



St. Joseph's School Abu Dhabi

SPECIAL EDUCATION NEEDS POLICY 2020-2021

Purpose

We at St. Joseph's School, Special Educational needs policy is to promote the successful inclusion of Students of Determination and also Gifted and talented students to reach their full potential within a supportive educational environment that prepares them well for independent learning.

Aim

The aims of Special Education policy are:-

- To ensure that all students have access to a broad and balanced curriculum.
- To ensure the early identification of students requiring Special educational need provision.
- Provide training for all the staff working with Special educational needs students to enable them to support the individual needs effectively.
- Provide differentiated learning support for Students of Determination and also Gifted and Talented.
- To ensure parents are kept fully informed about the child's progress and attainment.
- Provide equal opportunities for students to participate in indoor and outdoor games.

Provisions

- Students who require special education are not denied access to a full education program that meets their learning needs.
- To provide quality teaching for all students and ensure they develop a positive attitude towards learning.

- To provide a whole school approach to inclusion which clearly focuses on early identification, assessment and appropriate strategies and provision for dealing with those students with special education needs.
- Identify the special needs of students within the school context to develop Personalized Learning Plan (PLP)/Individualized Education Plan (IEP) & Advanced Learning Plan (ALP).
- Involve parents to implement appropriately in IEP or ALP.
- Assess progress of students and review individual plans.
- Refer to external support services wherever needed
- Provide effective classroom accommodations
- Provision for Exam modification and subject inclusion

Special Education needs categories

- **Intellectual Disability**

Intellectual disability 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.

- **Specific Learning Disability**

A specific learning disability means a disorder in 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.

- **Emotional And Behavioral Disorders**

EBD includes emotional & behavioral barriers for learning such as attention deficit hyperactivity disorder, attention deficit disorder, oppositional defiant disorder, conduct disorder and childhood psychoses.

- **Autism Spectrum Disorders**

Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking. Pervasive Developmental Disorder and asperger's syndrome are associated with this.

- **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.

- **Physical and health related Disabilities**

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 performance of the student such as: (asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukemia, cerebral palsy, renal failure, HIV, and head injuries etc).

- **Visually Impaired**

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 Impaired**

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.

Gifted and Talented Students

Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or School for All - 21 leadership capacity. More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general

education classrooms with support from special education teachers and resource room teachers.

The areas required are:-

- a) Intellectual ability
- b) Subject-specific aptitude (e.g. in science or mathematics)
- c) Social maturity and leadership
- d) Mechanical/technical/technological ingenuity
- e) Visual and performing arts (e.g. art, theatre, recitation)
- f) Psychomotor ability (e.g. dance or sport)

Academic Learning Support

Many students have academic, behavioral or social difficulties during their school career. All school staff should be skilled in the early identification of these problems and be able to access appropriate consultation and training for intervention support.

Procedures for Referral and Evaluation

The following procedures are designed to support schools in identifying and determining the level of support that students may require.

The Learning Support Team (LST):

Learning Support Team includes:

- Principal
- Social Worker
- Teacher representative
- Special Education Teacher

The student of concern and the parent are invited to participate in the Learning Support Team.

Implementation of a plan

Once a concern is made by Parents/subject teachers an informative assessment is done (meeting/checklist/baseline assessment, sample work) accordingly three plans are implemented. The implementation of plan is effective only by the support of teachers, students and consent of parents.

The three Plans implemented are:-

Personalized Learning Plan (PLP) –The personalized learning Plan (PLP) is implemented for students who have mild learning difficulty and will show progress through supportive teaching at school and home. It's a written statement of the educational program designed to achieve short term goals in order to accomplish long term goals.

Individualized Education Plan (IEP) –An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs (short term & long term goals). Every child who receives special education services must have an IEP. An External assessment report should be submitted to the School to avail modifications/exemption provision for the Student.

Advanced Learning Plan (ALP) - Advanced Learning Plan” means a written record of a gifted student’s strengths and academic and affective learning goals and the resulting programming utilized with each gifted child and considered in educational planning and decision-making. All identified GT students will have an ALP each year.

Gifted & Talented Assessment

To identify gifted children Cognitive Abilities Test (CAT4 test) has been conducted to recognize child’s raw intellectual ability, verbal reasoning, nonverbal reasoning, quantitative reasoning and spatial reasoning. A talented checklist has been to concern teachers to identify talented children.

Academic Intervention and Learning support services for Gifted & Talented students

- An initial appraisal of the student’s learning and support requirements is made by school staff and on that basis referred to the Learning Support Team. Initial support programs are drawn up and passed to the classroom teacher(s) to implement and trial for a period of no less than 3 months.
- An Advanced Learning Plan (ALP) will be set up based on student’s strength and needs.
- The provision within the ALP will then be monitored and reviewed at least annually to determine the ongoing appropriateness of the plan in meeting the learning needs of the student.

- Talented students are encouraged by learning support team by nurturing more opportunities to achieve creative/artistic and resourceful goals.

Sr. Carmen



Sr. Carmen
Principal

Review Date: March, 2021