

[www.springdalesdubai.com](http://www.springdalesdubai.com)



## SAWA HANDBOOK 2018-19



مدرسة سبرينج دايلز دبي  
**SPRINGDALES SCHOOL** Dubai



Quintessentially Indian  
Innovatively International

## Principal's Message

Our core values, celebrating Diversity, Global Citizenship and Inclusion is embodied in the Springdale's motto:

"Vasudhaiva Kutumbakam" – "The World is a family"

Springdale offers students with determination an inclusive learning environment and aims to:

- Find ways to make education more humane and equitable.
- Use information and educational technology to assist learnings
- Address the needs of Students with determination, whatever their abilities and challenges are.
- Offer world class facilities in beautiful and sustainable environments that promote inclusive learning.
- Re-assert the developmental needs of the determined learners

"We seek to inspire and build an inclusive culture for our determined students beyond the classroom, to become lifelong learners enabling them to achieve their best by overcoming barriers to learning and participate."

**Mr. Julian Williams**

## Our Vision

Our vision is to give equitable opportunities to people of determination by giving personalized individual attention, respect and removing barriers to learning, whether they are social, emotional, cultural, language, physical and intellectual. We are committed to providing a safe, engaging and supportive setting to our determined learners which will benefit and enrich their sense of belonging in the mainstream academic community.

We comply with the 'Dubai Inclusive Education Policy Framework', the Federal Law No. 29 of 2006, the Law No. (2) 2017 and Executive Council Resolution No (2) of 2017 which guarantees.

- The rights and protection in health and high quality education with the appropriate provisions, resources and curricular options
- Identification and Early Intervention
- Admission of students according to the rules adopted by KHDA
- Systems of Support for Inclusive Education
- Co-operation, Co-ordination and Partnerships
- Fostering a Culture of Inclusive Education
- Monitoring, Evaluation and Reporting
- Resourcing for Inclusive Education.
- Vocational Education and Training



# SECTION - 1

## POLICY & DEFINITIONS

### 1.1 Special Education Policy Statements

- Inclusion Policy of Springdale school (Please refer to Appendix 1)
- EAL Policy of Springdale school (Please refer to Appendix 2)
- AGT Policy of Springdale school (Please refer to Appendix 3)

### 1.2 Roles and responsibilities of the Inclusive Education Action Team

### 1.3 Categories of special needs

*The central message is simple:  
every learner matters and matters equally*



## 1.1 Special education Policy Statements

### UN Rights for People with Disability

The 48 International Conference on Education handled Inclusion in UAE in its workshop in 2008. It was gathered and understood that the inclusive education is essential and important for the equality of human rights. As stated by the Human Rights and Disability report published by UNICEF, one of the considerable issues in the field of education is the unavailability and lack of education for children and adults with disabilities (Ward, Bosek & Trimble 2010). Education is a fundamental and inherent right of every individual (Hassan 2008). UNICEF has been working on the aim of 'Education for All', but it is rather important for all the nations to work together to achieve inclusive education or this goal will continue to stay unaccomplished.

### Federal Law 29/2006

The UAE is a signatory to the United Nations (UN) Convention on the Rights of Persons with Disabilities and Federal Law 29/2006 guarantees rights for people with special needs (Alborno & Gaad, 2012). Similarly, the UAE Federal Government ratified the UAE Disability Act to protect the rights of people with determination and special needs. Any service that is provided by a school administration to any child who has disability should be the same as the one provided to a normal child. (Hassan; UNICEF 2008).

### Federal Law 14/2009

In UAE Federal Law No. 14/2009 amending Law No. 29/ 2006 on people with special needs was issued (Alborno and Gaad 2012). The phrases "the disabled" and "disabled individuals," wherever they occur, were removed from the text of Law No. 29 and replaced with "Individuals with Special Needs" and "Individual with Special Needs," as per Article 1 of the new Law No. 14 (Alborno and Gaad 2012). As per this law, the pupil who is disabled should be treated in the same way as the pupil who is not disabled. Any services that the children receive at the school should be provided equally.

Article 12 indicated that: "The state shall guarantee to provide for an individual with Special Needs equal educational opportunities in all educational institutions. Special needs do not represent an obstacle preventing an individual from applying to or joining any government or private educational institution of any kind" (Ministry of Social Affairs 2006).

### Dubai Inclusive Education Policy 2017:

"Person with determination". This is how the UAE has chosen to view the attributes of persons with disabilities; a reflection of their strength of character, their perseverance and their courage.

#### Purpose

The purpose of the policy is to make sure that students with determination, as well as students who are gifted or talented, are able to reach their full potential within a supportive and encouraging educational environment that prepares them well for adult life.

This will allow them to:

- ✓ Participate and engage as equally as possible in the available educational opportunities.
- ✓ Generate a well attained progress and achieve an age appropriate accredited education.
- ✓ Make a positive and impactful contribution to their local and wider communities.
- ✓ Develop and maintain their physical, mental and emotional health throughout.
- ✓ Achieve economic well-being through the access of educational and vocational opportunities and activities beyond school.

#### Implementation of the policy in Springdales school

- ✓ In order to meet the individual needs of students with determination, wave 1, wave 2 and wave 3 approaches were taken into consideration.
- ✓ We have a well-established Inclusion Education Action Team (SAWA), to be able to provide extra academic support services and life skills training.
- ✓ Admit students with special needs to age appropriate classes through specified registration process.
- ✓ Identify the special needs of students within the school context.
- ✓ Involve and engage parents.
- ✓ Identify and develop staff development practices needed in order to achieve inclusive classroom practice.
- ✓ Develop, implement and review individual plans.
- ✓ Assess and analyze progress from student's own baseline.
- ✓ Apply Effective Academic modifications, adaptations and exemptions where needed i.e day to day and for tests/exams etc
- ✓ Refer to external support services where needed to improve quality.

## 1.2 Roles and Responsibilities of Inclusive Education Action Team

When considering the legislation related to SEN including UAE federal law 29/2006 regarding the rights of individuals with special needs, Action Plan for Inclusive Education of Children and Youth with Disabilities, MHRD, 2005- India CBSE, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014 and Dubai inclusive education policy framework:

### The Inclusive Education Action Team:

The purpose of the team is to enhance collaboration and coordination of SAWA with other sections across the school by involving them in the planning of strategic actions and initiatives for the students with special needs. The Inclusive Education Action Team is a huge family with members from various sections who work together with a common goal of providing support and education to the special needs students.

- Senior Leadership Team
- SAWA Governor
- Head of Inclusion
- Special Educators
- Teachers/Subject teachers
- Learning Support Assistant.
- Individual Learning Support Assistant
- Teacher Inclusion Champion
- Student Inclusion Champion
- Parents and Guardians
- Career Counselor
- School Nurse
- Doctor
- External Agencies

### **Senior Leadership Team**

Responsible for providing and managing the school to be truly inclusive and aims to promote the inclusion through school's policies and practices.

- ✓ Ensure that leaders at all levels are held responsible and accountable for the quality of provision and outcomes of students who have an exposure to and experience SEND.
- ✓ Making the use of inclusive instructional strategies and quality teaching through the support of on-going capacity building which includes providing classroom teachers with coaching and mentoring to facilitate quality learning for all students

- ✓ Making sure that a student's education is mainly provided by classroom teachers and other educators within a common learning environment
- ✓ Developing and implementing a plan to ensure the accessibility of school premises and other education settings in accordance with Dubai Universal Accessibility Code.
- ✓ Organise and maintain educational staff and other school resources in order to meet the learning needs of all students.
- ✓ Developing the right quality of working conditions that foster inclusive practices such as collaborative educational cultures, teachers' involvement in professional development that is essential for their work and allow them to focus on the development of teaching strategies.
- ✓ Ensuring that educational staff receive effective support to meet the needs and requirements of individual learners in their classes.
- ✓ Enclosing effective collaborative systems to draw on the knowledge and competencies of educators, therapists and other members of staff to help and assist each other in meeting the requirements of students who experience SEND.
- ✓ Ensuring that, where appropriate, educational staff have access to expert support from external professionals such as psychologists, therapists, counsellors, medical practitioners and others to improve learning.
- ✓ Actively engaging families, parents, caregivers and other relevant stakeholders, such as community and social workers and medical professionals so the responsibility can be shared for the education of students who experience SEND.
- ✓ Ensuring educational staffs are accountable and responsible for the monitoring of student progress in learning.
- ✓ Provide full access for all students to a broad and balanced curriculum.
- ✓ Establish and apply knowledge and understanding of inclusive education values, standards and principles

### **SEND Governor**

Coordinating with the KHDA inspection team annually.

- ✓ Periodic meetings between the Head of Inclusion and SEN Governor may occur, to get updated on the progress of the pupils with SEND and how they are being reinforced, along with the priorities for development of SAWA that the Head of inclusion has identified.
- ✓ Keeping themselves informed about SEN systems and practices in school through meetings and school visits.
- ✓ Confirming that the views of pupils and parents/ carers in relation to the SEN provision that is being made, are being pursued.
- ✓ Building a honest and supportive affiliation with the professionals.
- ✓ Assembling an annual report on programs.
- ✓ The SEN governor does not ask about exact arrangements for individual pupils but how the cohort is being supported as a whole.

### **Head of Inclusion**

- ✓ Responsible for managing the inclusion of students with determination, students identified as gifted and/or talented (AGT) and students needing English as an additional language (EAL) support.
- ✓ Developing and maintaining the policies for inclusion and oversees all the matters related to



inclusive practices including admissions, identification, intervention, assessment, teaching and learning.

- ✓ Collaborate and work together with teachers, inclusion champions (teacher and student) in the school in order to create opportunities that facilitate the meaningful participation of all students in the common learning environment (e.g., lesson planning, classroom set-up, purposeful student groupings, events and awareness program).
- ✓ Responsible for continuing professional development of all teaching staff and the learning support assistants.
- ✓ Demonstrate and apply the needed knowledge and understanding of inclusive education principles and values.
- ✓ Work closely with the external agencies involved in the education of students requiring support provisions to maintain the quality needed.
- ✓ Lead on whole school differentiation training for staff (SEND).
- ✓ Ensure by taking all the necessary steps needed so that the curriculum meets the needs of SEND students and secures high standards, as well as provide them with an equal opportunity to come to par with students in their grade.
- ✓ Use data effectively to identify students who are underachieving; create and implement an action plan to support those students with IEPs (Individualized Education Program).
- ✓ Analyze, assess and interpret relevant school data, plus research and inspect evidence, to inform policies, practices, expectations, targets and teaching methods.
- ✓ To frequently analyze SEND student's data (as per the monitoring schedule) and inform key stakeholders accordingly.
- ✓ Monitor the progress attained and evaluate the effectiveness of support on student progress and achievement.
- ✓ Establish association with parents to involve them in their ward's learning, as well as providing information about the curriculum, attainment, progress and targets.
- ✓ Contribute to high standards of progress and attainment.
- ✓ Establish a clear and shared understanding of the importance and role of special needs department in contributing to students' personal development and in preparing them for the opportunities, responsibilities and experiences as a global citizen.
- ✓ Provide and ensure guidance to staff on appropriate teaching and learning methods.
- ✓ Monitor the implementation of SEND, AGT and EAL programs and to provide periodic reports on the status of these programs and services.
- ✓ Collaborate and work effectively with parents, teachers, counsellor, specialized professionals and other service providers, including those working as members of a multi-disciplinary team.

#### **Special Educator**

- ✓ Providing support to the classroom teacher/subject teacher to be fully inclusive.
- ✓ Demonstrating and applying the right knowledge and understanding of inclusive education values and principles.
- ✓ Working directly with student(s) to understand individual needs and gather information about the student's strengths and weaknesses necessary in order to formulate an IEP in coordination with the subject teachers/subject teachers, counsellor and parents.
- ✓ Plan and implement program by developing appropriate intervention strategies, accommodations, curricular modification with other teachers to achieve targeted IEP goals.
- ✓ Monitor the progress made and evaluate the effectiveness of support on student progress and

achievement as well as to support teachers and other colleagues to accommodate all students within an inclusive learning environment.

- ✓ Co-teach with teachers of regular education classes to develop and deliver instructional learning when needed.
- ✓ Make use of appropriate technologies, including “assistive technology” as a tool to support learning to empower and encourage students who experience SEND.
- ✓ Collaborate with teachers and inclusion champions (teacher and student) so great opportunities can be created that facilitate the meaningful participation of all students in the common learning environment (e.g. classroom set-up, lesson planning, purposeful student groupings, events and awareness program).
- ✓ Prioritize student relationship building, followed by familiarity with the student’s learning characteristics, performance levels, and personalized learning outcomes
- ✓ Facilitating the transition of students who experience SEND from segregated into mainstream settings.
- ✓ To participate in the meetings, various professional development courses, workshops, and special activities which can lead to improving the quality and delivery of special education programs and services.

#### **Class Teacher/Subject teacher**

- ✓ Class teachers and Subject teachers along with the special educators are responsible for managing and creating an inclusive classroom environment and make sure that the students receive differentiated instruction according to their ability so that Individual focus can be enhanced.
- ✓ Provide SEN students with learning opportunities that allow all students to access the subject taught, confront appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual students may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes will be recorded by the teacher.
- ✓ Parents/carers are informed by their child’s class teacher of any additional or different provision and arrangement being made for their child.
- ✓ To establish monitoring the attainment, learning, behaviour and well-being of students, teachers take the lead role in achieving that in their class. This information is recorded and students’ achievement and needs are discussed and further planning is processed in accordance of regular student performance reviews.
- ✓ Class and Subject teachers have an important role to play in achieving positive and supportive relationships with students.

#### **Teacher Inclusion Champion**

- ✓ Support and celebrate the achievements of children with disabilities. They ensure parents of students with special needs regularly meet teachers to discuss the progress of their children.
- ✓ Attend relevant training and meetings to regularly updates their skills and knowledge on the education of children with special needs and cascade their own training to their colleagues.
- ✓ Support the entire Inclusive Education Action Team in assessing and planning to meet the needs of children with special needs through IEP and drive the school towards more inclusive practices.

#### **Student Inclusion Champion**

- ✓ Inclusion champion showcases his /her understanding of diversity equality, and inclusion and willingness to include it proactively.
- ✓ The inclusion champion monitors, advises, evaluates and plans it all for the development of inclusive practice and provision across the school,
- ✓ Willingness to cooperate and engage others in the department to spread best practice and opportunities to advance inclusive practice.
- ✓ Ability to attend two meetings in a month with the Head Of inclusion/ Inclusion Education action team and note down the minutes of the meeting.
- ✓ Maintain confidentiality as per requirements.
- ✓ Detail-oriented with excellent problem-solving and analytical skills.
- ✓ Handle time management effectively as well as a range of responsibilities.
- ✓ Spreading news of events, alterations to policy and procedures, best practice and developments in inclusion practices to colleagues via: meetings, presentations, website, etc.
- ✓ Celebrate successes of various activities, through organizing of local events, e.g. lunchtime activities, showcasing films and celebration of certain days and months as shown in the Diversity Calendar.

#### **Learning Support Assistant/Individual Learning Support Assistant**

Learning Support Assistants/Individual Learning Support Assistant will be required to:

- ✓ Provide targeted in-class support, as specified in the IEP, student passport and conveyed by experienced and trained learning support assistants.
- ✓ Maintaining resource file and resource kit.
- ✓ Engaging students in 1:1 or small group reading activities to boost their confidence and expertise in this critical skill.
- ✓ When and where considered appropriate, withdraw students from lessons for specific interventions.
- ✓ In case of particular special educational needs and disabilities (for example, access arrangements, special equipment to support pupils who have a sensory impairment), specialist advice and guidance should be requested from special educators and teachers.
- ✓ Support classroom teachers and subject leaders to differentiate effectively by working with them.
- ✓ Manage the monitoring system and tracking sheet for students.
- ✓ Maintain good communication with teachers, parents and external professional concerning their child’s development.
- ✓ Arrange learning materials for use by student(s) under the guidance of the teacher.
- ✓ Assisting students when required in personal care supports (e.g., eating, using the bathroom, dressing)
- ✓ As and when required, aid in peer interactions based on guidance from the teacher and Inclusive Education Action Team. Moreover, engage in non-instructional tasks (e.g., group supervision such as in the cafeteria, on the playground, bus boarding, field trips) recognized by teachers and the Inclusion Inclusive education action team.
- ✓ Apply existing best practices and strategies learned through professional development courses, in-service training or workshops.
- ✓

### Career Counsellor

- ✓ Career Counselling: Use aptitude, achievement & personality assessments to help students evaluate their interests, skills, and abilities.
- ✓ Evaluate students' background, education, and training, to help them develop realistic goals.
- ✓ Counsel individual learners, work with them to aid in the development of both hard and soft skills.
- ✓ Guide students through making decisions about their careers, such as choosing the type of degree to pursue.
- ✓ Help students learn job search skills, such as interviewing and networking
- ✓ Help students select and apply for educational programs, to obtain the necessary degrees, credentials, and skills
- ✓ Help with the transitioning process for students from one grade to another
- ✓ Prepare and organize career/university fairs for students.
- ✓ Support all students by being the point of contact including new students as needed.
- ✓ Observing the well-being of students within social settings.
- ✓ Engaging in individual or group work with students whose behavior gives us reason for concern.
- ✓ To work at preventive, pro-motive, curative and rehabilitation levels.
- ✓ Comprehensive coordinated treatment, rehabilitation and aftercare.
- ✓ In-depth analysis and subsequent intervention at personal, family, school, office, peers i.e at various environment levels.
- ✓ To liaison with special educator, teachers, parents, supervisor, H.M/Principal for student effective functioning and easy school adjustments.
- ✓ Effective handling of counseling work at clinic, community and Organization level.
- ✓ To render personalized and general counseling
- ✓ To coordinate with different professionals and Para professionals
- ✓ Early identification, assessment and adequate treatment plan
- ✓ Assembly talks and Life Skill Program
- ✓ Orientation and Training workshops with teachers and parents
- ✓ Case Work & Group Work
- ✓ Specific and general Personality workshops with children, adults of all age groups pertaining to their development stage.

### Doctor

The school doctor is in charge of providing medical care to pupils in accordance with medical science and experience. This care has a holistic approach, i.e. from the physical and the mental perspective, regardless of age or gender and represents the health interests of pupils. The main task of the school doctor's activities lies in preventive medical care. The activities of a school doctor require special medical and psycho-social knowledge, acquired by adequate training professional development.

### School Nurses

- ✓ The school nurse plays a vital role in promoting and supporting inclusive practice at the School.
- ✓ The nurse takes part in a range of tasks which include:-
- ✓ Saving health records
- ✓ Notifying Inclusion team of medical conditions which affect learning

- ✓ Fostering healthy lifestyles
- ✓ Confirming the Health and Safety of all students under their care.

### Parents

- ✓ The most crucial obligations of the parents of SEN students are:
- ✓ To participate in meetings or assessments in relation to the education and other services of their children.
- ✓ To coordinate with school leaders and teachers to reinforce the home school partnership.
- ✓ Effective communication with Inclusive education action team with respect to their child.
- ✓ To accept their function in the execution of educational plans.
- ✓ To come forward, with regard to full disclosure clause concerning any information relating to the student.
- ✓ To meet deadlines as specified with regard to registration and evaluation; and to set suitable expectations for their child corresponding to his or her capabilities.

### External Agencies

Some children with special educational needs and disabilities, may need support from professionals outside of the school setting to achieve a successful learning journey. At Springdales, we work closely with external agencies and services to support the needs of children with special needs. Permission is always sought from parents/carers when involving external agencies. The Outside Agencies and services include :-

- ✓ The Educational Psychologist
- ✓ The Speech and Language Therapist
- ✓ The Physiotherapist
- ✓ The Occupational Therapist





## 1.3 CATEGORIES OF SPECIAL NEEDS

According to the Dubai Inclusive education policy 2017

**A. IMPAIRMENT** A medically identified condition or long-term limitation of a person's physical, mental, cognitive, communicative and sensory function.

**B. DISABILITY** A social condition that occurs when an individual with a long term limitation, experiences attitudinal, social and environmental barriers that prevent full and effective participation within a community. A disability is the result of an individual's interaction with society and is not an attribute of the person.

**C. SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND)** A need which occurs when a student identified with an impairment requires the school to make specific modifications or provide specific supports to prevent, remove or reduce any potential disability from occurring and to ensure that the student can access education on an equitable basis and within a common learning environment with same-aged peers.

**D. BARRIERS** Attitudes, beliefs, practices, physical or technological obstacles, or the lack of support, that result in a student's exclusion from, or in their less-than-full participation as a valued equal in, the common learning environment in mainstream schools and classrooms.

**E. COMMON LEARNING ENVIRONMENT** An educational setting where students from different backgrounds and with different abilities learn together in an inclusive environment. Common learning environments are used for the majority of the students' regular instruction hours and may include classrooms, libraries, gym, performance theatres, music rooms, cafeterias, playgrounds and the local community. A common learning environment is not a place where students who experience SEND learn in isolation from their peers. Effective common learning environments: Enable each student to fully participate in the learning environment that is designed for all students and is shared with peers in the chosen educational setting; Provide a positive climate, promote a sense of belonging and ensure student progress toward appropriate personal, social, emotional and academic goals; Are responsive to individual learning needs by providing sufficient levels of support and applying student-centred teaching practices and principles.

**F. EQUITY** It is the extent to which individuals can take advantage of education and training in terms of opportunities, access, treatment and outcomes. Equity is not the same as equality. It assumes that learners have different needs that require different types of support in order to develop their full learning potential. Equity therefore requires differential treatment that takes account of student diversity and reduces the gaps between the outcomes achieved by the most advantaged and the least advantaged social groups. Equity in education for students with special educational needs and disabilities occurs when schools ensure access to a learning experience that promotes a sense of belonging and enables appropriately challenging levels of academic and

social engagement.

**G. INCLUSIVE EDUCATION** Inclusive education is about ensuring access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive. This is evident through student engagement and participation in an education programme within a common learning environment with the benefit of targeted support which enables the reduction and removal of barriers that may lead to exclusion. Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.

**H. EDUCATIONAL EXCLUSION** The act of marginalising and discriminating against students with the effect of preventing them from accessing quality educational opportunities in common learning environments with their peers. Preventing, reducing and removing exclusion within the education system is a fundamental step to aligning the UAE with internationally ratified policies and commitments to inclusive education.

**I. DIRECT DISCRIMINATION** Actions that cause a student to experience unequal, inferior and unjust treatment than another student on the basis of experiencing a special educational need and disability (SEND). Examples of direct discrimination include: Not admitting who experiences a disability into the regular classroom or forcing them into a separate or otherwise “special” educational program or service; Failure to ensure and enable physical access to appropriate educational provision; Failure to provide appropriate accommodation or support to a child; Preventing access to extra-curricular activities or opportunities to learn outside the classroom.

**J. INDIRECT DISCRIMINATION** A process that occurs when an education provider applies a provision, criterion or practice in the same way for students with and without special educational needs and disabilities [SEND], but by doing so has the effect of putting students who experience SEND at a disadvantage compared to other students. Examples of indirect discrimination include:

- Failure to communicate a clear commitment to the inclusion of students with special education and disabilities (SEND) in marketing material and policies;
- Failure to adjust admission criteria to accommodate a student’s special educational need and disability;
- Forcing parents of children who experience SEND to incur excessive additional cost to enrol their children in educational settings;
- Failure to provide opportunities for appropriate educational progression. A education authority is a public authority or government agency responsible for exercising autonomous authority over education providers within Dubai. A Governing body is a group of people who formulate the policy and direct the affairs of an education provider in partnership with the senior leaders. Governing bodies are accountable for the quality of provision and outcomes provided by an education provider.

## **Special Education categories and services**

The following categories qualify a student to obtain special education facilities at Springdales School if it can be documented that their disability adversely affects the child’s academic performance.

### **Dyslexia**

Dyslexia is often indicated as a hidden disability. It affects roughly 10% of the population to varying degrees. It is best thought of as a continuum, not a definite category, and there are no clear cut-off points. Dyslexia is recognized as a disability as defined in the Equality Act 2010.

Dyslexia appears in people of all backgrounds and intellectual levels. Moreover, dyslexia often runs in families: dyslexic parents often have children who are dyslexic.

It is biological in origin and is defined by a lack of phonological awareness, which is an ability to convert letter combinations to sounds and vice versa (a language-based learning disability). Dyslexia denotes to a cluster of symptoms, which results in people having difficulties with specific language skills, particularly reading. Pupils with dyslexia may experience difficulties in other language skills such as spelling, writing, and speaking.

Some problems experienced by some dyslexics include:

1. Trouble in decoding single words (reading single words in isolation)
2. Slow to study the connection between letters and sounds
3. Confusing small words – at/to, said/and, does/goes
4. Difficulty in transposing number sequences and confusion of arithmetic signs  
a.(+ - x / =)
5. Difficulty remembering facts
6. Slow to learn new skills; relying heavily on memorizing without understanding
7. Difficulty planning
8. Use of an awkward pencil grip (fist, thumb hooked over fingers, etc.)
9. Complications learning a foreign language
10. Trouble learning to tell time
11. Poor fine motor coordination

### **Reading and spelling errors including:**

- letter reversals – d for b as in, dog for bog
- word reversals – tip for pit
- inversions – m and w, u and n
- transpositions – felt and left
- substitutions – house and home

*\*Not all students who have problems with these skills are dyslexic*

## Teaching strategies

The dyslexic student should be shown:

- the big picture and then how the details fit into it
- from parts to whole
- from the simple to the complex
- from the concrete to the abstract
- from the visual to the auditory
- how new information fits in with what he has learned
- with much review and practice in every step of the way

## Dyslexic pupils need:

- an organized, orderly, consistent environment
- one or two verbal instructions at once
- a simultaneous multi-sensory planned approach to his language learning that uses all three paths of learning: visual, auditory and kinaesthetic-tactile
- simultaneously joined verbal and visual information.
- time to develop what he has heard
- time to respond
- time to fulfill assignments
- main points or words on the board or equipment.

**Repetition of instructions.** Pupils who have trouble following directions are often assisted by teachers/ TAs asking them to go over the directions in their own words again. The student can repeat the directions to a peer when the teacher is not available. The following suggestions can help pupils understand:

- (a) if directions consist of numerous steps, break down the directions into subsections;
- (b) streamline directions by presenting only one portion at once and by writing each portion on the board as well as saying it orally;
- (c) when using written directions, ensure that students are able to read and understand the words as well as understand the meaning of sentences.

- Balanced activities and presentations.
- mnemonic devices to assist them in remembering key words
- a decrease of 'glare' by using an agreed background colour on IWB
- overlays if appropriate
- available text

## ADHD (Attention Deficit Hyperactive Disorder) and ADD (Attention Deficit Disorder)

### Main traits

- Associated behaviour issues observed in school and at home.
- Poor attention skills.
- Associated with Dyspraxia.
- Limited concentration span; Hyper and Hypo.
- Fidgety such as toe tapping or flicking pencils.
- Impulsive.
- Hyperactivity.
- Often associated with OCD

### Teaching strategies

- Provide clear instructions both verbally and written down.
- Give one task at a time.
- Stay calm at all times.
- Permit the child to move around the room, where appropriate.
- Ensure the student knows the plan of the lesson and what is happening next.
- Well-defined instructions or an action strategy for 'time out'

## Asperger's Syndrome / Autistic Spectrum

A developmental disorder related to autism and characterized by awkwardness in social interaction, pedantry in speech, and preoccupation with very narrow interests.

### Main traits

- Impairment in social interaction.
- Affects socialization in all or most situations.
- Lack of adaptability and flexibility especially in new situations.
- Increased risk of depression, suicidal thoughts and explosive tempers.
- May have restricted and repetitive patterns of behaviour, activities and interests
- Lack of empathy and the ability to read others feelings.
- Struggle to feedback own feelings.

### Teaching strategies

- Use the pupils name to secure attention.
- Don't expect the student to process more than one sensory input at a time.
- Provide warnings of any changes to the normal routine of the class/lesson, for instance if going to be taught by a cover supervisor or supply teacher.
- Utilize praise as much as possible.
- Back up verbal instructions with written sources to emphasize the message.
- Try to prevent irony or sarcasm, explain what is meant, there is a tendency for literal comprehension.
- Allocate more time for processing information.



## Dyspraxia (Developmental Co-ordination Disorder)

### Main traits

- Impaired spatial awareness, accuracy and grading of movement.
- Poor co-ordination.
- Difficulties with fine motor skills (small, specific movement)
- Difficulties with gross motor skills (big movements)
- Poor orientation.
- Poor concentration.
- Difficulties with handwriting and/or fine drawing skills.

### Teaching strategies

- Breakdown information into short sentences.
- Keep tasks short and specific, if possible one or two tasks at a time.
- Ensure the pupil hears all instructions.
- Be considerate, firm and consistent.
- Give praise for effort, not just the final result.
- Use planners in order to support the pupil to organise himself.



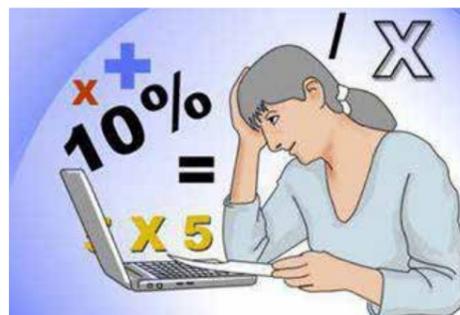
## Dyscalculia

### Main traits

- Unable to use specific tools such as protractors and compasses.
- Weak test results in maths compared to other areas of learning.
- Negative behaviour.
- Fidgety behaviour.
- Withdrawn.
- Difficulty comprehending place value; places numbers in the wrong column when trying to add up, multiply etc.
- Unable to grasp concepts at the same rate as others.
- Request for information to be repeated.
- Poor retention of numbers.

### Teaching strategies

- Teaching in a range of different ways including the use of visual mnemonics.
- Allow students to solve math problems in their own way.
- Utilizing specialist equipment that is specific to the student.
- Use concrete materials to aid in connecting Mathematical symbols to quantity.
- Provide a lot of practice for new concepts or skills.
- Decrease the need for memorisation by giving classroom resources.



### Key traits

- Trouble in reading aloud in front of others.
- Fidgety when asked to do writing activities.
- Distraction techniques. For instance, asks to go the toilet.
- Leans to one side.
- Will do longer sections of work on the computer.
- Writing shorter stories.
- Posture moves whilst writing across the page.

### Teaching strategies

- Better replicating from a book rather than replicating from the board.
- Break down written work into small manageable portions.
- Permit extra time for tasks.
- Speak slowly and clearly, using simple sentences to express information.
- Permit an audio recorder for note taking.
- Utilize story starters for creative writing assignments.
- Draw out details with visualisation strategies and questions.
- Rehearse mind mapping for topics.



## Literacy

Methods to support Literacy needs across the curriculum.

- Utilize subject specific terminology to enhance pupils' vocabulary and urge pupils to re-use their new words.
- Ensure that the learning environment is motivating and literacy friendly.
- Exhibit key terminology in the classroom and make reference to it on a steady basis.
- Encourage students to use a dictionary to spell words.
- When grading students work comment upon their language, grammar a spellings as well as commenting upon the content of the work.
- Emphasize the need for accuracy.
- Persuade students to utilize the English grammar, punctuation and repor writing facts in the back of their planners.
- Support the students in reading aloud in class.
- Enhance lesson plans alongside opportunities to practice speaking and listening skills.
- Provide students thinking time to rehearse oral responses

## Numeracy

Methods to support Numeracy needs across the curriculum.

- Persuade the students to use the Maths facts in the back of their planners, which covers;
  - a. Algebra
  - b. Conversions
  - c. Trigonometry
  - d. Formulae
- Provide opportunities in lessons to utilize numbers, facts and figures. For Example, surveys, graphs and charts.
- Ensure that the learning environment is motivating and numeracy friendly.
- Exhibit numeracy related terminology in the classroom and make reference to it on a frequent basis.

## Students in a state of stress and anger Management strategies

When dealing with students in an elevated state of stress we must acknowledge that our stress levels also not raised. Students are hyper vigilant of others stress levels and wants to know where our own base line is.

There are 4 questions we should ask ourselves in the situation:-

When dealing with students in an elevated state of stress we must acknowledge that our stress levels also not raised. Students are hyper vigilant of others stress levels and wants to know where our own base line is.

There are 4 questions we should ask ourselves in the situation:-

1. What am I feeling now?

- The student is waiting for our response.
- What actually presses our buttons?
- We must identify and acknowledge our own trigger points.
- Do this before we speak.

2. What does he feel/need/want?

- This question connects to the 4 goals of misbehavior; Attention seeking, revenge, to avoid failure or for power.

3. Is the environment affecting him?

- Has he got and is playing towards an audience?
- Would speaking to him outside the classroom be appropriate?

4. What is the best way to respond?

- Students will be dealt with as any other student in the school. But when in a state of stress, they are not able to process the situation and conversations with staff.

- Be mindful of personal space and do not touch the student.
- Time must be provided to calm down.
- Before providing him a direction construct a statement of understanding “I can see your angry” leave a pause for him to process this “I am sorry that you feel angry” again leave a gap before providing the direction, such as speaking about the incident outside the classroom or sitting down so we can speak.
- Speak in short clear sentences and provide time for the student to process this information. This elevated state of distress means that the recovery time is longer.
- Once he is then calm what occurred can be discussed, ask him what he felt happened and allow him to explain. Then say what you saw and what the result is of his actions



## Visual difficulties

### **Main traits**

- Trouble seeing items at distance.
- Poor or unable to differentiate between colours.
- Close vision can be compromised.
- ‘Blind’ spots in the person’s vision.
- Disruption in the eye or brain with regards to how information that is viewed is processed.
- Trouble seeing colours or different shades and tones.

### **Teaching strategies**

- Avoid copying work off the board, if needed to use the board ensure the student sits near to the front of the class or can view the teachers computer. Utilize verbal description of the work being carried out , for instance, “Write the title, Categories of Vegetables’ in the middle at the top of your page, as it is on the board.”
- When demonstrating practical elements of the subject bring the students around the table where the demonstration is taking place, ensure the pupil with visual trouble is close. If possible allow students to pass around items being shown.
- Enlarge pupils work sheets and utilize enlarged text books.
- Student may have a magnifying glass so smaller text books can be utilized.
- Labelling of coloured pencils and other coloured items in the class. There are varying degrees of colour blindness, but the ability to differentiate between shades is often present.
- Make sure work is in bold clear print.

## **SECTION - 2 (Part-1)**

# **SCHOOL PROCEDURES**

### **2.1 Admission procedure**

### **2.2 Identification, Referral Process and Evaluation and Determination of Eligibility**

- Pre-referral Student Inclusive education action team/ Referral, evaluation and determination of eligibility

### **2.3 Level of SEN support (The wave 1, 2, 3 approach)**

### **2.4 Involving parents**

### **2.5 Development of the IEP/ Student Passport/BIP**

- Implement IEP/student passport/BIP
- Monitor, Review and/or Revise IEP

## **2.1 ADMISSION PROCEDURE**

Springdales School Dubai, makes clear reference to priority policy for the admission of students who are siblings of students of determination. For the new students, an assessment is made on entry to ensure that they have the capacity to meet academic standards and that Springdales School has appropriate structures to cater for their educational requirements. Additional assessments may be arranged where there is doubt over a prospective pupil's capability to achieve the School's normal academic standards. These additional assessments for school readiness are carried out by the Head of SAWA or Support teacher (Special Educators). The admission policy clearly states that admission is not conditional on medical diagnosis. However, the school reserves the right to reject the entry, only if the availability of resources is insufficient to meet the child's needs. The school also reserves the right to cancel the admission in case of parents' unwillingness to cooperate with the school on recommendations regarding the child's requirements and/or fails to provide assistance which the school considers vital for the child's growth. All such decisions will be made in consultation with the suitable Head of Section and the Principal, who is the final arbiter. The Principal might call for additional expert opinion to support a decision.

## **2.2 Identification, Referral Process and Evaluation and Determination of Eligibility**

To decide whether or not a child has a special educational need, schools should ensure the following:

- ✓ Where a student is making less progress than anticipated, high quality teaching is aimed for the student in the fields of learning in need of development.
- ✓ The effect of this targeted support is reviewed and where progress continues to be less than predicted, the class or subject teacher, should evaluate holistically what factors may be affecting the student's lack of progress.
- ✓ The staff evaluates the child using the, 'Factors influencing underachievement' (see below)

## Risk factors

- ✓ Poor attendance
- ✓ Lack of engagement -home/school
- ✓ Neglect/abuse
- ✓ EAL
- ✓ Cultural barriers
- ✓ Failure to thrive
- ✓ Poverty
- ✓ Poor health
- ✓ Children who are young carers
- ✓ Regular changes of school
- ✓ Social issues-poor housing/changes in home life
- ✓ Bullying
- ✓ Low self-esteem
- ✓ Diagnosis of developmental delay
- ✓ Genetic/medical difficulties
- ✓ Complex needs
- ✓ Sensory issues

When a student is underachieving, the school should start by analysing the efficiency of its teaching and systems of support before concluding a student has SEN.

- Staff should understand that, low attainment and relatively slow progress are not, of themselves, sufficient to imply that a child has a special educational need. Children can be developing and learning but at a slower rate compared to some of their peers; appropriate intervention may aid in speeding up their rate of progress.
- Pursue the views of parents and children when collecting evidence. Parents know their children best and it is vital that all professionals listen and understand when parents' express concerns regarding their child's development.

When the Identification process is on-going and there is still not enough evidence to identify the student as special needs, we follow the Pre-referral Student Inclusive education action team/ Referral, assessment and determination of eligibility procedure.

## Referral process, evaluation & determination of eligibility

### Pre-referral student Inclusive education action team

#### Scenario 1: Teacher referral

In case the student encounters challenges as social behavioral emotional or academics. Subsequently, teachers may recognize these students in class and get in touch with the SAWA center. The teacher arranges for a meeting with the parents. Parents may be aware but are in denial and choose not to disclose the child's condition. While being empathetic here, we assist parents in overcoming denial. This may take few sessions for the counselor or special educator with parents.

Teachers may identify a child with trouble in coping with day to day activities in social, school emotional or behavioral issues.

Parents may not be aware that their child has an additional need. In such cases we help parents understand and create awareness. The SAWA members make recommendations for pre referral interventions to instantly improve the student's performance. The team also starts to monitor the student's progress and gather data for frequent discussion, if requested by the teacher and offers the support. The teacher will apply strategies to assist the child in overcoming the learning barriers for about 2 to 3 weeks. This will help the child get through the situation and overcome his /her difficulties. The teacher and the SAWA Inclusive education action team screens the child's progress and communicates with parents as necessary. The teacher may refer him or her again to SAWA team.

If in case the child continuous to struggle and doesn't progress, the teacher will submit the referral form indicating the strategies employed by him or her to the Head of inclusion who will represent the case to the team. One member of the Student Inclusive education action team (special educator, counsellor teacher, subject teacher) will be assigned the case manager. He or she will be the person primarily responsible for communicating with parents and managing conversation with other members of the learning student Inclusive education action team.

Before the SAWA set out to provide intervention, the student's level is decided by observation by the head of Inclusion/ special educator also parent and teacher feedback are taken into consideration. The SAWA team carries out a review of a student's social, emotional, behavioural, academic performance, medical history (if appropriate) and will conduct a functional assessment. The SAWA Center completes the checklists for e.g. learning difficulty, Autism, ADHD and Grade wise curriculum expectation. This will help the team in evaluating and determining the eligibility of level of support (Wave1, Wave 2, and Wave 3). The school may even request parents for an assessment by external professionals (psychological assessment report) and the checklist can be shared with the external professional, if needed.

#### Scenario 2: Referral by the admission officer:

All applicants go through initial baseline testing. Moreover, previous school performance and records are taken into account when deciding whether students are likely to be successful in SPD's academic program. Specific procedures by divisions are provided below:

The Admission officer gathers the essential documentation for a student's file and carries out an

initial assessment. Additional assessments may be set where there is doubt over a prospective pupil's capacity to achieve the School's normal academic standards. These additional assessments for school readiness are conducted by the Head of SAWA or Support teacher (Special Educators). Thereafter, the requirements and recommendations are discussed with the parents. Prior to the admission, the parents are notified regarding the need for a Learning Support Assistant for the student who fall under the Wave 3 Category. The student is then admitted. The Inclusive education action team organizes a meeting with the parents and teachers regarding academic support concerns, decides the best class placement and support program from SAWA (Wave1/Wave2/Wave3). School also reserves the right to terminate the admission in case of parents' unwillingness to collaborate with the school on recommendations regarding the child's needs and/or fails to give assistance which the school considers vital for the child's development. All such decisions will be made in consultation with the suitable Head of Section and the Principal, who is the final arbiter. The Principal might call for additional expert opinion to support a decision.

### Scenario 3: Parent referral

In case the Identification of determined learners may have taken place prior to a student's enrolment at school, then the parents are requested to give the relevant documentation on the diagnosis of their ward and ask for SAWA support. The admission policy clearly mentions that admission is not conditional on medical diagnosis. However, the school reserves the right to reject the entry, only if the availability of resources is insufficient to meet the child's needs. Initial interaction with the SAWA team is arranged to evaluate and decide the next stages of intervention and appropriate placement.

### Scenario 4

During the SAWA teams routine visit for observation in the classroom, they may identify the SEN learner and arrange a meeting with the SAWA team and teacher and parents to discuss further. Parents might be asked to get an external psychological assessment done depending on the case. When a student is recognized as having a documented disability through the completion of a multi-disciplinary evaluation, additional educational services will be made available based on individual requirements.

### Scenario 5

We can also identify students with additional needs by the following tests carried out in school.

1. CAT4 which is going to be obligatory for new admission and some grades.
2. Diagnostic Tests which are carried out at the beginning of term
3. Observation of class grades
4. IBT and ASSET (International Benchmarking Test) scores.



## 2.3 LEVEL OF SEN SUPPORT- Wave 1, Wave 2, Wave 3 approach

Students under wave 1 category will be provided with strategies and student passport and will not have IEP. Students under wave 2 category may or may not be diagnosed but will be provided with an IEP and student passport.

Students under wave category 3 are formally diagnosed with special educational needs as recognized by a doctor or educational psychologist will have an Individualized Plan (IEP) and student passport written for them that will help students, Special counselors, administration and parents.

### Wave 1

Students who are slightly under grade level expectations and who require some level of differentiation or accommodation in the classroom for academic, behavioral, or social/emotional concerns. Student assigned in this level may or may not have diagnosis. But student will be assigned in the SEN register.

#### **Description of Support:**

Each Wave 1 student obtains a Student Passport which is a summary document that explains the challenges a student is facing, strengths, interests and learning styles.

Recommended classroom strategies (ILP-individualized educational plan) for addressing challenges corresponding to the case.

This gives a distinct communication between all stakeholders in a child's education and to reinforce the home school partnership. At the end of the term, teachers make an academic report in collaboration with learning Inclusive education action team. When the student moves on to the grade level expectations and the wave 1 support is regarded unnecessary, a closure report is sent from the teacher to the parents through email. A celebratory meeting may be arranged to suggest strategies and practices that will maintain the student's success in the future. At the end of the academic year, the progress Reports will be revised and communicated to the child's next teacher.

#### **Wave 2:**

If the Wave 1 support has not been sufficient for these students, and they are still behind grade level expectations. These students need additional, focused support from learning Inclusive education action team due to academic challenges or skills deficits. Students with or without a diagnosis will be assigned in this level.

Learning Inclusive education action team suggests that parents obtain a formal assessment (Psychological Assessment Report) from outside professionals to better identify the nature of the student's learning differences. When this outside documentation implies the presence of learning difficulties, a meeting is conducted with all concerned parties, including the classroom teacher,

parents, the learning support teacher, and the student (when developmentally suitable). An IEP is established using the information in the report, which touches upon specific, measurable, obtainable, realistic, time bound smart goals. The IEP document is then circulated amongst the parents, the class teacher and subject teachers (English and math). Support for students takes the form of both pull out session and push in support session (2 to 3 sessions in a week) in the SAWA. Each Wave 2 student receives a Student Passport also which is a summary document and distributed with all the teachers across the school and it explains:

- (1) The challenges a student is facing, strengths, interests and learning styles.
- (2) Suggested classroom strategies for addressing challenges in the classroom and at school.

Learning Support teachers evaluate IEPs and SPs each term with the classroom teacher and then they give a summary report to the parents. Wave 2 students can be exited and transferred to Wave 1 Program when their skills progress and they no longer need Wave 2 Program. The strategies are fulfilled by responsible parties. A follow-up meeting is arranged periodically to assess the student's progress or to make necessary changes to the IEP.

#### **Wave 3: Formally diagnosed Students with determination.**

Wave 2 support has not been sufficient for these students. Then students need intense support from learning Inclusive education action team due to academic challenges or skills deficits. Students with a diagnosis will be assigned in this level.

Support for students takes the shape of both pull out groups and push in support (5-7 sessions in a week) in the SAWA. With the assistance of the Psychological Assessment Report, an IEP is established using the information in the report, which outlines specific, measurable, obtainable, realistic, time bound smart goals. The IEP document is then circulated amongst the parents, the class teacher and subject teachers (English and Math). Each Wave 3 student receives a Student Passport. Support teachers review IEPs and Student Passport each term with the classroom teacher and then they hand over a summary report to the parents. Wave 3 students can be exited and progressed to Wave 2 Program when their skills grow and they no longer need Wave 3 services. A follow up meeting is scheduled periodically to assess the student's progress or to make essential

## 2.4 Involving parents

Parents have a long history of experience concerning their child outside of the education system. Their information and perspective are vital to the educational planning process. Therefore parents are encouraged to partake in all aspects of decision-making for their child.

Schools involve parents of students recognized with special educational needs as follows: Parents are made aware of any academic concern via notice by the teacher.

The attempts to address such concerns through the use of various instructional strategies will be recorded in the student file.

- ✓ If these attempts are unsuccessful, the teacher will finish a referral for special education services. The parent will be contacted to give written consent for a multidisciplinary assessment. When this consent is received, the assessment can begin.
- ✓ When the assessment is finished, parents will be invited to discuss the needs, troubles and strategies or to attend an Individualised Education Program (IEP) meeting to decide next steps. Parents will be urged to present their ideas and voice their educational concerns regarding their child's requirements.
- ✓ Where possible the IEP meeting will be scheduled in order to enable parent attendance. Where this is not possible, parents should be invited to give their views prior to the meeting by telephone or in writing.
- ✓ Every effort will be made to ensure parent input into the initial stages of the IEP development as well as in following meetings.



## 2.5 Development of the IEP/Student Passport/BIP

### Individualized Education Program (IEP)

This is a process whereby special educators, teachers, support personnel, and parents work together as a team to meet the requirements of individual students who require a range of support. The team develops outcomes or goals based on a student's current requirements and skills and writes the plan for the school year in the student's IEP. The written plan is called an IEP. IEPs are written for students who require support for behavioral and learning or cognitive skills who fall under the Wave 2 and Wave 3 category.

#### **Purpose of an IEP**

The purpose of an IEP is to provide a plan to assist a student in meeting individual outcomes or goals beyond his or her current skills. As members of the IEP team, parents should be part of the individual planning process and sign the IEP for their child.

#### **Developing an IEP involves the following four stages:**

1. Collecting and sharing information
2. Setting direction
3. Developing and writing the IEP
4. Implementing and revising the IEP

These stages may take place in different sequences or may be worked on simultaneously, depending on the individual requirements of the student.

**Stage 1:** Collecting and Sharing Information: Parents can provide valuable information in the starting stages of developing and setting the direction of the IEP for your child aspirations and goals for your child – personality traits – interests, talents, and desires – strengths and needs – family and educational history that affects your child's current learning situation – current medical history and health care needs.

**Stage 2:** Setting Direction: Choosing priorities aids the team to focus on what is most important for the child to learn each school year. To determine priorities, the team needs to do the following: – List your child's learning requirements. – Rank your child's learning requirements in order of importance.

**Stage 3:** Developing and Writing the IEP: The team, offer ideas and information for the enhancement of student-specific results. These results or goals usually indicate what the student might achieve in a specific area in a determined amount of time during the school year. They are often written according to subject areas (e.g., language arts, mathematics) or planning domains (e.g., communication, self-help, functional, academic, social, behavioural, fine and gross motor skills).

**Stage 4:** Implementing the IEP : At this stage, the team members evaluate the student-specific

results and decide how they will know when the student has reached the goals. Teaching and assessment strategies are put into practice.

The IEP goals are primarily focused on literacy and numeracy skills:

### Literacy

The SAWA uses a wide range of multisensory approaches when urging students to develop their literacy skills. Extra one-to-one reading sessions, including Guided, Paired and Better Reading based on students' specific requirements, are carried out during pull out sessions. Students with weaker literacy skills are taught in smaller sets. Withdrawal from these small English sets is for more intensive support. This work might be in small groups or individual and includes spelling, reading and comprehension to improve thinking and processing skills.

### Numeracy

Students receive further support from special educators. Students with considerable difficulties in numeracy are taught in the SAWA where they have access to multisensory facilities.

**Stage 5:** Reviewing the IEP : The team evaluates the content of the IEP in relation to the student's timetable (either classroom or individual) to ensure that the IEP is being conducted daily. Throughout review meetings, child's growth within the IEP is discussed, and likely changes to the plan are considered. The team will evaluate the IEP and plan for the following school year.

### Student passport (SP)

This is a crucial document in supporting student voice and in making available to staff, important information when planning and supporting those pupils in class.

The student passport is written from the student's perspective wherein they share information with the staff as to what they find hard and how they can be supported.

### Behaviour Intervention Plan (BIP)

Behaviour intervention is provided by the counselor for those with challenging behavior. In the primary school a Behaviour intervention Plan (BIP) is provided which will provide

strategies to control the behavior. In the middle and senior school a Behavior Contract is worked alongside the student. The A-B-C (Antecedent – Behavior - Consequence) and the frequency of challenging behavior are documented to aid in planning the BIP.

### Team Meetings

- ✓ Team consists of parents, SLT, teachers, special educators, counselor and external professionals.
- ✓ Meet regularly for IEP/BIP/ILP/ALP planning, end of term assessment and need based. Goal is to have a common understanding of student requirements and support.
- ✓ We identify that for our special needs students to attain their maximum potential, the key is to create and build on successful partnerships with the team - Parents , SENCO, Special Educators, Counselor, Learning Support Assistant, Teachers, SLT and external professionals.

- ✓ We have planned meetings with the team for IEP (Individualized Education Program)/IBP (Individualized Behavior Plan)/ILP (individualized Learning Plan/IAP (individualized Action Plan) planning by two to three weeks at the start of term and the end of term review meeting. Planned meetings with teachers and SLTs are also conducted to ensure best support in classrooms.
- ✓ We work closely with parents and teachers by delivering information on provisions and preparations for special educational needs, which also comprises of ways in which they can partake in the process.
- ✓ CPDs are carried out for staff on related topics.

Provisions and exemptions may also be given as per the requirement of the student. The following is the list of provisions offered

- ✓ Modified curriculum - curriculum is streamlined at the student's level
- ✓ Modified assessment- tailored to theories that the student has been taught
- ✓ Exemption from languages- second language from ICSE/ISC council and Arabic from KHDA
- ✓ Learning Support Teacher (shadow) in class.



## **SECTION - 2 (Part-2)**

### **SCHOOL PROCEDURES**

- **2.6 Differentiation**
- **2.7 Accommodations and Modifications**
- **2.8 Examinations and Assessments**
- **2.9 Transition**

## 2.6 Differentiation

Differentiation' explains how schools and teachers can meet the educational requirements of individual (or groups of) students with different learning requirements. This is a necessary element of the provision that schools make for learners with Special Educational Needs, including those who are Gifted and Talented. This is valid whether the students are in wave 1, wave 2 or wave 3 of the appraisal and intervention procedure. All of the following are differing practices within general education programs:

- a) Distinct tasks or challenges that meet the requirements of particular students.
- b) Modified materials or facilities that allow students at different levels to access appropriate learning.
- c) Small group activities planned to be suitable for distinct ability levels within a larger class.
- d) Extension tasks that allow students to acquire standard topics to more demanding levels.
- e) Enrichment tasks that elevate or widen the level of thinking around a topic .
- f) Flexible tasks that allow students to take different routes via common material .
- g) Common topics or questions that allow differing levels of answers or engagement (open-ended).

## 2.7 Accommodations and Modifications

Students with special educational needs should be able to access the curriculum and the school learning environment. The Learning Inclusive education action team carefully evaluates individual student requirements before determining essential accommodations or amendments, which should then be detailed in the student passport.

Accommodations: These are alterations in how a student accesses information and conveys learning. These changes do not considerably alter the instructional level, content or performance benchmarks. Accommodations give the pupil equal access to learning and equal opportunity to express what he/she knows and can accomplish. The IEP team decides the need for accommodations and documents these in the IEP. Accommodations can consist of changes in the following:

- A. Presentation and/or response format and procedures
- B. Instructional strategies
- C. Time / Scheduling
- D. Learning Environment / Setting
- E. Architecture

### A. Presentation and/or response format and procedures:

These accommodations permit the student to access instruction or assessment, and could help students with an inability to read print due to physical, sensory or cognitive disability:

- Large print (at least 18 point type)
- Magnification devices (enlarged computer monitors)
- Spelling and grammar checking devices
- Visual organizers (highlighters, graph paper, color coding)
- Graphic organizers (flowcharts, diagrams, mind maps)

Response accommodations permit students to finish assignments and assessments as well as to solve and structure problems. These accommodations could help students with learning disabilities, physical, sensory or memory deficits. Examples of response accommodations are: academic, social, behavioural, fine and gross motor skills).

- Scribe (to write as the student dictates)
- Customized keyboards
- Calculator device(for math calculation, not reasoning)

### B. Instructional strategies

These are accommodations which reply to the individual learning style of the pupil. Examples of instructional accommodations are:

- Visual cues (printed copy of lessons given to the student such as notes, outlines, written instructions)
- Auditory cues (summarizing or repeating directions)
- Kinesthetic cues (students are given manipulatives, real life samples to view, touch, work with. They are urged to actually participate rather than listen or see in a picture or textbook). Students with disabilities benefit from multisensory prospects in the classroom. Teachers will be successful with these students if they integrate the visual, auditory and kinesthetic into each lesson.

### C. Time / Scheduling

These accommodations permit students with learning disabilities, sensory disabilities, physical disabilities or health-related disabilities to have sufficient time to prove their competence or to obtain their classes while at peak performance level.

Examples of time/scheduling accommodations are:

- ✓ Extended time (the IEP team decides exactly how much extra time a student should be given for class assignments, homework, projects, which are sensible based on the disability)
- ✓ Multiple or regular breaks (assignments broken into sections or made shorter)
- ✓ Alter schedule or order of activities (utilizing peak performance time if student is on medication, or if concentration is low at specific points of the day: move to plan complicated classes first)

## D. Learning Environment / Setting

Accommodations to the learning environment may include changing the location in which the student with disabilities gets instruction or assessment.

- Easily distracted students, students with physical disabilities and or students with health impairments might require such accommodations: Examples of learning environment/setting accommodations are:
- Decreasing distractions to the student(e.g. putting students in front of the class)
- Decreasing distractions to other students (e.g. use of study carrels if the student needs to speak aloud or utilize noisy equipment)
- Change location to increase access(e.g. change place of instruction to near bathroom/lunch-room for student in wheelchair)
- Other adjustments can be made (e.g. lighting, temperature or ventilation may need to be checked for students with visual impairments, severe health disabilities)

## E. Architecture

These accommodations are structural in nature and require planning ahead to ensure access and comfort. Examples of architectural accommodations are:

- Installation of a lift for students with physical disabilities
- Broader doorways for bathroom entry
- wheelchair ramps
- room signage
- door-opening devices
- Visual emergency alarm systems.

This will increase the accessibility of “barrier free” learning environments for pupils with special needs and thus support increased inclusion.

## Modifications

Modifications are alterations in what a student is expected to learn. These alterations are made to give a student the opportunity to attend meaningful and productive school learning experience alongside other students in classroom. The requirement for learning modifications is individually decided by the IEP team and recorded in the student’s passport. Students regularly considered for modifications are those under wave 2 and wave 3 categories.

Modifications consist of changes to the curriculum with respect to the instructional level, content, and learning outcomes.

There are two main categories of Curriculum Modification:

**Adaptation:** Parallel Curriculum Outcome. Adaptation is a modification to the transfer of instructional methods and intended aims of student performance that does not alter the core content but does slightly alter the conceptual difficulty of the curriculum. In order to apply adaptation, the teacher needs to specify envisioned goals for individualized students.

Examples of adaptation are:

- ✓ Differentiated activities
- ✓ Utilizing different instructional materials and activities for individual students.

Following are classroom examples of adaptation:

- Students in a writing assignment: The adaptation is that the special needs student carries out the assignment in a small group with teacher support.
- Students utilizes five new vocabulary words in a writing assignment: The adaptation is that the special needs student selects three of the words and uses them suitably in the writing assignment
- In mathematics, the students are dividing mixed fractions with unlike denominators: the adaptation is that the special needs student is working on dividing mixed fractions with like denominators. In these examples, all students in the class are working on the same skills but at differing levels of difficulty.

## Curriculum modification:

Parallel Curriculum Outcomes are improvements to the delivery of instruction and desired goals of student performance. The difference between adaptation and parallel curriculum result is that this involves a significant change of conceptual difficulty and/or different skills.

Following are classroom examples of parallel curriculum

- Students in an Arabic class are reading a story, the parallel curriculum result for the special needs student is to find words or letters on a separately prepared worksheet with the story or sections of the story.
- Students are finishing a math worksheet on fractions, the parallel curriculum result for the special needs student is to finish a worksheet counting from 1 to 10.
- Students read the newspaper aloud and answer a series of questions, the parallel curriculum result for the special needs student is to orally report three things remembered from listening to the other student’s reading.

Exam provisions (in lines of ICSE/ISC council)

- Separate seating during examination
- Additional time during examination
- Enlarged fonts
- Use of reader (only read out)
- Part or whole question can be read out
- Use of writer/scribe to write answer paper
- Use of computer/laptop to write exam
- Condone spelling error
- Accept answers in key points
- Learning Support Teacher (shadow) in class and during assessments

## 2.8 Examination and Assessments

**External Examinations:** These are the assessments/tests that are carried out externally.

Where individual students require accommodations to be processed in order to access these examinations, schools should verify processes with their regional special education advisor (CBSE). No modifications can be created currently to external examinations. In general terms, students who would need modifications to be made will be exempted from these examinations (Grades 9,10 and 11).

**Internal Assessment:** These are the assessments that are carried out by schools.

**For Wave 1** the assessment (test and exam) is conducted on the same level and mark system as other students in the same grade. There is no alteration provided. However, accommodations are made based on the need of the child.

**For Wave 2 and Wave 3** students will need accommodations and/or modifications to test and examination preparations to allow them to participate. Students sit for a modified exam paper with 50% of the questions as compared to the regular paper and the marks are doubled to be in par with the other students in the same grade. This implies that students with learning troubles may accomplish the same mark or grade for differentiated work carried out at a more basic level than students who do not have learning difficulties who are working at the predicted Grade level. Students have the option of trying social studies test and exam paper or choose project submission with their parents approval.

These preparations are of two wide types:

- (i) Accommodations: These are arrangements that will permit an individual student to access the same test or examination as students without special educational needs. These accommodations provide students with the ability to prove mastery of skills and fulfillment of knowledge without being limited or unfairly restricted due to the consequences of a disability
- (ii) Modifications: These are arrangements that alter a test or examination to exhibit the requirements of an individual student as recognized in their IEP. Modifications are given till grade 8.

Support to parents

We strongly support the role of productive parental involvement in the education of their child. Parents are welcome to connect with the Learning Center at any time other than the planned meeting.

'Synergy' is the creation of a platform where all parents can actively participate in child development, so that it becomes a three way partnership - child, parent and educator.

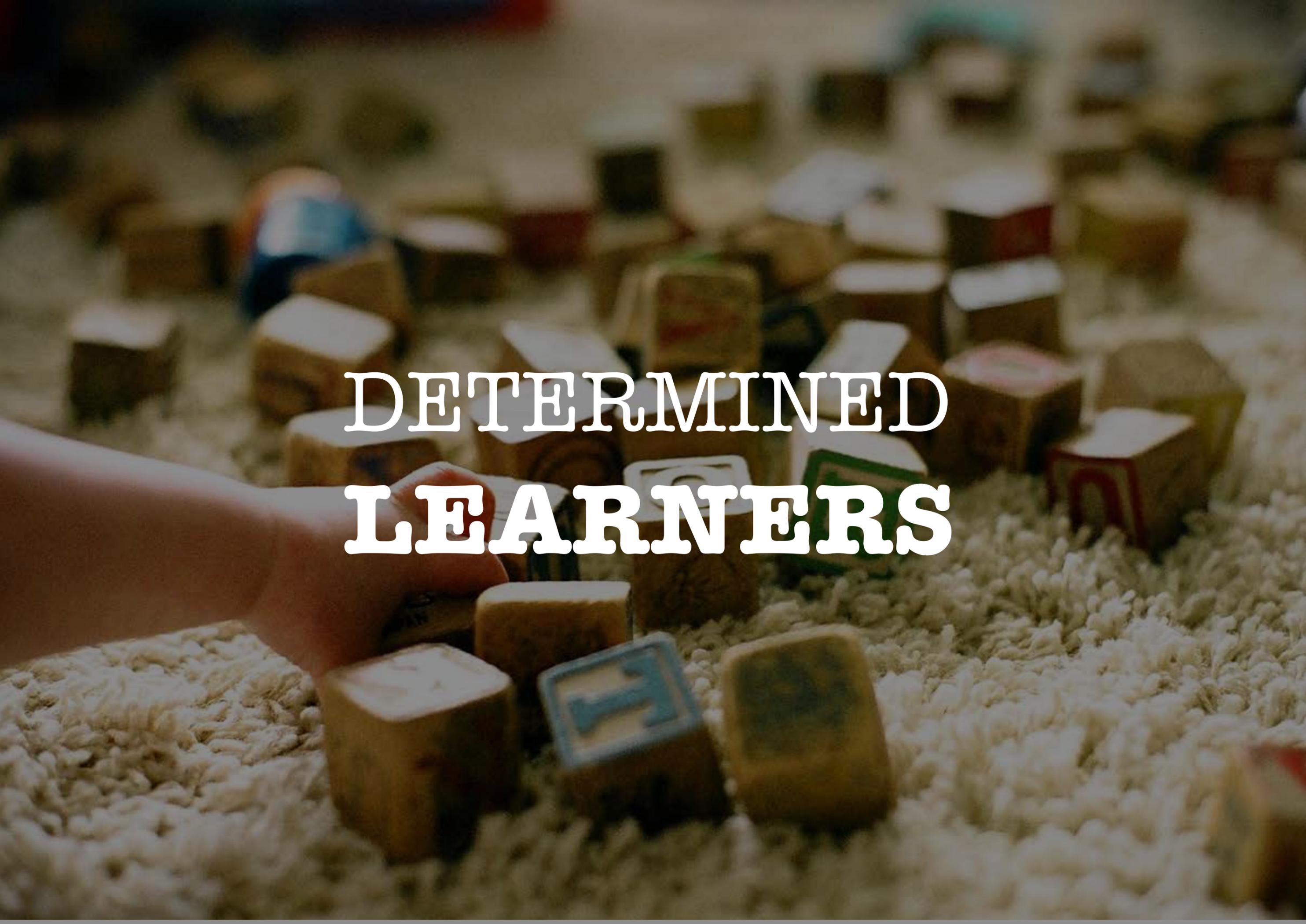
'Synergy' is a step in this direction with the aim of meeting periodically to work towards the following objectives –

- To improve the progress of students through better understanding of the procedures executed.
- To create mutual support systems for the parents that will be aided by professionals in school.

## 2.9 Transitions Between Grade Levels and Divisions

- At the completion of the year, students of the wave 1, 2 and 3 categories are evaluated by Inclusive Education Action Team for class placements.
- The Inclusion Team, in partnership with head of the section and grade coordinators assembles appropriate class placements for all of students under each wave taking into account classroom strengths, numbers of students at each wave, and the extent of support needed by each student.
- At the start of the new academic year, student transition portfolios on each child are circulated from last year's teacher to new teacher. Portfolios consist of all SEN documentation (student passport, IEP/ILP/BIP class Reports, strategies and tracking sheets), past copies of report cards, student work in order to help the new teacher in understanding each child. All SEN student files are kept in the class teacher's classroom.
- The inclusion team meets with class teacher and subject teachers within the first two weeks of the school year to discuss the main concerns and effective plans to develop IEP/ILP/BIP for the new academic year.
- From this point, regular meetings are conducted and the inclusion team starts to monitor student progress in all wave categories.

The safety and security of the student portfolio is the responsibility of the class teacher and must be given back to the head of section/ head of inclusion at the end of each academic year

A close-up photograph of a child's hand reaching for wooden alphabet blocks scattered on a light-colored, textured rug. The blocks are various colors and have letters on them. The text "DETERMINED LEARNERS" is overlaid in white, bold, serif font across the center of the image.

**DETERMINED  
LEARNERS**

## SECTION - 3

# Individual Planning

- **3.1 English as Second Language (EAL)**
- **3.2 Able Gifted and talented (AGT)**

### 3.1 English as an Additional Language (EAL)

#### Introduction

The term EAL is utilized when referring to pupils where the mother language at home is not English. The aim of the policy is to give guidelines to school staff on the delivery of English as an additional language. This policy will give a basis of consistency and quality while permitting flexibility in the delivery of EAL service.

#### Aim

- To give any newly arrived student a safe and hospitable environment.
- To have the ability to understand the requirements of pupils with EAL and to provide suitable provision throughout the School.

To prepare teachers with the knowledge, skills and facilities to be able to support and monitor pupils with EAL.

To make sure that the pupil develops the competence to use English to allow them to access curriculum and communicate effectively with peers and other adults.

To execute school wide strategies to ensure that EAL pupils are supported in gaining access to the curriculum.

To enable EAL pupils to become confident and fluent in speaking and listening, reading and writing in English in order to be able to accomplish their academic potential.

- To make full use of prospects to model fluent use of English and provide opportunities for children to practice and increase their use of English.
- To screen pupils' progress systematically and utilize the data in decisions regarding classroom management and curriculum planning.

#### Identification and Assessment:

When a Student is recognized EAL, The class teacher coordinates with subject teacher and parents to give additional language support.

- The subject teacher evaluates pupils' proficiency in English. The results are discussed with the class teacher and a suitable language program is constructed.
- Specific progress and level achievement will be communicated regularly
- The class teacher will keep the language support teacher updated about how the pupil is responding in the class and dealing with interaction with peers.

## **PROVISION:**

The English as an Additional Language (EAL) program is accessible for students who are in need of English language support.

The EAL support is given via pull-outs or in-class support sessions. These are explained below:

- In-class: The EAL in-class support is conducted in the homeroom classes; EAL students are grouped and given support. The homeroom teacher and subject teacher will work together to plan and strategize how to best help and assist students during these lessons.
- The Head of section devises the EAL programme and this provision is made for an academic year. The program provides support with Reading, Listening / Speaking and Writing skills for our EAL students. Teachers and other adults use good EAL practices and distinguished approaches within a lesson and throughout school life.
- EAL students on lesser levels of English acquisition can be paired with a more confident student who speaks the same language or with an English speaking student as suitable.
- Classrooms are extremely visualized environments – dual-language texts, labels and visual support within lessons.
- Speaking frames utilized within lessons to assist English acquisition.

### **Role of the Subject Teacher:**

The key role of the language support teacher is to encourage the pupils development of English language proficiency so that he or she can progressively attain access to the curriculum.

The pupil remains the responsibility of the mainstream class teacher who will work closely with the support teacher.

In association with parents and the mainstream class teacher, the language support teacher :-

- recognizes pupils requiring additional language support.
- evaluates the pupil's proficiency in English Devises a suitable language programme.
- delivers the programme
- records and screens the pupil's progress.

## **3.2 ABLE GIFTED AND TALENTED**

### **Introduction**

The term giftedness refers to 'a student who is in possession of untrained and spontaneously expressed exceptional natural ability in one or more domains of human ability.' These domains will include: Intellectual, Creative, Social and Physical abilities.

The term talented refers to 'a student who has been able to transform their 'giftedness into exceptional performance'. Talented students will always demonstrate exceptional levels of competence in the specific domains of human ability.

The role of Student Inclusive Education Action Team in supporting Gifted and Talented Students are:-

- a) Evaluate provision.
- b) Maintain and update annually the G&T register.
- c) Work with colleagues to promote the learning experiences and opportunities for all students, both within the curriculum and in extra-curricular activities, looking at all the time for extension and enrichment opportunities e.g. competitions, partnership work, subject clubs, global seminars etc.
- d) Make students on the G&T register, and others as appropriate, aware of local and national opportunities.
- e) Foster an attitude within the school to promote challenge within and beyond the classroom and communicate this to all stakeholders.

When a Student is recognized EAL, The class teacher coordinates with subject teacher and parents to give additional language support.

- The subject teacher evaluates pupils' proficiency in English. The results are discussed with the class teacher and a suitable language program is constructed.
- Specific progress and level achievement will be communicated regularly
- The class teacher will keep the language support teacher updated about how the pupil is responding in the class and dealing with interaction with peers.

### **Gifted and Talented Action Plan**

The Four Stage Process are:-

#### **1. Audit**

The aim being to create the extension and enrichment opportunities being offered to pupils at present both within and beyond lessons:

- a) Throughout the taught curriculum, both in class and in 'extra' classes;
- b) Throughout enhancement activities (clubs, teams, assemblies, fieldtrips, visits etc.);
- c) Through the organizing of curriculum delivery (extension work, suggested reading and follow-up)

## 2. Identification

The learner profile of students assigns the majority of students into the bracket of Gifted and Talented in some way or another. Therefore, pupils are recognized by:

**i. Group 1):** The top 5% globally within each year group will be recognized by the Head of Section. These are students who are considerably higher than their year group peers in a subject/area in any of the following

**ii. Group 2):** The 'highly able'. This will include those students who fall within the top 10% globally and whose strengths might be subject specific. Their requirements should be provided for on a daily basis through planned differentiation activities as well as subject specific extension programmes and workshops.

**iii. Group 3):** Those students who excel in the arts, music or sport will be recognized through subject specific criteria, national/international awards or accreditation and involvement in outside clubs, schemes and groups. Their requirements should be supplied for through organized activities with specialist coaching and opportunities to coordinate with outside organizations.

**iv. Group 4):** Students who surpass in areas beyond the curriculum. These maybe students who display excellence in the non-traditional fields of critical thinking, leadership, innovation, social contribution, enterprise and enquiry etc. These students should be served for through enrichment opportunities both within and outside of school.

Recognized pupils are collated into a G&T Register that clearly implies what subject(s)/area(s) the student is gifted or talented in – they may be excellent at everything, or just an amazing mathematician or cricketer. This information is categorized to Heads of Section to distribute, with students in their specific area highlighted for class/subject teachers to utilize and transfer to mark books.

## 3. Provision:

School's role in supporting its gifted and talented students

The School targets to help its gifted and talented students in four ways:

**1. School wide 'challenge'** which puts learning as the center of all school improvement and is a practical plan for talent development. This is shown in a challenging curriculum, curriculum extension tasks, appropriate grouping etc.

The sort of activities which maybe included are:

- Stimulation – activities and experiences which bring the student in touch with different sorts of topics or areas. This may consist of speakers or visits.
- Creative or critical thinking – open-ended activities which permit students to increase their thinking processes and introduce students to more advanced kinds of study with external organizations e.g. open University.
- Leadership – opportunities for showcasing leadership skills amongst peers, staff and the wider school learning community.
- Innovation - opportunities for entrepreneurship and enterprise to be cultivated and established beyond the school community.

**2. Curriculum Modification** consists of departures from traditional use of time and space for eg..fast tracking, vertical grouping, mentoring, enrichment clusters, working offsite, master classes, extension classes etc.

**3. Regular Extension Classes.** Students recognized as being in the top 3% of each year group to be notified regarding potential 'take-up' opportunities for challenge. These 'Challenge Groups' will be planned on a frequent basis and carried out by subject specific staff.

**4. Centre of Excellence** – Acceptance onto the Centre of Excellence pathway will enable students to further develop their passion as well as nurture and enhance their area of excellence through extensive links within and beyond the school community. By building opportunity, DBS seeks to offer provision across a diverse array of needs and urges students to display and celebrate their success both at school and in a national and international arena.

## 4. Monitoring and impact assessment

The results of effective identification and provision for the G&T students are likely to be a combination of qualitative and quantitative assessments and long term monitoring. However, the following ways will be used to measure the effectiveness of the work:-

- Improved exam results for recognized students (results versus prediction) and improved 'achievement score'
- Attendance at enhancement opportunities – registers can screen these statistics
- Improved skills levels – pupils and staff assessments
- Higher independence of students in learning and research – teacher assessment/parental comment
- Higher self-esteem for G&T student – student assessment/counsellor feedback
- Enhanced teaching – lesson observation forms
- Showcasing at local, national and international level.





Our aim in producing this document was to create a one stop information point where you would be able to access all the information you are likely to need in relation to policies and procedures of SEND.

We hope you find this Handbook a useful guide.

Thank you all for your continued support.

#### SAWA TEAM

Ms. Farhana Nadeem (Head)

Ms. Farheen (Counsellor)

Ms. Shobha

Ms. Lopamudra

Ms. P. Gunaseeli

Ms. May

Ms. Tahmina

and

Mr. Julian Williams (Principal and Moral Support)

www.springdalesdubai.com



**Quintessentially Indian; Innovatively International**

Springdales School Dubai,  
P.O. Box 115930  
Dubai, UAE

Phone +971-4-338-1311, +971-4-338-2123  
Email [info@springdalesdubai.com](mailto:info@springdalesdubai.com)  
Website [www.springdalesdubai.com](http://www.springdalesdubai.com)



**مدرسة سبرينج دايلز دبي**  
**SPRINGDALES SCHOOL** Dubai