



SIS Vision

To be school that provides every student individualized learning, opportunities for growth, and the confidence and creativity to climb higher every day.

SIS Mission

The mission of Summit International School is to create a happy and safe environment that cultivates individualized learning paths through active learning and reflective teaching.

SEN Department Vision

The SEN Department at Summit International School strives to be recognized outstanding following inclusive excellence, providing individualized learning paths that empower every Emirati and International student of determination to flourish and climb higher!

SEN Department Mission

The SEN Department at Summit International School provides an inclusive, nurturing environment that empowers students of determination through individualized, evidence-based support tailored to their unique needs. In collaboration with students, families, educators, and community partners, we uphold student voice and autonomy. Our services focus on developing self-advocacy, life readiness skills, and a mindset of lifelong learning to prepare successful leaders who thrive confidently.

Purpose

The purpose of this policy aims to establish a framework for inclusive education that recognizes and support students with additional learning needs to access quality education in an inclusive learning environment that meet the diverse needs of all students, ensuring inclusive practices.

Admission Requirements at Summit International School for Students with Additional Learning Needs

- Following and in compliance with UAE law: [Federal Law No. 29 of 2006](#)
- Non – Discriminatory – Summit International School will not refuse admission to student based solely on their additional learning needs or disabilities.
- Assessment Process: Summit International School conducts a comprehensive internal assessment, while also reviewing external assessments (if provided), previous educational records, medical reports, and any existing IEPs.
- Accommodations and Collaborations: Accommodations and modifications are completed as students are identified and classified based on the students' individual needs. At Summit we work closely with parents and involve them in the admission process and ensure they are fully informed about the capabilities and limitations in support based on the collaboration approach.

These requirements aim to ensure that students with additional learning needs have fair access to education while also ensuring that Summit can effectively meet the student individual needs. The admission process is a collaborative effort between the head department coordinator, special education department, teacher, parents, and relevant professionals to determine the best educational environment for the student.



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Identifying Student of Determination	
Identification	Any member of the educational team, including teachers, counselors, coordinators, teacher assistants, SEN staff members, or parents, who suspects that a student may be experiencing difficulties impacting their learning or development, initiates the identification process.
Formal Referral	The SEN Department provides a Pre-Observation Record form. Staff members gather observations, noting concerns across various settings and subjects over multiple days. Following this, the observations form is reviewed, and an observation of the student is scheduled from the SEN Department.
Observation	The inclusion team conducts an informal observation of the student, focusing on their academic performance and behavior in class. The SENCO collaborates with teachers, the school psychologist, and the Behavioral Specialist to ensure a comprehensive understanding. Additionally, a screening checklist is completed by teachers and SEN staff to identify common areas of struggle for the student. Subsequently, a meeting is scheduled with parents to discuss observations and provide guidance on accessing quality clinical services and intervention support.
Parent Meeting/Consent	A meeting with the parent is arranged, during which observations and strategies are discussed in collaboration with the teacher and SEN department.
Screening and Assessments	The inclusion team conducts assessments and screening as necessary. If required, the student may be referred for external evaluation.
Eligibility Decision	Eligibility for intervention is determined based on individual student needs. The process typically follows these steps: 1. The student may initially be placed on Tier 1 intervention for a specific time frame – this process is tracked and logged for data purposes. 2. Progress is reviewed after 4 weeks. 3. If there is no continuous improvement, a different tier intervention is followed and agreed by the parent, however, if no progress is continuously observed a professional medical evaluation may be recommended to: ○ Conduct a diagnosis ○ Determine the extent of support needed for learning or development The nature and duration of support are decided in collaboration with the parent and the student (when appropriate).



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Placement Under Wave System	Students are placed within the tier based on the type of intervention required. - Tier 3: Students needing intensive care and involvement of the Inclusion team and teachers. They may have a learning support assistant or avail therapy during or outside of school hours. (In School Services Interventions) - Tier 2: Students requiring assistance from specialist teachers or SEN support educators, receiving weekly pull-out support. - Tier 1: Students whose challenges can be addressed by teachers through effective differentiation and accommodations within the classroom, utilizing strategies to keep them on pace with their peers.
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Supporting Student of Determination	
Understanding Individual Needs	The SEN Department gathers comprehensive information about the student's strengths, challenges, preferences, exams scores and goals through assessments, observations, and discussions with the educational team.
Developing Support Plans	Individualized Education Plan (IEP): <i>SENCO, School Psychologist, Behavioral Specialist, Reading Coach, Student Teachers and Parents</i> - Collaborate with the Educational Team Members. - Identify specific academic, social-emotional, and behavioral goals tailored to the student's needs and abilities. - Outline measurable objectives and strategies to achieve these goals. - Include accommodations, modifications, and specialized services required to support the student's learning and development. - Ensure respective team members request and write their plan for the student and collect data.
	Behavioral Plan: <i>Behavior Specialist</i> - Identify target behaviors to address, along with desired replacement behaviors. - Develop strategies for managing challenging behaviors, including positive reinforcement, behavioral interventions, and supports. - Clearly define roles and responsibilities of staff members involved in implementing the plan.
	Learning Support Service Plan <i>SENCO, School Psychologist, Behavioral Specialist, Reading Coach, Student Teachers and Parents</i>



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	- Identify specific goals focusing on academic, social-emotional, and behavioral areas that address the student's unique challenges and strengths. - Specialized services to support student's learning and development. - Ensures the support provided are tailored to address the student's specific challenges and barriers to learning. - Regularly monitored and reviewed progress data to assess the effectiveness of interventions and adjustments made as needed.
	Advanced Learning Plan (ALP) <i>SENCO, School Psychologist, Behavioral Specialist, Reading Coach, Student Teachers and Parents</i> - Identify areas of advanced ability and set challenging academic and enrichment goals. - Offer access to advanced academic materials and extracurricular opportunities. - Provide ongoing support and foster a supportive learning environment.
	Differentiation Guideline 1. Identify specific learning needs and adapt curriculum content, materials, and strategies. 2. Maintain open communication channels to ensure effective implementation.
Implementing Support	To ensure effective implementation of support plans, all members should understand their roles and responsibilities. Necessary training and resources should be provided to staff members, and regular communication and collaboration with parents/caregivers should be maintained to reinforce consistent strategies and approaches between home and school.
Monitoring Progress	Ongoing weekly / monthly progress monitoring established using collection techniques. Regular review meetings are scheduled with relevant members to discuss progress and make necessary adjustments to support plans.
Adjusting Support	Continuous evaluation of the effectiveness of interventions and supports provided to the student. Modify support plans as needed based on progress and feedback, ensuring flexibility and responsiveness to the student's evolving requirements.
Documentation and Reporting	Accurate records are maintained, documenting accommodations and adjustments are made to support plans. Regular updates and progress reports should be provided to staff members working with the



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	individual, ensuring transparency and collaboration in the support process.
Collaboration and Communication	Foster open communication and encourage a team-based approach to problem-solving and decision-making. Regularly reviewed and revised support plans based on feedback and input from the student educational team.

IEP Development Team The IEP development team consists of various professionals dedicated to supporting the student's educational journey.		
Head of Inclusion (academics) Provides expertise on the student's academic needs, offering input on objectives related to academic areas. Oversees the development and implementation of the IEP, ensuring alignment with the student's academic needs, goals, and overall educational plan.	School Psychologist (Social and Emotional Objectives) Focuses on the student's social and emotional well-being, providing input on objectives related to these areas.	Behavioral Specialist (Behavior Objectives) Addresses behavioral goals and objectives, offering expertise in behavior management strategies.
SEN Department Support Staff Provide insights into the student's academic needs and assist in developing tailored interventions, tracks data, and records progress		
Class or Subject Teacher Offers firsthand knowledge of the student's performance and progress in specific academic areas.		
Learning Support Staff (Shadow Teacher) Works closely with the student, providing additional support and assistance as needed.		
Parent Plays a crucial role in the IEP development process, offering valuable insights into the student's strengths, challenges, and preferences. They also provide updates on any external support the student receives outside of school hours.		
<i>Continuous collaboration and communication among team members ensure that the IEP effectively supports the student's needs.</i>		

Plan and Guideline Overview
Individual Education Plan (IEP)



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The Individual Education Plan (IEP) is an essential component of the student's educational program, particularly for those on the wave system. Students on wave level 3 support receive an individualized plan, while some accessing wave level 2 may also be provided with support.

The IEP consists of SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals that target areas where the student faces barriers to learning or development. These goals form the basis for interventions and include accommodations and modifications tailored to the child's needs.

Regular reviews are typically conducted every term to ensure that the Individualized Education Program (IEP) remains current and relevant. Students on an IEP may have objectives across all areas or specifically in areas of difficulty. IEP meetings should involve all members of the development team, ensuring comprehensive support and coordination.

Modification Curriculum Guideline

The Modification Curriculum Guideline is a written document that outlines accommodations necessary for a student's academic success and access to the learning environment. It is developed for students who do not have a formal Individual Education Plan but require accommodations for academic success, typically those at wave level 1 in the system.

SEN Approach at Summit International School

Evidence-Based Practices

Students on the SEN Registrar List receives evidence-based interventions, accommodations, and individualized support that aligns with their IEP goals and needs. Response to Intervention (RTI) Positive Behavior Interventions and Supports (PBIS) Explicit Instruction	Students on the SEN Registrar either have a Learning Plan Guideline aligned with lesson objectives or a comprehensive IEP developed collaboratively with the multidisciplinary team (teachers, parents, school psychologist, counselors) based on observational, data and assessment.	Assistive technology tools are integrated across lessons for relevant students as specified in their IEPs.	All teachers have received a comprehensive training on evidence-based strategies and methodologies to support the inclusion of students with determination. – June 20, 2024 Sept – Induction Week (PD Trainings)
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Inclusive School Culture



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Foster habits of acceptance and belonging for all students. Work collaboratively with our teachers and coordinators. Create surveys to measure staff, student, and parent perceptions of Summit international school inclusiveness. Aim in receiving positive reporting on resource availability, supports on inclusiveness strategies, opportunity for both teacher and parental involvement – in their individualized plan, communication streamline, and the follow up – tracking, data, progress.	Classroom teachers embed lessons and activities highlighting UAE cultural values, heritage, and sustainability concepts with program support. - Community Outreach Coordinator	Peer mentoring programs and disability awareness campaigns are in place and implemented across all grade levels. ○ Circle of Friends and Lunch Bunch – Organized by The Social and Emotional Department ○ Disability Awareness Months - Events Coordinated, all school activities, and external involvement for students and families to participate. ○ Staff Workshops – Training provided to staff on support practices for students with different disabilities and Inclusion effective strategies for successful inclusion. ○ Parent Workshop- Services and Quality to look for in therapy centers, Early Start for Fathers of young children of determination, Collaborative approach to Inclusion, etc.
Continuum of Services		
The SEN Department partners with clinics, hospitals, centers and embassies to facilitate referrals, assessments and	The SEN Department holds ongoing communication and collaboration with external psychologists from centers and clinics to align IEP goals	The SEN Department is working on ongoing training – provided on specific learning disabilities, with coordinated implementation of strategies



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support for families, especially low-income	and ensure consistency across different settings	across classes aligning with external providers recommendation
Student Voice and Leadership		
Secondary and High school students are actively involved in the development of their IEP planning and goals. The students preferred accommodations and strategies are held through a student- SENCO - parent led meeting.		Independence and self-awareness skills are prioritized in students IEP – planning. Goals for all students are measured through goal attainment assessments.
Collaborative Partnerships		
Comprehensive teacher and parent training sessions are held regularly on SEN topics, legal rights, strategies, and available resource		Progress meetings are conducted each term with parents to review student data and collaboratively adjust support plans as needed.
Continuous Improvement		
In addition to data tracking and stakeholder surveys, the SEN Department also reviews program alignment with national inclusion standards		Results are compiled into an annual report evaluating program effectiveness, outcomes, and key metrics to drive continuous improvement.

Summit International School Collaboration

Summit International School collaborates with a wide range of external support services, fostering strong relationships with centers across the Abu Dhabi network. When necessary and appropriate, the school works closely with outside agencies, including Educational Psychologists, Clinical Psychologists, Occupational Therapists, Speech and Language Therapists, Behavioral Therapists, and other specialized clinics. If a student continues to make less than expected progress despite targeted support and interventions, the school may recommend involving external specialists, with parental consent. Any fees for these services will be the responsibility of the parents. Summit International School maintains strong partnerships with different agencies to fully support SEND students and enhance inclusion. The school contacts are ADEK-approved centers, providing flexibility to parents by ensuring that approved services can operate during school hours.