



ST. MARY'S *Catholic High School, Dubai*

SEN INCLUSION POLICY

2024-2025

St. Mary's Catholic High School believes that each student has individual & unique needs; however, some students require more support than others to achieve their full potential. We have high expectations & want all pupils to feel that they are a valued part of our school community, as part of our commitment to help every child realise their full potential.

We acknowledge that a significant proportion of students will have special educational needs at some time in their school life and it is the collective responsibility of all teachers and stakeholders within school to address these needs and provide for them. Many of these students may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these students are to achieve their full potential, we must recognise this and plan accordingly.

The school aims to provide all students with strategies for dealing with their needs in a supportive environment to give them meaningful access to the curriculum. Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to support students under SEND category in his/her class, and to be aware that these needs may be present in different learning situations. All staff members are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

This policy was developed by the Student Support Services Department and reviewed by a group of people including the school SENCO, Special Educators, Counsellors, Governors, Principal, Vice Principal, Subject Leaders, Teachers and Parents of SEND students and Staff of St. Mary's Catholic High School, Dubai.

The Senior Leadership Team delegates one senior leader to take particular interest in Special Educational Needs to take a strategic overview of the provision of SEND. In addition, the school has appointed a Governor for Inclusion who will report matters regarding SEND to the Governing Body and an Inclusion Champion who will raise awareness regarding inclusion among the entire school community.



Mission & Vision

MISSION

We serve with compassion to develop a deep sense of integrity, mutual respect and tolerance within the Marian family so that the uniqueness of each person is celebrated, allowing them to holistically develop as successful learners and responsible citizens.

VISION

Within the next 5 years, we envision ourselves as a school community that consistently strives to develop highly independent learners who confidently showcase innovation through meaningful reflection and purposeful collaboration. We aim to achieve this by ensuring every teacher inspires students through effective questioning and feedback to reach their highest potential in a culturally diverse society.

GENERAL OBJECTIVE

Special educational needs are defined as ‘Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder’. Being identified with a special educational need could mean that students require specialist support, specific curriculum adaptation or individualised planning to ensure that they make the expected levels of progress given their starting points.

At St. Mary's Catholic High School we aim:

To provide effective opportunities for all students by responding to students' diverse learning needs, setting suitable learning challenges and overcoming barriers to learning.

Enable every student to experience success by equipping him/her to achieve their full potential.

Ensure that the holistic development of each student is supported, promoted, encouraged and celebrated.

To achieve our aim, a member of the senior leadership team leads SEND provision and is responsible for the strategic planning and outcome of SEND students.

At St. Mary's Student Support Services Department, we combine diagnosis and customized teaching programs, providing students with intensive one-to-one tutoring, holistic development of the student, a strong community environment that encourages our students to take responsibility for their own learning. Specific targets pertaining to the curriculum expectations are developed in collaboration with the subject teachers. Through this intensive program, St. Mary's students are helped to reach their maximum potential.

GUIDELINES FOR THE DEPARTMENT

- To follow the guidelines laid down by **Ministry of Education for Special Needs in UAE/Federal Law 29 of 2006 concerning the rights of people of Determination**
- To work in partnership with the child, parent/carers, all staff, and outside agencies
- Where a child is identified as having special educational needs, an Individual Education Plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/regularly and involve the child, parent, teacher and all support services.
- Enhance self-esteem by setting appropriate targets
- Class teachers will use a range of differentiation/adaptation strategies like scaffolding to provide effective learning opportunities for all pupils.
- To include the child within the class, wherever and whenever practicable. Endeavour to use all resources appropriately and efficiently.

With an increasing focus on expanding support for students with disabilities, the government of the UAE has introduced various legislative guidelines for all concerned agencies that work with students with disabilities. Given below are the laws and their application to the working of the school.

The government of Dubai has issued Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai. The objectives of the law are clearly laid out to cover the areas to ensure they have access to all their rights; are treated with dignity; protected from abuse and exploitation; and providing every opportunity to be well integrated into society.

Further legislations include:

Article 4 (14) stating that KHDA has the authority to establish rules and standards required to facilitate enrolment and integration of students with disabilities in Private schools.

Article 13 (16) - Private school must not discriminate on grounds of nationality, race, gender, religion, social class or special educational needs or disabilities

Article 13 (17) - Private school must admit students with disabilities in accordance with terms of educational permit; the rules adopted by the KHDA, and the relevant legislation in force.

Article 13 (19) - Private school must provide all supplies required for conducting educational activity including devices, equipment, furniture and other supplies which the KHDA deems necessary for Student with Disabilities.

Article 23 (4) - Private school must have and implement a clear and transparent Student Affairs Policy that is approved by KHDA. This policy must provide a special needs friendly environment, academic program appropriate for students with disabilities.

ADMISSION ARRANGEMENTS TO PROMOTE INCLUSION:

At St. Mary's Catholic High School, we strive to encourage an inclusive atmosphere to promote independent learning in all our children. In order to optimistically meet the needs of those of our students who have different needs from the vast majority of students, we:

- Give due consideration to every application for admission with professional care, in order to ensure both that each individual applicant's needs can be met and that the school is able to meet the learning needs of all our children.
- Identify and describe the inclusive access needs of our students in a timely and effective manner, in full co-operation with the families and appropriate professionals
- Provide support in the classroom that matches the needs of the students
- Monitor and track progress of all students with their diverse learning needs
- Use a variety of teaching and assessment styles in our classrooms to cater for diverse learning needs
- Maintain regular communication with the parents to ensure optimal collaboration between school and home

We welcome students with diverse learning needs whose academic, personal, social and emotional needs can be met by the school or where the resources can be adapted or readily obtained to meet the needs

CATEGORIES OF SPECIAL EDUCATIONAL NEEDS & DISABILITIES

COGNITION AND LEARNING

- Intellectual Disability (including intellectual disability – unspecified)
- Specific Learning Disorder
- Multiple Disabilities
- Development Delay (Younger than five years of age)

COMMUNICATION AND INTERACTION

- ✓ Communication Disorders
- ✓ Autism Spectrum Disorders

SOCIAL, EMOTIONAL AND MENTAL HEALTH

- ✓ Attention Deficit Hyperactivity Disorder
- ✓ Psycho-emotional Disorders

PHYSICAL, SENSORY AND MEDICAL

- ✓ Sensory Impairment
- ✓ Deaf-Blind Disability
- ✓ Physical Disability
- ✓ Chronic and Acute Medical Conditions

According to the KHDA framework, which is based upon the UAE Unified Categorisation of Disability, a child will be included in Special Educational Needs Programme if he/she has the following:

TYPE OF NEED	DESCRIPTION (Aligned with the UAE Unified Categorisation of Disability)
Cognition and Learning	
1. General Barriers to Learning (Intellectual Disability)	Intellectual disability is a disability characterised by significant limitations in both intellectual functioning (reasoning, learning, problem-solving) & in adaptive behaviour, which cover a range of everyday social and practical skills.
1.1. Mild Intellectual Disability (Mild Barriers to Learning)	Students who experience mild barriers to learning will have below average cognitive functioning & are likely to make slower than expected progress over time. This will cause these students to attain below expected levels (two to three years below) in most areas of the curriculum.
1.2. Moderate Intellectual Disability (Moderate Barriers to Learning)	Students who experience moderate barriers to learning will have significantly below average cognitive functioning and are likely to make very slow progress over time. This will cause them to attain significantly below expected levels in most areas of the curriculum (three to five years below), despite appropriate interventions.
1.3. Severe Intellectual Disability (Severe Barriers to Learning)	Students who experience severe learning barriers will have very low cognitive functioning and are likely to make very small, incremental steps of progress over time. This will cause them to attain significantly below expected levels in most areas of the curriculum and

	possibly at an early years/primary level, despite appropriate interventions.
2. Multiple Disabilities (Multiple Barriers to Learning)	A student who experiences a number of severe barriers to learning, such as a sensory disability and a physical disability, may be identified as having a multiple disability. Students are identified with a multiple disability when severe barriers caused by more than one type of disability, disorder or condition are present.
3. Developmental Delay (Barriers with Typical Development)	There are many different types of developmental delays in infants and young children. These include problems with language or speech, vision, movement/motor skills, social and emotional skills and thinking/cognitive skills.
3.1. Global Developmental Delay (Global Developmental Barriers)	<p>Young children who experience global developmental barriers have difficulties progressing in most developmental domains.</p> <p>Particular barriers to learning may include delays in motor skill; delays in speech and language, which may impact a child’s ability to understand; delays in cognition, may make it difficult for a child to pay attention; delays in social/emotional development may present as the child being unable to answer questions or have difficulty engaging in short conversational interchanges; difficulties in managing their emotional responses; delays in their ability to fulfill daily living (adaptive functioning) activities.</p>
3.2. Specific Developmental Delay (Specific Developmental Barriers)	Children who are delayed in one specific area in development (whilst other areas develop at the

	<p>expected rate), experience specific developmental barriers.</p>
<p>4. Specific Learning Disorder (Specific Barriers to Learning)</p>	<p>A specific learning disorder is a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. The disorder may manifest itself in an impaired ability to listen, think, speak, read, write, spell or understand mathematical calculations.</p>
<p>4.1. Dyslexia (Specific Barriers with Reading)</p>	<p>Some students who experience specific barriers with reading, despite expected or above expected levels of cognitive ability, may be diagnosed with dyslexia. Particular barriers to learning include difficulties with remembering what is seen or heard; identifying sounds in words and putting things in sequence (e.g. information, letters, stories; numbers, the days of the week, the months of the year); reading speed, understanding what is being read; following directions; personal organization; spelling, copying words and numbers from a book or board; recalling the names of words or objects.</p>
<p>4.2. Dysgraphia (Specific Barriers with Writing)</p>	<p>Some students who experience specific barriers with writing, despite expected or above expected levels of cognitive ability, may be diagnosed with dysgraphia. Particular barriers to learning may include written presentation with a mixture of upper/lower case letters, irregular letter sizes and shapes, and unfinished letters; difficulties with using writing as a communication tool; reduced quality in the content of their written work due</p>

	<p>to the high levels of effort needed to complete the writing process; unusual writing grips, odd wrist, body and paper positions, which may result in discomfort while writing; repeated mistakes; excessive erasing may be evident as may a misuse of lines and margins; poorly organised writing on a page; a student may struggle with organising their ideas, sentence and/or paragraph structure and have limited expression of their ideas; reluctance to complete writing tasks or a refusal to do so.</p>
<p>4.3. Dyscalculia (Specific Barriers with Mathematical Concepts)</p>	<p>Some students who experience specific barriers with mathematical concepts, despite expected or above expected levels of cognitive ability, may be diagnosed with dyscalculia.</p> <p>Particular barriers to learning may include an inability to conceptualise number, number relationships and outcomes of numerical operations (estimating); difficulties with computation, direction, mental mathematics, money, reading and writing numbers; remembering sequences like, rote counting, rules and formulae; understanding the concept of time, the ability to apply time management strategies and time management; weaker ability to comprehend mechanical processes as they often lack ‘big picture’ thinking; poor sense of direction; personal organisation.</p>
<p>4.4. Specific Barriers with Coordination (Dyspraxia)</p>	<p>to find drawing and writing difficult Some students who experience specific barriers with physical coordination, despite expected or above expected levels of cognitive ability, may be diagnosed with dyspraxia.</p>

	<p>Particular barriers to learning may include difficulty coordinating their movements, perceptions and thoughts; difficulty running, jumping, hopping and catching a ball in physical activity; physically managing themselves in the classroom; the student may bump into and drop things; and tend; difficulty maintaining an erect posture, either when sitting or standing; experiencing high levels of fatigue due to the effort needed for physical control and movement; difficulties with writing, due to posture and position challenges</p>
<p>Communication and Interaction</p>	
<p>5. Communication Disorders (Communication Barriers)</p>	<p>A communication disorder is an impairment in the ability to receive, send, process, and comprehend concepts or verbal, nonverbal and graphic symbol systems. A communication disorder may be evident in the processes of interpretation, hearing, language, and/or speech.</p>
<p>5.1. Expressive Language Disorder (Specific Barriers with Verbal Expression)</p>	<p>Some students who experience significant barriers expressing themselves using verbal language may be diagnosed with an expressive language disorder. Students' understanding of language is likely to be at a significantly higher level than their ability to communicate with the spoken word.</p>
<p>5.2. Receptive Language Disorder (Specific Barriers with Understanding Verbal Language)</p>	<p>Some students who experience significant barriers understanding verbal language may be diagnosed with a receptive language disorder.</p>
<p>5.3. Global Language Delay (General Barriers with Language)</p>	<p>Students who experience significant barriers with using and understanding verbal language may be diagnosed with a global language delay. These students may experience a combination of barriers to learning as</p>

	described in the sections above (expressive and receptive language disorders).
5.4. Speech Fluency Disorder (Speech Barriers with Speech Fluency)	Students who experience persistent barriers with speech fluency (stuttering) may be diagnosed with a speech fluency disorder.
5.5. Speech Sounds Disorder (Specific Barriers with Speech Sounds)	Most typically developing students will be able to say all expected speech sounds by eight years of age. Students who do not say sounds by the expected age should have their hearing checked to ensure that they are hearing the sounds/words correctly. Students with persistent barriers with making speech sounds may be diagnosed with a speech sounds disorder.
5.6. Social Communication Disorder (Barriers with Social Communication)	Students who experience significant barriers with social communication may be diagnosed with a social communication disorder. These students experience difficulty using language in social situations but are not impaired in their understanding of word structure, grammar, or in general cognitive ability.
6. Autism Spectrum Disorder (Barriers with Social Interaction, Communication, and Flexibility)	Autism spectrum disorder (ASD) is a complex developmental condition that involves persistent challenges in the areas of social interaction, communication, and restricted or repetitive behaviour/s.
6.1. Autism Spectrum Disorder- Level 1 (Mild Barriers with Social Interaction, Communication, and Flexibility)	Students who consistently struggle to initiate appropriate social interactions and find it difficult to respond to others in an expected or successful manner may be diagnosed with an autism spectrum disorder (level 1).

<p>6.2. Autism Spectrum Disorder- Level 2 (Moderate Barriers with Social Interaction, Communication, and Flexibility)</p>	<p>Students who experience significant and persistent difficulties initiating appropriate social interactions and find it difficult to respond to others in an expected or successful manner may be diagnosed with an autism spectrum disorder (level 2).</p>
<p>6.3 Autism Spectrum Disorder- Level 3 (Extremely Complex Barriers with Social Interaction, Communication, and Flexibility)</p>	<p>Students who experience extremely complex barriers with verbal and non-verbal social communication skills may be diagnosed with autism spectrum disorder (level 3).</p>

Social, Emotional and Mental Health

7. Psycho-Emotional Disorders (Emotional and Psychological Barriers)

<p>7.1. Depression (Significant barriers with feeling positive and motivated)</p>	<p>Students who experience persistent feelings of hopelessness and inadequacy, typically accompanied by a lack of energy and interest in life, may be diagnosed with depression.</p>
<p>7.2. Bi-polar Disorder (Signification and persistent barriers regulating mood)</p>	<p>Students who experience significant shifts in mood, energy, thinking, and behaviour; moving from experiencing highs of 'mania' on one extreme, to the lows of depression on the other, may be diagnosed with bi-polar disorder. More than just a fleeting good or bad mood, the cycles of bipolar disorder last for days, weeks, or months. Unlike ordinary mood swings, the mood changes of bipolar disorder are so intense that they interfere with the student's ability to function.</p>

<p>7.3. Oppositional Defiance Disorder (Significant Barriers with being cooperative and staying calm)</p>	<p>Students who experience frequent and significant barriers to being cooperative and calm may be diagnosed with Oppositional Defiant Disorder (ODD).</p> <p>Particular barriers to learning may include uncooperative, defiant, and hostile patterns of behaviour, particularly toward authority figures; frequent temper tantrums; excessive arguing, especially with adults; frequent questioning of rules/defiant behavior; blaming others for their mistakes or negative behavior; low levels of self-esteem and emotional resilience; difficulty forming and sustaining positive relationships with both peers and adults; this may impact; negatively upon their ability to reach their academic potential and puts them at risk of developing additional emotional health difficulties.</p>
<p>7.4. Obsessive/Compulsive Disorder (Barriers with managing thoughts and compulsions)</p>	<p>Students who experience barriers managing obsessions and compulsions may be diagnosed with obsessive/compulsive disorder. These students constantly experience unwanted thoughts, images or impulses that are difficult to suppress. This causes them great stress and worry (obsessions) and as a result, they display repetitive, ritualised actions in an effort to manage the anxiety they experience (compulsions).</p>
<p>7.5. Post-Traumatic Stress Disorder (PTSD) (Barriers dealing with trauma and arousal)</p>	<p>Students who experience, witness or hear about a traumatic event may be severely and intensely affected emotionally, socially and/or physically. These students may experience barriers with dealing with trauma and arousal and may be diagnosed with post-traumatic stress disorder.</p>

8. Attention Deficit and Hyperactivity Disorder (Barriers with attention and self-regulation)	
8.1. ADHD- Inattentive Type (Barriers with maintaining focus and attention)	Some students who experience significant barriers with maintaining attention and focus may be identified with the inattentive type of ADHD. Students with this type of ADHD are likely to be less disruptive and active in the classroom than those who have the hyperactive-impulsive type.
8.2. ADHD- Hyperactive Type (Barriers with managing hyperactivity and impulsivity)	Some students who experience significant barriers with managing hyperactivity and impulsivity may be identified with the hyperactive type of ADHD.
8.3. ADHD- Combined Type (Barriers with focusing attention and managing hyperactivity)	Students who experience considerable barriers with attention and managing hyperactivity may be identified with the combined type of ADHD. They will display a combination of behaviours described for both the inattentive, and hyperactive types of ADHD (above).
Physical, Sensory and Medical	
9. Sensory Impairments (Barriers with using the senses)	A sensory impairment refers to a loss of vision or hearing that cannot be corrected by using lenses or through devices such as hearing aids.
9.1. Visual Impairment (Barriers with Vision)	Students who experience barriers with vision that is not corrected by using lenses may be diagnosed with a visual impairment. Barriers with vision will occur across the range of intellectual abilities and associated difficulties are in a continuum that ranges from mild to severe.
9.2. Hearing Impairment (Barriers with Hearing)	Hearing impairment, whether permanent or fluctuating, may be identified when it adversely affects a student's educational performance. Typically, hearing loss is categorised as slight, mild, moderate, severe or

	<p>profound, depending on how well an individual can hear the frequencies that are commonly associated with speech.</p>
<p>10. Deaf-Blind (Barriers with seeing and hearing)</p>	<p>Deaf/blindness is a combination of sight and hearing loss and is sometimes called dual-sensory impairment.</p> <p>Usually, affected students will not experience a complete absence of hearing or vision, but both senses will be reduced enough to cause difficulties with everyday activities. An individual who is deaf-blind is likely to require significant and substantial specialist support, need support to ensure mobility, use alternative and augmentative communication system and require access to adaptive technology and equipment.</p>
<p>11. Physical Disability (Barriers with physical movement)</p>	<p>The key issue to be considered when identifying a physical disability is mobility; the ability of a person to move around in their environment. Physical disability ranges from mild to severe and for some students mobility is significantly impaired. Some specific examples include muscular dystrophy, cerebral palsy or spina bifida.</p>
<p>11.1. Muscular Dystrophy (Barriers with muscle size and strength)</p>	<p>Students who experience barriers relating to serious muscle wasting or weakness may be diagnosed with muscular dystrophy.</p>
<p>11.2. Cerebral Palsy (Barriers with posture, movement and coordination)</p>	<p>Students who experience serious barriers with their posture, balance and ability to move, communicate, eat, sleep and learn may be diagnosed with cerebral palsy. Those affected may experience uncontrolled or unpredictable movements, muscles can be stiff, weak or</p>

	tight and in some cases, have shaky movements or tremors.
11.3. Spina Bifida (Barriers with leg movement)	Students with spina bifida may experience a range of difficulties in their use of their legs and spine because of weak muscles and associated nerve damage. These problems may include a curved spine (scoliosis), abnormal growth or dislocation of the hip, bone and joint deformities, muscle contractures and other orthopaedic concerns.
12. Chronic or Acute Medical Conditions (Medical Barriers)	Students with chronic or acute medical needs will experience significant barriers to learning because of reduced strength, alertness, stamina or concentration and they are identified as having a special educational need.

SUPPORT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

IDENTIFICATION

The special educational needs and/or disability of pupils within the school may be known before they start or may become apparent at any other time. The identification of a special educational need for a pupil in the school may result from a referral from a student's teacher or tutor, a parent, from the student or any other concerned individual. Early identification is very important, as earlier the action is taken, the more responsive the child is likely to be. In order to identify children who may have special educational needs the following steps are taken:

- At the beginning of the academic year, a training on identifying students with SEND is conducted for the teachers in order to establish and define guidelines for the identification of students with SEND;
- A referral form is filled out by the teacher concerned about any individual student.
- A comprehensive checklist covering possible areas of concern is given to the teachers;

- Based on the teachers' feedback, one specialist staff will be responsible for following up on the student;
- The concerned specialist will conduct necessary classroom observation with the aim of getting an overall picture of the student's need. In addition, their class work, notebooks and the outcomes from class assessment results are analyzed. Their performance against the level descriptors within the National Curriculum and International Standardized Test are also taken into consideration. Testing against standardized measures for reading, spelling, phonics is conducted as required;
- The parents of the student will be contacted for consent if the findings reveal a special need or disability.

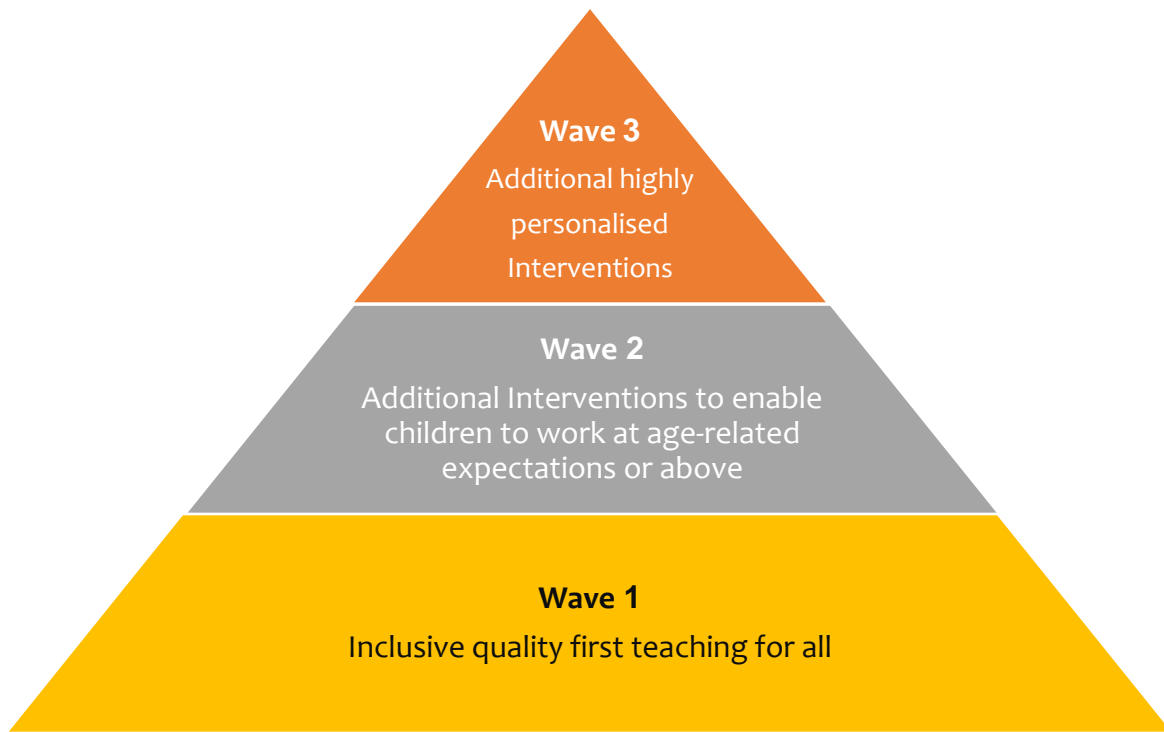
ASSESSMENT AND REFERRAL

After receiving parental consent, an internal screening is conducted based on the student's academic performance using samples of his class work, exam results, 100 key words, and standardized tests for reading/spelling, Handwriting and KS1/2 HFW. Following this, if required, a referral is made to a licensed, certified professional based on the findings.

If parents have obtained an assessment or Educational Psychologist's Assessment Report, they are encouraged to engage in dialogue with the school and Special Education Needs Coordinator. The parents, the student and the student's tutors provide valuable inputs to decide upon an appropriate course of action/programme. Information from the external assessment and strategies for the classroom will be distributed as a part of the Student Profile.

On the basis of the report obtained from the Educational/Clinical Psychologist, an Individual Education Plan is prepared in conjunction with the teachers, parents and child.

DIFFERENTIATED LEVELS OF SUPPORT **WAVES OF INTERVENTION MODEL:**



Levels of support vary for each student under the SEND program depending on their specific need. The school follows the Waves of Intervention Model for easy identification of what kind of support is provided for each student.

Wave 1

Students provided with wave 1 level of support will benefit from differentiated work and an inclusive learning environment in a regular classroom.

Wave 2

Students provided with wave 2 level of support will receive differentiated instruction in a small group setting with others with similar needs in addition to regular classroom instruction.

Wave 3

Students provided with wave 3 level of support will receive one to one intervention sessions. An IEP is developed for individual intervention sessions and specific IEPs pertaining to each subject, which is used in the classroom. The student also receives special accommodations during class tests and internal and external exams.

INDIVIDUAL EDUCATION PLAN

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets. IEP is a blue print or plan for a child's special educational experience at school.

An IEP will focus on up to three or four key individual targets in one-to-one sessions and should include information about:

- The present level of performance/current performance indicators
- Annual goals and progress that will be measured and reported
- The short term curriculum objectives
- Differentiated/adaptive strategies to be used in the classroom
- Behaviour management, if needed
- When the plan is to be reviewed
- Success and/or exit criteria
- Assessment review of targets

The objectives of the IEP are to help children cope with broad-based curriculum and to make progress through the National Curriculum by:

- a) testing, assessing and reviewing the needs of the individual child at least two times a year, and the writing of the IEP;
- b) setting achievable targets in a 'small steps' approach
- c) working in partnership with child, parent, staff and any relevant educational/clinical psychologist;
- d) giving access to appropriate resources and encouraging independence;
- e) giving support in the classroom with a variety of tasks where appropriate;
- f) providing additional encouragement and praise to promote self-esteem, motivation and concentration;
- g) monitoring children, e.g. those who have a temporary medical/emotional need;
- h) by using a system of awards (praise, stickers, certificates, special mentions, etc);
- i) offering counselling when needed.

MONITORING AND REVIEWING IEPs

Ideally IEPs should be continually kept under review. However the success of all IEPs will be evaluated twice a year (Sept - Jan, Feb - May).

GUIDANCE FOR PARENTS

Acknowledging the role that parents or guardians have in supporting their child's education, we encourage parents to express their views regarding their child's progress to their child's tutor (in addition to the Special Education Needs Coordinator) so that their views can be taken into account and a dialogue engaged in.

Parents are provided with training and guidance through the individual coaching sessions and home interventions recorded in the IEPs. In addition the expertise of external professionals is also brought in to raise awareness of how to develop key skills for the student's success.

EMOTIONAL SUPPORT

Emotional support is provided in the primary and secondary sections by the counselors in the respective sections. The service is designed to assist students to utilize their own resources for growth in self-understanding, planning, decision-making and coping with their personal issues and handling academic challenges.

Identification of student's needs can come from the teacher, parent, concerned adult in the student's life or the student himself. The counseling sessions are held in strict confidentiality.

Counseling that takes place in the school can be divided into – individual and group.

The Special Education Needs Coordinator works closely with tutors, the school doctor and the school counsellor to ensure that all appropriate provision is made and that the full progress (academically, emotionally and socially) of the individual student occurs throughout his or her time in the School.

RECORD KEEPING - SPECIAL NEEDS FOLDER

The Student Support Services Department maintains an individual file which contains details of all children identified as having special needs. This can be found within the Student Support Services Department. The file is continually revised and updated. This file contains details as follows:

1. Information sheet with all the details-
 - Name
 - Class
 - Class teacher
 - Age, Nationality, religion,
 - Mother's name, contact number/email
 - Father's name, contact number/email
 - Referral issue
2. Student Profile with provisions, modification and accommodation, strategies in the classroom
3. Parents/Guardians Consent Form
4. Educational Psychologist's Report/School Assessment Report
5. Any report from Paediatrician/Psychiatrist
6. Current I.E.P
7. Old/Reviewed IEP's (filed separately)
8. First Term Test Report
9. Midyear Progress Report
10. Final Exam Report
11. Documentation on parent/staff conferences and correspondence
12. Notes from teachers or TA's- behaviour/concerns etc.
13. Sample of work done during a session (worksheets, notebook, etc).
14. Report of individual behaviour intervention sessions
15. Communications log
16. Curriculum gaps summary








Each teacher associated with the special needs child maintains an information file about the student which will include the student's personal profile, their IEPs, provisions, modifications, accommodations, classroom strategies, records of their academic progress and differentiated worksheets.

MEDICAL INFORMATION

The school medical record is updated as and when information comes into school clinic. Any major changes are passed on to the School Counsellor/Special Educator straight away. A medical diagnosis or a disability does not necessarily imply SEND. It is the child's educational needs rather than a medical diagnosis that must be considered. However, medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore, consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

ROLES AND RESPONSIBILITIES

THE ROLE OF THE SUPPORT TEAM

-  Head of Student Support Services/SENCO
-  Special Educator (Secondary school)
-  Special Educator (Middle school)
-  Special Educator (Primary school)
-  Counsellor (Secondary school)
-  Counsellor (Primary school)
-  Learning Support Assistants

The agreed role of the special needs team is to support the work of class teachers by offering specific support to children who are experiencing any special educational needs in either the long or short term.

The specialist staff will work closely with class teachers in the early recognition, assessment and testing of children. The teachers will be given specific intervention strategies and classroom accommodations for each SEND student.

Parents meeting will be regularly held to update the progress or share any concerns.

The governing body has important statutory duties towards pupils with Special Needs as outlined below. The Governor for Inclusion regularly provides updates on all matters regarding SEND to the governing body.

THE GOVERNING BODY WILL ENSURE THAT:

- SEND provision is an integral part of the school improvement/development plan;
- The necessary provision is made for any pupil with SEND;
- All staff members are aware of the need to identify and provide for students with SEND;
- Students with SEND join in school activities alongside other students, as far as it is reasonably practical and compatible with their needs and the efficient education of other students;
- Parents are notified if the school recommends to make special educational provision for their child;
- They are fully informed about SEND issues, so that they can play a major part in school self-review;
- They set up appropriate staffing and funding arrangements, and oversee the school's work for students with SEND;
- The quality of SEND provision is regularly monitored;
- The governors and the school as a whole are involved in the development and monitoring of this policy.

THE PRINCIPAL HAS RESPONSIBILITY FOR:

- The management of all aspects of the school's work, including provision for students with SEND;
- Works closely with the Governor of Inclusion on all updates with regards to SEND;
- Working closely with the SEND personnel within the school;
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored.

THE HEAD OF STUDENT SUPPORT SERVICES/SENCO IS RESPONSIBLE FOR:

- Overseeing the day-to-day operation of this policy;
- Ensuring that an agreed, consistent approach is adopted;
- Liaising with and advising other staff;
- Training staff to identify students with SEND;
- Training teachers on different kinds of strategies useful for SEND;
- Training learning support assistants on how to work with the SEND child;
- Monitoring of classroom practice;
- Facilitating the carrying out of assessments as appropriate to the individual needs;
- Coordinating the provision for students with SEND;

- Taking an overview of the Key Work arrangements and implementing any necessary actions;
- Liaising closely with parents of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process;
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teacher and parents;
- Monitoring the school's SEND information on SIMS;
- Assisting in the monitoring and evaluation of progress of students with SEND through the use of school assessment information;
- Contributing to the in-service training of all staff;
- Managing learning support assistants within the SEN department.

TEACHERS' RESPONSIBILITIES INCLUDE:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for SEN students;
- Collaborating with the SSS Dept to decide the action required to assist the student to progress;
- Working with the SSS Department to collect all available information on the student;
- In collaboration with the SSS Department, contribute to the development of Individual Support Plans for SEND students;
- Ensuring the lesson plans include the targets from the IEP for the SEND student;
- Including students with SEND in the classroom, and for providing an appropriately adapted curriculum. Teachers must adjust teaching to respond to the strengths and needs of all students;
- Working with SEND students on a daily basis to deliver the individual support;
- Developing constructive relationships with parents ;
- Provide inputs into the development of the school's SEND policy.

ROLE OF THE LEARNING SUPPORT ASSISTANTS:

- Assist in providing individual work programs for specific students;
- Maintain records of areas of concern and progress made by the students;
- Work as part of a team to ensure the well being of the concerned student;
- Be fully aware of this policy and the procedures for identifying, assessing and making provision for students with SEND;
- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies;
- Support students with SEND in the most appropriate way in consultation with SEND Coordinator.

THE CURRICULUM

DIFFERENTIATION/ADAPTATION

It is very important to realise that many children have complex, inter-connected needs and they should not be categorised or labelled.

Differentiation/adaptation is carried out in the classrooms by:

1. Using a multi-level approach in the classroom with tasks matched to the individual needs of the children;
2. Breaking difficult tasks down into more manageable parts, across the curriculum;
3. More attention to the child's point of entry;
4. More variety between practical and written tasks;
5. Making use of computers;
6. Building on a child's strengths and interests, rather than dwelling on his weaknesses;
7. Modifying of worksheets and activities when necessary;
8. Being aware of the differing concentration levels of children within the class;
9. Praising and enhancing self-esteem;
10. The setting of achievable targets;
11. Effective use of additional staff and Community Service Volunteers for greater classroom support.

Appropriate accommodation within the framework of the curriculum will be provided. Accommodation does not alter what is being taught but includes alteration of the environment, curriculum format, equipment that allows an individual with a disability to gain access to content and/or complete assigned task. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

A modified curriculum is changing what the student is expected to learn and as a consequence changing the format of the assessment as well. This arrangement is provided for students who are unable to learn at the same pace or depth of his/her peers even with appropriate support.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACCESS ARRANGEMENTS

The Special Educational Needs Coordinator notifies the Examinations Officer of those pupils who are entitled to access arrangements in public examinations in accordance with regulations. Parents will be informed about the access arrangements made in the examination.

AT RISK REGISTER (WAVE 1)

For students who have not yet been diagnosed as per SEND Categories or have a formal diagnosis, teachers will be provided with strategies which will enable them to follow in the classroom which will help them to bridge the curriculum gap. Community service workers will also give appropriate support in the classroom. Specialist staff from the department will work with the student providing support within the classroom and in separate individual sessions.

Necessary guidance is provided to parents in order to support the child at home.

PARTNERSHIPS

WITH PARENTS (ALL THOSE WITH PARENTAL RESPONSIBILITY)

We actively encourage all parents to support their child through positive attitudes, giving user-friendly information and effective communication. However, all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective, the school will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the child's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed.
- Provide appropriate training for the parents to access key skills to help ensure their child's success
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is referred as possibly having SEND so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

Counsellors/Special Educators and class teachers talk both informally/formally to parents in school, may write or telephone.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- Fulfil their obligations at home to provide complete support which enables him/her to achieve maximum potential.

PARTNERSHIP WITH PUPILS

We will continue to work towards positive student involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both students and teacher. From an early age, children with SEND should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem.

PROCEDURE FOR EXPRESSING CONCERNS

Parents/carers are asked to speak to the class teacher, Special Educator or the Counsellor in the first instance. If the matter is not resolved, then parents should contact SENCO or the Principal.

RESOURCES

The school is fortunate to have a number of reading schemes and children are encouraged to read a wide variety of books (fiction and non-fiction). It is very important that all children are given as much opportunity as possible to be involved in the selection of their own reading material as well as the support of a structured scheme. Some children may benefit from using a multi-strategy approach with their reading such as SPIRE/GINN.

A variety of additional resource materials including flash cards, educational games such as puzzles, Scrabble, Word Master, letter blocks etc for language development are available. Resources for development of fine motor skills such as peg board, beads, clay are kept in the SEND resource room and games to improve visual perception are also used extensively.

The school is also well equipped with medical inspection room, resource room where group work or one-to-one sessions, counselling, parental interviews/consultations can take place.

All classrooms hold some resources and materials in the primary section, matched to the student's ability. Advice is always available from the SENCO, special educators, subject leaders or support teacher.

THE USE OF INFORMATION COMMUNICATION TECHNOLOGY (ICT)

ICT is a very useful tool for all children and can be an invaluable resource for a child with learning difficulties. Once again, peer group or independent use is encouraged. Word spell check options and specific programmes are used in many areas of school.

The school has also invested in speech recognition software for student with visual impairment.

Students are encouraged to bring their devices for optimum use of online resources as in the Active Learn platform. The school has invested heavily in being equipped to be a well connected centre of learning. Educational online games are used to further develop mathematical skills in the individual one-to-one sessions.

ARRANGEMENTS FOR MONITORING AND EVALUATION

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SENCO, special educators, counselors and subject coordinators
- Analysis of student tracking data through SIMS and test results for individual students
- The school profile, which contains the required information about the Student Support Services Department.
- The school's annual SEND review, which evaluates the success of the policy and sets new targets for development.
- The school improvement plan, which is used for planning and monitoring provision in the school.
- Feedback from parents and staff, both formal and informal.

REVIEWING THE POLICY

St. Mary's Catholic High School actively seeks to improve the levels of engagement with parents, carers and families of students with SEND so together we can raise the aspirations and expectations of all students with SEND. In developing this policy, we have taken into account the student's voice through the work of the Student Council and the parents' voice through the Parent focus group.

This policy will be reviewed annually by the Student Support Services Department (which includes Governor, SENCO, Parents of SEN students, support staff and teaching staff), and the senior leadership team.

STUDENT AFFAIRS POLICY AS RELATING TO SEND CONCERNS

As mentioned in the St. Mary's Catholic High School Dubai, Admissions Policy, we strive to encourage an inclusive atmosphere to promote independent learning in all our children.

In order to optimistically meet the needs of those of our students, who have different needs from the vast majority of students, we:

- Give due consideration to every application for admission with professional care, in order to ensure both that each individual applicant's needs can be met and that the ability of the school to meet the learning needs of all our students is not compromised
- Identify and describe the inclusive access needs of our students in a timely and effective manner, in full cooperation with the families and appropriate professionals
- Provide support in the classroom that matches the needs of the students
- Monitor and track progress of all students with their diverse learning needs
- Use a variety of teaching and assessment styles in our classrooms to cater for diverse learning needs
- Maintain regular communication with the parents to ensure optimal collaboration between school and home

We welcome students with diverse learning needs whose academic, personal, social and emotional needs can be met by the school or where the resources can be adapted or readily obtained to meet the needs of the student applicant.

The school ensures that all students including those with special needs are provided with the following:

- An environment that is compatible to the needs of individual students. In order to achieve this, there is an assessment of needs conducted at the time of admission and followed through appropriately.
- The child is at the centre of the decision making regarding provisions at school.
- Acknowledging that the key to success at school depends on the effective communication between all that form the team around the child. This is therefore an important feature of the support provided.
- Regular meetings focused on reviewing progress are scheduled into the school year with all key individuals around the SEND student.
- Evaluation of intervention programs are also embedded regularly into the academic year.
- Appropriate accommodation is provided for informal assessment conducted in school. This is extended to students who will be appearing for their board exams at various years.
- Training of all staff members, who come in contact with the student with SEND to ensure they are ready to deal with any situation that arises. Each individual follows best practices for the best outcome.
- Teachers are aware of the importance of addressing the child individually.
- There is a focus on appropriate teaching and learning style for the child. The class environment is focused to encourage learning with suitable stimulation and a fairly distraction free environment.
- Behavioural expectations are made clear however there is an understanding that attention-seeking behaviour is prudently ignored.
- As far as possible there is positive acknowledgment for proper behaviour.
- The SEND student is regularly intimated with regards to high level expectations for them.
- Support to ensure success can be in the form of one-to-one tutoring from our dedicated community service workers.
- All SEND students have a key worker; key workers are members of the Student Support Services Team. Key workers work closely with the student throughout the academic year. They will play a role in many aspects of the student's school life, including academic support and pastoral support or referral for the same. The key worker plays a vital role in sustaining an important link between

school and home and often they will have regular contact with teachers and parents/carers to ensure that all provision is appropriate for their SEND student.

- The Learning Support team also has a robust system of intervention in place to help support a range of skills. This includes specialist LSA staff, which provides literacy intervention.
- The school has strict policies regarding bullying, attendance and behaviour around school. These policies are followed and maintained by all members of staff.
- When pupils reach the point of leaving the school, we will ensure that they are prepared for their new environment. The school provides the students with several opportunities throughout the year to meet with admissions officers from a range of universities from several countries from around the world. Campus visits for universities based in the UAE are planned and help the students to familiarize themselves with university settings.

This policy would read in conjunction with St. Mary's Catholic High School's Counselling Policy, St. Mary's Catholic High School's Safeguarding and Child Protection Policy and St. Mary's Catholic High School's Admission Policy.

Finally, the school ethos as reflected in the mission statement encourages and celebrates the individual and unique achievements of the students.

September 2024

Date of Review: June 2025