

ACe Admission Policy



Policy	Admission Policy for SOD (Students of Determination)
With effect from	1 Feb 2021
Next review date	1 Feb 2023

Diyar Private Academy is committed to provide a quality inclusive education to all Students of Determination. The vision of the school is to ensure every child, regardless of individual differences and special educational needs experience learning, loves school and makes great progress in a common learning environment with minimal intervention.

MISSION

Diyar School team believes that children need to control their own learning in order to develop a real love for learning. By engaging our students in inspiring, hands-on, critical thinking and problem-solving activities, we build their independence and confidence and enable them to become resilient, life-long learners, we see our students growing into adaptable young adults capable of embracing the challenges of the future, leading and influencing others

VISION

To ensure every child experiences amazing learning, loves school, and makes great progress

Aim

- To identify Students of Determination at an early stage and place them within relevant and appropriately challenging & supportive learning environment.
- To provide information to teachers & school management about the strengths & specific needs of the students and plan whole school provisions and trainings.
- To ensure that ACe students have equal access to both curricular & extra-curricular activities.
- To provide guidance to parents & ensure that they are involved in their child's learning.

School Admission Team consists of the following members

- CEO
- Principal
- Vice Principal
- Ace Team (ACe Leader, Special Educators/ACe Teachers, Counsellors, Behavior Specialists & EAL teachers)
- Head of Department

ACe Admission Policy



- Coordinators
- School Doctor / Clinic team
- Homeroom teachers & Assistant Teachers
- Learning Support Assistants
- School Registrar
- Head of Student Affairs
- Health & Safety Officer
- Head of Operations

Students will be screened on the following conditions

- Students who have sensory, physical needs & medical conditions (Refer to DSIB categories of SEND)
- Students who exhibit behavior concern at the time of admission
- Students who are EAL learners and joined Diyar from Arabic medium schools
- Students with learning difficulties and any other special educational needs
- Students those who are Gifted & Talented and have additional needs

Admission procedure

1. Parents need to complete online registration/take an appointment to meet the School registrar and attend the entrance test and interview.
2. Priority admission is provided for a student of determination with a sibling already on roll in the school.
3. Teachers are scheduling online/in person interviews.
4. If teachers/registrar observes any student who is likely to suffer from medical/ physical/ sensory/ behavior problems, she needs to inform the Head of Section, School doctor and the ACe Team.
5. Parents should share relevant information about their ward with the Admission Team. They may be asked to submit the previous school records, medical reports, psycho-educational assessment & therapy reports if any, at the time of admission. All information & reports shared is treated with sensitivity and kept confidential.
6. ACe team will review the previous school reports/assessment reports/entrance test results.
7. ACe team will assess the students in various developmental areas: cognitive, speech, language & communication, behavior and social-emotional skills. The purpose of this assessment is to identify strengths and challenges to learning as well as the strategies that will contribute to the student's success.
8. A complete case history will be collected through meeting with parents.
9. ACe team will prepare a student's case file with all the necessary details & recommendations and share it with the Head of Section/Principal/CEO for a final review, who decides whether the student will be benefited by admission into the school.

ACe Admission Policy



10. As per the MoE directive, the parent may be referred to external centers to do standardized assessments for their ward and submit the report (within two weeks' time?). This is to inform the school about any specialized provision / support / intervention that the student would be required during his study in Diyar.
11. Meeting will be scheduled with parents and Head of Section where the school team will share the test results & recommendations.
12. If parents wish to comply with school recommendations and agree to extend their full support then they must sign the Parent agreement form.
13. The School registrar will then forward the student's file with ACe plan & Parent agreement form to the MoE for an approval.
14. Once the admission is confirmed, a meeting is scheduled with the teachers and parents in order to plan the appropriate support programs (IEP, BIP, SLP, PMAP, PEEP) for the students.
15. Parents will be continuously guided and involved in their ward's learning through meetings and observation sessions.
16. English language online course for EAL students will be provided by the school
17. In exceptional circumstances, the school advice parents and students for Special school/ Alternative education when
 - student's difficulties are so severe or profound that he/she will unlikely to benefit from participating in inclusive education.
 - parents are not co-operative and not agreeing to provide the support that the school is requesting for.
 Student's file with the criteria and rationale for the decision will be clearly presented to MoE for its approval.

Entrance Assessment details as follows

Admission Grade	General Assessment	ACe Assessment	Setting	Duration
KG1 to KG2	Interview with the KG Coordinator	Observation: School readiness activities Interview	One to one Small group Classroom	15-20 mins
Grade 1 to 5	Entrance test for 15 marks: English & Math	Observation / Interview Use of Checklists & Assessment tools	One to one Small group Classroom	30 mins
Grade 6 to 12	Entrance test for 20 marks: English, Math & Science	Observation / Interview Use of Checklists & Assessment tools	One to one Small group	30 mins

Parental involvement

ACe Admission Policy



- Parents need to be cooperative with school and attend Parent Teacher Conferences, meetings with ACe Team periodically to discuss the progress of their ward.
- If a student is an EAL learner, then parents and siblings should extend their support whichever ways possible to improve his/her English language skills under the guidance of EAL teachers.
- Parents may be advised to take their ward for specialized therapy services from external centers depending on the need of the student.
- Parents to encourage their ward to have 100% school attendance and punctual to school.
- Parents should provide a supportive learning environment and help their ward to follow a regular study time and encourage him/her to complete the given homework/assignment.
- Depending on the severity of the condition and individual needs of the student, school may ask the parents to provide a Learning Support Assistant for their ward.
- Resume of Learning Support Assistant should be submitted to the ACe Team to review and assess whether he/she is able to speak, read and write in English and who is respected by the student and who can effectively support the student in the inclusive classroom.
- LSA should sign the LSA agreement form and attend regular meetings and CPD sessions organized by ACe team.
- Upon parent's requests, school hires a LSA and shares the 50% cost.

Assessment tools/data for Identification

The method and tools used for the entry assessment process are age-appropriate and reflect the student's stage of development

- Previous school records /Attainment reports
 - Cognitive Abilities Test [CAT4]
 - MAP test: Reading, Language Usage, Math & Science
 - Progress Tests in English, Math & Science
 - IBT Arabic
 - Student's works, notebook samples
 - Talent stream: Certificates, Awards, participation in national & international competitions such as sports & visual arts
- GL Assessment: Phonics, Reading and Comprehension, Numeracy skills
- GL Assessment: Emotional Literacy
- DRA
- Entrance test at the time of admission
- Interviews
- Observation reports
- Baseline records
- Vanderbilt ADHD Teacher Rating Scale

ACe Admission Policy



- Observation checklists for identification of Developmental Delays, Autism Spectrum Disorder (ASD), Social, Emotional & Behavior/Conduct Disorder (CD)
- Medical reports / External reports from the MOE approved hospitals/centers: IQ Assessment, Achievement tests, Therapy report
- G&T Checklists, student interest surveys, self-reports and student interviews

LEVEL 1 - General Support Service

High quality differentiated teaching in the classroom. It is expected that the large majority of students of determination will be sufficiently supported through this level of support.

- Quality education to all students including SoD through effective differentiation
- Classroom support
- Class accommodations
- Peer buddy support
- Accommodations in Curriculum targets / learning objectives for ACe students
- Equal opportunities to participate in curricular & extra-curricular activities

LEVEL 2 - Targeted Support Service

In addition to accessing support service level 1, some students who are falling behind age expected levels of performance, may require more targeted support to meet academic, social or behavioral needs.

- Intervention classes for EAL students and students with significant learning gaps?
- Medical Accommodation Plan (MAP) - for students with chronic medical conditions
- Behavior Intervention Plan (BIP) – for students exhibit behavior concern
- Counselling sessions
- Emergency Evacuation Plan (EEP) – for students with restricted mobility/SEN/ are high risk
- Small group support sessions with specific learning goals for ACe students
- Curriculum modifications and adaptations
- Exam Accommodations

- Students accessing support service level 2 may, over time, progress to a point where level 1 support service becomes sufficient provision.

- In a few cases, a student who is on-going access to level 2 support service, may require more individualized support through level 3 support services.

LEVEL 3 - Individualized Support Service

Individualized and specialized provision, which is different from that provided to most other students of determination. It is expected that only few students will require access to level 3 support service. All students accessing level 3 support service will benefit from the development and implementation of an individual education plan.

- Individualized support sessions
- Learning Support Assistant (full time/part time)
- Therapy services

ACe Admission Policy



Diyar Infrastructure & Facilities

- Elevator
- Ramps
- Adapted Washroom
- Wheelchairs
- Parking slots
- Spacious classrooms
- School bus
- School bus is accommodated for Wheelchair access
- Assessment, screening and identification tools
- Assistive technology
- Adapted and enhanced resource materials in ACe Center

Extra-curricular Support

- Physical activities
- Art
- Music
- Drama
- STEAM
- Swimming

Progress of SoD are monitored through

- Review of IEP / Behavior Plan / MAP / EEP
- Home Plan
- GL Assessments
- Classroom learning
- Attainment & Progress reports
- International Benchmark tests
- Students work samples
- External assessments

G&T Support

- Classroom support
- Enrichment activities after school hours
- Action Research & Projects
- STEAM

References:

- MoE General Rules for the Provision of Special Education Programs & Services, 2016
- Implementing inclusive education – A guide for schools (2019), Ensuring Equitable Access to Education for Students of Determination (2020)
- Directives/Circulars from the Ministry of Education/Fujairah Education Zone
- Dubai Inclusive Education Policy Framework, 2017

ACe Admission Policy



- DSIB Categories of SEN/ Definition of G&T & EAL Learners
- United Nations Convention for the Rights of Persons with Disabilities

Types	<u>DSIB CATEGORIES OF SEND</u>
Behavioral, Social, Emotional	Behavior that presents a barrier to learning. Emotional problems such as Depression, Dating Disorders, Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct Disorder (CD), Childhood Psychoses and syndromes such as Tourette's.
Sensory	<p>Visual impairment Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses</p> <p>Hearing impairment Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.</p>
Physical Disability	<p>Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, hemophilia, cystic fibrosis or severe accidental injury.</p> <p>It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity.</p> <p>Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.</p>
Medical Conditions/ Health Disability	<p>Medical conditions that may lead to an associated "special need". These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.</p>
Speech & Language Disorders	<p>Expressive language disorder – problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally.</p> <p>Receptive language disorder – problems understanding oral language or in listening.</p> <p>Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.</p> <p>This does not include students with additional language needs</p>
Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterized by difficulties with social communication, social interaction, social imagination and flexible thinking.

ACe Admission Policy



	<p>Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterized by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.</p>
<p>General Learning Difficulties</p>	
<p>Learning difficulties 1</p>	<p>Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.</p>
<p>Learning difficulties 2</p>	<p>Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.</p>
<p>Profound & Multiple Learning Difficulty (PMLD)</p>	<p>Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.</p>
<p>Assessed Syndrome</p>	<p>A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome</p>
<p>Specific Learning Difficulties</p>	
<p>Dyslexia - reading</p>	<p>Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.</p>
<p>Dysgraphia - writing/spelling</p>	<p>Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.</p>
<p>Dyscalculia - using number</p>	<p>Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.</p>
<p>Dyspraxia – fine and gross motor skills</p>	<p>Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech.</p>

ACe Admission Policy



أكاديمية ديار الخاصة
DIVAR PRIVATE ACADEMY

	<p>Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.</p>
--	---