JSS INTERNATIONAL SCHOOL L.L.C مدرسة جيه إس إس العالمية، دبي ش.م.م
Jumeirah Village Circle | Dubai | P.O. Box 37232 | Phone: +971 4 2406353 | E-mail: info@jssisdubai.com | www.jssisdubai.com

# Special Education Provision Policy

| | |
|---|---|
| **Introduced on:** April 2025 | **Next Review –** March 2027 |
| **Revised:** April 2026 | **Implemented by –** Principal |

## 1. Purpose

This policy outlines how the school identifies, assesses, supports, and monitors **Students of Determination (SoD)** to ensure equitable access to learning, wellbeing, and achievement. It operationalises the school's Inclusion Policy and reflects current regulatory expectations

## 2. Scope

This policy applies to all students from Early Years to Grade 12 who:

- Require additional learning, behavioural, social-emotional, sensory, physical, or medical support
- Are under observation or receiving interventions
- Require internal or external assessment and accommodations

## 3. Regulatory Framework

This policy is aligned with expectations of **KHDA** and inspection standards of **DSIB**, UAE Federal Law (29) for People of Determination.

## 4. Guiding Principles

- Early identification and early intervention
- Least Restrictive Environment (LRE)
- Strength-based and needs-led planning
- Data-informed decision making
- Partnership with parents and students
- Continuous monitoring and review

**5. Screening and Identification**

Screening at Admission (2026 Requirement)

Screening for learning, developmental, social-emotional, and behavioural needs **begins at the time of admission** to ensure early identification and timely support.

At admission, the school will:

- Review previous school reports and relevant medical/developmental information (if shared)
- Conduct age-appropriate **baseline screening** in literacy, numeracy, language, and social-emotional development
- Gather information through **parent consultation meetings**
- Observe students during the settling-in period

*Admission screening does not delay or deny admission and is used solely to plan appropriate educational support.*

**6. Ongoing Screening and Identification**

- Conducted **at admission**, key transition points, and scheduled intervals
- Includes academic, social-emotional, and behavioural screening tools like CAT-4, DST-J/S, Connors Rating Scale, homegrown assessment tools.
- Data informs targeted intervention and progress monitoring.

**7. Categorisation of Needs**

Students are categorised to guide support planning (not to limit provision):

| **Formally Diagnosed (table 1)** | **Identified (table 2)** |
|---|---|
| 1. Intellectual Disability | 1. Thinking and Learning Needs |
| 2. Communication Disorders | 2. Communication and Speech Needs |
| 3. Autism Spectrum Disorder | 3. Social Communication and Interaction Needs |
| 4. ADHD | 4. Attention and Focus Needs |
| 5. Psycho-Emotional Disorders | 5. Social, Emotional and Behavioural Needs |
| 6. Specific Learning Difficulties | 6. Learning Difficulties in Specific Skills |
| 7. Visual Impairment | 7.Vision Needs |
| 8. Hearing Impairment | 8. Hearing Needs |
| 9. Deaf-Blind Disability | 9. Physical and Movement Needs |

| | |
|---|---|
| 10. Physical Disability | 10. Multiple and Complex Needs |
| 11. Multiple Disability | |

All students of determination (students with a formal diagnosis) and students identified with evidence based indicators of a possible disability are classified with reference to the following:

- **Table 1:** Every student of determination (student with a formal diagnosis) is classified under one of the 11 main categories.
- **Table 2:** Every identified student (student with evidence-based indicators of a disability) is categorised using the barrier categories in Table 2.

Chronic health conditions are recorded in the SEND register and data is also present with the medical team.

## 8. Assessment Procedures

### 8.1 Internal Assessment

Conducted by the Inclusion Team using:

- Classroom observations
- Curriculum-based assessments
- Behaviour and wellbeing tools
- Student and parent voice

### 8.2 External Assessment – Guidance for Parents

External assessment may be recommended when:

- Internal data is inconclusive
- There are complex or persistent needs
- Formal diagnosis is required for accommodations

The school will:

- Guide parents to **licensed external professionals**
- Share school data to support assessment
- Review reports collaboratively
- Translate recommendations into school-based support

External reports must include:

- Standardised assessment data
- Functional impact on learning
- Strengths and clear recommendations

**9. Individual Education Plans (IEP)**

- Developed within **20 instructional days** of identification
- Includes SMART goals, accommodations, interventions, and review timelines  Reviewed at least **termly**

**10. Accommodations and Modifications**

**Accommodations** support access (e.g., extra time, assistive technology). **Modifications** adjust learning expectations when required.
All provisions are documented, communicated, and monitored.

**11. Teaching and Intervention**

- Universal Design for Learning
- Personalized learning in classroom
- Specialist and small-group support

**12. Roles and Responsibilities**

**Leadership:** Principal and Inclusion Governor provide strategic oversight, allocates resources, ensures regulatory compliance, and monitors the effectiveness of inclusion provision.

**Inclusion Team:** Leads identification, assessment, planning, and monitoring of support, ensuring interventions meet students' individual needs.

**Teachers:** Deliver inclusive classroom instruction, implement IEPs, and collect evidence of student progress to inform ongoing support.

**Parents:** Collaborate with school staff, share student history and needs, and engage in planning and review of interventions.

**Students:** Actively participate in their learning, express preferences and goals, and develop self-advocacy skills appropriate to their age.

**Learning Support Assistants:** LSAs work under the direction of the class teacher and Inclusion Team to:

- Support students in accessing curriculum tasks and classroom routines

- Implement strategies outlined in the Individual Education Support Plan (IEP)
- Encourage independence, self-regulation, and social interaction
- Support behaviour and emotional regulation using agreed strategies
- Collect observational data to inform progress reviews
- Maintain confidentiality and professional conduct

LSAs **do not**:

- Replace teacher instruction
- Plan curriculum independently
- Create dependency on adult support

**Individual Learning Support Assistants**: They are appointed by parents however, school finalizes the candidate after interview process. MOU is signed between parent, ILSA and school regarding the roles and responsibilities and adhering to the school values and code of conduct.

**External Therapist:** The school values collaborative working with licensed external therapists to support students' educational, social, emotional, and physical development. School has a tie-up with external ABA, Speech and Language Therapists who conduct therapies at school for students. A written parent consent is taken and a MOU is signed with the centre

**13. Monitoring and Review**

Progress is tracked Support is adjusted based on evidence through:

- IEP reviews
- Academic and wellbeing data
- Behaviour and engagement records

**14. Transitions**

Transition planning occurs at key stages (e.g., new year groups, key stage changes, or school entry/exit) to ensure continuity of learning and support for Students of Determination.

- **Updated Learner Profiles:** Each student's academic, social-emotional, behavioural, and therapeutic needs are reviewed and documented; strengths, challenges, and strategies are clearly recorded to guide the next teacher or year level.
- **Strategy Handover:** Effective handover includes sharing IEPs, accommodations, interventions, progress data, and practical classroom strategies with receiving teachers and support staff to maintain consistency and minimise disruption.
- **Parent and Student Involvement:** Parents are actively engaged in transition meetings to provide insight, ask questions, and co-create plans; where age-appropriate, students participate by sharing preferences, goals, and strategies that help them succeed in the new setting.

**15. Confidentiality**

All student records are confidential and stored securely in line with data protection requirements.

**16. Professional Development**

All Staff teaching and non-teaching, receive ongoing training in:

- Inclusive pedagogy
- SEN identification
- Wellbeing and behaviour management support in school campus as well as school transport.

**17. Policy Review**

This policy is reviewed **annually** or in response to updated regulatory guidance.