To ensure that students of determination take part as much as possible in all school activities

To ensure that parents/guardians of SEND students are kept fully informed of their child's progress and attainment

To ensure that students of determination are involved, where practicable, in decisions affecting their future SEND provision

Provide training for all staff working with SEND to enable them to support the individual needs of SEND students effectively.

## Definition of Special Needs as Defined by MOE:

The following categories of Special needs are recognized by Ministry of Education, UAE as categories of disabilities that qualify a student to receive special education programs and related services, if it can be demonstrated that the disability adversely affects the child's academic performance:

| Areas/Domains | Description |
|---|---|
| Specific Learning Disabilities | A specific learning disability means 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 the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. |
| Physical and health related disability | This means physical and health problems which are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect the educational performance of the student such as: (asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukemia, cerebral palsy, renal failure, HIV, and head injuries etc). |
| Visual Impairment | Visual impairment means impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes both partially sighted and blindness. |
| Hearing Impairment Including Deafness | Hearing impairment including deafness means an impairment that, with or without amplification, adversely affects educational performance; may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without |

| | |
|---|---|
| | amplification. |
| Speech and Language Disorders | Speech and language disorders means having a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance. |
| Autism Spectrum Disorders | Autism spectrum disorder (ASD) is a developmental disorder that affects communication and behavior. It causes severe and pervasive impairment in thinking, feeling, language, and the ability to relate to others. |
| Emotional and Behavioral Disorders | An emotional and behavioral disorder means a condition exhibiting one or more of<br>the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:<br>(a) an inability to learn that cannot be explained by intellectual, sensory, or health factors;<br>(b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;<br>(c) inappropriate types of behavior or feelings under normal circumstances,<br>(d) a general pervasive mood of unhappiness or depression, and<br>(e) a tendency to develop physical symptoms or fears associated with personal or school problems.<br>The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. |
| Intellectual and developmental Delays | Intellectual and developmental Delays, formerly called "mental retardation" means having significantly below average general intellectual functioning, existing along with deficits in adaptive behavior which are manifested during the developmental period and adversely affect a child's educational performance. |

## Admission

## Reviewing an Action Plan

Individual Action Plans will be reviewed at regular intervals (once in a semester) with the inclusion of parents, caregivers and pupils' views.

# Roles and Responsibilities

## Role of the SENDCo

The SENDCO has responsibilities for:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision of children with SEND
- Managing the Learning team and support staff
- Planning and coordination away from the classroom
- Maintaining appropriate records
- Teaching children with SEND
- Observing children in class without a teaching commitment
- Managing, supporting and training Teaching Assistants
- Monitoring and supporting the successful implementation of CPDs
- Monitoring and tracking children's progression
- Contributing to the professional development of all staff
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