



LITTLE FLOWER ENGLISH SCHOOL DUBAI

SPECIAL EDUCATION NEED POLICY

This policy & procedures are reviewed annually to ensure compliance with current regulations.

| Approved/ Reviewed by | |
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| Policy Lead | MS. AHSANA |
| Role | SENDCO |
| Date of review | 27-03-2025 |
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| Signature | |



LITTLE FLOWER

English School



ALL CAN ACHIEVE BETTER IN
LIFE WITH THE SUPPORT
SUITED TO THEIR NEEDS

Special Educational Needs & Disabilities Policy



Special Educational Needs and Disabilities (SEND) Policy

Little flowers English school is strongly committed to inclusive education across all year groups. This policy explains the approach to Special Educational Needs and disability within the school and is in keeping with the school's aims, its teaching and learning policies. We strongly support the inclusive aims of the Government of Dubai "My Community... A City for Everyone" initiative launched in 2013, which aims at turning Dubai into a disability-friendly city by the year 2020 through projects and initiatives that promote the participation and inclusion of persons with disabilities in the community, eliminating all obstacles that may stand in the way of them positively engaging in their environments, as capable individuals of society.

Introduction

Each student is unique in his own way and needs to be provided with a safe, caring and stimulating environment to grow and mature emotionally, intellectually, physically and socially. Our school provides a broad and balanced curriculum for all children. Some children have individual learning requirements, which could create barriers to learning. Teachers demonstrate a commitment to teach all students and provide them with a safe and supportive environment to develop to their maximum potential based on their individual strengths and challenges and identify systemic barriers, negative attitudes and exclusion by society that restrict student achievements.

Special educational needs and disability may be experienced by an individual either throughout or at any time during their school career. This policy ensures to remove all the barriers that restrict the life choices of disabled people and make them independent and equal in society, with choice and control over their own lives. And use all available resources to plan, implement, and monitor the special education programs and related services to students

with special needs and gifted and talented. All children regardless of their strengths and weaknesses are valued members of our school.

Definition of Special Educational Needs and disabilities (SEND)

‘Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or a recognized disorder’ (DSIB2015). ‘Disability is an umbrella term, covering impairments, activity limitations and participation restrictions’ (WHO).

Types of need will be identified according to the 2015-16 KHDA Framework:

| Type of need | Description |
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| Behavioural, social, emotional. | Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette’s |
| Sensory | Visual impairment Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses Hearing impairment Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially |
| Physical disability | Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, 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 |

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| | disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs. |
| Medical conditions or health related disability | 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 This does not include students with additional language needs | Expressive language disorder – problems using oral language or other expressive language. Students’ understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language. |
| Communication and interaction | Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised 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 characterised 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. |
| General Learning Difficulties1 | Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment. |
| | Learning difficulties 2 |

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| General Learning Difficulties2 | Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support. |
| Profound and Multiple Learning Difficulty (PMLD) | 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 | 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 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 | 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 | Dyscalculia is a specific learning difficulty that affects the ability to |

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| | 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 | 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. |

Introduction

Admission policy

Our school follows a policy of inclusion and welcomes children with special educational needs and disabilities with the aim of equipping them with skills, both scholastic and non-scholastic so that they thrive and live with dignity with the rest of their brethren.

Prior to admission, the senior management team will ensure that the school can meet the needs of the special educational student both in the infra structure and academics, if not, possible accommodations may be done.

This admission procedure is designed to specifically identify individual needs of prospective students and then state the various strategies involved for individual child.

The admissions procedure involves the following steps:

1. Referrals are received from parents.
2. Members of the Senior Management Team consider these referral papers and review it with the Special Education Needs and disabilities team.
- 3 A meeting is arranged with the parents of the child to get detailed reports of the child's specific needs.
5. Parents will be informed about SEND department and other services and their involvement in the same will be sought.

Following these the child will be welcomed to be part of LFES family.

Aims and objectives

- ✓ To provide equal opportunities for education to students with disabilities in the school, maintain social cohesion and eventually eliminate the social exclusion.
- ✓ To ensure that all children placed on the Special Educational Needs and disability Register have their needs met