



DGPS Policy for Students of Determination 2023-24

Written by: Katherine Gilbert

Motto

Learning Together, Growing Together

Vision & Values

At Dove Green, we are creating a world class British school that promotes a respectful, happy, caring and inclusive community. We strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the wider community, our goal is to create purposeful, enriched opportunities for students that inspire them to become leaders of their own learning and develop the knowledge, critical thinking skills, and character necessary to succeed in an ever-changing world. We are dedicated to providing stimulating learning experiences through an evolving, challenging curriculum, fully reflecting the culture of the UAE and the wider world.

DGPS Way

At Dove Green Private School, we are:

Determined learners

Global thinkers

Positive achievers

Striving for success

At Dove Green School, we aim for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. We understand that all students have individual needs, many of which can be met within the normal environment of the classroom through a differentiated, modified and scaffolded curriculum.

Aims

In providing for students of determination we aim to:

- Develop all students to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify barriers to learning as early as possible, in order to support their physical, social, emotional or intellectual development.
- Ensure that there is a consistent, whole-school approach to the identification and provision for students with additional needs throughout the school.
- Involve Parents in a partnership of support.
- Monitor and evaluate the student's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all students and ensure a policy of integration into all activities of the school.
- Comply with the 2014 Students and Families Act and the updated 2014 SEND Code of Practice, along with the following UAE laws and regulations;
 1. Dubai Inclusive Education Policy Framework (2017)
 2. Federal Law No. (29) of 2006 Concerning the Rights of People of Determination
 3. Federal Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai
 4. Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai.

Inclusion Statement

Through appropriate curricular provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

It has links with the following policies:

- Behaviour
- EAL and Gifted and Talented
- All Curriculum Policies

Identification and Assessment

The Code of Practice states a **Graduated Approach** to the identification and assessment of students of determination. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be sought to support the child, parent and the school.

A 4 stage Graduated Approach:

<p>Assess</p> <p><i>Inclusive, High quality first teaching and differentiated teaching.</i></p> <p><i>W1/L1 -QFT</i></p>	<p>The teacher plans for activities to be given to all students at the appropriate level of need for success and progress to be achieved. If a child is found to be below age-related expectations after approx. 6 weeks, then they move to the next stage.</p>
<p>Plan</p> <p><i>Targeted support - Increased differentiation/Personalised planning</i></p> <p><i>W2/L2 -TIP- Teacher Intervention Plan</i></p>	<p>The teacher plans specifically/individually for the students who cannot access initial teaching strategies, increasing the personalisation of teaching (TIP). They continue to monitor results using school assessment tools. If no progress is seen to be made over time (6 weeks approx.), they move to the next stage.</p>
<p>Do</p> <p><i>Specific support - Action to achieve targets.</i></p> <p><i>W3/L3- IEP/1:1 support</i></p>	<ol style="list-style-type: none"> 1. A child receives additional support in class and/or in intervention groups. 2. HOI/SENCO screens for possible barriers to learning. 3. An IEP will most likely be written.
<p>Review</p> <p><i>Modify, challenge, communicate</i></p>	<p>Outside agencies are consulted and support the school in allocating resources.</p> <p>Termly reviews with Teacher, parents and child to review progress towards targets.</p>

Assess:

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

- All students undergo baseline assessment within first 2-4 weeks of starting school.
 - After 4-6 weeks (or sooner) of high quality, differentiated teaching the teacher identifies;
1. Students showing signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
 2. Students who present persistent emotional or behavioural difficulties which are not alleviated by the behaviour management techniques usually employed by the class teacher and school;
 3. Students who have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment;
 4. Students who have communication and/or interaction difficulties (not EAL), and who make little or no progress despite the provision of a differentiated curriculum.
 5. Students who have been identified as Gifted or Talented (See Gifted and Talented policy).

The observation request form can be used from this stage onwards, depending on the specific needs.

Plan:

Teacher identifies the needs of specific students. They then personalise planning for those students using a range of additional teaching strategies; i.e. by use of adaptive teaching strategies, differentiating/modifying/scaffolding further, deploying support of LSA/T more regularly etc. They complete a Teacher Intervention Plan (TIP) for these students. They then work with the students specifically on their needs for approximately 6 weeks. If there is no progress noted they notify the Inclusion team and then move to the next stage.

Do:

Intervention groups are set up and delivered by the SENCO/ teacher/LSA. These can be cross class/year group if the needs are the same. A brief record of each session is kept for teacher's reference.

Individual targets are set by way of an IEP. These are worked towards either by 1:1 LSA and at various times throughout the week by the Teacher or class LSA.

Review:

The class teacher is responsible for monitoring targets set and assessing progress. Targets should be reviewed regularly as part of ongoing assessment and teaching must be modified accordingly.

For students that receive interventions, progress will be monitored and if intervention is still required this will continue until either progress is made or an IEP is needed.

IEP's will be shared with parents from the beginning and reviewed termly. Parents, Teacher, Specialists, 1:1 LSAs, class LSAs, child (in some cases) and SENCO and will be invited to attend the meeting and discuss progress towards targets and agree on future targets.

Catch up interventions

If a child has made little/no progress despite receiving high quality, adaptive teaching, and then catch-up teacher interventions, then they may move onto the next stage after discussions with the SENCO and inclusion champion (HOI).

Individual Education Plans

Strategies employed to enable the child to progress may be recorded within an IEP which sets out targets and teaching strategies that will support the students making progress. These strategies and interventions are additional to those that students will receive through high quality, differentiated teaching.

IEPs should focus on up to three or four key individual targets and should include information about:

- Specific needs
- Main barriers to learning
- the short term SMART targets set for or by the student
(Specific, Measurable, Achievable, Realistic, Timed)
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the IEP is reviewed)
- the views of the Parent and child

IEPs should be continually kept under review as a working document (annotated) and should be accessible to all staff who will be working with the child.

They are reviewed every term with the child, Parents and external professionals if available. The new IEP is signed by the Parent then a copy given to them within a week. A copy of the amended and evaluated IEP is given to the parent in the IEP review, and a copy of the updated IEP is sent to the HOI and SENCO to review prior to being signed and sent to the parent within a week of the review taking place. An electronic copy of the IEP is stored in the child's year group team and a copy is held by the class teacher.

Information

This is held centrally by the inclusion team.

The information includes:

- flowchart to map process of identification
- A list of students at each stage of the **graduated approach (register)**
- A provision map detailing interventions including named students
- Checklists for initial assessments of potential barriers to learning
- Screening information
- Support information

Partnership with Parents

We aim to promote a culture of co-operation with Parents, schools and others. We will do this through:

- Ensuring all Parents are made aware of the school's arrangements for students of determination including the opportunities for meetings between Parents and Inclusion team.
- Involving Parents as soon as a concern has been raised. This may be done at a Parent consultation or by personal appointment with the class teacher.
- Providing access to the HOI/SENCO to discuss the child's needs and approaches to address them.
- Supporting Parents understanding of external agency advice and support.
- Undertaking reviews for students of determination.

During Parent/Teacher meetings, teachers will explain any concerns there are and any targets that have been set.

When a child is at the 'Do' stage it is at the teacher's discretion as to if/how the concern is passed on to the Parent but if the Parent is informed then there must be an explanation of what the school is going to do to support the child and what the Parent can do to help at home.

When a child is at the 'Action' stage, the Parents need to be informed that there is a concern. If the child has a personalised provision timetable, then the Parent should be made aware of it and the type of provision being given explained. Targets should also be shared.

If the child has an IEP then the Parent must be invited to a regular IEP review meeting where the needs of the child are discussed and targets are drawn up together, so that the Parent knows what is expected of the child, school and Parent.

From this point Parent involvement becomes more formal with written invitations to meetings, including Annual Review Meetings.

Roles and Responsibilities

Head of Inclusion/Inclusion Champion

Whole school = Katherine Gilbert (From August 2016)

- Strategic leadership
- Monitoring data to identify students and report back to the Principal throughout the year during informal meeting every term and a written yearly report.
- Contributing to the in-service training of staff.
- Overseeing the day-to-day operation of the school's Inclusion policy
- Monitoring provision
- Meeting with team for regular updates
- Arranging CPD for team members
- Writing and updating the policy for students of determination annually.
- Remaining up to date with policies and procedures
- Apply for funding for resources

SENCO

Senior school + Pastoral– Timothy Dray (Sept 2018)

Primary School – Lena Gaitanou

Inclusion support teacher - Darin Shahin

The key responsibilities of the SENCO include:

- Co-ordinating provision for students of determination
- Coaching and supporting staff
- Liaising with and advising fellow teachers to ensure the policy is followed.
- Overseeing the records of all students of determination
- Liaising with Parents of students of determination
- Contributing to the in-service training of staff.
- Liaising with external agencies including educational psychology services, health and social services and voluntary bodies.
- Chairing review meetings, attend Planning Meetings and being available for IEP meetings as needed.
- Attending courses to keep skills and knowledge up to date.
- Planning interventions to be used in school.
- Monitoring parent employed 1:1 LSAs
- Maintain inventory of resources

The role of the governing body

Inclusion Governor- (TBC)

The Inclusion Governor ensures that all Governors are aware of the school's inclusive provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all students with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;
- Ensure that Parents are notified of a decision by the school that their child has additional needs;
- Establish an Inclusion policy/Policy for students of determination which is publicly available and can be easily understood by Parents; and review that policy on a regular basis
- Report on how the school's Inclusion policy/Policy for students of determination is being implemented and ensure that the SEND Code of Practice is followed
- Meet the HOI on a termly basis to gain information about the provision made for students with special educational needs and to monitor the implementation of the Inclusion policy/Policy for students of determination and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that students of determination are actively involved in all aspects of school life;
- Take opportunities to meet and talk with Parents of students of determination.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school
- Co-ordinating the work of the teaching assistants
- Participating in LSA development programmes
- Working with LSAs on planning, teaching and recording students' progress
- Liaising with external agencies including the Educational Psychology Service and other
-

The Role of the Principal

The responsibilities of the Principal include:

- Involvement with parents as partners in the learning process
- Determining the pattern of work, timetable and role of the HOI
- Dealing with queries or complaints from parents
- Liaising with the HOI/SENCO
- Liaising with the KHDA with respect to policy and enactment
- Ensuring that the Inclusion policy/Policy for students of determination are implemented as described
- Involvement in how students of determination are integrated within school as a whole
- Ensuring that the legal requirements of current legislation are met within the school

- Keep the Governing Body well informed about Inclusion within the school
- Ensure that the school has clear and flexible strategies for working with Parents, and that these strategies encourage involvement in their child's education
- Ensure the HOI/SENCO receive training and induction in their roles, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the HOI sufficient resources of money, time, space and administrative back up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of students and young people of determination within the school.

Signed:



Print Name: Christopher Seeley

Designation: Principal DGPS

Date: September 2023

Next Review: September 2024

