



Ain Al Khaleej School SOD Procedure Plan

Principal

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Vice Principal

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Special Needs Officer

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Students with Special Educational Needs

ADEK policy 40 states:

"The school's curriculum shall be designed to meet the needs of students with a wide range of abilities, including those with special education needs and those who are gifted or talented. Schools shall accommodate and cater for the educational needs of these students as per the Council's requirements set out in Policy (48)"

ADEK policy 48 states:

"Special educational needs of the students shall not constitute, themselves, a hindrance to the application or enrolment in any Private School. Special Education Needs students should be treated without discrimination and similarly to their peers. Everyone shall be given equal educational opportunities.

Students who require special education shall not be denied access to a full education program that meets their learning needs. Schools should admit, without prejudice, students with mild to moderate special education needs, and shall further provide them with equal educational opportunities as compared to their peers.

Private Schools in the Emirate shall admit and accommodate students with special needs (mild to moderate). The school shall provide high quality services to meet their different needs and involve them as much as possible with others in daily School activities. Each student with such mild or moderate delays or disabilities is expected to be admitted to the School and to be treated with due respect and utmost care by the entire School community."

Ain Al Khaleej School Procedure plan for SOD Students

Ain Al Khaleej School provides support to all SOD students through the following venues:

- 1- Once a medical report is received by the parent, the SEN Officer will observe student in class.
- 2- In collaboration with the parents and the teachers, the SEN Officer will write an IEP to support the student's development and academic progress.
- 3- The IEP reflects both short-term and long-term plans which are monitored and reviewed continuously.
- 4- Students are placed in the classroom with other students the age and grade (full inclusion)
- 5- Teachers assign differentiated tasks and extra resources (as needed) to support their learning.
- 6- SEN officer may at times schedule private sessions for assessment and feedback.
- 7- All staff will use positive encouragement to build the students confidence and increase their willing to participate.
- 8- Maintaining an open line of communication keeps parents well informed and update on their child's progress.

NOTE:

- ☞ Parents have to right to review their child's portfolio and IEP at anytime.
- ☞ Amendments to IEPs are made as goals are met.
- ☞ Ain Al Khaleej School will continuously send feedback and feedforward to parents to keep them up to date.

Ain Al Khaleej School participates with parents to encourage them and their child/ren to participate in the following tasks to encourage full inclusion.

1. Participate in extracurricular activities organized by the school.
2. Participation in school activities such as parent councils.
3. Be active participations in their child's education.
4. Communication continuously with the school, especially if there are any concerns.

Ain Al Khaleej School guarantees the following:

- ☞ Maintain their child's complete privacy of their child.
- ☞ Receive regular reports on the progress of the child.
- ☞ Review medical reports and share them with all necessary teachers.
- ☞ Develop an IEP or support plan for students' progress in collaboration with the Special needs officer, teacher/s and parents.

Ain Al Khaleej School practices **full inclusion** through:

1. Enrolling students into grade and age level classes
2. Differentiated tasks based on students' needs.
3. Having the SEN Officer follow up through observations and the collection of summative assessments on short-term and long-term plans.
4. Involve SOD students in all class and outdoor activities.
5. Discover and strengthen their social and problem-solving skills.
6. Continuously motivate them morally.

Student Intervention Program

The goal of the program is to give students the opportunity to master essential skills and knowledge before they move on to the next level.

The Selection process:

1. Based on Data collected and reviewed from weekly assessment (SOT's), students are placed into reteach and enrich groups. Students deemed **SOD** are automatically added into the program.
2. Bi-Weekly we will run reteach and enrich period to provide time for students to master their outcome or provide time for students to extend their learning beyond curricular expectations.

Support Strategies:

Teachers reteach objectives using different lessons for students who need additional time for mastery. Students that need support or extra practice on outcomes taught the previous 2 weeks.

Enrichment Strategies:

Teachers expand on objectives for students who have mastered the basics. Students that have mastered their outcomes in the previous 2 weeks get a chance to extend their learning beyond curricular expectations and work alongside other more able students.

The Teaching Process:

1. Each week has defined curricular objectives.
2. Teachers assess students on those objectives at the end of each week.
3. Based on assessment results, teachers assign students to either reteach or enrich sessions for the following week. One week will be dedicated for reteach sessions and the following week will be dedicated to enriching sessions.

NOTE: Only students that have been assigned will be invited to attend these extra online session

Sample schedule is as follows:

Week 1: Support Week

Mondays: English Grades 1-12 (online session from 2:30 pm -3:15 pm)

Tuesdays: Math Grades 1-12 (online session from 2:30 pm -3:15 pm)

Wednesdays: Science Grades 1-12 (online session from 2:30 pm -3:15 pm)

Thursdays: Arabic Grades 1-12 (online sessions 2:30 pm – 3:15 pm)

Week 2: Enrichment Week

Mondays: English Grades 1-12 (online session from 2:30 pm -3:15 pm)

Tuesdays: Math Grades 1-12 (online session from 2:30 pm -3:15 pm)

Wednesdays: Science Grades 1-12 (online session from 2:30 pm -3:15 pm)

Thursdays: Arabic Grades 1-12 (online sessions 2:30 pm – 3:15 pm)

Student Intervention Essential Components

Key essential elements for the Reteach and Enrich (R&E) program

1. A Common Curriculum Calendar

R&E depends on a shared set of clearly defined curricular objectives that are mapped out for the entire year. The calendar keeps teachers on track by setting the pace so that teachers know that by year's end they will have taught --and students will have learned -- all the essential standards.

2. Dedicated Time

Three days per week for one month at AAKPS, from 2:30 p.m. to 3:15 p.m., the primary, secondary and high school sections are involved in R&E. The R&E requires time for teachers to review and assess student data as well as plan instruction to meet each child's needs, both generally and within the program. At AAKPS, each grade has a common planning time for teachers.

3. Collaboration

Collaboration is a key part of AAKPS culture and is essential to R&E. Teachers share information about their students' progress so that all the teachers at a grade level share ownership of every child's education. They plan together and share resources and lesson plans that have been successful, and they seek insight from one another on lesson plans that were less effective.

4. Formative Assessments and Data Analysis

The teachers at AAKPS create their own weekly assessments; they are short - usually just 15 min. based on the weekly objectives, and they provide insight into students' progress so that teachers can address any needs promptly.

5. Involved and Informed Leadership

To address a variety of student needs, teachers must have access to resources, and SLT must know what is going on in the classroom. The Principal, Vice Principal and Head of Section routinely visit classes (face to face) and converse with students.

Note: ALL STEPS ARE APPROVED BY PRINCIPAL

Below is the AAKPS IEP template

Individual Education Plan

Please refer to the Individual Education Planning Summary Guide for further information. Items marked with an asterisk (*) are explained in the IEP Template Key Terms.

student information

Student's name:		Date of plan:
School:	Year/Grade level:	Date for review:
Date of birth:	Victorian Student Number (VSN):	Student Online Case System (SOCS) referral: Yes / No

* Student Support Group (SSG) members

Lead contact:

Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:
Name:	Name:	Name:
Contact details:	Contact details:	Contact details:
Role:	Role:	Role:

* Please check all boxes relevant to the student and provide additional information as required.

<input type="checkbox"/> *Disability and additional needs	• Does this student have a diagnosed disability?	
	• Is this student supported under the Program for Students with Disabilities (PSD)?	
	• Is this student counted in the Nationally Consistent Collection of Data on School Students with Disability?	
	• What are the *functional needs of this student?	
	• Is there equipment, tools or technology in place to support the student?	
	• Has the therapy team or case conference group been consulted? (applies to specialist schools)	
<input type="checkbox"/> *Out-of-home care (OOHC)	• What is the student's placement type? e.g. kinship care, foster care, residential care or other.	
	• Who makes up the team of professionals supporting this student? e.g. LOOKOUT Learning Advisor, Navigator team member, agency case worker, learning mentor, social worker, Department of Health and Human Services (DHHS) child protection officer etc.	
	• Has an Education Needs Analysis (ENA) been completed?	

*** Is a related plan required for this student?** Refer to the Individual Education Planning Summary Guide for a list of related plans to record here e.g., Behaviour Support Plan.

***STAGE 1: ASSESS: GET TO KNOW THE STUDENT AND HOW THEY LEARN**

What are the strengths and interests of the student and how can we promote them? Recognize and build on the student’s strengths to foster student engagement in the learning process.

Provide information about the student to support their education needs, including results of any formal/informal assessments in literacy, numeracy or social-emotional assessments, recommendations or advice from regional and area staff and/or allied health professionals, data or classroom observations.

Current challenges and barriers to learning and engagement.

Ask the student what helps them to learn and record the answers below. For example, engage the student in the following questions:

The IEP is strengths based and informed by student agency. Where appropriate, the student should play an active role in the development of their IEP. See Student Voice Practice Guide (Amplify): www.education.vic.gov.au/school/teachers/teachingresources/practice/improve/Pages/amplify.aspx

- What do I love to do?
- How do I learn best?
- What helps my learning?
- What helps me to attend school regularly?
- What have I achieved? (NB. This is an ongoing learning and reflective activity.)
- Something I feel proud of in the month/term?
- Why are the goals in my IEP (below) important to me? (NB. This is a reflective activity as the IEP is developed.)

*** STAGE 2: PLAN: USE COLLABORATIVE AND STUDENT-CENTRED PLANNING – WHAT do WE PLAN TO ACHIEVE?**

*** Long-term goals. Provide a clear, summarised statement of 1-2 sentences that guides the development of the short-term goals below.**

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Short-term SMART goals (Specific, Measurable, Agreed, Relevant, Time-bound).

Identify the sub-skills required to achieve the long-term goal/s above. Number and include all SMART goals below.

Current entry level skills:				
GOAL #	Action e.g. what will the student do?	Under what conditions e.g. where, with whom, with what?	Success criteria e.g. what does success look like?	By when?

Add additional goals as required.

*** STAGE 3: TEACHING STRATEGIES, ADJUSTMENTS AND SUPPORTS**

*** Detail the teaching strategies, adjustments and supports specifically tailored to address the student's learning needs and support the student to achieve their short-term SMART goals. Consider students strengths and preferred learning supports.**

GOAL #	Teaching strategies, adjustments and supports	Person/s responsible

Add additional rows as required.

*** STAGE 4: MONITOR AND EVALUATE: ASSESS THE EFFECTIVENESS OF THE APPROACH**

***Review goals and strategies at least once per term. Collate and analyse data to determine whether the goals have been achieved. Report and feedback on achievement of goals based on the effectiveness of the teaching strategies, adjustments and supports provided in Stage 3.**

- Key:
- Goal achieved – new goal, teaching strategies and supports required
 - Still working on goal – review teaching strategies and supports required
 - Goal no longer relevant – new goal, teaching strategies and supports required

*** Short-term SMART goals. Provide evidence through formative or summative assessments or qualitative information.**

GOAL # _____	DATE			
Student progress/comments:				

GOAL # _____	DATE			
Student progress/comments:				
GOAL # _____	DATE			
Student progress/comments:				

Add additional rows as required.

Additional comments: e.g. What is working well or not working well? Should goals be modified? Should the strategies be continued, revised or replaced?

SIGNED BY

Signature: Principal (or delegate): _____ Date: _____

*Student consulted *Parent/Carer/Guardian consulted

*Date of next meeting: _____

*Please refer to the Individual Education Planning Summary Guide for further information.