



INTRODUCTION

At Emirates Future International Academy, we actively promote inclusive practices to best meet the needs of the student community. All children are welcome to attend our school regardless of ability, need, background, culture, religion, gender, or economic circumstances.

By inclusive practice, we strive to embody our wider society and foster constructive views towards each other's similarities and differences.

MISSION

We support and welcome diversity amongst all learners and strive to ensure that every young person feels welcome, accepted, safe and valued within a common learning environment. We endeavor to promote, protect, and ensure the success of all students by providing relevant learning opportunities, pathways and challenges for all.

OBJECTIVES

- Identify barriers to learning and participation and provide appropriate solutions to meet diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognize, value and celebrate pupils' achievements
- Enabling students to be safe, achieve well, be healthy, enjoy life and grow up to be successful adults who will make a positive contribution to the society.

INCLUSIVE SUPPORT TEAM

Principal
Vice Principal
SENCo
Counsellor/Social worker
OSH
School Nurse
Senior Leaders- Supervisors/Head of the Departments
Support Teachers
Learning Support Assistants
Parent representative

SPECIAL EDUCATIONAL NEEDS

The SEN policy at EFIA supports students with special education need to have better academic and social skills, increased self-esteem and positive relationships.

Students have a special educational need if they experience a particular difficulty or challenge when learning, which calls for special educational provision to be made for them. This includes:

- If a child faces a substantially greater difficulty or challenge in learning than most of their peers, or
- if they have a medical condition that prohibits or obstructs them from making full use of educational provision provided by the school for students of the same age.





CATEGORIES OF SEN

1. Communication and interaction- Speech & Language
2. Cognition and learning – Learning disability.
3. Social/ Emotional/ Mental health difficulties
4. Physical disability
5. Hearing / Visual impairment
6. Medical issues

PROCEDURE

Identification and Assessment

Additional learning needs may have been recognized prior to a student's entry to school or identified by means of assessments that are undertaken within the school and in some cases, confirmed by an external specialist report.

Both formal and informal assessments contribute to an understanding of a student's relative strengths and potential barriers and enable the staff working with the students to reflect on curriculum adaptation or targets interventions.

School Action

Action plan will be initiated where students have failed to make adequate progress. They will be identified by the Inclusive Team, who will consult with the staff and parents, as well as the student. The Inclusive Team will identify provision from within the school's resources that are designed to meet the student's needs. Such interventions may include:

- Additional planning of learning programmes
- Provision of different learning materials or specialist equipment.
- Additional staff training.

External Services

Where students fail to make adequate progress, despite additional provision at School Action, the school will suggest parents to seek the advice and involvement of external support services and further will request for the following:

- Provide specialist assessments.
- Suggest teaching strategies or materials.
- Provide short-term support or training for staff.
- Work directly with the students as an individual or within a small group.





Inclusion Practices includes

- Referral system
- Informal-formal assessment
- IEP's / work plan for each learner (modified academic plans)
- Support in the classroom in collaboration with teachers.
- Support at home in collaboration with parents
- Collaborative Teaching-A model at practice - Multi sensorial, Project based learning, Differential Learning.
- Academic Pull outs—As per the need of the child
- Intervention/ Adaptation/ Accommodation to make the Curriculum Content, Teaching Methodology, and Evaluation more accessible for each and every student.
- Counselling—For Socio Emotional Guidance
- Support is given to children in form of accommodation and exemptions.

Exam provisions for SEN

- Extra time provided to students under SEN during exams.
- Separate / simpler question papers be prepared to meet their academic goals.
- Provision of a reader during exam time.
- Seating arrangement close to the teacher.
- Repetition of instruction
- Concessions given for spelling errors for children with learning disability.
- Option for choosing skilled subject in Secondary and Secondary grade.

REVIEW

At the end of term, scheduled IEP meeting with the team (parents, teachers, special educators, LSA) student progress is evaluated and goals are either reset or carried on for maintenance or new ones are introduced. Tracking of goals Student may have goals in the classroom environment to be handled by the teacher, LSA or special educator depending on the needs.

Gifted and Talented Provision

At EFIA we aim to cultivate the unique talents of all our students, providing an environment where every student can flourish. When a student at EFIA is identified as being gifted or talented, the School ensures that they are supported and challenged in order to reach their true potential.

Gifted: 'A student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domain of human ability'.

Talented: 'A student who has been able to transform their giftedness into exceptional performance'.





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Communication

Effective teamwork regarding students who are identified with an additional learning need is essential to foster high levels of progress, engagement and trust. Positive relationship with staff, parents and students will allow relevant current information to be held sensitively within existing school systems and shared with teachers' concerned specialist included.

Thus, the SEN policy will cater to the needs of students having special needs aiming at the holistic development of the student working in collaboration with the Inclusion team, school authorities, parents, teachers and the students.

