

Rationale: Reach British School is committed to ensuring that all students, including those with SEN, have a successful transition from school to adult life. We will work with students, parents, and other stakeholders to develop individualized transition plans that outline the supports and services that will be needed to help students achieve their goals.

We believe that all students can succeed, and we are committed to providing them with the support they need to reach their full potential

Mission Statement:

Learning:

- Ensure that students with special educational needs (SEN) are appropriately challenged and supported through individualized learning activities and resources, while maintaining high expectations.
- Provide all students with the opportunity to reach their full potential, regardless of their individual needs, by fostering a culture of continuous learning that is responsive to their unique requirements.
- Identify and assess students with Special Educational Needs (SEN) early and accurately, employing effective teaching and assessment strategies to gather data and insights.
- Plans (ALPs), etc., tailored to the specific needs of each student with SEN, thereby optimizing their teaching and learning experiences.
- Work collaboratively with parents and other stakeholders to ensure that all students with SEN have access to the resources and support they need to succeed, with a strong emphasis on transparent communication and effective teaching practices
- Create an engaging and inclusive learning atmosphere and environment that caters to the unique needs of students with SEN.

Teaching:

- Create a supportive and inclusive teaching environment where all students feel valued and respected, ensuring that teaching methods are adaptable to accommodate diverse learning styles.
- -Develop and implement individualized education plans (IEPs), Individual Support Plans (ISPs), Individual Learning Plans (ILPs), Behavior Support Plans (BSPs), Advanced Learning
- Set clear and appropriate learning outcomes for students with SEN, guiding and enhancing their educational journey.
- Foster a collaborative teaching environment where ideas and resources are shared among educators to enhance best practices within the school and beyond.
- Deliberately take actions that promote positive challenges and growth for students with SEN, fostering a culture of good struggles to facilitate their progress

1. Special Education Categories

The following list describes the categories of disability recognized as requiring additional or different approaches within schools operated by ADEK.

- Intellectual Disability
- Specific Learning Disability (includes Dyslexia)
- Emotional and Behavioral Disorder (includes ADD and ADHD)
- Autism Spectrum Disorder
- Speech and Language Disorder
- Physical and Health Related Disabilities
- Visually Impairment
- Hearing Impairment
- Multiple Disabilities
- Gifted & Talented Students

2. Referral Process:

Teachers will start to monitor students for signs of special educational needs (SEN) after six weeks of observation. During this time, teachers will implement a variety of strategies to support students, such as breaking down steps, differentiating instruction, providing extra time, and providing encouragement.

After six weeks, teachers may refer students to the SENCO by filling out a referral form and explaining all of the strategies that have been used with the student. The SENCO will then observe the student and provide feedback to the teacher. The SENCO will also meet with the student's parents to provide feedback and discuss how the school can support the student.

Based on the referral and observation, the SENCO will determine if the student needs to be diagnosed by an external agency and what type of support plan they need. The SENCO will then work with the teacher and parents to develop a support plan for the student.

3. Our Provision for Students with SEN (SEN Register)

Students with SEN have a learning need that requires special educational provision to be made for them, either in push-in or pull-out sessions, depending on their needs, in one-on-one or small group settings. This provision may include differentiated curriculum, accommodations, and strategies provided for students in the classroom.

(i) Students with Formal Diagnosed Special Educational Needs (Wave 3)

Students with special educational needs (SEN) who have been diagnosed with a specific learning disability or other disability and who require an individualized education plan (IEP) and external services in order to succeed in school.

(ii) Students with no a Formal Diagnosed Special Educational Needs (Wave 2)

RBS recognizes that intervention is essential for students with SEN, and provides both push-in and pull-out support to meet the needs of each individual student. RBS uses a graduated approach to identify, assess, and support students with SEN, recognizing that the level of support needed will vary depending on the severity of the student's needs.

4. ADEK: Documented Learning Plan

(i) Individual Educational Plan (IEP)

In RBS The IEP will support students diagnosed by an external agency, addressing their academic, social, emotional, and behavioral needs, using strategies, accommodations, and modifications based on the school's IGSCE assessment policy.

IEP example:

A student with ADHD may have an IEP that outlines the need for the following supports and services:

- A modified curriculum that is tailored to the student's learning style and needs
- A behavior support plan to help the student manage their behavior in the classroom
- Related services, such as occupational therapy to help the student with fine motor skills

(ii) Individual Support Plan (ISP)

An ISP is a written document that outlines the supports and services that a person with a disability needs to live a full and meaningful life. ISPs are typically developed through a collaborative process that involves the individual with the disability, their family, friends, and other stakeholders.

ISP example:

A young adult with autism may have an ISP that outlines the need for the following supports and services:

Personal care assistance to help with activities of daily living, such as bathing, dressing, and eating

(iii) Individual Learning Plan (ILP)

- An ILP is a plan that is developed for a student with disabilities who is attending school. ILPs are typically developed by a team of educators, including the student's teacher, special education teacher, and other school staff. ILP example: A student with dyslexia may have an ILP that outlines the need for the following academic accommodations:
- Extra time on tests
- Access to a text-to-speech program
- Preferential seating in the classroom

(iiii) Gifted and Talented Students and an Advanced Learning Plan (ALP)

ADEK: Gifted students demonstrate exceptional ability in one or more domains. Talented students are those who can transform their giftedness into exceptional performance RBS provides academically gifted and talented students with differentiated learning tasks and a challenging curriculum, as well as advanced learning opportunities and experiences tailored to their individual needs and learning potential, including those who show exceptional ability in areas such as music, art, sport, leadership, creative imagination, or social maturity. This is achieved through the development of an individualized Advanced Learning Plan (ALP).

- ISPs, ILPs, and IEPs are all used to guide the provision of supports and services to students with SEN in our school.
- We work closely with students, parents, and other stakeholders to develop and implement these plans.
- DLPs will be reviewed at least three times a year with progress tracked towards identified targets at least every two weeks. DLPs will also be reviewed termly and reported to parents.

5. Accommodations and Modifications for a Student with SEN

RBS is committed to providing all students with the opportunity to reach their full potential, regardless of their learning needs. To support students with SEN, RBS offers a range of accommodations and modifications, which can be implemented in teaching methods, learning materials, the learning environment, and assessments/examinations. Accommodations are changes that do not alter the curriculum being taught, but instead provide students with different ways to access and demonstrate their learning. Some examples of accommodations include:

- Providing students with access to audio recordings of class materials
- Allowing students to use computers or other assistive technology in class and during assessments
- Providing students with extended time on assessments
- Providing students with preferential seating in the classroom
- Modifications are changes that alter the curriculum being taught to meet the specific needs of a student with SEN. Modifications are typically based on the student's Individualized Education Program (IEP) and the IGSCE Policy. Some examples of modifications include:
 - Providing students with lower-level readers
 - Covering less material in class or in homework
 - Providing students with alternative assessments
- RBS staff work closely with students, parents, and other stakeholders to develop and implement individualized accommodation and modification plans that meet the specific needs of each student with SEN.

6. Roles and Responsibilities

The Special Educational Needs Coordinator (SENCO)

- Working closely with all staff to ensure the effective implementation of the school's SEN Policy.
- Maintaining a register of all students who have a diagnosed SEN, an Individual Support Plan (ISP), or an Advanced Learning Plan (ALP), and those who are being monitored.
- Monitoring assessment data of all students in the school to track the progress of those students with SEN and to identify students who are not achieving academically at their level and may need intervention.
- Meeting with parents/guardians of SEN students at least once a year, and sooner if needed, to discuss their child's individual needs and to develop a plan to meet those needs.
- Liaising with the parents of students with SEN and involving them in the IEP process.
- Liaising with external agencies, such as medical services, educational psychology services, and health services.
- Attending training courses, conferences, and cluster meetings to stay up-to-date on the latest developments in SEN.
- Ensuring that the SEN Policy is monitored, reviewed, and updated annually.
- Managing and working alongside learning support teachers and classroom assistants.
- Reporting regularly to the Principal on the progress of students with SEN and producing a written yearly report.
- Coordinating the provision and delivery of English as an Additional Language (EAL).
- The SENCO plays a vital role in ensuring that all students with SEN have access to the support and services they need to succeed.

Teaching Staff

Inclusion Policy

- Accommodating, modifying, and/or differentiating the curriculum for students with a formal diagnosed SEN.
- Differentiating the curriculum for students who are not reaching expected levels academically or in behavior.
- Referral the students who are not reaching expected levels academically or in behavior to the attention of the SENCO.
- Ensuring that student progress reports clearly identify modifications and services a student is supported by, if they have moderate SEN or are gifted and/or talented.

Parents

- Meeting with the SENCO prior to or within the first month of a new school year to discuss how to meet the individual needs of their child.
- Informing the school, prior to entry, that their child has a specific, diagnosed special educational need.
- Informing the school if their child develops any special educational needs at any time during their school career.
- Providing the school with all information and documentation relating to their child's diagnosed SEN.
- Working in partnership with the school to provide support for their child.
- Attending meetings with the class teacher and/or the SENCO to discuss the educational and personal progress of their child.
- Attending meetings to participate in the formulation and review of their child's IEP.

7. RBS: Staff Training and Support:

The Principal will ensure that staff are kept well-informed of best practices and relevant developments in teaching students with SEN. Appropriate training will be provided in-house for all class teachers through training sessions led by the SENCO or invited outside experts. Opportunities for class teachers to share good practices and teaching strategies with each other will also be provided.

8. Outside Agencies

RBS acknowledges the important contribution that external support services make in identifying, assessing, and providing support for students with SEN. Although the school

does not endorse any particular agencies, it will maintain a list of those agencies that provide quality support for students.

9. ADEK: Individual Assistant: (Shadow Teacher)

Where a student with additional learning needs requires additional individualized assistance for personal care and other non-teaching related support, schools may seek the provision of a parent-funded Individual Assistant, which is not part of the school's standard inclusive provision. a. When requesting parents to engage an Individual Assistant, schools shall provide evidence and a justification to outline the need for support for the majority of the student's school day.

b. The Individual Assistant shall be available outside the classroom and is authorized to enter the classroom to provide support to the concerned student only upon request by the teacher

10. ADEK Policy 3.2 Physical Accessibility 1.

General Accessibility: Schools shall ensure school buildings and learning spaces are reflective of a universal design approach and provide equitable access to education for all students, as per Policy 66 (Construction Standards).

- Parking spaces, pathways, buildings, and playgrounds are accessible to all.
- All entry points to buildings have ramps that conform to regulatory standards for wheelchair accessibility.
- Stairs are equipped with handrails, contrast color bands, and tactile indicators on the edge of each step. 11
- Signage uses symbols to accompany text and considers color contrast for ease of visibility. e. Evacuation alarms are accompanied by flashing lights to indicate the alarm for those with hearing impairment.
- f. School buildings are accessible on the ground floor, at a minimum, to all students. g. Accessible bathrooms are equipped with appropriate sanitary provision for people with physical disability as per the applicable codes.
- A hoist or lift is available to enable access to the swimming pool, operated by a trained member of staff.
- Evacuation chairs are available to ensure safe exit from buildings in cases of emergency where the lift is not in operation and there are people who cannot mobilize independently down the stairs.
- All teaching staff receive training in the safe operation of evacuation chairs and that specific members of staff have been identified to assist students and staff requiring evacuation chairs during emergencies. k. Personal Emergency Evacuation Plans (PEEP) have been developed for each student and staff member who may require additional support or guidance to evacuate safely for any long- or short-term needs, and

that any identified staff providing assistance for evacuation have received relevant training. I. Coordination with school transportation providers to enable students with additional learning needs access to school buses making any appropriate and approved adjustments necessary, as per the requirements of the Integrated Transport Centre (ITC).

- Development of a risk assessment and mitigation plan to demonstrate how the school will manage risks stemming from already identified accessibility deficient areas.
- Development of a school accessibility plan (based on the risk assessment) to identify required adaptations to the school environment and buildings with clear steps and timelines to improve accessibility.
- Existing school buildings that are unable to fulfill universal design-based accessibility requirements are authorized to seek exemption, with 12 justifications, from ADEK. However, existing school buildings seeking to renovate/expand are subject to the general accessibility requirements (see Section 3.2.1).

Accessibility of Learning Spaces 2:

To provide equitable access to education and inclusive learning opportunities, schools shall ensure:

- All classrooms are accessible for all students, with desks and chairs providing adapted seating options for those who require it.
- A variety of classroom resources (pens, pencils, scissors, etc.), which offer choice regarding the size and ease of use.
- All timetabled classes are physically accessible to students with additional learning needs, to the best extent possible.
- Specialized teaching spaces such as science laboratories, sports facilities, spaces for the arts, etc., are accessible to students of different ages and lessons and such spaces offer adapted resources to support access and integration for students with physical disability, and/or sensory impairment.
- Classroom acoustics and lighting are evaluated for students with hearing and/or visual impairment to reduce any background noise/visual disturbances which may interfere with access to learning.
- Classrooms reflect a Universal Design for Learning (UDL) approach, providing information and content in multiple ways, allowing students to express their learning through multiple forms and facilitate engagement with learning through different means.
- The teaching and learning environment incorporates accommodations and modifications to teaching to enable fair access to the curriculum and the school facilities.

Monitoring and Review

The SEN policy is to be reviewed and checked annually by the SENCO and the Principa.

Approval and Review.

Reviewed by: Head of Inclusion/ Date: 08.09.25

Confirmed by: Principal / Date: 08.09.25