



**ST.JOSEPH'S SCHOOL**

**ABUDHABI**

**SPECIAL EDUCATION NEEDS (INCLUSION) POLICY**

**2021-2022**

We aim to create a nurturing and positive learning environment, where each student shall have easy access to a quality education and become independent, valued, competent, skilled members of the school as well as the wider community. Special Educational needs policy at St. Joseph's School promote the Successful inclusion of Students of Determination and Gifted & Talented students to reach their full potential within a supportive educational environment that prepares them well for independent learning.

**Aim**

- Students who require special education shall not be denied access to a full education programme that meets their learning needs and should ensure that all students have access to a broad and balanced curriculum.
- Schools should admit, without prejudice, students with mild to moderate special education needs, and shall further provide them with equal educational opportunities as compared to their peers.
- To ensure that students should get equal opportunities to participate in extracurricular activities.
- Provide training for all the staff working with Special educational needs students to enable them to support the individual needs effectively.

**Objectives**

- Working towards meeting individual student needs within the class and school environment by ensuring consistent whole school approach toward identification and provision.
- Provide appropriate assessment tools to determine eligibility for the various categories of disabilities and develop Individual educational plans &

Advanced learning plan and provide all services in accordance with the best international practices.

- To ensure the early identification of students requiring Special educational need provision.
- Monitor and evaluate the student's progress, providing the appropriate information and records as part of this process.
- Follow a team approach with increased parental engagement.
- Providing Professional development and orientation sessions for teachers and parents to enrich physical, educational, social and emotional well being of students.

### **SPECIAL EDUCATION NEEDS (ACCORDING TO ADEK GUIDELINES)**

Special Educational Needs ("SEN") is the generic term for any disability, disorder, difficulty, impairment, exceptional needs (rare cases) or other additional needs that may be caused by mental, behavioral, physical, emotional or cognitive factors and which may affect a student's learning and his or her educational performance. And Special education is the additional provision of support designed to meet students learning differences and needs, such as special planning and specific teaching techniques, procedures and assessments, and tailored programs and materials, to ensure that such students (including gifted and talented students) reach their full potential, achieve a greater level of personal independence, accessibility to the curriculum, and succeed in school and beyond.

### **CATEGORIES FOR SPECIAL EDUCATION NEEDS**

- **Physical and health related disability-** 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.)
- **Visual Impairment-** The term visual impairment includes both partially sighted and blindness.

- **Hearing Impairment-** Hearing impairment including deafness impaired in processing linguistic information through hearing, with or without amplification.
- **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.
- **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 other. Pervasive Development Disorder Not Otherwise Specified (PDD-NOS), Asperger's Disorder, Rett's Disorder and Childhood Disintegrative Disorder also come under this category.
- **Specific learning disabilities:** Specific learning disabilities include dyslexia, dysgraphia and dyscalculia.
- **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.
- **Intellectual Disabilities** -Intellectual disabilities, 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.

### **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.

- **Pre Referral Services-** Before a referral is made to determine a student's eligibility for special education programs and services, students enrolled in regular education classrooms whose performance exceeds or does not meet expectations compared to their peers should be referred to the School Support

Team who will develop an intervention plan to improve the student's academic performance.

**The 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. The student's progress is monitored for a maximum of four weeks and review data weekly for discussion. If the student's progress is adequate, interventions may be discontinued when no longer needed. If the student's progress is not adequate will be, further referred to conduct a comprehensive evaluation and determine eligibility for special education programs and related services.

- **Referral, Evaluation and Eligibility Determination**

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

- **Development of Plans**

**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.

- **Implementation of Plans**

Special education programs and services are provided to students in accordance with the recommendations of the IEP or ALP. The IEP or ALP should be implemented immediately following written parental approval.

- **Monitor, Review and Revise IEP or ALP**

The IEP should be reviewed and progress monitored during each regularly scheduled card marking period.

- **Certificates of Grade Completion**

**Progress chart will maintained to evaluate progress of the student targeted in IEP/ALP Plans.**

## **Academic Intervention and Learning support services for Special Education Needs**

- **Provision and Exemption**

Once an IEP is framed modifications and accommodations are provided to the student.

- Question paper read out, Extra time provision and modified assessments are provided from Grade I to VIII based on their difficulty.
- Subject Exemption provision and Extra time provision are provided at Grade IX and XI according to CBSE Eligibility Standards.

## **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 and leadership skills.

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.

## **GIFTED AND TALENTED AREAS**

- 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)

## **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 not 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.
- Gifted and Talented students are elected for leadership roles (Parliament/Clubs) to demonstrate their skills and abilities.
- Research based projects and activities are provided to foster their higher level opportunities.
- Opportunities are provided to Gifted and Talented students to participate in various inter and intra school competitions.

**Review Date:10-04-2022**

