



PURPOSE

We provide a caring, positive environment to ensure everyone is included.

What is Inclusion?

As stipulated by the United Arab Emirates Ministry of education - Special Education Department, pg14: The philosophy of inclusive education: “Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs.”

Vision of Inclusion

At EFIA we believe in the rights of People of Determination to be integrated into public and private school, Federal Law No.(29), (2006). In addition, we provide the best possible provision for students of all abilities and value the individuality, talents and gifts of all our students.

We plan our teaching and learning so that each student can aspire to the highest level of personal achievement. We believe recognition of all achievements made, no matter how insignificant they may seem to others, is a great motivator for students.

It is essential that we provide an environment in which students feel supported and cared for. We instill self confidence in accordance with the school’s ethos and give all students full access to all areas of learning through differentiating, adapting and modifying the curriculum. Diversity is an asset and teachers will strive to ensure all students reach their full potential, irrespective of nationality, gender, religion, social class, culture, race, age or special educational need, for their self-fulfillment and their eventual development into active and responsible adults.

English as an additional language students and students with additional needs have a voice and are seen as valued contributors to the school community.





Roles and Responsibilities Role of the SENDCo

The SENDCO has responsibilities for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision of children with SEND
- Managing the Learning team and support staff
- Planning and coordination away from the classroom
- Maintaining appropriate records
- Teaching children with SEND
- Observing children in class without a teaching commitment
- Managing, supporting and training Teaching Assistants
- Monitoring and supporting the successful implementation of CPDs
- Monitoring and tracking children's progression
- Contributing to the professional development of all staff
- Ordering and management of the specified agreed resources for SEN provision
- Liaising with parents and caregivers
- Liaising with outside agencies: educational psychologists, speech and language therapists, occupational therapists and child and adolescent mental health professionals etc
- Liaising with potential next providers of education to ensure a smooth transition
- Ensuring that the school keeps the records of all children with SEND up to date

Role of SEND Teachers

These to include:

- Responsibility and accountability for the progress and development of their children
- Being aware of the school's procedures for identification and assessment of children with SEN
- Complies with all rules, regulations and procedures as outlined in the Employee Handbook and General Rules for the Provision of Special Education Programs and Services (Public & Private Schools).





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- Collaborating with the SENDCO to decide on the actions required
- Support individual students in reaching their IEP targets
- Analyze assessment data and identify progress and attainment of individual Students that are causing concern
- Maintain baseline and progress data for delivered interventions
- Implement, deliver and monitor devices programs alongside documenting progress and achievement rate of each child on his individualized plan.
- Keeping and updating records
- Keep annotated notes and records to provide detail of success and difficulties of Students liaise with SENCO on a day to day basis or as required
- Communicating and delivering correct information to parents.
- Developing and implementing CDPs with children, parents and staff
- Seeks professional growth through reading, attending workshops, seminars, conferences, and/or completing advanced course work.

Mainstream Teachers' Responsibilities

- Familiarize themselves with Student's records and information regarding their special educational needs
- Support individual students in reaching their IEP targets
- Be alert to the possible need for monitoring Students who are causing concern
- Consult with and keep the SENCO informed of any changes
- Implement the teaching needs of Students with statements, which may include the management of a special support assistant/teacher
- Assess in order to plan and devise specific strategies for managing Students with SEND
- 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

