Support Policy and Procedures (Secondary School)

The Learning Support Department at DIA ensures that students with learning difficulties achieve sufficient proficiency in literacy and numeracy before leaving primary school. The Learning Support students are assisted with strategies to facilitate their learning in order for them to achieve their potential. The students are assisted on areas of specific learning difficulties in skill areas of literacy and numeracy.

The Learning Support Students that have an Assessment Report from an external agency will have an Individual Educational Plan (IEP) with specific targets that are tracked and modified. Psychological Assessment Reports need to be repeated and updated every two years. Where a student is attending individual therapy such as Speech and Language Therapy (SLT), or Occupational Therapy (OT) termly progress reports must be submitted to the Learning Support Coordinator. In addition, updated reports can be requested annually. All students with special learning needs or in need of remediation will require a formal external assessment before they become part of the SEN (Special Educational Need) student list.

Identification

Primary School Learning Support Specialists meet with the SS SENCO to discuss upcoming year 7 SEN students.

Teachers flag students that require support in one or more subject areas (behavioral, learning, physical).

The Learning Support Specialist observes student in the classroom.

Learning Support Specialist and subject teacher meet to discuss the observation.

Outcome of observation is discussed with parents and further assessment is requested.

IEP is created based on recommendations from assessment report(s) and input from parents and teachers.

Teachers differentiate instruction for SEN students and are supported by regular Professional Development.

Teachers and the Student Development Coordinator/SENCO meet to review the student's IEP.

Request external educational assessment

Role of teacher:

To refer students with continued and consistent learning difficulties for further evaluation and assessment.

To provide instructional recommendations that will assist students in their learning and development.

Role of learning support:

To review with teacher and make joint decision on areas of concern, meeting with parent and write referrals.

To provide an individualized Intervention program for the student.

Discuss assessment results with the concerned specialist and parents.

To assist in the implementation of recommended strategies in the context of the classroom.

To monitor and facilitate the effectiveness of the recommendations and their implementation.

Supporting SEN students

The subject specific teacher will differentiate instruction and make accommodations based on the student's IEP.

SEN students will have a report and IEP (Individual Education Plan) with clear strategies and accommodations.

All teachers to view current strategies that are working with the student and/or note any focus that may need adjustment via live, regularly updated SEN Tracking Forms.

Teachers are supported through Professional Development seminars that are need-based and held regularly.

SENCO to meet with students for additional support needed outside of the classroom.

SEN Audits are carried out to ensure accommodations/strategies are being made by the classroom teacher.

Review meetings with teachers

Morning SEN meetings are held each Monday to Thursday. The goal of these meetings is to:

Review the student's current progress and consider their CAT data.

To update or make additional accommodations based on classroom strategies and observations.

To document meeting outcome.

To review and feedback on IEP and proposed strategies.

To discuss 'next steps' and develop a focus for each, individual student.

Review meeting/updates with parent

SENCO meets with parents to update them on accommodations being made for their child.

Semester Parent Updates are sent via email, informing them of accommodations and inviting them in to meet and discuss classroom strategies.

Annual reviews are held in which IEP modifications are made based on the needs of the SEN student (with reference to SEN tracking forms).