

ALRESALAH MISSION STATEMENT

To prepare students for college and career readiness, and to enhance and advance teachers' practices to the highest international standards.



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Special Educational Needs and Disabilities (SEND) Policy

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Introduction

It is our goal at Al Resalah International School of Science to follow and adhere to all provisions, guidelines and expectations found in UAE Federal Law No. (29) 2006 and Law No. (2) 2014. As well as adapt the Sheik's vision for SEN found in the "General Rules for the Provision of Special Education Programs and Services (Public & Private Schools).

We believe we must accommodate all learners, by removing barriers that restrict the achievement and educational experience of students with Special Needs. Our policy is inclusive and we adhere to the 'Social model' of disability found in the Sharjah School Inspection supplement. Al Resalah International School of Science is committed to implementing systematic procedures that will remove any obstacle that may impose educational and social exclusion for any student. We will focus our efforts on enhancing student achievement, ensuring the acquisition of 21st century skills, and improving post-secondary outcomes so students will be prepared to contribute to a global society.

Targeted areas for services and supports include supplementary instructional materials, curriculum access and common core alignment, family engagement, least restrictive environment, positive behavior supports, and transition. Additional services include ensuring compliance with the UAE Special Education provisions, collecting and analyzing data on educational services and outcomes, providing guidance and oversight of the budgets for the SEND department and initiating collaborative efforts between all staff, parents, and stakeholders.

SEND Department Vision

In Al Resalah , we believe that every child is special and has different educational needs .In school, the students who have been identified as academic need (SEN) student, the SEN Department provides maximum educational help and guidance with the collaboration of family for community development.

SEND Department Mission

Through assessments and well planned strategies , the SEND team intervenes and accommodates the need of students who have different difficulties.

GOALS 2020-2021

- 100% COMPLETION OF IEP & ALP MEETINGS
- HIGH QUALITY IEPs
- BI-ANNUAL PASTRIES, PARENTS, AND PROGRESS EVENTS
- PARTNERSHIP WITH DORIS CENTRE AND AJMAN SOCIAL RESPONSIBILITIES CENTRE
- IMPROVEMENT IN PARENT COMMUNICATION (CONTACT LOGS)
- STUDENT SUPPORT TEAMS ESTABLISHED TO IMPROVE IDENTIFICATION PROCESS & EARLY INTERVENTION
- PROGRESS MONITORING
- HIRE NEW QUALIFIED STAFF MEMBERS (MATH, SCIENCE, ENGLISH, ARABIC)
- CAT4 & MAP EVALUATION AND GOAL SETTING
- ALL STUDENTS RECEIVING SUPPORTS
- TRANSITION PLANS
- GENERAL ED. AND SEND TEACHERS COLLABORATING
- CURRICULUM MODIFICATION AND ADAPTATION
- SOCIAL EMOTIONAL SUPPORT FOR SEND STUDENTS
- GUIDANCE COUNSELOR SCHEDULE MEETINGS

SEND Department Members

Name	Role
Mr. Abdel Karim Amdouni	Principal
Mrs. Sarah Shahin	Vice principal
Mrs. Fatma Zaid	SEND HOD
Mrs. Randa Mohamed Hassan	SEND English teacher
Mrs. Fareeha Azmat	Special Educator

Inclusion Model

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.

SPECIAL EDUCATION DEFINITION

Special Education (UAE): Educational programs and supports designed for students with disabilities or Gifted and Talented students, whose mental ability, physical ability or emotional functioning requires special teaching approaches, equipment, or instruction within or outside of a regular classroom.

INCLUSION DEFINITION

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.

Rationale

Special educational programs and services enable students with special needs to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs.

Special Educational Needs Categories

1. Behavioral, Social, Emotional - 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

2. Sensory (HI, VI) - Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses. Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.

3. Physical Disability - 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. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs

4. 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.

5. Speech and Language Disorders - Expressive language disorder – problems using oral language or talking. Students' understanding of language is likely to exceed their ability to communicate with the spoken word. 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

6. Medical Conditions - 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.

7.Learning difficulties 1 - Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

8.Specific Learning Disability – Dyslexia, Dysgraphia, and Dyspraxia

-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

9.Learning difficulties 2 - Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.

10.Profound and Multiple Learning Difficulty (PMLD) – Complex delays in learning resulting in severely 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.

11.Assessed Syndrome (ID) - 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: Downs syndrome, Stickler syndrome and Williams syndrome.

12.Severe Intellectual Disability - Considerable delays in development, Understands speech, but little ability to, communicate Able to learn daily routines, May learn very simple self-care, Needs direct supervision in social situations.

13. Significant developmental delays - refers to a delay in a child’s development in adaptive behavior, cognition, communication, motor development or emotional development to the extent that, if not provided with special intervention, the delay may adversely affect a child’s educational performance in age-appropriate activities.

14. Gifted and Talented - refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities. More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general education classrooms with support from special education teachers and resource room teachers.



PRINCIPLES

Al Resalah International School of Science believes that every child has the capacity to learn. At Al Resalah we follow the national and international educational philosophy of inclusion, which means that students with special educational needs will have the opportunity to receive a quality education in the least restrictive environment with peers in their age range, in their neighborhood schools with necessary supports. This belief system, when implemented, is the optimal environment to meet the educational, social, emotional and vocational needs of individuals with special needs.

At Al Resalah we believe that:

1. A student's reflection of his/her own learning should be taken into consideration with a focus on their highest interest and personal strengths.
2. All teachers and staff should give appropriate supports to all students regardless of their abilities and/or needs providing them with an equal opportunity to learn.
3. Our parents of children with special needs play a vital role in supporting their child's education and are included as a decision making member of the team.

OBJECTIVES

* We hold the following:

1. All students gain access to resources designed to meet their needs.

2. All students have an equal opportunity to be educated in the least restrictive environment.
3. All students have exposure to the grade appropriate Common Core standards.
4. All students are encouraged to develop an awareness of, and respect for, individual differences.
5. All teachers have access to on-going professional developments, training, and resources in order to fully accommodate all students' individual needs.

SEND TEAM MEMBERS RESPONSIBILITIES

1. Principal

The principal is responsible for monitoring the functionality of all departments and school systems, including provisions for SEND children. The Principal will work closely with the SEND Head of Department, Coordinator, Teachers, and students.

2. Subject Head of Department

The HOD will establish, direct, and facilitate all systems, procedures, policies, and safeguards of the SEND department. The HOD will be the direct link between Administration, the Academic Advisor, parents, and the SEND team. The HOD takes day-to-day responsibility for the operation of the SEND policies and co-ordination of the provisions made for individual children with SEN, working closely with staff, parents and other agencies.

The HOD will facilitate on-going professional developments and workshops to equip all staff members with the proper training in order to accommodate students with special needs. The HOD will ensure IEP compliance, implementation of appropriate accommodations and modifications, monitor teacher effectiveness, and student academic progress.

The HOD, with support of the Principal, SEND Coordinator, and teachers, will develop ways of overcoming any barriers that may impose educational and social exclusion for any student. The HOD will monitor the quality of teaching and standard of student achievements, fostering an inclusive environment that is conducive to learning.

Additional responsibilities of the HOD include:

- Management and safekeeping of confidential records and files of SEND students.

3. Special Educational Needs & Disabilities Coordinator (SENDCO)/ Special Educational Needs Teacher

The SENDCO must build a strong and meaningful bond between the family and the school for all students by supporting the HOD, and assisting the development and implementation of the Individual Education Plan (IEP) and SEND policies. SENDCO will work in collaboration with the HOD to determine the strategic implementation of the SEND policy and provisions in the school in order to improve the academic achievement of children with special needs.

Additional responsibilities of the SENDCO include:

- Liaising with and advising fellow teachers.
- Liaising with parents of children with SEND.
- Accommodating Arabic speaking parents by communicating policies in Arabic.

4. SEND Teacher

All SEND teachers will be responsible for delivering quality instruction and monitoring student progress of SMART goals through on-going assessment. SEND teachers will collaborate with General education teachers and staff in order to create and implement the accommodations and modification enumerated in the IEP. SEND teachers will be assigned a caseload of SEND students and manage their IEPs and ensure that the supports entailed in the educational plan are appropriate. SEND teachers will be involved in the execution of the SEND policies and aware of the necessary procedures to stay within compliance of the IEP. SEND teachers will open lines of communication with parents and share meaningful feedback, in a professional manner, keeping parents abreast of their child's academic progress. SEND teachers will adhere to the SEND department's policy and procedures for identifying, assessing, and making the appropriate provisions for students with SEND.

All teachers should work alongside the HOD and SENDCO to implement the accommodations within the Individual Educational Plan (IEP). SEND teachers, in collaboration with general teachers will establish SMART goals, co-plan, co-instruct, and co-assess; in order monitor SEND student academic progress.

All staff should plan and teach a differentiated curriculum with the assistance of the SENDCO to ensure all children with SEND have access to the full range of the curriculum.

TYPES OF SUPPORT

Inclusion – the practice of including students with special needs in regular school classes.

Co-teaching – Student receives support in the general education classroom. Supports follow the students, the students don't go somewhere to get them.

Pull Out – Student receives support in a separate class for a specific subject or skill.

Consultative – Student receives support through consultation from a Case Manager on specific areas of need.

Self Contained – Student receives support in Resource room majority of instructional day.

***All supports are based upon need and least restrictive environment**

TRANSITION PLAN

Transition is the planning for adulthood for students with disabilities. The planning officially begins when a student reaches the 10th grade, and support continues throughout the school experience, and ends with a student exit summary prior to graduation. To help your child prepare for a successful future as an adult, families should begin thinking about this transition as early as possible.

The school based Transition Planning Team is responsible for supporting the transition services and activities that help your child's movement from school to post-school activities. The team includes the following members:

- The student Parent/Guardian(s)
- SEND Committee
- Teachers
- Case Managers
- Guidance Counselor
- Participating agencies (if applicable)

Understanding Transition

• **Transition:** A process that is focused on improving the academic and functional achievement of students with disabilities to facilitate the movement from school to post-school activities.

- **Transition Services:** A coordinated set of activities for students with disabilities that are designed to promote movement from school to post-school activities. Transition services must be based on the individual student's needs, taking into account the student's strengths, preferences and interests.
- **Post-School and Post-Secondary Activities:** includes postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living and/or community participation.

Transition Timeline

- **Student Survey:** to determine interests, needs, preferences, skills and abilities.
- **Parent/Guardian Interview:** The conference can be conducted in person at the school or over the telephone.
- **Guidance counselor consultation (on-going).**

The set of activities must include:

- Instruction;
- Related services;
- Community experiences;
- The development of employment and other post-school adult living objectives;
- Appropriate, achievement of daily living skills.

Credentials and Graduation Pathways

All students, including students with disabilities, are encouraged to work toward the highest diploma option available.

College Considerations for Students with Disabilities

There are no universally accepted supports for students with special needs in college. Students with disabilities may choose to seek the support of a college or university's disability office. If the student is found eligible, the college or university's disability services office will develop an accommodation plan based on the documentation of a disability that the student provides. Colleges or universities are not required to provide modifications, which may alter the content that students are required to learn.

PARENT CONSENT

Parents must give consent to the school in order for their child to be identified as a child with special needs and admitted into the SEND department.

PARENT GUIDEBOOK AND RESOURCES

Parent guidebooks will be prepared by the SEND department and shared with parents to empower them and provide strategies and supports to assist their child's educational experience

PARENT COMMUNICATION

Parents will be contacted regularly to improve communication, collaboration, and overall awareness of students' academic progress.

PARTNERSHIP WITH PARENTS

At all stages of the special needs process, we at Al Resalah International School of Science keep parents fully informed and involved. We encourage parents to make an active contribution to their child's education. We will have a parent orientation, regular parent conferences, events and/or workshops in order to improve the communication, efficiency, and collaborative efforts of all stakeholders. SEND department will inform parents about students' progress and new policies in the department per term.

PSYCHOLOGICAL REPORTS

All psychological reports submitted to our school must be comprehensive and valid. Comprehensive means that the student will be evaluated using a APA or DSMV criteria assessment. Psychological reports expire after 3 years.

PARENT NONCOMPLIANCE

In the event that parents do not comply with expectations set forth by the school for the safety and well-being of the school, students, and community; the school will reserve the right to file a formal complaint with the SPEA .

Response to Intervention (RTI)

Before referring a child for special education services, families, teachers, and child care providers should try different strategies to help a struggling child. Together, adults can collect information, use and monitor supports, and determine next steps for children.

What's Next? Does Your Child Need Additional Supports?

Many students will benefit from the supports provided by RTI alone and may not require additional services or an evaluation. However, if

- RTI supports have been given, and
- you have talked with your child's teacher and the school, and
- you and the school feel that your child needs additional support,

Learning support Accommodations

Learning support accommodations provides eligible students with accommodations so they can participate in school activities with non-disabled peers.

- An unidentified student with a physical or mental impairment that limits one or more major life activities is eligible to receive accommodations.

Behavior Support

Students with disabilities may exhibit behavioral issues that families and school staff can work together to address. One of the first steps will be to have a conversation with your child's school about the behavioral issues being exhibited. Next, you and your child's school can determine what assessments and interventions will be necessary to support your child.

- **Classroom Observation:** The process of observing a student during the school day in the classroom and other school settings to see how learning occurs, what behaviors are exhibited, and what circumstances are happening at the same time that may be impacting the behaviors.

Interventions

Our schools has a system of behavior supports and interventions in place to help students manage behavior. The tiers of support should include:

- Whole school supports
- Classroom interventions
- **Individualized supports**

Once your child has received whole school and classroom interventions, you and your child's school may determine that he or she is in need of individualized supports. The team may consider the following interventions:

- **Behavior Intervention Plan (BIP):** The IEP team may develop a Behavior Intervention Plan (BIP) to address the behaviors. The BIP is a plan to address problem behavior that could include:
 - o positive behavioral interventions
 - o strategies and supports
 - o program accommodations or modifications and services that may be required to address the problem behavior
- **Counseling:** The purpose of counseling is to help students recognize and modify behaviors that interfere with learning. Counseling is recommended for students who demonstrate a significant delay or disability in social-emotional development and/or behavioral/emotional problems that impact the child's ability to learn or acquire skills.

INDIVIDUALIZED EDUCATION PROGRAM (IEP).

(1) The IEP is a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with this Rule, and that must include—

(a) A statement of the child's present levels of academic achievement and functional performance, including—

1. A summary of the full comprehensive psychological report indicating how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
2. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

(b) A statement of measurable annual goals, including academic and functional goals designed to—

1. Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
2. Meet each of the child's other educational needs that result from the child's disability;

(c) A description of—

1. How the child's progress toward meeting the annual goals will be measured; and.....

2. When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

(e) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child-

1. To advance appropriately toward attaining the annual goals;

3. To be educated and participate with other children with disabilities and nondisabled children in academic, nonacademic and extracurricular activities;

(f) A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on standardized assessments; and

1. If the IEP Team determines that the child must take an alternate assessment instead of a particular standardized assessment of student achievement, a statement of why—

(i) The child cannot participate in the regular assessment; and(ii) The particular alternate assessment selected is appropriate for the child;

(ii) and (iii) The parents of the child must be informed that the child is being assessed against alternate or modified achievement standards and any consequences of such assessments.

2. IEP teams must select for each assessment only those accommodations that do not invalidate the score according to state standards.

(g) The projected date for the beginning of the services and program modifications and the anticipated frequency, location, and duration of those services and program modifications.

(2) TRANSITION SERVICES. Beginning not later than entry into 11th grade or by age 17, whichever comes first, or younger if determined appropriate by the IEP Team and updated annually, the IEP must include:

(a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and

(b) The transition services (including courses of study) needed to assist the student in reaching those goals.

ALLOCATION OF RESOURCES

The SEND Department HOD is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Principal will inform the Director General of how funding needs to be allocated to support special educational needs.

PRE-REFERRAL

For most students, the identification/assessment phase begins in the classroom, as the teacher observes academic performance, exceptionalities in learning and behavior. The teacher responds by entering the first phase of the process, initiating in-depth, systematic classroom observation and evaluation. Further, while beginning a comprehensive assessment of learning needs, the teacher should also implement research-based interventions and introduce variations in instructional approaches, evaluating the success of using such teaching techniques and instructional materials with the student. The teacher should consult with the parent and, when appropriate, the student regarding concerns and progress. The teacher should discuss with the parent the appropriateness of a referral to a physician for a comprehensive medical examination to exclude the possibility of a medical basis for the concerns. If these efforts prove insufficient to meet the student's educational needs the teacher should embark on a process of consultation and collaboration with the school-based resource personnel. This may take the form of classroom observation, additional assessment, the consideration of additional classroom intervention strategies, and implementation of those strategies.

For many students, such collaborative planning and the resulting interventions will successfully address the student's needs. However, if this is not the case, the teacher can approach the school-based team for further assistance. Referral to the School-Based Team

- extended consultation on possible classroom strategies;
- planning for and co-ordination of services for the student;
- planning for and co-ordination of services in the school.

IEP Meeting

All parents will be scheduled for an IEP meeting twice an academic year the minimum. The meeting will be held at our school. Additional meetings for amendments and/or progress monitoring will be scheduled upon request.

How to Prepare for the Meeting

- Decide who you would like to bring to the IEP meeting. You might consider bringing a person/people who knows your child well such as a teacher or a doctor.
- Review the evaluation results. Consider which parts of the IEP you have questions about.
- Gather information and documents from people who know your child, such as teachers, providers, or doctors that may be helpful in explaining your child's needs.
- Be prepared to discuss your child's strengths and needs, and how they affect his or her academic, social and emotional, and physical development.

What Will Happen at the Meeting

The IEP Team, of which you are a member, will review information from the IEP team and determine the appropriate supports for your child. The IEP team, including the parent, will work together in the meeting to develop an Individualized Education Program (IEP).

Mandated Members of the IEP Team

- You, the parent (s) or anyone in a parental relationship with your child
- SEND HOD and Coordinator
- A special education teacher
- General Education teacher

Possible Attendees of an IEP meeting

- General education teacher
- Senior Leader
- Principal
- Guidance Counselor
- Supervisor

Your Role at the IEP Meeting

You know your child best and can speak about his or her strengths and needs. And, as the parent, you can talk about your thoughts and ideas about how to best educate your child. As a member of the IEP team, you should:

- Offer your own observations about how your child learns
- Share what his or her interests are
- Share things about your child only you would know
- Listen to what the other team members think your child needs to work on in school and share your suggestions
- Talk about how your child uses (or doesn't use) the skills he or she learns in school at home
- Ask as many questions as you can during the meeting and speak up if you don't understand something
- Work with the rest of the team to develop the IEP

Starting the IEP Process

What to Keep in Mind

If you think your child may need special education services, it is important to keep the following in mind:

- Children learn and develop at different speeds and in different ways.
- If your child learns differently, this does not necessarily mean that he or she has a disability and needs special education services.

If your child is in KG and is showing signs of delays in any of the following areas, he or she may be eligible for special education services:

- Thinking and learning
- Understanding and using language
- Self-help skills (toileting, eating, and dressing)

- Behavior (getting along with others, expressing feelings)
- Physical (vision, hearing, and movement)

Discussions with Your Child's Teacher or Your Child Care Providers

Sharing information with your child's teacher or childcare provider and other school staff will help them learn as much as possible about your child and help you understand how your child is doing in school. Here are some prompts to guide the conversation with your child's teacher or childcare provider:

Information to Share with the Teacher

- What brings out the best in your child
- Your child's strengths, challenges, and interests
- Positive educational experiences, including when you have seen your child be successful, such as:
 - o listening attentively to a story, sharing toys with friends, or waiting his or her turn if your child is in preschool
 - o favorite subjects or positive teacher and/or peer relationships he/she has had
- What your child likes to do outside of school
- What you do at home to maintain positive behavior and promote learning
- Any areas you in which you feel your child may need extra help

Questions to Ask the Teacher

- What are some of my child's strengths in the classroom?
- What are some challenges for my child within the classroom?
- How do you (or will you) support my child when he or she needs help?
- Do you have some examples of my child's work that we can discuss together?
How does this work compare to the standards that he or she is expected to meet by the end of the year?
- What are some learning activities I can do at home or in the neighborhood?

- What questions should I ask my child when we read together?
- How can I help my child if he/she is struggling with homework?
- How does my child get along with the others in the classroom?
- Does my child have difficulty following directions? What do you do to help my child follow directions?
- What can you tell me (what have you noticed) about how my child learns and socializes?
- Is my child learning and developing at a rate that is expected for his or her age?

What Are Your Next Steps?

- You will also be asked to provide the school with a recent physical examination of your child. Also, medical reports, developmental background, and academic history.
- The school will recommend a few reliable medical centers, but you have the choice to select your own. In the event the psychological is not comprehensive you will be asked to submit a full comprehensive report on DSMV criteria or enrollment can be compromised.

What is a school-based IEP team?

A school-based team is an on-going team of school-based personnel which has a formal role to play as a problem-solving unit in assisting classroom teachers to develop and implement instructional and/or management strategies and to coordinate support resources for students with special needs within the school.

Who is on the team?

The school-based team includes a small group of regular members, usually including a school Principal, the Academic Advisor, a resource teacher, a classroom teacher, the SEND teacher, and a counselor. On a case-by-case basis as needed to plan for individual students, the team should also include the student's referring teacher, and involve the parent, the student, and, as appropriate, resource staff, regional authorities, or from other ministries. What does the team do? Upon the request of the referring teacher or parent, it provides support through extended consultation on possible classroom strategies, and may become a central focus for case management, referrals and resource decisions. The school-based team can also initiate or facilitate inter-ministerial planning and service delivery. Referral for Extended Assessment When extended assessments (e.g., psycho-educational, behavioral, speech and language, orientation and mobility) are requested, the goal is to better understand the student's strengths and needs

in order to plan more effectively for that student. Schools are advised to ensure that: • where required, informed, written consent for the assessment is received from the parent and, as appropriate, the student;

- specialists are sensitive to cultural, linguistic and experiential factors when selecting assessment procedures and interpreting assessment results; information gained is readily usable for purposes of planning, and easily integrated into the student's Individual Education Plan; • specialists communicate and interpret assessment findings to the parents, the student and staff; and • the written report of the assessment is made available to the parents, the staff and, when appropriate, the student, in accordance with the provisions of the UAE.

IDENTIFICATION, ASSESSMENT, AND PROVISION

The school will be pro-active in identification of SEND students via: response to intervention, identification by teacher and/or parental observation, and underachieving academic performance.

- Initially the class teacher will deliver quality instruction and a universal screening of all children in their native language in order to identify students with educational needs. Teachers will highlight areas of need and develop tiered interventions to support the child within the class. Teachers will support students by, assessing what they know, identifying the discrepancy in student individual performance and the appropriate grade/age range of their counterparts.
- School Action through Student Support Team's ongoing services and assessment and ongoing delivery of both quality instruction and related services as stipulated in the IEP. Anything related to the progress of SEND students, can be referenced by the teacher, SEND teacher, SENDCO, and HOD.

Student Support Teams – Student support teams are established in each phase and they are active in the identification and referral process. Student support teams meet weekly as they discuss the academic progress of low achieving and potentially gifted students. After 30-45 days of interventions, low achieving at-risk students either make progress or are referred to the SEND department for evaluation. Potentially gifted students are referred to external service for Gifted evaluation.

IDENTIFICATION CONSIDERATION FOR SEND

If any of the following statements are true there could be a need to intervene through Learning Support and/or Special Education services:

- The child makes little or no progress even when the teaching approaches target the identified area of weakness.
- The child makes little or no progress even with learning support and interventions from the general education teacher.
- The child has difficulty developing literacy, written, and/or mathematical skills thus affecting attainment in some curriculum areas.
- The child presents persistent emotional and/or behavioral difficulties that do not respond to the behavior intervention strategies of the school.
- The child has sensory or physical problems.
- The child has communication and/or interaction difficulties and makes little or no progress despite provision of a differentiated curriculum.
 - Interventions will be implemented in addition to differentiated lesson planning as part of the school policy.
 - The class teachers and supervisors, together with the HOD, should consider the teacher's reasons for concern alongside a full psychological evaluation, medical background, academic background, and any supporting information found in the student's file at the school.
 - The HOD should take the lead in further assessment, planning future support for the child, monitoring and subsequently reviewing the action taken. The SEND teacher remains responsible for working with the child on a day to day basis and for planning and delivering an individual program.
 - Parents will always be informed of any changes to their child's Individualized Educational Plan. Parents must be consulted, give their consent, (see referral form), and kept informed of the action taken to help the child, and the outcome of this action.
 - The SEND teacher will compile all evidence such as Gen. ed teacher observations, Present level of performance sheets, checklists, formative and summative assessments in order to collaborate and develop an Individualized Educational plan program to support the needs of the students.
 - An Individual Education Plan (IEP) will then be developed by the HOD, SENCO, SEND teacher, and classroom teacher

The IEP should include information about:

- Summary of present level of performance
- Summary of full comprehensive psychological report

- Strengths and weaknesses of the child
 - short term and long term SMART goals
 - Interventions
 - Accommodations and Modifications
 - Research based teaching strategies to be used
 - Medical Background
 - Hearing and Vision
 - Date of Annual IEP meeting
 - Progress monitoring of SMART goals (Data points)
- The IEP is an individualized education plan and should be specific to the child's needs.
 - Interventions will be implemented in all core subject areas of concern (Math, English, Science, Arabic).
 - HOD/SENDSCO in collaboration with the Principal, Counselor, and Academic Advisor should discuss the IEP with the parents and student.
 - IEPs will be reviewed at least bi-annually with parents in a formal meeting and parents can schedule additional meetings as they deem necessary for amendments or changes.
 - Parent can opt to have phone conferences instead of formal meetings to better accommodate their schedule

MEASURING AND MONITORING PROGRESS OF SEND STUDENTS

1. The SEND teachers will be assigned a caseload of students. The SEND teachers will monitor the academic progress of students based upon their IEP and individual goals.
2. The SEND teachers will take leadership in informing the General education teachers of the interventions stipulated in the IEP of all SEND students. SEND teachers/Case Managers will share "IEP at A Glance" and "Learning Support Plans" with the Gen. ed teacher. They will ensure all supports in the IEP are implemented in the classroom.

3. The SENCO and Principal will hold regular meetings to review progress and efficiency of student data evaluation.

ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

Most complaints can be effectively dealt with by contacting the HOD and/or SEND Coordinator. The HOD/SEND Coordinator will follow up with any concerns in collaboration with the Academic Advisor and Senior Administration.

SEND PROFESSIONAL DEVELOPMENTS & TRAINING FOR STAFF

a) Staff Development

Ongoing staff development is essential for all staff so they can more successfully meet the special needs of all students. The HOD in collaboration with the administration will ensure that all personnel who work with students with special needs have access to relevant in service training opportunities in order to foster evidence-informed practice.

SENCO will schedule professional developments and/or trainings for all staff in order to inform them of the policies, practices, and safeguards of the SEND Department.

SENCO will hold regular meetings with SEND team in order to train them and share any updates in the Department.