



School Policy on Special Educational Needs & Disabilities

Vice-President and Prime Minister, His Highness Sheikh Mohammed bin Rashid Al Maktoum, in his capacity as Ruler of Dubai, has issued a law to protect the rights of people with disabilities in the Emirate of Dubai. This law supports Federal Law No. 29 of 2006 concerning the rights of people with special needs.

The law aims to implement **the vision of Sheikh Mohammed bin Rashid, to make Dubai a role model in promoting the participation of people with disabilities, by providing them with all the services necessary to strengthen their position as an effective element of the society.**

Philosophy, Vision and Mission for Special Education in the UAE according to MOE UAE is as follows.

Philosophy for Special Education

Each student is unique in his own way and needs to be provided with a safe, caring and stimulating environment to grow and mature emotionally, intellectually, physically and socially. Educators demonstrate a commitment to teach all students and provide them with a safe and supportive environment to develop to their maximum potential based on their individual strengths and challenges.

Vision for Special Education

To provide educational programs and related services to students with special needs and gifts and talents in public and private schools in the UAE that reflect the best international standards



and practices to prepare them to be productive members of society.

Mission for Special Education

Use all available resources to plan, implement, and monitor the provision of special education programs and related services to students with special needs and gifts and talents and ensure that they receive an Individual Education Program (IEP) or Advanced Learning Plan (ALP) based on their strengths and needs to enhance their social competence and enable them to maximize their contributions to their communities.

Philosophy of Inclusive Education

The provision of support and equal access to educational programs and services for students with special needs and gifts and talents are the priorities of the educational policy in the United Arab Emirates and reflect the philosophy of inclusive education. Inclusive education means that all students have the right to be educated to the extent possible with their age-appropriate peers who do not necessarily have disabilities in the general education setting of their neighborhood school with support provided. Inclusive education is not intended to limit the participation of students with special needs to regular education programs and services. Rather, inclusive education means that students with special needs have the opportunity to participate in educational programs and services in the least restrictive environment that is commensurate with their individual strengths and needs. In many cases, the least restrictive environment is the regular education classroom, though not all the time. Here it must be noted, that students may be eligible to receive special education programs and services and may receive those services and remain enrolled in the regular education classroom.

School Policy for the Provision of Special Education

Needs & Disabilities

Joining hands with the vision Vice-President and Prime Minister, His Highness Sheikh Mohammed bin Rashid Al Maktoum, along with MOE, KHDA and DSIB , The Alpha School has taken all the possible necessary action for being the most Inclusive School. Our school plays a central role in the journey of a student with special educational needs. When performing well, in accordance with international expectations, this role begins with:

- A warm and sincere welcome, and continues with;
- The strongest possible commitment to the placement of the student at the heart of the process and journey that will support and achieve the greatest possible outcomes for him/her.
- An accurate and detailed assessment of the need.
- And individually tailored plan, and Individual Educational Plan (IEP), that maps out the short, medium and long-term intentions.
- Regular feedback on progress made and subsequent adjustment to the level of expectations.
- Key, specific advice and guidance from advisors and professional.
- Purposeful collaboration between the specialist teacher and the class teacher and other experts on how best to guarantee specific and appropriate outcomes for students as he/she enters each learning opportunity.
- Regular and constructive assessment of progress, living the commitment to the student as begins at the heart of the journey in terms of involvement, participation and communication.
- Modification of school's curriculum to enable the child to proceed in a manner that



embodies the principles of life -long learning.

- Effective cross-phase cooperation that maximizes the skills of the student in every subject and learning experience.
- The Alpha School will also monitor their progress and after passing out the IB exams by helping the student to get placed in A levels or Vocational trainings to make sure the child continues his education.

Criteria For Admission

- The criteria of the admission will be a special admission test.
- Interviews (Child and Parent)
- Copy of assessment reports.
- Copy of IEP if any,
- Reports from Specialist Concerned.
- Reports from the previous school
- Copy of Medical Reports if any.
- Parental Consent for SEN department.

The Alpha School categorizes all referral cases into three broad headings:

Category 1: Diagnosed SEND

All students with medical and psycho-educational assessments are categorized into the first group. The reports may indicate learning difficulties, attention deficit disorder, pervasive developmental disorder or other developmental delays. This group receives all the extra support from school as detailed in this policy. Individualized Educational Plan is developed for the student.

Category 2: “At Risk”



Students who have been observed to have special educational needs but have not been diagnosed by any external professional agency are registered as 'At Risk'. This group may receive certain support from the school in terms of in-class help and accommodations.

Category 3: Others

All referred cases that are either being observed or being counseled on a regular basis by the counselor for various reasons are registered under 'Others'

Intervention Pathway

Step 1: The teacher/ subject teacher initiates a referral in consultation with the student's respective teachers OR the parent makes a referral.

Step 2: The case is then discussed with the concerned Head of Section

Step 3: The teacher then fills the referral form which is countersigned by the Head of Section with their comments.

Step 4: The SENDCo then assesses the student through various need-based in-formal assessments, observations & individual sessions.

Step 5: Following the informal assessment by the SENDCo the children who are 'At Risk' will be assessed by a formal tool SNAP for confirmation.

Step 6: Following the results of SNAP. Parents are called for a meeting to discuss the plan of intervention. In some cases, referrals, may be made for further Medical/Educational assessment by a licensed professional.

Step 6: Based on the psycho-educational report an Individual Education Plan is drafted. The goals will be set in consult with Parent, Teacher SENDCo and if any other professional involved with the case.

Step 7: The concerned teachers & leadership team is updated periodically with necessary information regarding the student.

SENDCo and staff concerned with the student maintain confidentiality almost always.



Training & Resources:

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, the teachers and members of the SEN Department are trained. Specific Budget is allocated annually to invest on resources and CPD sessions for teachers and members of the SEN Department.

The Special Needs Team:

The team comprises of the SENDCo guiding the Learning Support Assistants and Teachers. The team works closely with the Head of Section, and The Principal.

Details of Support Services Provided:

Accommodations and Concessions for students with Special Educational Needs –

(NEED BASED)

Accommodations allowed in class and during exams	Concessions allowed in subjects taken if required
Alternative seating	Modified paper in English
Emphasis on classroom and extra-curricular activities	Modified paper in Mathematics
Read out questions during exams	Modified paper in Science
Special examination seating in Library	Modified paper in Arabic
25% extra time (if paper not modified)	Individual Intervention Sessions
Special worksheets in class	
Partial verbal assessment in languages & selected subjects	
More weight age for practical work	
Shadow Teacher facility permitted	



Use of assistive technology	
Peer tutor/peer buddy	
Taped lectures	
Specialist consultation if required	

In class support

Students in the primary section are provided in class support by the learning support assistant, shadow teacher. The provision for in-class support and the number of periods of support will depend on the learning need of the student.

Group Intervention Sessions

Students in the diagnosed and 'At Risk' (need based) are given support in developing their basic skills in literacy, numeracy, listening & reading comprehension, writing etc.

The intervention sessions are based on the IEP/PLP goals.

Individual Education Plan:

Is a document that spells out what special education the child will receive. It includes the baseline achievement of the child, the target for the specific period, the means to achieve it and a review of the process at the end of the period. The IEP is developed by the SENDCo. The SENDCo guides and supports in setting goals, monitoring the progress and recording. The goals are set and practiced by the Teachers, Parent and in consult with any Specialist Professional involved.

Parent Support Group

Parents of students on the Diagnosed & 'At Risk' are invited for regular meetings where they are trained on developing essential life skills, scholastic aptitudes and skills in their children by professionals from the local community.

Criteria for Exiting the SEND Register



If it is felt that the child is making progress which is sustainable then they may be taken off the SEN register. If this is the case then the views of the SENDCo, Teacher, Head of Section, student Parents and that of any other professionals involved with the child need to be taken into account. If it is agreed by all to take the student off the SEN register then all records will be kept until the student leaves the school (and passed on to the next setting). The student will be continued to be monitored through the school's monitoring procedures. If it is felt that the student requires additional assistance then support may be provided based on the student's need.