مدرستنا الثانوية الإنجليزية ، الشارقة - بنات
Our Own English High School, Sharjah-Girls

GEMS EDUCATION

SEND ADMISSION POLICY

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Compiled by: SLT & SMT

Approved by: Ms. Asma Gilani, Principal & CEO

SEND ADMISSION POLICY

(Special Educational Needs and Disability / The Determined Ones)

Our Own English High School is an inclusive school. School admits pupils irrespective of their gender, race, disability, or special educational needs and disability, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

Children with special needs will be considered for admission on an equal basis with all other children. We ensure that in case a child needs any special care or has any specific need, it must be mentioned at the time of admission. (Written information clearly supplied in the admission forms)

For Kindergarten Admission:

The Admissions team consists of the Principal, Head of kindergarten and Special Educator who conducts observations by checking the verbal and non-verbal behaviour of the child. Parent feedback via 'Admission Checklist' is also considered. If the child displays signs suggesting a deviation, then these observations are discussed in detail with the parent. The parent is asked whether any assessment has been carried out, and if so, they need to share the results so that the school can plan for the child's education accordingly.

Any child that is identified as 'SEND' or 'At Risk for SEND' (with or without diagnosis) during the pre-admission stage, will not be discriminated against and will be given first preference for admission to the school, provided there is a vacancy. The parent has to submit parent school contract form to ensure to develop a constructive relationship between the school and families to fulfill their collective educational responsibilities.

مـــدرستنـــا الثـــانـــويـــة الإنجـلـيـزيـة، الشـارقـة
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
A GEMS SCHOOL

GEMS EDUCATION

PARENT SCHOOL CONTRACT FOR SEND STUDENTS

Dear Parents,

The principal goal of the Parent-School Contract is to develop a constructive relationship between the school and families to fulfill their collective educational responsibilities. To make your child's experience at OOS positive and successful, we kindly ask you to familiarize yourself with the following. OOS asks all parents to be committed to supporting the pedagogical work of the teachers, special educators and counsellors and encourages them to become actively involved in the community and the learning environment of their child. This document sets out certain important points of co-operation which we ask you to read, consider and sign.

As a parent of Our Own English High School, Girls' I understand the importance of the parent contract as my expressed commitment to assist the school in creating a safe, positive and academically enriching school environment. I understand and agree to comply with the following policies and procedures which have been explained to me at the time of admission:

- Will do the external assessment as recommended by the special educator/counsellor whenever required for the child
- Will appoint a Learning Support Assistant for my child, if required
- Will take the child to external therapy (such as speech therapy, occupational therapy, special education, counselling etc.) as per the requirement/ suggestion by the special educator/ counsellor
- Attend meetings with Special educator/ Counsellor
- Parent to give constant feedback about the child's progress at home/therapy center's via email or in writing
- Attending workshops/sessions conducted by SEND Department.
- Will take the necessary steps as and when guided for my child related to his/her academic progress/concerns by the special educator/counsellor
- Will follow the goals/targets set by the special educator/counsellor as mentioned in short term/ Long term IEP and IBP
- Individualized learning and counselling support sessions would be conducted as per the need and level of the child to achieve the goals mentioned in their IEPs &IBPs.
- Classroom accommodation and exam provision (modified question paper, extra time and reader, etc.) will be provided as per the necessity of the child.

Declaration

I/We parent of (Name of the Student) _____Grade & Sec _____ hereby certify that I/we have read the above terms and conditions and all related school policies and agree to abide by them. I/we agree to support the school in all aspects of our child's education and any sanctions that may be deemed appropriate concerning my child. Please note that signing and returning this contract implies full acceptance of all the above terms and conditions.

Parent's Name: _____ Signature: _____

Date: _____

In line with SEND admission policy, it would beneficial if the following documents are shared at the time of admission to KG 2 –Grade 12 for SEND.

- The child's standardized assessment results
- Review of IEPs from child's current school
- Report from child's current school
- External professional reports (if available)

Special Education Categories (as per MOE, Sharjah)

The following categories of disabilities are recognized the by Sharjah, Ministry of Education as categories of disabilities that qualify a student to receive special education programs and related services, if it can be demonstrated that the disability adversely affects the child's academic performance:

Specific Learning Disabilities 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. 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.

Physical and health related disability: 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).

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

Hearing Impairment: Including Deafness Hearing impairment including deafness means 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.

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

Autism Spectrum Disorders: 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.

Emotional and Behavioral Disorders: An emotional and behavioral disorder means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) inappropriate types of behavior or feelings under normal circumstances, (d) a general pervasive mood of unhappiness or depression, and (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Intellectual Disabilities: Intellectual disabilities, formerly called "mental retardation" means having significantly below average general intellectual functioning, existing along with deficits in adaptive behavior which are manifested during the developmental period and adversely affect a child's educational performance.

The School encourages teachers to differentiate content, instruction and assessment and ensures that teachers receive guidance from special educators and counselors to effectively support students with special needs and disability within the curriculum framework.

It exerts all efforts to accommodate different learning needs and styles. The school created a Learning Support program to address students with special educational needs and disabilities (SEND).

Inability for Admission

We are committed to providing an inclusive and supportive learning environment for all students. In line with the guidelines set by the Sharjah Private Education Authority, we conduct a thorough assessment of each child's educational needs. If required, we conduct an entry assessment, including our checklist, to ensure that we can offer the necessary resources and support for their optimal development.
After a careful review of the child's requirements, if we recognize that our current infrastructure and specialized support services may not be sufficient to provide the level of care and assistance needed to support their learning journey effectively we formally notify the Gems Corporate Head of Inclusion, Sharjah Private Education Authority and the child's parents regarding the school's inability to accommodate their specific needs. We then recommend exploring alternatives that are equipped with specialized programs and resources designed to cater to the child's learning requirements. We remain available to guide and support parents in identifying alternative institutions that best serve their child's educational journey. Our priority is to ensure that every child receives the best possible education in an environment tailored to their individual needs.