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'Progress Beyond Limits'

1. Our Vision, Values and Aims

All children have the right to access quality educational provision in line with the Dubai Inclusive Education Policy Framework (2017) and the legislation listed in Appendix 5 of this Policy. Jumeirah College caters for students with a range of special educational needs and disabilities along with those who are More and Exceptionally Able (MEA/G&T). For information on MEA/G&T please refer to a separate Policy. Applications for admission to the school for children with special educational needs and disabilities are welcomed, and where necessary modification, adaptation and differentiation takes place to ensure 'progress beyond limits'.

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination stipulates that "special needs in themselves are not an obstruction to joining or getting admission into an educational institution, no matter whether it is a public or private institution".

<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>

Every teacher is a teacher of every student; including those with a Special Educational Need or Disability (SEND), including those being monitored. This includes students with English as an Additional Language (EAL) (see separate Policy) and students identified as More and Exceptionally Able (G&T) (see separate Policy).

Learning and teaching is adapted and the curriculum modified where necessary, to meet the needs of each individual student. Monitoring, identification, plans and support within Jumeirah College will be coordinated by the Inclusion Support Team. The Inclusion Team within school are known as SfL ('Support for Learning').

Our mission is to ensure that every student will reach their full potential holistically; this includes academically, socially, emotionally and physically, whilst feeling included, secure and valued.

There is a culture of respect for others and their learning.

The Principal is Mr Simon O'Connor

The Inclusion Governor is Grainne Boyle

The Inclusion Champion is Gemma Thorney

The Head of Inclusion is Louise Dawson l.dawson_jcd@gemsedu.com

2. Objectives

The policy was developed through consultation with staff, students and key stakeholders. This policy was written by the Leaders of Inclusion in conjunction with the Inclusion Support Team.

Our procedures and policies are in line with the guidance provided by KHDA Inspection Handbook (2014), School Inspection Framework (2015-2016) and subsequent updates, Dubai Inclusive Education Policy (2017), as well as the Department of Education (UK) and the Department of Health in the SEND (Special Educational Needs and Disability) Code of Practice, 2015.

Our whole school approach is encapsulated in the following objectives in line with section 6.2 of the SEND Code of Practice (UK, 2015):

- we use our best endeavours to make sure that a student with Special Educational Needs and Disabilities (SEND) and those being monitored, receive the appropriate provisions to meet their needs
- we ensure that students and young people with SEND engage in the activities of the school, alongside students who do not have SEND
- we designate a qualified and experienced professional to be responsible for coordinating SEND provision; the Leader of Inclusion
- parents will be informed when special educational provision for a student is required
- we provide support, advice and training for parents and staff working with students with SEND.

Inclusion Statement

“Inclusive education is not a project or an initiative. It is the progressive development of attitudes, behaviours, systems and beliefs that enable inclusive education to become a norm that underpins school culture and is reflected in the everyday life of the school community.”

(Dubai Inclusive Education Policy Framework, p.53)

Legislation

Jumeirah College works in line with the Dubai Inclusive Education Policy Framework (2017) and incorporates good working practice in line with legislation such as the:

- UN Convention on the Rights of Persons with Disabilities and Optional Protocol, Federal Law No. (29) of 2006 concerning the Rights of People of Determination
- Law No. (2) of 2014 concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
- Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai Article 4 (14), Article 14 (16), Article 13 (17), Article 13 (19), Article 23 (4).
- General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)
- as well as the SEND Code of Practice (UK, 2015).

Admission

Jumeirah College is highly committed to being an inclusive school which admits students with a variety of needs including those who are gifted and talented, special educational needs, or have physical, emotional, social, cultural or language challenges. For further information about the Admissions process please refer to the Admissions Policy.

Identification of Need

Jumeirah College seeks to identify the presence and impact of barriers to successful social, emotional and academic inclusion and success. We will continuously address and remove any barriers found for all students.

Delivery of Learning

Teachers will provide differentiated learning opportunities for all students and provide materials appropriate to children’s interests and abilities. This ensures that all students have full access to the school curriculum.

Ensuring Progress

Jumeirah College is committed to ensuring that all students have access to high quality pastoral, teaching and learning support to ensure that their personalised learning pathway meets their individual needs.

At Jumeirah College we have three groups of students who have above and beyond the typical needs of students. These are:

- More and Exceptionally Able
- Special Education Need
- English as an Additional Language / English Language Learners

Jumeirah College has additional Policy and Procedure for identifying and supporting students who fall into these groups. These procedures include clarity for the identification, intervention, personalisation, differentiation, and support for students.

Students

Students are regularly consulted with respect to their personalised pathway. The school has an embedded ethos of student assessment, feedback, reporting and pastoral care. Students are encouraged to be welcoming of others and are taught to celebrate their differences.

Parents

Parents are understood to be vital to the progress of a student and in partnership with the school; as such communication is continuous. Jumeirah College has regular parent consultations, both individual and group, parent meetings, and a comprehensive reporting cycle. Parent voice is welcomed and an open door policy is in place for the parents involved with the Inclusion Team. Parents are encouraged to work collaboratively with the school community to remove social barriers.

Teachers

High quality recruitment and continuous professional development results in committed professionalism of a highly inclusive nature.

Wider Community

Jumeirah College has a programme of work which includes working alongside the wider community and external agencies.

Inclusion Support Team

Jumeirah College has a whole school community approach which is led by an Inclusion Support Team which comprises the Principal, Head of Inclusion, Senior Leader, Inclusion Champion, Inclusion Governor, Support Teachers, Learning Support Assistant, Student and a parent.

Support for Learning Inclusion Team 2019 - 2020



SfL Line Management	Inclusion Support Team	Student Experience	Subject Inclusion Team		
Rose Riordan Teacher	Simon O'Connor Principal	Chandini Misra Asst Principal	Ruth Brewer English/Media	Tamsin Hosking Maths	Julia Thompson Psychology
Monowara Begum LSA	Gemma Thornley Inclusion Champion	Emma Davies/Erin Hearty Achievement Coordinator	Sanah Aziz Science	Kelly Storey History	Iqbal Munshi Comp Sci & ICT
Shireen D'Souza LSA	Grainne Boyle Inclusion Governor	Emma Gregory College Counsellor	John Woolcock Geography	Sarah Jackson Art	Laura Perea MFL
Shalini Mehta LSA	Sarah Stebbing Teacher	Georgie Ross HOD Performing Arts	Wahid Hegazi Arabic/Islamic	Nathan de Garis Business/Economic	Andrew Gallagher Music
Nick Rungurura LSA	Mr Mathur Parent	Louise Dawson Head of Inclusion	Graham Parkin Design/Technology	Sarah Stebbing Drama	Hannah Southam PE
Mezabin Subedar LSA FT	Zoe Stapely Student	C Laude/M de Souza Nurse		Kelly Storey Politics	
Fe Gonzales LSA FT					
Vacancy LSA FT x 2	Simon O'Connor Principal	Gemma Thornley Inclusion Champion	Louise Dawson Head of Inclusion		

3. Identifying Special Educational Needs

3.1 The purpose of identification

All students within Jumeirah College undergo regular and thorough assessment - formative and summative - throughout their learning journey, to ensure that they are able to make appropriate progress in their learning.

Through regular and holistic assessment, teachers, senior leaders and SfL staff will identify barriers which might impede learning.

The purpose of identification is to allow the SfL team to work with students, parents, teachers and outside agencies to create a plan for implementing actions, interventions and support to address the barriers that may impact on progress, attainment or well-being.

3.2 Categories

In 2019, the Government of Dubai released a 'Revised Categorisation Framework for Students of Determination (2019-2010).

The following categories are therefore used within the school.

Common barriers to learning	Categories of disability (aligned with the UAE unified categorisation of disability)
Cognition and learning	1. Intellectual disability (¹ including Intellectual disability - unspecified) 2. Specific learning disorders 3. Multiple disabilities 4. Developmental delay (younger than five years of age)
Communication and interaction	5. Communication disorders 6. Autism spectrum disorders
Social, emotional and mental health	7. Attention Deficit Hyper Activity disorder 8. Psycho - emotional disorders.
Physical, sensory and medical	9. Sensory impairment 10. Deaf-blind disability 11. Physical disability 12. ² <i>Chronic or acute medical conditions</i>

As an English Curriculum School, Jumeirah School will also work within the guidelines of the United Kingdom SEND Code of Practice, 2015 where appropriate. The Code of Practice includes four broad categories of need as outlined in sections 6.28 to 6.35.

1. Communication and interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Need

Students at Jumeirah College may present with one or more of the following difficulties:

- Falling well below the age-appropriate expected level of attainment
- Significant lack of academic progress over a period of time
- Specific difficulties in spelling, reading and writing (not resulting from limited abilities)
- Specific difficulties in literacy - Dyslexia
- Specific difficulties in mathematics - Dyscalculia/Acalculia
- Dyspraxia/Developmental Coordination Disorder
- Weaknesses in verbal skills which are sometimes associated with earlier delays in language development (speech and language difficulties)
- General cognitive abilities well below the level of their peers
- Attention Deficit Disorder, limited attention span, poor organisational skills, impulsive behaviour, sound sensitive (students may receive medication for these difficulties)
- Processing difficulties
- Difficulties arising from disrupted educational experience
- Specific Learning Difficulties

- Sensory Processing Difficulties
- Autism Spectrum Disorders
- Behavioural, Social and Emotional barriers to learning
- Medical reasons that affect learning

3.3 Attendance and Punctuality, Health and welfare

The senior leaders and pastoral teams will contact parents with any concerns about the attendance, behaviour and/or the welfare of a student. (Please also see Safeguarding and Child Protection Policy, Attendance and Punctuality and Positive Behaviour Policy)

3.4 English as an Additional Language (EAL)

The SfL Department, in line with section 6.26 of United Kingdom 'The SEND Code of practice, 2015' will look carefully at all aspects of a young person's performance in different areas of learning. This will establish whether lack of progress is due to EAL, ELL or SEND. Please refer to the EAL Policy.

4. Graduated Response

4.1 Identification Flowchart

The following information outlines the support through which the school addresses the learning needs of any individual student. The actions are not time-specific and the process described should take place according to the nature and severity of the particular concern(s).

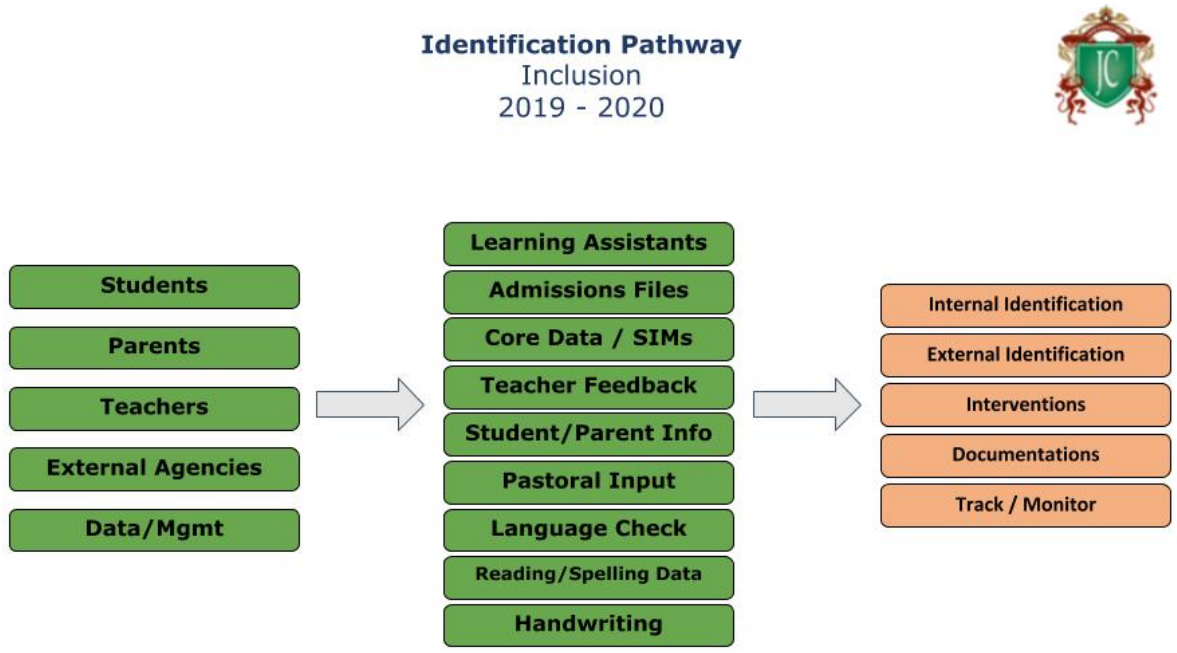
The views of the student and parents should be included in the process of informal information gathering.

The purpose of the SEND Pathway is to remove barriers to learning via the use of assessments, individual education plans and provisions that are put in place in response to the specific needs of individual students.

The catalyst for identifying students will come from students, parents, teachers, external agencies and from data / management processes.

The SfL Team will gather data in accordance with the list below, which will result in the implementation of interventions, planning, delivery and review.

General Identification Pathway



4.2 The Register/Provision Map

The Register is maintained by the SfL Department. The Register are in the form of a spreadsheet and kept on the School Google Drive; Data Protected in line with School Policy. The Head of Inclusion is responsible for maintaining the content. All relevant staff are responsible for ensuring that they are familiar with the content and feed the information into their planning, delivery and assessment processes.

4.3 Classification of SfL students

Jumeirah College will classify students with any additional need in accordance with the KHDA 2015-16 framework, as defined below.

Special Educational Need and Disability (SEND) (identified)

- *have an educational need that is different from those of the majority of students;*
- *and which arises from the impact of a known disability or recognised disorder and therefore have an external identification.*

Or

- **may not** *have an educational need that is different from those of the majority of students; but*
- *arises from the impact of a known disability or recognised disorder (but may be under investigation)*

Additional Educational Need (AEN) (Unidentified)

- *have an educational need that is different from those of the majority of students; but*
- **does not** *arise from the impact of a known disability or recognised disorder (but may be under investigation)*

Being identified with a special educational need could mean that students require specialist support, specific curriculum modification or individualised planning to ensure that they make the expected levels of progress given their starting points.

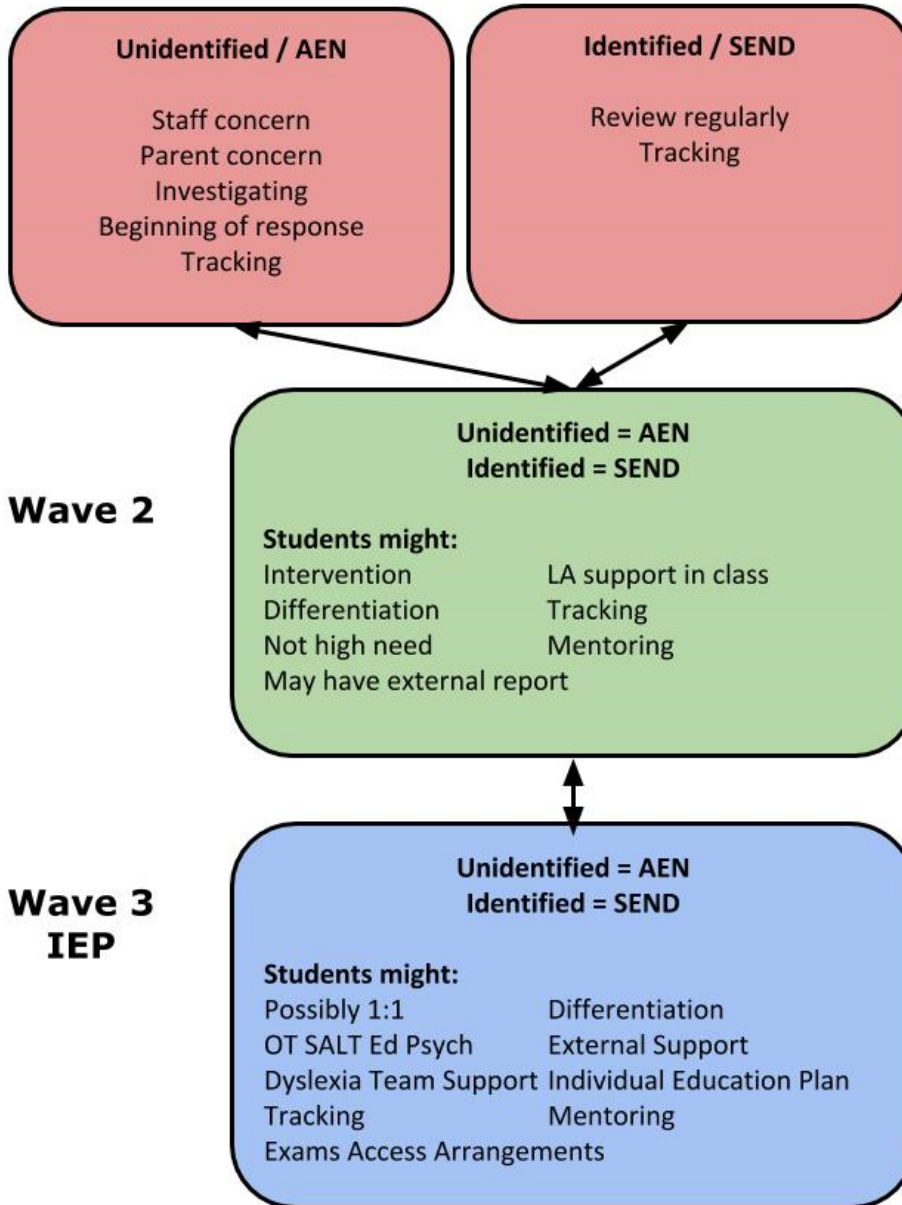
Jumeirah College acknowledges that they must ensure that the needs of SEND are accurately and wholly identified as early as possible in order for strategies to be effective. The SfL team will do this in accordance with the Section 4.1 flow chart above.

Parallel to this, students will be aligned with the graduated response as seen below:



SfL Graduated Response

Wave 1 (Monitoring)(QFT)



4.4 Quality First Teaching

Quality First Teaching is the delivery of lessons which are differentiated or modified for personalised learning to enable all students to access learning in a meaningful and impactful way. Additional support does not replace quality first teaching and effective planning. Teachers are responsible and accountable for the progress and development of all students in their classes. This includes students who access SfL services.

Where progress is less than expected for a student not associated with SfL, the teacher will follow the SfL Pathway shown in Section 4.1. Jumeirah College strive for each student to make outstanding progress, relative to their identified needs.

4.5 Curriculum

All students should have access to a broad and balanced curriculum in line with KHDA regulations. Teachers should set high expectations for every student, regardless of their prior attainment. Teachers at Jumeirah College use appropriate baseline assessments to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned and delivered to address potential areas of difficulty and remove barriers to individual student's progress. Students with SEND will access the school curriculum, unless they have an official exemption, or student needs are so high that they require additional modification.

Where specialist support is required, students may be withdrawn for specific intervention.

4.6 Reviewing quality of teaching and learning

All teachers have lesson observations to ensure that quality first teaching and learning is delivered for all students as well as those with SEND. The SfL Leaders will be involved in this process. The outcomes of the lesson observations and learning walks will inform the areas of professional development required.

4.7 Improving teachers' understanding

The SfL Leaders will ensure all staff are aware of students identified on the register as SEND. Staff are supported through training and regular meetings. The SfL Team will provide information on strategies, documentation, training and identification of students to inform practice and upskill knowledge of SEND. All teachers are required to complete formal external training - KDHA Mandatory Professional Development, in addition to internal sessions.

5. Managing students' needs on the SfL Register

5.1 Individual Education Plans (IEPs)

We may create IEP for students who meet the criteria, outlined in **Section 4.3**, and have followed the pathway in **Section 3**. This system is used to assess, plan, implement and review any identified SEND provision. The IEPs are a student's 'roadmap' for their removal of barriers. Each student who is identified as requiring an intervention on the SfL register must have a record of personalised provision as it is an educational programme that is tailored to the specific needs of the student.

IEPs role in secondary is slightly different to that you would find in a Primary setting. Subject teachers and Heads of Department are responsible for the subject targets for each student. Students who are identified as SEND will be provided with an IEP which supports any intervention or additional provision outside of the curriculum, such as Exam Access Arrangements or Literacy Intervention. These will be rewritten as necessary, and at least annually.

5.2 Provision

The level of provision is decided by the Head of Inclusion alongside stakeholders.

Each student has a different need and a different level of required support. Some of the services which Jumeirah College is able to offer include:

- 1:1 specific intervention
- Small group intervention
- In class learning assistant support
- Dyslexia screening and intervention (not identification)
- Adapted curriculum
- Modified curriculum
- Specialised curriculum
- Extra curricular activities such as home learning club, English language club, literacy intervention clubs
- Use of technology
- Exam Access Arrangements

6. Criteria for being removed from registers

All students have their identified need and/or intervention programmes reviewed regularly. The graduated response is a fluid process and students can move between levels as necessary. All students are reviewed for their placement on the register at least annually, and where a student has achieved their targets, and a review from the following has taken place, they can be removed from the Register;

- Assessments
- Teacher feedback
- Class observations
- IEP/IAP target reviews
- Parent feedback
- Student feedback

The Head of Inclusion will decide if a student placement on the register is no longer necessary. The Head of Inclusion will keep a record of students who are removed from the register(s) and ensure that analysis takes place at least once a year to ensure adequate progress is continuing. Students who have previously been on the register at any stage will be reviewed for Exam Access Arrangements when they enter Year 10.

7. Supporting students and families

7.1 Internal Support

During the identification process it may be necessary for a student to be referred to a specialist. Within the SfL department, we have a team of specialists who are able to offer support in Speech and Language, Dyslexia, Autism, Social and Emotional Communication, Wellbeing and English as a Second Language, whose expertise may be accessed on a needs basis.

Referral to any in-school specialist is carried out by the Head of Inclusion and stakeholders following the Pathway.

A referral to the Specialist could typically include:

- | | |
|---|-------------|
| ● | Completion |
| of a referral form by the teacher | |
| ● | The teacher |
| will inform the parents of the referral | |
| ● | Initial |
| observation and data gathering | |
| ● | Baseline |
| assessments | |

- d interventions as appropriate Personalise
- support from SfL In class

A formal observation and/or assessment will take place through any of the following steps:

- With agreement by the parent and/or
- After meeting with the parent and/or
- After written notification with parent

Following observation and/or assessment the outcomes will inform the next steps, which will be personalised to the student's needs.

Specialists can provide support to students, parents and teachers depending upon the individual needs. This may include one or more of the following:

- a home programme
- recommendation for further support
- a school based programme devised by the specialist, to be carried out by SfL team/LSA/teacher, with regular review and input from the specialist
- input to IEP/IAPs

7.2 External Support

Where applicable, parents will be guided by the Head of Inclusion towards external professionals. External professionals will be known to the school and will have read the Safeguarding/Child Protection Policy and signed a Confidentiality Agreement. Parents are requested to share any assessments completed externally and contact details of external agencies supplied to the Head of Inclusion.

7.2 Parental Involvement

The involvement of parents is a key factor to the success of the provision for students with special and/or additional educational needs. Ongoing parental engagement is encouraged and the SfL teams offers regular workshops, review meetings and operate an open door policy. Where possible, the Head of Inclusion will attend whole school functions such as Parents' Evening, Awards Ceremonies, Parent Assemblies etc to remain accessible. The Head of Inclusion's email address is widely available.

7.3 Admission arrangements

The Admission arrangements and Policy can be found on the school website.

The procedures are aligned with the expectations of international best practice as guided by Section 3.1 of the KHDA inspection handbook.

7.4 Examinations

Within Jumeirah College students entering summative examinations such as GCSE and A Level will have Exam Access Arrangements in line with the school policy and the JCQ Access Arrangements, Reasonable Adjustments and Special Condererations Regulations and Guidance.

7.5 Medical Conditions

We use the 'School Health Guidelines Manual for Private Schools in Dubai' by Dubai Health Authority for managing the medical conditions of students, this can be found at:

<https://www.dha.gov.ae/EN/SectorsDirectorates/Directorates/HealthRegulation/HealthFacilities/Documents/SCHOOL%20HEALTH%20GUIDELINES%20Modifications1-2011.pdf>

8. Monitoring and Evaluation of SEND

Monitoring and evaluating the quality of provision offered to students is carried out by obtaining:

- Staff views
- Student views
- Learning Journeys/Journals
- Parental feedback
- Lesson Observations
- Tracking evidence of students on IEP / IAPs
- Learning walks
- IEP / IAP targets achieved
- School SEF

The purpose of regular monitoring and evaluation is to promote an active process and atmosphere of continual review and improvement of provision for all students.

9. Training and Resources

9.1 Training

Internal training provisions are led by the Head of Inclusion, to ensure that all staff are aware of the learning needs of SEND students and are able to support them. Training is delivered, via staff CPD, publications and a number of whole school training sessions. This will include the most up to date strategies according to the SEND Code of Practice. External training will take place for all Teaching Staff in line with the KHDA Mandatory Units required for Teaching Licensing. All training will be supported in accordance with the Jumeirah College CPD Policy.

9.2 Induction of new staff

New teachers will meet with the Head of Inclusion during the whole school induction at the beginning of the year and are informed of the SEND provision and practice.

9.3 GEMS Network Meeting

The Head of Inclusion will meet regularly to share best practice and keep up to date with local and national incentives. This will also ensure consistency across the GEMS schools. A member of SLT will be invited to attend these meetings where appropriate.

10. Roles and Responsibilities

The Principal, Inclusion Governor, Inclusion Champion, Head of Inclusion, Support Teachers, Learning Support Assistants and Classroom Teachers will adhere to the responsibilities laid out in the Dubai Inclusive Education Policy Framework Implementation Guide of 2019.

10.1 The Head of Inclusion

The day to day provision for SEND is the responsibility of the Head of Inclusion. However, as the provision involves all aspects of school learning, the responsibility will include leaders across the school, as well as individual teachers.

The role of the Head of Inclusion is to:

- ensure that Inclusion Audit and Dubai Inclusive Education Policy Framework and associated legislation is being implemented including the implementation of an inclusive education support team
- work alongside learning support teachers, assistants, class teachers and senior leadership to provide effective provision, training, support and knowledge
- ensure data is accurately recorded on the tracking system and that any planning for learning and teaching is consistent with whole school educational policies and practice

10.2 Class Teacher

Class teachers are expected to plan students' learning to be directly related to their student's Learner Profiles and/or specific needs as stated in the KHDA Inspection Handbook. Teaching may be on an individual or group basis and involve specialist teachers or learning assistants.

10.3 Learning Support Assistants LSAs

The role of the LSA is to:

- work under the direction of the Head of Inclusion (line manager)
- collaborate with the class teacher to support students with a Learner Profile and/or IEP in the classroom
- work both within the classroom and one to one, to support students who have identified learning needs
- encourage and support with activities outside of lessons to enable them to participate as fully as possible e.g. mentoring, support programmes, movement about the building and accompanying students on school trips

10.4 Learning Support Specialists and Support Teachers

A Role Description is available in Appendix 6. The role of the Learning Support specialist and support teacher is to:

- work under the direction of the Head of Inclusion
- to support other teachers to plan and deliver high quality lessons
- to work alongside teachers to support specialist differentiating
- to support in school training
- to contribute to the Learner Profiles
- To maintain an 'Inclusion Plan' for their respective departments

10.5 Medical

The school doctor and nurses are responsible for meeting the medical needs of students and will work with the Head of Inclusion to ensure transparency and sharing of data.

10.6 Safeguarding

A Designated Safeguarding Leader will meet with the Head of Inclusion weekly to ensure transparency and sharing of data.

10.5 Wellbeing

The wellbeing team will meet regularly with the Head of Inclusion to ensure transparency and sharing of data.

11. Storing and managing information

SEND information is stored on the school management system and complies with the Data Protection Act and being amended to comply with GDPR.

12. Reviewing the Policy

The Inclusion Support Team will review the Policy annually with the Head of Inclusion and the Senior Leadership teams to ensure that the guidance provided is up to date with best international practises.

13. Dealing with complaints

Complaints should be made in writing directly to Head of Inclusion and/or Senior Leadership Teams.

This policy was reviewed in October 2019.

Next review October 2020

Appendix 1 - Glossary of terms

<p>Special Educational Needs (SEN)</p>	<ul style="list-style-type: none"> • have an educational need that is different from those of the majority of students; • and which arises from the impact of a disability or recognised disorder and therefore have an external identification.
<p>ذوي الإحتياجات التعليمية الخاصة</p>	<p>يحتاجون نوع معين من المساعدة تختلف عن باقي الطلاب العاديين سببها نوع من أنواع الإعاقة ولديهم إثبات على ذلك.</p>
<p>Additional Educational Needs (AEN)</p>	<ul style="list-style-type: none"> • have an educational need that is different from those of the majority of students; but • does not arise from the impact of a disability or recognised disorder <p>(i.e. internally assessed literacy issues with intervention)</p> <p>or</p> <ul style="list-style-type: none"> • may not have an educational need that is different from those of the majority of students; but • does arise from the impact of a disability or recognised disorder
<p>ذوي الإحتياجات التعليمية الخاصة</p>	<p>لا يوجد لديه أي نوع من الإعاقة ولكنهم يحتاجون مساعدة اضافية،يجرى لهم امتحان خاص بالمدرسة لتحديد المشكلة.</p> <p>أو:</p> <p>يوجد عندهم نوع من الإعاقة ولكن لا يحتاجون مساعدة اضافية في التعلم تختلف عن باقي الطلاب</p>
<p>Graduated Response</p>	<p>The graduated response consists of dividing students into three levels of support needs. Wave 1 students are supported by quality first teaching, Wave 2 require learning support intervention to close the gap between them and their peers and Wave 3 are students with an identified SEND and therefore a IEP/MAP</p>
<p>التصنيف الدقيق للطلاب</p>	<p>تقسيم الطلاب إلى ثلاث أقسام رئيسية، وجميعهم يحتاجون مساعدة بدرجات مختلفة.</p> <p>المرحلة الأولى: يقوم المعلم بشرح مفصل للطلاب أكثر من الطلاب العاديين.</p> <p>المرحلة الثانية: يحتاج الطالب إلى مساعد معلم لكي يضمن أن المعلومة وصلت بشكل تام وصحيح وتغطية الفروق بينه وبين باقي الطلاب.</p> <p>المرحلة الثالثة: تعد أعلى مرحلة حيث الطالب يحتاج إلى خطة تدريس مخصصة له ودعم إضافي خارج الدرس.</p>
<p>I.E.P</p>	<p>Individual education plan</p>
<p>خطة تدريس فردية</p>	<p>يوجد خطة تعليم فردية خاصة بحالة كل طالب.</p>

Special Educational Needs Co-ordinator (SENDCo)	The Head of Inclusion and/or with specific responsibilities relating to the provisions for students with SEN.
ذوي الإحتياجات التعليمية الخاصة المسؤول عن قسم الدعم التعليمي	المسؤول عم هذا القسم لديه صلاحيات وأحكام متعلقة بهؤلاء الطلاب.
Learning Support	The department that provides provision for students with SEN at Jumeirah College the department is called SfL - which stands for Support
مساعد المدرس	
Learning Support Register	This is Jumeirah College's list of students who are supported by Learning Support (SfL). Also known as the Provision Map.
سجل دعم التعلم	
SEND Code of Practice, 2015	SEND (Special Educational needs and Disability) Code of Practice, 2015 is a document released by both the departments for health and education providing guidance on how a Special educational needs department should operate.
ذوي الإحتياجات الخاصة	هي وثيقة صدرت عام 2015 من قبل وزارة التعليم والصحة لدعم ذوي الإحتياجات الخاصة.
Identification Pathway	Sequence of procedures followed by professionals at Jumeirah College if a student is suspected of having SEN.
مسار العمل	
Able, Gifted and Talented (AGT)	A term used in schools to describe students who have the potential to develop significantly beyond what is expected for their age.
More and/or Exceptionally Able (MEA)	'Gifted' refers to a student who has abilities in one or more academic subjects, such as English or maths. 'Talented' refers to a student who has skills in a practical area such as music, sports or art.

<p>الموهوبين والمتفوقين</p>	<p>مصطلح يستخدم في المدارس لوصف الطالب الذين لديهم القدرة على التطور بشكل ملحوظ يتجاوز ما هو متوقع لسنهم.</p> <p>المتفوقين" يشير إلى الطالب الذي لديه قدرات في واحد أو أكثر من المواد الأكاديمية، مثل اللغة " الإنجليزية أو الرياضيات</p> <p>الموهوبين" يشير إلى الطالب الذي لديه مهارات في مجال عملي مثل الموسيقى والرياضة أو الفن"</p>
<p>Speech, language and communication needs (SLCN)</p>	<p>A student with speech, language and communication needs:</p> <ul style="list-style-type: none"> • might have speech that is difficult to understand • they might struggle to say words or sentences • they may not understand the words that are being used, or the instructions they hear • they may have difficulties knowing how to talk and listen to others in a conversation
<p>الكلام واللغة واحتياجات التواصل</p>	<p>الطلاب الذين يحتاجون دعم في الكلام واللغة والتواصل قد يكون لديهم صعوبة في التحدث والفهم - يبذلون جهداً كبيراً من أجل قول الكلمات أو الجمل - لا يفهمون الكلمات التي يتم استخدامها، أو التعليمات التي يسمعونها</p> <p>قد يكون لديهم صعوبات في معرفة كيفية التحدث والاستماع للآخرين عند المحادثة</p>
<p>Autistic Spectrum Condition (ASC)</p>	<p>A developmental disorder is characterized by difficulties in social interaction and communication and by restricted or repetitive patterns of thought and behaviour.</p>
<p>اضطراب طيف التوحد</p>	<p>يتسم الاضطراب التنموي بالصعوبات في التفاعل الاجتماعي والاتصال وبطريقة التفكير والسلوك المقيدة أو المتكررة. بما في ذلك متلازمة أسبرجر والتوحد.</p>
<p>Moderate learning difficulties (MLD)</p>	<p>A student with moderate learning difficulties (MLD) is understood to display significant delay in reaching developmental milestones and may have much greater difficulty than their peers in acquiring basic literacy and numeracy skills. They may also have associated speech and language delay, low levels of concentration and under-developed social, emotional and personal skills.</p>
<p>محتوى صعوبات التعلم</p>	<p>الطالب الذي يواجه صعوبات في التعلم يظهر تأخيراً كبيراً في الوصول إلى المراحل التنموية وقد يواجه صعوبة أكبر بكثير من أقرانه في اكتساب المهارات الأساسية في القراءة والكتابة والحساب. كذلك تأخر في الكلام واللغة، وانخفاض مستويات التركيز والمهارات الاجتماعية والعاطفية والشخصية.</p>
<p>Severe learning difficulties (SLD) صعوبات التعلم الشديدة</p>	<p>A student with a severe learning disability often uses basic words and gestures to communicate their needs. Many need a high level of support.</p> <p>الطالب ذوي الإعاقات الشديدة غالباً ما يستخدم الكلمات الأساسية والإيماءات للتعبير عن احتياجاتهم ويحتاجون إلى مستوى عالٍ من الدعم.</p>

<p>Profound and multiple learning difficulties (PMLD)</p>	<p>A student who has a profound intellectual disability, which means that their intelligence quotient (IQ) is estimated to be under 20 and therefore they have severely limited understanding.</p>
<p>صعوبات التعلم العميقة والمتعددة</p>	<p>الطالب الذي لديه إعاقة ذهنية عميقة، يعني أن محصول الذكاء لديهم محدود ويقدر أن يكون أقل من 20، وبالتالي لديهم فهم محدود للغاية.</p>
<p>Specific learning difficulties (SpLD)</p>	<p>A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The most common SpLDs are dyslexia, dyspraxia, attention deficit disorder (ADD), attention deficit hyperactivity disorder, dyscalculia and dysgraphia. All specific learning difficulties (SpLDs) exist on a continuum from mild to moderate to severe.</p>
<p>صعوبات التعلم المحددة</p>	<p>الاضطراب يعد أشهر الحالات النفسية الأساسية التي تنطوي على فهم أو استخدام اللغة، المنطوقة أو المكتوبة، التي قد تظهر نفسها على شكل عدم قدرة على الاستماع، التفكير، الكلام، القراءة، الكتابة أو التوضيح، أو حتى للقيام بالعمليات الحسابية. وأكثرها شيوعاً هي عسر القراءة، (الديسبراكسيا)، اضطراب نقص الانتباه، فرط النشاط. جميع صعوبات التعلم المحددة موجودة على شكل سلسلة متصلة بدرجات مختلفة من خفيفة إلى معتدلة أو شديدة.</p>
<p>Global Learning Difficulties</p>	<p>When students have learning difficulties that are more generalised and don't relate to a specific neural problem or immaturity, they can be described as having moderate, severe or profound and multiple learning difficulties, depending on their degree of difficulty</p>
<p>صعوبات التعلم العامة</p>	<p>عندما يكون لدى الطالب صعوبات في التعلم أكثر عمومية ولا ترتبط بمشكلة عصبية محددة أو عدم نضج، يمكن وصفها بأنها تعاني من صعوبات تعلم متوسطة أو شديدة أو عميقة ومتعددة، اعتماداً على درجة الصعوبة.</p>
<p>Vision impairment (VI),</p>	<p>Visually impaired person's eyesight cannot be corrected to a "normal level". It may be said that visual impairment is the functional limitation of the eye or eyes or the vision system.</p>
<p>ضعف الرؤية</p>	<p>لا يمكن تصحيح ضعف البصر إلى "المستوى العادي". ويمكن القول أن ضعف البصر هو أن العين تقوم بوظائف محددة.</p>
<p>Hearing impairment (HI)</p>	<p>A hearing impairment is a hearing loss that prevents a person from totally receiving sounds through the ear. If the loss is mild, the person has difficulty hearing faint or distant speech. A person with this degree of hearing impairment may use a hearing aid to amplify sounds.</p>

ضعف السمع	ضعف السمع هو فقدان السمع الذي يمنع الشخص من تلقي الأصوات تماما من خلال الأذن. إذا كان الضعف خفيف، فإن الشخص يواجه صعوبة في سماع الكلام خاصة من مكان بعيد. الشخص الذي يعاني من ضعف السمع قد يستخدم السماعات لتضخيم الأصوات.
Multi-sensory impairment (MSI)	A student who has impairments of both vision and hearing.
الضعف البصري والسمعي	الطالب الذي يعاني من ضعف في الرؤية والسمع.
Physical disability (PD)	Total or partial loss of a person's bodily functions (e.g. walking, gross motor skills, bladder control etc.) and total or partial loss of a part of the body (e.g. a person with an amputation). Some examples of lifelong physical disabilities include: <ul style="list-style-type: none"> • amputation; • arthritis; • cerebral palsy; • multiple-sclerosis; • muscular dystrophy; • acquired spinal injury (paraplegia or quadriplegia); • post-polio syndrome; • spina bifida.
الإعاقة الجسدية	الفقدان الكلي أو الجزئي لوظائف الجسم الجسدية (مثل المشي، والمهارات الحركية الإجمالية، والتحكم في المثانة، وما إلى ذلك) أما الفقدان الجزئي هو فقدان أحد أعضاء الجسم (على سبيل المثال الشخص الذي لديه بتر). وتشمل بعض الأمثلة على الإعاقات الجسدية مدى الحياة ما يلي: البتير - التهاب المفاصل - الشلل الدماغي - تصلب الأطراف العلوية - ضمور العضلات - إصابة في العمود الفقري (الشلل النصفي أو الكامل) - متلازمة ما بعد شلل الأطفال - انشقاق العمود الفقري
The Knowledge and Human Development Authority (KHDA)	The educational quality assurance and regulatory authority of the Government of Dubai, United Arab Emirates.
هيئة التنمية والمعرفة البشرية	مسؤولة عن ضمان الجودة التعليمية والسلطة التنظيمية لحكومة دبي، الإمارات العربية المتحدة.
Cognitive ability test (CATs)	The CAT (cognitive ability test) assesses an individual's ability to reason with and manipulate different types of symbols. Three main types of symbol play a substantial role in human thought. These symbols represent: <ul style="list-style-type: none"> • words • quantities

	<ul style="list-style-type: none"> • spatial, geometric or figural patterns.
اختبار القدرة المعرفية	<p>اختبار القدرة المعرفية: يقيم قدرة الفرد على التفكير ومعالجة أنواع مختلفة من الرموز.</p> <p>ثلاثة أنواع رئيسية تلعب دورا كبيرا في الفكر البشري. تتمثل في: الكلمات - الكميات - الأنماط المكانية أو الهندسية أو الشكلية</p>
Secondary Leadership Team (SLT)	A team comprising of the Head teacher, Deputy head teachers and Assistant head teachers of the Secondary school.
فريق إدارة المرحلة الثانوية	فريق مكون من مدير المدرسة ونائب رئيس هيئة التدريس ومساعد مدير المدرسة الثانوية.

Appendix 2 - References

Dubai Inclusive education Policy Framework (2017)

https://www.khda.gov.ae/cms/webparts/texteditor/documents/Education_Policy_En.pdf

UN Convention on the Rights of Persons with Disabilities and Optional Protocol

<http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>

Federal Law No. (29) of 2006 Concerning the Rights of People of Determination

<https://www.abudhabi.ae/portal/public/en/citizens/religion-and-community/people-of-determination-le/federal-law-no-29-of-2006-concerning-the-rights-of-people-of-determination>

Law No. (2) of 2014 Concerning the Protection of the Rights of Persons with Disabilities in the Emirate of Dubai

<https://www.cda.gov.ae/ar/aboutus/Documents/Concerning%20Protection%20of%20the%20Rights%20of%20Persons%20with%20Disabilities%20in%20the%20Emirate%20of%20Dubai%20-%20Law%202%20-%202014%20-%20EN.pdf>

Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai

[https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.\(2\)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf](https://www.khda.gov.ae/CMS/WebParts/TextEditor/Documents/ExecutiveCouncilResolutionNo.(2)of2017RegulatingPrivateSchoolsintheEmirateOfDubai.pdf)

General Rules for the Provision of Special Education Programs and Services (Public & Private Schools)

<https://www.moe.gov.ae/English/SiteDocuments/Rules/SNrulesEn.pdf>

SEND Code of Practice (UK, 2015)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Appendix 3 - Department Support Teacher

The Department nominated Inclusion Support Teacher is identified as a competent teacher who demonstrates high levels of skill and ability in applying inclusive approaches with their teaching practices.

- Support Teachers will work closely with the Head of Inclusion to ensure the dissemination of information and receive support and training as required.
- Support Teachers will serve as a role model, coach and professional mentor for classroom teachers.
- Support Teachers will spend time working directly with individuals or small groups in order to implement interventions and accelerate achievement. Some of these strategies will involve supporting teachers with differentiation, lesson planning, access arrangements, awareness, and the referral process.
- Support Teachers will develop their own personal knowledge and pedagogy through profession resources, collaborating with colleagues and connecting with the community.
- Support Teachers will liaise regularly and directly with the Inclusion Department to increase knowledge and awareness of the variety of student needs and then disseminate information to the teacher.
- Support Teachers will work with the Head of Inclusion to conduct classroom and student observations to ensure student needs are being met.
- Support Teachers will work with their Head of Department to review data and identify students who are causing concern.
- Support Teachers will ensure that specific strategies, learning outcomes, collaborative approaches are fully embedded within their departments.
- Support Teachers will play an important part in building capacity within their departments.
- Support Teachers will ensure that department resources are made available to the inclusion team to support pre and over learning.