



PROGRESSIVE ENGLISH SCHOOL (L.L.C.)

(Approved by the Ministry of Education, UAE, Affiliated to CISCE (ICSE / ISC), New Delhi)

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SPECIAL EDUCATION NEED POLICY

Reviewed on: March – 2023

Updated on: April 2023 – 2024

CONTENTS:

Definition

Aim

Objectives

Roles and Responsibility

Identification of Special Education needs

ACTION AFTER IDENTIFICATION

School Action

Parents are actively involved in this process

Curriculum Access

Teachers Responsibility

Student's Responsibilities

Inclusion of pupils with SEND

Links to support services, other agencies and voluntary organizations

Complaints Procedures

The status of the policy

The SEN policy is the most important document that a school develops when determining how they will meet the special educational need of pupils. It must reflect the statutory requirements and the actual practice of the school.

AIMS

The aim is that all students of determination develop a strong sense of belonging from the school community, develop emotional resilience, and are well prepared for their next stages of education and life.

Special Educational Needs and Disabilities cover all learning difficulties except those arising from a difference of language between home and school.

We aim to define the student's special Educational Needs and Disabilities and to provide inclusive instruction alongside students without such need. We will develop our internal capacities to identify and remove barriers that restrict the achievements and educational experience of students with SEND.

OBJECTIVES

- To value all the pupils at our school equally and hold the child at the center.
- To ensure a supportive learning environment for all our children and to respond early and appropriately to their needs, working closely with the family.
- To ensure that all pupils have equal access to high quality teaching through a broad, balanced, creatively themed curriculum which is carefully differentiated to meet individual needs abilities.
- For all teachers and support staff to recognize and meet the needs of all pupils.
- To offer high quality support to ensure that all needs are met.
- To maximize the opportunities for pupils with SEND to join in with all the activities of the school.
- To celebrate what children can do and to foster the success and achievements of all.
- To seek the views of the child and place these at the heart.

- To acknowledge and draw on parental knowledge and exercise in relation to their child and maintain close liaisons with the child's parents / cares.

ROLES AND RESPONSIBILITY

This policy will contribute to achieving the objectives above by ensuring that provision for pupils with Special Educational Needs is a matter for the whole school and in some cases the wider community e.g. health care, the local authority. It will also ensure that provision for pupils with SEND is part of the continuous cycle of assessment and review.

All teachers are teachers of students with special education needs. Teaching such student is, therefore, a whole-school responsibility, requiring a whole-school response.

Identification of Special Education Needs

The term SEN covers a wide range of needs. These include behavioral, emotional and social difficulties, speech, language and communication, hearing impairment, visual impairment, multi-sensory impairment, physical disability and autism.

The School does not assume that there are hard and fast categories of special educational need, but recognizes that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Behavior, emotional and social development
- Sensory and / or physical

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- A student has special education needs if he/she has a learning difficulty which calls for special education needs provisions.
- Student has a disability that prevents him/her in making use of educational facilities generally provide for students of the same age.

ACTION AFTER IDENTIFICATION

School Action

If assessments show that a child may have a learning difficulty, staff in school will use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action.

The teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. This additional provision may be delivered by Support teachers.

The strategies and intervention programs used to support the child are recorded within an Individual Action Plan (IAP) /Individual Education Plan (IEP) and Behavior Intervention Plan (BIP). The IEP/IAP/BIP will show the agreed short-term targets set for the child, the teaching strategies to be used and who will do what.

Parents are actively involved in this process

The IAP/IEP/BIP will also indicate the planned outcomes and allow space for the success and impact of strategies/activities and interventions to be recorded as a 'working document' and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the parents to seek external agencies. IEP/IAPs/BIPs will still be written, reviewed and new targets agreed on a termly basis. The recommendations from the external support will be included, this may be specific activities to be carried out in school and/or at home. In addition, the external agency may provide individual or small group interventions.

Curriculum Access

The school has adopted a whole-school approach to SEND policy and practice. Students identified as having SEND are, through teacher planning and schemes of work, as far as is practicable, fully

integrated into mainstream classes. Every efforts is made to ensure that they have full access to the National and Cambridge curriculum and are integrated into all aspects of the school.

Teacher's Responsibilities

- Familiarize themselves with student's records and information regarding their special educational needs.
- Support individuals 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.
- Be alert to the possible need for monitoring students who are causing concern.
- 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 learn within school are included at all time.

Student's Responsibilities

The school acknowledges the student's role as a partner in their own progress and developing their participation in the decision making process.

- Involves in target setting and formation of the IEP/ BIP
- Involves in the review meeting and discuss progress and future provision
- Discuss strength and difficulties with teachers and support staff

Inclusion of pupils with SEND

The SEND Team oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

We aim to optimize opportunities for participation and achievement across all areas of school activity (social, curriculum, physical) by:

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils .
- Promoting an inclusive culture throughout our school and encouraging school responsibility and understanding amongst all our pupils.

Links to support services, other agencies and voluntary organizations

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school.

The following services will be involved as and when is necessary:

- Access to Education
- Educational Psychology
- Pupil and school support
- Sensory support
- Communication support
- Physical Difficulties support
- Speech and Language support
- Health services
- School Nurse
- Family support
- Forward Thinking

Representative from voluntary organizations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and keep staff up to date with legislation.

Complaints procedure

If a parent or caretaker has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headmaster's, Principal or School Counselor, who will be able to advise on formal procedures for complaint.