

Inclusion, Special Education Needs & Disability Policy

Statement of Intent

Dubai College is strongly committed to inclusive education across all year groups; this provision includes one in which the teaching, learning, achievements, attitudes and well-being of all the students who gain admission to Dubai College matter – including those identified as having additional needs and students of determination. The college is committed to recognizing the potential of all students and giving them access to enrichment activities. We fully support the inclusive aims of the Government of Dubai ‘My Community’ initiative, which seeks to ensure persons (and children) with disabilities can participate in education, recreation, arts, sports and culture, establishing Dubai as a fully inclusive, disability-friendly city by the year 2020.

This policy explains the approach to Inclusion, Special Educational Needs and Disability within Dubai College and is in keeping with the school’s aims, its teaching and learning policies, and its policy on equality of opportunity. Our aim is to know individuals well to help them reach their full potential. We do this through careful personalisation of the curriculum opportunities offered and support programmes that may be required. We want to develop each pupil as a whole person with the skills and competencies necessary for his or her future life roles.

Aims

- To ensure that all students, whether or not they have SEND, have access to a broad, balanced and relevant curriculum, which meets their individual needs.
- To encourage a whole school approach to Special Educational Needs and disability and a close partnership between school, the student and the home.
- To provide learning experiences that enable students to reach their full potential.
- To create a positive atmosphere wherein students can develop confidence and self-respect.
- To ensure students and staff receive specialist support and guidance as appropriate.
- To give a voice to students with SEND and to ensure that their views and wishes are taken into consideration.

Objectives

- To ensure early identification, assessment and provision for any child who may have special educational needs.
- To work closely with a student’s predecessor school to ensure effective transition.
- To inform staff of students’ needs and suggest ways of meeting those needs.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognizing and addressing their individual needs.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To monitor and review progress of students on the Special Educational Needs register.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- To involve outside agencies, where these are available, to provide the necessary support for students.
- To advise on strategies to develop competency in basic skills.
- To help every student realise his or her full potential and optimise their self- esteem.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account.

Definitions

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 recognized disorder. KHDA Inspection Framework 2016-17.

Being identified with a special need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make expected levels of progress given their starting points.

Types of need will be identified according to the 2016-17 KHDA Framework:

Type of Need	Description
Behavioural, Social, Emotional	Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.
Sensory	Visual impairment Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated "special need". These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.

Speech and Language Disorders This does not include students with additional language needs	Expressive language disorder – problems using oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger’s Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger’s syndrome often have communication difficulties.
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.
Dyslexia -reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.

Dyscalculia - using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia – fine and gross motor skills	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

Gifted and Talented Provision

Dubai College also recognises that gifted and talented students will have additional learning needs. These are covered in a separate policy.

Legal Background

The *UAE Federal Law 29 (2006)* defines a person with special needs as every person suffering from a temporary or permanent, full or partial deficiency or infirmity in his physical, sensory, mental, communicational, educational or psychological abilities to an extent that limits his possibility of performing the ordinary requirements as people without special needs.

The *UAE School Inspection Framework* (p.117) defines a Special Educational Need 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’.

A Disability is 'a physical or mental impairment which has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.'

The UAE Federal Law 29 (2006) defines Discrimination as any segregation, exclusion or restriction due to special needs leading to the damage or denial of recognition of any rights granted by the prevailing legislation in the country or its practice or enjoyment on an equal footing.

The definition of “*day to day activities*” includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand.

Dubai College adheres to the Executive Council Resolution No (2) 2017 which regulates private schools in the Emirate of Dubai, Article 4 (14), Article 13 (16, 17 & 19) and Article 23 (4).

It follows the principles set out in the [Dubai Inclusive Education Framework \(2017\)](#), which state that all stakeholders including Governing bodies and leaders at all levels should:

- view and value student diversity as integral to the human condition
- recognise the learning potential of all pupils
- engage with theories of learning and differentiated approaches
- acknowledge that all students have a right to an education
- prevent marginalisation and discrimination
- reduce barriers to participation in learning by adapting, modifying curricular and teaching and learning strategies
- reject ability labelling in teaching
- facilitate an inclusive culture and be accountable through the programmes, practices and outcomes of the entire learning community

Dubai College recognises that the UAE has ratified the UN convention on the rights of persons with disabilities, which aims to enhance protection to disabled persons and give them equal treatment in terms of human rights, basic freedom and respect for their dignity.

Disability

Dubai College defines disability according to The UK Disability Discrimination Act 2005 & Equality Act 2010. The college are mindful of their duties and responsibilities under the Equality Act 2010 and are fully committed to avoiding discrimination and promoting equality for all students. We seek to ensure that, wherever possible, any student with Special Education Needs or a disability joins in the activities of the school, together with those who do not have a special educational need or disability.

Admissions Policy

In line with the school's Admissions Policy, individuals will be considered with reference to their needs, resources and the school's ability to meet those needs. The school will strive to provide appropriate support for students with a range of special educational needs. The school will make reasonable adjustments to accommodate pupils with SEND during entry tests. A current report written by an Educational Psychologist or Specialist teacher will be required to put appropriate arrangements in place, and any access arrangements will be based on the student's usual way of working. As per Standard 2.2 of the Dubai Inclusive Education Policy Framework, students who experience SEND will receive "sibling priority" for admission. It is important to note that those siblings must be able to cope with the academic rigour of a being in a selective entry school.

Provision

Teacher Action

The school adopts the approach as stipulated in the Code of Practice (DCFS 2014) whereby there will be targeted intervention offered to improve the progression rate of those students identified as having SEND. When staff identify that a student has Special Educational Needs, subject teachers, in consultation with the Special Educational Needs Coordinator (SENCO), devise interventions **additional to** or **different from** those provided as part of the school's usual differentiated curriculum. The SEND Department may offer interventions to particular students, which will be evidence based and regularly reviewed. The other category in the UK would be for students with an education and healthcare plan, which would not apply in the UAE.

Identification and Assessment of Pupils with SEN

Early identification will be key to the progress of SEND students. Dubai College will use the following to identify pupils with special educational needs, whichever are appropriate:

- Meetings between the SENCO and staff of feeder schools during transition phase
- Screening on Induction day and at the start of Year 7
- Examination Access Arrangements screening in Year 9
- Group testing for English – reading and spelling tests annually for Years 7 – 9 PTE tests
- Individual tests administered by the SEND Department
- KS2, KS3 CAT4 results along with the battery of Progress Tests from GL Assessment
- Observation and concern regarding lack of progress noted by staff /parents
- Student self-assessment
- Information supplied by parents
- Information from outside agencies – health authority, educational psychologists
- Information from staff via individual reports, reviews, referrals

Students will be placed on the SEND register after consultation with either subject teachers or parents, whose views will be recorded.

Recording

The SENCO compiles a register of students. A recording system for all students on the register is in operation incorporating Individual Education Plans (IEPs). These plans can be accessed by all staff on the X: drive.

Each student will have an SEND file containing evidence of need, copies of any diagnostic tests and a record of departmental interventions.

Monitoring and Review

Students' progress is regularly monitored and reviewed involving appropriate agencies, staff, students and parents. The academic tutorial is a key part of this process together with parent consultation evenings. The IEPs are updated after parents' consultation evenings in response to subject staff feedback. Interim and full reports with regards to attainment are published to parents in accordance with the school's assessment calendar. The school will contact parents when a need is first identified and maintain regular contact. IEPs will always be updated and reviewed with the student, and they will be given an opportunity to review their own progress each time the IEP is updated.

Teacher Action

When a student has SEND - the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

While the class teacher remains responsible for working with the child on a daily basis, the class teacher works with the SENCO and Head of Department to plan strategies to ensure teaching meets the needs of the individual. The SENCO provides suggestions for classroom support for each pupil on the SEND Register and the IEP. Teachers can access these on the school intranet. IEPs will be available for teachers to read on the school intranet and will be referred to as part of planning for the needs of the student and also reflected upon at parents' consultation evenings.

Teachers may request a member of the SEND Department to observe and support a particular pupil in their class. The school encourages staff to share concerns about individual pupils' difficulties with the SENCO as early as possible. **Referrals come directly from the HOY/HOS** via the subject teachers, tutors, parents or pupils.

The SENCO can take the lead in:

- Managing SEND interventions for the student in discussion with colleagues.
- Monitoring and reviewing the action.
- Enhanced transition arrangements between schools or Key Stages
- Communicating needs with teaching staff
- Advising on CPD as necessary

Intervention will take place without the need for withdrawal from curriculum lessons; prep time will be used wherever possible for any specialist intervention. The SENCO will regularly review the impact of any interventions and will adjust programmes accordingly. The SENCO will, in conjunction with Year and Subject leaders, regularly review the progress of students on the SEND register, both individually and as a cohort.

Access Arrangements

Access Arrangements will be based on a student's normal way of working to remove barriers caused by illness or disability. Dubai College will consider the full range of arrangements allowed by JCQ at KS4 and 5, and any reasonable adjustments at KS3 and for the entrance examination. Students who would like to word process their work in examinations will have their request considered if it is their usual way of working and their subject teachers support the arrangement.

The SENCO and examinations officer will ensure that the appropriate arrangements are put in place for external and (where possible) internal exams. The SENCO will ensure that all documentation is

up to date and on file and she will process the on-line applications. This should be done prior to the start of GCE A Level and GCSE courses and, where issues arise during the school year, these should be completed immediately once all paperwork from parents and outside agencies has been received.

The access arrangements should be logged onto the individual needs register, held on the X:drive, and this should be dated when approval was granted by the examination board, where appropriate, and for what examination series.

Copies of approved access arrangements for each year group are held in the SEND Department and the examinations office and are updated annually. It is the responsibility of the SENCO and examinations officer to ensure that all arrangements are approved prior to the JCQ set deadlines for each examination series.

School Network

Each subject area liaises with the SENCO. There is communication between the subject area, the learning support team, form tutor and head of year/section. All staff have copies of all relevant documentation including Individual Education Plans which are drawn up in consultation with parents where necessary. They will contain identified strategies that are student and resource specific. Teachers will consider these when planning and delivering the curriculum, and should take account of differences in subjects, learning styles, teaching methods etc.

The school will provide support within the classroom wherever possible, but acknowledges that there are occasions when one to one or small group work is valuable and will facilitate learning. The student's response and progress will be the indicators of the appropriateness of this approach.

We intend that all students should access the full curriculum and subject departments are expected to address this directly within schemes of work and departmental policy.

English as an Additional Language (EAL)

Dubai College recognises that due to the International nature of Dubai, a proportion of pupils will be multi-/bi-lingual and English may not be their first language. However, all pupils at the college must have the linguistic ability to access the curriculum in English, as a condition of admission in line with the School Admissions Policy. Students identified as having English as an Additional language will occasionally need extra support, which will be offered through the Student Services Department as needed. Students first language is identified during the application process and support will be offered during transition and as soon as the student joins the college. The English, MFL and Arabic departments will be asked to identify potential issues, and any member of staff can refer students for assessment using the Student Services Referral Form.

The SENCO/ Head of Student Services will be responsible for keeping up to date records of the languages used by the students in the College, and for providing appropriate intervention/CPD as needed.

Review of Policy

The SEN policy is monitored by SLT and reviewed on an annual basis.

Policy Details	
Version date	September 2018, Cindy Penney
Last review	March 2018
Next review	September 2019
Responsible SLT	Deputy Head - Pastoral

Appendix i

Referral form for staff:



Student Services Referral Form

Use this form for SEN assessment /counselling/ pastoral concern (*please circle*)

Student Name:

Form Class:

Date:

Teacher/Department:

As a teacher of the student concerned, please fill in as much information as is applicable. The areas of difficulty prompts may be useful but are not an exhaustive list.

Area of Concern: (*please circle*)

Academic Behavioural Social Adjustment/Communication

Emotional Management Self Esteem/Personal Concerns Other

Outline of needs/concern, including action taken by class teacher

(*eg differentiation, home contact, subject report, catch up classes*):

Approved by HOY/HOS: Yes / No

To be actioned by SENCO / HOY / SC

This referral will be kept in a year group file for reference



Dubai College - Individual Education Plan

Student Name	Birth Date	Tutor Group	
IEP Date	IEP Number	SEN Stage	Review

Student Strengths

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Accommodations

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Notes

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