

The Determined Ones Department (TDO) Policy

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The Determined Ones Department (TDO) Policy

This TDO policy refers to children 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 pupil 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 pupils with a range of learning abilities.

The school has the duty of recognizing children 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

Amity Private School aspire to inspire our abled children to be nurtured and socialize, through tender and strategic approach.

3. Vision

To evolve an ideal sphere of care and compassion, for every child. We ensure to build qualities of self-reliance and empowerment in children

4. Aims

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

1. Invest in a range of choice of provision and service.
2. Allocate resources to ensure realistic support is available to students and their families through collaborative early identification and intervention.
3. Take into account **the viewpoints of parents/care-givers, students and professionals** involved & facilitate student's involvement in the decision making processes where appropriate.
4. **Respect student and parental choice**, notwithstanding the need to meet our responsibilities to maximise student achievement through appropriate interventions.
5. Maximise **student participation** in their own education and their role within their learning, family and social communities.
6. **Match student need with relevant support interventions** and school facilities.
7. Ensure that student **progress is reviewed regularly against clearly defined learning outcomes** suited to the child's abilities, aptitude and potential.

8. Provide a comprehensive programme of **continuous professional staff development** for teaching and support staff commensurate with their defined areas of responsibilities.
9. 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 children, 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 Dubai attached 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;

10. Have a significantly greater difficulty in learning than the majority of children the same age; or
11. 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 children with SEN and children with a disability (many children 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.

CATEGORIZATION FRAMEWORK FOR STUDENTS OF DETERMINATION

The revised ‘*Categorization Framework for Students of Determination (19-20)*’ defines a student of determination as a student with a long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, restricts the student’s full and effective participation in education on an equal basis with peers of the same age.

Type of Need	Description
Behavioral, Social, Emotional	<ul style="list-style-type: none"> Students whose behaviour presents a barrier to learning. Students who are experiencing emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's.
Sensory	<ul style="list-style-type: none"> <u>Visual impairment</u> <ul style="list-style-type: none"> ➤ Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses <u>Hearing impairment</u> <ul style="list-style-type: none"> ➤ Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially
Physical Disability	<ul style="list-style-type: none"> Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, hemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health Related Disability	<ul style="list-style-type: none"> Medical conditions that may lead to an associated "special need". These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies
Speech and Language Disorders <i>This does not include students with additional language needs</i>	<ul style="list-style-type: none"> <u>Expressive language disorder –</u> <ul style="list-style-type: none"> ➤ Problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally. <u>Receptive language disorder –</u> <ul style="list-style-type: none"> ➤ Problems understanding oral language or in listening. <u>Global language disorder –</u> <ul style="list-style-type: none"> ➤ Difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language
Communication and Interaction	<ul style="list-style-type: none"> Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.
Learning difficulties 1	<ul style="list-style-type: none"> Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.

Learning difficulties 2	<ul style="list-style-type: none"> Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
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General Learning Difficulties

Learning difficulties 1	<ul style="list-style-type: none"> Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning difficulties 2	<ul style="list-style-type: none"> Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
Profound and Multiple Learning Difficulty (PMLD)	<ul style="list-style-type: none"> Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
Assessed Syndrome	<ul style="list-style-type: none"> A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome

Specific Learning Difficulties

Dyslexia -reading	<ul style="list-style-type: none"> Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
Dysgraphia - writing/spelling	<ul style="list-style-type: none"> Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
Dyscalculia - using number	<ul style="list-style-type: none"> Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia – fine and gross motor skills	<ul style="list-style-type: none"> Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

Practice and Procedure

Whilst it is acknowledged that children 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 children. This may be a transient or ongoing need.

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

We consider a pupil 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 like difficulties in attention span, organizing skills or completion of tasks, etc).
- Experiences significant communication and/or social interaction difficulties.
- Persistent emotional and/or behavioral difficulties

6. Identification and Early Intervention

Ensure appropriate identification procedures are followed consistently in the entry of early years 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:

- Parent may directly approach teacher or school administration during admission and present the diagnosis and request for services. (Parent referral)
- Parents may choose to not disclose the child's condition. Subsequently, teacher may identify in class and get in touch with the **HOPE DEPARTMENT** while being empathetic here, we help parents overcome denial. This may take few sessions for the special educator with parents.
- Informal assessment [checklist, personal interaction, Diagnostic test for learning disability, Vanderbilt test for ADHD]
- Medical and Psycho-educational reports.
- Teachers may spot 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

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 Pull-out sessions every week, 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 pupil might be identified as having a Special Educational Need/Individual Need as a result of any of the following:

- ❖ Referrals: Children'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 pupil'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.
- ❖ The List of Assessment Centers has been attached as an Appendix to this document.

6.3. 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 Pull-out sessions every week, 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.

6.4. Identification and Assessment

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

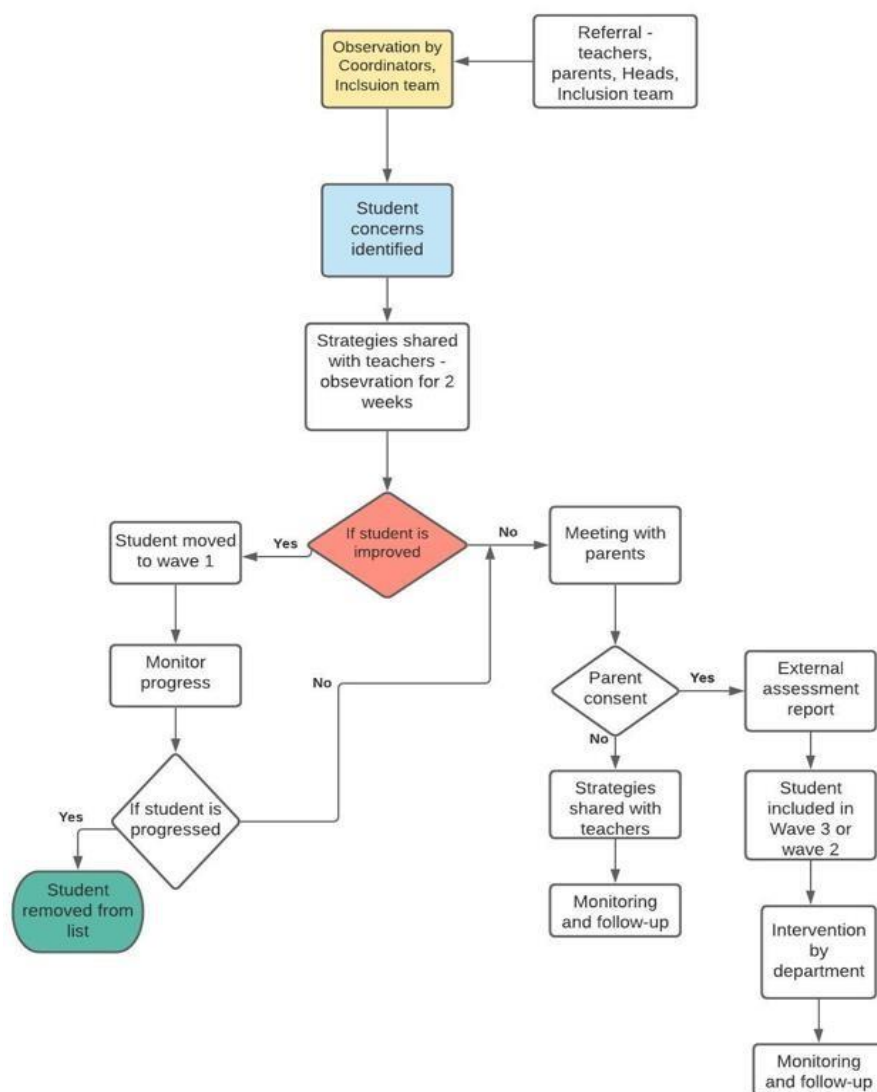
- ❖ Referrals: Children's' academic and related school performances are continually monitored against the Summative and formative assessments and when a student fails to meet the minimum target expectations, a referral is made by the teacher.
- ❖ The Special Educator may suggest to parents/guardians that an assessment of the pupil'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 children 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.

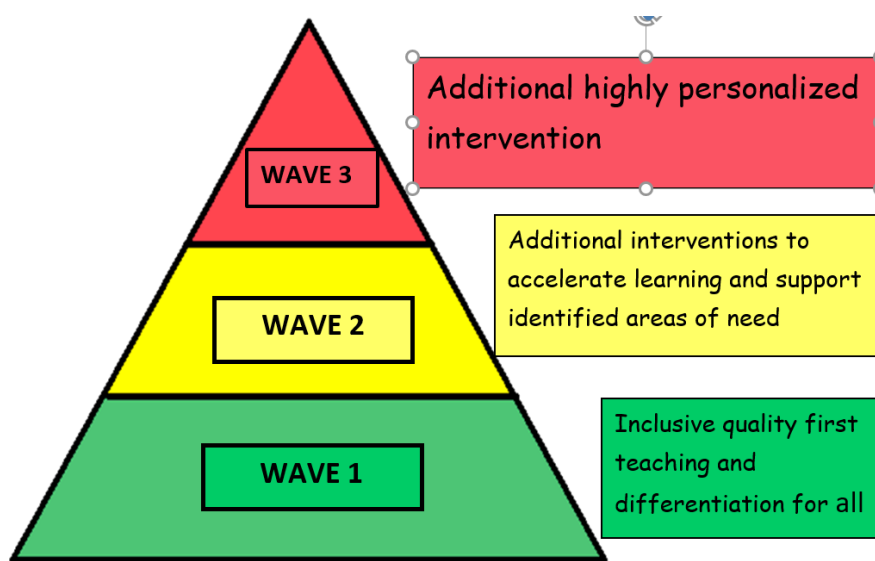
Referral process

- Referrals are accepted from the Teacher/Head of Academics/Principal/Parents/Student.
- Parent referral or self-referral will proceed for intervention by just signing in the consent form.
- Teachers may notice problems in terms of academics or behavior.
- Teachers will provide differentiated activities, make their observation, anecdotal notes for two to three weeks depending on the child's need.
- Observations by the Inclusion Team to confirm the challenges reported by the teachers before approaching the parents.
- To identify the child's needs informal testing tools are used for assessment apart from PT/CAT4 /ASSET/Internal Assessment and Observations from teachers/Counsellors/Special Educators.
- The Head of Inclusion /Special Educator/Counsellor may suggest to parents/guardians that an assessment of the pupil's needs should be conducted by an outside agency, such as by an Educational Psychologist, Speech and Language Therapist or Occupational Therapist. Head of Inclusion will liaise and support as appropriate.
- Apart from referrals from teachers/parents/students, the inclusion team also keeps a track of academic and related performances of children across the school. These are continually monitored against the PT/CAT4/ASSET and Summative and formative assessments. When a student fails to meet the minimum target expectations, a referral is made by the teacher.
- Some children may already have been identified as having Special Educational Needs by outside agencies, on entry to our school.

Identification flow chart



6.5. Waves of intervention model



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

6.6. 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 class teacher.
- 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, the Head of Inclusion ,Learning Support Assistant(s), Counselor, Mentors, 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

- 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.
- 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 pupil, according to individual needs and skills
- Promote the inclusion and acceptance of children with special needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources
- Monitor and record pupil activities as appropriate writing records and reports as required.
- To attend to the pupils' 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 pupil as appropriate.
- To assist with the display and presentation of pupil 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 pupils' 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 purpose of this policy is to establish the process and considerations that guide the institution in providing inclusive education and support to Students of Determination. This is to maximize the potential of all students with special needs and gifts and talents in scholastic and co-scholastic areas.

