



**DUBAI
BRITISH
SCHOOL**
JUMEIRAH PARK



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FOUNDATION**

Special Educational Needs (SEND) People of Determination Policy

Ref. Taaleem Inclusion Policy for
additional info.

This procedure is reviewed annually to ensure compliance with current
regulations

	Date	Name(s):
Created:		
Last reviewed:		
To be reviewed:		

Special Educational Needs (SEND) People of Determination Policy

Ref. Taaleem Inclusion Policy for additional info.

Definition:

DBF's definition of Special Education Needs is in line with that of Dubai School Inspection Bureau (DSIB) as stated in the Inspection Handbook.

A child with Special Educational Needs has;
'educational needs that are different from those of the majority of students, including a need for additional support or challenge in learning'.

Children have special educational needs if they have *a learning difficulty that calls for special educational provision to be made for them.*

A child with a learning difficulty has:

- a significantly greater difficulty in learning than the majority of children of the same age.
- a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in early childhood education centres.

Rationale

The purpose of this policy is to:

- outline the framework for addressing SEN in our school.
- provide practical guidance to staff, parents and other interested parties about SEN procedures and practices in our school.
- assist parents in making an informed decision in relation to the enrolment of their child in our school.
- comply with legislation and guidance of the DSIB

Belief Statement

Our school is dedicated to the implementation of an effective system for meeting the needs of all pupils with SEND (People of Determination), in accordance with the level of resources provided by Taaleem.

Aims of the Policy

This policy aims to outline:

- The procedures and practices to be followed in identifying pupils with SEND.
- Our whole school approach to teaching and learning in relation to pupils with SEND.

- How pupils will be enabled to share with their peers as complete an educational experience as possible.
- Procedures for communication between the SEND team, principal and classroom teachers.
- The procedures for effective communication with parents of pupils with SEND.

There are a number of identified groups of students and families for whom this policy is particularly pertinent:

- Students with Special Educational Needs (SEND)
- Students who are Gifted and Talented (G&T)
- Students with physical or sensory impairments

Staff Roles and Responsibilities:

Principal:

The principal has overall responsibility for SEND procedures and practices in the school. The principal will:

- implement and monitor the school's SEND policy on an on-going basis.
- monitor the selection of pupils for supplementary teaching, ensuring that resources are deployed in the manner that best meets the needs of pupils with SEND, while keeping in line with changing DSIB guidelines.
- assign responsibility for co-ordinating SEND support to an identified teacher
- communicate with the SEND-CO (Special Education Needs Co ordinator)
- allocate times within the school timetable for the SENCO to plan and consult with teachers and parents.
- help staff increase their knowledge and skills in the area of SEND by encouraging them to attend relevant courses and create an environment where the SEND staff can share knowledge with colleagues.
- inform staff about external agencies and provide information on continuing professional development in the area of SEND.
- meet with parents regarding any concerns about their child and update them regarding their progress.

Head of Student Support/ SEND-CO:

The duties of the Head of Student Support will:

- Co-ordinate the screening of pupils for supplementary teaching, using the results of observations, assessments and standardised tests.
- Select children for further diagnostic assessment, where parental permission has been sought and granted.
- Maintain lists of pupils who are receiving supplementary teaching.
- Oversee, in partnership with teachers, the implementation of a tracking system of test results to monitor the progress of pupils, now computerised and stored on the school server.
- Liaise with and advise fellow colleagues.
- Advise parents on procedures for availing of special needs services.
- Liaise with external agencies about the provision for pupils with SEN and prioritise children for psychological assessments
- Liaise with the school nurse when relevant
- Communicate with the principal in relation to SEND matters on an on-going basis
- Meet with parents regarding any concerns about their child and update them regarding their progress.

Individual Learning Support Assistant: Ref. LSA Policy Documents

The duties of the LSA are:

- the LSA will meet the care needs of the SEND pupils to which they have been assigned.
- To support the needs of pupils in effectively accessing the curriculum.
- To contribute to the quality of care and welfare of the pupils.
- To support learning and teaching in the classroom.
- To attend, where possible, training courses/workshops provided by the school.
- To attend Pupil Passport meetings and/or meetings with relevant professionals, when necessary.
- To ensure the safety of the SEND pupils in all school areas, and be present for the duration of the yard breaks along with the teachers on duty.

Class Teacher:

The class teacher will:

- Have primary responsibility for the teaching and learning of all pupils in his/her class, including those selected for supplementary teaching.
- Implement teaching programmes which optimise the learning of all pupils and, to the greatest extent possible, prevent the emergence of learning difficulties.
- Create a positive learning environment within the classroom and differentiate teaching strategies, approaches and expectations to the range of experiences, abilities, needs and learning styles in their mainstream class.
- Initially, gather information and assess children presenting with needs.

- Draw up, monitor and review a simple plan for extra help to be implemented within the classroom setting.
- Meet with parents regarding any concerns about their child and update them regarding their progress.
- Collaborate with staff and parents to develop an IEP for each pupil with an LSA or who has been highlighted by SEND-CO as needing intensive differentiation.
- Where applicable, collaborate with specialist teaching team regarding teaching aims and activities for specialist teaching/ differentiated learning etc.
- Co-ordinate the role and responsibilities of the LSA in relation to the needs of pupils with SEND within the class to which they are assigned.
- Liaise with and seek advice from the SEND-CO in relation to any on-going concerns they may have e.g. speech and language, developmental delays etc.

Parents/Guardians:

Collaboration and sharing of relevant information between home and school are essential elements of our SEND policy. Parents, through their unique knowledge of their own child have much to contribute to their child's learning.

Parents should:

- At the initial assessment stage, share any information, reports or reports pending from health professionals, and/or concerns regarding their child's development. Copies of professional reports should be provided to the school at this stage.
- Support the work of the school and keep the class teacher informed of the progress and challenges they observe in their child's learning.
- Attend meetings arranged by the class teacher or SEND team.
- Support the targets outlined in their child's Pupil Passport and engage in all suggested home-based activities.
- Inform the school of their child's needs, at transition stage to Year 1.

Pupils:

Pupils who are in receipt of supplementary teaching should, as appropriate:

- Be given the opportunity to contribute to the setting of the medium and short-term learning targets.
- Become familiar with the targets that have been set for them.
- Develop 'ownership' of the skills and strategies that are taught during supplementary teaching and learn to apply these learning strategies and skills to improve their own learning.
- Contribute to the evaluation of their progress by participating in appropriate assessment activities, including self-assessment.

Assessment and Reporting: identification of children needing supplementary teaching

- Assessment is part of what a class teacher does on a daily basis for all children. Some methods include self-assessment, questioning, teacher observation, portfolios of work and teacher-designed tasks and tests. The information gathered enables the teacher to plan learning experiences based on the appropriate objectives from the curriculum. In order to identify pupils who may require supplementary teaching, screening, including observation by HSS, Principal and/or school nurse will be requested by class teacher and carried out when needed.

- A staged approach will be used to provide support for a child.

Prevention/Early Intervention Strategies as part of the Staged Approach

- Assessment of entry procedures- ref. SEND Pathway at DBF
- Continuous Teacher observation and assessment.
- Promotion and priority placed on the Prime areas within the EYFS curriculum.
- Parental involvement in promoting the prime areas e.g. Home Learning advice for parents.
- Differentiation - adapting the learning environment and teaching methodologies.
- In-class support from Learning Assistant.

Procedures for Children who have been Identified as having SEND: Ref. DBF SEND Pathway for more info. On pre enrollment procedures.

Creation of a Pupil Passport:

The whole DBF staff team will be aware of the content of each child's Pupil passport and collectively, will share in the responsibility to ensure that appropriate provision is made for every child to support his or her effective inclusion. Pupil Passports will be produced with full consultation and input from parents to agree on appropriate, realistic and challenging targets.

All Pupil Passport will include information about:

- Short-term targets set for the child
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).

The Pupil Passport will only document the provision that is additional to, or different from, the differentiated curriculum that outlines provision for all children. The Pupil Passport will be reviewed termly and parents' views on their child's progress will be sought at each stage. All DBF teachers will be trained to plan differentiated learning programmes which will address the needs of all children.

Target Sheet (Pupil Passport) / IEP- LSA

This document is used to inform the care team involved in the students care what the targets are, how they will be achieved, and by whom. This is an in-depth examination of the Pupil Passport as well as the objectives from the child's development matters tracker.

Taaleem Student Support Register:

Any child with a formal diagnosis, receiving therapy, who has a Pupil Passport or is pending diagnosis will be recorded on the Taaleem ISAMS Student Support register.

Health and Safety:

The DBF school campus has been designed to accommodate the needs of all children, including those with SEND needs relating to a physical disability. Areas have been designed to be wheelchair-accessible. The SEND-CO and school nurse will work closely with parents, prior to the admission of any child with a disability, to identify the support that is required. The SEND-CO will also arrange or provide training, if necessary, to ensure staff know how to best support the child in respect of his or her disability.

Additional Staffing Requirements: LSA Ref. LSA Policy for further information

If a child needs support from an LSA (Learning Support Assistant), this will be discussed and agreed with parents, wherever possible, before the child is admitted to the school. If a child is identified as needing LSA support post-admission, parents will be informed as soon as possible. All LSA's at DBF are employed directly by the parents and parents are responsible for direct payment to the ILSA. DBF will work in close liaison with LSA's to ensure that their support is as beneficial as possible to the child. LSA support should be reduced or ended, if a child demonstrates sufficient progress and means of independence in learning.

Language

A child will 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.

Admissions policy

A child with special education needs requiring learning support will be admitted to DBF if the Principal in collaboration with the SEND-Co judges that the school has the capacity to support the child.

The Principal or SEND-Co will assess the child to advise parents about the support that will be required and an Pupil Passport will be prepared as soon as possible, following

the admission of the child.

Related/ Additional Policies

- Taaleem wide **Inclusion and Student Support Policy**
- LSA Policy
- Dubai Inclusion Framework
- Child Protection and Safeguarding Policy
- Intimate Care Policy