



# **Special Educational Needs Handbook**

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## DAA's MISSION AND IDENTITY STATEMENT

**Mission:** Dubai American Academy is a vibrant international community, deeply rooted in a culture of kindness, that creates and empowers leaders and independent thinkers with integrity, character, and drive.

**Identity Statement:** Dubai American Academy offers an enriched American curriculum to students of all nationalities culminating in the International Baccalaureate Diploma Programme and/or an American high school diploma. Beyond its rigorous academic program, DAA prepares students to lead successful lives through the exceptional diversity of its community and the extra-curricular experiences that contribute to the development of the whole person.

### A skills-based education founded on the GEMS Core Values

GEMS Core Values	DAA prepares its students to be:	DAA's vision
 Global Citizenship <small>Make an active contribution to the community.</small>	<b>Engaged</b>	Our students are active planners and participants in various school, community, and international initiatives.
	<b>Empathetic</b>	Our students care about their communities and the people within them, demonstrating compassion by helping others.
 Pursuing Excellence <small>Work to continually exceed expectations.</small>	<b>Reflective</b>	Our students are independent, critical thinkers prepared to take on social, academic, and personal challenges.
	<b>Multi-faceted</b>	Our students thrive in varied domains, including athletics, fine arts, and academics.
 Growing by Learning <small>Strive to develop your potential.</small>	<b>Inquisitive</b>	Our students are curious about the world around them, always questioning and seeking greater understanding.
	<b>Adaptive</b>	Our students have the ability to succeed in today's rapidly changing world and can adjust their thinking in different contexts.
 Leading Through Innovation <small>Find the courage to challenge convention.</small>	<b>Innovative</b>	Our students apply new ideas, new ways of thinking, and new approaches to problems.
	<b>Collaborative</b>	Our students come together to share ideas and to build from others' strengths.

## PHILOSOPHY AND AIMS OF SPECIAL NEEDS PROGRAM AT DAA

**Philosophy:** Dubai American Academy believes that every student is unique in his or her own way. We actively support our students in a safe, caring, and enriching environment that allows them to grow and mature academically, emotionally, physically, and socially. Accordingly, DAA supports students with special educational needs (SEN), who demonstrate a reasonable ability to be successful in our academic programs. Students identified as having SEN have full access to our curriculum and are integrated into all aspects of the school so that they may reach their full potential. DAA provides an inclusive education to its SEN students, which means school leaders and teachers are committed to dedicating the resources and services necessary to produce a least restrictive environment where individuals are fully integrated in the classroom setting.

DAA meets the needs of its SEN students by:

- setting suitable learning challenges;
- responding to each student's diverse learning needs;
- adapting to and overcoming barriers to learning and assessment for individuals with special educational needs;
- creating a least restrictive environment that meets the needs of all children;
- ensuring that all who are involved with SEN students are aware of the procedures for identifying, supporting, and teaching them;
- ensuring students have full access to all school activities, including extracurricular activities, so far as it is reasonably practical and relates to the child's needs;
- ensuring the identification of all students requiring SEN provision as early as possible in their school career so that attainment can be raised;
- ensuring that parents of SEN students are kept fully informed of their child's progress and attainment;
- ensuring that SEN students are involved, where practicable, in decisions affecting their future educations;
- recognizing the important role of external agencies being involved in meeting the needs of the student and referring families to these agencies in a safe and responsible manner; and
- ensuring there is a smooth transition for the student between divisions of the school.

## SPECIAL EDUCATION CATEGORIES

The following categories of disabilities qualify a student to receive special education services at Dubai American Academy, if it can be documented that the disability adversely affects the child's academic performance.

Category	Definition
<b>Specific Learning Disabilities</b>	<p>A specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language spoken or written that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or perform mathematical calculations and/or mathematical reasoning, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.</p> <p>The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of cognitive disability, of emotional disability, or of environmental, cultural, or economic disadvantage.</p>
<b>Physical &amp; Health Related Disability</b>	<p>This means physical and health problems which are chronic or severe in a manner that they lead to poor and limited functionality and adversely affect the educational performance of the student such as: (asthma, attention deficit disorder with hyperactivity, diabetes, heart disease, epilepsy, leukaemia, cerebral palsy, renal failure, HIV, and head injuries etc).</p>
<b>Visual Impairment</b>	<p>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.</p>
<b>Hearing Impairment, including deafness</b>	<p>Hearing impairment including deafness means an 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.</p>
<b>Speech and Language Disorders</b>	<p>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.</p>
<b>Autism Spectrum Disorders</b>	<p>Autism Spectrum Disorders (ASD), also known as Pervasive Developmental Disorders (PDDs), cause severe and pervasive impairment in thinking, feeling, language, and the ability to relate to others. These disorders are usually first diagnosed in early childhood and range from a severe form, called Autistic Disorder, through Pervasive Development Disorder Not Otherwise Specified (PDD-NOS), to a much milder form, Asperger's Disorder. They also include two rare disorders, Rett's Disorder and Childhood Disintegrative Disorder.</p>
<b>Emotional and Behavioral Disorders</b>	<p>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</p>

	children who are socially maladjusted, unless it is determined that they have an emotional disturbance.
<b>Gifted and Talented</b>	Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity. More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational needs in the general education classrooms with support from special education teachers and resource room teachers.

**English Language Learners (ELL)**—Particular care is given to students whose first language is not English. However, these students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from English, the language of instruction at DAA. It is necessary, consequently, to assess their proficiency in English in the Primary, Elementary, and Middle School years before planning any additional support that might be required. Teachers and specialists will closely follow their progress across the curriculum to ascertain whether any problems that may arise are from a student’s developing command of English language or from special educational needs.

## LEVELS OF SEN SUPPORT AT DAA BY DIVISION

### Primary and Elementary Schools

#### Tier 1: Focus Students

**Definition:** Students who are moderately or slightly below grade level expectations and who require some level of differentiation or accommodation for academic, behavioral, or social/emotional concerns.

**Description of Support:** Each Tier 1 student receives a Focus Report, which is a summary document that describes (1) the challenges a student is experiencing, (2) recommended strategies for addressing challenges in the classroom and at school, and (3) recommendations for the parents and students outside of school. In the PS, Tier 1 students may, at the discretion of the SST, receive an Action Plan, which is less formal than a Focus Report and outlines specific accommodations in addition to differentiation strategies the teacher might use in the classroom. When the strategies in an Action Plan do not work, the SST then develops a Focus Report for the child. The goal of a Focus Report is to provide clear communication between all stakeholders in a child's education and to strengthen the home-school partnership. Counselors prepare focus report in collaboration with classroom teachers and support teachers (both SEN and ELL, when appropriate). Division Principal, classroom teachers, counselors, and support teachers all sign Focus Reports, which are reviewed regularly in order to ensure its validity. Parents are informed of any changes made to the report.

When a Focus Report is deemed unnecessary, an exit letter is sent from the teacher and counselor to the parents via email. A celebratory meeting may be scheduled to suggest strategies and practices that will sustain the student's success in the future.

At the end of the academic year, all Focus Reports will be reviewed. Parents are informed that the Focus Report will be communicated to the child's next teacher. This information will also include suggested strategies and practices parents should encourage over the summer.

#### Tier 2: Learning Support Students

**Definition:** Tier 1 support has not been enough for these students, and they are still behind grade level expectations. These students require additional, concentrated support from learning support teachers due to academic challenges or skills deficits.

**Description of Support:** Tier 2 support for students takes the form of both pull-out groups and push-in support within the classroom. Classroom teachers, Learning Support staff, the counsellor, and parents of the Learning Support student communicate regularly about student progress. Tier 2 students can be exited from the Learning Support Program when their skills progress and they no longer require services.

Learning Support Reports (LSRs) are developed for all children who are without formal documentation of a specific diagnosis that would qualify them for Tier 3 and an Individual Learning Plan (ILP). Learning Support teachers develop the LSR in collaboration with the classroom teacher, the counsellor, and parents, and, if possible, the child. The LSR document will be shared with the parents and the SST. Learning

Support teachers review LSRs each trimester with the classroom teacher and counselor. They submit a summary report to the parents and the SST.

### **Tier 3: Formally diagnosed SEN Students**

**Definition:** Tier 2 support has not been enough for these students and the SST recommends that parents seek a formal assessment (Ed-Psych Report) from outside professionals to better identify the nature of the student's learning differences. When this outside documentation indicates the presence of learning difficulties, an Individual Learning Plan (ILP) is developed for the child.

**Description of Support:** The Ed-Psych assessment is provided to the school by the parents, or by the outside agency. A meeting is held with all concerned parties, including the classroom teacher, parents, the counselor, learning support teacher, administrator, and the student (when developmentally appropriate). An ILP is created using the information in the report and goals are agreed upon. The strategies are implemented by responsible parties. A follow up meeting is scheduled periodically to review the student's progress or to make necessary changes to the ILP.

## **Middle and High Schools**

### **Tier 1: Focus Students**

**Definition:** Students who are moderately or slightly below grade level expectations and who require some level of differentiation or accommodation for academic, behavioral, or social/emotional concerns.

**Description of Support:** In the Middle School, Tier 1 students are referred to the counselors by teachers or parents who have a concern. These students are monitored by teachers, counselors, and parents as needed. Through monitoring and data gathering, a level of support is decided upon. Possible Tier 1 support includes (1) subject-specific support, (2) in-class teacher support, and/or (3) counselor support.

In the High School, information is gathered on students of concern through classroom assessment, collective teacher reports, current and past academic performance, and past standardized test results. Tier 1 students may have social/emotional, behavioral, or academic needs for which subject teachers, learning support teachers, and counselors provide strategies for the students to utilize in class. Tier 1 students receive periodic academic progress reports which teachers and counselors closely monitor. Parents are notified and meetings are arranged if the student's behavior or academic work is not showing improvement. Counselors, administrators, and learning support teachers track the student's Grade Point Average (GPA) each semester. Those students who fall below a 2.00 GPA are automatically placed on the Focus List under the title of "Academic Probation." If a student is on academic probation a letter is sent home from the principal's office at the end of each semester.

## **Tier 2: Learning Support Students**

**Definition:** Tier 1 support has not been enough for these students, and they are still behind grade level expectations. These students require additional, concentrated support from learning support teachers due to academic challenges or skills deficits.

**Description of Support:** In the Middle School, students are scheduled to meet regularly with our learning support staff or counselors to receive ongoing academic support. This can take the form of "pull out" in the MS learning support classroom. It can also take the form of "push in" support, whereby learning support staff team-teach within an inclusive setting. A letter outlining our support program is sent home to parents. Tier 2 students are closely monitored through online progress reports which are available to parents and reviewed by counselors.

In the High School, Tier 2 students are scheduled to meet every other day for an 80-minute block with learning support staff in the HS Writing Center to receive academic support or to participate in our peer tutoring program. Additional time can be scheduled in the Writing Center if deemed necessary by the counselor or learning support teacher. Learning support teachers closely monitor Tier 2 students who are scheduled in the Writing Center, and progress reports are generated for parents. Tier 2 students are exited from the Writing Center as their skills progress and they no longer require the services.

## **Tier 3: Formally diagnosed SEN Students**

**Definition:** Tier 2 support has not been enough for these students and the SST recommends that parents acquire formal documentation (Ed-Psych Report) from outside professionals to better identify the nature of the student's learning differences. When this outside documentation indicates the presence of learning difficulties, an Individual Learning Plan (ILP) is developed for the child.

**Description of Support:** The Ed-Psych assessment is provided to the school and parents by the outside agency. An ILP is developed, based upon the Ed-Psych Report, and goals are identified. A meeting to review and finalize the ILP is scheduled with all concerned parties, including parents, counselors, learning support teachers, administrators, and students (when developmentally appropriate). Strategies are implemented by responsible parties and monitored by SEN teachers. A follow up meeting is scheduled periodically to review the student's progress or to make necessary changes to the ILP. The same process is followed for social-emotional and behavioral students monitored by counselors.

## ADMISSIONS PROCEDURES

DAA believes that the admissions process should not discriminate against students with special needs, but should instead attempt to assess the strengths of the whole child. All applicants undergo initial baseline testing. Additionally, previous school performance and records are taken into account when determining whether students are likely to be successful in DAA's academic program. Specific procedures by divisions are provided below:

### Primary and Elementary Schools

1. The PS/ES Registrar assembles the necessary documentation for a student's file and presents the application to the appropriate counselor for review. The Registrar also schedules the student's intake assessment.
2. The counselor assesses the student. The counselor speaks briefly with the parents after the assessment and reviews the questionnaire that has been completed regarding the specific learning needs of their child. After reviewing assessment results and other documents, the counselor makes a recommendation for placement and passes the applicant's file on to the Division Principal.
3. For students coming to the Primary School from Little GEMS, DAA's Early Years partner in Dubai, students are assessed by the Little GEMS teachers with the assessment information and report card data being sent to DAA to inform the admissions process.
4. The Division Principal receives the application, reviews it, and decides whether to admit, waitlist, or reject the applicant. The Principal communicates his or her decision to the PS/ES Registrar and the counselor.
5. If the student is admitted, the counselor arranges a meeting with the student and family regarding academic support concerns.
6. The Principal and the counselor consult to determine the best class placement.
7. If the student has a specific learning need, the Principal or Assistant Principal discuss it with the teacher(s) in question.
8. The counselor, classroom teachers, and learning support teacher (as necessary) and Principal (as necessary) confer before the student begins classes to discuss any important issues in his or her file.
9. If a student's file includes an ILP or similar plan from a previous school, the counselor, classroom teacher, and learning support teacher review the document(s) and implement as many strategies as possible, while developing a new ILP based on the documents provided. If there is no previous plan and our intake assessment of the student identifies challenges in academic areas, the classroom teacher will put strategies in place to help the student be as successful as possible at DAA.

### Middle and High Schools

1. The MS/HS Registrar assembles the necessary documentation for a student's file and presents the application to the counselor for review. The application for enrollment includes a document entitled "Confidential Letter of Recommendation Form" from the student's former school, which includes questions about any special learning needs. The application also includes a section where parents are expected to indicate any special learning needs of the student. The Registrar schedules and administers the student's intake assessment.
2. The counselor reviews the application, including the student's academic transcripts and recommendations. The counselor makes a recommendation for placement, which includes any academic support required, and passes the application on to the Division Principal.

3. The Division Principal receives the application, reviews it, and decides whether to admit, waitlist, or reject the applicant. The Principal communicates his or her decision to the MS/HS Registrar and the counselor.
4. If the student is admitted, the counselor arranges a meeting with the student and family about course scheduling and any academic support concerns.
5. The counselor, teachers, and learning support Teacher (as necessary) confer before the student's start date in order to discuss any particulars in their file.
6. If a student's file includes an ILP or similar plan from another school, the counselor, teachers, and learning support teacher will review the document(s) and implement as many strategies as possible, while developing a new ILP based on the documents provided. If there is no previous plan and our assessment of the student identifies challenges in academic areas, teachers and the learning support teacher will put strategies into place in order to help the student be as successful as possible at DAA.

## IDENTIFICATION PROCEDURES AND FLOWCHARTS

Students with learning disabilities are often not identified until after they have been admitted to DAA. Consequently, the following five-step process is used at DAA to determine eligibility for learning support services:

1	2	3	4	5
Referral to Student Support Team (SST)	Evaluation and determination of eligibility	Development of the ILP, Focus Report, or plan for LS services	Implementation of the ILP, Focus Report, or LS services	SST monitors student progress and reviews LS services

This process is described *generally* below. Flowcharts then follow for each division that clarify unique differences for how identification procedures work in the PS, ES, MS, and HS at DAA.

### Step 1—Referral to Student Support Team (SST)

- Each division has a SST, which consists of the principal (or AP), SEN teachers, and counselors. Homeroom/classroom teachers are included on the SST on a case-by-case basis.
- The SST will meet regularly to discuss the academic performance of students who are experiencing learning problems and have been referred to the SST.
- When a student experiences learning or behavior difficulties, or has sensory, medical or physical needs, s/he may be referred by parents, counsellors, principals, or teachers for an evaluation to determine eligibility for DAA’s SEN programming. This referral should be made to a counselor, who will represent the case on the SST.
- One member of the SST will be designated the Case Manager. He or she will be the person primarily responsible for communicating with parents and coordinating conversation with other members of the SST.
- When it receives a student referral, the SST conducts a review of a student’s academic and performance history, medical history, and (if appropriate) the principal or learning support teacher conducts a classroom observation in the area of concern.
- SST members make recommendations for pre-referral interventions to immediately improve the student’s academic performance. The SST also begins to monitor the student’s progress and collect data for regular discussion.
- If the student’s progress is adequate and the Tier 1 or Tier 2 interventions appear successful, the SST can determine that SEN support is not necessary.

### Step 2—Evaluation and Determination of Eligibility

- If the student’s progress is *not* adequate (meeting grade level expectations for success), the SST may begin a comprehensive evaluation to determine eligibility for special education programs and related services.
- When Tier 1 and Tier 2 interventions have been attempted, but they do not sufficiently address the child’s needs, members of the SST will meet with the student’s parents to review why they believe a comprehensive evaluation is necessary and how it will benefit the child. Members of the SST share information with parents about qualified

professionals who can assess their child. They further suggest a timeline for completing the assessment.

- Parents schedule their child's assessment with a qualified psychologist.
- Once assessment is complete, parents share written documents with the SST. Members of the SST may also contact the psychologist, with parental consent, to discuss the child's assessment, as necessary.
- The SST meets to evaluate the student's eligibility and determine his or her level of special education program and related services.
- Members of the SST meet with the student's parents to share results of the evaluation and to explain the services they are recommending.

### **Step 3—Development of the ILP, Focus Report, or plan for LS services**

Students with formally diagnosed learning disabilities or special educational needs as identified by a doctor or educational psychologist will have an Individual Learning Plan (ILP) written for them that will help students, parents, SEN teachers, counselors, and administration identify:

- Student and parent information including background information
- Performance background for the student, including strengths and areas of concern
- Classroom and testing accommodations. Accommodations are changes that do not alter what is being taught and include alterations of the environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks.
- Recommended therapies
- Student goals, strategies, assessment and progress. The ILP will record only that which is different from or additional to the normal curriculum, and will concentrate on several targets that closely match the student's needs. The ILPs will be discussed with the parent and the student, if appropriate.
- ILPs will be reviewed during the academic year as needed. The school will endeavor to hold the reviews in an informal manner, and parents' views on their child's progress will be actively sought. Wherever possible or appropriate, the school will involve students in this process.

### **Step 4—Implementation of the ILP, Focus Report, or plan for LS services**

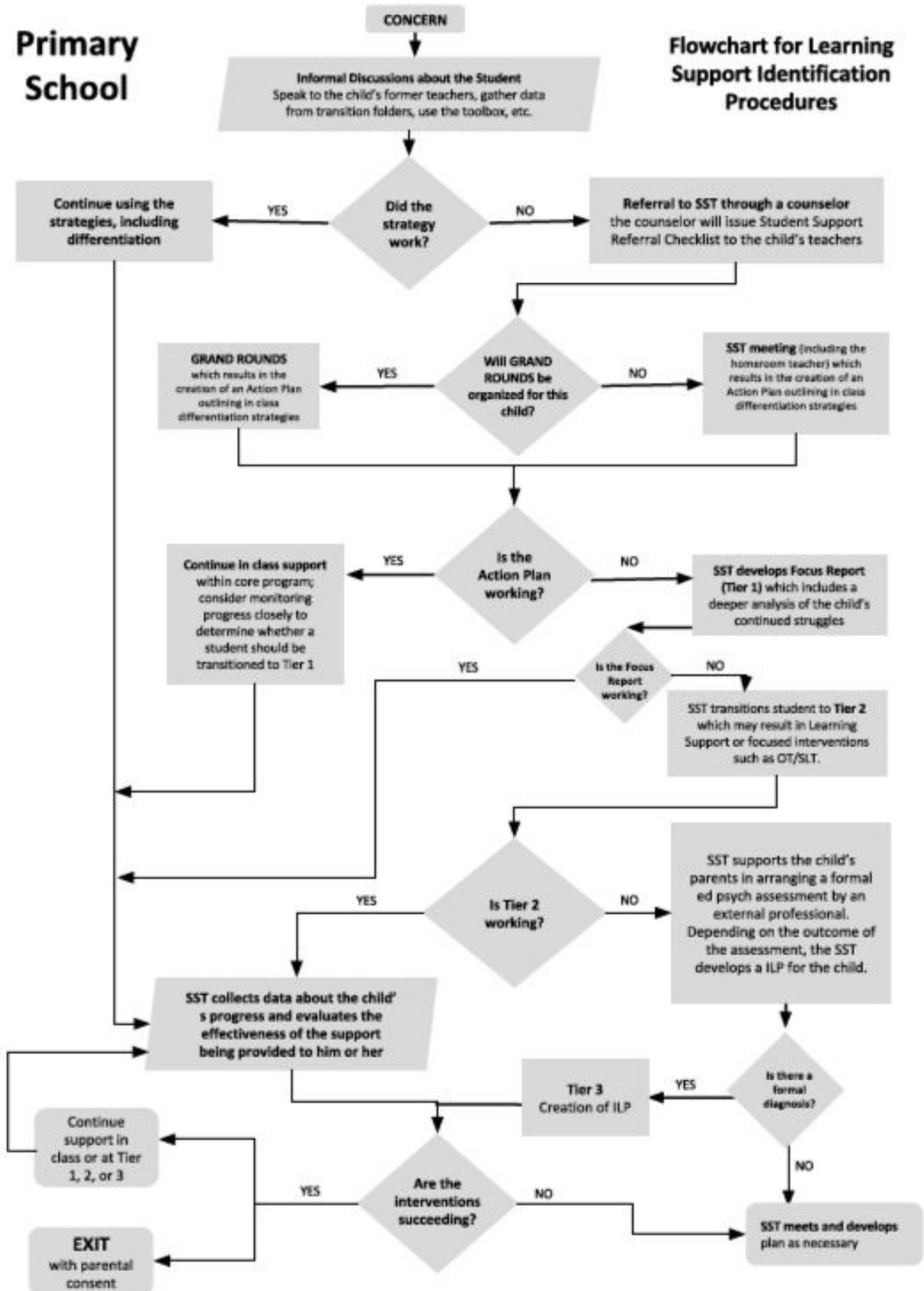
- Special education services are provided to students in accordance with the recommendations of the ILP, Focus Report, or plan for LS services.
- An ILP should be implemented immediately following written parental approval, but within a one month period.

### **Step 5—SST monitors student progress and reviews LS services**

- The ILP should be reviewed and the student's progress monitored closely by the SST.
- During the first three months, SST members and teachers may be reconvened to review the progress.
- The SST schedules an annual review report of all LS services and makes recommendations for the next school year.

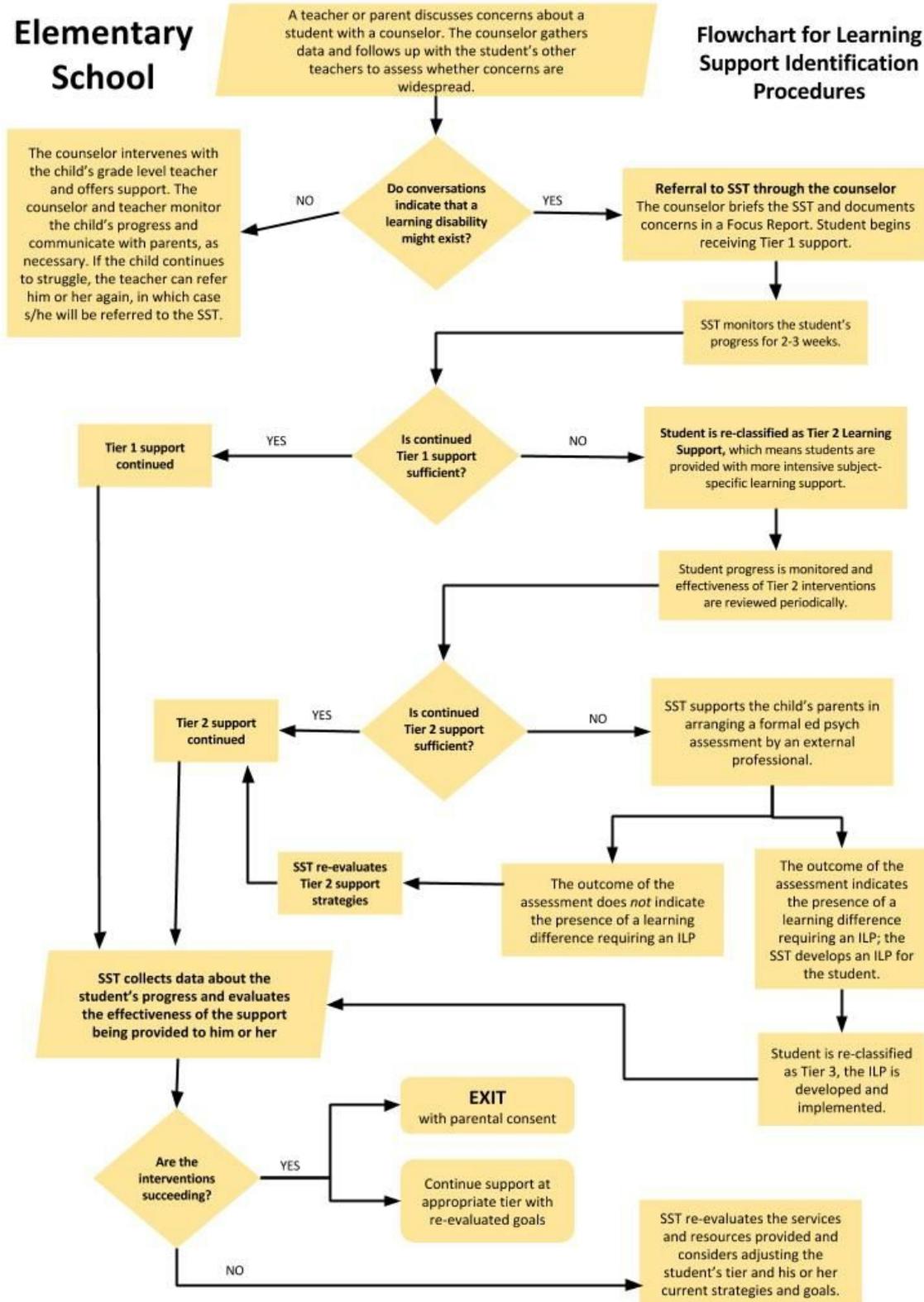
# Primary School

# Flowchart for Learning Support Identification Procedures



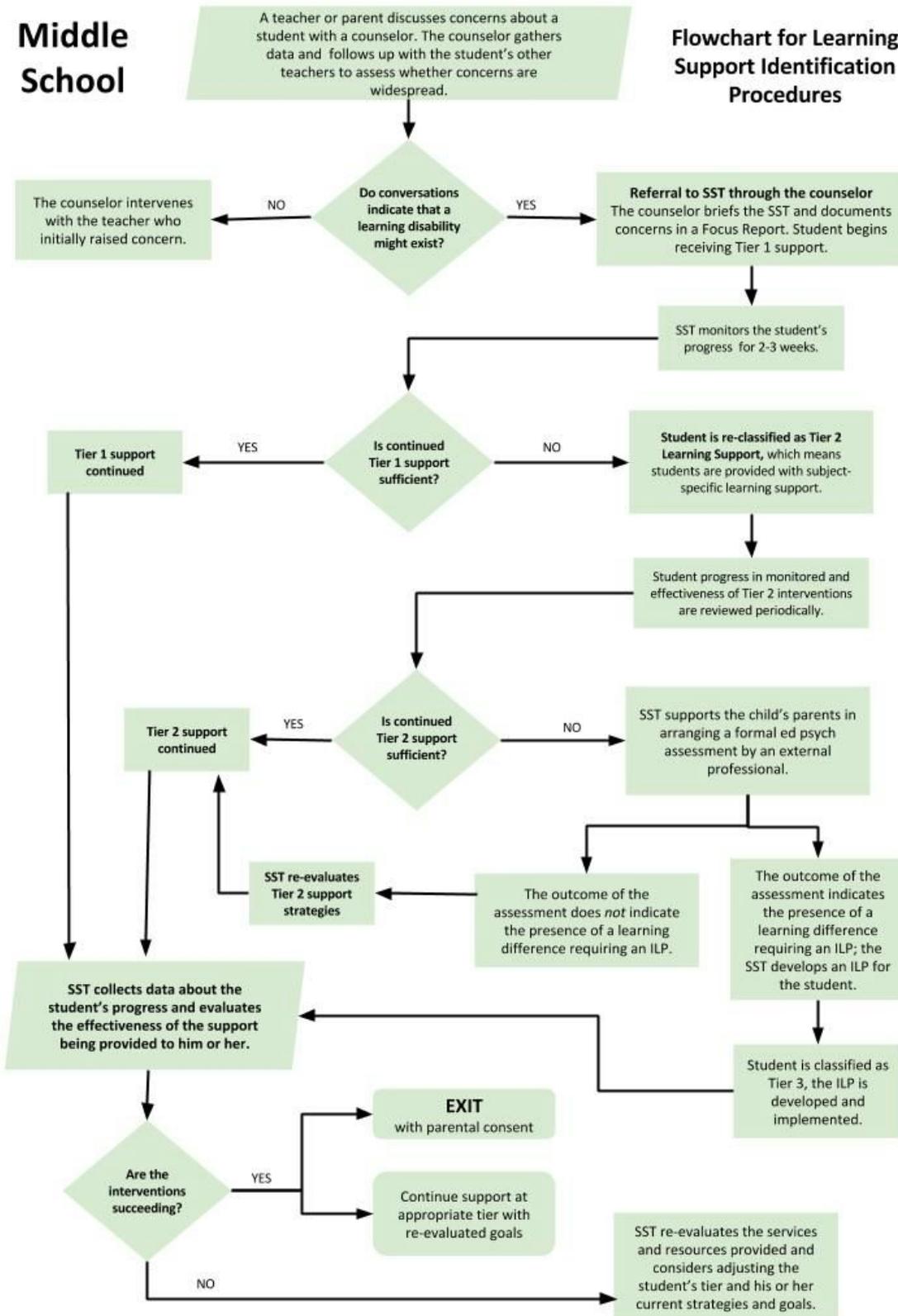
# Elementary School

# Flowchart for Learning Support Identification Procedures



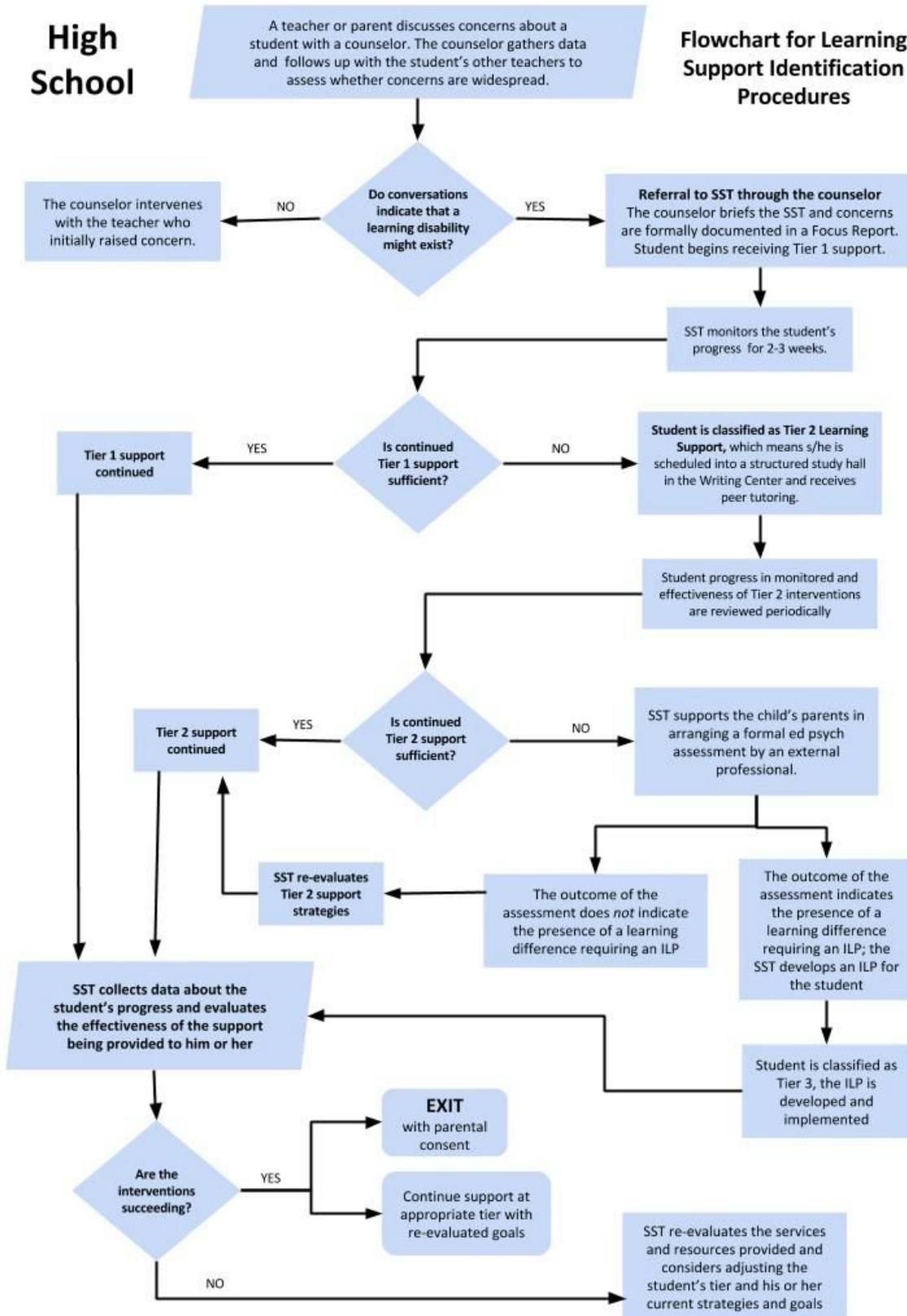
# Middle School

# Flowchart for Learning Support Identification Procedures



# High School

# Flowchart for Learning Support Identification Procedures



## KEY ROLES AND RESPONSIBILITIES FOR SEN PROVISION AT DAA

All members of DAA's faculty contribute to the provision of high quality, individualized programming for the school's SEN students. Key positions in the school follow below with a brief review of important duties and responsibilities:

### The SEN or Learning Support Teacher

*The most important obligations of SEN teachers at DAA are:*

- to support SEN students' individual learning needs
- to coordinate with the subject teachers;
- to participate in the meetings, professional development courses and workshops, and special activities aimed at improving the quality and delivery of special education programs and services;
- to monitor the implementation of SEN programs and to provide periodic reports on the status of these programs and services;
- to collaborate with parents of SEN students to strengthen the home-school partnership;
- to collaborate with other professionals at DAA, including classroom or subject teachers, counselors, and school administrators;
- to participate in the completion of an annual SEN program review;
- to consistently and frequently monitor student progress, which can be assessed through progress reports, standardized testing and meetings with concerned parties to review goals, and academic achievement.

*Additionally, SEN teachers should:*

- contribute as a member of the Student Support Team (SST) in his or her division;
- assist in the identification and submit record keeping of students with special needs at DAA;
- co-teach with teachers of regular education classes to develop and deliver instructional materials and programs for students with special needs;
- develop ILPs and ALPs and monitor their implementation for students with special needs;
- coordinate with school and family to develop programs and services that help students overcome academic and social challenges;
- develop and facilitate programs to increase awareness about the rights and needs of students with special needs;
- encourage and monitor students' use of assistive technologies;
- participate in school-based committees to improve the quality of special education programs and services offered by DAA;
- perform any other tasks assigned by Division Principals or the Superintendent.

## **The Classroom or Subject Teacher**

*The most important obligations of classroom or subject teachers at DAA are:*

- to participate in the effective implementation of ILPs and ALPs;
- to provide additional support or accommodations for SEN students, when required;
- to work with learning support, counselors, administration, and parents to provide the best possible learning environment for students with SEN;
- to participate in the meetings, training courses, workshops and activities related to services for students with special needs;
- to cooperate with the special education team in all matters related to the plans, special education services, course revision, evaluation methods, and examinations and setting goals;
- to closely monitor the progress of SEN students in their classrooms, in collaboration with the Learning Support teacher;
- to cooperate with the SEN teacher in providing special education services to SEN students;
- to collaborate with parents of students with special needs to strengthen the home-school partnership; and
- to perform any other tasks assigned by Division Principals or the Superintendent.

## **The Educational Assistant (EA)**

*The most important obligations of Educational Assistants at DAA are:*

- to provide direct individual support for the students with special needs in accordance to the requirements of an ILP or ALP;
- to monitor and assist students with special needs complete work assignments;
- to assist with the preparation of materials, equipment such as audio and video equipment, and strategies to enhance the learning for students with special needs;
- to participate in teamwork to meet the needs of students;
- to assist in the collection of information of the students with special needs in order to identify student progress; and
- to perform any other tasks assigned by Division Principals or the Superintendent.

## **Counselors**

*The most important obligations of the school counselors are:*

- to contribute as a member of the Student Support Team (SST) in his or her division;
- to work with teachers when identifying SEN students while creating clear channels for communication between parents, teachers, learning support staff, outside agencies, and administration;
- to work with Learning Support staff to help teachers identify and provide accommodations to SEN students in their classroom;
- to monitor student progress;
- to generate and monitor ILPs for SEN students whose needs are primarily social and emotional; and
- to perform any other tasks assigned by Division Principals or the Superintendent.

## **Principals and Assistant Principals**

*The most important obligations of division leadership teams are:*

- to accept students with special needs who have a reasonable expectation of success with DAA’s curriculum, and to provide them with opportunities to learn;
- to make sure that requirements of every student with special needs are met;
- to thoroughly apply the principles and general rules for special education programs;
- to promote a culture of inclusion and concern for the rights of all students;
- to create an appropriate school environment that ensures high quality SEN programming;
- to monitor DAA’s program and the work of the school’s SEN teachers by visiting them in their classrooms to check their work, activities, and involvement;
- to strengthen relationships with parents and to create awareness about SEN program; and
- to organize mechanisms to provide resources and services for SEN students at DAA.

### **The Superintendent**

*The most important obligations of the Superintendent are:*

- to accept students with special needs who have a reasonable expectation of success with DAA’s curriculum, and to provide them with opportunities to learn;
- to make sure that requirements of every student with special needs are met;
- to thoroughly apply the principles and general rules for special education programs;
- to promote a culture of inclusion and concern for the rights of all students;
- to create an appropriate school environment that ensures high quality SEN programming;
- to facilitate the process of acceptance and integration of students with special needs;
- to monitor DAA’s program and the work of the school’s SEN teachers by visiting them in their classrooms to check their work, activities, and involvement;
- to cooperate with the Department of Special Education in the Ministry and Directorate of Special Education and to participate in meetings, courses, and activities (as required);
- to strengthen relationship with parents and to create awareness about SEN services;
- to coordinate with the concerned parties within and outside the school with respect to the transition of students with special needs to the different academic levels; and
- to organize mechanisms to provide resources and services for SEN students at DAA.

### **Parents**

*The most important obligations of the parents of SEN students are:*

- to attend meetings or assessments related to the education of their children;
- to collaborate with school leaders and teachers to strengthen the home-school partnership;
- to communicate effectively with DAA personnel with respect to their child;
- to accept their role in the implementation of educational plans;
- to be forthcoming, with regard to DAA’s FULL DISCLOSURE clause regarding any information relating to the student;
- to meet deadlines as specified with regard to registration and evaluation; and
- to set appropriate expectations for their child which are commensurate with his or her capabilities.

## TRANSITIONS BETWEEN GRADE LEVELS AND DIVISIONS

### How are transitions managed *within* division

#### *Primary School (KG1-Grade 2):*

- Each spring, prior to class placements, all tiers of students are reviewed by SST.
- The SST, in collaboration with grade level teachers, makes appropriate class placements for all tiers of students (e.g., classroom teacher strengths, numbers of students at each tier, and the amount of support required by each student are considered in the placements).
- Student transition portfolios on each child are created and passed from last year's teacher to next year's teacher. Portfolios include all SEN documentation (Focus Reports, Learning Support Reports, Individual Learning Plans), past copies of report cards, and May/June assessments/student work to assist the new teacher in understanding each child.
- The PS Master Tracking Sheet is updated and used to ensure consistency over time.
- During inservice week of the new school year, the SST meets with each classroom teacher to review students at all tiers and the appropriate documentation (Focus Report, Learning Support Report, Individual Learning Plan) is given to the class teacher. As part of this process, strategies for intervention and support are shared.
- Within the first two weeks of the school year, the SST meets with all EAs and specialist teachers to review Tier 2 and 3 students. This meeting highlights key concerns and effective strategies.
- From this point, regular SST meetings are held and the team begins to monitor student progress in all tiers.

#### *Elementary School (Grades 3-5):*

- Each spring, prior to class placements, all tiers of students are reviewed by SST.
- The SST, in collaboration with grade level teachers, makes appropriate class placements for all tiers of students (e.g., classroom teacher strengths, numbers of students at each tier, and the amount of support required by each student are considered in the placements).
- During inservice week of the new school year, the SST meets with each classroom teacher to review students at all tiers and the appropriate documentation (Focus Report, Learning Support Report, Individual Learning Plan) is given to the class teacher. As part of this process, strategies for intervention and support are shared.
- Within the first two weeks of the school year, the SST meets with all EAs and specialist teachers to review Tier 2 and 3 students. This meeting highlights key concerns and effective strategies.
- From this point, regular SST meetings are held and the team begins to monitor student progress in all tiers.

#### *Middle School (Grades 6-8):*

- Each spring, prior to class placements, all tiers of students are reviewed by the SST.
- The SST, in collaboration with teachers, makes appropriate class placements for SEN and LS students.
- Tiers 1, 2, and 3 student profiles are updated annually on AdminPlus.
- All SEN student files are stored in the SEN teacher's classroom.

- Subject teachers are informed at the beginning of each semester who the Learning Support and SEN students are in their classes.
- Briefing profiles, which provide succinct summaries of a student's learning differences and strategies to accommodate those differences, are supplied to teachers as well as ILP documentation.
- Every September the SEN teacher facilitates meetings with groups of teachers to review SEN student summaries, ILPs and strategies for differentiation.
- Middle School teachers will receive ILPs for their SEN students to keep in their folders along with class lists denoting specific student profiles. The safety and security of the folders are the responsibility of each subject teacher and must be returned to the Middle School Counselors at the end of each academic year.
- The SST meets regularly throughout the year to monitor the progress of students at all Tiers.

#### *High School (Grades 9-12):*

- All Tier 1, 2, and 3 students' SEN/LS tab, Profile and Student Support on AdminPlus are updated at the end of each semester.
- All student files are stored in the SEN Coordinator's office.
- Subject teachers are informed at the beginning of each semester who the Learning Support and SEN students are in their classes.
- Briefing profiles, which provide succinct summaries of a student's learning differences and strategies to accommodate those differences, are supplied to teachers as well as ILP documentation.
- Every September the SEN coordinator facilitates a divisional meeting in which every HS teacher receives a blue folder containing SEN and Learning Support student briefing statements along with scheduled time to discuss these briefings.
- High School teachers will receive ILPs for their SEN students to keep in their blue folders. The safety and security of the blue folders are the responsibility of each subject teacher and must be returned to the SEN Coordinator at the end of each academic year.

### **How are transitions managed between divisions?**

#### *Primary School to Elementary School*

Primary SEN students' parents and the ES Counselor are invited to the final PS Parent/Staff SST meeting of the third trimester of Grade 2. At this time, the SST reviews the student's progress over the year with the ES Counselor and SEN student's parents in Language Arts and Math, and of behavioral strengths and challenges at the end of Grade 2. The Learning Support Teacher reviews progress on LSR or the ILP. In the third trimester, the PS Counselor invites the parents of each SENS student in Grade 2 to a final Parent/Teacher/SST meeting. At this time, the Counselor, Teacher, Learning Support Teacher, Parents and Admin review the academic progress and progress made with the LSR or ILP goals. An educational summary, which includes report cards, official plans and reports, and meeting notes from the student's year of entry to the end of Grade 2, is provided to the ES Counselor and ES Principal. A final updated Focus Report, LSR, or ILP with progress comments and any other relevant learning support documentation are passed on to the responsible ES Learning Support teacher in Grade 3.

### *Elementary School to Middle School*

When a student enters the Middle School from the Elementary school, counselors meet with all Grade 5 teachers to gather sharing notes on incoming Grade 6 students. The MS Learning support team meets with the SST to pass on documentation and facilitate the smooth transfer of ES SEN students to the MS. At this time students are flagged for their varying needs and levels of support. Students and their area of support are recorded in AdminPlus. Class list are generated for teachers including each student's academic/behavioral consideration.

### *Middle School to High School*

In June of an "At-Risk" student's 8th Grade year, before entering High School, Middle School counselors meet with their High School counterparts to share notes on incoming Grade 9 students. Counselors and learning support teams from both divisions then meet to discuss the learning needs of these At-Risk students: Focus, Learning Support and SEN. The MS Student Support Team transfers its student documentation to its HS counterparts to facilitate the smooth transfer of student documentation to the HS. At this time, new HS At-Risk students are flagged for their varying needs and levels of support. Students and their area of support are recorded in AdminPlus and the counselors produce an appropriate list of students falling into each category. This list is provided to all teachers at the start of the school year and follow up is conducted with teachers individually to discuss the needs of particular students.

# Gifted & Talented Education at DAA

“The aim is clear. Each child—each of the young—should be able to advance to full capacity in accordance with general and special ability and aptitude.”

Paul Brandwein

*Memorandum: On Renewing  
Schools and Education*

## PHILOSOPHY AND AIMS OF GIFTED & TALENTED PROGRAM AT DAA

The education of gifted children in the Dubai American Academy is a recent educational initiative that works to provide a quality education for all our identified gifted students. The school recognizes the importance of differentiated learning experiences for gifted learners and acknowledges the value of integration within the regular program. The heart of Gifted Education is seen in challenging classroom-based instruction characterized by differentiated instruction, flexible skill-based groupings, complex integrated problem solving challenges, and individually designed inquiry-based research projects designed to fit the academic rate and level of each student. The classroom program for gifted children is enhanced with additional activities and enrichment opportunities.

### Gifted Education and UAE Law

Since 1979, the provision of special education programs and services in the United Arab Emirates (UAE) has evolved and expanded to recognize a wider variety of categories of special education, to promote inclusive education, and to ensure equal access to educational opportunities. Categories of special education now include Gifted and Talented individuals whose abilities, talents and potential for accomplishment are so exceptional or advanced that special education and support services are needed for the student to meet educational objectives and goals in the general education classroom .

DAA, in alignment with the UAE Ministry of Education defines Gifted and Talented as follows:

“Gifted and Talented refers to having outstanding ability, or a great deal of willingness in one or more areas of intelligence, or creativity, or academic achievement or special talents and abilities such as oratory, poetry, drawing, handicrafts, sports, drama, or leadership capacity. More often the performance of the talented or gifted student is so exceptional or advanced that they require special provisions to meet their educational

needs in the general education classrooms with support from special education teachers and resource room teachers.”

### **Guiding Principles for Educating Gifted Children**

Dubai American Academy works to identify gifted learners and meet the academic needs of each learner. In addition, education for gifted children is designed to encourage self-direction, to promote social-emotional growth, to facilitate development of leadership behaviors, and to mobilize effective effort to support the development of the individual child’s potential.

### **Belief Statements**

- We believe that a gifted learner’s needs are best met through experiences that are differentiated in pace and depth. We will design instruction with a challenging level and pace for each gifted learner.
- We believe that collaboration is essential to the success of a learner. We will work as a team to facilitate the learning of each gifted learner.
- We acknowledge the importance of participation and inclusion in the regular classroom program to assure regular scholarly interaction with others. We will educate individual children in a community of mutually respectful learners.
- We believe that students, parents and teachers are integral partners in designing educational programs for gifted learners. We will invite a productive partnership for planning and learning.

### **Programs for Gifted and Talented Students:**

The students identified as Gifted and Talented have an exceptionally high level of capability in one or more subjects, or in areas of personal interests such as electronics or play writing. Gifted and Talented students require advanced educational programs to supplement the general education curriculum and provide them with a high level of enrichment activities. Enriched activities may include independent studies and vocational guidance which are detailed in a written document referred to as an Advanced Learning Plan (ALP) which is developed by a specialized team to meet the needs, interests and creativity of Gifted and Talented students. An example of approved enrichment programs is the Comprehensive School Enrichment Program.

### **Procedures for Identification of Gifted and Talented Students**

All children have talents and gifts in various areas. For formal identification as a gifted learner, Dubai American Academy recognizes the following areas of giftedness:

1. Intellectually Gifted
2. Academic Talented in Reading and/or Math
3. Psychomotor and Visual/Performing Arts

A teacher, parent or specialist may refer a child for identification at any time. With the referral, a case study begins. Students at Dubai American Academy can be identified at any and all grade levels. Students are identified after consideration of data reflecting a variety of factors. Such data may include but is not limited to test scores, teacher referrals, parent referrals and

examples of student work. *No single test, measure or score shall be the sole criteria for an identification.* The identification process may take as few as six weeks or up to several years to complete.

Though gifted identification may occur at any time and the process may be tailored to meet the needs and situation of a specific child; Dubai American Academy has a system in place that allows for a periodic evaluation of students for identification.

## FORMAL IDENTIFICATION PROCEDURES

1	2	3	4	5
Referral to Student Support Team (SST)	Evaluation and determination of eligibility	Development of the ALP	Implementation of the ALP	SST monitors student progress and reviews ALP

This process is described *generally* below.

### Step 1—Referral to Student Support Team (SST)

- Each division has a SST, which consists of the principal (or AP), SEN teachers, and counselors. Homeroom/classroom teachers are included on the SST on a case-by-case basis.
- The SST will meet regularly to discuss the academic performance of students whose performance varies widely from the norm and who have been referred to the SST.
- When students demonstrate performance or potential that is so exceptional or advanced that they may require special provisions to meet their educational needs s/he may be referred by parents, counsellors, principals, or teachers for an evaluation to determine eligibility for DAA’s SEN programming. This referral should be made to a counselor, who will represent the case on the SST.
- Students in grades 3-9 who perform at or above the 99th percentile on standardized tests will be referred to the SST for review.
- One member of the SST will be designated the Case Manager. He or she will be the person primarily responsible for communicating with parents and coordinating conversation with other members of the SST.
- When it receives a student referral, the SST conducts a review of a student’s academic and performance history, and (if appropriate) the principal or learning support teacher conducts a classroom observation.
- SST members make recommendations for pre-referral interventions to enhance the student’s academic experience. The SST also begins to monitor the student’s progress and collect data for regular discussion.

## Step 2—Evaluation and Determination of Eligibility

### Grades K-2

- Students in grades K-2 who have been referred to the SST for gifted and talented screening, and who may need additional support to address their learning differences, may be recommended to seek a formal assessment (Ed-Psych Report) from outside professionals.
- Members of the SST share information with parents about qualified professionals who can assess their child. They further suggest a timeline for completing the assessment.
- Parents schedule their child’s assessment with a qualified psychologist.
- An Ed-Psych Report, to be provided to the school by the parents, or by an outside agency, should provide additional information and should include measures from a recognized, standardized individual test, for example:
  - Otis-Lennon School Abilities Test (OLSAT)
  - Wechsler Intelligence Scale of Children - Revised (WISC-R)
  - Cognitive Abilities Test (CogAT)
  - Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
  - Woodcock-Johnson Psycho-Educational Battery
- Once assessment is complete, parents share written documents with the SST. Members of the SST may also contact the psychologist, with parental consent, to discuss the child’s assessment, as necessary.
- The SST meets to evaluate the student’s eligibility and determine his or her level of special education program and related services.
- Members of the SST meet with the student’s parents to share results of the evaluation and to explain the services they are recommending.
- A K-2 student must score in the 97th percentile or above on the total battery of external standardized tests for further evaluation. Other evaluative tools include teacher referrals, parent referrals or further testing.
- While students in Dubai American Academy can be identified at all grade levels, caution is exercised when making early identification with individual standardized tests. Research shows that it is very difficult to get an accurate assessment of ability from very young children. Giftedness is often identified through patterns over time and may not yet be assessable in students just beginning their academic careers. In order to avoid an ineffective assessment, early identifications are approached with great care.

### Grades 3-9

- Once students reach third grade, standardized testing becomes a part of their general academic evaluation. The *MAP Test* may be used as a screening tool for the identification of academic giftedness.
- Students in grades 3-9 must score in the 99th percentile or above on the total battery of tests in reading and/or mathematics to be considered for further evaluation.
- An Ed-Psych Report, to be provided to the school by the parents, or by an outside agency, should provide additional information and should include measures from a recognized, standardized individual test, for example:
  - Otis-Lennon School Abilities Test (OLSAT)

- Wechsler Intelligence Scale of Children - Revised (WISC-R)
- Cognitive Abilities Test (CogAT)
- Wechsler Preschool and Primary Scale of Intelligence (WPPSI)
- Woodcock-Johnson Psycho-Educational Battery
- Members of the SST share information with parents about qualified professionals who can assess their child. They further suggest a timeline for completing the assessment.
- Parents schedule their child's assessment with a qualified psychologist.
- Once assessment is complete, parents share written documents with the SST. Members of the SST may also contact the psychologist, with parental consent, to discuss the child's assessment, as necessary.
- The SST meets to evaluate the student's eligibility and determine his or her level of special education program and related services.
- Members of the SST meet with the student's parents to share results of the evaluation and to explain the services they are recommending.

### **Grades 10-12**

- Students in grades 9-12 will be initially screened using the PSAT (grades 10 & 11) and SAT (grade 12), for the identification of the potential for academic giftedness.
- Students in grades 10-12 must score in the 99th percentile or above on the total battery of tests to be considered for further evaluation.
- An Ed-Psych Report, to be provided to the school by the parents, or by an outside agency, should provide additional information and should include measures from a recognized, standardized individual test, for example:
  - Otis-Lennon School Abilities Test (OLSAT)
  - Cognitive Abilities Test (CogAT)
  - Woodcock-Johnson Psycho-Educational Battery
- Members of the SST share information with parents about qualified professionals who can assess their child. They further suggest a timeline for completing the assessment.
- Parents schedule their child's assessment with a qualified psychologist.
- Once assessment is complete, parents share written documents with the SST. Members of the SST may also contact the psychologist, with parental consent, to discuss the child's assessment, as necessary.
- The SST meets to evaluate the student's eligibility and determine his or her level of special education program and related services.
- Members of the SST meet with the student's parents to share results of the evaluation and to explain the services they are recommending.

### **Step 3—Development of the ALP**

#### **Advanced Learning Plan (ALP)**

An ALP is a written record of gifted and talented programming, utilized with each identified gifted and talented child, documenting educational planning and decision making. The ALP describes the classroom and school-wide enrichment strategies, curricular and extracurricular activities that may be selected based on the student's performance on tests, observations and classroom performance.

Students with a formal identification as gifted and/or talented, as determined by educational testing, observations, recommendations and confirmed by the SST team, will have an Advanced Learning Plan (ALP) written for them. This ALP will help students, parents, SEN teachers, counselors, and administration identify:

- Student and parent information including background information
- Performance background for the student, including strengths and areas of concern
- Classroom accommodations and enrichments.
- Student goals, strategies, assessment and progress. The ALP will record only that which is different from or additional to the normal curriculum, and will concentrate on several targets that closely match the student's needs. The ALPs will be discussed with the parent and the student, if appropriate.
- ALPs will be reviewed during the academic year as needed. The school will endeavor to hold the reviews in an informal manner, and parents' views on their child's progress will be actively sought. Wherever possible or appropriate, the school will involve students in this process.

#### **Step 4—Implementation of the ALP**

- Special education services are provided to students in accordance with the recommendations of the ALP
- An ALP should be implemented immediately following written parental approval, but within a two-week period.

#### **Step 5—SST monitors student progress and reviews services**

- The ALP should be reviewed and the student's progress monitored by the SST.
- During the first three months, SST members and teachers may be reconvened to review the plan.
- The SST schedules an annual review report of all ALP services and makes recommendations for the next school year.

### **How does Dubai American Academy educate gifted and talented children?**

#### ***The Heart is in the Classroom.***

Dubai American Academy educates gifted and talented children as individual learners in a classroom - inclusive program. This model constitutes best educational practices. Gifted children are gifted all the time - not just once a week for gifted class. Students who are identified as gifted or talented need instruction designed for depth and complexity. An appropriate instructional program is best designed and accomplished by classroom teachers in partnership with the child, the family, and with the support of colleagues. For those identified as gifted, appropriate classroom assessment helps teachers adjust the program to the student's level and rates of learning. Continuous classroom assessment is an integral part of an appropriate educational program.

Teachers use many strategies to assess and meet the needs of gifted learners in the classroom. Some gifted children already have a bank of knowledge from which to build new understandings and some gifted children need less practice to master skills. Many gifted students approach learning with the confidence that grows from success. For these children, it is important that the learning draws them into complex, integrated problem-solving challenges and challenging

inquiry-based research projects.

Classroom teachers choose teaching strategies that help differentiate instruction, responding to the needs of all learners. Differentiation for gifted students is achieved with open-ended lessons, flexible skill-based grouping, curriculum compacting, critical thinking challenges and many other instructional strategies. Differentiated instruction describes a range of strategies teachers use to respond to the needs of all learners.

### **Class Selection**

In middle school and high school, identified gifted students again have the benefit of differentiated instruction to address their individual rate and level of learning. In addition, at the high school level, academically advanced students may be placed in accelerated or higher level classes in mathematics and foreign languages. In other disciplines the high school offers IB classes where the HL classes are an international standard for a program of rigor.

Students in grades 9-12 select a program of studies that meets their individual level, interests and abilities. Advanced sections are provided in some subjects to accommodate different ability levels. Dubai American Academy provides multiple options for high school students.

Options include the following:

- 1 Higher level classes
- 2 IB High Level (HL) classes and examinations
- 3 Planned independent study opportunities
- 4 Internship opportunities
- 5 A robust activities and athletics program

### **Opportunities beyond the Classroom**

Internships

School-sponsored international opportunities

### **GEMS Education offers the following enrichment opportunities...**

- GEMS Music Academy
- GEMS Language Academy
- Camps International
- ESports
- GEMS Sports Academy

### **Considerations for Gifted and Talented Students**

- Design activities and use a variety of assessment methods and techniques to determine the cognitive, and emotional levels of functioning, learning styles and interests of students with gifts and talents.
- Develop educational goals and objectives to enhance the development of students' critical thinking skills.
- Design and implement in-class and extracurricular enrichment activities to enhance the development of students strengths.
- Develop educational activities and implement teaching strategies that maximize learning

opportunities for students that promote the development of independent learners.

- Integrate the use of technology in the process of teaching and learning, which contributes to the acquisition of knowledge and synthesis of information with prior learning experiences.
- Encourage students to preview information to determine critical concepts covered in a variety of subjects and question assumptions, and key conclusions.
- Provide students with opportunities to consider problems and solutions from multiple perspectives.
- Motivate students to reflect on and identify their unique educational and personal experiences, that have influenced their present understanding of information, and to consider ideas and solutions that extend beyond their present levels of understanding.
- Encourage students to express their opinions and feelings to others with diverse perspectives and to anticipate and respond to their questions in a culturally sensitive and respectful manner.
- Use a variety of teaching and learning strategies such as problem solving, exploration, survey, brainstorming, individual learning, competitive learning, and cooperative learning to meet the needs of students with different ways of learning.

### **Parent Rights and Responsibilities**

Parents in Dubai American Academy engage in productive partnerships for learning. Parents in this community are extremely active and devoted to their children's education. Parents of identified gifted students are encouraged to become collaborative partners with the school and as such, as all parents, have rights and responsibilities.

Dubai American Academy acknowledges the following rights:

- Dubai American Academy agrees to inform parents at the time of the student's identification and of programs and services available.
- *We hope you have been in contact with your child's teacher or the Gifted Education Coordinator regarding his or her identification. Your collaboration with them, along with some of the information in this section of the handbook should give you a good understanding of our identification process and program.*

Dubai American Academy will provide an opportunity for parents to:

- Offer input and discuss an appropriate educational program for their children.
- *Parent-Teacher Conferences, "Advanced Learning Plans", high school forecasting - these are all formal opportunities for parents to provide input into their children's educational plans. We hope you will be active participants in these options and we strongly encourage you to develop a relationship with your child's teacher(s).*
- Parents may, at any time, request the withdrawal of their child from programs and services provided.

*We hope to provide our gifted learners with challenges that meet their needs and goals, both in and outside of the classroom. If you are ever concerned about your child's academic program or general well being, please contact your child's teacher, the counselor or your division administrator.*

*Dubai American Academy is dedicated to providing a personalized education for all students. The school promises to work in a good-will partnership with students and parents to resolve any concerns that may arise. If you have questions or concerns regarding the education of your child please speak directly with your child's teacher. If you need further help please*

*contact the counselor or Principal. If your issues are not resolved at the school you may call the Deputy Superintendent for further assistance.*

Parents of identified gifted students have unique responsibilities. Parenting your child can be both challenging and exciting. You will want to encourage your child to participate in the classroom program with full attention and energy. With your support your student will grow in her/his ability to express her/his own needs and extend her/his own learning within an open-ended lesson. You will want to encourage your child to explore enrichment activities in areas of interest and in new and challenging areas where her/his gifts are not so evident. You will be invited to provide helpful input and feedback to teachers regarding the goals for your child.

Here are some suggestions that have been helpful to parents of gifted children:

- Remember that all children are more alike than they are different. Gifted children have needs for belonging; competence and contribution just like other children.
- *Be aware that most children are not gifted in all areas.* Help gifted children set realistic expectations and avoid putting undue pressure on them to excel in everything.
- Remember that gifted children are children first and gifted second.
- Provide structure and boundaries for behavior no different than those for brothers and sisters.
- Be ready with an understanding attitude to discuss feelings of difference with your child. Gifted children are often more sensitive than their peers, and problems we might normally associate with growing up may be more intense.
- Help your child relate to friends who may not be gifted in the same ways as your child. Help the child look for strengths in friends and find ways to share his or her abilities in a productive, respectful manner.
- Encourage gifted children to embrace challenge. Because of their advanced abilities, gifted students sometimes work at only partial capacity and may establish poor learning habits. Value knowledge, respect the quest for learning and praise all efforts in the pursuit of excellence including the unsuccessful trial and error that leads to quality performances.
- Leave time for daydreams, wonder and fun.

### **Parent Involvement**

Dubai American Academy has a deeply held belief in the importance of the family and the role of parents as the child's first and most important teachers. Parent presence and participation is an essential element of a gifted student's education. There are many opportunities for parents to be involved with their child's learning but the most important is in the daily parent-child conversation and check-in. When parents let children know they care about what the child is doing at school, school success increases.

Most parents attend the conferences and special parent events at school but beyond that we invite your volunteer time. Please contact your child's teacher or the Gifted Education Coordinator if you are interested in volunteering your time and talents. There are opportunities to help with art activities, field trips, science classes, in-class presentations, mentoring....the list goes on and on. Your ideas and support add strength to DAA's programs.

We hope this Gifted and Talented section of the SEN handbook gives you a better understanding of how your gifted child will be educated at Dubai American Academy. The most important thing

about identification as a gifted learner is that it provides an integral piece of information for your child's teachers, to help them better understand and respond to the needs of your child. With more complete information about the child as a learner, teachers and parents work together to educate the child.

If you should have questions regarding the information in this handbook or your child's educational program, please contact your child's teacher or the Gifted Education Coordinator.

## **Gifted & Talented Resources for Parents**

### **Johns Hopkins University**

Center for Talented Youth

5801 Smith Ave #400

McAuley Hall

Baltimore, MD 21209

Phone: 410-735-4100

<http://cty.jhu.edu/>

### **The National Research Center on the Gifted and Talented (NRC/GT)**

Neag Center for Gifted Education and Talent Development

2131 Hillside Rd, Unit 3007

Storrs, CT 06269-3007

Phone: 860-486-4826

<http://www.gifted.uconn.edu/nrcgt/>

## **Books**

Clark, Barbara, *Growing up Gifted*, Charles Merrill Publishing Company, 1983.

Galbraith, Judy and Delisle, Jim, *The Gifted Kids Survival Guide*, Free Spirit Publishing, 1996.

Galbraith, Judy and Delisle, Jim, *The Survival Guide for Parents of Gifted Kids*, Free Spirit Publishing, 1991.

Pipher, Mary, *The Shelter of Each Other (Rebuilding our Families)*, G.P. Putnam's Sons, 1996.

Armstrong, Thomas, *Awakening Genius in the Classroom*, ASCD Publishing, 1998. Calkins, Lucy and Bellino, Lydia, *Raising Lifelong Learners (A Parent's Guide)*, Addison-Wesley, 1997

## **Publications**

### **Understanding Our Gifted**

PO Box 18268

Boulder, CO 80308

800-494-6178

[Our Gifted](#)

## **Prufrock Press**

Comprehensive website directed at teachers and parents. It avoids jargon and provides practical advice on working with gifted, creative, and talented children.

<http://www.prufrock.com/Gifted-Education-Resources-C1105.aspx>

Prufrock Press  
PO Box 8813  
Waco, TX 76714-8813  
800-998-2208

*A Different Drummer*

<http://www.det.wa.edu.au/detcms/school-support-programs/gifted-and-talented/teachers/resources-and-links/eager/related-research-articles/the-gifted-underachiever.en>

*Parenting for High Potential*, available through membership in the National Association for Gifted Children  
1701 L Street NW Suite 550  
Washington D.C., 20036 [www.nagc.org](http://www.nagc.org)

Advanced Development – an annual journal on adult giftedness.

Institute for the Study of Advanced Development  
1452 Marion St  
Denver, CO 80218  
Phone: 303-837-8378 or 888-GIFTED1  
<http://www.gifteddevelopment.com/index>.

Journal for the Education of the Gifted (JEG)  
– the official publication of The Association for the Gifted (TAG), and is aimed at the experienced reader of the literature.

<http://journals.prufrock.com/IJP/b/journal-for-the-education-of-the-gifted>

The Council for Exceptional Children  
1920 Association Dr  
Reston, VA 22091  
800-328-0272

Gifted Child Quarterly is the official publication of the National Association for Gifted Children (NAGC). It contains articles of interest to professionals and those with some reading experience in the field of gifted education and counseling. NAGC

membership includes the journal. They can be reached by phone: 202-785-4268 or at web address <http://www.nagc.org> or by fax at: 202-785-4248 or by postal mail at:

NAGC  
1707 L St NW  
Suite 550  
Washington, DC 20036

Roeper Review – a refereed journal that focuses on current research and issues that relate to the lives and experiences of gifted children. The *Roeper Review* is now available in print and electronic format from Routledge, an imprint of the Taylor and Francis Group.

<http://www.tandfonline.com/loi/uror20#.VXPLrFyggko>

Roeper Review  
PO Box 329  
Bloomfield Hills, MI 48013

Journal for the Education of the Gifted

Journal for the Education of the Gifted  
University of North Carolina Press  
PO Box 2288  
Chapel Hill, NC 27515-2288

Tempo – Texas Association for Gifted and Talented's quarterly journal, Tempo, is a juried publication that reaches an audience of more than 8,000. National figures in gifted education are frequent contributors.

Texas Association for the Gifted and Talented

1524 South IH 35 Suite 205  
Austin, TX 78704  
Phone: 915-778-3988

<http://www.txgifted.org/about/tempo-magazine>

Gifted Education Press – An active publishing house interested in providing a strong advocacy forum for gifted education.

Gifted Education Press  
10201 Yuma Ct  
PO Box 1586  
Manassas, VA 22110  
703-369-5017  
[www.giftededpress.com](http://www.giftededpress.com)

### **K-12 SEN COLLABORATION**

Permanent K-12 subject committees were formed at DAA in 2011-12 in an effort to improve collaboration and coordination within subjects across the four divisions. These committees are designed to be a critical element of DAA's School Improvement Plan and are a deliberate effort to empower teachers by involving them in the planning of strategic actions and initiatives, especially around the horizontal and vertical alignment of the curriculum, and the development of high quality assessments in all subjects and grade levels.

K-12 SEN meetings differ in some regards as these meetings are not primarily for the purposes of curriculum and assessment alignment, but are geared toward overall program development and alignment. This targeted time provides an important opportunity for SEN teachers to meet and discuss concerns and issues and to participate in ongoing conversations with the end result of improving Learning Support services and resources at DAA for each SEN student and family.

Since the inception of DAA's formal SEN program and services in 2011, the program has grown considerably. As with all areas of teaching and learning at DAA, the SEN program is committed to continuous improvement to fulfill DAA's mission and school improvement efforts and to provide a differentiated, inclusive learning environment for all students.

## SCHOOL IMPROVEMENT PLAN PRIORITIES RELATED TO SEN PROGRAM

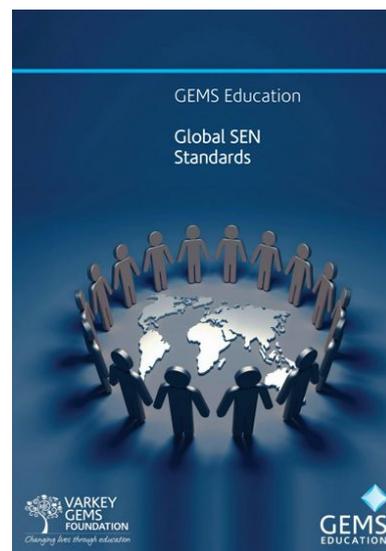
DAA’s full SIP has five priorities and twenty-nine objectives. Below follows an abridged version of our SIP with only those priorities and objectives aligned most closely to the goals of the SEN Program, especially Objective 2.3 (highlighted below), which is the one of the most significant to improving DAA’s SEN programming and services.

<p style="text-align: center;"><b>PRIORITIES</b></p> <p style="text-align: center;"><i>What are the chief priorities for driving DAA’s mission forward?</i></p>	<p style="text-align: center;"><b>OBJECTIVES</b></p> <p style="text-align: center;"><i>What are the objectives for this priority?</i></p>
<p><b>Priority 1: Ongoing reflection, review, and strategic planning to embed DAA’s revised mission and the GEMS Core Values into the school’s culture</b></p>	<p>1.2 Promote empathy and engagement, within and beyond DAA’s walls, through continual development of and support for the school’s Culture of Kindness.</p> <p>1.3 Foster a culture of learning that encourages originality, innovation, inquiry, and risk-taking by students, teachers, and school leaders.</p> <p>1.4 Continue to support the development of high quality extra-curricular and athletics programs that complement students’ academic experiences.</p>
<p><b>Priority 2: Improved teaching and learning through continuing professional learning</b></p>	<p>2.1 Increase understanding, application, and adaptation of research-based, best practice teaching strategies, including <i>Classroom Instruction That Works</i> (CITW).</p> <p>2.2 Increase critical thinking, enquiry-based teaching, and project-based learning in all classrooms.</p> <p style="background-color: yellow;">2.3 Support the development of learning environments and experiences where each student is challenged appropriately.</p> <p>2.4 Coordinate the horizontal and vertical alignment of the curriculum, including the development of high quality assessments in all subjects and grade levels.</p>
<p><b>Priority 3: Improved student learning through use of effective digital-age systems and teaching practices</b></p>	<p>3.2 Maintain a dynamic, needs-based professional development program that exposes teachers to high-impact digital tools, while helping them acquire the skills and expertise to integrate these tools effectively in their teaching.</p> <p>3.3 Continue to integrate technology purposefully in everyday teaching and learning, using digital tools to engage students in higher-order thinking skills through collaboration and innovative teaching practices.</p>

## CRITERIA FOR EVALUATING SEN PROGRAM EFFECTIVENESS

As an annual self-assessment, Learning Support teachers and school leaders use the GEMS Global SEN Standards to evaluate the effectiveness of DAA’s program and services. The eleven standards and the criteria for their evaluation follow below.

- 4.0 Staff-student relationships
  - 4.1 Identification of student needs
  - 4.2 Support
  - 4.3. Progress
  - 4.4 Assessment
  - 4.5 Parental Engagement
  - 4.6 Accommodations, Modifications, and/or Exemptions
  - 4.7 Inclusion/SEN Policy
  - 4.8 Leadership of Inclusion/SEN Policy
  - 4.9 Inclusion
  - 4.10 Premises and Facilities for Students with SEN
  - 4.11 Care and Welfare



SENS 4.0 – Staff-student relationships							
Key Aspects		<ul style="list-style-type: none"> <li>Staff-student relationships</li> <li>Behaviour of students with SEN</li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
Staff-student relationships demonstrate a high level of empathy, trust and respect resulting in a safe, secure environment for the individual.		Staff-student relationships demonstrate empathy, trust and respect resulting in a safe, secure environment for the individual.		Staff-student relationships show elements of empathy, trust and respect aiming for a supportive environment for the individual.		Staff-student relationships do not show elements of empathy, trust and respect.	
Students with SEN take personal responsibility for their actions and are effectively supported by staff working within the behaviour policy system.		Students with SEN take personal responsibility for their actions and are supported by staff working within the behaviour policy system.		Students with SEN take intermittent personal responsibility for their actions but are supported by staff working within the behaviour policy system.		Students with SEN do not take personal responsibility for their actions and are ineffectively supported by staff and/or the behaviour policy system.	

SENS 4.1 – Identification of student needs							
Key Aspects		<ul style="list-style-type: none"> <li>• SEN needs are identified</li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
There are excellent systems to accurately identify students' needs.		There are good systems to accurately identify students' needs.		There are appropriate systems to accurately identify students' needs.		There are no effective systems in place to accurately identify students' needs.	

SENS 4.2 – Support							
Key Aspects		<ul style="list-style-type: none"> <li>• SEN needs are linked to targeted support</li> <li>• Personalised support</li> <li>• Quality of support</li> <li>• Level of SEN resources</li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
Identification of needs leads to highly effective, targeted support.		Identification of needs leads to effective, targeted support.		Identification of needs leads to targeted support.		Identification of needs does not lead to effective, targeted support.	
The school has highly effective personalised support for students with SEN, including transition, exam options and careers guidance.		The school has effective personalised support for students with SEN, including transition, exam options and careers guidance.		The school has adequate personalised support for students with SEN, including transition, exam options and careers guidance.		The school has no or limited personalised support for students with SEN, including transition, exam options and careers guidance.	
Highly effective SMART (specific, measurable, achievable, realistic, time-related) support is based on a well tracked graduated response.		Effective SMART (specific, measurable, achievable, realistic, time-related) support is based on a tracked graduated response.		SMART (specific, measurable, achievable, realistic, time-related) support is based on a graduated response.		Support is ineffective and is inconsistently provided.	
The school is very well-resourced with appropriate staffing, facilities and equipment. Resources are extremely effectively deployed.		The school is well-resourced with appropriate staffing, facilities and equipment. Resources are effectively deployed.		The school is resourced with appropriate staffing, facilities and equipment. Resources are adequately deployed.		The school is poorly resourced with deficiencies in staffing, facilities and equipment. Resources are not deployed effectively.	

SENS 4.3 – Progress							
<b>Key Aspects</b>		<ul style="list-style-type: none"> <li>• Progress against starting points and over time</li> <li>• Progress in lessons</li> <li>• Progress of different groups of students with SEN: <ul style="list-style-type: none"> <li>– boys and girls</li> <li>– ethnicity/nationality</li> <li>– lower and higher attaining students</li> <li>– students with particular gifts or talents</li> </ul> </li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
Assessment information indicates that all or almost all students with SEN make better than expected progress in relation to appropriate starting points.		Assessment information indicates that most students with SEN make better than expected progress in relation to appropriate starting points.		Assessment information indicates the majority of students with SEN make better than expected progress in relation to appropriate starting points.		Assessment information indicates that the minority of students with SEN make better than expected progress in relation to appropriate starting points.	
In lessons, all or almost all students with SEN make better than expected progress as measured against appropriate learning objectives.		In lessons, most students with SEN make better than expected progress as measured against appropriate learning objectives.		In lessons, the majority of students with SEN make expected progress as measured against appropriate learning objectives.		In lessons, the minority of students with SEN make expected progress as measured against appropriate learning objectives.	
Assessment information indicates that all or almost all groups of students with SEN make better than expected progress in relation to appropriate starting points.		Assessment information indicates that most groups of students with SEN make better than expected progress in relation to appropriate starting points.		Assessment information indicates that the majority of groups of students with SEN make better than expected progress in relation to appropriate starting points.		Assessment information indicates that the minority of groups of students with SEN make better than expected progress in relation to appropriate starting points.	

SENS 4.4 – Assessment							
Key Aspects		<ul style="list-style-type: none"> <li>• Access arrangements</li> <li>• Formative and summative assessment</li> <li>• Quality and impact of assessment</li> <li>• Accuracy, analysis and use of data</li> <li>• Assessment feedback</li> <li>• Planning</li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
School makes highly effective accommodations, modifications and/or exemptions to ensure access and support during assessment for students with SEN.		School makes effective accommodations, modifications and/or exemptions to provide access and support during assessment for students with SEN.		School makes accommodations, modifications and/or exemptions to provide access and support during assessment for students with SEN.		School does not make adequate accommodations, modifications and/or exemptions to provide access or support during assessment for students with SEN.	
Whole school and SEN formative (including self and peer) and summative assessment data is used and shared consistently and creatively to judge the achievements of students with SEN across the curriculum.		Whole school and SEN formative (including self and peer) and summative assessment data is used and shared effectively to judge the achievements of students with SEN across the curriculum.		Whole school and SEN formative (including self and peer) and summative assessment data is used and shared to judge the achievements of students with SEN across the curriculum.		Whole school and SEN formative and summative assessment data is not used to judge the achievements of students with SEN across the curriculum.	
Assessment information of students with SEN is very comprehensive, and informs a graduated response.		Assessment information of students with SEN is comprehensive and informs a graduated response.		Assessment information of students with SEN informs a graduated response.		Assessment information of students with SEN is not comprehensive and does not inform a graduated response.	
Assessment information of students with SEN is very accurate and data is analysed in depth and used to bring about improvement.		Assessment information of students with SEN is accurate and the analysis of data is developed and used to bring about improvement.		Assessment information of students with SEN is accurate although the analysis of data may be underdeveloped and data is not used effectively to bring about improvement. .		There is little effective use of assessment or analysis of data with regard to students with SEN and data is not used to bring about improvement.	

All or almost all students with SEN are given effective support and feedback on their performance to show them how to improve.	Most students with SEN are given effective support and feedback on their performance to show them how to improve.	The majority of students with SEN are given effective support and feedback on their performance to show them how to improve.	The minority of students with SEN are given effective support and feedback on their performance to show them how to improve.
Assessment information is used very effectively by staff in their planning to meet the learning needs of students with SEN.	Assessment information is used effectively by staff in their planning to meet the learning needs of students with SEN.	Assessment information is used adequately by staff in their planning to meet the learning needs of students with SEN.	Assessment information is not used effectively by staff in their planning to meet the learning needs of students with SEN.

SENS 4.5 – Parental engagement							
Key Aspects		<ul style="list-style-type: none"> <li>• Productive links with parents</li> <li>• Two-way communication with parents</li> <li>• Reporting on students with SEN</li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
There are highly productive links with parents of students with SEN, which help improve the students' learning and raise standards.		There are productive links with parents of students with SEN, which help improve the students' learning and raise standards.		There are some established links with parents of students with SEN, which support students' progress and personal development.		The school does not have sufficient links with parents of students with SEN from which students would benefit.	
Highly effective two-way communication with parents of students with SEN results in genuine partnerships.		Effective regular two-way communication keeps parents of students with SEN engaged with the school.		Communication with parents of students with SEN keeps them engaged with the school.		Communication with parents of students with SEN is ineffective.	
Meeting to report on student progress and attainment takes place at least three times a year, is detailed, and includes next steps in learning for students with SEN.		Meeting to report on student progress and attainment takes place at least three times a year, and includes next steps in learning for students with SEN.		Meeting to report on student progress and attainment takes place at least three times a year, and includes teachers' comments.		Parents are provided with minimal or no opportunities to discuss information about their child's progress and attainment.	

SENS 4.6– Curriculum accommodations, modifications and/or exemptions							
Key Aspects		<ul style="list-style-type: none"> <li>Accommodations, modifications and/or exemptions</li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
The school accommodates, modifies and/or provides exemptions within its curriculum appropriately to highly effectively meet the different needs of students with SEN.		The school accommodates, modifies and/or provides exemptions within its curriculum appropriately to effectively meet the different needs of students with SEN.		The school accommodates, modifies and/or provides exemptions within its curriculum appropriately to attempt to meet the different needs of the majority of students with SEN.		The school does not accommodate, modify and/or provide exemptions within its curriculum appropriately to meet the different needs of students with SEN.	

SENS 4.7 Inclusion/SEN policy							
Key Aspects		<ul style="list-style-type: none"> <li>Effectiveness of SEN policy</li> <li>Staff understanding and commitment</li> <li>Policy review</li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
A highly effective SEN policy is in place and all stakeholders understand and follow it.		An effective SEN policy is in place and most stakeholders understand and follow it.		An effective SEN policy is in place and the majority of stakeholders understand and follow it.		An effective SEN policy is not in place.	
All appropriate processes and procedures are highly effectively implemented, ensuring that all students with SEN are fully included and their needs are successfully met.		All appropriate processes and procedures are effectively implemented, ensuring that all students with SEN are fully included and their needs are successfully met..		Some appropriate processes and procedures are implemented, so that students with SEN are included and their needs are met.		Appropriate processes and procedures are not established or used consistently to ensure that students with SEN are included and their needs are met.	
The policy is effectively reviewed in detail annually in line with the school's exemplary practice.		The policy is effectively reviewed annually in line with the school's good practice.		The policy is reviewed annually in line with the school's good practice.		The policy is not reviewed.	

SENS 4.8 –Leadership of inclusion/SEN							
Key Aspects		<ul style="list-style-type: none"> <li>• Senior leadership engagement</li> <li>• Collective responsibility</li> <li>• Effective and accountable Inclusion/SEN team</li> <li>• Development of Inclusion/SEN through leadership at all levels</li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
All or almost all senior leaders are dedicated to high standards for Inclusion/SEN. They set a clear direction and they promote an inspiring vision and framework that is shared by all of the school community. They have been innovative and very successful in developing Inclusion/SEN throughout school		Most senior leaders are dedicated to high standards for Inclusion/SEN. They set a direction and promote a clear vision and framework that is shared by all of the school community. They have been very successful in developing Inclusion/SEN throughout school		The majority of senior leaders are well intentioned towards Inclusion/SEN. They set a direction and promote a vision and framework that is shared by all of the school community. They have achieved some success in improving aspects of Inclusion/SEN throughout school		Senior leaders exert little positive influence over the way the school works for Inclusion/SEN. Over time, they have not been successful in improving important aspects of Inclusion/SEN work throughout school	
The school has a well-embedded ethos of collective responsibility and mutual support for Inclusion/SEN. This is informed by continuous, effective, needs-based, training and monitored through rigorous quality assurance.		The school has an embedded ethos of collective responsibility and mutual support for Inclusion/SEN. This is informed by continuous, needs-based, training and monitored through quality assurance.		The school has an ethos of collective responsibility and mutual support for Inclusion/SEN. This is informed by needs-based training and monitored through some quality assurance.		The school does not have an ethos of collective responsibility and mutual support for Inclusion/SEN. Training and quality assurance are ineffective or non-existent.	
A highly effective Inclusion/SEN team is evident in the school and it is accountable for ensuring quality outcomes.		An effective Inclusion/SEN team is evident in the school and it is accountable for ensuring quality outcomes		An Inclusion/SEN team is evident in the school and it is accountable for ensuring quality outcomes		An accountable Inclusion/SEN team is not evident in the school.	

<p>Leaders at all levels are very observant and perceptive, with excellent capacity to plan, anticipate, solve problems, effectively quality assure and further the school's development with regard to Inclusion/SEN.</p>	<p>Leaders at all levels are observant and perceptive, with capacity to plan, anticipate, solve problems, quality assure and further the school's development with regard to Inclusion/SEN.</p>	<p>Leaders at all levels are observant with capacity to plan, solve problems, have begun to quality assure and identify improvements with regard to Inclusion/SEN.</p>	<p>The school is reactive to external demands but does not sufficiently acknowledge the need for development of Inclusion/SEN . Leaders capacity to improve the school is limited with regard to Inclusion/SEN.</p>
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SENS 4.9 - Inclusion							
<b>Key Aspects</b>		<ul style="list-style-type: none"> <li>• School admissions</li> <li>• Stakeholder responsibility</li> <li>• Quality of Inclusion/SEN department</li> <li>• Teachers' knowledge of Inclusion/students with SEN</li> </ul>					
<b>Outstanding</b>		<b>Good</b>		<b>Acceptable</b>		<b>Unacceptable</b>	
<b>8</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The school positively welcomes applications from students with SEN.		The school welcomes applications from students with SEN.		The school accepts applications from students with SEN.		The school does not welcome or accept applications from students with SEN.	
All or almost all stakeholders take full and active responsibility to implement, follow and adhere to all GEMS and school based admission policy, Inclusion/SEN school and legislative policies, practices and procedures.		Most stakeholders take responsibility to implement, follow and adhere to all GEMS and school based admission policy, Inclusion/SEN school and legislative policies, practices and procedures.		The majority of stakeholders implement, follow and adhere to all GEMS and school based admission policy, Inclusion/SEN school and legislative policies, practices and procedures.		Stakeholders fail to implement, follow and adhere to all GEMS and school based admission policy, Inclusion/SEN policies, practices and procedures.	
Creative relationships between professionals, both internal and external, coupled with a high degree of collaborative teamwork and exemplary use of resources, facilitate a strategically and effectively structured Inclusion/SEN department.		Strong relationships between professionals, both internal and external, coupled with a high degree of collaborative teamwork and very good use of resources, facilitate an effectively structured Inclusion/SEN department.		Relationships between professionals, both internal and external, coupled with a degree of collaborative teamwork and good use of resources, facilitate an effective Inclusion/SEN department.		Relationships between professionals, both internal and external, collaborative teamwork and use of resources, are ineffective.	
All stakeholders need to have an appropriate knowledge of individual students with SEN, their strengths and barriers to learning. Stakeholders are highly effectively informed.		All stakeholders need to have an appropriate knowledge of individual students with SEN, their strengths and barriers to learning. Stakeholders are effectively informed.		All stakeholders need to have an appropriate knowledge of individual students with SEN, their strengths and barriers to learning. Stakeholders are informed.		Stakeholders do not have an appropriate knowledge of individual students with SEN, their strengths and barriers to learning. Stakeholders are not sufficiently informed.	

SENS 4.10 – Premises and facilities for students with SEN							
Key Aspects		<ul style="list-style-type: none"> <li>Suitability of premises and facilities for students with SEN</li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
Buildings and facilities meet the needs of almost all students with SEN.		Buildings and facilities meet the needs of most students with SEN.		Buildings and facilities meet the needs of some students with SEN.		Buildings and facilities do not meet the needs of students with SEN.	

SENS 4.11– Care and welfare – attitudes, behaviour and child protection							
Key Aspects		<ul style="list-style-type: none"> <li>Responsible and respectful attitudes</li> <li>Self-regulation</li> </ul>					
Outstanding		Good		Acceptable		Unacceptable	
8	7	6	5	4	3	2	1
Personal and social education results in very positive, responsible and respectful attitudes towards and by students with SEN.		Personal and social education results in positive, responsible and respectful attitudes towards and by students with SEN.		Personal and social education results in developing positive and respectful attitudes towards and by students with SEN.		Personal and social education does not develop positive attitudes towards and by students with SEN.	
Almost all students with SEN exercise self-regulation in line with the behaviour policy.		Most students with SEN exercise self-regulation in line with the behaviour policy.		Some students with SEN exercise self-regulation in line with the behaviour policy.		Few students with SEN exercise self-regulation in line with the behaviour policy.	

## RESOURCES

Note: This section is under development. The K-12 SEN team will continue to build this section, which will include an annotated bibliography with all the key "resources" that different divisions use to support students in different subjects.

Most of the resources used by children having SEN are available within the classroom or the Learning support offices in each division. Any particular request for additional resources should be made to the SEN coordinator in each division. Resources are ordered once per academic year but emergency orders can be made when necessary.

- Inclusion in International Schools: <http://www.nextfrontierinclusion.org/>
- [Inclusive Education in an IB Context](#)
- [European Council for Int'l Schools Sample ILP \("ILLP"\)](#)
- [European Council for International School's International Individual Learning Plan \(ECIS IILP\) Guidelines for Use](#)

## AGENCIES AND SERVICES IN DUBAI

Note: This section is also under development.

The school recognizes the important contribution that external support services make in assisting to identify, assess, and provide for, SEN students. DAA will keep a list of suitable outside agencies and although DAA does not openly endorse such agencies, every effort will be made to keep the list up to date with agencies that provide quality care for students and parents. When it is considered necessary, SEN students may be referred to:

Educational Psychologist

Medical Officers

Speech Therapist

Physiotherapist

Occupational Therapist

Hearing Impairment Services

Visual Impairment Services

Other Groups or Organizations