

REACH BRITISH SCHOOL

SPECIAL EDUCATION NEEDS POLICY

(2021-2022)

A. Statement of Intent

Reach British School believes that all students should have equitable access to learning opportunities in all aspects of their educational programs. We are committed to encouraging all pupils to participate fully and confidently in school life and to work hard to realize the individual potential.

This policy is aligned with the following policies

- Federal Law No. (29) of 2006 on the Rights of Persons with Special Needs,
- The Ministry of Education's Guide School for All: General Rules for the Provision of Special
- ADEK Private School Policy and Guidance Manual 2014-2015.

B. Aims and Objectives

RBS aims to help pupils overcome specific obstacles to their learning and gain access to the curriculum by making reasonable adjustments to cater to their learning needs and equipping our pupils with the skills they need to persevere when they encounter difficulties. As such, our aims are to:

- Ensure that all students have access to a broad and balanced curriculum.
- Provide a differentiated curriculum appropriate to the individual's needs and ability.
- Ensure the identification of all students requiring Special Educational Needs provision as early as possible.
- Ensure that parents of students with SEND are kept informed of their student's progress and attainment.
- Ensure that students with SEND are involved, where possible, in decisions affecting their future Special Educational Needs provision.

C. Definitions

"Special Educational Needs" is the overall description for any disability, disorder, difficulty, impairment, exceptionality or other additional need that affects a student's

access to learning and their educational performance. These students require additional provision beyond that provided in general classrooms to achieve the greatest benefit from the curriculum.” ADEK, Special Education Policy and Procedures Handbook (2012)

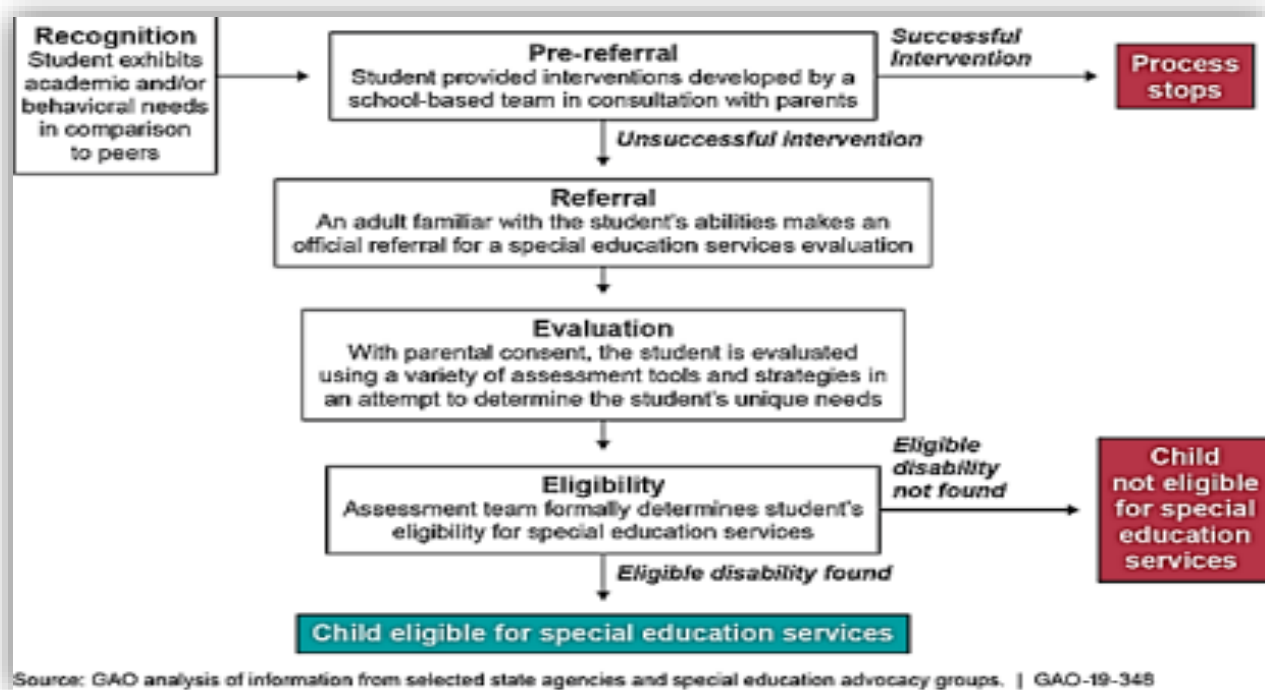
“Gifted and talented students” have exceptional abilities and talents either academically or in a specific field. These are students whose outstanding abilities make them capable of high performance, but are not labelled as Special Education Needs. Their needs require specific consideration within regular mainstream educational programs.

D. Identification Procedure

Reach British School (RBS) recognizes the importance of early identification and intervention. In RBS, we believe that all those involved with the pupil, including parents, teachers, social workers and other agencies are responsible for identifying students with SEN and disabilities in collaboration with the Head of Inclusion who will seek to ensure that those pupils requiring different or additional support are identified as early as possible.

Parents’ early observations and knowledge of their child are crucial in early identification. The school ensures effective parent and pupil participation in identifying pupils with SEND. Parents have full participation in the process, and their opinions and concerns are sought to gain a good understanding of pupil needs.

** (SEN referral and identification is detailed in a flow chart)



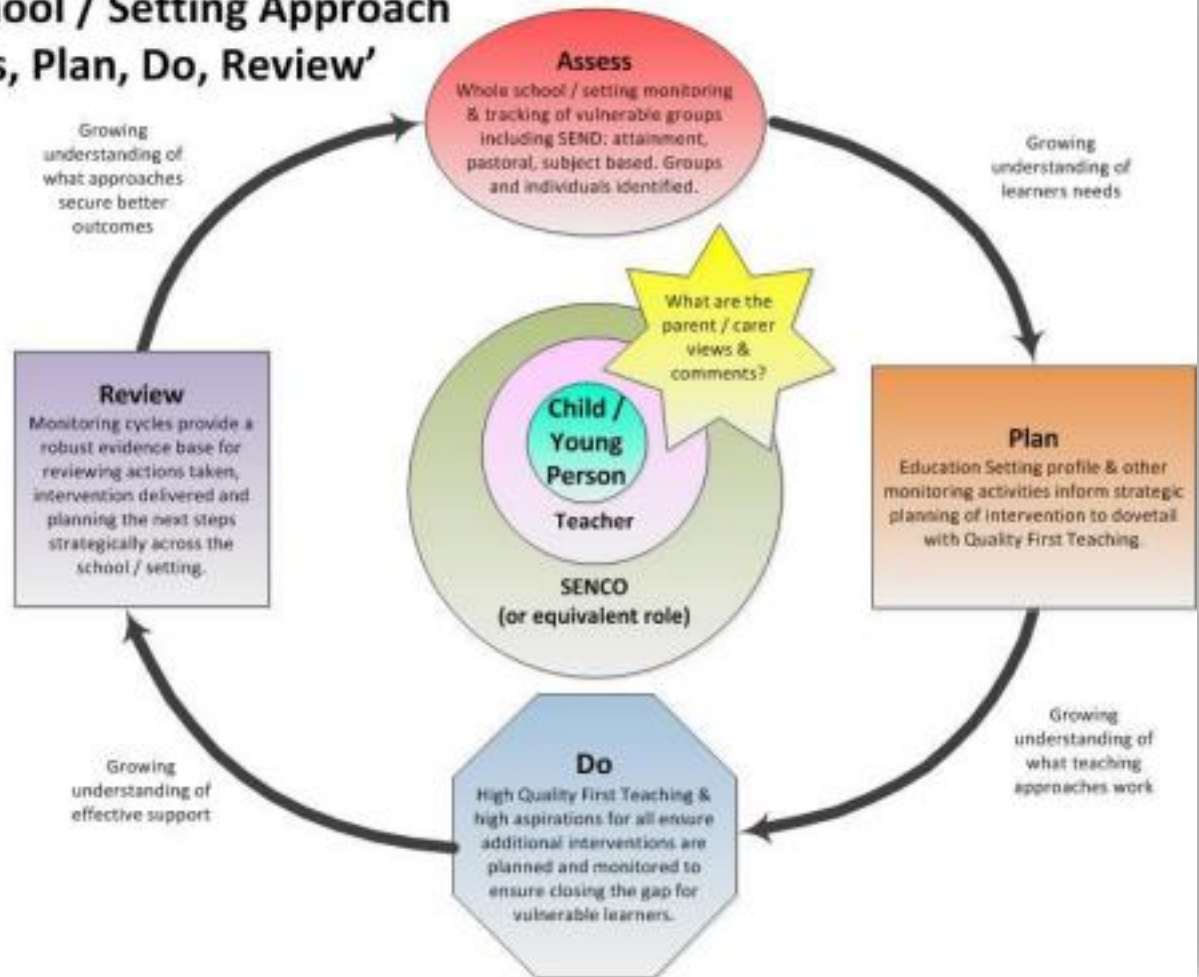
E. Support:

RBS follows the ‘Graduated Approach Model’ to meet the needs of children with learning difficulties, drawing firstly on the in-school skills and resources of class teachers and school Learning Support team.

When a child or young person is identified as possibly having SEN, settings are expected to adopt a graduated response following an **Asses, Plan, Do and Review** cycle. Provision should act to remove barriers to learning.

The support provided consists of a four-part process:

Whole School / Setting Approach 'Assess, Plan, Do, Review'



F. Individual Education Plans

An Individual Education Plan is developed for students who have formal documentation of a diagnosis from an educational psychologist or other specialists and therapists. The inclusion team communicates the IEP to teachers, parents, and other professionals. When appropriate, students will be encouraged to participate in this process. IEPs are reviewed twice a year.

G. Gifted and Talented Students and an Advanced Learning Plan (ALP)

Gifted and talented students may be significantly ahead of the majority of their peers. In one or more of the following areas:

- Those who show an exceptional ability. This might be in areas such as music, art or sport, or a less easily acknowledged talent such as leadership, creative imagination or social maturity.
- Pupils who possess a general academic learning ability, which is significantly greater than those of their peers.
- It is recognized that some children may have dual exceptionality.
- ‘All-rounders’ are children who are both gifted and talented.

At RBS students who have been identified as gifted/talented will be educated with differentiated learning tasks and a challenging curriculum. They are provided with appropriate advanced learning opportunities and experiences to develop their potential and to satisfy their learning needs through the development of an Advanced Learning Plan (ALP).

Identification of G&T

Multiple criteria are used to identify Gifted and Talented Students. Information can be gathered from both qualitative and quantitative sources. The process of identification is ongoing and may be initiated by any staff member. Concerted efforts will be made to search out and address the needs of underachievers with latent high ability as well as learners with dual exceptionality. A range of evidence will be collected by teachers or any other staff members and this will include some of the following:

- Teacher’s nomination
- Teacher’s or any member of staff observation
- Anecdotal evidence
- Formative and summative assessments
- Standardized assessment tests (e.g. GL CAT4 and Progress Tests:

Mathematics, English and Science)

- Information provided by external agencies
- Reports from previous schools
- Any other relevant information

If agreed that the criteria are met, the child's name is entered in the G&T register and parents will be invited to the school to discuss ways in which the child's needs can be met and how they can be supported.

Advanced Learning Plan

“An Advanced Learning Plan (ALP) will determine how the special needs of gifted and talented students, capable of high performance in one or more areas, will be met”.

ADEK

H. Roles and Responsibilities

Principal:

- Encourages and supports the integration of SEN/PoD in the school community.
- Decides the school’s general policy and approach to meet the needs of students with SEN/PoD.
- Monitors the effectiveness of the school’s SEN policy and provision.
- Through the performance management process, ensures that objectives for Senior Leadership Team and the School Development Plan include SEN.
- Ensures that teachers are delivering high quality differentiated instruction through the performance appraisal process.

I. Student Support Committee (SSC)

The Student Support Team consists of the Vice Principal, Senior Leader team (SLT), Head of Inclusion, Phase Leaders, Heads of Departments, Year Leaders, Inclusion team, Classroom Teachers, Nurse, Social workers (other subject leaders or teachers will be invited when needed). The mission of the Student Support Team is to support the academic, social, emotional and physical growth of students in a safe and healthy environment. A collaborative approach is key to consider the child as a whole and to

help identify the most effective ways to ensure his/her success. Members of the Student Support Team meet formally at the beginning of every term. In addition to that, regular by-weekly meetings are held throughout the academic year with the concerned members depends on individual student needs.

J. Head of Inclusion (HOI):

- Oversees the day-to-day operation of the school's SEN policy and procedures. · Initiate and maintain the process of organizing a whole school approach to improve on the quality of response to every student who has Special Educational Needs. ·
- Ensures the early identification of students with SEN/POD.
- Contributes to the in-service training of all staff concerning working with SEN students
- Coordinates provision to meet the individual needs of all students with SEN/POD.
- Maintains records and review Individual Education Plans that are shared with parents and teachers.
- Collaborates closely with parents, teachers, coordinators, head of sections, and the administration to achieve optimum learning opportunities for students.
- Liaises with external agencies and specialists - including medical and health services

K. SEN Teachers

- Works closely with teachers and advise on appropriate strategies and resources to implement with PoD/ student with SEN in the classroom
- Provide support to students with mild to moderate learning needs through individual withdrawal, small groups or through in-class assistance
- Collaborates with the HOI to plan, implement, and regularly review the students' Individual Education Plans (IEPs) and Advance learning Plans (ALPs).
- Monitor the progress of students with SEN/ PoD against identified targets

L. Key Stage Leaders, Year Leaders, Subject Teachers

- Monitor the progress of SEND students on a termly basis across the year /phase
- Review teaching and learning strategies across the year group to look at what has made an impact and what is a barrier

- Model good practice in teaching SEND in conjunction with the inclusion team.
- Ensure that Literacy and Numeracy policies are embedded in the curriculum delivery to support all students working below expected levels in these two core areas.

M. Parents

Parents are critical partners in the education of their child. They are encouraged to exercise their parental responsibilities concerning their child's needs. The school actively seeks to work with parents and values the contribution they make. Parents are required to inform the school if their child is diagnosed with a Special Educational Need.

N. Confidentiality

RBS maintains a high level of confidentiality of information. Copies of reports from external agencies are securely stored.

O. Staff training

RBS is committed to organize training so that staff are able to develop expertise in recognizing and meeting the needs of pupils with specific learning difficulties and who encounter other barriers to learning.

P. External Agencies

The school seeks to build strong working relationships and links with external support services in order to fully support students with SEN/PoD and aid school inclusion.

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