

Nurture ~ Believe ~ Discover ~ Achieve

Safa Vision

At SCS we aim to enable our learners to have success for today and to be prepared for tomorrow.

نحن في مدرسة الصفا كوميونيتي نسعى الى تأهيل طلابنا للنجاح اليوم وتحضيرهم لمواجهة المستقبل

Standard School Service Policy 2023-2024

Definition of SEND

Special Educational Needs and/or Disability can affect many children throughout their school experience and beyond. While disabilities generally affect children long term, not all SEND difficulties are 'life long'. Some children with SEND, also known as **students of determination**, require provision that is in addition to, or different to, the rest of the class. For example, they may have additional needs due to dyslexia, coordination difficulties, or sight problems – there are many difficulties that can form a barrier to learning and each child is unique. At Safa we offer a carefully planned personalised approach, as well as high quality teaching to enable children to achieve their full potential.

Identification

Assessments at the beginning of the school year and at regular intervals throughout the year are triangulated alongside class work to identify progress and attainment levels. Additional information from classroom observations, parental feedback and external specialists collates to provide a clear picture of need.

Children identified with a barrier to learning will be placed on the Inclusion Register. A team around the child (TAC), which includes parents, will agree on a personalised pathway and the child will enter a graduated response to provision that is reviewed termly.

For some concerns, we may suggest the involvement of school partners: Educational Psychology, Occupational Therapy, Speech Therapy or Behavioural Specialist consultation. It is important to understand that the involvement with external specialists is not to seek a 'label' or 'diagnosis', but to receive advice on how to enable the child to learn as best as they can.

Sometimes, a child may be working below their expected level due to circumstances outside their control and will then be monitored through our extensive provision maps to ensure they receive the support they need to progress.

Inclusion Register

As part of our annual DSIB inspection process, KHDA requires all students identified with a barrier to learning to be entered onto the Inclusion Register. This information is shared with DSIB inspectors as they will evaluate the effectiveness of the provision that is in place for all students of determination.

Within school, the Inclusion Register ensures teachers have accurate awareness of needs both within their class and the school itself.

Whilst we are addressing individual needs, your child will be placed on the Inclusion Register and an individualised education plan (IEP) will be agreed. The Inclusion register is an online document required by KHDA for the purpose of the DSIB annual inspection. It is used to evaluate the provision that the school provides and ensure that all our children are well catered for.

All staff at SCS are committed to early identification and positive reinforcement to not only support academic success, but to build confidence, resilience and emotional intelligence.

Provision

Each child with a barrier to learning is offered a personalised curriculum that, combined with a strong pastoral focus, delivers a high-quality provision within an ethos of care, support and understanding for both students and families. This is delivered through strong, inclusive, quality first teaching within the classroom.

We have a designated Inclusion Champion, Mrs Nadine Hutchinson, to oversee the provision for all children with additional needs throughout the school. At Safa Community School we have a committed teaching team, across all phases, with a focus on quality first teaching and personalisation for all students. The school is passionate about delivering highly inclusive provision for all children.

Personalised IEP targets are set in a Team Around the Child Meeting, involving teachers, child and SENDCo., plus external specialists, where necessary. The targets are reviewed termly through an assess, plan, do and review cycle.

Within our diverse school community, there will be many students that have additional requirements. This may include children with social, emotional and academic challenges, and children that are gifted and talented. The Inclusion Team supports personalised learning through specific targeted interventions or enhancements, and curriculum or environment adaptations.

Three levels of support are identified in the Directives and Guidance for Inclusive Education (KHDA, 2020). Our graduated response to students of determination follows the following pathway:

Levels of Support

Level 1 Support: General Support for all students

- Quality First Teaching (QFT) accessible to all students, including differentiated learning objectives and outcomes, strategies and recommendations
- Classroom adaptations, such as assistive technology, sensory equipment and resources
- Exam Access Arrangements

Level 2 Support: up to 2 hours per week of group interventions to boost learning or catch up to age related expectations. This can be withdrawal or push-in (classroom support).

- QFT
- Targeted group interventions designed to 'boost' progress and close the gap
- In-class teacher or class TA support
- Small class group withdrawal
- Individual Education Plan (IEP)
- IEP team meeting bi-annually

Level 3 Support: Up to 3 hours per week of 1:1/small group support to target and minimise the child's barrier to learning.

- QFT
- Personalised interventions designed to target identified barriers to learning
- In-class Inclusion Team and/or TA support
- Small class group withdrawal
- Individual Education Plan (IEP)
- External specialists, if required

- Team around the Child (TAC) termly meeting
- Modified curriculum, if required

Level 3+ Support: Level of support exceeds the School Standard Service

- As level 3, plus the implementation of a Parent funded Learning Support Assistant

Examples of additional provision

All children are unique with a different set of needs. Provision appropriate to the child is selected based on a triangulated overview of soft and hard data and may include:

- Some individual teaching, following programmes designed to address specific needs, e.g. dyslexia support from the Inclusion Team
- Small group focus work, e.g. Catch Up Literacy, Catch Up Maths, Lexonik Leap, Toe by Toe
- Specialist interventions from our partners, Kidsfirst and BeMe
- Learning Support Assistant support in class, to support further differentiation or scaffolded to meet exact needs
- An inclusive friendly classroom initiative, where teachers are supported by Inclusion Support Teachers to provide modified environments to enable all learners
- Additional in class resources and strategies to enable better access to the curriculum, e.g. seating and writing apparatus suggested by specialists
- Small group support led by our team of Kidsfirst specialists
- Individual observations and recommendations from our in school BCBA (Broad Certified Behaviour Analyst)
- Thorough assessments undertaken by in school Educational Assessor or external Educational Psychologists to pinpoint specific areas of difficulty that can then be addressed

How can parents become involved?

We value the contribution that parents can make to their child's education. Various open days throughout the school year can allow parents to experience how their child learns in school. Children that require additional targets to the class targets have an Individual Education Plan (IEP), which is shared with teaching staff across the school to ensure that successful strategies are implemented across all subjects. Parents and children are involved in the IEP writing process in Term 1, and subsequent reviews across the school year. IEPs are working documents accessible to both staff and parents, so that newly identified strategies and successes can be shared across the child's team.

How do the children contribute to their provision planning?

At Safa, the child is at the heart of the provision planning. Children have an opinion and a voice that is listened to. Children are invited to all reviews, with parent's discretion, and their input is valued. As is our school ethos, we pride ourselves in the effective relationships that we have with our children, which means that we have daily, open conversations with our children to gain a clear picture of what they enjoy, what works and what they need to thrive.

What SEND Expertise is there at Safa?

The staff at Safa come from a diverse teaching background, which enables successful teaching and learning expertise to be shared as good practise. Both Primary and Secondary staff follow a detailed CPD plan to bring awareness of current best practices.

Learning Support Staff have a varied skill set. Each year the needs of the SEND community are carefully considered and training is organised to upskill staff. This year SEND staff have been trained to deliver the Catch Up Literacy and Numeracy Programme, Read Write Inc, develop fine motor skills and use sensory regulation techniques to support regulation in the classroom. Individual team members are also developing personal skills in Dyslexia, Autism Spectrum Disorder and Sensory Processing Disorder.

How is the curriculum modified?

Safa operates an inclusion-friendly classroom model. Teachers are supported by Inclusion Support Teachers to provide an environment that meets the needs of its learners, whether they have specific learning difficulties, sensory needs or social emotional difficulties. Strategies that enable specific groups of students with special educational needs are used across the school to support all learners. For example, differentiation, scaffolding, flexible timetables, alternative pathways, sensory brain breaks, information broken down into manageable chunks, writing frames and word banks, assistive technology, different seating options in class, calm environments with reduced visual input.

How do we evaluate the effectiveness of our provision?

Reviewing children's academic, emotional and social outcomes, as well as targets on IEPs allows us to see how well each child has progressed. We continually evaluate our provision by tracking the start and end data points to measure how effective each provision is. Children that have not made expected progress by the end of an intervention will be observed to identify further barriers that may have impacted learning. At Safa, we work on an assess-plan-do-review cycle.

Barriers to Learning

The Safa community extends a welcome to all students, regardless of background, culture or needs. We are highly committed to removing barriers to learning, supporting our children to feel valued members of our Safa family.

As a highly inclusive school we admit a range of children with SEND in the following categories:

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 Chronic or acute medical conditions

English Language Learners

At Safa we have children from 76 different nationalities, many of them having arrived with limited or no English. Specialist EAL teachers support English Language Learners (ELL) with additional classes throughout the school day. Children (KS2 or higher) who arrive with no English will start their school journey with a flexible timetable to provide the opportunity for intensive English lessons. The initial focus is social communication to enable them to form friendships, while also learning and developing vocabulary, phonics for spelling, and sentence construction. As soon as they are able to understand the basic academic content of lessons, they are supported in class to break down information into manageable steps, until they are confident learners.

Parent Communication

Parents from an integral part of the support network surrounding their child. The parent voice is encouraged, as well as that of their child, in developing a personalised plan that targets barriers to learning, thus giving each child the maximum opportunity to thrive. Safa operates an open door policy and parents can drop in or make an appointment to speak with their child's teacher or inclusion team. Beginning of the academic year and end of term meetings are scheduled to set and review targets, and monitor the emotional, social and academic progress of each child. Monthly parent support meetings encourage parents to meet like minded adults, and weekly coffee mornings are planned across the key stages to inform and support parents with all aspects of education related topics.

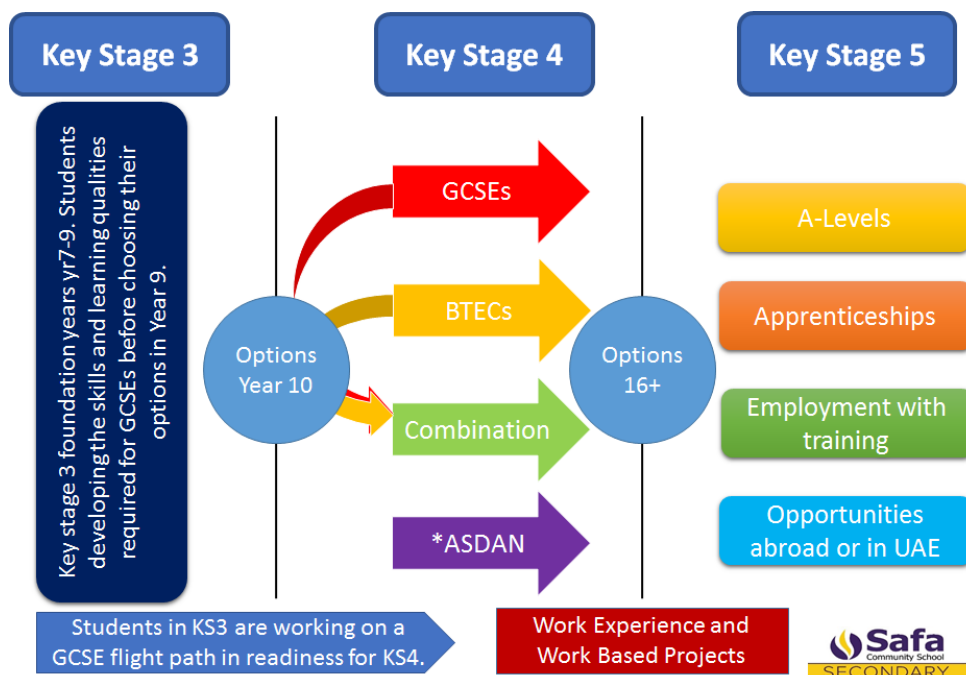
Alternative Provision Pathways in Primary

Primary students with complex needs may require a flexible timetable that encompasses the social, emotional and academic elements that may benefit their developmental stage. For children working below the foundation stage early learning goals, a personalised pathway will be created using VB-MAPP to identify the gaps in their development and create a personalised intervention plan.

Children in key stage one and two working well below age related expectations, the curriculum and environment will be modified to support next steps in learning. Recommendations for external specialist involvement may also be part of the pathway.

Alternative Qualification Pathways in Secondary

The diagram below shows the pathways that are available within our secondary school. In addition, students may also benefit from a flexible timetable, language exemption or a voluntary work placement within school to support social and emotional skills and life skill responsibilities. Our REACH programme in Key Stage 5 also enables all students to benefit from a personalised approach in preparing them for life beyond school.



Rahhal Initiative

For students whose personal circumstances require them to have a blended approach to learning or who may need to access alternative provision outside of school, the Rahhal Initiative, approved by KHDA, is an additional pathway that can be implemented.

Distance Learning

In a whole school distance learning model, the additional support and interventions that have been planned for the child, to support personalised targets, will continue via remote learning. For children moving to distance learning on a short term bases, additional support and interventions will be provided where possible.

How are Exam Access Arrangements applied for?

GCSE exam boards require assessment for exam access arrangements to begin no earlier than Year 9. Throughout Secondary School the student's 'normal way of working' both in class and in exams is recorded to provide evidence for the application. In some cases, external Educational Psychologists may be required to complete additional assessments to identify Special Educational Needs. The applications are submitted once evidence has been collected to support the Form 8 application.

Who are my main points of contact if I have any worries?



Nadine Hutchinson – Assistant Principal: Inclusion Champion

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Sarah Morrissey – FS and Key Stage 1 SENDCo smorrissey@safacommunityschool.com

Hayley Martin – Primary SENDCo hmartin@safacommunityschool.com

Aoife Killane – Secondary SENDCo akillane@safacommunityschool.com

Policies and Framework:

Dubai Inclusion Framework

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

Directives and Guidelines for Inclusive Education

<https://www.khda.gov.ae/en/publications/article?id=10258>

Home-School Provision during Distance Learning

<https://www.khda.gov.ae/en/publications/article?id=10259>