



Special Educational Needs and Disabilities (SEND) Policy

Date	Review Date	Lead Policy Writer/s	Leader Responsible
October 2016	May 2017	Shanna Curtis	Shanna Curtis

Introduction

‘The Emirate of Dubai is determined to become an inclusive, barrier-free society that promotes, protects and ensures the success of people with disabilities and special educational needs. Establishing good-quality school provision for students and children with special educational needs is a key step on this journey’. (Taken from DSIB School Inspection Supplement 2015 – 2016)

‘The concept and practice of inclusive education have gained importance in recent years. Internationally, the term is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners. Inclusive education is not a marginal issue but is central to the achievement of high-quality education for all learners and the development of more inclusive societies. Inclusive education is essential to achieve social equity and is a constituent element of lifelong learning’. (UNESCO)

Aims & Objectives

Nord Anglia International School Dubai believes that students within the school with Special Educational Needs and Disabilities (SEND) are entitled to receive, with a suitable peer group, a broad, balanced and relevant curriculum and should join in the activities of the school, together with students who do not have special educational needs. All teachers take responsibility for meeting the needs of their students, including those with special educational needs and disabilities, but may require specialised support to do so effectively. The SENCO and Personalised Learning Team work closely with all teachers and are responsible for the day to day operation of this policy and for coordinating provision for students with special educational needs and disabilities.

Roles and Responsibility for the Policy

Role of the Principal and Senior Leadership Team

The Principal and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy
- work closely with the policy/subject leader
- ensure compliance with the legal requirements of the KHDA
- provide leadership and vision in respect of equality
- provide guidance, support and training to all staff
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils, parents and members of the wider community
- annually review the success and development of this policy with the relevant stakeholders

Role of the Policy/Subject Leader

The Policy/Subject Leader will:



- lead the development of this policy throughout the school
- work closely with the Principal, SLT and all teachers
- be accountable for standards in this subject area
- monitor standards by;
 - auditing the subject area
 - monitoring teachers planning
 - monitoring interventions
 - lesson observations
 - scrutinising student's work
 - discussions with students
 - discussions with parents
 - discussions with teachers
 - measuring progress using data
- provide guidance and support to all staff
- provide training for all staff on induction and when the need arises regarding SEND
- participate in appropriate and relevant professional development
- keep up to date with new developments
- ensure all students participate as fully as is practically possible in all school activities
- create a climate in which self-esteem and confidence can grow
- ensure that the views of the student (in light of their age and understanding) are sought and taken into account where appropriate
- provide clarity and consistency of approach and procedures, where everyone is committed to accepting and helping those students who have special educational needs
- ensure parents have access to information, advice and support during assessment and any related decision-making processes about special educational provision and have their views taken into account
- ensure all staff and parents are aware of the importance of identifying and providing for a student with special educational needs at an early stage
- undertake an annual audit and stock take of resources
- purchase new resources when required and in preparation for the new academic year
- manage the subject budget effectively if empowered to do so
- undertake risk assessments when required
- review and monitor
- follow the KHDA School Inspection Framework guidelines as well as the UK SEND Code of Practice
- annually report to the Principal and the SLT on the success and development of this policy

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- provide all students with appropriate provision to enable them to learn and the appropriate teaching methods and arrangements required, to enable him/her to gain access to the curriculum
- provide opportunities for access to learning and progression for all students to meet their full potential, personal and educational, alongside their peers
- make a record of the students who are raising concerns and/or are working significantly below age related expectations on the relevant forms and discuss these concerns when meeting with their year leader as well as the leader of assessment and tracking
- observe a student that they have concerns about (behavioural, cognitive, social, emotional, etc.) in a variety of settings (e.g. playground, group work, class activities) and gather evidence for their concerns
- try a variety of strategies, use his/ her expertise and differentiate materials in order to encourage progress within the classroom. If progress is not noticed then a referral must be made to the SENCO using the correct referral procedure



- read the student's personal files (available in Admissions) for information from the entry assessments, student's last school and background

Role of Students

Students will:

- be aware of and comply with this policy
- take ownership of their own personalised learning (where appropriate)
- be involved in the planning of their support
- strive to achieve their own personal goals
- be ambitious
- take risks
- have high aspirations

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
 - PEP reviews
- participate in the processes of identification, provision setting and reviewing personalised plans with their child, the teachers, the SENCO and Personalised Learning Team
- source external support for students with SEND if (and when) appropriate

Role of the International Baccalaureate (IB) Coordinator

The IB Coordinator will:

- ensure that planning within their team provides appropriate opportunities for all SEND students
- monitor all SEND provision with the support of the SENCO
- monitor summative assessments each term and report to the Personalised Learning team and SENCO any areas of concern
- liaise with the Personalised Learning Team and SENCO to ensure learning needs are being met
- ensure accurate information is submitted to support applications for Access or Special Arrangements (where applicable)
- ensure resources in relation to Access of Special Arrangements are identified and in place

Policy

Special Educational Needs and Disabilities

Nord Anglia International School (NAS) Dubai is committed to providing the best educational experience for all students. A key objective at NAS Dubai is the provision for students who are identified as having Special Educational Needs and/or Disability (SEND) through personalised learning. Excellence is encouraged for all of our students and we provide opportunities to excel throughout the Curriculum. We will do this as part of our ethos of celebration of achievement within a whole school climate for success. We believe that by making provision for all students, especially those who require additional educational support, the standards of achievement will be raised for all students.



The Personalised Learning Team follows the policies developed for students with Special Educational Needs and Disabilities (SEND) as well as those who are identified as being Gifted and Talented. The focus is one that is needs led, delivered within clear and identified policy parameters. Although there are acknowledged links – in some instances – with pupils who have English as an Additional Language (EAL) or who are English Language Learners (ELL), this is a separate area of provision and is, accordingly, addressed in a different policy document. Students with EAL or who are ELL should not be regarded as having SEND, although in some cases, students with EAL/ELL may also have a SEND.

A staged approach to support will ensure all students identified via teacher assessment (and possibly also through analysis of assessment data), will receive appropriate intervention. As well as educational and physical difficulties, SEND at NAS Dubai is also on the basis of the following concerns:

- Pastoral
 - Social, emotional and behavioural difficulties
 - Attendance
 - Family difficulties
- Medical

What is a Special Educational Need and Disability?

Special educational needs are defined as *'educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder.'* (KHDA Inspection Framework)

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

According to the Special Educational Needs and Disability Code of Practice: 0-25 Years, *'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

A student of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

SEND Referral Process

- Teachers will monitor students using their year group concerns form and will review this weekly with the Head of Year, fellow teaching team and other specialist teachers
- Teachers/Teaching Assistants will run personalised interventions in small groups and on a one to one basis where appropriate during the school day
- A referral to the SENCO is made using the Teacher Referral Form if appropriate and only after teachers have accumulated observational, documented evidence of the concern (up to 6 weeks). On the Teacher Referral Form, teachers must indicate the academic areas they are concerned about, making sure to make note of specific challenges as well as support strategies that have already been used
- Parents will be informed of their child's progress and that their learning needs are now a concern which has resulted in the information being forwarded to the SENCO and the Personalised Learning Team by teachers
- The SENCO will then review all referral forms with the support of the Personalised Learning Team and will decide a course of action, based on which professional will work on the case
- The SENCO will contact the parents and invite them in for a meeting to create a personalised plan for the student along with relevant teachers. This will become the initial Team Around the Child (TAC) meeting
- The SENCO will invite parents to complete a Parent Input form which will support the student, teachers and SENCO to create a Personalised Education Plan (PEP) if appropriate. The PEP will contain SMART targets and support strategies which will have been agreed by the student, teachers, SENCO and parents, and will run for a period of time deemed appropriate (usually 6 - 8 weeks)
- PEPs are monitored by the teacher(s) and SENCO and are reviewed at the PEP Review meeting with parents



- If necessary, referrals are made to External Support whereby the parents and SENCO will liaise

Identification and Assessment

The school closely follows the UK model of best practice for identifying, assessing and providing for children and young people with special educational needs and disabilities. At NAS Dubai, a number of methods are used to identify a student as having a SEND. This could be a parent interview, student referral, teacher referral, standardised assessment testing, teacher assessment, outside agency communication e.g. Educational Psychology Report, tracking and monitoring of progress or behaviour. This list is not exhaustive but provides an example of the ways in which the school may identify a SEND.

Once a student has been identified as having a SEND the school will assess and plan for special education provision according to the needs of the student.

Curriculum Modification

Rather than having a one-size-fits-all approach, where a teacher simply imparts knowledge, NAS Dubai is dedicated to differentiated teaching, which focuses on addressing the individual needs of all of our students.

It is the responsibility of the teacher to modify the curriculum in order to support all students, including those who may have a special educational need or disability. The teachers observe and understand the needs that are presented, responding quickly with appropriate support and/or curriculum modification. This can include differentiation of activities or learning outcomes, adult support or intervention. Teachers at NAS Dubai understand that every student is unique as is their learning style.

Personalised Learning Register

The SENCO and the Personalised Learning Team will keep a list of students who are deemed to have a special educational need or disability known as the Personalised Learning Register. There will be one register for Primary and Early Years students and one for Secondary students. Students are placed on the register after strategies such as varying teaching styles, differentiating work or adapting the learning environment have not had a noticeable impact.

Placing a student on the register allows the SENCO and Personalised Learning Team to share with teachers, and those who support the student, areas of strength, challenges the student will encounter, specific and measurable targets (SMART) and recommendations/strategies in order to reduce/limit barriers to learning.

The Personalised Learning Register will be reviewed and updated half termly (every 6-8 weeks). Targets met, whole school assessments, continual progress, improved attainment will be indicators regarding the status on the register.

Students can be placed on the Personalised Learning Register if they have difficulties in the following areas:

- behaviour, social and emotional (includes ADHD)
- sensory (includes visual and hearing impairments)
- physical (includes spina bifida and cerebral palsy)
- medical conditions or health related disabilities (includes asthma, diabetes and allergies)
- speech and language disorders (does not include students with additional language needs)
- communication and interaction (includes Autism Spectrum Disorder and Asperger's Syndrome)
- general learning difficulties
- profound and multiple learning difficulties (includes sensory and/or physical disabilities where high levels of support are needed)
- assessed syndrome (includes Down's Syndrome)
- specific learning difficulties (includes dyslexia, dysgraphia, dyscalculia and dyspraxia)

The register may also list students who are not making good progress or meeting their age related expectation and where additional support and provision is needed. It is a fluid document that is regularly updated, therefore, numbers of students on the register and the information contained will be subject to change.



All personal documents are saved securely onto the 'P Drive'. All confidential reports are stored securely in the student's file in the Personalised Learning office.

Personalised Education Plans (PEPs)

A Personalised Education Plan (PEP) is created following consultation with the student, parents, teachers, SENCO and the Personalised Learning Team. The PEP will detail specific learning targets, provision and any adaptations to the curriculum. These will be reviewed regularly by the student, teachers, parents, SENCO and the Personalised Learning Team.

The PEP includes:

- a description of the student's special need
- the targets to be achieved (SMART)
- the time for the targets to be achieved in
- the educational provision (staff involved, frequency of support, specialist programmes, activities, materials)
- support from home
- input from the pupil
- input from the parents
- review date
- any other support (counsellor, medical)
- monitoring and assessment arrangements
- Data (CAT scores, curriculum scale points)

Liaison with External Agencies

Where it is necessary for the school to have more detailed and specific information regarding the student's strengths and difficulties, the SENCO may recommend a referral to an external agency. It is the responsibility of the parent to source, fund and transport their child to the appropriate external agency. These sessions take place out of school and could include:

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Behaviour Therapists
- Counsellors
- Doctors

Parents are encouraged to obtain a written record from any assessment, and to provide the school with a copy. Any reports received are kept in the student's confidential file in and are available to staff on a need to know basis.

Parent Support

At NAS Dubai, we recognise the important role parents/carers play in the education of their child. We will always contact parents/carers if we have a concern that their child may have a special educational need. We work closely with students with SEND and their parents/carers to agree outcomes - how we will all work towards these and then to review progress over time. We do this by holding review meetings, parent evenings, meet and greet sessions, parent workshops, student school passport, phone calls and emails.

There are also opportunities for parents/carers and the students to contribute to our policies of SEND via;

- Opportunities for School Council
- Parent Feedback Questionnaires
- Student Voice
- Discussion with members of the Personalised Learning Team
- KHDA Parent Questionnaire – DSIB Inspection Feedback



Pupil Voice

Students at NAS Dubai are actively encouraged to express their views and opinions on all aspects of school life. In enabling and equipping our students with SEND to take ownership and responsibility of their learning, pupil voice plays a very active and important role.

In setting targets, self-assessment, completing pupil profiles and PEP reviews, students are given the opportunity to express their thoughts, consequently empowering students to participate meaningfully in decisions which affect their lives.

Progress

The progress of all students is tracked throughout the school through Pupil Progress Review meetings which occur every half term. Student progress is monitored by classroom teachers, year group leaders, subject specialist and the SENCO and feedback is then provided to the Senior Leadership Team.

In addition, we regularly review progress towards outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations and individual SMART targets.

Where special intervention programmes are running for groups of students we assess how successful they have been and use that information to decide how best to continue with support in future and what resources we may need. This is then fed into the Personalised Learning Action Plan to inform resourcing for the next school year.

Gifted and Talented

According to the UAE Inspection Framework;

- the term giftedness refers to '*a student who is in possession of untrained and spontaneously-expressed exceptional natural ability in one or more domain of human ability*'. These domains will include intellectual, creative, social, physical abilities. In the case of a gifted student, whilst exceptional potential will be present, they may actually under achieve.
- 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.

Using a range of teacher assessments as well as internal and external data, teachers will identify students who are gifted and talented in the following areas:

- intellectual ability
- subject specific aptitude
- social maturity and leadership
- mechanical/technical/technological ingenuity
- visual and performing arts
- psychomotor ability

These students will be added to the Gifted and Talented Register from which teachers can plan challenge and enrichment of students learning in order to achieve according to their potential.

Teaching Assistant Support

Across the primary years (1 – 6), every class will have a full time Teaching Assistant (TA) to support the 20 students, including those with SEND. In the Early Years, Nursery and Reception, each class will have two full time TAs to support all of the students.

A Shadow TA will only be used when a student has a physical disability or a need that is greater than they can independently manage. Shadow TAs work with a student on a one to one basis to support them within the curriculum areas and everyday school routines.



At NAS Dubai, parents are responsible for arranging the Shadow TA for their child.

Disabled Access

Please refer to our Disability Access policy.

Admissions and SEND

Please refer to the Admissions Policy for full guidance on admissions and registrations.

Exam Access Arrangements

Please refer to our Exam Access Arrangements policy.

SEND within the International Baccalaureate Diploma Programme (IBDP)

IBO Mission Statement

*'The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'*¹

IBO Criteria Regarding SEND Students

The IBO states: *'Students with learning support requirements may need support and arrangements for both teaching and learning. Once a student with learning support requirements is enrolled in the school, it is the responsibility of the school to meet the student's learning needs, including suitable arrangements for teaching and assessment.'*²

*The IBO also state that: "All requests for inclusive assessment arrangements must be submitted online and must specify exactly which arrangements are being requested; and that 'All requests for inclusive assessment arrangements **must be submitted six months prior to an examination session**. That is, November 15th for candidates registering for the May examinations session and by May 15th for candidates registering for the November examinations session.'*³

Latest Procedures for Inclusive Assessment Arrangements

Staff can access the latest policies and procedures for applying for inclusive assessment arrangements here:

<http://www.ibo.org/contentassets/019c8bebf2a84f2c8493ae56de3c8c34/57-kalaparasuram-inclusiveassessmentarrangements.pdf>

Any student identified as having a Special Educational Need or Disability (SEND) will be supported in line with the IB policy and procedures.

Responsibilities of the School regarding IBDP Students

NAS Dubai has a SENCO and a Personalised Learning Team who work with students identified with SEND. They work alongside the teachers to create PEPs (Personalised Education Plans) with individualised programmes (action plans, classroom attendance and assessment strategies) and monitor the progresses of individual students. Please see information on Referrals on pages 4 and 5.

Guidance Through Subject Selection

Before being accepted onto the Diploma Programme, students will be guided through their course selection by the IBDP Coordinator, the University Guidance Counsellor (UGC), the Personalised Learning Team and the SENCO. Any IBDP student who is identified as having a SEND will be referred following the usual SEND referral process (see SEND Referral Process section).

1 - *Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes.* p1

2- *Candidates with assessment access requirements.* p6.



Learning Support Requirements

Candidates who require inclusive assessment arrangements may have learning support requirements due to one or more of the following:

- Autism spectrum/Asperger's syndrome
- Learning disabilities
- Medical conditions
- Mental health issues
- Multiple disabilities
- Physical and/or sensory challenges
- Social, emotional and behavioural difficulties
- Specific learning difficulties
- Speech and/or communication difficulties

For students with an Educational Psychologist's (EP) assessment, special consideration may be awarded. It is the responsibility of the IBDP Coordinator to send the correct documentation, including the EP Assessment Report and the Special Consideration Form (D2) to the International Baccalaureate Organisation (IBO) six months in advance of the IBDP exams. The outcome of the Special Consideration from the IBO will be communicated back to the student, parents, teachers and Senior Leadership Team by the IB Coordinator.

Where recommendations for special consideration by the IBO have been agreed, the following list summarises how schools can accommodate assessment access requirements ⁴:

- Access to modified papers
- Examination papers in Braille
- Changes to the print on examination papers
- Printing on coloured paper
- Modifications to the visual complexity
- Modifications to the language of examination papers
- Access to additional time of requests for additional time.
- Additional time (10%)
- Additional time (25%)
- Additional time (50%)
- Additional time (25%, mathematics)
- Additional time (25%, orals)
- Additional time (further points)
- Access to writing
- Computers
- Word processor
- Word processor with spell checker
- Speech recognition software
- Scribes
- Transcriptions
- Access to reading
- Reader
- Reading software
- Access to speech and communication
- Communicators
- Calculators
- Practical assistance



- Alternative venues
- Extensions to deadlines
- Exemptions from assessment

4. *Diploma Programme Candidates with assessment access requirements. (2009, 2011 and 2013). P.12 - 24.*

The IB also has established policies for accommodating students with SEND, which staff are encouraged to access through the IB Online Curriculum Centre and on the school Public Drive here at NAS Dubai. Policies of particular relevance include 'Learning Diversity in The International Baccalaureate Programmes: Special Educational Needs within the International Baccalaureate Programmes' which provides advice and guidance on the four principles of good practice, and 'Meeting Student Learning Diversity in the Classroom' which offers specific teaching strategies and resources appropriate for students with a variety of needs. These range from Autism and Dyslexia, to hearing impairment and mental health issues. The policy also suggests how teachers can encourage and extend exceptionally able students.

Procedures for requesting special arrangements are also explained in the *Handbook of procedures for the Diploma Programme*, which will be used by the IB Coordinator, SENCO and Personalised Learning Team. Staff who teach students with special educational needs will also be given a copy of this policy document.

Resources

The school has a full range of resources to support SEND throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the spring term in preparation for the next academic year.

Sharing and Maintaining Awareness of this Policy

We will share and raise awareness of this policy via:

- the School Prospectus
- the Staff Handbook
- the Student Handbook
- our website and social media pages
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- written communications with home such as daily emails and newsletters, reports
- information displays around school

Relevant Professional Development

All school staff:

- have equal chances of training, career development and promotion
- receive training on this policy during the induction period
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the lead person, the Heads of School, the Principal or other stakeholders.



A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Principal for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Curriculum	▪ Teaching and Learning
▪ Differentiation	▪ Assessment
▪ Monitoring and Evaluation	▪ Self-Evaluation & School Improvement
▪ Exam Access Arrangements	▪ Gifted and Talented
▪ Admissions	▪ Disability Non-Discrimination
▪ EAL and ELL	▪ International Baccalaureate Diploma Programme

Principal:

Date:



Policy Evaluation

Points to be considered	Yes	No	N/A	Evidence
• Policy annually reviewed				
• Policy in line with current legislation and/or KHDA requirements				
• Lead person in place				
• Lead person carries out role effectively				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Necessary resources in place				
• Policy referred to the School Handbook				
• Policy available from the school administration				
• Policy available from the school website				
• All stakeholders including students involved in further development of this policy				
• All associated training in place				
• All outlined procedures complied with				
• Links made between this and other policies in place				
• Associated policies in place and up to date				

Lead Reviewer:

Date:

Principal:

Date:



Policy Approval

Policy Title:						Date written:			
Policy written by:						New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	<input type="checkbox"/>
Stakeholders consulted in policy production: (✓ or x)	Principal	Senior Leadership Team	Teachers	TAs	Administrative Personnel	Parents	Pupils	Other relevant stakeholders	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Date when approved by Principal:			Date when presented to stakeholders:			Date implemented:			
Published on: (✓ or x)	School Website		Staff Handbook			Student Handbook			
	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>			