



## DELHI PRIVATE SCHOOL, AJMAN

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### SPECIAL EDUCATIONAL NEEDS POLICY

#### UAE Philosophy on Special Education

**The vision of Dubai Disabilities Strategy is to create a fully cohesive and inclusive society.**

KHDA has Implemented strategic plans to have quality education, health, rehabilitation services, equal employment opportunities, universal accessibility and a social protective system.

#### Goals of Ministry of Education

- **FEDERAL LAW NO. 29 FOR 2006 REGARDING RIGHTS OF PEOPLE WITH DISABILITIES ARTICLE (12) EQUAL OPPORTUNITIES FOR EDUCATION.**

"The state guarantees for people with disabilities, equal opportunities for education within all educational and vocational institutions through regular or special classes if it is required, with the provision of educational curriculum on sign language, Braille or other methods/accommodations as required. Disability should not constitute a reason for denying application for distance learning, or admission/entrance to any educational institution whether it is a government or private institution."

#### Our Aim

Delhi Private School aims to provide quality education and to cater the individual's needs. **We believe every child is unique and should be given a safe, caring, stimulating surrounding to grow emotionally, intellectually, physically and socially. To bring out the maximum potential in the child using his strengths and challenges.** A goods foundation is the key to success. We ensure that our children have strong basics that will help them in their future behaviour.

#### Inclusive Education:

**We at DPS Ajman is committed to educate all students in a common environment including those having special educational needs.**

#### Definition

**IDEA defines a specific Learning Disability as**

- **A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken, or written, which disorder may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.**
- **The term includes conditions such as perceptual disability, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia.**

- **Learning disability is not the result of visual. Hearing, motor disability, mental retardation, emotional disturbance, or of environmental, cultural, or economic disadvantage.**

### **Types of Special Needs are:**

- **Cognition and learning -SPLD (Specific Learning Difficulty)-** Dyslexia – read, interpret words, letters and other symbols that which do affect the general intelligence.
- **Dysgraphia-** inability to write. **Dyscalculia-**Difficulty in making mathematical calculations due to brain disorder. **Dyspraxia-** difficulties in activities requiring co- ordination and movement eg: gross and fine motor skill.
- **Behavioural, Social and emotional – ADD – Attention Deficit Disorder** (symptoms of inattention, hyperactive, impulsive behaviour) **ADHD –** Severe case of inattention. Hyperactive, impulsive behaviour, depression, anxiety, self-harming, withdrawal, eating disorder.
- **Sensory and physical –** hearing, visual impairment and physical disabilities.
- **Speech and Language Disorder.**
- **Physical and health related disorders –** diabetes, epilepsy, kidney issues.
- **Gifted and Talented-**Outstanding ability in area of intelligence, academic achievement- in language, maths, logical reasoning, creativity, drawing, poetry,sports and drama.

### **Learning Problems Arising from:**

- **Environmental factors**
- **Cultural factors –not being a native Arabic speaker**
- **Economic disadvantage**
- **Repeated academic failure**

### **The fundamental Principles of the SEN Code of Practice and these are:**

Special educational provision means:

(a) For children of two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

(b) A child under compulsory school age has special educational needs if he or she has a significantly greater difficulty in learning than the majority of others of the same age. English as an additional language children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **DPS Aims and Objectives**

- To ensure that the SOD student receives inclusive education and his rights are fulfilled.
- To identify and assess the SOD students at the earliest to provide best possible education.

- To give high quality broad based education within the relevant curriculum so that they reach their high potential.
- To provide a challenging, personalized, differentiated curriculum to the SOD student and create a high quality stimulating teaching environment.
- To take in the appropriate views of the child for his development.
- To target their inborn talent and use it for their growth.
- To target the overall development of such student.
- To create awareness and positive environment of SOD students among peers.
- To create a buddy system for their progress.
- To cater to the individual needs of every SOD student.
- To monitor and record the progress of the SOD student.
- To work closely with the SLT, teachers, support staff and the SEN coordinator to ensure their progress.
- To minimize all the barriers in school environment both within the class and outside.
- To include them in all co-curricular activities and bring out their potential.
- To ensure a positive relationship with the parent and include them in all decision making with regard to the positive growth of the child.
- To give the right kind of resources to meet the child disability.

**Admissions Policy:** We at DPS Ajman apply the principles and general rules as required by the National legislation. We adhere to the admission policy and endeavor to provide appropriate support for pupils with a range of special educational needs.

#### **Access for the Disabled:**

- ✚ The school is equipped with wide doorways and lifts.
- ✚ The needs of the pupils will be taken into account when considering full access to the Kindergarten system.
- ✚ Identification, Assessment and Provision in Early Education Settings the Early Learning Goals set out what most children will have achieved by the end of the Kindergarten system (the end of the school reception year).
- ✚ Children will progress at different rates during the kindergarten system and some children may not reach the goals by the end of their reception year.
- ✚ These children will need differentiated learning opportunities and regular monitoring within our setting to help them make progress.
- ✚ In addition, the 'Early Years Outcomes' is an aid to enable practitioners to understand the outcomes they should be working towards.

#### **Team Members of the School Support Team:**

- The principal forms a School Support Team (SST) where all the stakeholders will work in partnership with each other for the overall growth of the SOD student. The team members are school principal, headmistress, supervisor's, student's class teacher, subject teacher's, special education teacher, and counsellor. Parents are also included to support their ward's development.

### **Role of the School Principal:**

- To accept the SOD student's admission and provide them all opportunities.
- To apply the principles of inclusive education.
- To implement the rules of special education.
- To consider the gifted and talented and fulfil their rights.
- To create an appropriate school environment and implement education programs according to the relevant authorities.
- To enhance professional development programs to employees in special education.
- To co-ordinate with the SOD coordinator to fulfil the needs of the department.
- To strengthen the relationship with the parents to work for the betterment of the student.
- To register the SOD students in the school's special needs list. (This is not to label the student but to create an awareness among the teachers.)

### **Role of the Headmistress.**

- To co-ordinate with the principal, SOD head, class teachers and subject teachers with regard to the special services provided to the SOD child.
- To follow the rules of the MOE within the school with regard to special education.
- To develop an awareness among the teachers on the SEND policy.
- To monitor the progress and review the SEND provision.

### **Role of the SENCO (Special Educational Needs Co-coordinator)**

- Accept the individuality of the special child.
- The curriculum framework requires educators to have arrangements in place for meeting SEN children.
- Identification of the SEN student through class room observations, referral forms, academic results, CAT 4, Asset, Safal and
- Gather enough evidence from repeated observations to have future discussion with parents and outside agencies.
- Internal Assessments and plan a support system for the student.
- Do not exclude the SEN student from the curriculum.
- Update the class teachers and subject of identification and provision to be given to the student.
- Ensuring that relevant background information is collected, recorded and updated in the school action plan.
- Keep a record of the external assessment report.
- Observe, monitor, and share any findings with the SST team, parents and outside agencies.
- Parents to be invited to share their knowledge and understanding of their child and raise any concerns and contribute to targets resulting in individualized planning known as 'Targeted Support'.
- Keep in close contact with parents about student's difficulties and share strategies to enhance development.
- Plan interventions, accommodations and suitable work practices and monitor the student progress regularly.
- Decide on the nature of support required for the students.

- Graduated response – for if a student is not showing expected progress, then it is necessary to use alternative approaches to learning.
- Use of behavior management techniques wherever required.
- Keep updating one's professional development and attend workshops and training in the said area of work.
- Keep in touch with external agencies and draw support from them to get specialist expertise views.
- Different support mechanisms to be included.
- Visit from health professionals, referrals to outside agencies – speech therapist. Occupational therapists, pediatricians, clinical / educational psychologists.
- Ensure that appropriate Individualized Education Plan, Advanced Learning Plan, Behavior Modification Plan is in place and reviewed regularly.

### **Role of the teacher:**

- Inform the SENCO if they have a child with concern.
- To ensure the progress of the SEN student takes place.
- Be responsible for her whole hearted support to the student.
- Work hand in hand with the SENCO for implementing strategies.
- Use of modified curriculum wherever necessary.
- Follow the advice of the SENCO and make use of the strategies given.
- Work alongside with the parents for the students' progress.
- Make the IEP's along with the support of the SENCO.
- Monitor the regular progress of the student and report to the SENCO.
- Review the IEP's
- Provide differentiated learning materials, techniques and high quality teaching.
- Use of specific resources relevant the SOD student.
- Be aware of the potential barriers of learning.
- Work efficiently with the support assistants and other subject teachers to fulfil student's requirement.

### **Role of Learning Support Assistant:**

- Work alongside with the class teacher and SENCO.
- To follow the curriculum of the class and simplify it by following up with the class teacher and SENCO.
- To help facilitate, modify and implement the student's programs created.
- Work for the positive changes in the student and minimize the difficulties.
- Regular follow- up of the students' progress to be noted.
- **Follow the strategies given by the SENCO.**

### **Targeted Plan:**

- Short term and long term goals with strategies to be set for the child.
- Teaching strategies, differentiation worksheets, curriculum modifications, accommodations to be reviewed.
- The Plan to be reviewed with teachers, parents and outside agencies wherever required.

Parents involvement in setting the target for the child. Regularly reviewed to see if set target is achieved.

- Child's views and needs to be taken into consideration wherever applicable.
- Request for an education, health and care needs assessment.
- Some students may not progress effectively even after all help given by SOD and counselling Department.
- Then after consultation with the parents and with the involvement of external agencies a multi-disciplinary assessment may be required.
- Regular annual review should be taken after regular observations, consultations with parents, staff and other professionals to meet the needs of the student.
- Gathered information should be shared with other professional after parental permission.
- A summary of achievement and relevant attachments are sent to the next school.
- Records kept are available to the child's parents on request.

### **Confidentiality:**

- We respect the parents' rights to confidentiality when supporting the child with special needs.
- We will discuss any possible referrals to other services after seeking parent's agreement.
- All meetings with parents other than the normal parent staff contact will take place in private.
- All staff involved with the said student, will need to be aware of the "Targeted supports" given to a child.
- They need to be aware that this is privileged information, which should not be shared with anyone without the permission of the SENCO or the school principal.

### **Wave Policy using a Graduated Approach:**

Once the identification process is done intervention is followed according to the students' needs by applying the WAVE policy.

**Wave 1:** Student Learning needs are met within the classroom. Teacher and other associated teachers use the student's profile, internal records and provision decided for the student to make differentiated lesson plans. The aim to bring out the maximum potential out from the student and minimize his area of difficulty. Once target is achieved the student is moved out from here. Intervention is for 1 student or a group of students to achieve their targeted results If he does not show improvement, then he is shifted to Wave 2.

### **Wave 2:**

Students difficulty level is much higher and he may require support within and outside the regular classroom. His intervention is given by the SEN coordinator or the concerned teacher. Intervention may be individual or in small groups. Parental support is required and external reports may or may not be required. Provision of an IEP depends on the student's profile or it may be excluded.

### **Wave 3:**

Students concerns are much more complex and require the support of external diagnosis and specialist's reports. Additional support is required by external agencies as his needs are not met within the capacity of the school. Therapists, psychologists, LSA and SENCO all work together within /outside the school for

his progress. Teachers are given support by giving additional strategies and provision of an IEP is made with the support of the teacher.

## **SPECIAL NEEDS DEPARTMENT COMMITTEE MEMBERS**

### **Role of SLT**

#### **DR. VISHAL KATARIA PRINCIPAL**

Lead the school to inclusive education and constitute the committee for SEND

**Headmistress - Mrs. KHADEEJA T.K**  
**Secondary Supervisor - Mrs. Anu Thomas**  
**Primary Supervisor - Mrs. Shyama Renjith**  
**Kg Supervisor - Mrs. Ayesha**

#### **Ms. SHAJIDHA KAREEM SENCO**

Collaborate with teachers, parents, and other professionals to develop personalized IEPs for students with special needs, outlining specific goals, accommodations, and support strategies. Monitors student's progress, intervention within the classroom and outside the class.

#### **Mr. CHRISTY CHERIAN (COUNSELLOR)**

Offer behavioral interventions and emotional support to students with behavioral challenges or emotional difficulties, promoting a positive and inclusive classroom environment.

#### **Ms. MANUPRIYA (SOCIAL WORKER)**

Observation, meeting with parents, behavior interventions and support for SOD students. Encouraging inclusive classroom. Pull out sessions for behavior interventions.

#### **Ms Fauzia Musarrat(KG 1Teacher) Mrs Raysaban Ashique**

Coordinating with send co, counsellor and social worker to report cases in the KG section. Regular follow ups and enhancing a separate curriculum according to student's needs.

#### **Mrs. Anusha Gireesh**

Coordinating with send co, counsellor and social worker to report cases in the KG section. Regular follow ups and enhancing a separate curriculum according to student's needs.

#### **Mrs. Anamol Sasi (Girls section teacher)**

Conduct assessments to identify students' strengths, challenges, and learning profiles, aids in the development of appropriate intervention plans. Regularly monitor students' progress, adjusting interventions and supports as needed to ensure continuous improvement and achievement of goals in academics.

#### **Mrs. Mariya Saleh (Boys section teacher)**

Conduct comprehensive assessments to identify students' strengths, challenges, and learning profiles, aiding in the development of appropriate intervention plans. Regularly monitor students' progress, adjusting interventions and supports as needed to ensure continuous improvement and achievement of academic and developmental goals.