

# **JSS International School, Dubai**

## **Policy on SEN**

- The school abides by the Federal Law 29/2006 enacted by the Ministry of Education in the UAE. The law promotes inclusive education which means that all students having disabilities have the right to be educated to the extent possible with their age appropriate peers who do not necessarily have disabilities.
- Students who have been identified as having behavioural / academic difficulties are referred as Special Education Needs (SEN) students.

JSS International School ensures that:

- No child with special education needs is denied admission.
- There is full inclusion of children with Special Education needs with dignity and care
- The school caters to the needs of Gifted & Talented individuals

### **Policy Statement:**

*The School has the duty of recognising children with Special Education needs as fully participating members of a community of learners. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs. The school will ensure that inclusion of students with Special Educational Needs is facilitated through adherence to the Special Education Guidelines adopted by the school.*

### **REGULAR EDUCATION CLASSROOM: SCHOOL BASED SPECIAL EDUCATION / LEARNING SUPPORT**

Students with special needs are enrolled in a regular education classroom and receive special education programme and services outside the regular classroom but in the school setting. This service is provided up to grade 8. Counselling and modifications are provided up to grade 12.

The student will be advised to seek the following special education support services from external specialists:

- Speech and language therapy
- Physio-therapy and occupational therapy
- Psycho-educational assessment
- Other medical evaluations

In order to meet the educational needs of students, the policy of **accommodation** is followed according to the academic needs of the SEN students. Accommodations are changes that do not alter what is being taught and includes alterations of the environment, curriculum format or equipment that allows an individual with disability to gain access to content and /or complete assigned tasks.



## **Policy on SEN**

Accommodations given to SEN students as per the sanctions provided by KHDA and provisions provided by the ICSE Board of Delhi

- Classroom Accommodations
- Teaching Accommodations
- Assessment Accommodations

### **STAFF CO-ORDINATING WITH THE COUNSELLING DEPARTMENT TO HELP SEN STUDENTS**

#### **Class Teachers / Subject Teachers**

- To create and implement the IEP for the SEN student.
- To refer cases to the Counselling Department by filling out the referral form
- To obtain consent from the Parent for individual observation by the Counselling Department.
- To notify any behavioural or academic issues to the Counselling Department.
- To submit observation forms at the end of every term and the end of the academic year.
- To keep a copy of all written work (e.g. worksheets, answer papers etc.)

#### **Examination Department**

- To receive the copy of the list of SEN students needing specific examination provisions and exemptions.
- To provide a copy of the list to the invigilator and to ensure it is implemented.
- To provide seating arrangements conducive to the SEN student.

#### **Senior Management Team**

- To oversee the departments involved which are catering to the SEN students.
- To conduct team meetings on a case to case basis.
- To take important decisions regarding the SEN students.

**Transitional Services** include - suggestions/sensitization/readiness to prepare the SEN students to move from one stage/one environment to another. They include the following:

- From one Grade level to the next Grade.
- To remain at the same grade level.
- From one school to another school.
- From school to the next phase (University)
- Institutions of rehabilitation & education.



## **Policy on SEN**

Counselling Department maintains following data of all SEN students with utmost confidentiality:

- Parent meeting form.
- Psycho educational Assessment /medical reports.
- Term wise mark list for each SEN student.
- Teacher Observation forms.
  
- Referrals made by teachers through a referral form.
- Parent feedback form.
- Individual Education Plan (IEP) maintained by the teacher till the end of the academic year and submitted to the Counselling Department at the end of the academic year.
- Learning support consent and withdrawal form from parents.
- Record of Learning Support Sessions.
- KHDA exemption documents.
- Form for recommendation for formal assessments.
- Sessions held with parents by the counsellor after identification to discuss the difficulties and remedial measures.

### **For Parents**

- Parents should be open to seek the services of the Counselling Department for initial counselling to identify issues.
- Parents of students with Special Education Needs with either academic or behavioural issues or both should seek continuous Counselling.
- An undertaking to be given by parents in case they do not want counselling services but not without at least one session with the Counsellor.
- Parents should get assessment done when requested by the counselling Department & submit assessment reports accordingly.

### **ALTERNATIVE SCHOOLING IS SUGGESTED**

- When a highly scheduled, consistent & low stimulation school environment is conducive for a child's learning.
- When the disabilities are so severe that they are unable to benefit from participating in regular education school setting.
- Severe behavioural difficulties resulting in disrupting classroom teaching which affects the learning process of other students.
- Severe behavioural difficulties that is hazardous to self and others.
- A system of education that provides for greater accommodations e.g. schools with shadow teachers at every level.

