



SPECIAL EDUCATION NEEDS POLICY

You can't judge a fish by
its ability to climb a tree!



Introduction:

The School welcomes students with special needs and endeavors to help them take full part in both academic and social life on campus. The School complies with the UAE Disability Act which guarantees the rights and protection in health, education, work and public services for students with special needs.

Description of SEN

Special needs , disabilities encompasses a range of physical, mental and developmental conditions such as visual, hearing, mobility, learning and any other medical conditions which substantially limits one or more major life activities.

The School recognizes that no two disabilities are exactly alike, and that people experience disability effects in different ways.

Gifted and Talented is the term applied to those students who are achieving, or have the potential to achieve, at a level substantially beyond the rest of their year group.

The UAE Ministry of Education defines Gifted & Talented as follows:

Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity.

For the purposes of this policy, the terms and definitions used was adopted from the UAE School Inspection Framework 2015-2016.

- The term giftedness refers to 'a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability.' These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, while exceptional potential will be present, they may actually under achieve.
- The term talented refers to 'a student who has been able to transform their 'giftedness' into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability. - UAE Schools Inspection Framework (2015-2016)
- Students who are gifted and talented are considered to have a special educational need on account of their need to

1. Aims and Objectives

- Ensure that the necessary provision is made for any student who has special educational needs.
- Aware of the importance of identifying and providing those students who have special educational needs.
- Ensure that students with special educational needs join in the activities of the school together with students who do not have special educational needs, so far as that is reasonably practical and compatible with the students receiving the necessary special educational provision
- Ensure that gifted and talented have access to a broad, balanced and relevant curriculum, which meets their individual needs and that there are opportunities for them to access further enriching experiences outside the regular timetable.
- Enable all staff to take responsibility for identifying and supporting gifted and talented students, by providing them with relevant training.
- Encourage a parent partnership to support a joint learning approach at home and at school, by offering information sessions and individual meetings as required.

2. Responsible Persons:

- The SENco, Social Worker, SEN Teachers, the Teachers, Parents.
- Participate effectively in the identification, assessment and referral process.
- Students with gifts/talents will be supported by teachers and SENco.
- Oversee identification, and liaise with all members of the teaching staff, reporting to the senior leadership team. The SENco will provide intervention plans/ALP and monitor the progress.

- Teachers with MLs will ensure that the curriculum in any given subject area should meet the needs of all the students to whom it is delivered and should be modified where necessary and appropriate.

3. Admission and Inclusion

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children.

We require Placement Tests to all incoming students. Those with Special Education Needs are assessed. After the assessment, the applicant will be interviewed. This will help the school to know their learning needs; the learning support that the school will give them, and their placement. Some students are previously identified as per their medical report provided by parents.

4. Identification and Assessment

- External Identification through providing the school with the student's medical report, in case the student is previously diagnosed.
- Internal Identification through teachers and SENCo, the school informs the parent for further action (for medical referral and diagnosis).
- SEN students will be undertaken by staff through the SENCo and the appropriate records will be maintained. Records will be developed through a process of continuous assessment by the class teacher.
- Assessments allow the student to show what they know, understand and can do, as well as to identify any learning difficulties. Assessments/Exams can be modified as per student's needs and plan.
- The progress of children with special educational needs including gifted/talented students will be reviewed through formative and summative assessments. IEP/ALP reviews will be held regularly.

5. Access to the Curriculum

The Curriculum will be made available for all students. Where students have Special educational Needs a progressive intervention will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

- The school will make provision for students with Special Educational Needs to match the nature of their individual needs. Teachers and SENCo will keep regular records of the students' Special Educational Needs, the actions taken and the outcomes.

- Curriculum and teaching strategies are modified, and activities may be broken down into a series of small and achievable steps for students who have marked learning difficulties.
- There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class context.
- If a student does not make progress despite the school taking the action, advise will be sought from the appropriate support services.

6. Liaison and Working with Parents

- The school will actively seek the involvement of parents in the education of their children. It is recognized that it is particularly important for students who have learning support needs, including those who are gifted and talented, to have the support and encouragement of parents so that they can achieve success. The school considers parents as partners in the student's learning and encourages parents to view themselves as such.
- Parents will always be informed through one to one meetings with any update related to the plans, students' progress and follow up with teachers.
- Parents will always be informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the SEN. Communications between the parent and the school will be consistently maintained.
- Parents will always be informed when an external agency becomes involved with their child.
- Parents will always be kept informed about their child's learning and regular communication will take place.

7. Student Participation

The school will work to ensure that students are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve students in any decisions that are taken regarding their education.

Provision for students who are identified on the gifted and talented is provided by the class and subject teacher through effective quality first teaching and differentiation. This will take place, both in the student's class and sometimes in withdrawal enrichment classes, dependent on need.

It is the school's aim to ensure gifted and talented students are catered for in their peer groups through the development of higher order thinking skills and challenging age-appropriate work.

Gifted and talented students are encouraged and on occasion may be invited to participate in the school's wide range of extra-curricular enrichment activities that will help to nurture their abilities and give them every opportunity to develop their skills.

8. Evaluating Success

In addition, evidence will be gathered regarding:

- Success of the identification process at an early stage
- Academic progress of students with special educational needs
- Skills development
- Improved behavior of the children, where this is appropriate
- Student attendance
- Consultation with parents
- Students awareness of their targets and achievements

9. Monitoring and Review:

This policy is reviewed and monitored on a yearly basis by the Principal and Review Committee

This policy has been discussed and agreed for implementation.

Approved By:

MS. AMI RA GAFER GORAI SH
APS Principal



Oct 12, 2022

Revised: Sep.2023