

Title: <b>SPECIAL EDUCATION NEEDS POLICY</b>	Issue Date: April/Sept 2016
School: <b>Al Ain Juniors</b>	Next Revision Date:
Reference No.: <b>AJS-GDC-001</b>	Version No.: 6

## **SPECIAL EDUCATION NEEDS (SEN) POLICY**

Al Ain Juniors School provides a student centered education in a stimulating, multi-cultural environment which gives each student the opportunity and freedom for the fullest possible development as a whole person prepared for life. Its concern is for the students' intellectual, physical, moral, spiritual, creative and social development. This is realized through a wide range of opportunities and challenges free of gender bias in which the development of fundamental skills goes hand in hand with the freedom to explore and create.

### **Introduction**

The school welcomes students with moderate learning difficulties, in other words, students with special educational needs (see Admissions Policy), providing that it is able to meet these needs and enable each student to have the chance to fulfill their potential .

School website: [www.alainjuniors.com](http://www.alainjuniors.com)

### **Definition of SEN**

Students have special education needs if they have a learning difficulty that calls for special education to be made for them.

Children have learning difficulty if they:

- a. Have greater difficulty of learning than the majority of students of the same age.
- b. Have a disability which either prevents or hinders them for making use of educational facilities of a kind provided in the British School for children of the same age.

Students with special educational needs mean children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age. Students with special educational needs may need extra help because of a range of needs, such as staying focused, concentration, hyperactivity, organizing spatially or sequentially, memory and recalling, sensory difficulties, motor skills difficulties, speech and language difficulties, reading, writing and numeracy skills, emotional and behavior difficulties, thinking, processing and comprehension difficulties.

Keeping in view the school's SEN policy which aims to support the cause of inclusive education with Mild to Moderate Learning Difficulties, the term SEN means:

'Students having learning difficulties that make it harder for them to learn or access education than most students of the same age. These students may need a differentiated support from that given to other students of the same age '

Many students have special education needs of some kind at some time during their education.

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It is hoped that most children can overcome their difficulties quickly and easily but a few children will need extra help for some and all of their time in school.

#### **SEN Support at the AJ Group means:**

- Reading, Writing and Numerical Calculations/Reasoning.
- Expressing her /him and understanding what others say.
- Organization and Time Management.
- Social, Emotional and Communication needs due to learning difficulties.

#### **The SEN committee is responsible for:**

- Maintaining SEN Register (Students on SEN Roll).
- Overseeing day-to-day operation of the SEN policy.
- Coordinating provision for children with SEN in the mainstream.
- Planning, developing and reviewing Individual Educational Plans (IEP's).
- Coordinating support services with Phase Coordinators, teachers & leadership.
- Liaising with parents and mainstream teachers to support SEN students.
- Organizing class room/exam provisions for all SEN students.
- Supporting mainstream teachers with Differentiation strategies in class room.

#### **Management of individual needs at Al Ain Junior School:**

- In the school, the Head Teacher, Phase Coordinators along with the SEN undertakes the overall responsibility for individual needs. This includes Special Educational needs, English as an additional Language, School Health and safety provisions.
- The SEN Coordinator in school coordinates the provisions for different individual needs with the phase coordinators, teachers and leadership.
- The team of SEN teachers oversees the day to day operations of the SEN policy and coordinates provision of students in the mainstream.
- Ensuring there is liaison with parents and other professionals in respect of students with SEN.
- Advising and supporting other practitioners in the school.
- Planning, Developing and Reviewing Individual Education Plans (IEPs).
- Organizing class room provisions for all the SEN students.
- Supporting mainstream teachers with differentiation strategies.

#### **IDENTIFICATION OF NEEDS AND REFERRAL PROCESS**

The Department of Special Educational Needs follows the rules and regulation of ADEC; the school follows the “ADEC Staged Approach to meet Special Educational Needs” for the categorization of students with SEN. However, we consider only the first stages which are:

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The first stage, where there is good quality support in general education classrooms, which shall include differentiation of the curriculum to meet different learning needs. Phase Coordinators and SENCO may recommend intervention plans for some students. These students will also be listed in SEN Register.

The second stage, which is referral by the Phase Coordinator's for special educational needs assessment and additional support whilst the student remains in the general education classroom for most of the time. These students will be included in the SEN Register and will have an IEP and will be informed to the parents telling they have Special Educational Needs.

#### **SEN Referral form:**

This form is given to the Phase Coordinators of different phases (Kindergarten to Grade 12) which are kept in their offices. When the teacher observes a child/student who has difficulty academic issues, which include problem in memorizing, understanding, mode of learning, decreased level of interest in studies, exam anxiety, difficulty in getting along with the teacher, then the teacher is asked to take the SEN referral form from the PC's. Once the asked information is filled in by the teacher, the form is given to the PC and for approval.

#### **SEN Record of Concern form:**

This form is also available in the PC's office. The teacher and the PC discuss about the students concerns, teaching strategies and differentiated instruction that can be used in the classroom with the referred student/child. After the discussion and after using the strategies, if the teacher(s) still has issues, they fill in the SEN Record of Concern form. The form has to be approved by the PC and sent to the SENCO for discussion.

#### **Observations:**

SENCO goes in for classroom observation to observe the teaching and learning in the classrooms. She observes and notes down the area in which the teaching has to improve and the level of importance given to the student with SEN within the classroom. From the "Inclusive Teaching Observation Checklist", the teacher is been observed in various aspects and is marked by the SENCO, within a day or two the marked checklist with the feedback like general suggestions and suggestions in regard to the referred student is mentioned for the teacher to try different ways of teaching. SENCO gives report of the observation through an "Observation form".

#### **SEN Register:**

Students who have not shown any improvement in academics or behavior after giving them differentiated instructions, trying different methods of teaching, etc. then those students name will be in the SEN Register and only for them Individualized Education Plan (IEP) will be formulated.

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### **Individualized Education Plan (IEP):**

Once the student is identified with the problem, the SENCO comes in for regular classroom observation to observe the student's method of learning, behavior, area of strength, needs, etc. Then the teacher and the SENCO discuss on how to go about with the concerned student.

The SENCO guides the teacher on how to write the Present Level of Performance, the Annual goals, short term goals, teaching strategies/ methods and the assessment methods.

Once all the information about the students is gathered, the SENCO calls for an IEP meeting. The parents are involved in the meeting, so that they can provide us with some information which is known only by them and also the parents need to agree with the goals and objectives that we have set for the student.