

Pakistan Islamia Higher Secondary School, Sharjah, UAE



SEN Policy

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1. ***Vision Alignment***: In striving to be a prestigious learning institute of choice for the community, the special education policy will reflect the school's commitment to excellence and inclusivity, ensuring that students of determination are given equal opportunities to develop into responsible, fair, and productive citizens.

2. ***Mission Integration***: The special education policy will be an integral part of the school's mission, ensuring a safe and secure environment where quality education is equitable and tailored to all students' needs, equipping them for today and tomorrow, and widening their opportunities to achieve their personal goals. It will also be committed to nurturing the noble sense of fairness, tolerance, and respect for cultural traditions, while ensuring the golden Islamic traditions are preserved.

3. ***Values Congruence***:

- ***Citizenship and Responsibilities***: The policy will promote national identity and social responsibilities, aligning with the school's values and the UAE's vision for people of determination.

- ***Principles and values of Islam***: Consistent with the school's value system, the special education policy will reinforce humanitarian values through its support programs for students of determination.

- ***Commitment and Transparency***: The policy will embody the school's value of commitment to fairness and transparency, especially in the performance and support provided to students with special educational needs.

In the spirit of these guiding statements, the special education policy will be comprehensive, respectful of the community's diverse needs, and reflective of the school's ethos. The inclusion of students of determination will not only be a reflection of compliance with legal mandates but also an embodiment of the school's values and ethical framework.

Introduction:

Pakistan Islamia Higher secondary School, Sharjah is an inclusive school promoting the ethos of 'Inclusive to be exclusive' and where all members of our community are valued and of equal worth. We provide opportunities for all pupils and staff to receive a quality education or training, irrespective of race, gender, disability, faith, religion or socio- economic background.

We are committed to valuing diversity, tackling discrimination and harassment, promoting equality and building up good relationships between people and aim to promote pride in a person's identity whilst allowing them every opportunity to participate fully in school life.

Purpose of the Policy:

The purpose of this policy is to provide a single approach to promoting equality and replaces the school's previous policies for Race Equality, Sex Discrimination and Disability Equality.

Pakistan Islamia Higher Secondary School Sharjah we believe that every child has the right of education and has his/her own unified needs. Therefore, in this regard our vision is to provide education to special needs students in least limiting surroundings and environment.

Special education or special needs education means the practice of educating students who have special needs; such students need to be taught and educated in such a way that their individual differences, needs and requirements are addressed in an effective way.

As each student is unique in his/her own way of learning; that is why each student especially the special needs students need to be provided with education in a safe, caring and stimulating environment.

Meanwhile, in the context of our school all students are valued equally, regardless of their abilities and behaviors, and are entitled to have access to a broad, balanced and relevant curriculum, which is effectively differentiated in order to meet their individual needs. In our school students are encouraged to achieve their full potential through the provision of a balanced curriculum in both content and styles of learning.

In our school students of mixed abilities are:

- Treated as individuals where their individual needs, interests and aptitudes are recognized and catered to.
- Entitled to have clear and specific education practices while their educational needs and requirements identified and assessed.
- Provided with opportunities for continued growth and improvement so that their self-esteem and confidence can flourish.
- Encouraged to see education as a lifelong process which will benefit all aspects of their life.
- Special needs students are always part of our regular classrooms, for the purpose of achieving the best practice of inclusion.

RELATED LAWS:

Federal Law No. 29 of 2006, is the first law in the UAE to protect the rights of people of determination. Article 12 of the law provides: the country guarantees people with special needs equal opportunities in education within all educational, vocational training, adult education and continuing education institutions in regular classes or special classes with the availability of curriculum in sign language or Braille and or any other methods as appropriate.

1. ***Definition and Scope***: Special education in the UAE is designed for people of determination (those with special needs) to help them reach their full potential. This encompasses individuals with disabilities, disorders, impairments, or any other factors affecting their learning and educational performance [oai_citation:1, Education for people of determination | The Official Portal of the UAE Government] (<https://u.ae/en/information-and-services/education/education-for-people-with-special-needs>).

2. ***Government Support and Law Compliance***: The policy should align with Federal Law No. 29 of 2006, guaranteeing equal educational opportunities for people with special needs in all educational institutions. This includes access to curriculum in sign language, Braille, or other appropriate methods [oai_citation:2, Education for people of determination | The Official Portal of the UAE Government] (<https://u.ae/en/information-and-services/education/education-for-people-with-special-needs>).

3. ***Inclusive Education System***: The UAE government advocates for an integrative education system in public and vocational education, adapting curricula to meet the needs of students of determination. Qualified teachers, specialists, supportive technologies, and learning materials must be provided [oai_citation:3, Education for people of determination | The Official Portal of the UAE Government] (<https://u.ae/en/information-and-services/education/education-for-people-with-special-needs#:~:text=Education%20is%20of%20the%20pillars,supportive%20technologies%20and%20learning%20materials>).

4. ***Inclusion in Mainstream Education***: The policy should reflect the efforts to include people of determination in mainstream education, as directed by the Ministerial Resolution No. 647 of 2020. This includes providing specialized teachers with high behavioral skills and training programs for dealing with various impairments [oai_citation:4, Education for people of determination | The Official Portal of the UAE Government] (<https://u.ae/en/information-and-services/education/education-for-people-with-special-needs>).

5. ***Support Centers and Services***: Establish support centers for diagnosing disabilities and learning difficulties, providing recommendations, assisting parents, and advising on suitable support services [oai_citation:5, Education for people of determination | The Official Portal of the UAE Government] (<https://u.ae/en/information-and-services/education/education-for-people-with-special-needs#:~:text=The%20ministry%20has%20established%20support,services%20suitable%20for%20their%20children>).

6. ***Facilities and Resources***: Ensure the availability of wheelchair ramps, elevators, special education resource rooms, sensory rooms, and necessary human resources like special education teachers, assistants, interpreters, and specialists. The school should also provide assessment and diagnosis by a multidisciplinary team, support services, and individual and group rehabilitation sessions [oai_citation:6, Education for people of determination | The Official Portal of the UAE Government] (<https://u.ae/en/information-and-services/education/education-for-people-with-special-needs>).

7. ***Parental Involvement***: Include counseling, awareness, and guidance sessions for parents of students of determination [oai_citation:7, Education for people of determination | The Official Portal of the UAE Government] (<https://u.ae/en/information-and-services/education/education-for-people-with-special-needs>).

8. ***Assistive Technologies and Training***: Provide devices and assistive technologies as per special needs, and conduct workshops and courses for staff, teachers, and parents [oai_citation:8, Education for people of determination | The Official Portal of the UAE Government] (<https://u.ae/en/information-and-services/education/education-for-people-with-special-needs>).

Education Provision:

Following are the people who have roles to play in educational provision for SEN students:

The principal:

- The principal is responsible for the day-to-day management of all aspects for the school's work, including provision for students.
- The principal will also keep liaison with SEN coordinator and will also work closely with him/her about different aspects related to SEN students.

The SENCO:

The Special Educational Needs Coordinator (SENCO) has responsibility for the day-to-day procedures of the School's SEN policy and to harmonize provisions for students with special educational needs. Overall, SENCO will work closely with the Principal, Management and fellow teachers.

SENCO will develop an Individualized Educational Plan (IEP) for SEN students if there is alteration or revision in their curriculum, environment, teaching instructions or assessment. IEP will be used by teachers and SEN students as a guide on their journey towards attainment and overall progress.

The Teaching Staff: It is our aim to provide all of our pupils with opportunities to succeed in their learning and to reach the highest level of their personal achievement. For this to happen we:

- a. Use tracking data as a tool for improving the ways in which we provide support to individuals and groups of children
- b. Regularly monitor achievement data by groupings of Pupil Premium, Ethnicity, Gender and SEND and use this information to plan use of interventions to reduce the gaps in achievement where they have been identified.

- c. Take account of the achievements of our pupils when planning for future learning and set challenging targets for their future learning.
- d. Ensure that there is equality of access for all pupils and use the Provision Mapping documents to highlight this.
- e. Use resources and materials that do not use stereotyping of race, gender or disability
- f. Promote attitudes and values in all aspects of school life that will challenge racist and other discriminatory behaviours or prejudices and use resources to support this
- g. Provide opportunities for pupils to appreciate their own culture and celebrate the diversity of other cultures through discussion within a class, art, music, dance and themed activities in the school calendar
- h. Seek to include parents and other family members in supporting their child's education
- i. Encourage classroom and staffroom discussion of equality issues which reflect on social stereotypes, expectations and the impact on learning.

Include teaching and classroom-based approaches that are appropriate for the whole school community, that are fully inclusive and reflective of the backgrounds of our pupils

The whole staff shares responsibility for the needs and teaching of students with learning, behavioral, physical or sensory complications.

ADMISSION POLICY:

In the context of our admission policy, our school believes that students with special educational needs should be educated alongside their other classmates and have access to a broad, balanced and relevant curriculum.

The school has the policy to admit pupils irrespective of their disability without any discrimination or bias. The school will give admission to students with mild to moderate special education needs and offer additional learning and teaching support as required or needed. Similarly, in severe cases or due to lack of resources the parents are informed in detail about why the school is unable to admit such students.

Furthermore, school may charge parents added fees for extra support, 50% of the approved tuition fees for NON-SEN students.

RESOURCES:

Priority in allocating resources is based on the following:

- Additional help is provided to those students in classroom who do not have a statement of SEN but have specific identified needs which are additional to, or different from, those provided as part of the school's usual differentiated curriculum strategies.
- Support is also provided for basic literacy and numeracy by means of classroom support and differentiated materials.
- Peer cooperation, help and emotional support is being provided to the student.

- Encouragement and reward system will also be in place to support overall student progress.

IDENTIFICATION SYSTEM:

- Class Teachers or Subject Teachers are the ones who are directly related to students and they are the first to notice any unusual behavior among their students. If:
 1. Student makes little or no progress even when teaching strategies are targeted specifically in a student's identified area of weakness.
 2. Shows signs of obscurity in developing literacy or presents continual emotional or behavioral difficulties.
 3. Also shows communication or interaction difficulties.
- Teacher will refer the student to SENCO or Behavior management team for further assistance and support.
- In case of learning or behavioral issues, assessment is made by:
 - Behavior Management team
 - SENCO
- In case of physical/health problems assessment may be done by:
 - Health Professionals (school's nurse & Doctor)

In case the nurse notices sickness of a student due to some emotional problem, he/she will recommend such student to the psychologist.

PARTNERSHIP WITH PARENTS:

- The school strongly believes in the importance of working with parents as partners and this is particularly relevant with students with special educational needs. It is in the interest of students that there is open dialogue and the mutual sharing of information about such students.
- Where a potential student with special educational needs is identified by the school, the SENCO will contact the parents and invite them to discuss different ways and options in order to help meet the needs of such student/students.
- The school will help and encourage parents to recognize that they have responsibility towards their child's educational development and progress; they will always be encouraged to become full partners and act upon the advice given by the school for the overall purpose of making the SEN student a successful individual in his/her future life.

- Parents will be invited to school on regular basis in order to discuss their child's progress and will be encouraged to make full contribution towards their child's IEP or Annual review.
- Parents will arrange shadow teacher for their child, if required.

Because education is the primary and basic right of every child.

Assistive Technologies and Training:

We are excited to share that this year marks the initiation of a transformative approach to education through the implementation of teaching via smart boards. This innovative technology not only enhances the learning experience for our students but also brings a dynamic and interactive dimension to the classroom.

However, we recognize the importance of ensuring that our staff, teachers, and parents are well-equipped to make the most of this technology.

Monitoring and Evaluation:

The effectiveness of this policy will be regularly monitored by the Principal, Vice Principal and Senior Leadership Team (SLT).

Monitoring Body:

The Principal, SEN Coordinator, Head of Junior Section and the Behavior management committee will regularly monitor the implementation of this policy.

Review:

The policy will be reviewed in line with the school's review cycle. However, the Board of Governors may review the policy earlier if the Board of Governors receives recommendations on how the policy might be improved.