Student Of Determination (SOD) Policy

Session 2026-27

Reviewed in April 2026

Next review April 2027

Reviewed by Principal, Slt's and SENCO



Introduction

Al Amaal English High School Pvt, Sharjah, is dedicated to cultivating an inclusive environment in which all students, irrespective of their abilities, have equal access to education. This policy delineates our methodology for identifying, supporting, and empowering students with Special Educational Needs and Disabilities (SEND).

Our Vision

Our vision is to establish a learning environment that is both inclusive and supportive for all students.

Mission

- Assist students in recognizing their strengths and overcoming learning barriers.
- Commit to providing differentiated learning experiences.
- Transform students into confident, capable individuals contributing to the community.

School Vision

Identify the most effective approach to educate all learners and empower them to take responsibility for themselves

Mission

Provide high quality education to equip our students with skills, knowledge and power of confidence to become intellectually adept, thoughtful and ethical contributors to the global society.

Our Objectives

- Work towards meeting individual student needs within the class and school environment 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.
- Raise attainment and progress for all students, regardless of their abilities.
- Follow a team approach with increased parental engagement
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the UAE Federal Law 29(2006)

MOE and Federal Law definition of SEN

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 U.AE.

Ministry of Education U.A.E. Special Educational Needs (SEN) categories

Specific Learning Disabilities

A specific learning disability is a disorder that affects one or more of the fundamental psychological processes involved in the comprehension or use of spoken or written language. This disorder may be seen in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning. Examples of specific learning disabilities include perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.
The term excludes learning difficulties that are predominantly the consequence of cognitive, emotional, or visual, hearing, or motor disabilities, as well as environmental, cultural, or economic disadvantage.

Physical and health related disability

This refers to chronic or severe physical and health conditions that result in poor and limited functionality and negatively impact the student's academic performance, including but not limited to: asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukaemia, cerebral palsy, renal failure, HIV, and head injuries.

Visual Impairment

Visual impairment means impairment in vision that, even with correction, adversely affects a child's educational performance. The term visual impairment includes both partially sighted and blindness.

Hearing Impairment Including Deafness

Hearing impairment including deafness means impairment that, with or without amplification, adversely affects educational performance; may be permanent or fluctuating; may be so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.

Speech and Language Disorders

Speech and language disorders means having a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment that adversely affects a child's educational performance.

Autism Spectrum Disorders

Pervasive Developmental Disorders (PDDs), also referred to as Autism Spectrum Disorders (ASD), are characterised by a severe and pervasive impairment in the ability to relate to others, reason, feel, and communicate.

These disorders are typically diagnosed in early childhood and range from a severe form, known as Autistic Disorder, to a much milder form, Asperger's Disorder, through Pervasive Development Disorder Not Otherwise Specified (PDD-NOS). Two additional uncommon disorders are also included: Childhood Disintegrative Disorder and Rett's Disorder.

Behavioral and Emotional Disorders

An emotional and behavioral disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors;
- (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- (c) inappropriate types of behavior or feelings under normal circumstances,
- (d) a general pervasive mood of unhappiness or depression, and
- (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Intellectual Disabilities

The term "intellectual disabilities," which was previously referred to as "mental retardation," refers to a child's educational performance being adversely affected by substantially below average general intellectual functioning and deficits in adaptive behaviour that are evident during the developmental period.

Definition for Gifted and Talented

The term "gifted and talented" denotes the possession of exceptional talent or a significant amount of willingness in one or more of the following: intelligence, creativity, academic achievement, or special talents and abilities, such as oratory, poetry, drawing, handicrafts, athletics, drama, or leadership. The performance of the talented or gifted student is frequently so exceptional or advanced that they necessitate special accommodations in the general education classrooms to accommodate their educational requirements, with the assistance of special education teachers and resource room teachers.

The Ministry of Education in the UAE offers a variety of services to Gifted and Talented students, including enrichment programs in general education classes or resource rooms

(either in a subject included in the curriculum or in a subject that is not). Additional services include the assignment of individual projects and studies to students, specialised educational tours, the attendance of lectures, debates, and educational seminars, the participation in educational competitions, the provision of problem-solving programs, leadership, communication, and computer skills programs, and other enrichment programs.

Clause of Exclusion

The term disability and or placement in special education does not apply to students who are experiencing learning problems that are primarily the result of the following circumstances:

- Environmental factors
- Cultural factors including not being a native Arabic speaker
- Economic disadvantage
- Or students who have experienced academic failure.

A student should be referred to the School Support Team for intervention and support services if any of the aforementioned circumstances are present. The following are the main categories of disabilities that may qualify a student for special education programs and services, in addition to the aforementioned types:

- Multiple Disabilities, and
- Developmental Delay

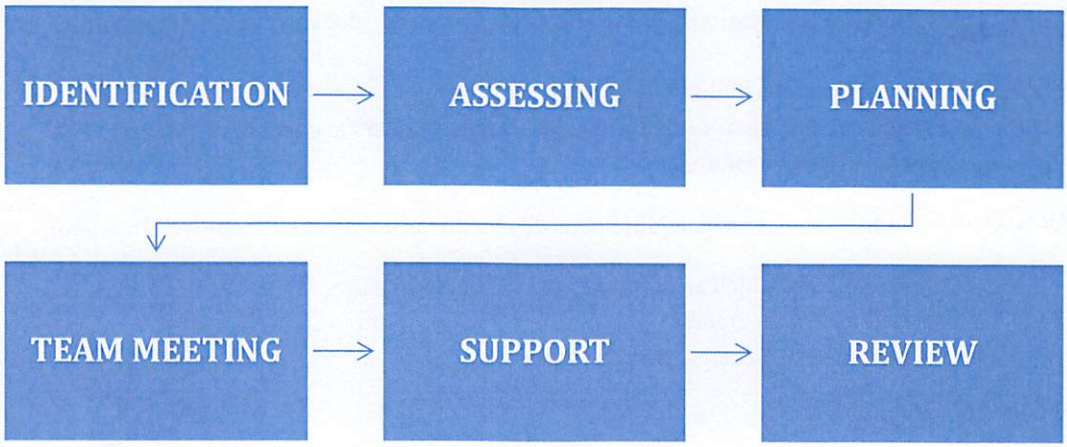
Inclusive Education

The concept of inclusion is based on the idea that students with disabilities should not be segregated, but should be included in a classroom with their typically developing peers. A student in an inclusion classroom usually needs only to show that he/she is not losing out from being included in the classroom, even if the student is not necessarily making any significant gains. The emphasis is on life preparation and social skills than on the acquisition of level- appropriate academic skills.

Pre Referral Plan

Before a referral is made to determine a student's eligibility for special education programs and services, students enrolled in regular education classrooms whose performance exceeds or does not meet expectations compared to their peers should be referred to the School Support Team who will develop an intervention plan to improve the student's academic performance.

SEND PROCEDURE



SEND Procedure

Al Amaal English High School has a continuous cycle of identification, assessing, planning, teaching and making provisions, which takes into account the individual needs of students. We recognize that the process is a continuum and cannot be dealt in isolation or in parts.

The following are some of the ways in which we identify a student with SEN

IDENTIFICATION

SPECIAL EDUCATION NEEDS

- During Admission
  Parent Referral Teacher Referral
- Identification By Screening
  Early Admission Test CAT-4
- Identified in the class by teachers due to behaviour or academic concerns

GIFTED AND TALENTED

- Teacher Referral,CAT-4,Class Room Observation
- Child Case History from Parents,Teachers,
- Mid Term and Final Term Exams Results

- Parent may directly approach teacher or school administration during admission and present the diagnosis and contact with the concern department. (Parent referral)
- Parents may choose to not disclose the child's condition. Subsequently, teacher may identify in class and get in touch with the special education coordinator. While being empathetic here, we help parents overcome denial.
- This may take few sessions for the counselor or special education coordinator with parents.
- Teachers may spot a child with SEN, parents may not be aware that their child has an additional need. In such situations we help parents understand and create awareness.(Teacher referral)

We can also identify students with additional needs by the following tests employed in school.

- Entry Level Tests which are conducted at the beginning of term
- Observation of class grades
- IBT (International Benchmarking Test)scores

SEN Admission

There are two ways in which we identify students with SEN during admission.

- Parents approach the school and present a diagnosis of a professional. Initial interaction with the admission team is arranged to assess and decide the next steps of intervention and appropriate placement.
- If the student is facing challenges at the entrance test, then the admission team arranges an interaction with the special education team.

Whilst we endeavor to be fully compliant with the regulations stated in the Federal Law 29 (UAE), there may be certain extenuating factors that may influence admission decisions for SEN students at Al Amaal School, such as, submission of the latest assessment documentation (less than 2 years), type and level of difficulty, expert's recommendations and type of support required and full disclosure of medical history.

Some other factors that could influence admission of students with special educational needs are:

- Facilities/resources available in school to meet the child's specific needs.
- Type/area of disability/ difficulty e.g. in cases of autistic children the level of autism may play a significant role.
- Recommendations provided by the external medical experts.
- Child's readiness to be included in the general education classroom.
- Parental support and compliances to specific recommendations from school

REFERRAL PROCESS

Al-Amaal English High School Pvt. • Sharjah | SEN / Students of Determination

A continuous, collaborative process of identifying needs, gathering evidence, obtaining family consent and planning appropriate support.

1. IDENTIFICATION / REFERRAL

Referral may arise during admission, from a parent or guardian, through self-referral where appropriate, or from a teacher who notices academic, behavioural, communication, social, emotional or participation concerns.

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2. CLASSROOM OBSERVATION & INITIAL SUPPORT

The teacher provides suitable differentiated activities and records observations and strategies tried, normally for 2–3 weeks depending on the learner's needs. If the concern is severe or urgent, the teacher contacts the parents and requests a meeting without waiting for this period.

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3. TEACHER CONSULTATION & PARENT MEETING

The teacher consults relevant colleagues and shares the concern with the SENCO / Special Education Coordinator. A parent meeting is arranged; the class teacher may include the special educator or counsellor according to the learner's needs.

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4. REFERRAL FORM & PARENTAL CONSENT

The teacher completes the referral form. The SENCO obtains the parent's / guardian's informed consent before school-based observation or further individual work. Parent referral proceeds once the consent form is signed.

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5. SENCO OBSERVATION & INITIAL REVIEW

The SENCO observes the learner, reviews teacher and parent feedback, and prepares an observation report. The policy's detailed procedure sets a target of 2 weeks, extendable to 3 weeks where caseload or learner need requires.

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6. ASSESSMENT & SUPPORT PLANNING

Where appropriate, the SENCO may use a functional assessment and the school's adapted checklists for learning difficulties (LD), autism (ASD), ADHD and grade-level curriculum expectations. Further external assessment may be recommended in consultation with the family.

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7. TEAM DISCUSSION, INTERVENTION & REVIEW

Relevant staff and parents agree the next steps and suitable support. The learner may be considered for an IAP / IEP or other relevant plan, with progress monitored and reviewed through the school's existing team-meeting and review arrangements.

IMPORTANT TIMING NOTE

The original policy contains two different observation-report timings: the flowchart on page 7 says "within one week", while the detailed referral text says the SENCO observation is completed within two weeks and may extend to three weeks. This revised flowchart uses the detailed written procedure (2 weeks, extendable to 3) for consistency. The school should formally confirm and apply one approved service timeframe.

RECORDS TO RETAIN

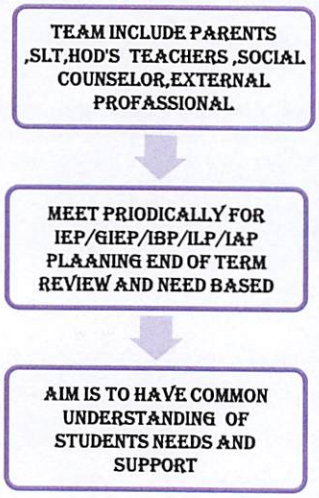
Teacher observation notes and strategies tried • Parent communication / meeting record • Completed referral form • Signed parental consent • SENCO observation report • Functional assessment / checklist, where used • Team decision and support plan • Review record.

OBSERVATION



Observation

- Before we set out to provide intervention the student's level is determined by observation by the special educator, parent and teacher feedback.
- Special educator may conduct a functional assessment.
- The Special Education coordinator (SENCO) has adapted checklists for learning difficulty (LD), Autism (ASD), Attention Deficit hyper Active Disorder (ADHD) and Grade wise curriculum expectation.
- The school may request parents for an assessment by external professionals for which this above mentioned checklist can be shared.



Team Meetings

- We recognize that for our special needs students to achieve their maximum potential, the key is to establish and build on successful partnerships with the team-Parents, SENCO, Social Counselor, Learning Support Assistant, Teachers, SLT,HOD's and external professionals.
- We have scheduled meetings with the team for IEP (Individualized Education Plan) GIEP (Gifted and Talented Individual Educational Plan/IBP (Individualized Behavior Plan)/ILP (individualized Learning Plan/IAP (individualized Action Plan) planning by two to three weeks at start of term and end of term review meeting.

- Scheduled meetings with teachers and SLTs and HOD's are also held to ensure best support in classrooms.
- We work closely with parents and teachers by providing information on provisions and arrangements for special educational needs, including ways in which they can participate in the process.
- PLC (Professional Learning Community) in every month are conducted for staff on related topics.

Support to students with SEN

Our school is dedicated to providing individualized support for students with Special Educational Needs (SEN) to ensure they receive a meaningful and accessible education. We identify students' unique strengths and needs through comprehensive assessments and observations. Tailored accommodations, modifications, and individualized education plans (IEPs) are developed in collaboration with teachers, parents, and specialists to address specific learning requirements. Our staff is trained to apply differentiated instruction, assistive technologies, and other inclusive practices to support each student's learning journey. Our goal is to foster an environment where every student with SEN can achieve their full potential, build confidence, and participate fully in the school community.

Al Amaal School strives to foster a culture of non-discrimination and inclusivity, ensuring:

- **Universal Design of Learning (UDL):** All students can access education, regardless of their abilities.
- **Differentiated Instruction:** To meet the needs of all students.
- **Structured Support:** In the classroom and beyond, with emotional and social development.
- **Counselling and Socialization Support:** To promote student well-being.
- **Accommodations, Adaptations, and Modifications:** To the curriculum and environment to help all students succeed.

Universal Design for Learning (UDL)

Our school is committed to ensuring that all students have equitable access to high-quality education, regardless of their abilities.

- The Universal Design for learning framework guides us in creating flexible learning environments that accommodate diverse learning needs.
- This approach emphasizes multiple means of representation, engagement, and expression to support all students in achieving their full potential. By integrating UDL principles into our instructional practices,
- We strive to remove learning barriers and create inclusive classrooms where every student can thrive academically, socially, and emotionally.

Differentiation Instruction

This is a whole school approach which is already being followed in the school. Special Education Coordinator will discuss with teachers and suggest ways to modify teaching styles, content/ material and assessment to suit each individual with Special Educational Needs and Gifted and Talented Students.

1. School Action Plan

- Student placed in School action may or may not have diagnosis.
- Student will be placed in the SEN Register.
- Student will have IAP (Individual Action Plan) depending on the need.
- IAP (Individual Action Plan) is a document providing strategies to the teachers to work with the student.
- Suggestions for differentiation, modification and accommodation will be given.
- The school has developed a comprehensive action plan to identify and support SEN and GNT's students throughout the academic year.
- The action plan details monthly steps, key targets, and responsible personnel, ensuring a systematic approach to meet student needs.

Behavior Intervention

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

ILP - Individualized Learning Plan (Secondary)

The middle and senior school students may have an ILP which aims to provide organizational and study skills. The special educator will coordinate the plan along with the student, parents and subject expert teachers.

Individual Education Program (IEP)

The Individual Education Program (IEP) is a written description of the present level of performance, measureable goals and needed special education programs and services for a student with special needs.

Ensure that educational and support services meet the needs of students with special needs and to follow the procedures provided in the IEP in accordance with the Federal Law No. 29/2006 Regarding the Rights of People with Special Needs. Ensure the rights of the family to receive appropriate services for them and for students with special needs. Determine the quality and quantity of educational and support services required to meet the needs of each student. Communication and contact between the concerned authorities to serve the student and family. Measure student's progress in the educational program assigned to him and to ensure periodic follow-up.

Accommodations and Modifications

Our school recognizes the importance of tailored educational approaches to meet the diverse needs of all students, particularly those with special educational needs (SEN).

Accommodations

Provide students with equitable access to the curriculum by adjusting how they learn without altering the core content or standards. These may include extended time on assignments, preferential seating, assistive technology, or alternative assessment methods.

Modifications

On the other hand, involve changes to the curriculum itself, such as adjusting the complexity or depth of content to align with the student's learning abilities. Both accommodations and modifications are essential in creating an inclusive learning environment that promotes success and confidence for every student, ensuring they are supported according to their individual needs.

Assistive Technologies

Our school is committed to leveraging assistive technologies to empower students with special educational needs (SEN) and enhance their learning experiences. Assistive technologies, including text-to-speech software, audiobooks, speech recognition tools, and specialized educational apps, support students by making learning materials more accessible and interactive. These tools are integrated into our teaching practices to address diverse needs, promote independence, and enable students to engage fully with the curriculum. By providing access to the latest assistive technologies, we aim to reduce learning barriers, foster academic achievement, and ensure that every student can participate meaningfully in their education.

Provisions

Provisions and exemptions may also be provided as per the need of the student.

The following are the list of provisions available

Access to the Curriculum

Our school is committed to ensuring that all students, including those with Special Educational Needs and Disability (SEND), have equitable access to the curriculum. Individualized accommodations and modifications are made available based on each student's unique needs, with support provided by teachers, Learning Support Assistants (LSA's), and special educators as required.

Goal Tracking and Review

At the end of each term, scheduled meetings are held for reviewing students' progress on Individualized Education Plans (IEPs), Individualized Accommodation Plans (IAPs), or Individualized Learning Plans (ILPs). These meetings, which include parents, teachers, special educators, and LSAs, help evaluate the student's achievements, decide if current goals need to be maintained, adjusted, or replaced with new targets. Tracking of student goals occurs within the classroom environment, tailored to individual needs and managed by the teacher, teaching assistant, LSA, or special educator as appropriate.

Support for Teachers:

Teachers receive multi-level support to provide consistent and effective assistance to students with SEN:

1. **Professional Development (CPD):** At the beginning and end of each term, school-wide CPD sessions are conducted to equip teachers with knowledge of various SEN categories and intervention processes.
2. **Grade-Level Meetings:** Teachers meet with Senior Leadership Team (SLT) members and Heads of Departments (HODs) to discuss and coordinate strategies for individual students.
3. **Transition Meetings:** Held at the start of the academic year, these meetings facilitate the handover of student information, ensuring new teachers are prepared to support incoming students.
4. **One-on-One Consultations:** Special educators meet with teachers on an as-needed basis outside of regular meetings to address specific challenges, including behaviour management, accommodations, modifications, and exam adjustments.
5. **Professional Learning Community (PLC):** Teachers and shadow teachers participate in a PLC, a collaborative space for sharing resources, training, and best practices.
6. **SEN Class Observations:** Scheduled classroom observations are conducted to provide teachers with constructive feedback and suggestions to enhance student support.

Support for Parents

Parents are actively engaged in the support process, with regular updates on their child's progress and guidance on additional strategies. The school encourages parents to seek external professional services, such as therapy, when necessary, and coordinates with these providers to ensure aligned support for each student.

External Support

The school collaborates with external agencies and professionals, assisting parents in securing additional resources as needed to provide students with comprehensive support.

Policy Monitoring and Review

This policy is reviewed biennially to ensure its effectiveness in meeting student needs and maintaining compliance with current legislation.

Policy reviewed and updated in January, 2026

Signed SENCO _____

Principal _____



Next review January,2027