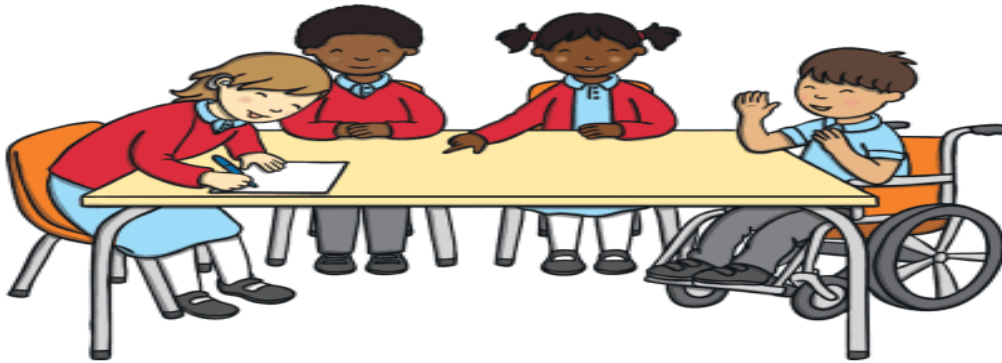


# Pakistan Islamia Higher Secondary School Sharjah



## Special Educational Needs (SEN) Policy (2024-2025)



**“Learning on the same day, in the same way”**

## **Vision**

Our vision is to create an environment where every student feels valued and supported regardless of their abilities. We strive to be a community school that ensures reasonable adjustments for all the students to learn and grow and that disability is not a disadvantage. We focus on removing the barriers that create difficulty for the students of special educational needs with complete collaboration, participation, sympathy, and empathy. There are three major components of PIHSS vision:

- ✓ Achieving the best in life
- ✓ Confident individuals
- ✓ Successful transition into adulthood

## **Policy Objectives**

The purpose of the SEN policy is to ensure:

- that all members of the school community are equal
- that all students are receiving a quality education and training irrespective of any differences
- that teachers can identify SEN students and provide prompt support
- that students' concerns are listened to and acted upon in a supportive and encouraging way
- that school administration, staff, teachers, and parents are committed to creating an inclusive environment throughout the school
- that school effectively tackles harassment and discriminatory behaviors to build conducive relationships
- that school is considerate towards the particular student needs and devises individual educational plans that are aligned with the educational standards and 21st-century educational skills

## **PIHSS Focused Plan**

PIHSS devises a focused plan for SEN students to communicate effectively and comprehensively. We focus on:

- ✓ analyzing students' strong and challenging areas
- ✓ preparing strategies to support students with difficulties
- ✓ offering help through timely intervention and addressing the issues
- ✓ fostering resilience and self-advocacy in students to contribute meaningfully to society
- ✓ enhancing understanding and reducing stigma in all areas of life
- ✓ investing more in teacher training programs to enhance SEN students' individual needs

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## Identification of SEN Students

- ❖ Admission through interview
- ❖ Class teachers' observation
- ❖ Keeping in a settling period
- ❖ Lesson differentiation plans
- ❖ School assessment data
- ❖ Observation checklists
- ❖ Monitoring tools
- ❖ Background information of the child's family
- ❖ Diagnostic assessment tools
- ❖ Reviewing educational and health care plans
- ❖ Referral Forms

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## Categorizing SEN Students

The three prominent categories are focused on taking care of the Special Educational Needs of students and are part of PIHSS policy as well. These four can be elaborated as follows:

Category	Description
Monitor	Observing the type of support individuals need so that their needs are met
Offer	The support is offered to all students but if any students do not make adequate progress, the support level is escalated to fulfill their needs
Support	This support is called the 'targeted approach' in which not only academic support is provided but the financial budgeting is also planned to execute their needs properly

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## Students with Mixed Abilities at PIHSS

At PIHSS, students with mixed abilities are treated equally regardless of their abilities and behaviors and are entitled to have access to a broad, balanced, and relevant curriculum, which is effectively differentiated to meet their individual needs. In our school:

- ✓ students are encouraged to achieve their full potential by providing a balanced curriculum in both content and styles of learning
- ✓ Students are entitled to have clear and specific education practices while their educational needs and requirements are identified and assessed
- ✓ Encouraged to see education as a lifelong process which will benefit all aspects of their life
- ✓ Every class contains a proportionate number of students who are either especially able or have learning difficulties
- ✓ Students are provided with opportunities for continued growth and improvement so that their self-esteem and confidence can flourish

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## The UAE Students of Determination Law (SOD)

In 2006, UAE passed the Federal Law No. 26

- ❖ The first UAE law that protects the rights of the students of determination (SOD)

### Article 12

- ❖ Guarantees equal educational opportunities to special needs students

### Inclusive Education System

- ❖ UAE advocates the adaptive curricula to meet the needs of the SEN students
- ❖ Emphasizes the need for qualified teachers, supportive technologies, and learning materials

In 2020, Ministerial Revolution No. 647 provided

- ❖ Teachers with high levels of behavioral skills and training programs to understand the students with impairment

- ❖ Supports a center for diagnosing disabilities and learning difficulties by providing recommendations and assisting parents

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## SEN Educational Provision at PIHSS

Persons Involved	Provisions
<b>Principal</b>	<ul style="list-style-type: none"><li>• Conducts day-to-day management of all aspects of the school life</li><li>• Keeps liaison with the SEN Coordinator to work on all aspects of SEN students</li></ul>
<b>SEN Coordinator</b>	<ul style="list-style-type: none"><li>• Responsible for the implementation of day-to-day tasks and procedures instructed in the SEN policy</li><li>• Keeps liaison with the school leadership and teaching staff about SEN students' provisions</li><li>• Develops IEPs and keeps a close eye on the modification and adaptation of curriculum, lesson plans, and instructional strategies for SEN students</li><li>• Ensures IEPs are implemented for data-driven assessment and work as a guide for the overall progress of SEN students</li></ul>
<b>Teaching Staff</b>	<ul style="list-style-type: none"><li>• Track SEN students' daily progress through data-tracking assessment sheets</li><li>• Monitor individual and group performances of SEN students</li><li>• Keep a close eye on SEN students' performance and help the SEN coordinator identify them and offer timely support and attention</li><li>• Ensure equality in the classroom to provide access to learning to all students, especially SEN students</li><li>• Assist parents with close coordination of SEN coordinator to make them aware of their children's classroom and overall school performance</li><li>• Help school leadership to inculcate a culture of positivity and celebration of diversity among students</li></ul>

<p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>• The school develops an environment of open dialogue and mutual sharing of information with parents as stakeholders</li> <li>• SEN students' parents are kept in close contact with the teachers, Behavioral management team, and the SEN coordinator</li> <li>• Parents are made aware that they are equally responsible for their child's well-being and educational performance</li> <li>• Monthly and annual meetings are conducted to discuss and plan further decisions about SEN students</li> </ul>
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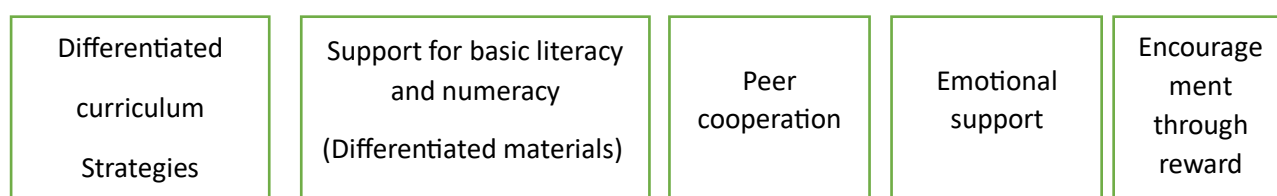
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## Roles and Responsibilities

- ✓ The school leadership team (SLT) works together to develop SEN policy and provision
- ✓ Ensures the monitoring and implementation of SEN provision across the school
- ✓ With the help of SENCO, the strategic development of the school about SEN students is determined
- ✓ Not only academically, but financial budgeting and resources are also discussed
- ✓ The school believes in accountability for raising the levels of achievement for SEN students
- ✓ The SEN register is maintained and updated according to the student's needs and further provisions are planned
- ✓ The SEN lesson planning, exam portions, and timetable are scheduled to provide appropriate support to the students
- ✓ The school gathers data through learning walks, classroom observations, and instructional feedback to set the educational standard for the SEN students
- ✓ The educators are trained well for the identification of students and the implementation of SEN plans and the future training needs are assessed
- ✓ The school curriculum team works closely with the SEN head to ensure that the learning objectives of the SEN students are to be met successfully

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## SEN Resources/Support at PIHSS



## **Policy Review**

The school policy is reviewed annually, which is in line with the school review cycle. It is sent to the stakeholders to review, discuss, and recommend any changes that are needed. The Board of Governors also receives the recommendations and suggest changes on how the policy might be changed and improved further.