SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) and INCLUSION POLICY

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Our Mission:

Providing a world-class education that nurtures every child for success as global lifelong learners.

Aims:
The aim of this policy is to outline how RPS provides for SEND pupils within the guidance provided in the KHDA Inspection Handbook and the U.K. SEND Code of Practice, 2014 <mark>valuing diversity and providing equal opportunities to all through optimal inclusion.</mark>

Inclusion:
Ranches Primary School is an inclusive school which honours diversity and respects all individuals. In line with Fedal Law 29 of 2006 we strive toward integration and equality for all of our students. Inclusion at RPS means that we are proactive in identifying barriers which might restrict a pupil's achievement, participation and learning. These include pupils with special educational needs, pupils with disabilities, pupils with special talents and special gifts. To ensure the educational inclusion of these groups of pupils RPS has developed:
- <mark>The RISE centre, an RPS initiative, targeted at removing barriers to learning and actively including all pupils in optimal learning</mark>
- An effective identification process
- Modified curriculum
- Identification of specific intervention or personal support systems
- A team approach including the child, parents, teachers, SENDCo and any external support providers such as OT, Psychologists etc. with scheduled, regular information sharing and communication
- In engaging a team approach; RPS adopt the social model in identifying and minimizing barriers to our SEND students by promoting physical, attitudinal, educational and emotional inclusion in the child's larger community.
- As part of the social model SEND students are provided with every opportunity to participate in school wide and community programs in order to promote social inclusion and prepare them for their next stages of learning. Part of this involves establishing and maintain strong links to secondary and primary schools in Dubai and by being an active member of the British Schools in Dubai group.
- <mark>Engaging in Schoolwide Enrichment through the regular curriculum, enrichment clusters via the RISE centre and in awareness of the continuum of special educational needs (see appendix 1)</mark>
- Use of feedback from monitoring and assessment processes

At Ranches Primary School we believe in developing the potential in, not only each pupil but, our community as a whole moving toward a first rate education system acquiescent with the Agenda 2020. We believe in providing our pupils with a rigorous, stimulating and supportive and inclusive environment where they are challenged to become critical thinkers and lifelong learners.

In learning support, our main aim is to create an atmosphere of encouragement, acceptance and respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying at an early age, individuals who need extra help and attention according to procedure related to all staff in the *'RPS SEND Identification Guidelines'* (see appendix 2)
- utilizing benchmarking assessments in the identification of SEND pupils for both lower ability and G&T
- enabling each pupil to reach his or her full potential, both curricular and extra-curricular
- enabling each pupil to partake in and contribute fully to school life
- endeavoring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- working with parents and other agencies to provide support and opportunities for those children with SEND
- assisting all staff, parents and external support providers in the delivery of educational entitlement and ensuring that all are aware of a child's individual needs
- including the child in monitoring and reviewing
- gathering and utilizing the recommendations of external reports in order to inform daily practice

What does Special Educational Needs mean?

Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

 • Have a significantly greater difficulty in learning than the majority of children of the same age; or

- Have a disability which prevents or hinders the child from making use of educational facilities, of a kind generally provided for children of the same age.

Therefore, children are regarded as having Special Educational Needs if they require educational provision which is additional to, or different from, the educational provision made generally for pupils of their age.

SEN is divided into 4 types:

1. **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
2. **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
3. **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
4. **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Identification, Assessment and Review

In identifying students with SEND, RPS utilizes a holistic, all-encompassing approach in consideration of the child's entire experience addressing not just 'what' but 'why'. The Code of Practice outlines a graduated response to pupils' needs: **Assess, Plan, Do, Review** (assessment process). This response is seen as action that is additional to or different from the provision made as part of the school's usual high quality, differentiated curriculum and strategies. Where concern is expressed that a pupil may have a special educational need, the class teacher in consultation with the Learning Support Department takes early action to assess and address the difficulties. Utilising the RPS SEND Flowchart to guide teachers and parents in identifying and catering for pupils with SEND the educational needs are identified and the level of support they are expected to offer is clarified.

Monitoring and Assessment

Ranches Primary School ensures that the curriculum is effectively planned to provide stimulating learning opportunities for all pupils. It is designed and modified to enable the full engagement of pupils of all abilities, including students with special educational needs, low ability children and Early Years children with Arabic as a first language.

In identifying a child as needing SEN support, the class teacher, working with the RISE centre should follow the *RPS SEND Identification Guidelines* (see appendix). This begins with a clear analysis of the pupil's needs and completion of an SEND referral form. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment. If concerns persist there will be two outcomes:

- If necessary an Individual Learning Plan (IEP) will be put in place (see appendix 3). The KHDA have defined the types of need, which helps us plan for each pupil's needs:

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

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

- Profound and Multiple Learning Difficulty (PMLD): Complex learning needs 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.

- Assessed Syndrome: 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: Down's syndrome, Stickler syndrome and Williams syndrome.

Plan

Where it is decided to provide a pupil with SEND support, the parents must be notified. A meeting of parents, teacher and SENDCo should take place and if possible include any external agencies such as SLT or OT.

The teacher and the RISE centre should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, along with a clear date for review.

All children at RPS who are engaged in support from an external agency should be tracked and monitored throughout their school career in the form of a Case Study (see appendix 4). In accordance with the Social Model approach, this document monitors the child's holistic experience, noting their characteristics, home and school experience as well as notes from involved external agencies.

An action plan for that child can be recorded and monitored as one working document accessible to and updated by all staff involved. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. The plan will be recorded on an Individual Learning Plan (IEP) and the children's views will be reflected in a child friendly IEP.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies that are required. In agreement with the parents and external agencies, a group email including all parties involved should be established where reports, IEPs and updates as to the pupils achievements and areas in need of development, shall be shared.

Strategies and approaches should be regularly reviewed and updated.

Do

The class teacher should remain responsible for working with the child on a daily basis. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Learning Support Department should support the class teacher in the further assessment of the child's particular strengths and weaknesses and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. The class teacher, working with the Learning Support Department, should revise the support, deciding on any changes and outcomes in consultation with the parent and pupil. If further intervention from an external agent (Ed Psych/Medical/SLT assessments etc.) is deemed necessary by the school this will be communicated to parents. If recommendations for further intervention are not followed by parents then it is unlikely that the child in question will progress to the following year group.

Managing Pupils Needs On the Send Register

All children on the SEND Register at RPS be monitored closely and may have a Case Study or an IEP. This will detail steps taken to allow children to achieve planned outcomes and any other professionals who have contact with the child. It is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. If a child has an LSA he/she will be involved in

regular planning with the class teacher to accommodate the child's needs and to ensure that they are accessing the curriculum to the utmost of their capacity. The IEP will be shared with the LSA and they will feedback to the class teacher on a regular basis. There should be no more than one LSA per class.

Criteria for Exiting the Sen Register
If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, RISE centre,, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Additional needs
Behavioral difficulties, slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Identifying and assessing SEN for children whose first language is not English also requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Gifted and/or talented
Ranches Primary School has a comprehensive and rigorous system to identify students with special educational needs and those who are gifted and/or talented accurately and promptly. Utilizing GL assessments, children identified as G&T are placed on a Case Study and allocated an IEP outlining targets to extend and grow their talents in an inclusive setting. This leads swiftly to highly appropriate intervention. We also provide effective support for all students with special educational needs and those who are gifted and/or talented. The quality of support enables these pupils to make their best personal and academic progress.

Conclusion
RPS supports inclusion for all pupils with special educational needs. The facilities and resources include necessary modifications for the diverse range of special needs. Individualised planning and effective review procedures ensure that our pupils' needs are fully met. As a result the pupils make excellent progress.

Appendix 1

Gifted & Talented Education

The Schoolwide Enrichment Model is being adopted to increase all students' interest in learning and to challenge high achieving students. This will help to engage students, thus lowering the drop-out rate and raising achievement levels in the schools.
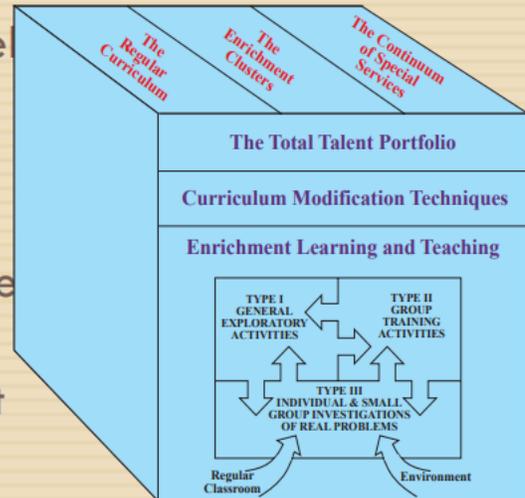
(Renzulli & Reis, 1985, 1997)

Appendix 2

Guidelines for identifying pupils with SEND

<u>In identifying pupils with SEND all relative staff should be included in any action and the following guidelines followed:</u>

- If a teacher identifies a child as having an individual need within their class, they should monitor the child for a one week period.
- Using the Social Model as prescribed by the KHDA, informal chat with parents should elicit background information and eliminate the possibility of the child experiencing illness, dietary issues or change at home as being a cause for the individual needs becoming apparent.

- If the individual needs persist, the class teacher should address the SEND procedures Flowchart and follow the step by step guidelines provided therein.
- The teacher begins by completing a referral form.
- The teacher and SENDCo will collaborate to arrange an informal in class observation and complete observation/s.
- If the needs of the child can be addressed with in-class support, the teacher along with the SENDCo, shall compile an in-class provision plan to accommodate the child's needs and ensure that they can adequately access the curriculum.
- If significant needs are identified, the teacher shall speak to the child's parents and inform them of their concerns. With their permission, the SENDCo shall complete a more formal observation.
- If the SENDCo and the class teacher deem that further intervention is necessary, they will arrange a meeting with parents where a plan of action should be agreed upon.
- If significant needs have been identified by both the class teacher and the SENDCo a further assessment by a specialist may be recommended.

Appendix 3

Ranches Primary School Individual Education Plan

Pupil's name: _____ Class: Year 1 _____ Teacher: Steven Kavanagh

Date of birth: _____ Area of need: Behaviour Management _____ Shadow: _____

Date: Sept 2016	Review Date: Nov 2016		Parents signature:	
Target **That X be able to:**	**School Strategies**	**Things to do at home**	**Success criteria**	**Comments**
1. Listen await his turn in answering during class inputs 2 times a day for 6 weeks.	Seat X close to the teacher throughout the day. Speak directly to him when it's his turn and use his name to gain his attention. Follow through and reward X when he sits quietly.	Reward X persistently when he contains himself and takes turns. Set tasks where X will have to delay reactions; e.g. serve him his food last, ask him to use a game or toy after his brother.	X can listen await his turn in answering during class inputs 2 times a day for 6 weeks.	
2. participate in a game or activity with another child during a set activity 2 times a week for 6 weeks.	Social Skills games and groups. Circle time and puppet play to encourage confidence and verbal interaction.	To build confidence in approaching people, when out and about ask X to approach a shop keeper to ask a question or to order his own food in a restaurant where he has to address people.	X can participate in a game or activity with another child during a set activity 2 times a week for 6 weeks.	
3. follow 2 step instructions when given directly by the teacher or TA 3 times a day for 6 weeks.	Seat Xclose to the teacher throughout the day. Speak directly to him and use his name to gain his attention. Follow through and reward X when he completes an instruction.	Mirror school strategies. Wherever possible give X multi step simple tasks to do; "go to the kitchen and bring me a cup and some sugar".	X can complete a two step instruction when given directly by the teacher or TA 3 times a day for 6 weeks.	

X

Year 1

SENDCO

CASE STUDY

Pathway through school career

August 2016

Student Name: X   Class: Year 1

D.O.B:

Admission date: Nationality:

SEN Status: General Report

SEN Need: Behaviour Management

Character:

Referral:

X was referred to Kalimoti Centre under the recommendation of his teacher and parents.

Foundation Stage

X had a difficult start to his time in FS2. He started the school with his shadow teacher but a full day was still too much for him. He would often be physical with other children and struggled to stay on task in the classroom. After a few weeks his hours were reduced to come in from 8.30-10.30 each day. This was initiated because he found drop off times in the morning quite unsettling so it was better for him to come in once the class was settled. By March his hours were extended until 12.30pm. This was so he could learn the routines of the lunch hall in readiness for Year 1 and also give him more time in class. X struggled throughout the year, although he is a bright boy he was very resistant to ever record and would need 1:1 support to do this. We worked closely with his shadow teacher to ask her to complete more learning activities with him in the afternoons. By the end of the Year we felt X was making better progress and decided he should progress to Year 1 as we felt he would respond better with more structure in place.

Year 1 (beginning 2016)

Year 2 (beginning 201)

Action Plan August 2016

As per Report recommendations

- Social Skills development through play
- Follow directions

- Sharing games
- Paired and group games and sessions
- Visual timetable

Actions:

06.09.2016	Observed X in class. See notes. Set up parent meeting for IAP.
18.09.2016	SK and I Met with parents, all agreed that X has started the year very well and is responding well to school and the class. Agreed targets and to set up an email group for all parties. X is attending a behavioural therapist twice a week. She will do a new assessment with recommendations for him in a few weeks. IEP to follow.

References:

KHDA Insepction handbook:

https://www.khda.gov.ae/Areas/Administration/Content/FileUploads/Publication/Documents/English/20170716151230_20170716144744_School_Inspection_Supplement_En.pdf

Ministry of Education Guidelines (powerpoint)

http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/Presentations/IBE_ICE_Workshop_3B_Presentation_EN_Hanif_Hassan_Nov08.pdf

Ministry of Education Guidelines

https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf