



## **THE DETERMINED ONES DEPARTMENT(TDO)POLICY 2024-2025**



**AMITY**  
PRIVATE SCHOOL  
SHARJAH



## **The Determined Ones Department (TDO)** **Policy**

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| <b>Reference number</b> | APS-004-PL-INCL-003   |
| <b>Version</b>          | 04  |
| <b>Review Schedule</b>  | Annual  |
| <b>Target audience</b>  | Students, Parents and Academic Staff of Amity Private School, Sharjah |
| <b>Reviewed by</b>      | SLT & Inclusion Department  |
| <b>Reviewed date</b>    | 01/04/2024  |
| <b>Ratified by</b>      | Principal   |
| <b>Ratified date</b>    | 04/04/2024  |
| <b>Next Review Date</b> | 07/04/2025  |

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## The Determined Ones Department (TDO) Policy

*This TDO policy refers to student with special educational needs or a disability.*

### 1. Policy Statement

It is the policy of Amity Private School, Sharjah to appreciate the individuality of each student who comes into our care and to support and nurture their physical, intellectual, emotional and social development. At Amity, we believe in treating everyone as an individual and welcome students with a range of learning abilities. The school has the duty of recognizing student with special education needs as fully participating members of a community of learners'. All students should have equitable access to learning, opportunities for achievement, and the pursuit of excellence in all aspects of their educational program. The school will ensure that full inclusion of the students with special educational needs is facilitated through adherence to the Special education programs provided by the school.

### 2. Mission

Our mission is to provide a safe, engaging and challenging environment, where our students enjoy learning, develop curiosity, achieve their potential and become independent life-long learners and responsible future leaders. We are an all-inclusive community where each individual learner is valued. In partnership with parents and the community, we aim to create relevant learning opportunities for students, both inside and outside the classroom.

### 3. Vision

Our vision is to inspire each child to be an inquirer, who is reflective, innovative, equipped with the necessary future-ready skills, competencies and with an understanding of culture, diversity and values as a Global Citizen.

### 4. Aims

In order to deliver a high standard of educational provision for TDO students, APS will:

- A. Invest in a range of choice of provision and service.
- B. Allocate resources to ensure realistic support is available to students and their families through collaborative early identification and intervention.
- C. Take into account the viewpoints of parents/care-givers, students and professionals involved & facilitate student's involvement in the decision making processes where appropriate.
- D. Respect student and parental choice, notwithstanding the need to meet our responsibilities to maximize student achievement through appropriate interventions.
- E. Maximise student participation in their own education and their role within their learning, family and social communities.
- F. Match student need with relevant support interventions and school facilities.
- G. Ensure that student progress is reviewed regularly against clearly defined learning outcomes suited to the child's abilities, aptitude and potential.
- H. Provide a comprehensive programme of continuous professional staff development for teaching and support staff commensurate with their defined areas of responsibilities.
- I. To take into account legislation related to DETERMINED LEARNERS including the new inclusion framework and UAE federal law 2006 and 2009 and Dubai Law no.2 (2014) which clearly demonstrates the commitment to ensure the educational and social inclusion of all student, adults and families experiencing Special Educational Needs and Disabilities (SEND). These laws reflect the international best

practices and align with UAE’s Ratification Of the UNCRPD, Particularly article 24, on the rights of Inclusive education. (Annexures of article Executive Council Resolution No. (2) of 2017 Regulating Private Schools in the Emirate of Dubai and Law No. (2) of 2014 Concerning Protection of the Rights of Persons with Disabilities in the Emirate of Dubai1attached for reference)☐

In order to help students, APS has a graduated response that recognises there is a continuum of special educational needs that require a range of intervention and support. The school will record the steps taken to meet the needs of individual student. The Inclusion Champion will have responsibility for ensuring that records/portfolios are kept confidential and available as appropriate.

## 5. Definitions

### 5.1. Special Education Needs (SEN):

“A child or young person has different needs if they have a learning difficulty or disability which calls for a special educational provision to be made for them.”

“A child or young person has a learning difficulty if they;

- Have a significantly greater difficulty in learning than the majority of student the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for in mainstream settings.”

### 5.2 Definition of Disability:

“A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.”

There is a significant overlap between student with SEN and student with a disability (many student with SEN may have a disability) but this will not always be the case. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

#### Categories of disability and barriers to learning

The following framework is based upon the UAE unified categorization of disability. It schools with an important structure to support the identification of students of determination.

| Common Barriers to Learning         | Categories of Disability<br>(Aligned with the UAE unified categorization of disability)  |
|-------------------------------------|--|
| Cognition and Learning              | 1. Intellectual Disability (Including Intellectual Disability Unspecified)<br>2. Specific Learning Disorder<br>3. Multiple Disabilities<br>4. Developmental Delay (younger than five years of age) |
| Communication and Interaction       | 5. Communication Disorder<br>6. Autism Spectrum Disorders  |
| Social, Emotional and Mental Health | 7. Attention Deficit Hyperactivity Disorder<br>8. Psycho-emotional Disorder  |
| Physical, Sensory and Medical       | 9. Sensory Impairment<br>10. Deaf-blind Disability<br>11. Physical Disability<br>12. Chronic or Acute Medical Conditions   |

The following information expands upon each of the '12 categories of disability' (identified above). It provides specific examples of the different types of difficulties, conditions or disorders associated with each category and identifies some of the barriers to learning that may be experienced by students of determination.

### ***Practice and Procedure***

Whilst it is acknowledged that students have different starting points and progress at different rates, particularly during their early years, we consider that reasonable adjustments may have to be made to the school environment, curriculum or delivery in order to make the experience of learning more successful for some students. This may be a transient or ongoing need.

*We also acknowledge that students who have been identified as determined learners may also be second language learners or Able, Gifted & Talented.*

*We consider a student to be a Determined Learner if he or she:*

- Is experiencing significant difficulties achieving his/her learning goals, when compared with his/her peers (though it is acknowledged that this may be a developmental delay rather than a learning difficulty or it can be a challenge in reading, writing, numbers, or comprehending the instructions).
- Has a disability which may prevent him/her from making use of our educational facilities due to sensory or issues such as difficulties in attention span, organizational skills or completion of tasks, etc).
- Experiences significant communication and/or social interaction difficulties.
- Persistent social/emotional/ mental health difficulties.

## **6. Identification and Early Intervention**

The school is committed to promote high standards of education and aims to help all students to reach their best potential. It seeks to achieve this by:

- Parents may directly approach teacher or school administration during admission and present the diagnosis and request for services. (Parent referral)
- Parents may choose not to disclose the child's condition. Subsequently, a teacher may identify a need and contact the HOPE DEPARTMENT (Having Only Positive Expectations).
- Informal assessment [ checklist, personal interaction, Diagnostic test for learning disability, Vanderbilt test for ADHD]
- Medical and Psycho-educational reports.
- Teachers may identify a child with SEND; parents may not be aware that their child has an additional need. In such situations we help parents understand and create awareness. (teacher referral) Baseline Assessment.
- The department/ our staff will liaise and support parents and child.

### **6.1 New Admissions: Identification**

When students with any Special Needs seek admission in our school, there is an interaction and assessment done with both the parents as well as the student. The assessments are grade-wise Entrance tests for the child.

- During the interaction with the Registrar/teacher or while doing the entrance test, if any difficulty or delays are noticed, the Inclusion Champion is informed and there is an informal interaction with the child in the TDO Resource Room to identify underlying symptoms.

- If specific symptoms are observed, parents of the child are informed and asked to take the child for an external evaluation to diagnose the presenting condition. The list of government approved centers and clinics are given to the parents. On receiving the evaluation, the parents are required to submit this assessment report to the school at the earliest.
- On the basis of the severity of the disorder as mentioned in the report, the Inclusion Champion recommends a Learning Support Assistant (LSA) if required for the child, and an undertaking is signed by the parents once they are briefed of the duties and responsibilities of the LSA.
- The undertaking states that the parents take full responsibility of the LSA and they are directly involved with each other. The school does not employ the LSA and all monetary benefits are given by the parents
- Parents are given some time to find the suitable LSA for their ward, during which the undertaking is signed and kept with the school.
- Once the LSA is selected by the parents, the Inclusion Champion interviews the candidate and confirms the appointment.
- The roles and duties of the LSA are explained to the parents, and the LSA accompanies the child to school every day.
- An IEP/ILP/IAP/BMP is created after discussion with the class teacher, subject teacher and the parents
- The child will have support sessions every week as necessary, based on the targets in the IEP/ILP/IAP
- If the child is already diagnosed with a psychological evaluation before being admitted to the school, the Inclusion Champion starts Pull-out sessions based on the IEP of the child (once or twice in a week) as per the schedule.

## 6.2 Identification and Assessment

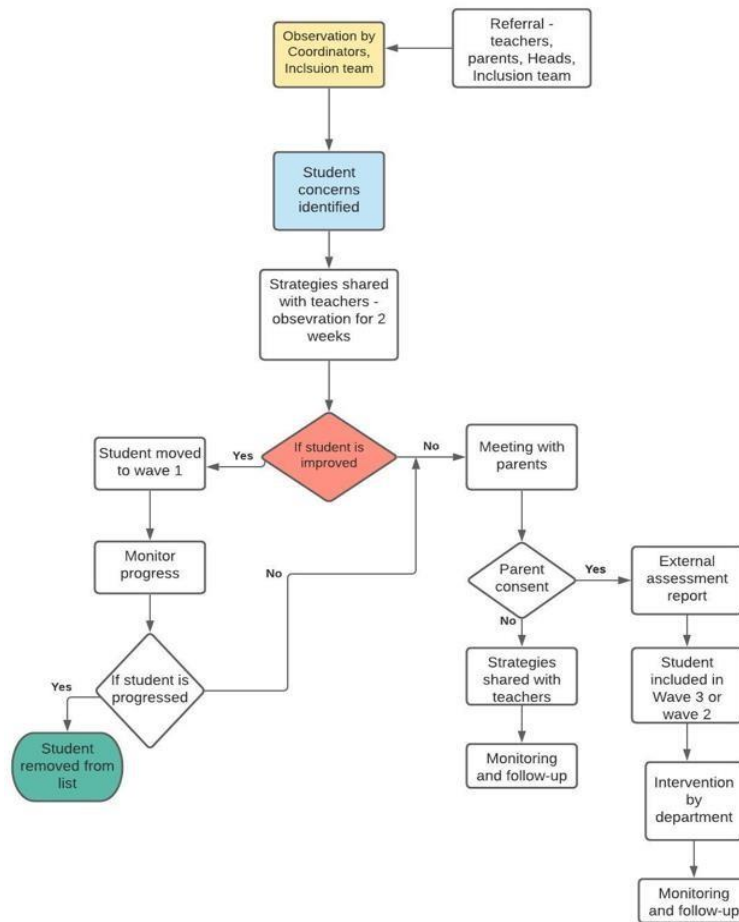
A student might be identified as having a Special Educational Need/Individual Need as a result of any of the following:

- Referrals: Student's academic and related school performances are continually monitored against the summative and formative assessments and when a student fails to meet the minimum target expectations, a referral is made by the teacher.
- The Special Educator may suggest to parents/guardians that an assessment of the student's needs should be conducted by an outside agency, such as by an Educational Psychologist, Speech and Language Therapist or Occupational Therapist, recognized by the Government.
- Some student may have already been identified as having Special Educational Needs by outside agencies, on entry to our school. It must be ensured that the assessment report in such cases, is to be from a government approved therapy center, clinic or hospital in UAE.

The Inclusion Champion will discuss TDO assessment needs with concerned Teachers. The class teacher and the Inclusion Champion will continually monitor and assess student's progress through a regular cycle of observation, evaluation and both formal and informal assessment. Should a child need further support they will move on to **an Individual Educational Plan (Pull-out)**. During this process, information from the parents is also sought and valued. Formal assessments may also be administered by Government agencies supporting the students at the request of the parent and/or as advised by the TDO department.

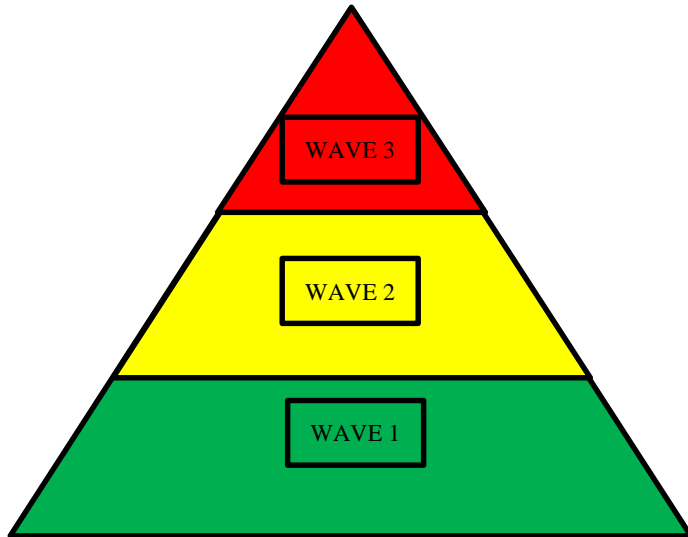
ANNEX A: Referral Process

Identification flow chart





**Waves of intervention model**



Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/ specialized provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.

| Identification Register | Description  |
|-------------------------|--|
| <b>Green</b>            | Internal identification + monitoring / short term provision          |
| <b>Orange</b>           | Internal identification + Significant ongoing need and/or provision. |
| <b>Yellow</b>           | External identification + monitoring / short term provision.         |
| <b>Red</b>              | External identification + significant ongoing need and/or provision. |

### **6.2.1 School Action (Level 1)**

- Students placed in School Action may or may not have a formal diagnosis.
- IAP (Individual Action Plan) for each student provides strategies for the teachers to work with the student.
- Training and awareness is promoted through in-service training.
- In class support may also be provided through a Modified Curriculum/Differentiation/Accommodations.
- Students will be provided pull-out and in-class sessions for a short period of time and also receive small group or 1:1 session at Learning Center.
- Withdrawal from sessions will only be considered if the support deemed necessary cannot be delivered within the classroom situation or if the pupil has an outside agency report.

### **6.2.1 School Action Plus**

(Wave 2 and 3 is under Action Plan Plus)

- Students with a diagnosis will be placed in School Action Plus
- IEP (Individualized Education Plan) will be prepared which will provide detailed Support for differentiation, modification, and accommodation.
- In-classes support may also be provided by an LSA (if appropriate) along with Modified Curriculum/Differentiation /Accommodations.
- Special Educators will be responsible for maintaining the pupil's profile; a record of their educational history, identification, intervention, and progress.
- Students will be provided pull-out and in-class sessions for a short period of time and/or also receive small group or 1:1 session at Learning Center/ HOPE department
- Withdrawal from sessions will only be considered if the support deemed necessary cannot be delivered within the classroom situation or if the pupil has an outside agency report.
- A pupil requiring a significant level of academic support may elect not to study Arabic or Second Foreign Language, but rather use this time to work on their additional learning program. Such exemptions in Arabic are sought through KHDA in coordination with the school Arabic PRO or secretary as per the KHDA guidelines

Behavior Intervention Behavior intervention is provided by the counselor to those with challenging behavior. At the primary school level, a Behaviour Modification Plan (BMP) is provided which will provide strategies to handle the behavior. In middle and senior school, a Behavior Contract is worked along with the student. The A-B-C (Antecedent – Behavior - Consequence) factors and the frequency of challenging behavior are recorded to help plan the IBP.

### **Parents**

We strongly advocate the role of productive parental involvement in the education of their wards. Parents are welcome to approach the Learning Center at any point in time other than the scheduled meetings, with a prior appointment preferably. Parents are involved in the making of the Individual plan of the child and the progress report. Parents are met at the completion of IEP to discuss the progress of the child.

## 6.2 Criteria for Case Disposal

- Special Educators will close cases assigned to them under the following conditions:
- Most of the targets aimed at in the student's IEP have been achieved, and the Special Educator is confident of the student's ability to cope with the regular classroom demands independently.
- The Closure report is being drafted as per the evidences collected from the pull-out and the classteacher.
- The HOPE Department will continue to monitor the student, even though the case is closed.

## 7. Inclusion Team

Members of the Inclusion Team includes the Senior Leadership Team, Inclusion Champion, Learning Support Assistant(s), Counselor, Therapists (external ), School Doctor/Nurses and Homeroom/ Subject teachers.

The Inclusion Team will:

- Work in close collaboration with Homeroom, subject teachers and other educational staff to support the education of students who experience SEND in mainstream learning environments by providing coaching and support to teachers on a timely basis
- Members of the team meet on a regular basis.
- Maintain minutes of the meetings and utilize effective systems to follow-up on specific actions and strategies.
- Work with parents to ensure that they provide learning support assistants as needed to individual students who experience SEND.
- Where appropriate, develop partnerships with special centers and external professionals who work with individual students. These partnerships will be responsive to the needs of students who experience SEND and their families to ensure access to high quality inclusive education.

### 7.1 Senior Leadership Team Role

- The Principal and Senior Leaders are committed to an inclusive ethos and environment.
- Make the school truly inclusive lies with the Principal and Senior Leaders of the school.
- Promote inclusion through all of our policies, systems and practices.
- Monitors and co-ordinates the provision for the responses to students with special needs via the subject teachers.
- Liaises, monitors and co-ordinates the completion and the implementation of IEP/IAP
- Oversees the records of all Students with special educational needs to track progress and plan appropriate intervention

## 7.2 The Role of the Inclusion Champion in APS

- In partnership with other senior leaders and the Principal, the Head of Inclusion monitors, advises evaluates and plans for the development of inclusive practice and provision across the school.
- Liaise with external agencies including medical services, educational psychology services, and health services in order to provide referral to the students with special educational needs.
- Overseeing the day-to-day operation of the school's TDO policy.
- Provide supervision to the special education teachers in the educational zone
- Coordinating provision of special services for students with special educational needs.
- Participate in the meetings, training courses, workshops and special activities aimed at improving the quality and delivery of special education programs and services.
- Collaborate with parents of students with special needs to strengthen the home and school partnership
- Collaborate and work together with Phase heads, Coordinators and teachers in the school in order to create opportunities that facilitate the meaningful participation of all students in the common learning environment (e.g., lesson planning, classroom set-up, purposeful student groupings, events and awareness program).
- Liaises, monitors and co-ordinates the completion and the implementation of IEPs/BMPs/ILPs/IAPs/ALPs
- Liaising with and advising parents, support assistants and involved teachers
- Overseeing the records of all TDO students.

## 7.3 Homeroom / Subject Teachers

- Homeroom teachers and Subject Teachers are responsible for managing and creating an inclusive classroom environment and are adequately trained for an inclusive practice.
- To provide additional support or accommodations for SEND students, when required;
- to participate in the effective implementation of IEPs;
- Students receive differentiated instruction according to abilities.
- All teachers must be aware and have the following documents either hard or soft copy of inclusion register depending on their student's with wave 1, 2 or 3 categories.
- Teachers take the lead role in monitoring the attainment, learning, behavior and well-being of students in their class. This information is recorded, and students' achievement and needs are discussed, and further planning undertaken by way of regular student performance reviews.

## 7.4 Learning Support Assistants –LSA

- Learning Support Assistants (LSAs) work with individual or groups of students to support students' learning and promote their well-being.
- Interact with, and support the student, according to individual needs and skills
- Promote the inclusion and acceptance of student with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- Monitor and record student activities as appropriate writing records and reports as required.
- To attend to the students' personal needs including help with social, welfare and health matters, including minor first aid.
- To assist with the preparation, maintenance and control of stocks of materials and resources.
- Liaise with other staff and provide information about the student as appropriate.
- To assist with the display and presentation of student work.

## 8. Record Keeping

The Inclusion Champion organizes provision for **TDO, Gifted and Talented (G&T)** students. It is the class teacher's responsibility to keep the class records up to date as a new student enters their classes. This information is also updated by the school **Nurse and the school Registrar**. The class teachers and the Inclusion Champion are responsible for the completion of all appropriate paperwork relevant to the student.

The Inclusion Champion will maintain adequate records for each TDO receiving interventions with details of their students' case history, therapy logs, class observation logs, communications logs, IEPs, term reports, LSA or Shadow teacher records (where appropriate), Daily logs etc.

**All records are considered to be confidential** and are only accessible to SLT & concerned members of staff and parents. Information may only be shared with an external agency with the written permission of the parent.

## 9. Monitoring Process

Student's progress will be tracked at a number of levels by:

- The Inclusion Champion is responsible for the delivery and monitoring of IEP's.
- Termly reviews of the IEP's by the class teacher and Inclusion Champion.
- Regular meetings between the Team Leaders and the Inclusion Champion and between the Inclusion Champion, Phase Heads and the Principal.
- Regular meetings between the class teachers and the TDO Department.

## 10. Success Criteria

Students' success can be measured by:

- Their completion of IEP targets.
- By a reduction in the amount of support they require in order to continue progressing.
- Achieving their Curriculum targets.
- Achieving or exceeding their targets.

The purpose of this policy is to provide educational programs and related services to Students of Determination that embody the best international standards and practices to prepare them for being productive members of society.

The Inclusion Champion organizes provision for TDO, Gifted and Talented (G&T) students. It is the class teacher's responsibility to keep the class records up to date as a new student enters their classes. This information is also updated by the school Nurse and the school Registrar. The class teachers and the Inclusion Champion are responsible for the completion of all appropriate paperwork relevant to the student.

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## 10. Organizational Chart

### ORGANIZATION STRUCTURE ON INCLUSIVE EDUCATION SUPPORT TEAM

