

Al Kamal American  
Private School-  
Al Ramtha



# Inclusion Policy

## Special Education Needs & Disabilities

This procedure is to be reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
School Principal	
Date of review	August 2022
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## Special Education Needs & Disability (SEND) Policy

### Statement of Intent

Al Kamal American PVT School, AKAS, is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the students who gain admission to school matter – including those identified as having additional needs.

The school is committed to recognizing the potential of all students and giving them access to enrichment activities. We fully support the inclusive aims of the Government of the UAE which seeks to ensure persons (and children) with disabilities can participate in education, recreation, arts, sports and culture.

This policy explains the approach to Special Educational Needs and disability within the school and is in keeping with the school's aims, its teaching and learning policies, and its vision on equality of opportunity. Our aim is to know individuals well to help them reach their full potential. We do this through careful personalization of the curriculum opportunities offered and support programs that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for his or her future life roles.

### Admissions Policy

In line with the school's Admissions Policy, individuals will be considered with reference to their needs, resources and the school's ability to meet those needs. The school will strive to provide appropriate support for students with a range of special educational needs. The school will make reasonable adjustments to accommodate pupils with SEND during entry tests. A current report written by a SEB Specialist teacher will be required to put appropriate arrangements in place, and any access arrangements will be based on the student's usual way of working.

## Aims

- To ensure that all students, whether or not they have SEND, have access to a broad, balanced and relevant curriculum, which meets their individual needs.
- To encourage a whole school approach to Special Educational Needs and disability and a close partnership between school, the student and home.
- To provide learning experiences that enable students to reach their full potential.
- To create a positive atmosphere wherein students can develop confidence and self-respect.
- To ensure students and staff receive specialist support and guidance as appropriate.
- To give a voice to students with SEND and to ensure that their views and wishes are taken into consideration.

## Definitions

**Special Educational Needs** are defined as “A need which occurs when a student is identified with an impairment requires the school to make **specific modifications** or provide **specific supports** to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within **a common learning environment with same aged peers.**” as per the Dubai Inclusive Education Policy Framework 2017.

Being identified with a special need could mean that students require specialist support, specific curriculum modification or individualized planning to ensure that they make expected levels of progress compared to their starting points.

## Types of Special Needs

Needs are identified according to the SEN Frameworks as follows:

- **Behavioral, Social, Emotional Needs**

- Behavior that presents a barrier to learning
- Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette’s.

- **Sensory Needs**

- Visual impairment: Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses
- Hearing impairment: Hearing impairment, deafness, or hearing loss refers to the inability to

hear things, either totally or partially.

- **Physical Disability Needs**

Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury.

It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs. Medical Conditions or Health Related Disability Medical conditions that may lead to an associated “special need”. These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.

- **Speech and Language Disorders** This does not include students with additional language needs

**Expressive language disorder:** problems include students with additional language needs oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally.

**Receptive language disorder:** problems understanding oral language or in listening.

**Global language disorder:** difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.

**Communication and Interaction Autistic Spectrum Disorders (ASDs):** are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label.

It is characterized by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.

- **Learning difficulties 1**

Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

- **Learning difficulties 2**

Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.

- **Profound and Multiple Learning Difficulty**

Complex learning needs resulting in severely (PMLD) impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.

- **Assessed Syndrome**

A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome.

- **Dyslexia -reading**

Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence.

This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.

**Dysgraphia** – writing/spelling

Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

- **Dyscalculia – using number**

Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

- **Dyspraxia – fine and gross motor skills**

Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

- **Disability**

The school defines disability as “A social condition that occurs when an individual with a long-term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within the community. A disability is the result of an individual's interaction with society and is not an attribute of the person”. The school is mindful of the

Federal Law 2006 and 2009 and Dubai law #2 (2014) which clearly demonstrates commitment to SEND and is fully committed to avoiding discrimination and promoting equality for all students. We seek to ensure that, wherever possible, any student with Special Education Needs or a disability join in the activities of the school, together with those who do not have a special educational need or disability.

## Provision

- **Teacher Action**

The school adopts the approach whereby there will be targeted intervention offered to improve the progression rate of those students identified as having SEND. When staff identify that a student has Special Educational Needs, subject teachers, in consultation with the Special Educational Needs Coordinator (SENCO), devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum. The SEND Department may offer interventions to particular students, which will be evidence based and regularly reviewed.

- **Identification and Assessment of Pupils with SEN**

Early identification will be key to the progress of SEND students. The school will use the following to identify pupils with special educational needs, whichever are appropriate:

- Meetings between the SENCO and staff of feeder schools during transition phase
- Examination Access Arrangements screening where applicable
- Group testing for English – reading and spelling tests annually.
- CAT4 and MAP results along with the battery of Progress Tests from GL Assessment
- Observation and concern regarding lack of progress noted by staff /parents
- Information supplied by parents
- Information from outside agencies-educational psychologists, Speech & Language Therapists
- Information from staff via individual reports, reviews, referrals

Students will be placed on the SEND register after consultation with either subject teachers or parents, whose views will be recorded.

## Recording

The SENCO compiles a register of students. A recording system for all students on the register is in operation incorporating Individual Education Plans (IEPs). These plans can be accessed by all staff on the Teacher's server.

Inclusion on the SEND Register and the nature of inclusion will be noted on the Class Data Sheet

Each student on the register will have a SEND file containing evidence of need, copies of any diagnostic tests and a record of departmental interventions.

## Monitoring and Review

Students' progress is regularly monitored and reviewed involving appropriate agencies, staff, students and parents. The academic tutorial is a key part of this process together with parent consultation meetings. The IEPs are updated after parents' consultation meetings in response to subject staff feedback. Temporary and full reports with regards to attainment are published to parents in accordance with the school's assessment calendar. The school will contact parents when a need is first identified and maintain regular contact. IEPs will always be updated and reviewed with the student (where appropriate), and they will be given an opportunity to review their own progress each time the IEP is updated.

- **Teacher Action**

When a student has SEND – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

While the class teacher remains responsible for working with the child on a daily basis, the class teacher works with the SENCO, Support staff and Head of Department to plan strategies to ensure teaching meets the needs of the individual. The SENCO provides suggestions for classroom support for each pupil on the SEND Register and the IEP. IEPs will be available for teachers to read on the Teacher's server and will be referred to as part of planning for the needs of the student and also reflected upon at parents' consultation meetings.

The school encourages staff to share concerns about individual pupils' difficulties with the SENCO as early as possible. Referrals come directly from the subject teachers, tutors and parents.

### **The SENCO can take the lead in:**

- Managing SEND interventions for the student in discussion with colleagues.
- Monitoring and reviewing the action.
- Enhanced transition arrangements between Phases
- Communicating needs with teaching staff and Phase leaders and SLT
- Advising on CPD as necessary

Intervention will take place with In Class Support and the need for withdrawal from curriculum lessons based on the individual needs. The SENCO will regularly review the impact of any interventions and will adjust programmes accordingly. The SENCO will, in conjunction with HODs and Subject leaders, regularly review the progress of students on the SEND register, both individually and as a cohort.

- **Access Arrangements**

Access Arrangements will be based on a student's normal way of working to remove barriers caused by illness or disability. The school will consider the full range of arrangements available give practical and resource considerations. **Students who would like to word process their work in examinations will have their request considered if it is their usual way of working and their subject teachers support the arrangement.**

Copies of approved access arrangements for each year group are held in the SEND Department and the examinations office and are updated annually.

- **School Network**

Each subject area liaises with the SENCO. There is communication between the subject area, the learning support team, form tutor and head of year/section.

All staff has copies of all relevant documentation including Individual Education Plans which are drawn up in consultation with parents where necessary. They will contain identified strategies that are student and resource specific.

Teachers will consider these when planning and delivering the curriculum, and should take account of differences in subjects, learning styles, teaching methods etc.

The school will provide support within the classroom wherever possible, but acknowledges that there are occasions when one to one or small group work is valuable and will facilitate learning. The student's response and progress will be the indicators of the appropriateness of this approach. We intend that all students should access the full curriculum and subject departments are expected to address this directly within schemes of work and departmental policy.

## **Gifted and Talented Provision**

The school also recognizes that gifted and talented students will have additional learning needs. These are covered in a separate policy.

## **Review of Policy**

The SEND policy is monitored by SLT and reviewed on an annual basis.