

ACHIEVING TOGETHER

SPL3 POLICY

Abstract

This document is a statement of the aims, principles and strategies for the identification and management of children with especially abled at Phoenix Private School Qatar. It is intended to provide a consistent support framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school polices for teaching and learning. The phoenix Private School seeks to enable every student to derive maximum benefits from the curriculum by obtaining systematic interventional plan. It aim to adapt to different learning styles, interest and aptitudes and believes everyone can be succeed.

Key Words: Differently abled, Learning difficulty, Behavioural modification, Social emotional needs.

Introduction and Mission

“.....one looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child”.

This policy is a statement of the principles, aims and strategies for the management of behavior. It is intended to act as a reference point and to inform students, teachers, parents, and other people concerned

Childhood and adolescents stage is the very important period of human Development. It's the period the transitions and developmental dimensions in the life span of an individual. Education play an important role in addressing the issues of impede the education of children with **Specially Abled** in PPS. It is our expectations that this policy will enhance access, transition rates and retention of learner with **Specially Abled** in formal learning settings.

The Support Program Level 3 is designed to increase the coping skills of differently abled children, to allow for development, growth and learning. SPL3 program is intervention program inside and outside of the classroom recommended by the school for students who need additional support to access the curriculum and Gifted and talented students that would benefit from extra stimulation. We find that some students progress remarkably once they have overcome the language barrier while others progress after gaps in certain key curriculum areas have been covered. The Support Program's mission is to raise the student's level so that they may access the English National Curriculum offered by the school alongside their English speaking peers.

SPL3 students are those identified to have significantly greater difficulty in learning than majority of their peers; issues with communication, emotions, behavior, social interaction; and/or a disability that make it harder for them to access the facilities that are generally provided for other children of the same age.

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There are four main areas to SEND that encompass the areas of developments of SPL3 children:

- Cognition and Learning- These are classified by general learning difficulties, in acquiring the basic skills of reading, writing, imitating, processing and retaining information in a school setting.
- Communication and Interaction- These are denoted by a child's ability of how they talk to, listen, respond, play and learn with other children and adults.
- Social, emotional and mental health difficulties –These are demonstrated by how a child shows their feelings, negotiates and solves problems in different situations and handles changes of routine
- Sensory and or Physical needs- These identify how a child responds to their environment and learning using their senses and any diagnosed medical issues.

A child must not be regarded as having a learning difficulty solely because the language or form of communication at home is different from the language in which they will be taught.

Rationale

PPS believe that the school is central to creating an environment which allows all pupils to develop and maintain high standards of behavior and academic

Achievement. The quality of relationships throughout the school is enables teachers to teach, pupils to learn, raises self-esteem and provides a harmonious atmosphere

Identification Process

New student

- Submission of any Medical Reports or Diagnostic Report detailing the support needed.
- Assessment by the SPL3 Co-coordinator within the school.
- Decision of placement made after discussion with SPL3Co, Admissions Officer and School Principal.
- If the child is offered a place, they will be allocated a Support Assistant (SA) and have an IEP developed tailored to their educational, behavioral, physical and social needs.

Existing Students

- Concern by Teachers and/or parents regarding a suspected SPL3 need.
- Class observation conducted by the SPL3Co during the child's routine class.
- If no SPL3 characteristics noted, the observation will be filed in child' school file with admissions.
- However, if any possible SPL3 need identified by SPL3Co, letter sent to Key Stage Leader regarding concern by teacher.
- Parents sent a letter for concern to have their child assessed by specialists.
- If a SPL3 need confirmed by Specialists, the child will be offered a place on the SPL3 program.
- Thereafter, they will be allocated an SA and have an IEP developed, which will be tailored to their educational, behavioral, physical and social needs.

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Learning intervention and behavior modification

Students with learning difficulties/disability often find learning a challenging and painful process. The presence of their learning difficulty/disability can make learning to read, write, and do math especially challenging. Learning is the process of acquiring--and retaining-- knowledge so it may be applied in life situations. Learning is not a passive process. It covers "techniques, principles, or rules that facilitate the acquisition, manipulation, integration, storage, and retrieval of information across situations and settings" Our main aim is to prepare the child to be independent in areas of academics, play and social skills. We tailor the curriculum to encompass the needs of each individual child and incorporate their strengths into this framework. The SAs provide support to the child to achieve their maximum level of independence, within or outside of the classroom, in the school setting.

Behavior modification is a treatment approach which is focused on changing unwanted behavior. The major goal of behavior modification is to replace undesirable behavior with the accepted ones. An underlying theme is the belief that how people react to an object or event can be modified by learning.

Differentiation and Inclusion

The SPL3 program focuses on reinforcing the principles of:

- DIFFERENTIATION i.e. altering the curriculum, exams and support provided, to suit the student's need
- INCLUSION .e.g. providing opportunities, where possible, to be included and involved in most (if not all) aspects of school life, including art, music and extra-curricular activities, depending on the student's abilities to cope.

This may also mean that to enable the student to cope with mainstream school environment, the SP department may suggest reduced schooling hours until it is deemed that the student can cope with a full school day.

Individual Education Plan (IEP)

The IEP helps us to identify precise and specific targets to suit the needs of the SPL3 child. The compilation of the IEP will include the staff members as well as the child and parents in the drafting process. This is used in lessons to differentiate learning for SPL3 pupils by tailoring the curriculum to suit their individual needs.

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Role of an SPL3 Support Assistant

- Works with the teacher and SPL3Co to decide which type of support is generally needed (in class/outside of classroom) for the SPL3 child.
- Liaises with the teacher and the SPL3Co to support the child with the curriculum.
- Provides support individually or within a group format to each child.
- Works with two children simultaneously in one class. However, if the children are in different class, the shadow teacher must divide their time equally between the 2 children.
- Maintains records of the child's work.
- Communicates to the parents, the child's day to day tasks and activities.
- Collaborates with the teacher, SPL3Co, parents and the student themselves to devise an IEP for the child.
- Works with the teacher and student to meet the targets of the IEP.
- Reviews the IEP each term with the student, teacher, parents and SPL3Co.
- Helps the child to be independent at school with academics, emotional and behavioral aspects.

Role of a SPL3 Co-coordinator (SPL3Co)

The SPL3Co takes day-to-day responsibility for the provisions made for individual children with SPL3, working closely with staff, parents/care giver and other agencies.

In mainstream education settings the key responsibilities of the SPL3Co include:

- Overseeing the day-to-day operation of the SPL3 policy.
- Liaising with and advising fellow teachers, support assistants, parents, and external agencies.
- Managing the SPL3 team of support assistants.
- Co-coordinating provisions for pupils with SPL3.
- Overseeing the records on all pupils with SPL3.
- Preparing IEP for each child, in collaboration with the parents, teacher, shadow teachers and the SPL3 child themselves. Tailoring it to each child's particular needs and then determining the targets
- Reviewing the IEP's every term with the parents, teacher, shadow worker and the SPL3 child to evaluate any changes in the targets and highlight any achievements.
- Determining use of any alternative therapies such as use of specialized equipment or referral to external support.
- Conducts assessments of new and existing children for the SPL3 program.

- Contributing to the in-service training of staff.

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SPL3 Exams/ Assessments

Exams/Assessments will be discussed on a case to case basis with parents and will be based on the individual needs of the student.

SPL3 Life skills

We work as a team to reinforce positive learning. We promote teaching the children skills that will benefit their social development within the community and within their daily lives. External trip are a part of life skills learning as well. The children learn to socialize with their fellow students and teachers via fun tasks and activities. In addition, these help the children develop the behavior norms of the community and within school by taking part in group tasks and school trips.

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