



روضة امباسادور
AMBASSADOR KINDERGARTEN
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AMBASSADOR KINDERGARTEN

SPECIAL EDUCATION NEEDS POLICY



PURPOSE

The purpose of this document is to ensure that all staff is aware of the Individual and Special Education Needs policy and Procedure within the Ambassador Kindergarten.

RESPONSIBILITY

- + Principal
- + Teachers
- + SEND Coordinator/Counselor

INTRODUCTION

Ambassador Kindergarten is dedicated to positive growth of its students in all areas of life. We believe that every child is special. Our aim is to provide a well- rounded educational program that is suitable for the diverse intellectual, social emotional and physical needs of all our students. We recognize that all children do not have the same educational needs and that some require additional support in order for them to fulfill their potential.

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

DSIB DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEND):“Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognized disorder.’

DSIB further states, Special education needs could mean a child has difficulties with:

- + Reading, writing, number work or understanding information
- + Expressing themselves or understanding what others are saying
- + Making friends or relating to adults
- + Behaving appropriately in school;
- + Organizing themselves, completing tasks or focusing on activities OR
- + some kind of sensory or mobility needs that may affect them in some or all school activities

DEFINITION OF INCLUSION: Every child has the right to a good education. Inclusive education is an on-going process concerned with breaking down barriers to learning and increasing the participation of children in school.

MEANING OF SPECIAL EDUCATIONAL PROVISION: Special educational provision refers to educational provision which is additional to, or otherwise different from, that made generally available for children of their age in school.

At Ambassador Kindergarten we adhere to the following general categorization based on the support provided for our SEND students:

EARLY ALERTS (Differentiation/Accommodation)

Students whose attainment is well below expected levels in identified areas of the curriculum and/or those who require substantial accommodation due to some medical concerns/physical limitations.

EARLY YEARS SCHOOL ACTION

Students experiencing significant learning difficulties/needs, this may lead to an adverse effect on their successful participation in the day-to-day learning.

EARLY YEARS SCHOOL ACTION PLUS



Students who have been identified by an external medical expert, as having complex learning needs as well as other significant difficulties.

OUR AIM:

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

OUR OBJECTIVES:

At Ambassador Kindergarten our objectives are to–

-  Work towards reducing inequalities of opportunity for our SEND students
-  Raise attainment and progress for all students, regardless of their abilities

EARLY INTERVENTION:

We recognize the importance of early identification, assessment and intervention for each student who may have special educational needs. We work in close liaison with external experts to facilitate a timely and holistic approach to intervention, at student and school level.

STAKEHOLDER PARTNERSHIPS:

We recognize that in order for our special needs students to achieve their maximum potential, the key is to establish and build on successful partnerships with a number of stakeholders:

- + Parents and Guardian
- + Special Educators, Counselor
- + Teachers
- + School
- + External medical experts

In order to develop such partnerships, we:

- + Work closely with the all departments within school- SEND, co-coordinators, teachers, school doctor/nurse and other professionals.
- + Provide advice and information to and work closely with parents and staff about provisions and arrangements for special educational needs, including ways in which they can participate in the process.

At Ambassador Kindergarten, our Special Educational Needs (SEND) Policy aims to:

- + Include guidelines for all the stages from identification to designing IAPS & IEPs for Early Years School Action and Early Years School Action Plus students
- + Make specific arrangements to match teaching styles, content and assessment of students needs
- + Create modification/differentiation of materials for an individual pupil
- + Support to modify undesirable learning behavior
- + Provide easy access to school based resources
- + Monitor and review individual progress of SEND students on roll
- + Encourage enhanced home/school contact
- + Set up and follow Individual Action Plan (IAP) for School Action students and Individual Educational Program(IEP) for all School Action Plus students

IDENTIFICATION PROCEDURE FOR OUR SEND STUDENTS

At Ambassador Kindergarten, our aim is to help each individual student reach their optimum potential. Identifying students with special educational needs is an important first step towards this aim. We follow a pre-determined referral policy for this purpose. All staff members are offered a focused CPD training in this policy and its implementation. (Appendix 1 – CPD PPT)

- ❖ Observation by the class teacher, co-curricular teachers or Special Educator; Parental observations
- ❖ Concerns/challenges communicated to Special Educator.
- ❖ SEND students determined by Special Educator and a dedicated member of SLT
- ❖ SEND Graduated Response will be decided
- ❖ Meetings with parents, teachers, SLT on a regular basis
- ❖ Appropriate discussion of plan and further steps to support the child

Appendix 2- Explains different stages in our referral policy, salient features of which are as follow:

SUPPORT WE OFFER TO OUR SEND STUDENTS:

When a SEND student is identified, he/she is provided with appropriate additional support within and outside the classroom, as appropriate. The school follows **Graduated Response to SEND**- It recognizes that all children learn in different ways and can have different types and level of educational needs. The graduated response means, **step by step support and more expertise can be brought in, to help the school support the difficulties a student may be experiencing** (Appendix 2- SEND Graduated Response).

The support is initiated with differentiated activities and is devised based on the educational needs of each student.

An IAP (Appendix 3) can be implemented For Early Years School Action students apart from the individual/ group support to ensure progress to take place. For Early Years School Action Plus students, this is a part of a formal procedure.

The pre-designed differentiated learning plans for each Early Years School Action Plus students with IEP (Appendix 4 – exemplar IEP), are a part of the teachers’ planning. Class teacher and subject teachers are responsible for working with the student on a daily basis, under the guidance of school Special Educator.

SEND students are also supported by Special Educators in the class and work closely with the teachers to initiate suitable teaching strategies, activities and class work to ensure the child learns along with his/her peers and progressed.

At Ambassador Kindergarten, our SEND department led by:

- ✚ Planning interventions and support measures for each SEND student
- ✚ Sharing information with the class teacher, subject teachers, shadow teacher and parents
- ✚ Conducting regular monitoring and reviewing sessions to gauge progress of individual SEND student
- ✚ Following up with necessary and relevant improvement strategies, as appropriate
- ✚ Leading individualized and whole-school Differentiated Learning CPD sessions to guide teachers to modify teaching styles, content/ material and assessment to suit each individual SEND student
- ✚ Conducting periodical reviews to identify students that continue to demonstrate significant learning difficulties despite appropriate support and put in place suitable effective remedial measures in terms of one-to-one sessions, remedial classes, etc.
- ✚ Inviting parents to discuss their child’s IEP and support program setup by the school, making them partners by sharing a specific plan of support at home, towards the student’s development and progress.

SUPPORT WE OFFER TO OUR STAFF:

At Ambassador Kindergarten, we believe that our staff must be kept well-informed with all the information and latest updates they require to meet the specific needs of all our students, especially our students with special needs. Staff-members are trained, as necessary, on the latest methods, strategies and best practice towards optimum enhancement of skills of our SEND children. Appropriate training has been and will continue to be offered teachers with the aim of ensuring that all staff can develop their existing competencies to enable them to confidently meet the wide range of learning needs of our students, especially students with special educational needs.

Provisions for teacher-training opportunities include but are not limited to:

- ✚ Focused training sessions are planned and conducted by the SENDCO.
- ✚ Teacher where they share good practices and strategies with each other.
- ✚ Funding is made available to SEND teachers are SEND for training conducted by external agencies.

AMBASSADOR KINDERGARTEN ADMISSION POLICY FOR SEND STUDENTS

Whilst we endeavor to be fully compliant with the regulations stated in the Federal Law 29 (UAE), there may be certain extenuating factors that may influence admission decisions for SEND students at Ambassador Kindergarten, such as, submission of the latest assessment documentation (less than 2 years), type and level of difficulty, expert's recommendations and type of support required, full disclosure of medical history, etc.

Some other factors that could influence admission of students with special educational needs are:

- ✚ Facilities/resources available in school to meet the child's specific needs
- ✚ Type/area of disability/ difficulty e.g. in cases of autistic children the level of autism may play a significant role
- ✚ Recommendations provided by the external medical experts
- ✚ Child's readiness to be included in the main-stream school
- ✚ Parental support and compliances to specific recommendations from school

THE PRINCIPAL IS RESPONSIBLE FOR OVERSEEING PROGRESS AND PROVIDING FEEDBACK TO THE ADVISORY BOARD AND SLT BY:-

- ✚ Ensure that the SEND coordinator implements the policy and coordinates the monitoring progress
- ✚ Ensure that the professional development and program for all staff includes relevant aspects of Special Education need and disability provision.

ALL SCHOOL STAFF HAS A RESPONSIBILITY FOR:-

- ✚ Identifying students who are facing challenges and referring them to the SEND coordinator for informal assessment and evaluation;
- ✚ Ensuring SEND students are considered in every aspect of the planning;
- ✚ Supporting staff in the preparation and delivery of appropriate and effective lesson plan
- ✚ Ensuring that all curriculum staff considers the range of strategies identified in this policy.

CONTINUING PROFESSIONAL DEVELOPMENT

- ✚ Regular training for coordinators and governor
- ✚ Appropriate in-service training for all staff
- ✚ Involvement in partnership coordinator meetings and training initiatives.

PROCESS FOR DEVELOPMENT AND REVIEW

The Principal and Heads will monitor the effectiveness of this policy on a regular basis and, if necessary, makes recommendations for further improvements.

- ✚ The school has an action plan to support the implementation of this policy with clearly identified monitoring and evaluation opportunities
- ✚ Our commitment to support the Special education Needs and disability is reflected in our School Development Plan
- ✚ This policy and the success of the school's provision for the SEND students will be reviewed timely by the SEND Coordinator/Principal.

LEADERSHIP AND MANAGEMENT

The Head of Learning Support will:

- + Maintain the register of SEND students
- + Liaise with relevant staff for timely progress meetings
- + Monitor the school's provision for students identified as Special Education needs and disability
- + Monitor the progress of students identified as being Special Education needs and disability by making a twice yearly review of individual assessments.

SUPPORTING POLICIES AND DOCUMENTATION

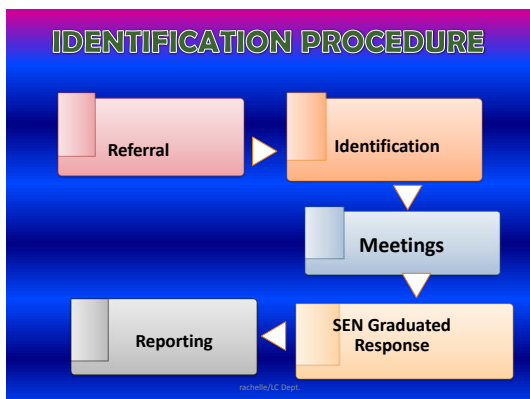
- + KHDA Parent School Contract
- + Safeguarding and Child Protection Policy
- + School Admissions Policy
- + Gifted and Talented Policy

Effective Date: September 2017

Review Date: April 2019


APPENDICES:

APPENDIX 1: SENCO CPD (PPT)



Referral Procedure


- Class/ Subject teacher to identify skill deficits and fill up referral form.
- Academic concern: referral to be handed over to the Special Educator
- Behavioural Concern: referral to be handed over to the Counselor



2.

Identification


- Meeting w/ the concerned teachers
- Gathering of information such as assessment papers & class works
- Observation of students within a classroom environment
- administering internal assessment by SENCo/SpEd



3.

Meetings

- With Parents
- With the Principal/ VP
- Concerned Teachers
- Counselor




4.

SEN Graduated Response

- step by step support
- More expertise can be brought in

PROCEDURES:

1. Differentiation
2. School Action
3. School Action Plus




5.

Review

Program/s to be reviewed towards the end of the term

- return to normal classroom differentiation
- To continue at School Action
- A move to School Action Plus



6.

APPENDIX 2: **GRADUATED RESPONSE TO SEND**

Ambassador Kindergarten believes in great importance of identifying special educational needs early so it can help students as quickly as possible.

The graduated response recognizes that all children learn in different ways and can have different types and levels of special educational needs. **The graduated response means, step by step support and more expertise can be brought in, to help the school support the difficulties a student may be experiencing.**


This chart shows the graduated response, which settings should refer to in order to help meet the children’s individual needs. The placement of child in any LEVEL is upon the discretion of the corresponding personnel and will be executed only after careful evaluation of the immediate goals/ requirements and consent from parents/guardian is prearranged.

LEVEL	WHO IS INVOLVED?	ACTION	NEXT STEPS
Early Alerts Differentiation/ Accommodation	All practitioners	Staff adjust activities according to individual needs, in order to help the child succeed and	An IAP (Individual Action Plan) and/or additional support are considered if after careful

		progress	differentiation a child does not make adequate progress
Early Year School Action	The Special Educator discusses concerns with staff and advises them. A member of staff working closely with the child prepares an Intervention plan through individualized instruction and/or writes an IAP, with Special Educator, parents/guardian.	<ul style="list-style-type: none"> - The IAP is carried out in the setting. - Additional or different activities or resources are used to meet the child's needs. - Additional support in a group or individually, in class or withdrawn - A home learning program - The program is reviewed regularly 	<p>If progress is adequate the child be taken back to differentiation stage and gradual integration will take place.</p> <p>If progress is not adequate, with parents/guardian permission, advice from outside agencies is requested.</p> <p>IEP will be provided.</p>
Early Year School Action Plus	The Special Educator requests involvement of appropriate outside agencies (Educational Psychologist & Speech & Language Therapist). An IEP is written, through a multi-agency meeting, along with parents/ guardian.	<ul style="list-style-type: none"> - The IEP is carried out, using the additional and different strategies and resources agreed upon. - accommodations during assessment - Some sessions of additional support in group or individually, in class or withdrawn. The level of support should be clearly higher than is provided in School Action - The IEP is reviewed regularly 	<p>If after monitoring of the IEP, adequate progress is made then the child can return to either School action/ Differentiation stage depending on their scale of improvement.</p> <p>If after monitoring of the IEP, adequate progress is not made, additional support/advice is sought</p>


APPENDIX 3: Individualized Action Plan





Early Years School Action

Name:		 Learning Knows No Bounds	Class Teacher:	
D.O.B			IAP Period:	May - October
Grade:			Review Month:	November, 16
<u>I need to improve</u> (Areas of Concern): <ul style="list-style-type: none"> Sitting Behavior Attention span Attending Group Activities 			<u>Individual Action Plan</u> Early Years School Action	<u>My strengths:</u> <ul style="list-style-type: none"> Academics Social Interaction with Adults Visual Memory
<u>My Targets</u>		<u>Strategies</u>	<u>Success Criteria</u>	<u>Evaluation</u>
<u>Sitting Behavior</u> <ul style="list-style-type: none"> ___ will display his improved sitting behavior during activities in classroom environment 70% of the time. (Buddy System- Peer will help him to improve his sitting behavior with increased attention span). <u>Attention Span</u> <ul style="list-style-type: none"> ___ will demonstrate his improved attention span. (It will help ___ to maintain appropriate attention and focus during classroom activities). (CLA2, CLA4) <u>Social Skills</u> <ul style="list-style-type: none"> ___ will engage in appropriate cooperative social play interactions initiated by others. (PSE15, PSE18) ___ will work cooperatively with peers in small group settings (i.e. Share materials, allow peers to share different thoughts). (PSE2, PSE5, PSE12, PSE18) 		<ul style="list-style-type: none"> Adult modeling Preferable and non-preferable activities Peer support Movement breaks Activities related to fixation and tracking Movement breaks Peer Support Fading one-to-one support during activities. Consistent consequences for moving away from the group 	<ul style="list-style-type: none"> 5 out of 5 times. 100% of the accuracy. 5 out of 5 opportunities 5/5 opportunities to do so. 	
<u>Remarks:</u>				
<u>Signed by:</u>				
----- SPECIAL EDUCATOR		----- TEACHER	----- PARENTS	

APPENDIX 4: Individual Educational Plan (IEP)

Early Years School Action Plus


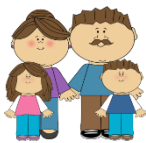
My Name:			Grade:	
Duration:	3 Months		LRC sessions:	3/week
IEP period:	May- Sep		Allergies/medical conditions (If any):	N/A
Review of IEP:	October,2016		Diagnosis (If Any):	Autism Spectrum Disorder
Strength:		I need to improve:		
 <p>I am a Visual learner</p>		 <p>Attention span and Social skills</p>		

My Goals	Strategies	Resources	Success Criteria	Evaluation
				
<p>Cognitive</p> <p>Literacy</p> <p>(Reading)</p> <ul style="list-style-type: none"> • ___ will display his understanding of links such as sounds to letter, naming and sounding the letters of the alphabets. (LR1) <p>(Writing)</p> <ul style="list-style-type: none"> • ___ will demonstrate his improved 	<ul style="list-style-type: none"> • Adult modeling • Verbal prompt • Audio- visual <ul style="list-style-type: none"> • Activities related to fine 	<ul style="list-style-type: none"> • You-tube (laptop) • Letter cards • Alphabets bean bag <ul style="list-style-type: none"> • Concrete materials 	<ul style="list-style-type: none"> • 3 out of 5 opportunities to do so. <ul style="list-style-type: none"> • 8 out of 10 times 	


<p>fine motor using variety of tools crayons, paint, pencil, etc. (LW1) (This goal will help ___ to demonstrate his functional grip in written communication to produce writing that others can read).</p> <p>Numeracy</p> <ul style="list-style-type: none"> • ___ will be able to demonstrate simple patterns. (NP14) • ___ will preSENDt his number skill by giving the answer of one more than a given number. (N7) • ___ will be able to display the quantities and associate them to the corresponding symbol (1-5) (6-10). (N3) <p>Communication and language</p> <p>Listening</p> <ul style="list-style-type: none"> • ___ will listen to stories with repeated refrains and anticipates key events with increasing attention span. (CLA2, CLA3) <p>Understanding</p> <ul style="list-style-type: none"> • ___ will follow directions and responds appropriately to instructions involving a two-part sequence. (CLU1) <p>Speaking</p> <ul style="list-style-type: none"> • ___ will re-arrange or retell the familiar stories in correct order, using appropriate vocabulary and basic story 	<p>motor</p> <ul style="list-style-type: none"> • Adult Modeling (Fading hand-over-hand) • Easy to Complex <ul style="list-style-type: none"> • Easy to complex • Known to unknown <ul style="list-style-type: none"> • Easy to complex • Concrete to abstract • Demonstration (Activities related to number relation in a play way method through demonstration) <ul style="list-style-type: none"> • Known to unknown • Modeling <ul style="list-style-type: none"> • Small stories sessions with visuals in a small group with the teacher in the classroom <ul style="list-style-type: none"> • Easy to complex • Known to unknown • Demonstration • Guided instructions 	<p>Such as clay, straws, squeezing ball, paints etc.</p> <ul style="list-style-type: none"> • Different manipulative • Concrete objects • Flash cards • Laptop • Worksheets • Manipulative • Flash cards • Story books • Flash cards related to stories • Videos related to stories • Concrete materials • Real life situations • Picture flash cards • Videos (related to stories) 	<p>appropriately.</p> <ul style="list-style-type: none"> • 8 out of 10 times. • 3 out of 5 opportunities to do so. • 4 out of 5 opportunities to do so. • 3 out of 5 times. • 8 out of 10 times appropriately. 	
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<p>structure. (CLS6)</p> <p>Social skills</p> <ul style="list-style-type: none"> • ___ will work cooperatively with peers in small group settings (i.e. Share materials, allow peers to share different thoughts). <p>Sitting Behavior</p> <ul style="list-style-type: none"> • ___ will display his improved sitting behavior during activities in classroom environment 70% of the time. (Buddy System- Peer will help him to improve his sitting behavior with increased attention span). <p>Attention span</p> <ul style="list-style-type: none"> • ___ will display his improved attention plan. (It will help ___ to maintain appropriate attention and focus during classroom activities). (CLA2, CLA3, CLA4) 	<ul style="list-style-type: none"> • Easy to complex • Demonstration • Guided instructions • Prior warning of activity and expected behavior • Providing fading prompts • Adult modeling • Preferable and non-preferable activities • Buddy system • Activities related to fixation and tracking • Demonstration 	<ul style="list-style-type: none"> • Visual cards • Classroom rules • Plan classroom activities • Concrete objects • Visuals • Social story on buddies • Stickers, cream sticks, paper, colors, cars, beads, Strings etc. 	<ul style="list-style-type: none"> • 4 out of 5 times. • 8 out of 10 times. • 8 out of 10 times. • Will finish activities 8 out of 10 times.
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Remarks-

<p>Who helped me?</p> <div style="display: flex; align-items: center;">  <p>Special Educator: _____ Class Teacher: _____</p> </div>	<div style="display: flex; align-items: center;">  <p>Parent: _____</p> </div>
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APPENDIX 4: Early Alerts

Name:		<h3 style="color: red; margin: 0;">The Differentiated Classroom</h3> 	Class Teacher:	
D.O.B	7 th January, 2016		Differentiation Period:	May – September
Grade:			Review Month:	October, 16
I need to improve (Areas of Concern): <ul style="list-style-type: none"> Fine motor Social skills 			My strengths: <ul style="list-style-type: none"> Imitation skills Auditory skill 	
Classroom Strategies			Weekly Feedback/ observation by the teacher	
			Social skills	Fine motor skills
Social skills <ul style="list-style-type: none"> Make ___ sit with his peer group during circle time with the help of name tags. Keep name tags on floor and make a sitting arrangement, where ___ can sit first at any corner of the semicircle then gradually shift his seat in between the semicircle. Try this at least a week to involve him and encourage him to participate and interact with other during circle/activity time. Note: every child should get name card as ___ shouldn't feel isolated/different in classroom setting. Give him opportunity to express him during carpet time. E.g. can ask about their daily routine, what they like most, what they did on weekend, what they will do during holidays and show & tell Make sure to have face to face interaction with appropriate eye- contact. Add more skills like turn taking, follow instruction, imitation, listen and repeat during circle time. Target his social skills in different setting like play time, circle time and other classroom activities along with the class. 			May- (week-3) May- (week-4) May- (week-5) June- (week-2)	May- (week-3) May- (week-4) May- (week-5) June- (week-2)

<ul style="list-style-type: none"> • Make his buddy, who can help and interact with him. • Give him classroom responsibilities where he gets chance to interact with classroom peers. • Encourage other children to talk to him. <p>Fine motor</p> <ul style="list-style-type: none"> • Use clay to strengthen the muscles. • Do physical activities whenever gets 2-5 minutes in between the activities. E.g. Bear walk, rabbit jump, hopping, running etc. • Use more of pegs, beads, blocks, straws, toothpicks and marbles to improve his fine motor. • Do sorting activities with ___ to improve his pincer grip. Give him ample things to do sorting activities with red beans, white chicks, pasta, beads etc. • Give thick and small crayons, pencil colors to improve tripod grip. • Make Gripper on all his pencil colors, crayons and pencils. E.g. Make grip on all the crayons with elastic rubber bands, so that he will get the idea, where he supposed to hold the crayons and also it will help ___ to strengthen his muscles. 	<p>June- (week-3)</p> <p>Sep- (week-5)</p> <p>Sep- (week-2)</p> <p>Sep- (week-3)</p> <p>Sep- (week-4)</p>	<p>June- (week-3)</p> <p>Sep- (week-5)</p> <p>Sep- (week-2)</p> <p>Sep- (week-3)</p> <p>Sep- week-4</p>	
Prepared by:	Special Educator	Implemented by:	Class Teacher, Assistant Teacher and Parents
<p>Signed by:</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">SPECIAL EDUCATOR TEACHER PARENTS</p>			