



مدرسة تريم الأمريكية الخاصة  
Taryam American Private School

# **TAPS SEND and Inclusion Policy**

**Prepared | September 2021**

**Review period | Annually**

**Lead Reviewer(s) | Counselors and Vice Principal**

**Approved by | Principal**

---

**Our Vision:** To create an outstanding and creative educational environment which empowers students to achieve their potential and to become life-long learners and future leaders.

**رؤية المدرسة:** توفير بيئة تعليمية إبداعية مميزة تمكن الطلبة من استغلال طاقاتهم وامتلاك مهارات التعلم مدى الحياة وأن يصبحوا قادة المستقبل.

## **Taryam American Private School's approach to Students with Determination**

At TAPS, we believe that every child deserves an equal opportunity to grow, develop and succeed and are committed to promoting equality and diversity in education. We strive to provide a high-quality educational program that is suitable for the diverse intellectual, social, emotional, and physical needs of all our students.

### **Inclusive Education Action Team**

Social Worker

Phycologist

Special Education Teacher

Learning Support Assistant (Shadow Teachers)

### **Objectives**

- Work towards meeting individual student needs by ensuring consistent whole school approach to identification and provision.
- Monitor and evaluate the student's progress, providing the appropriate information and records as part of this process.
- Follow a team approach with increased parental engagement • Embrace inclusion for all students and ensure a policy of integration into all activities of the school.

### **Definition of Special Educational Needs**

According to the Federal Law 29 (UAE), a Person with Special Needs is defined as: "Every person suffering from a temporary / permanent, full /partial deficiency or infirmity in his physical, sensational, mental, communicational, educational or psychological faculties to an extent decreasing the possibility of satisfying his ordinary requirements in the conditions of people without special needs." In line with Federal Law (2006) and Law No. 2 (2014), improving the education and outcomes of students with Special Educational Needs and Disabilities (SEND) remains a priority for Sharjah.

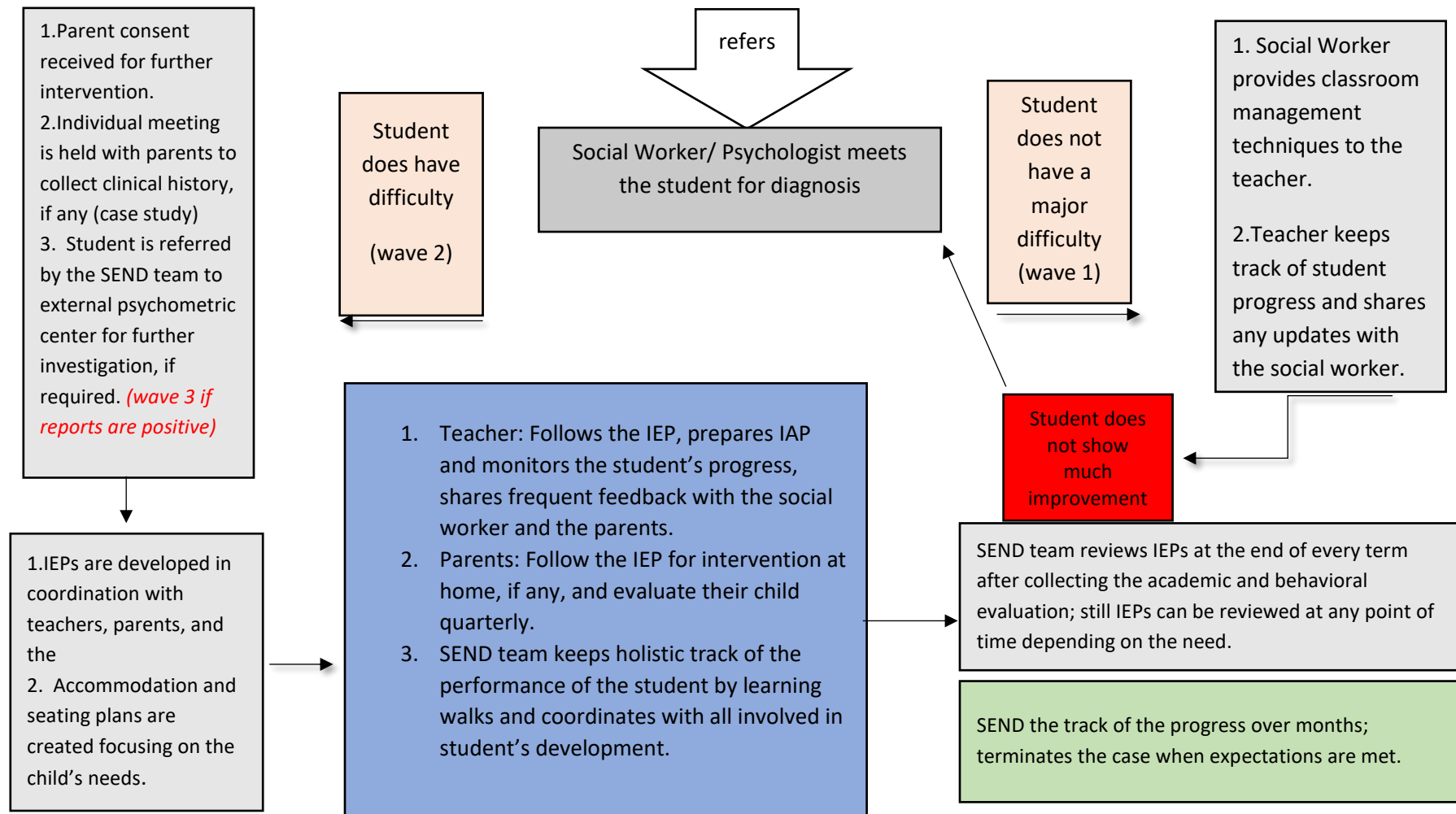
---

**Our Vision:** *To create an outstanding and creative educational environment which empowers students to achieve their potential and to become life-long learners and future leaders.*

**رؤية المدرسة:** توفير بيئة تعليمية إبداعية مميزة تمكن الطلبة من استغلال طاقاتهم وامتلاك مهارات التعلم مدى الحياة وأن يصبحوا قادة المستقبل.

## Process Flow Chart- Inclusion of Children With Special Needs

Teacher, supervisor, social worker, parent suspect the child has special need.



**Our Vision:** To create an outstanding and creative educational environment which empowers students to achieve their potential and to become life-long learners and future leaders.

**رؤية المدرسة:** توفير بيئة تعليمية إبداعية مميزة تمكن الطلبة من استغلال طاقاتهم وامتلاك مهارات التعلم مدى الحياة وأن يصبحوا قادة المستقبل.

## SEND Procedure

### I. Identification:

- Parent Referral: Parent may directly approach the admission department, present the diagnosis, and request services. The admission department connect the parent with the SEND team for further action.
- Some parents may choose not to inform the school about the child's condition. Teacher/s may identify in class and refer to the SEND team. (We help parents overcome denial, and this may take few sessions with the parent)
- Teacher Referral: Teachers may spot a child with SEND, whose parents are not aware that he/she has a special need. In this case, we help parents understand and create awareness.
- Direct observation by the member of SEND during class walkthrough.

### II. Explanation of Waves

Students are divided into following waves according to need and diagnosis:

Wave 1: New identified cases which are to be further observed for special needs. Students who can be helped in the classroom setting using various teaching strategies and doesn't show any major difficulty or disability.

Wave 2: Wave 1 students who are showing no improvement in the classroom setting (after 6 weeks / counsellors observations) and require assistance outside the classroom. Students who have special needs but don't have Psychological reports because of unavoidable reasons (e.g. Parental denial)

Wave 3: Student with Special needs and Psychological reports requiring external support along with SEND department support.

### III. Provisions and Exemptions:

Modified curriculum: Curriculum is simplified at the student's level

Modified assessment: Assessment is tailored to concepts the student have been taught

Shadow teacher to accompany the student in the class (provided by parents)

---

**Our Vision:** To create an outstanding and creative educational environment which empowers students to achieve their potential and to become life-long learners and future leaders.

رؤية المدرسة: توفير بيئة تعليمية إبداعية مميزة تمكن الطلبة من استغلال طاقاتهم وامتلاك مهارات التعلم مدى الحياة وأن يصبحوا قادة المستقبل.

#### IV. Exam Provisions (if needed, based on each individual case)

- Separate seating during examinations
- Additional time during examinations
- Enlarged fonts and colored print
- Use of reader (only read out)
- Use of writer
- Use of calculator
- Shadow Teacher

#### V. Review

At the end of each term, scheduled meetings with the concerned personnel or parents are held to discuss the IEPs and student progress. Based on the outcomes, a decision is made either to continue with the plan, modify it or remove the student from the program.

#### VI. Roles and Responsibilities:

- **SEND Team:**
  - Provide classroom observations of students referred by teachers, and provide feedback and support intervention
  - Review all assessments and exams
  - Liaise with parents and outside agencies, to provide proper assessments and intervention for a student's individual and specific needs.
  - Regularly attend Professional Developments outside the school.
  - Communicate regularly with learning support staff, classroom teachers, and shadow teachers to determine ongoing progress/challenges of students and intervening, when necessary, with parent meetings to discuss more intensive interventions.
  - Monitor teacher's use of IEPs to provide accommodations, modifications, and differentiation to diagnosed SEN students and those in learning support.

---

**Our Vision:** To create an outstanding and creative educational environment which empowers students to achieve their potential and to become life-long learners and future leaders.

**رؤية المدرسة:** توفير بيئة تعليمية إبداعية مميزة تمكن الطلبة من استغلال طاقاتهم وامتلاك مهارات التعلم مدى الحياة وأن يصبحوا قادة المستقبل.

- **Class Teachers:**

- Set the school procedure into motion if there is a concern about a child's progress, beginning with the referral to the SEND team.
- Collate accurate information where there are concerns
- Deliver quality practice for children with special needs
- Liaise with learning support staff to ensure correct learning objectives are met
- Assist with the implementation of IEPs through the IAP
- Liaise regularly with SEND team about students with SEND and those receiving learning support.
- Ensure that individual needs are provided for within their curriculum area e.g. suitable resources, planning etc.
- Use IEPs to differentiate lessons in the classroom to meet the needs of SEN and learning support students.

---

***Our Vision:*** *To create an outstanding and creative educational environment which empowers students to achieve their potential and to become life-long learners and future leaders.*

*رؤية المدرسة:* توفير بيئة تعليمية إبداعية مميزة تمكن الطلبة من استغلال طاقاتهم وامتلاك مهارات التعلم مدى الحياة وأن يصبحوا قادة المستقبل.