



*Gulf Indian High School, Dubai.*

# SEND POLICY



**2018-2019**



## Special Educational Needs and Disability Policy

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## **Introduction**

### **Understanding Special Educational Needs and Disability**

Special educational needs are needs that are different from those of the majority of students and which arise from the impact of a disability or recognized disorder. In line with this definition, students with gifted and talented are now identified as a separate and distinct group. Many students with special educational needs experience greater difficulty in learning than the majority of children. Some have disability which hinders them from using educational facilities generally provided for children of the same age. Being identified with special educational needs and disability, could mean students have difficulties with:

- all of the work in school
- reading, writing, numeracy or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organizing themselves

OR

They have some kind of sensory or physical needs that may affect them in some or all school activities. Being identified with special educational needs and disability could mean that students require specialist support, specific curriculum modification /adaptation individualized education plan(IEP) to ensure that they make the expected levels of progress

### **Legislative Context**

At Gulf Indian High School, we adopted a legislative frame work for inclusive education based on UAE Federal law No.(29), 2006 & Law No.(2) 2014. According to the law, Dubai is determined to become fully inclusive by 2020. The 'My community...a city for everyone initiative makes this commitment clear and is supported. It is expected that each school in Dubai will promote a highly inclusive ethos, the outcome of which will be evident in the values, culture and achievements of each school community.

*Definition: The law defines a person with special needs as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.*

*Statement about inclusive education in UAE federal law no.(29)2006. Article (12)*

*The country guarantees people with special needs equal opportunities in education within all educational, vocational training, adult education and continuing education institutions in regular classes or special classes with the availability of curriculum in sign language or Braille or and any other methods as appropriate.*

### **Aim of the SEND policy**

- At Gulf Indian High School, we welcome all children with special educational needs and provide an inclusive educational set up. The SEND Department at Gulf Indian High School aims at providing all possible opportunities to bring out potentials to the fullest among every individual student.
- We adopt the social model approach to SEND, recognize the nature and impact of the difficulties that students experience.



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- We aim at valuing individuals' specific needs and enhancing self esteem among children with special needs. Children with special needs are provided with provisions based on their current level.
- We aim at providing curriculum modifications/ adaptation based on individual specific needs, with a long term goal of mainstreaming and complete inclusion.
- We aim at providing strategies and resources for learning and easy access of concepts. Early identification and assessment from foundation stage is aimed to practice response to intervention and curriculum modifications to meet their needs.
- We aim at improving quality of academic life among students with special needs by minimizing demands which may exceed their capacity and foster self-confidence by identifying strengths, besides working on their weaknesses.

### ***KHDA Specifications***

- We aim at working in partnership with parents considering their views and contributions and involving them in the process of assessment and management.
- We intend to maintain a prime role for the child as a center of the process. Children with special needs are involved in the making of future educational planning.
- We aim at practicing a multi-disciplinary approach involving various professional in-house and from external agencies for the holistic development of the child.

### ***Objectives of SEND policy***

The objectives of our policy are:

- ✓ To identify, assesses and manage children's individual needs from foundation stage to higher secondary phase in order to enhance attainment level.
- ✓ To plan an effective curriculum based on individual needs recommended through individual education plan(IEP) / Individual learning plan (ILP). A plan with measurable, realistic and attainable time related targets will be framed and implemented through IEP/ILP
- ✓ To encourage active participation of children, teachers and parents during planning of IEP goals and target criteria.
- ✓ To educate about procedures for identification, evaluation and management among children with special education needs to all professionals who deal with children.
- ✓ To have partnership with external agencies and allied health professionals to support students who need specialist intervention.

### **ROLES AND RESPONSIBILITIES**

#### ***School governing body***

Director  
Principal  
Vice Principal  
Stakeholders

- ✓ Ensures that SEND provision is an integral part of the School Development Plan and the school's self-evaluation process.
- ✓ Provides best provision for all students with special education needs and disability.
- ✓ Principal / governing head provides information about provisions for SEND to Head of the department and to all teachers to coordinate with SEND Dep.



- ✓ Ensures that all teachers in school are aware of the importance of identifying and managing students who have special education needs and disability.
- ✓ Make sure that notifications are provided to parents about SEND provision planned for their child.
- ✓ Ensures inclusion of children with special needs during extracurricular and curricular activities, also ensures equal participation and access to resources and all facilities as to all other children.
- ✓ Aware of **Dubai Inclusive Education Policy Frame Work**, KHDA recommendations and Federal law 29 to monitor the implementation of the same.
- ✓ Provide facilities for training programs for teachers and professionals helping children with special needs for updating professional competency.
- ✓ Maintain a SEND policy written incorporating set rules and regulations and processes for operation of the department.
- ✓ State about SEND policy in the school prospectus and school's profile.
- ✓ Governing body needs to update themselves about SEND policies and developments in resources etc., during the course of time.

**According to school Inspection Supplement we appointed an Inclusion Champion and A Governor for inclusive education.**

**INCLUSION SUPPORT TEAM**

- Principal
- Vice Principal
- Governor for Inclusive Education
- Inclusion Champion/
- SENCOs
- School Counsellor
- LSA
- Subject coordinators
- Teacher
- Parents

The **SEND Coordinators (SENCOs)**, in collaboration with the Counselor, Supervisors, and management plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND. The SENCOs, with the support of the teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of students' achievements, and by setting targets for improvement.

**Major Job Responsibilities**

- Overseeing the day-to-day operation of the school's SEND policy
- Identification and evaluation of children with Special Educational Needs & Disability
- Coordinating provision for children with special educational needs
- To plan an effective curriculum based on individual needs recommended through individual education plan(IEP) /Individual learning plan ( ILP). A plan with measurable, realistic and attainable time related targets will be framed and implemented through IEP/ILP



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- Prepares and updates list of children with special educational needs including those who need IEP, and Behavioral Intervention Plan (BIP)
- Maintain records and files of IEP/ILP/BIP/RTI
- Liaising with and advising fellow teachers in co-coordinating Individual Education Plan.
- Managing learning support assistants if any
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- To educate about procedures for identification, evaluation and management among children with special educational needs to all professionals who deal with children. Develop resources and inventories to maintain the same.
- Collaborate with the curriculum coordinators so that the learning for all children is given equal priority and available resources are used to maximum effect.
- Prepare master and weekly timetable for class monitoring, individual and group pull out sessions and to keep students, parents, teachers and supervisors informed in advance to support the program effectively.
- Monitoring, evaluating and reporting on the provision for children with SEND to the governing body and other designated responsible person such as phase supervisors and heads of the departments.
- Referrals to other support services for medical or educational need of the students.
- Liaising with external agencies and allied health professionals to support students who need specialist intervention.

**The Role of Counsellor:** The School Counselors are vital members of the education team. They help all students in the areas of academic achievement, personal/social development and career development. They consult and collaborate effectively with parents/guardians, teachers, supervisors, and other educational/community resources regarding students with identified concerns and needs.

### **Major Job Responsibilities:**

- Counseling individuals and small groups of children with academic failure, family issues, child abuse, behavior problems, peer problems, and substance abuse.
- Prepares and updates list of children with special education needs including those who need IEP, ILP and Behavioral Intervention Plan (BIP).
- Conducts class observation for identification and screening of children with special needs when concerns are reported.
- Coordinates with LSAs and teachers about strategies recommended by SENCOs and monitors implementation of IEP recommendations.
- Actively participates in all the SEND processes as a team member with SENCOs.
- Coordinates and participates in training session to support SENCOs.
- Coordinates assessment modification and curriculum modification.
- Coordinates with teachers and subject heads for question paper modification to meet starting point or current level of the child.
- Coordinates career guidance and student support activities.
- Monitors parent interaction log, and observation registers.
- Participates in professional development activities to improve knowledge and skills.



**The Role of Class Teacher:** Class Teacher is expected to ensure early identification of children with behavioural & academic difficulties and liaise with SEND Dept. Class teacher should include pupils with SEND in the classroom, and provide an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support Inclusion making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND and giving feedback to parents of pupils with SEND.

**Major Job Responsibilities:**

- To use the graduated approach to plan and review the support for the students within their classes in collaboration with the SENCO, the student and parents.
- Teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes taking withdrawal sessions, reviewing IEP, ILP, Progress Monitoring Chart and where necessary, improving, their understanding strategies to identify and support SEND children
- To set high expectations for all students.
- To know who in their class has SEND, what the need is and have strategies to help those students access the curriculum.
- To provide Quality First Teaching by planning differentiated lessons which allow all students to address areas of difficulty by providing support and challenge
- To differentiate classwork/homework appropriately.
- To address any concerns or queries to the SENCO immediately.
- To plan for appropriate use of teaching assistants.
- To communicate effectively with SEND team where requests for information are requested.

**The Role of Subject Teachers:** Teachers should demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. Implements strategies, accommodations and modifications to the general education setting that may be necessary to meet the needs of the student with a disability.

**Major Job Responsibilities:**

- All Teaching staff needs to be aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND.
- Teachers remain responsible for working with SEND children on a day-to-day basis.
- Teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes taking withdrawal sessions, reviewing IEP, ILP, Progress Monitoring Chart and where necessary, improving, their understanding strategies to identify and support SEND children.
- Teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCO to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teachers liaise regularly on planning, assessment and progress in order to contribute effectively to the graduated response (assess, plan, do, review).
- Targets arising from Individual Educational Plans (IEPs) meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- Implements strategies, accommodations and modifications to the general education setting that may be necessary to meet the needs of the student with a disability.
- To differentiate classwork /homework appropriately.

**The Role of LSA**





LSAs/Learning Support Assistants work in association with the SEND Department to help the student/s with Special needs and disability individually or in a group to meet the targets set in their IEPs.

**As a team, LSA's contribution to the SEND Department will be the following,**

- To liaise, advise and consult with other members of the team supporting the student/s.
- In conjunction with the class teacher and/or other professionals to develop a system of recording the child's progress.
- To contribute to the maintenance of student/s progress records.
- Carry out structured classroom assessment.
- To participate in the evaluation of the support program.
- To provide regular feedback about the student/s to the teacher and SENCOs.
- To contribute to reviews of children's progress, as appropriate.
- Contribute to the planning & reviewing of IEPs, perhaps by identifying significant difficulties and specific subject areas where the student/s needs are the greatest.
- To assist the SENCOs to develop a suitable program of support in the areas of learning and then carry out the program, within the classroom or in a pull out session for a group of children with specific needs.
- To maintain the SEND team's system of recording and monitoring of pupils' progress.
- Liaise with SENCOs/Counselor when students have approached them about personal issues.
- To attend Open house with the SEND Team as and when required.
- To attend relevant in-service training.
- To be aware of school procedures.
- To be aware of confidential issues linked to home/student/teacher/school work and to keep confidences appropriately.

**In the classroom, the range of support that LSAs can provide is as follows:**

- Support student/s in recording self-study.
- Help student/s to develop better organisational skills.
- Work on differentiated activities with groups of students.
- Clarify explanations.
- Support the reading of challenging texts.
- Support student/s in making notes – without actually doing it for them.
- Provide frameworks for writing & recording as and when appropriate.
- Supervise & support practical work, reinforcing any health & safety requirements.
- To help in finding differentiated materials to enable student/s to access the class curriculum.
- Read back student's work as a form of checking to enable student/s to identify errors & area for improvement
- Help student/s to develop information retrieval skills.
- Support teaching staff in ensuring that any specific resources and equipment required by special needs student/s is in place.
- Support disabled student/s in moving around the school and in accessing the curriculum without obstructing the development of independent learning.
- Support student/s in unfamiliar surroundings, i.e. on school visits/picnics.
- Reinforce the school behaviour code and support behaviour strategies used in class.

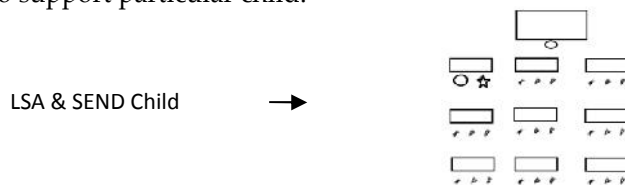




- Work with student/s with emotional/behavioural difficulties, to re-focus them on their work and defuse potential conflict situations.
- Focus attention and redirect to task, where student/s have concentration difficulties.
- Help to build the student's confidence & self-esteem by developing positive relationships with them and ensuring that they can experience success in the tasks that they are doing.
- Appropriate, liaise between student/s & teacher (i.e. student/s often find it easier to discuss difficulties with a well-known LSA than with a teacher).
- Model & encourage appropriate social skills for student/s with communication & social interaction difficulties.

**During teaching time, LSAs are expected to,**

- To position them in the best place to support student/s in the classroom, moving around only when necessary in order to support particular child.



- Be quiet when teacher is talking to the class and listen to the instructions. LSAs can check understanding when the teacher has finished talking.
- To support the student/s to become more independent learners, by encouraging them to work out the answers for themselves.
- To be informed in advance that they are going to be absent for a lesson/class.
- To keep any constructive criticism to themselves until after the lesson, when they have a chance to discuss it with teaching staff.
- To support & reinforce the decisions of the teacher during the lesson – if it's something that you don't agree with, then talk about it afterwards.
- It is often quite stressful for teachers to have another adult in the classroom if they are not used to it. So co-operate with them in such a way that criticisms don't arise frequently.
- Any such issues must be brought to the notice of SENCOs who will discuss with Supervisors/ Principal as required.

**The Role of the Parents of students with Special Educational Needs.**

- We provide opportunity to approach staff whenever they have a concern and time will be made for them to scheduled meetings for parents to meet and discuss about their child's progress;
- Need to utilize opportunities for parents/caregivers to come and work or observe their child in the group or class room.
- Parents need to monitor child's skills based on recommendations by SENCOs.
- Parents need to follow up recommendations provided by SEND team.
- Parent can come to school and be in class and take up the role of learning support assistant by following the guidance provided by SENCOs.
- Parents will be invited to attend or contribute to a term review of child's provision. In some cases, this may occur more regularly.

**Role of Student**



- We conduct counselling and pull out sessions for students to get their views and concerns about own performance.
- Students are advised to utilize in their learning choices using objects, photographs, verbal means etc.,

**SEND ADMISSION POLICY**

Gulf Indian High School (GIHS) has an inclusive system of education. We strive to create equal opportunities for all our students, especially students with special education needs. We aim at developing a school environment as a miniature mainstream society with diversity. At GIHS we foster an environment among students and teachers to empathize, help and support students with special needs to bring out their potential to the fullest.

At GIHS we offer an inclusive education system with additional support for students with mild to moderate learning disabilities and moderate to severe learning disabilities with specified support in the below mentioned admission criteria. A fully fledged special education program is not offered due to limited provisions. Enrollment of students with severe disabilities is based on specifications mentioned in admission criteria.

<b>Academic competency level</b> <i>(Based on Initial assessment for KG/Prep, previous reports, Specialist report.)</i>	<b>Type of Admission</b>	<b>Support given by School</b>	<b>Documents provided by Parents</b>	<b>Reports maintained by SEND dept.</b>
Below Grade 1, mild variations from peer match students	Regular Admission.	Differentiated teaching method. SEND strategies in class.		Observation report. RTI, Action taken & Progress reports, ILP
Below Grade 1, moderate to severe.	Admission based on condition (Parents to provide LSA)	Differentiated teaching, SEND strategies, Learning support Assistant withdrawal sessions.	Specialist Medical reports.	Base line. IEP. ILP.
Grades 1 to 4, mild variations.	Regular admission.	Differentiated teaching. SEND strategies, Pull Out Sessions.		Observation report. Action taken &. Progress reports, ILP.
Grades 1 to 4, moderate to severe variations.	Admission based on condition (LSA)	Differentiated teaching. SEND strategies. Pull out sessions. Remedial teaching	Specialist report	IEP ILP
Above grade 4, Mild variation.	Regular	Differentiated teaching. Pull Out Sessions	Nil	Observation report. Action taken & Progress reports, IEP.ILP



Above Grade 4, above severe	Admission based on condition (LSA)	Differentiated teaching. SEND strategies. Pull out sessions. Remedial teaching	Specialist reports IEP/Other Reports	Observation report. Action taken & Progress reports, IEP,ILP
Severe/Profound Behavioral issues	Admission based on individual conditions. If poor adaptive skills, LSA program or Comprehensive special education program is recommended.			
Severe Physical disabilities	Admission based on individual condition.			

### **Coordinating provision for children with SEND**

The needs of the majority of children will be met in the classroom. Teachers are expected to ensure that children with special educational needs and disability are fully involved during lesson is being taught. Pull out sessions and remedial classes are conducted for most of children who need extra attention to learn basic concepts. Group sessions are carried out once in a month to foster friendship and interaction. Senior students from higher secondary and secondary phase often join the SEND team during play activities and group sessions to assist the team.

### **IDENTIFICATION OF STUDENTS WITH SEND**

GIHS provides for its students with SEND by following Response to Intervention programme. The three tier of provision for SEND takes into account quality inclusive teaching to all students in the class.

#### **TIER 1**

- If a student is underachieving or struggling for any reason, then the classroom teacher will adapt their practice guided by their Head of Department or SENCOs.
- If a student continues to make little progress or struggle to engage during lessons then they will move to TIER2. This may be triggered via data analysis, SNAP( LD, B) teacher and SENCOs observation or parental request.

#### **TIER 2**

- The SENCOs will target a specific, time-limited intervention to address any underachievement or concern.
- Progress made during these interventions will be assessed on a term basis.
- Parents will receive information prior to any intervention beginning and a report at the end to describe progress.
- Following the completion of an intervention the SENCOs may reassign a student to an alternative intervention if progress has not been made or cease the intervention if progress has been made.

Following cycle of assessing students, planning and conducting interventions and assessing progress, if a student continues to make no progress then they may be elevated to TIER 3.

#### **TIER 3**

- The SENCOs may refer the student to an external agency for additional information and recommendations.
- If the student is suspected of having a specific learning need then they will be referred on to the appropriate diagnostic pathway. A student at TIER 3 is classified as having a Special Educational Need.



- The SENCOs will prepare strategies about how the needs of a student must be accommodated in the classroom and wider school community.

### **Assessment arrangements and review procedures**

*The identification process includes the following steps:*

- Class observation by teacher and SENCOs (Look out for cardinal features of SEND categories, checklists are used for the same).
- Pull out session for detailed evaluation (SNAP ( Sp-LD, SP-B), Phonemic awareness skill assessment.
- External Evaluation Report.

### **INTERVENTION FOR STUDENTS WITH SEND**

#### **TIER 1**

- Quality first teaching practice is embedded across the whole school.
- Teaching staff will plan lessons for differentiated teaching.
- Teaching staff plan and differentiate learning to provide adequate challenge to all students to ensure effective pupil progress. Appropriate methods and resources are selected and used in lesson planning.
- All students will attend mainstream classes. The pace of the lesson is adjusted for some learners.
- Students are benefited from support outside of class room through remedial teaching.
- Visual presentation may be increased to meet the needs of some students.
- Teaching staff are encouraged to plan collaborative learning with both peers and staffs.
- Teachers are following Individual Learning Plan(ILP) to reinforce of learning of students.
- Teachers are expected to repeat instructions to reinforce learning for some students with an on-going assessment of understanding of concepts.
- Teaching staff are expected to differentiate tasks with high literacy content across curriculum.

#### **TIER 2**

- Teaching staff are required to use the IEP's and communicate with parents, home tutors, the SENCOs and the student to gain a holistic learning for the student.
- Students in TIER 2 have access to 1:1 or small group interventions to target the following additional areas of need:
  - ✓ General literacy
  - ✓ General numeracy
  - ✓ Reading
  - ✓ Behavior Management
  - ✓ Spelling
  - ✓ Writing
  - ✓ Communication skills
  - ✓ Arabic

#### **TIER 3**

- Some students may have timetabled access to the curriculum to support mainstream lessons. In some cases, timetables will allow for reduced content to focus in other areas. This will be mentioned in their IEPs.
- Some student may have access to the mainstream curriculum at all times; this can act as a 'safe haven' to reduce any anxieties of mainstream education.



- Students with significant literacy need may be allocated to 1:1 or small group intervention with focus on developing basic learning skills targeting specific areas of need and closing the gap with peers.
- The use of Learning Support Assistants may be targeted to structure access to mainstream lessons. They will do this in line with the student's IEP.
- Students in TIER 3 receive teachers assistant/ LSA during class time and unstructured time for 1:1 or small group interventions to target the following additional areas of need:
  - ✓ Access to all elements of the curriculum
  - ✓ Transitional support between lessons
  - ✓ General literacy
  - ✓ General numeracy
  - ✓ Reading
  - ✓ Spelling
  - ✓ Writing
  - ✓ Personal care
  - ✓ Behavior Management
  - ✓ Communication skills
  - ✓ Social interaction, independence and emotional well-being.
  - ✓ Arabic

**Specialist facilities:** There are external agencies tied up to provide specialized managements in speech and language intervention, audio logical and psychological support. A regular feedback and discussion happens from these team members to ensure the child's holistic improvement.

### **Resources**

GIHS is in the process of bringing maximum resources for children with special needs. In the class room, resources such as picture communication system or augmentative alternative communication system are at implementation stage. ICT based programs are implemented, a software based program for improving IEP based skills and progress tracking is implemented. Assessment kits such as wide range achievement test, Test of oral and written language is been imported and used for assessment and setting baseline.

*GIHS follows guidelines specified in KHDA handbook (2016) for assessment and categorization of SEND students. The categories are:*

- Behavioral, social, emotional.
- Sensory.
- Physical disability.
- Medical conditions or health related disability.
- Speech and language disability, this does not include students who need additional language needs
- Communication and interaction.
- General learning difficulty
  - Learning difficulty type1
  - Learning difficulty type2
  - Profound and multiple learning difficulties
  - Assessed syndrome
- Specific Learning difficulty
  - Dyslexia
  - Dysgraphia
  - Dyscalculia
  - Dyspraxia

*Arrangements made to meet Individual needs of SEND students*

- Learning Support Assistants in KG and primary.



- Differentiated activities in lesson.
- Peer support.
- Flexibility in time table.
- Assessment consideration by question paper modification to meet level of child.
- Occasional extra numeracy and literacy classes for required children during withdrawal sessions.
- Access to ICT to assist learning.
- Extra time in exam.

*Progress monitoring/ Review procedures*

- Children in Phase 1 (KG & Prep): Class teacher and SENCOs reviews daily ILPs, and IEPs are reviewed Monthly .
- Progress monitoring among primary, middle and secondary is done terms wise by SENCOs based on . Progress is also tracked based on periodic and term exam scores and SNAP. Students from middle and secondary phases are interviewed to review the targets framed by them during IEP preparation (Term wise).

Where possible we will try to meet every child’s needs within the classroom through teaching, approaches and meet the needs of the majority of the children in our school. However, where through assessments if teachers determine that a child is not making adequate progress, the class teacher will consult the SENCOs. They, in conjunction with the child and parents will review the strategies and approaches that are currently being used. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school.

**School Action Plan**

School governing body and leaders conducts action plan meetings to ensure the improvement of SEND department by framing new action plan considering recommendation followed by KHDA inspections. Following are the areas which school governing body and leaders emphasize during annual action plan meetings.

- Recommendation by KHDA officials.
- Review of SEND policy.
- Training programs for teachers and SEND leaders.
- Discuss resources to be developed for supporting students with special needs.
- Modification in Individual Education plan and related documents.

**An Individual Education Plan will provide for:**

KG , PREP, Primary middle & secondary section students, if severe disability	Middle and Secondary sections
<ul style="list-style-type: none"> <li>➤ Goals based on starting point of the child.</li> <li>➤ Target achievement criteria.</li> <li>➤ Demographic data of child including teacher. Grade, Section etc.,</li> <li>➤ SEN concern/ provisional diagnosis.</li> <li>➤ Short-term goals.</li> <li>➤ The teaching strategies.</li> <li>➤ Recommended resources for teaching.</li> <li>➤ Parent recommendations.</li> <li>➤ Review or progress monitoring section.</li> <li>➤ Teacher and SENCOs signature.</li> </ul>	<ul style="list-style-type: none"> <li>➤ What do I need to improve/ my targets?</li> <li>➤ How will I achieve?</li> <li>➤ Who will help me?</li> <li>➤ How will I know that I have improved</li> </ul>



All IEPs are reviewed termly and targets are discussed with parents/care takers during Open House meetings and/or individual appointments.

#### **Criteria for evaluating the success of our policy**

The policy will be evaluated against the objectives framed, end of academic year objectives are analyzed to modify or include improvement plans.

- Parents are involved with individual targets set with children by discussing, receiving and having their views recorded;(particularly relevant if used with Individual Education Plans for their child);
- Children are involved in discussing, constructing, reviewing and having their views recorded on their own Individual Education Plans;
- Individual Education Plan targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets.
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the child's file and are involved in their development.
- The School Improvement Plan and priorities include the provision for SEND.
- Any external evaluation or inspection.

#### **Reporting Complaints**

If parents have a complaint concerning provision for their child they should discuss this with the class teacher/tutor/phase supervisors. If this proves unsuccessful the matter should be referred to the SENCOs/School Counselor. Should the matter still be unresolved the parents should contact the responsible person on the governing body. If the complaint remains unresolved the Chair of Governors should be involved.

#### **Continuing Professional Development(CPD)**

Through the monitoring and evaluating of our provision the SENCOs, counselor and supervisors, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staffs who attend further courses will give feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCOs/Counselor, and information provided during the annual evaluation of the school's overall SEND provision.

#### **Links and Use of outside agencies**

Close links are maintained with the external support services in order to ensure that the school makes appropriate provision for children with special educational needs and disability. Where it is necessary to contact outside agencies, the SENCOs/Counselor will usually make the necessary arrangements and discuss with parents accordingly. Any or all of these agencies may be involved in the Provision making or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

#### **Partnership with parents & Children**

Parents are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents' contribution to their child's education is valued highly by the staff of the school. Parents are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where





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necessary the Individual Education Plan. The school will also update parents with relevant information. Parents are allowed to be part of SEND team as learning support assistant in phase 1 and phase 2. They are provided with home training (written activities).

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Agreed at the governing body meeting on

**Date**.....

**Signed** (Chair of Governors)

Director :.....

Principal :.....