

WISE INDIAN PRIVATE SCHOOL

King Faisal Street

Al Riqqah,

Umm Al Quwain

UAE



**WISE
INDIAN PRIVATE
SCHOOL**

POLICY NAME	<u>Policy on SEN</u>			POLICY NO.	WISE/POL/HSE/
EFFECTIVE DATE	April 1, 2021	DATE OF LAST REVISION	March, 2024	VERSION NO.	002

VERSION HISTORY

VERSION	AUTHOR	REVISION DATE	DESCRIPTION OF CHANGE	APPROVED By:	Signature of Approving Authority:
001	Sheeba Ibrahim Vice Principal	April 1, 2021	New Policy Draft	Sofiya Singh Principal	
002	Sangeeta Anand Vice Principal	March 1, 2024	Policy Revision	Anjana Iraddi Principal	



INTRODUCTION

Wise Indian Private school aim to create a nurturing and positive learning environment, where each student has easy access to a quality education and become independent, valued, competent, skilled members of the school as well as the wider community.

OBJECTIVES

- Work towards meeting individual student needs within the class and school environment by ensuring consistent whole school approach to identification and provision.
- Monitor and evaluate the student's progress, providing the appropriate information and records as part of this process.
- Raise attainment and progress for all students, regardless of their abilities.
- Follow a team approach with increased parental engagement.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the UAE Federal Law 29(2006)

Definition of SEN

According to the Federal Law 29 (UAE), a Person with Special Needs is defined as: "Every person suffering from a temporary / permanent, full /partial deficiency or infirmity in his physical, sensational, mental, communicational, educational or psychological faculties to an extent decreasing the possibility of satisfying his ordinary requirements in the conditions of people without special needs." In line with Federal Law (2006) and Law No. 2 (2014), improving the education and outcomes of students with Special Educational Needs and Disabilities (SEND) remains a priority for U.AE.

SPECIAL EDUCATIONAL NEEDS CATEGORIES

Specific Learning Disabilities

A specific learning disability means a disordering one or more of the basic psychological processes involved in understanding or in using language spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive disability, of emotional disability, or of environmental, cultural, or economic disadvantage. Physical and health related disability This means physical and health problems which are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect the educational HIV, and head injuries etc.).

Visual Impairment

Visual impairment means impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes both partially sighted and blindness.

Hearing Impairment Including Deafness

Hearing impairment including deafness means impairment that, with or without amplification, adversely affects educational performance; may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without amplification. performance of the student such as: (asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukemia, cerebral palsy, renal failure,

Speech and Language Disorders

Speech and language disorders means having a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance. may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.

Autism Spectrum Disorders

Autism Spectrum Disorders (ASD), also known as Pervasive Developmental Disorders (PDDs), cause severe and pervasive impairment in thinking, feeling, language, and the ability to relate to others. These disorders are usually first diagnosed in early childhood and range from a severe form, called Autistic Disorder, through Pervasive Development Disorder Not Otherwise Specified (PDD-NOS), to a much milder form, Asperger's Disorder. They also include two rare disorders, Rett's Disorder and Childhood Disintegrative Disorder.

Emotional and Behavioral Disorders

An emotional and behavioral disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors;
- (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (c) inappropriate types of behavior or feelings under normal circumstances,
- (d) a general pervasive mood of unhappiness or depression, and
- (e) a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance

Intellectual Disabilities

Intellectual disabilities, formerly called "mental retardation" means having significantly below average general intellectual functioning, existing along with deficits in adaptive behavior which are manifested during the developmental period and adversely affect a child's educational performance.

Inclusion Education

The concept of inclusion is based on the idea that students with disabilities should not be segregated, but should be included in a classroom with their typically developing peers. A student in an inclusion classroom usually needs only to show that he/she is not losing out from being included in the classroom, even if the student is not necessarily making any significant gains. The emphasis is on life preparation and social skills than on the acquisition of level appropriate academic skills.

SEND PROCEDURE

Identification

Parents may directly approach the teacher or school administration during the admission process to present a diagnosis and request Learning Center services. However, parents are not obligated to disclose their child's condition. If the condition is not initially disclosed, teachers may identify potential SEN (Special Educational Needs) in class and refer the child to the Learning Center for further assessment. In cases where parents are in denial or unaware of their child's needs, the school works empathetically to support them through counseling and awareness sessions, helping them understand and accept their child's requirements. Teachers play a vital role in this identification process, and they may refer a child to the Learning Center if they observe signs of SEN that parents may not have recognized. Additionally, students with

additional needs can be identified through Entry-Level Tests conducted at the beginning of the term, as well as through ongoing observation of class performance and grades.

Admission of SEN

1. Special children or children who are differently abled seeking admission to schools will be assessed by the special education cell of each school.
2. The special education cell will have clear and transparent criteria as laid down in MOE/CBSE guidelines on which cases will be assessed.
3. Admission will be granted in light of the recommendation of the special education cell and the education provisions and processes for such children will be guided by established Ministry/CBSE guidelines.

Referral process

The referral process begins when teachers notice concerns related to a student's academic performance, behavior, or social interactions. In such cases, the teacher will complete a referral form detailing the observations and submit it to the SEN department. Once the referral is received, a special educator or counselor will conduct an observation of the student within two weeks, though this period may extend to three weeks depending on the caseload and the specific needs of the student. For parent or self-referrals, the process moves directly to intervention after the consent form is signed, ensuring prompt support for the student.

Observation

The special educator or counselor conducts observations in various settings to confirm or clarify if there is a genuine concern before approaching the parents. The student's level of need is determined through these observations, alongside feedback from parents and teachers. Once the concerns are validated, the special educator or counselor obtains parental consent to begin working with the child by having them sign a consent form. In some cases, informal assessments and checklists tailored to specific concerns may be administered by the special educator or counselor. If necessary, the school may request an external professional assessment, and the relevant checklists can be shared with the parents to facilitate this process.

Team Meetings

To ensure that our special needs students reach their full potential, we prioritize building strong partnerships with key team members, including parents, the SENCO, special educators, counselors, learning support assistants, teachers, the Senior Leadership Team (SLT), and external professionals. Regularly scheduled team meetings are held to review and develop Individualized Education Plans (IEPs), Individualized Behavior Plans (IBPs), and Individualized Learning Plans (ILPs). Meetings with teachers and SLTs are also conducted to coordinate the best in-class support. We work closely with parents and teachers, keeping them informed about provisions and arrangements for special educational needs and encouraging their active participation in the process. Additionally, staff members receive ongoing professional development (CPD) on relevant topics to enhance their ability to support students with special needs effectively.

Support for Students with SEN

When a student with Special Educational Needs (SEN) is identified, they are provided with tailored support both within and outside the classroom, depending on their individual needs. The class teacher and subject teachers are responsible for working with the student daily, with assistance from inclusion team. Special educators also support SEN students in the classroom, collaborating with teachers to implement effective teaching strategies, activities, and classwork that ensure student progress. In addition to in-class support, pull-out sessions are conducted for students who require more focused, individualized attention. These one-on-one sessions with

a special educator take place in a separate room and focus on developing specific skills to meet the student's unique learning goals.

PROVISIONS

Provisions and exemptions are offered based on the individual needs of each student with Special Educational Needs (SEN). The following provisions are available to support their learning:

- Modified Curriculum
- Modified Assessment
- Exemption from Languages
- Learning Support Assistant (Shadow)

Provisions (in lines of CBSE)

- Flexibility in choosing subjects.
- Separate question paper and questions in lieu of practical component.
- Separate seating during examination
- Exemption from third language
- Additional time during examination
- Use of reader (only read out)
- Use of writer/scribe to write answer paper
- Use of calculator
- Use of computer/laptop to write exam
- Condone spelling error

Review

At the end of each term, a scheduled meeting is held to review the student's IEP (Individualized Education Plan), IAP (Individualized Action Plan), or ILP (Individualized Learning Plan). The team, consisting of parents, teachers, special educators, and the Learning Support Assistant (LSA), evaluates the student's progress toward the set goals. Based on this evaluation, the goals are either adjusted, maintained for further development, or new goals are introduced to address evolving needs. This collaborative process ensures that the support remains targeted and effective, helping the student to continue progressing.