

Special Educational Needs and Disabilities (SEND) Policy

Date	Review Date	Lead Policy Writer/s	Leader Responsible
Updated - November 2017	November 2018	Shanna Curtis (Assistant Head and SENCO)	Shanna Curtis (Assistant Head and SENCO)

Introduction

‘The vision for Dubai to become a fully inclusive city by 2020 is part of a wider strategic plan including health and rehabilitation, employment, universal accessibility and social protection. As a step towards achieving this vision, school owners, operators, governors, senior leaders and other stakeholders should develop a shared understanding of, and commitment to, agreed values and standards of inclusive education’. (Taken from DSIB School Inspection Supplement 2017 – 2018)

‘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)

‘At its heart, inclusive education is a provision that is committed to educating all students, including students identified as experiencing special educational needs and disabilities (SEND) in a common learning environment. In such settings, all students have access to quality instruction, intervention and support so that they experience success in learning. Inclusive education providers create a culture of collaboration, in a landscape of mutual respect and equality for all. All students are given opportunities to be successful learners, to form positive social relationships with peers, and to become fully participating members of the learning community’. (Taken from Dubai Inclusive Education Policy Framework, 2017)

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 Special Educational Needs Coordinator (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, Senior Leadership Team and SEND Parent Advisor

The Principal, Senior Leadership Team (SLT) and the SEND Parent Advisor will:

- ensure all school personnel are aware of and comply with this policy
- work closely with the SENCO and Personalised Learning Team
- 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
- track the attainment and progress of all students with SEND

Role of the SENCO and Personalised Learning Team

The SENCO will:

- lead the development of this policy throughout the school
- work closely with the Principal, SLT, SEND Parent Advisor and all teachers
- be accountable for standards in this subject area
- monitor standards by;
 - auditing the subject area
 - monitoring teachers planning
 - monitoring interventions
 - observing lessons
 - 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 regular training throughout the school year or when the need arises regarding SEND
- participate in appropriate and relevant continuous 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 and disabilities
- 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
- liaise with external agencies where necessary
- ensure resources in relation to Access of Special Arrangements for Exams are identified and in place
- 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 the effectiveness of provision and modifications for supporting students with SEND across the school
- follow the KHDA School Inspection Framework guidelines as well as the Dubai Inclusive Education Policy Framework and UK SEND Code of Practice
- annually report to the Principal, SLT and the SEND Parent Advisor 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 apply appropriate teaching methods and arrangements required in order to enable every student 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, department 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
- follow the ethos that 'every teacher is a teacher of SEN'.

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
 - Team Around the Child (TAC) meetings
- participate in the processes of identification, provision setting and reviewing personalised plans with their child, the teachers, the SENCO and Personalised Learning Team
- follow the recommendations made by the SENCO, Personalised Learning Team, teachers, SLT and external agencies
- 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

NAS Dubai champions an ambitious education believing that there are no limits to what our students can achieve for themselves and for others.

Special Educational Needs and Disabilities (SEND) Policy

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 SENCO and Personalised Learning Team follow 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. 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 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 and disabilities (SEND) are defined as ‘*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.*’ (Dubai Inclusive Education Policy Framework, 2017)

According to the KHDA Inspection Framework special educational needs are ‘*educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder.*’

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. A SEND may mean students have a barrier to learning which staff at NAS Dubai will support to overcome.

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 (TAs) and Learning Support Assistants (LSAs) 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
- Appropriate provision and curriculum modification will be identified using a Wave system:

- Wave 1 – inclusive quality first teaching for all students
- Wave 2 –targeted, additional interventions to enable students to work at age-related expectations or above
- Wave 3 – specialist, additional and highly personalised interventions, external support or 1:1 support

- 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 which will be reviewed at the end of the term. An agreed baseline of current performance levels will support the measurement of progress.
- PEPs are monitored by the teacher(s) and SENCO/Personalised Learning Team 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.

The SENCO and Personalised Learning Team may be involved in the admissions process when a potential student presents with special educational needs or disabilities. They will liaise with parents if a new student is in receipt of an external agency/school report which indicates the presence of a special educational need.

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.

SEND support arises from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the student's needs and of what supports the student in making expected or better than expected progress and securing similar outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all students. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Personalised assessment leads to a growing understanding of the barriers to and gaps in the student's learning.
- Continual reflection on approaches to meeting the student's needs leads to a growing understanding of strategies that enable the student to make good progress and achieve good outcomes.

In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of our students.

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. These students may be identified as having an Additional Educational Need (AEN). 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 SENCO office.

Personal Summaries

Personal Summaries are created by class teachers/Personal Tutors with the support of the SENCO and Personalised Learning Team to inform all specialist and subject teachers of the appropriate strategies/modifications to make when teaching students with SEND. Parents and students in the upper primary years and secondary phase of the school also contribute to the creation of these documents. Every student identified as a Wave 1 or Wave 2 on the Personalised Learning Register will have a Personal Summary. These are shared with all relevant staff members and are reviewed at the end of every half term during a feedback meeting.

Personalised Education Plans (PEPs)

A Personalised Education Plan (PEP) is created following consultation with the student, parents, teachers, SENCO and the Personalised Learning Team for students identified as a Wave 3 on the Personalised Learning Register. 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. A formal PEP review meeting takes place at the end of each term.

The PEP includes:

- a description of the student's special educational need or disability
- a baseline of the present level of student performance
- 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 appropriate, the SENCO will develop partnerships with special centres and external professionals who work with individual students. These partnerships will be responsive to the needs of the students who experience SEND and their families to ensure access to high quality inclusive education.

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 usually take place out of school and could include:

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Clinical 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.

Inspire Therapy Services

This year NAS Dubai is able to facilitate speech and language therapy (SLT) and occupational therapy (OT) sessions within school, with the support of our external provider, Inspire Therapy. This allows those students who require additional support for communication, physical and/or sensory areas to work with a fully qualified speech and language therapist and/or occupational therapist. These sessions take place in the Personalised Learning Classroom and arranged by the parents, the SENCO and the therapist.

It is the responsibility of the parents to handle all payments to Inspire – school staff are not permitted to do so. It is also the parent's responsibility to notify Inspire Therapy if their child is absent or unavailable for their therapy session due to another event taking place e.g. a school trip or class assembly. Further details can be found through the Inspire Therapy Terms and Conditions on agreement of therapy services.

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/drop in 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 meetings
- Parent Feedback Questionnaires
- Student Voice Questionnaires
- Discussion with members of the Personalised Learning Team
- Parent/student weekly drop in sessions
- Monthly Personalised Learning Parent Networks
- KHDA Parent Questionnaire – DSIB Inspection Feedback

Student 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, student voice plays a very active and important role.

In setting targets, self-assessment, completing student 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, department leaders, subject specialists and the SENCO. Feedback on progress is provided regularly 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.

Inclusion Champion, SEND Parent Advisor and Inclusive Education Action Team

The school have appointed an Inclusion Champion who is leading cultural transformation at NAS Dubai in order to achieve the Dubai's 2020 vision of being a fully inclusive city.

The school have nominated a SEND Parent Advisor for Inclusive Education who will hold the school leaders at NAS Dubai accountable for the improvements of provision and outcomes for students with SEND.

The Inclusion Champion, SENCO and SEND Parent Advisor work in partnership with other stakeholders including the Personalised Learning Team, teachers, teaching assistants and learning support assistants to form an 'Inclusive Education Action Team'. These are stakeholders are known as the school's 'Personalised Learning Champions'. This inclusive education action team will develop, implement and monitor the impact of the strategic inclusive education improvement plan.

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.

Learning Support Assistants

The school has dedicated Learning Support Assistants who support students with SEND and work alongside the SENCO and Personalised Learning Team. On the rare occasions when students who experience particularly complex and severe levels of SEND require the addition of high levels of therapeutic or specialist provision, including one to one support from a Learning Support Assistant (LSA) funding and contractual service agreements will ensure that:

- additional fees to parents represent the actual cost of the services
- there is a clear rationale for additional services including educational objectives and impact measures
- regular review and evaluation of the quality of delivery and impact upon student outcomes, including progress towards intended learning outcomes

'The school will ensure that the cost to families for required services, based on a student's disability, will be reasonable and reflect good value for money indicated by efficiency of delivery and impact upon student outcomes' as stated by the Dubai Inclusive Education Policy Framework (2017).

A one to one Learning Support Assistant (LSA) will only be used when a student has a physical disability, intimate care needs or a need that is greater than they can independently manage in order to access the curriculum areas and everyday school routines successfully. This will be discussed and agreed by all stakeholders involved, including parents, the SENCO and key members of the SLT.

The school will be responsible for the recruitment and deployment of LSAs including those who are required to support in a one to one support role. The school will ensure that LSAs are accountable to their job description and will be required to complete the relevant training and development programme appropriate to their role within a time bound period.

Admissions and SEND

According to the Dubai Inclusive Education Policy Framework (2017) *'matters concerning admissions, participation and equity refers to the fact that students who experience SEND have the same right as all other students. This includes the right to be admitted to a preferred school where they are able to engage and participate in a quality learning experience alongside same aged peers'*.

At NAS Dubai we ensure:

- Students are not refused admission based only on their experience of SEND
- Students who experience SEND will be actively supported to participate in the process of learning as they develop their potential, and build relationships with their peers, through social interactions in age appropriate learning environments
- Students who experience SEND will be provided with appropriate levels of support, accommodations and curricular modifications in order for students to access the same educational opportunities as their peers.

The Admissions Team will seek the advice of the SENCO and Personalised Learning Team to carry out an assessment of educational need upon entry to the school. The SENCO will use the information gained from the assessment on entry and identification procedures to determine the type and level of support appropriate for each student. The SENCO and Admissions Team will liaise with parents if a new student is in receipt of an external agency/school report which indicates the presence of a special educational need.

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.

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

Exam Access Arrangements

These are arrangements put in place to ensure all students have equal access to examinations. Students should not be disadvantaged by any special educational needs or disabilities.

The school must comply with the rules for Access Arrangements as set out in the most recent Joint Council for Qualifications (JCQ) publication.

Access arrangements encompass a wide range of provisions which include:

- being allowed to sit examinations in a smaller or separate room
- supervised rest breaks
- use of colour overlays
- a prompter

- extra time (25% or 50%)
- a reader or e-reader pen
- a scribe
- use of a word processor
- a practical assistant
- modified papers
-

Disabled Access

The accessibility of the school premises is in accordance with the Dubai Universal Accessibility Code and includes ramps, lifts, disabled parking spaces and disabled toilets.

Please refer to our Health and Safety policy for further guidance for disabled access.

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 our Gifted and Talented Register from which teachers can plan challenge and enrichment of students learning in order to achieve according to their potential. Provision for Gifted and Talented is monitored by the Student Enrichment Leaders and the SENCO.

Please refer to the Gifted and Talented Policy for further guidance.

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.

3 - *Candidates with assessment access requirements*. p.7

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

- The policy leader 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

 International Bacculaureate Diploma Programme	 Teaching and Learning
 Safeguarding and Child Protection	 Assessment
 Gifted and Talented	 Health and Safety
 Admissions	

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"/>	