

Saint Joseph's Catholic High School, Abu Dhabi

Special Educational Needs Policy-including students identified as being Gifted and Talented

Purpose

This policy is to promote the successful inclusion of students with special educational needs and disabilities. It enables parents and other professionals to understand how St Joseph's Catholic High School will provide for pupils with Additional/Special Educational Needs. We are committed to offering an inclusive curriculum to ensure the best possible progress of all our students whatever their needs or abilities

Rationale

Students are entitled to a broad and balanced curriculum, which offers a range of experiences that are relevant to their lives and which provide a foundation for their future learning. At St Joseph's Catholic High School, we believe that individuals matter. We celebrate diversity and recognize the importance of valuing oneself and respecting others. We strive to create an environment in which students are encouraged to achieve their potential, supporting and promoting self-esteem and a positive self-image.

Principles

In order to implement the school's vision for all pupils, we will take account of the following:

- *A student has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.*
- *Students have a learning difficulty if they have a significantly greater difficulty in learning than the majority of students of the same age, or they have a disability which prevents or hinders them in making use of educational facilities of a kind generally provided for students of the same age in other schools.*
- *Students will receive a special educational provision that is appropriate to their needs, so that wherever possible, they are able to participate in all the regular school activities.*
- *Students who the school identifies as "Gifted and Talented" are who display outstanding talent and perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.*

In addition, the views, knowledge and experiences of parents and indeed the students themselves are seen as vital. The tasks of assessing and meeting needs will be most successful when:

- all professionals work in partnership with parents.
- those responsible take into account a student's wishes, in the light of his or her age and understanding.
- there is a close co-operation between all the agencies concerned.

Teaching a special need students is a whole-school responsibility, requiring a whole-school response. At the heart of the work carried out in each classroom is a continuous cycle of

planning, teaching and assessing which takes into account the wide range of abilities and interests of all students.

Aims

- To provide quality teaching for all students and to ensure they develop a positive attitude towards learning.
- To provide a whole-school approach to inclusion which clearly focuses on early identification, assessment and appropriate strategies and provision for dealing with those students with special educational needs.
- To ensure that all staff, parents and governors are familiar with school procedures relating to special educational needs.
- To ensure that there is equal access to the curriculum and equal opportunities for all students with special educational needs.
- To encourage parents to be fully involved in their child's education.

Partnership with Parents and Carers

It is our fundamental belief that partnership with parents is vital if we have to achieve the aims of this policy. Parents will be informed and consulted frequently when arranging provision for their child.

Equal Opportunities

We believe it is the right of all students regardless of their gender, ethnicity, and physical ability, linguistic, cultural or home background to have access to quality learning experiences in a safe, secure and supportive environment. The curriculum is differentiated to meet the needs of the students with appropriate resources available to meet individual requirements. Students are encouraged to be fully involved in their learning, and to be proud of their progress and achievements. They are also encouraged to respect and celebrate the achievements of others.

How we identify students

Students with special needs are identified through a variety of ways. These include:

- Parents concerns
- Class teacher informative assessments – observations, samples of work.
- Class teacher/subject teachers – informal discussions about each student which happen over the course of a term.

How needs are met

When a student is identified as having special educational, the class teacher will consult with the parents and discuss any additional needs and identify what interventions that are additional to those provided as part of the school's usual differentiated curriculum will be provided. The student will have targets identified and the intervention will support these areas. The targets will be reviewed with the parent/carer, class/subject teacher and principal.

Students who have more complex needs will have an Individualized Education Plan (IEP) after an external assessment is done. This will be written in conjunction with the class teacher, parents and outside agencies if necessary and with the students. The targets identified on the IEP are specific to the student's needs and the plan is reviewed on a termly basis. The plan will show what additional resources/provision the student may need.

The students are involved in this process and IEP targets are shared with them using appropriate 'student-friendly' language to ensure they understand what is expected of them.

Parents and carers are also given a copy of the IEP, and the school action plan so they are aware of what their student's targets are and how they can support their child in meeting these targets.

If the school or parents feel that the student needs further or additional support then they may need to seek further advice from outside agencies. This will be discussed with parents and carers prior to seeking advice.

This may result in further support being allocated to the student and new targets identified on their IEP.

Staff Development

There will be school-based training and meetings for all staff at school to enable them to support the needs of special educational needs pupils more effectively.

Complaints Procedures

Parents and carers views are always valued and the student support team is available to meet with parents and carers at a convenient time to listen and address any concerns. If a parent or carer is not happy with any provision provided for their child they should first talk to the class teacher and student support team or subsequently the appropriate Vice Principal. It is important that parents and carers cooperate as much as possible with the school. Parents may bring a friend to any meeting if they wish.

Monitoring and review

The student support team and the Principal are responsible for monitoring the policy throughout the school. The Governing Body as a whole is responsible for making provision for students with special educational needs. Sampling students' work, observing lessons, setting challenging targets, discussing individual's progress to ensure that high expectations are maintained, and talking to students and their parents about their learning and progress. The criteria against which success will be evaluated are:

- students with special educational needs progress to their potential and achieve their targets within the given time allocation
- best practice is maximized in school
- all members of staff are aware of the policy and procedures relating to special educational needs
- professionals and parents/carers work in partnership
- the views and wishes of the student are always taken into account when possible
- any needs are identified promptly and accurately
- effective provision is made for all students with special educational needs
- professionals take account of the views of parents and carers
- provision and progress is monitored and reviewed regularly
- there is cooperation between all professionals and agencies involved in meeting the needs of a particular student.

Gifted and Talented Students

Gifted and Talented Students Gifted can be found in all communities regardless of their cultural or economic backgrounds. It is critical for gifted and talented students to be given appropriate opportunity, stimulation and the experiences to develop their potential and satisfy their learning needs.

These are students whose outstanding abilities make them capable of high performance. Their needs require specific consideration within mainstream educational programs. Their current attainment or perceived potential places them significantly in advance of the majority of their peers in one or more of the following areas:

- a) Intellectual ability
- b) Subject-specific aptitude (e.g. in science or mathematics)
- c) Social maturity and leadership
- d) Mechanical/technical/technological ingenuity
- e) Visual and performing arts (e.g. art, theatre, recitation)
- f) Psychomotor ability (e.g. dance, sports)

How we identify students

Gifted /Talented students are identified through a variety of ways. These include:

- Parent's Concern
- Class teacher informative assessments – observations, samples of work.
- Class teacher Meetings – informal discussions about each student which happen over the course of a term.
- For identifying Gifted children Cognitive Abilities Test(CAT4) has been conducted to recognize child's raw intellectual ability, verbal reasoning, nonverbal reasoning, quantitative reasoning & spatial thinking.

How needs are met

When a student is identified as having gifted/talented, the class teacher will consult with the parents and discuss any additional needs and identify what interventions that are additional to those provided as part of the school's usual differentiated curriculum will be provided. This will be reflected in Advanced Learning Plan (ALP). The student will have targets identified and the intervention will support these areas. The targets will be reviewed with the parent/carer, class teacher.

Academic Intervention and Learning Support Services for Gifted& Talented students

1. An initial appraisal of the student's learning and support requirements is made by school staff and on that basis referred to the Student Support Team. Initial support programs are drawn up and passed to the classroom teacher(s) to implement and trial for a period of no less than 3 months.

2. Where this school-based intervention is then found to be insufficient to meet the learning needs of the individual student, a referral will then be made to the regional Special Needs team.

3. A member of the Special Needs team will then conduct an assessment and on that basis either advise the school further on how to provide a suitably differentiated curriculum for the student or, where necessary, initiate the establishment of an Advanced Learning Plan.

4. Should an ALP be appropriate it will be the school's responsibility to set up a meeting at which a parent, Special Needs team member, teacher and Learning Support Team representative will meet to determine the nature of the provision to be provided through the ALP.

5. The provision within the ALP will then be monitored and reviewed at least annually (at the end of trimester 3 or the beginning of trimester 1) to determine the ongoing appropriateness of the plan in meeting the learning needs of the student.

Review Date: March 2017

Dr. Carmen

