



روضة امباسادور
AMBASSADOR KINDERGARTEN
INSPIRE INQUIRE INNOVATE

STUDENT OF DETERMINATION POLICY



Purpose

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

Responsibility

- i. Principal**
- ii. Teachers**
- iii. Inclusion Champion/ Inclusion Head**
- iv. Special Educator/LSA's**
- v. Action Team**

Introduction

Ambassador Kindergarten is dedicated to positive growth of its students in all areas of life.

At Ambassador Kindergarten, 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, sensational, 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 (SEN) and disabilities remains a priority for Dubai.

DSIB Definition of Special Educational Needs (SEN): “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 Students of determination:

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 Students of determination
- 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 Student of determination to achieve their maximum potential, the key is to establish and build on successful partnerships with a number of stakeholders:

- Parents and Guardian
- Inclusion champion/ head of inclusion
- Special Educators, Counselor
- Teachers
- School
- External medical and clinical experts

In order to develop such partnerships, we:

- Work closely with the all departments within school- Inclusion, co-coordinator, subject heads, 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 inclusion team 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 Students of determination 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 Students of determination

At Ambassador Kindergarten, our aim is to help each individual student reach their optimum potential. Identifying students of determination 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)

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

- Observation by the class teacher, subject teacher or Special educator; Parental observations
- Concerns/ symptoms communicated to Special Educator.
- Student of determination determined by Inclusion champion/Head of inclusion, Special Educators, teachers and a dedicated member of SLT
- Inclusion graduated response will be decided
- Meetings with parents, teachers, SLT on a regular basis

Support offered to Students of determination:

When a Student of determinant is identified, he/she is provided with appropriate additional support within and outside the classroom, as appropriate. The school follows **Graduated Response to INCLUSION**- 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- SEN 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 Inclusion champion/ Head of Inclusion.

Students of determination are also supported by Inclusion champion, Special Educators and by LSA’s 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 Inclusion department lead by:

- Planning interventions and support measures for each determinant student
- Sharing information with the class teacher, subject teachers, shadow teacher and parents
- Conducting regular monitoring and reviewing sessions to gauge progress of individual Student of determination
- 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 Student of determination
- 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 Student of determination. 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 Head of Inclusion.
- Teacher where they share good practices and strategies with each other.
- Funding is made available to send teachers are sent for training conducted by external agencies.

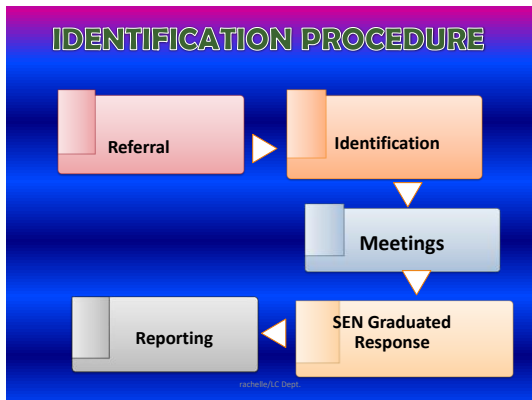
Ambassador Kindergarten Admission policy for Students of Determination

Whilst we endeavor to be fully compliant with the regulations stated in the Federal Law 29 (UAE), there may be certain admission procedures for Students of determination at Ambassador Kindergarten, such as:

- Submission of the latest assessment documentation (less than 2 years)
- Expert's recommendations and type of support required
- Complete disclosure of medical history, etc.
- Child's readiness to be included in the main-stream school
- Parental support and compliances to specific recommendations from school

APPENDIX:

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 STUDENT OF DETERMINATION


Ambassador Kindergarten believes in great importance of identifying “Student of Determination” 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 support. **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 (Stage I and II)	All practitioners	<ul style="list-style-type: none"> - Differentiation and accommodations needs to carry out in the setting. - Staff adjust activities according to individual needs, in order to help the child succeed and progress 	An IAP (Individual Action Plan) and/or additional support are considered if after careful differentiation a child does not make adequate progress
Early Year School Action	The Inclusion team discusses concerns with staff and guide them. A member of team working closely with the child prepares an Intervention plan through individualized instruction and/or writes an IAP, with class teacher and 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 Inclusion team requests involvement of appropriate outside agencies (clinical psychologist, Educational psychologist, Speech & Language therapist and Occupational therapist or ABA therapist). An IEP is written, through a multi-agency meeting, teacher, and Inclusion staff member 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/ Early Alert 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



Individual Education Plan (I.A.P.)- (Early Years School Action Plan)





Name:			Class Teacher:		
D.O.B			IAP Period: May - October		
Grade:			Review Month: November, 16		
I need to improve (Areas of Concern): <ul style="list-style-type: none"> • Sitting Behavior • Attention span • Attending Group Activities 		Individual Action Plan Early Years School Action		My strengths: <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>
<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 demonstrate his improved attention span. (It will help ___ to maintain appropriate attention and focus during classroom activities). (CLA2, CLA4) <p>Social Skills</p> <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"> • 3 out of 5 times. • 70% of the accuracy. • 4 out of 5 opportunities • 4/5 opportunities to do so. 	
Remarks:					
Signed by:					
----- SPECIAL EDUCATOR		----- TEACHER		----- PARENTS	

APPENDIX 4: Individual Educational Plan (IEP)

**Individual Education Plan (I.E.P.)
(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

<p><u>Strength:</u></p>  <p>I am a Visual learner</p>	<p><u>I need to improve:</u></p>  <p>Attention span and Social skills</p>
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My Goals	Strategies	Resources	Success Criteria	Evaluation
				

<p>Cognitive Literacy (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 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>Numeracy</p> <ul style="list-style-type: none"> • ___ will be able to demonstrate simple patterns. (NP14) • ___ will present 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) 	<ul style="list-style-type: none"> • Adult modeling • Verbal prompt • Audio- visual <ul style="list-style-type: none"> • Activities related to fine motor • 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"> • You-tube (laptop) • Letter cards • Alphabets bean bag <ul style="list-style-type: none"> • Concrete materials Such as clay, straws, squeezing ball, paints etc. <ul style="list-style-type: none"> • Different manipulative <ul style="list-style-type: none"> • Concrete objects • Flash cards • Laptop • Worksheets <ul style="list-style-type: none"> • Manipulative • Flash cards <ul style="list-style-type: none"> • Story books 	<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 appropriately. <ul style="list-style-type: none"> • 8 out of 10 times. <ul style="list-style-type: none"> • 3 out of 5 opportunities to do so. <ul style="list-style-type: none"> • 4 out of 5 opportunities to do so. <ul style="list-style-type: none"> • 3 out of 5 times. 	
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<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 structure. (CLS6) <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 	<ul style="list-style-type: none"> • Small stories sessions with visuals in a small group with the teacher in the classroom • Easy to complex • Known to unknown • Demonstration • Guided instructions • 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 	<ul style="list-style-type: none"> • Flash cards related to stories • Videos related to stories • Concrete materials • Real life situations • Picture flash cards • Videos (related to stories) • Visual cards • Classroom rules • Plan classroom activities • Concrete objects • Visuals • Social story on buddies 	<ul style="list-style-type: none"> • 8 out of 10 times appropriately. • 4 out of 5 times. • 8 out of 10 times. • 8 out of 10 times. 	
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in classroom environment 70% of the time. (Buddy System- Peer will help him to improve his sitting behavior with increased attention span).

Attention span

• ___ will display his improved attention plan. (It will help ___ to maintain appropriate attention and focus during classroom activities). (CLA2, CLA3, CLA4)

- Activities related to fixation and tracking
- Demonstration

- Stickers, cream sticks, paper, colors, cars, beads, Strings etc.

- Will finish activities 8 out of 10 times.

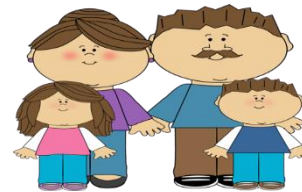
Remarks-

Who helped me?




Special Educator: _____

Class Teacher: _____



Parent: _____

APPENDIX 4: Differentiation Plan

Name:			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 • Memory 	
Classroom Strategies		Weekly Feedback/ observation by the teacher		
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 semi circle. 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. 		Social skills	Fine motor skills	
		May- (week-3, 15th to 19th)	May- (week-3, 15th to 19th)	
		May- (week-4, 22nd to 26th)	May- (week-4, 22nd to 26th)	
		May- (week-5, 28th to 31st)	May- (week-5, 28th to 31st)	
June- (week-2, 5th to 9th)	June- (week-2, 5th to 9th)			

