



**GARDEN CITY
BRITISH SCHOOL**

2017-2018

Policy: SEN and G&T

Policy: Students with Special Educational Needs

Corresponding to Private School's Policy (48) and Article (53) of the Organising Regulations

DEFINITION(S):

For the purposes of this policy, **the School** refers to Garden City British School.

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. These students require additional educational support beyond that provided in general classrooms in order to achieve the greatest benefit from the curriculum.

Disability A long term physical, mental intellectual or sensory impairment which may hinder a student's participation in the curriculum ADEC New Framework page 123.

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. Their current attainment or perceived potential places them significantly ahead of the majority of their peers in one or more of the following areas:

- Intellectual ability.
- Subject-specific aptitude (e.g. in science or mathematics).
- Social maturity and leadership.
- Mechanical/technical/technological ingenuity.
- Visual and performing arts (e.g. art, theatre, recitation).
- Psychomotor ability (e.g. sport).

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.

These categories are not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the student's needs and educational program, but to reflect the main categories defined by the Ministry guidance "School for All: General Rules for the Provision of Special Education Programs and Services (Public and Private Schools) of 2010" and also the Council's "Special Education Policy and Procedures Handbook".

An **IEP** is an individual Education Plan setting targets to support the progress and development of SEN students.

PURPOSE(S):

- To increase the ability of the School to offer adequate provision to students with mild to moderate Special Education Needs and those who are gifted and talented.
- To ensure that students with mild to moderate Special Education Needs and those who are gifted and talented are able to reach their full potential within a well-designed and supportive educational environment.

POLICY:

Special educational needs of the students shall not constitute, in themselves, a hindrance to the application or enrolment in the school, given that the school has the capacity to support the need. Special Education Needs students should be treated without discrimination and similarly to their peers. Everyone shall be given equal educational opportunities.

Students who require special education shall not be denied access to a full education program that meets their learning needs. School will 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.

The School shall adopt an inclusive approach and provide high quality services to meet the different needs of the students and involve them as much as possible with others in daily School activities. Each student with such mild or moderate delays or disabilities will be admitted to the School and will be treated with due respect and utmost care by the entire School community.

Admission of Students with Special Education Needs

The School's admission policy shall follow the School's obligations as defined in Federal Law No. (29) of 2006 Regarding the Rights of Persons with Special Needs, and in the Council's regulations and policies. Students with mild and moderate special needs shall be admitted as per their age group and grade sequence. When a student is identified as a having a documented disability through the completion of a multi-disciplinary evaluation,

additional educational services may be made available based on individual needs. The school will negotiate the nature and cost of extra support with the parents. Parents may agree to provide and cover the cost of the additional support, OR the school may request up to 50% of the students current approved fees to cover the cost of additional support. (ADEC Private School's policy 48)

The School's Special Education Needs Practice: Core Principles

The School has developed an inclusive policy herein for supporting mild to moderate Special Education Needs students and those who are gifted and talented. The following core principles are the foundation of our SEN and G&T provision:

- School will adopt an inclusive and welcoming approach to students with mild to moderate Special Education Needs through our admissions process and the provision of suitable curricula and activities.
- School will develop integrated individualised programmes, which do not deny access to Special Education Needs students.
- Special Education Needs students will be able to:
 - Participate in the School's general education system to the greatest extent possible.
 - Have full access to the curriculum.
 - Achieve the learning standards set for all students as modified to suit their learning needs through their individualised plans and programs.
 - Interact with other students, and develop interdependent relationships so that they can take part in the community successfully as adults.
 - Have academic support services available if they experience difficulties in their education programme.
 - Participate as much as possible in extra-curricular activities.
- School will have a qualified Special Education Needs Coordinator, who shall be responsible for managing all aspects of services for Special Education Needs and gifted and talented students, as well as a Learning support team which will include qualified staff to support the Special Education Needs Coordinator in meeting the needs of these students in a timely and effective manner.
- The School's Special Education Needs Coordinator will meet with the Parents/Guardians of Special Education Needs students who are our key partners (ADEC Policy 56 Parental Guardian engagement) prior to the beginning of each new school year and no later than within the first month of the student's academic year or within a month of the first identification of need to make arrangements to properly accommodate the students' needs and ensure their success.
- The School will place Special Education Needs students in a class with students of their own age and grade sequence.

- The School will develop an Individual Education Plan for Special Education Needs students if they experience difficulties in accessing or being able to learn the curriculum. The Individual Education Plan is used mainly by the teachers and students to guide instructional practice, including modifications of the programme and adaptations of the environment or aspects of instruction and assessment. These must be tailored to the individual student's needs to enable optimal learning success.
- The School will develop an Advanced Learning Plan (ALP) for gifted and talented students who are exceptionally exceeding in their academic programme or the area of their talent. The ALP is to identify ways in which teachers can enrich the student's learning in order to enable them to achieve according to their potential.
- If a student with special needs is not making the expected progress, this would mean that the goals and objectives set forth in his/her Individual Education Plan need to be adjusted.
- The School will ensure that the student's classwork should demonstrate consideration of and show progress against their IEP targets
- The School will encourage and welcome the involvement of Parents/Guardians of students with Special Education Needs in School affairs, as described in Private Schools' Policy 56) Engaging Parents and Guardians corresponding to Article (61) of the Organising Regulations.
- All members of the school community will acknowledge that meeting the needs of Special Education Needs students and those who are gifted and talented is the shared responsibility for the whole School.

Further Information and Guidance

For further details and guidelines, please refer to the Ministry guidance "School for All: General Rules for the Provision of Special Education Programs and Services (Public and Private Schools) of 2010", the Council's Special Education and Procedures handbook .

Private School Special Needs Policy 48, Private School Policy 56: Informing Guardians of the school Program corresponding to article (61) of the Organising Regulation.

ADEC Policies: Policy 6225 School staffing Special Education Needs. Policy 7301 Special Education, Policy 7310 Academic Learning Support.

The School's SEN Hand book and procedure flow chart.

ROLES AND RESPONSIBILITIES:

The School Owners and Board of Trustees will:

- Monitor the School's Admission Policy and the services provided to Special Education Needs students to determine the extent to which the School complies with Private Schools' Policy (48) corresponding to Article (53) of the Organising Regulations.
- Ensure that any non-compliance is addressed in the School Development Plan.

The Principal will:

- Regularly evaluate their practice in admitting and providing services for mild and moderate Special Education Needs students, and monitor the same to ensure that the School complies with Private Schools' Policy (48) corresponding to Article (53) of the Organising Regulations.
- Ensure that the SEN/LST team make appropriate modifications to the Individual Education Plan, and differentiate and adapt the curriculum where required to meet students' needs.
- Ensure that student progress reports to Parents/Guardians identify clearly that modifications and services are being provided to a student who has a mild to moderate Special Education Need, or who is gifted and talented.
- Recruit teachers and support staff who are trained and skilled in dealing with Special Education Needs students.
- Be a part of the support staff, and carefully monitor and assess the responses to learning difficulties identified in a student's Individual Education Plan.

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Approved By Board of Governors:	
Principal Approval:	<i>Caroline Peel.</i>
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