

**An investigative study of a Dubai-based mainstream
private school in meeting the educational needs of a
student with Dyspraxia DOC**

دراسة حالة للتحقيق في ممارسات إحدى المدارس الخاصة في دبي في تلبية
احتياجات طالبة تعاني من الخلل الحركي النمائي

by

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of the requirements for the degree of
MASTER OF EDUCATION**

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DECLARATION

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Abstract

The purpose of this study is to investigate the practices of a Dubai-based mainstream school in meeting the needs of a student with Dyspraxia. The researcher used the qualitative approach which is based on the triangulation method represented in observations, questionnaire-based surveys, focus-groups, interviews and document analysis. This research paper aimed at studying the school's policy and provision regarding students with special educational needs. The researcher covered the admission policy, the assessment, the identification process, the intervention and the curriculum. Additionally, the researcher studied the support provided to the student, including the Individual Educational Plan, and its effect on her academic achievement. Furthermore, teacher's training was discussed in this study.

The findings uncovered deficiencies between theory and practice with respect to students with Dyspraxia. The school policy and provision support inclusion while the lack of teacher training, lack of funding and the lack of resources hinder the implication of this policy.

This paper suggested a set of recommendations to the school, the Ministry of Education and teachers. These suggestions aim to provide good practices for the successful inclusion of students with Dyspraxia and students with special educational needs as well.

The researcher hopes that her study would be a valuable addition to the research done within the field of special education.

نبذة مختصرة

الغرض من هذه الدراسة هو التحقيق في ممارسات المدرسة العادلة في دبي في تلبية احتياجات الطالب الذي يعاني من الخلل الحركي النمائي. واستخدم الباحث النهج النوعي الذي يستند إلى طريقه التثليث المتمثل في الملاحظات، والاستقصاءات القائمة على الاستبيان، ومجموعات التركيز، والمقابلات، وتحليل الوثائق. وتهدف هذه الورقة البحثية إلى دراسة سياسة المدرسة والاحكام المتعلقة بالطلاب ذوي الاحتياجات التعليمية الخاصة. وعطي الباحث سياسة القبول، والتقييم، وعمليه تحديد الهوية، والتدخل، والمنهج الدراسي. بالإضافة إلى ذلك، درس الباحث الدعم المقدم للطالب، بما في ذلك الخطة التعليمية الفردية، وأثره علي تحصيلها الدراسي. وعلاوة على ذلك، نوقش تدريب المعلمين في هذه الدراسة وكشفت النتائج عن أوجه قصور بين النظرية والممارسة فيما يتعلق بالطلاب المصابين بعسر البصر. وتدعم السياسة المدرسية والتوفير الدعم في حين ان نقص تدريب المعلمين

Dedication

To my Family who made me who I am today,
who taught me that the sky is the limit. Thank you for supporting me and believing in me!

To my husband, Mohamed, Thanks for all the love, care and support.

To my daughter, Kenzy,
Thanks for your understanding and ultimate support.
Without you, none of my success would be possible.

To my twins, Omar and Farida,
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To my friend Rania Al Haddad,
Who encouraged me to take this stream and guided me all the way through it.
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List of abbreviations

DCD	Developmental Coordination Disorder
UAE	United Arab Emirates
SEN	Special Educational Needs
IEP	Individual Educational Plan
UN	United Nation
SENCO	Special Educational Needs Co-Ordinator
LD	Learning Difficulty
LSA	Learning Support Assistant
OT	Occupational Therapy
UNISCO	The United Nations Educational, Scientific and cultural organization
LD	Learning Difficulty
EOT	End of Term
HOS	Head of Section
KHDA	Knowledge and Human Development Authority

Chapter 1

Introduction

1.1. Introduction

Education is an institution that typically is established through a collective social desire to have civil and supportive societies. If one considers the social dynamic found in many countries around the world, there is the suggestion that usually the more education people have, the better off they can be. Many societies traditionally view education (at least primary and secondary education) as a genuine public good that adults and educators provide for children until such time that they outgrow their childhood vulnerabilities and inexperience to become contributing members of society themselves. Many existing international laws and UN documents have been created to promote and to protect this notion of education, such as the UDHR, the International Covenant on Economic, Social and Cultural Rights (ICESCR), and the Convention on the Rights of the Child (CRC). These documents have helped to establish viable legal mechanisms from which nation-states can and have implemented, supported and assessed effective social structures necessary to provide for appropriate educational opportunities (Lee 2019).

Defending every child's right to education is one way to advance every child's chance to get at least a minimal level of protection and support as that child develops. Providing children with educational opportunities can be expensive and, clearly, children (particularly young children) do not have the means to provide such resources for themselves. As a result, not only must consideration be given to what qualifies an object like education as a high-priority claim or human right, consideration must also be given to the social context necessary to acknowledge this claim and to accept the social cost to implement it (Orend 2006; Lee 2019).

It is a common truth, although not much realized, that our world has always been diverse. Therefore, diversity is not merely a phenomenon of our days. However, the transnational mobility of people has been constantly increasing over the last few decades due to socio-economic, academic, professional, political or other reasons. The challenge of developing a better awareness and understanding of an individual's diversity. Of course, inclusive education does not mean simply that if students are collocated they automatically are all included (Dimitriadi 2014).

Many inclusive policies, approaches and projects can prove to be inadequate should there not be well-educated and trained teachers in the education of children that can positively utilize their knowledge and skills in order to achieve quality education—in other words, real inclusiveness. At the same time, all people in the environment of a child, as well as all ideas, beliefs, theories and practices that go on both inside and outside the school, have an important part to play in the inclusion process.

Inclusionary education goes hand in hand with quality education; most importantly, addressing issues of diversity and inclusion in education as early as possible (Dimitriadi 2014).

The research paper is composed of five chapters. Chapter one provides background information about the study; giving an outline of the research context, the research questions, the limitations the researcher's background, terminology used in the study and the rationale of the study.

Chapter 2 provides the literature review on the subject of Dyspraxia; exploring different theories and models. It also explores the different definitions of Dyspraxia either clinical or linguistic. In addition, the chapter deals with the history and the causes of Dyspraxia, the

identification and assessment, Dyspraxia between inclusion and exclusion, therapeutic intervention and finally Dyspraxia within UAE context,

Chapter 3 represents and justifies the research methods used in data collection. It also provides a little literature review about each method used. The chapter as well presents the limitations that hindered the study and the ethical considerations.

Chapter 4 represents the findings of the case study including observation results, interview outcomes, focus-group findings and the survey results. The chapter also studied different documents related to the school, documents related to the studied case and documents related to the UAE.

Chapter 5 provides recommendations based on the findings from the previous chapter. It presents the school present practices in terms of identification, assessment, modifications and services. The chapter also provides some recommendations for the teachers, the school and the Ministry of Education.

Due to the limited word count in writing this dissertation, the researcher included some data relevant to the discussion in the appendices. Plus, references of books, articles and webpages used within the study were also included in the appendices.

1.2. The Aim of the Study

The study seeks to answer the research questions by studying the status of a student with Dyspraxia in a Dubai-based mainstream school. The study attempts to shed the light on the current practices towards students with special educational needs within mainstream schools in terms of policies and legislations. The study also aims at investigating whether or not the Ministry of Education guidelines regarding the provision of education to children with special needs are reflected in mainstream schools. The study also aims to provide some

recommendations for better future practices regarding inclusive education in the UAE. Furthermore, the study aims to raise the issue of the inclusion of students with special educational needs in the UAE for future research.

1.3. Research questions

Throughout the study, the researcher attempts to answer the following research questions.

1.What is offered for students with Dyspraxia in terms of:

1.1 Identification and placement

1.2 Assessment

1.3 Curriculum and modifications

1.4 Special education services

1.5 Professional developments and training for mainstream teachers

2. What could be recommended for students with Dyspraxia to achieve better school practices and full inclusion?

1.4. The Research Context

The research is conducted in a mainstream private school in Dubai, UAE. The UAE is a federation of seven semi-autonomous Emirates established in 1971 and situated on the Arabian Gulf, east of Saudi Arabia and north of Oman. In accordance with the 1971 Constitution, the Federal Supreme Council (the highest legislative and executive body) is comprised of the rulers of the seven Emirates. The country has a free market economy based on oil and gas production, trade and light manufacturing. The economy provides citizens with a high per capita income, but it is heavily dependent on foreign skilled and unskilled workers (Bureau of Democracy, Human Rights, and Labour 2003). According to the Bureau of Democracy, Human Rights, and Labour (2006), the estimated resident population of the UAE is 4.5 million, of which only 21%

are citizens. Citizens employed by the Government are also eligible to receive aid from the Ministry of Labour and Social Welfare for sons and daughters who are under the age of 18, are unmarried or have disabilities. Opportunities for women have increased in government services, education, private business and health services. Most primary and secondary school teachers and health care workers are women, as are almost half of all government workers (Bureau of Democracy, Human Rights, and Labour 2003).

The UAE offers comprehensive education to all male and female students from kindergarten to university, with free education for the country's citizens at all levels. Schools in the UAE public system are gender segregated. There is also an extensive private education sector, and several thousand students (male and female) pursue courses of higher education abroad, at government expense. The existing educational structure, established in the early 1970s, is a four-tier system encompassing 14 years of education – kindergarten (4–5 years old), primary (6–12 years), preparatory (12–15 years) and secondary level (15–18 years). Primary school education is compulsory for all UAE citizens. Government policy is to provide staff/student ratios of 1:20 at kindergarten and primary levels, and 1:15 at intermediate and secondary levels. The existing staff/student ratio is well within this proposed range (Bureau of Democracy, Human Rights, and Labour 2006; Dukmak 2010).

In November 2006, the UAE Federal Government passed the UAE Disability Act (Federal Law No. 29/2006) to protect the rights of people with disabilities. One of the principles of this new law is that people with special needs must be provided with equitable access and related facilities in all new property development projects (Al Roumi 2008). This law stipulates that persons with disabilities enjoy an inherent right to life on an equal basis with others; recognizes that all persons are equal before the law; prohibits discrimination on the basis of disability;

ensures the right to own and inherit property and control financial affairs; and protects their physical and mental integrity (Emirates News Agency 2008; Dukmak 2010).

This law aims to eliminate any discrimination against persons with disabilities in employment, education or the provision of other state services in the UAE. The majority of public buildings provide access to persons with disabilities. Rehabilitation centres exist in the country but those sponsored by the Ministry of Labour are open only to citizens. Others are funded by both public and private organizations or are established by charities. Initiatives have ranged from monthly social aid funds, special education and transportation assistance, to sending a team to the Special Olympics (Emirates News Agency 2008; Dukmak 2010).

1.5. The Research Limitations

The researcher encountered some limitations while conducting the case study. First, the study is conducted only in Dubai which will make it difficult to generalize the findings and the outcomes for all the Emirates. Second, the study was conducted during the academic year which made it hard for the researcher to collect enough data; for example, the researcher intended to contact the OT therapist of the case, however, because of the limited time, she could not. Thirdly, the study was done on only one student in a mainstream school which made it hard to generalize the results on all students with Dyspraxia in the UAE. Finally, the researcher had to translate responses, especially during the interview with the mother and the girl, who is the case of the study. This translation could result in inaccuracy or misinterpretation of data.

1.6. Research Terminology

The research is based on two basic terms inclusion and Dyspraxia. Dyspraxia is defined as neurological disorders characterized by an impairment in the ability to plan and carry out sensory and motor tasks (NINDS, 2006; Stansell n.d.), while the researcher thinks that Dyspraxia is a kind of impairment that hinders a child from performing daily tasks smoothly and easily. As for ‘inclusion’, it is defined in the literature review as the placement of all students with disabilities in general education alongside normal peers, (“-praxia” 2019) while the researcher views inclusion as including all students regardless of their differences in a mainstream setting.

1.7. The Rationale and research significante

The researcher chose the topic for the study because it is of importance to her as a language mainstream teacher. The study will help the researcher as a teacher identifying the main characteristics of students with Dyspraxia, as well as identifying the current practices regarding students with special educational needs in terms of identification, assessment and interventions.

The researcher as well had access to the school as she works there as a teacher.

1.8. Researcher’s Background

The researcher worked as a language teacher in many private schools in the UAE for the past fifteen years. The researcher had extensive experience dealing with students with special educational needs either identified or unidentified. The researcher had witnessed the development in the both the attitude and the practices regarding special education needs students within UAE schools. The researcher dealt with students with different learning

difficulties including Dyspraxia which is the focus of this study. Furthermore, the researcher took part in the identification of many SEN students across the schools she worked for.

Chapter 2 Literature Review

This chapter will discuss Dyspraxia as a specific learning difficulty, its modals of theories, its definitions, the history of Dyspraxia, causes of Dyspraxia, identification and assessment of Dyspraxia, Dyspraxia between inclusion and exclusion, Dyspraxia therapeutic intervention, Finally, Dyspraxia and SEND in the UAE context.

2.1. Literature Search Method

The researcher used EBSCO data base as a searching engine, the British University online library and World Cat searching engine. The researcher used key words like; Dyspraxia, inclusion, intervention, symptoms, and diagnosis to gather background information about the case study topic.

2.2. Literature Review

2.2.1. Definitions of Dyspraxia

Dyspraxia can be defined in many ways. The word dis- means a malfunction and -praxia in the medical dictionary is a suffix that means “to achieve or to do (perform) (“-praxia” 2019). The National Institute of Neurological Disorders and Stroke defines developmental dyspraxia as a disorder characterized by an impairment in the ability to plan and carry out sensory and motor tasks (NINDS, 2006; Stansell n.d.).

All definitions agreed that Dyspraxia is not a muscle disorder although it involves muscle coordination and strength. It is not a cognitive disorder although it affects the ability to read,

spell and use language. It is a neurological disorder that involves motor planning in all areas of the body when the messages from the brain are unable to communicate directions to the muscles.

Dyspraxia can be present in people with Asperger, Autism Spectrum Disorder or Dyslexia. it could be caused by a stroke or a trauma or it could be developmental means it can be present from birth (Stansell n.d.).

In the past, Dyspraxia was defined as congenital maladroitness then later as a disorder of sensory integration. Dr. Sasson Gubbay renamed it in 1975 as the ‘clumsy child syndrome’ but fortunately this name is no longer used. The more current names for Dyspraxia are, Childhood Apraxia of Speech (CAS) Developmental Verbal Dyspraxia (DVD) Developmental Apraxia of Speech (DAS) Sensorimotor Dysfunction Developmental Co-ordination Disorder Perceptuo-motor Dysfunction Specific Developmental Disorder of Motor Function (World Health Organization; Stansell n.d.).

2.2.2. What causes Dyspraxia?

There is no well-known cause for Dyspraxia. However, researchers suggest that it is due to immaturity of neuron development in the brain rather than to brain damage. Dyspraxia results when parts of the brain have failed to mature properly... [it] is the result of neurological immaturity in the cortex of the brain' (Portwood 1999, pp.5, 11). When describing ‘clumsiness’, Barnett et al. (1989) say: ‘Medical evidence suggests that defects in the receiving and passing on of messages to and from the brain result in lack of co-ordination of eyesight and bodily movement, and sometimes cause speech disorders’ (Barnett et al. 1989, p.50; Boon n.d.).

A very small number of children have dyspraxia as a result of other problems including galactosaemia [an adverse reaction to milk which can give rise to symptoms such as cataracts,

visual impairment, gastro-intestinal disorders and jaundice], global developmental delay etc. but most are of an undetermined cause. (Rosenthal and McCabe 1999, p.3; Boon n.d.).

Young children usually learn by cause and effect, for example, they touch fire, they get burnt, consequently, they do not repeat this action again. If the information received from their senses delayed, their learning by cause and effect will be delayed as well. This is the situation with children with Dyspraxia. They should have a physical literacy programme to improve their knowledge of the world around them. Same as mathematical literacy, reading literacy and science literacy. (Boon n.d.)

Physical literacy programme is defined as having the motivation, knowledge and the experience to maintain physical activity through lifetime. (Boon n.d.)

2.2.3. What do children with Dyspraxia look like?

Boys are four times more likely to have Dyspraxia than girls. They are usually diagnosed at the age of six or seven as they start to experience difficulties at home and at school (Boon n.d.).

At home, babies with Dyspraxia may be slow in crawling, walking and talking. This can cause them frustration as they cannot express their feelings like their peers. They are also clumsy when it comes to eating and chewing.

At school, Dyspraxic children are likely to have poor handwriting, difficulty finishing a task on time, untidy work and difficulty dealing with scissors. They usually bump into other children and knocks things over. Morevoer, children with Dyspraxia, have difficulty following rules and that makes them break the rules out of frustration. Children with developmental Dyspraxia often experience difficulty in expressing their thoughts and feelings.

In PE class, children with Dyspraxia often have difficulty kicking, aiming, throwing and catching. They are usually mess up games and that make them less picked as teammates. They experience difficulty understanding teacher's explanation and following rules within a game.

2.2.4. Identification and assessment of children with Dyspraxia

It is usually the parents who first identify that their child is late behind in fine and gross motor skills than other children within the same age group. Parents usually notice that their child also is delayed in crawling, walking and talking. They also might have sleeping disorder, difficulty settling down and hyperactivity. After the child is identified, whether by his parents or a health specialist, the child then is referred to a specialized doctor or a local specialized centre. A trained portage worker will provide help and support for the child and his family at home especially if the child is in the pre-school stage. The potage worker will provide the parents with a set of activities to do with the child in order to improve gross and fine motor skills.

If the teacher at school identified the child, the school will follow the special educational needs code of the country. After the school's initial assessment, advice may be requested from the educational psychologist, the social services department and the school medical officer, and via the school medical officer from health-related specialists such as a paediatrician, physiotherapist, occupational therapist or speech and language therapist. Advisory teachers may also be involved – for example, those with expertise in information and communication technology (ICT) or related special educational needs (SENCO).

2.2.5. Dyspraxia between inclusion and exclusion

The status of Special Needs Education in mainstream schools is in acceleration. Schools have developed an adequate awareness of specific learning difficulties like Dyslexia, Dyspraxia and Autism. Mainstream schools help students with such difficulties to access the curriculum taking into consideration students 'diverse abilities. Furthermore, mainstream schools now have a SEND unit embedded in their organizational structure. The send unit deals with the process of identification, modifications, and accommodation of SEN students. Inclusion will increasingly happen in the coming few years with deeper insight and provision (*Developing School Provision for Children with Dyspraxia: A Practical Guide* n.d.).

Teaching students with special educational needs has become a whole school responsibility that requires a whole school approach. The approach that enables mainstream teachers to modify the curriculum to provide SEN students with differentiated learning options. The challenge that most schools face is the lack of knowledge of mainstream teachers as they are not qualified enough to identify the learning style and the appropriate teaching strategies that caters for the different needs of their SEN students. Here will come the role of the SEN department in the school. The SEN department will be charge of training and coaching mainstream teachers on how to identify the proper skills needed for every SEN student (*Developing School Provision for Children with Dyspraxia: A Practical Guide* n.d.). As for students with Dyspraxia, there are many interventions for mainstream schools to do in order to cater for their needs.

2.2.6. Dyspraxia and other related areas of concerns

Children with Dyspraxia may experience other related concerns in vision and in speech. There are many types of vision problems that can occur in children with Dyspraxia. Physical

abnormalities to the eye structure caused by birth or injuries. This type does not usually present in children with Dyspraxia. Other vision problems are called functional vision problems such as near-sightedness or far-sightedness. Other problems are related to eye muscle control that impact upon such skills as keeping the eyes focused on a line of print or adjusting eye position to stay focused on a ball as it comes closer to the child. Thus, functional vision problems relate to an inability to plan and execute eye muscle movements efficiently. This will result in deficiency in concentration, finding places and objects, organizing work, difficulty with maps and missing out sections while writing, identification of shapes or pictures from a partially completed presentation, and letter number recognition. This also will cause difficulty in copying from a board or a book, labelling diagrams and following instructions (Stansell n.d.).

Speech requires many complex movements involving the tongue, lips, jaw, and other oral-motor structures. Children with coordination problems affecting other parts of their body will also have difficulty coordinating the movements necessary to make speech sounds (Stansell n.d.). This will result in reading difficulty which can lead to Dyslexia (Stansell n.d.).

2.2.7. Therapeutic Intervention for children with Dyspraxia

It is difficult to prove whether a long-term programme of therapy has benefited a group of children or not because it is impossible to know what their progress would have been like without the intervention. Common sense would lead us to believe that if we find certain skills difficult and we practice them regularly, they are likely to improve. If we do not practice them or even actively avoid doing them, they may become worse, and certainly an individual's confidence in carrying out these skills will diminish. Therapeutic intervention could be through individual intervention,

Individual therapy: Some children may be offered individual therapy sessions over a period of time. The therapist may also give a home exercise programme for parents to practice with their child and may give advice to his school on how to plan activities for him in PE lessons.

Group therapy: Group sessions may be offered at a specialist centre, or at the child's school if there is a large enough group of children who would benefit from such sessions. Usually groups are small – no more than eight children. Again, the therapist may offer home exercise programs and advice to the school on PE.

Both individual and group therapy will focus on a group of skills, such as Gross Motor skills, Fine Motor skills, handwriting, speech and language therapy and other skills like listening to instructions, listening while others speak and taking turns and listening.

2.2.8. Special Needs Education in the UAE Context

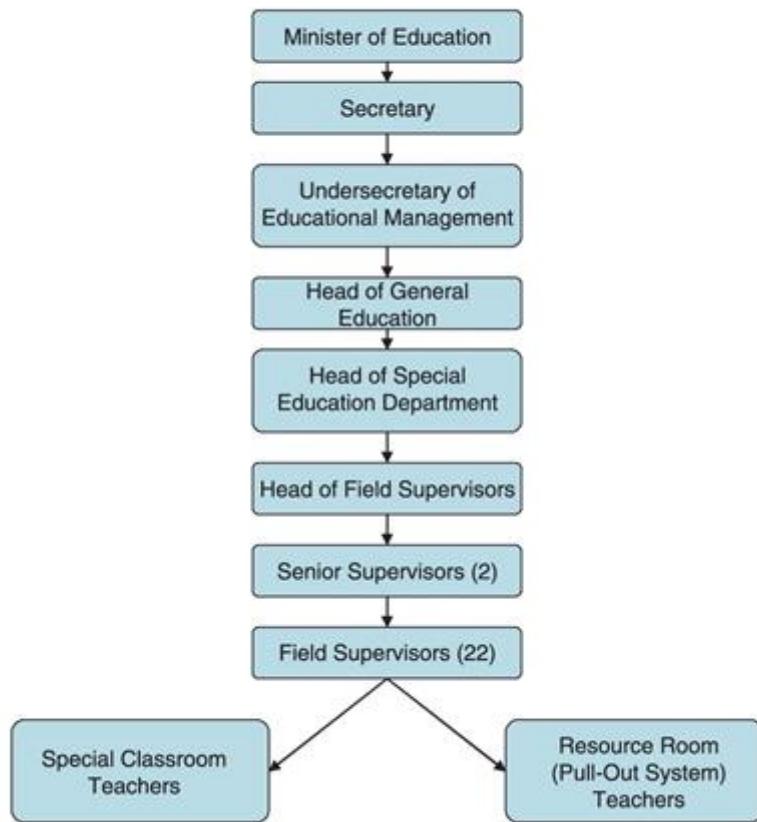
The Emirati community is composed of about twenty percent locals and around eighty percent non-Emiratis, known as expats. The Emirati culture is dominated by Islamic faith which is reflected in all aspects of life. This multi-national community created the need for private schools to accommodate the large number of expatriate students who came from different cultural, religious backgrounds while the government schools provide a free of charge public education for local students only. It is also worth to mention that government schools are based on gender segregation from third grade (Arif & Gaad 2008).

With regard to SEN, the government offers centres for rehabilitation for the handicapped exclusive for locals and they are free of charge, while other private centres offer their services for other nationalities. It is worth to mention that all special needs centres are located outside

school and they fall under the Ministry of Labour instead of the Ministry of Education (Arif & Gaad 2008).

The UAE special education organizational structure sits within the Ministry of Education, which is responsible for overseeing all the pre-university education in the UAE, is headed by the Minister of Education. Under the Minister of Education is the Secretary of Education, who is the administrative head of the Ministry. There are several undersecretaries reporting to the Secretary of Education. The undersecretary responsible for special education is the Undersecretary of Educational Management. The Head of the Special Education Department reports to the Head of General Education who in turn reports to the Undersecretary. The monitoring of curriculum delivery is done by the Head of Field Supervisors. There are two Senior Supervisors who assist him or her in overseeing the 22 Field Supervisors. These Field Supervisors are responsible for visiting and evaluating the special classroom teachers and resource room teachers (see Figure 1) (Arif & Gaad 2008).

Figure 1: Organisational structure of the UAE special needs education system



2.2.8.1. The Federal Law

The rights of SEND students to access education are now broadly recognised in most countries, in a commitment based in laws as well as legislations as opposed to just ethical considerations. The UAE, as well as many other countries, has ratified the “Education for All” (*A guide for ensuring inclusion and equity in education 2017*) UNESCO charter. The UAE has issued laws which necessitates special education services in mainstream schools.

2.2.8.2. Special Needs

A student who has some form of sensory, physical, mental, instructive or communicational condition that prevents them from undertaking ordinary prerequisites and learning is identified as someone with special needs (Abudhabi.ae 2018).

Whereas some students are identified as having special education needs as a result of the above characteristics, others are gifted and others talented. In recognition of this and in reaction to the fact that there were no laws regulated education for gifted students, the UAE Ministry of Education began offering gifted and talented education programmes at government schools in 2000 (Abood n.d.). In order to guarantee that gifted students receive the most appropriate education, Merry (2008) suggested they should be exposed to an education that challenges their abilities. The UAE government labelled 2015 the Year of Innovation in response the “Schools for All” initiative, with a focus on training teachers to establish and deliver the best education to gifted and talented students. Despite this determination, delivering education for gifted and talented students in the UAE still faces obstacles, as there is still no special curriculum or implementation programme for gifted and talented education being delivered for these students. It is essential that both students and teachers are exposed to more targeted training in special programmes to cater for the specific educational requirements of gifted and talented students (Cogentoa.com 2018).

UAE law forbids any school, whether public or private, to reject an individual based on any disability. Furthermore, private sector companies have to retain three percent of staff positions for people of determination.

Chapter 3

Methodology

In this chapter, the researcher will present the methods used in the collection and analysis of data. As well as the tools and techniques used throughout the research with a justification for each tool used and its significance to the research. Furthermore, background information about the case study setting will be presented in this chapter as well as background information about the case of the study. The last part of the chapter deals with the limitations and the challenges faced the researcher and the ethical considerations of the research.

3.1. The Qualitative Approach

The researcher used the qualitative approach as it matches the nature of case studies in general. The qualitative method is more appropriate in real setting as this case study is based on a student with Dyspraxia accommodated in a mainstream school in Dubai. In addition, the researcher is more comfortable with this approach than the qualitative one which is based on statistics and numbers-based analysis.

3.1.1. The definition of the Qualitative Approach

Defining the qualitative method is challenging as it does not have a theory or a definite framework of its own. The approach includes a numerous set of tools and techniques within different subjects of research. That's why there is definite definition for this approach. For example, Strauss and Corbin defined it as the type of research that produces findings not arrived at by statistical procedures or other means of quantification. The qualitative method deals with the social aspect of someone's life, his behaviour, feeling, social communication and

interaction. This means that the qualitative approach is not statistical. Flick (2014, p. 542) defined the qualitative approach as analysing subjective meaning or the social production of issues, events, or practices by collecting non-standardised data and analysing texts and images rather than number and statistics. This means that this approach is related to multiple aspects and realities. Moreover, Denzin and Lincoln (1994, p. 2) claimed that, “Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter.” Van Maanen (1979, p. 520) defines it as, “an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world.” Therefore, qualitative research appears to be an overarching concept under which a variety of issues may be placed, and it has positive and negative perspectives.

3.1.2. Advantages of the Qualitative Approach

There are many advantages of using the qualitative approach. First, it represents a full description of the participants’ feelings, social context, experiences and opinions. It provides a deeper insight into human experiences in a certain setting. Second, this approach focuses on analysing the variables that influence the case of the study as it provides a more holistic approach in data collection. Third, this approach is suitable to study individual cases or events; therefore, the source of knowledge in this approach is the meaning of different events. Fourthly, qualitative research methods such as participant-observation, unstructured interviews, direct observation, describing records are most commonly used for collecting data. fourthly, the researchers interact with the participants directly such as it happens while data collection through interviews. Consequently, data collection is subjective and detailed. Lastly, qualitative

research design (interactive approach) has a flexible structure as the design can be constructed and reconstructed to a greater extent (Maxwell, 2012). Thus, the thorough and appropriate analyses of an issue can be produced by utilizing qualitative research methods, and therefore the participants have sufficient freedom to determine what is consistent for them (Flick, 2011). As a result, complex issues can be understood easily.

3.2 Triangulation Technique

The Triangulation design of mixed method has been adopted in this study as it reinforces the study's credibility. Semi-structured interviews, questionnaire-based surveys, observations, document analysis and a focus group activity are applied in this research. What follows is a description of each tool used and a justification for its usage.

3.2.1 Observations

The researcher observed one female student in different settings in different times of the school day on a non-participant basis in order to eliminate the researcher's bias on the studied case.

The student was observed for two weeks in the classroom and during the break time to obtain a reliable data of the case's academic and behavioural interaction during school time.

3.2.2 Semi-Structured Interviews

The researcher conducted semi-structured interviews with the student and the mother of the student to gather information about the student's awareness of her case, her interaction with

her peers in class and at school, her relationship with her family, the services she receives and how beneficial they are, her suggestions and recommendations for better practices in the future and finally her role in her IEP and how effective it is.

3.2.3 Questionnaire-based survey

The researcher conducted a questionnaire-based survey to generate data about Middle-School teachers' perceptions of special needs education and inclusive learning. The survey aims at collecting qualitative not quantitative data. The researcher is aware of the challenges and the limitations accompanied with conducting a questionnaire-based survey. This is because the participants could be bias or subjective to improve their image. The researcher, as an insider, did not take part in this survey to guarantee the objectivity of the results.

The survey is in both Arabic and English to allow teachers from all majors to participate and to collect a variety of data to guarantee credibility and liability. The survey was conducted in the last two weeks of June 2019. That is why the survey was not conducted on a large number of middle-school teachers and it was limited to Alison's class teachers and support teachers (this has been mentioned in the research limitations section above). Although conducting the survey in the last two weeks of the academic year had its disadvantages, it gave the teachers a chance to have a better insight into Alison's case and how effective her IEP was. It also gave them the chance to evaluate their interventions throughout the year and recommendations for better practices in the future.

3.2.4 Focus Group

The researcher conducted a Focus-Group on a sample of middle-school teachers to gather information about the perception of mainstream class teachers about inclusion and how do they deal with students with special educational needs in their classes. Furthermore, the focus group tended to gather information about the kind of support mainstream teachers get from the SENCO and their suggestions for better inclusion in the future.

The focus group was conducted with three English speaking teachers with different majors. It lasted for 55:03 minutes in an empty classroom on July 8, 2019. The conversation was recorded after taking teacher's permission and after ensuring the anonymity of the participants.

3.2.5 Document Analysis

The researcher studied documents related to the student, the school and to the education law in the UAE in order to collect data that would not be obtained through the qualitative method.

The researcher studied the student's diagnostic report, samples of work, Present level of performance, teacher's observations, recommendations, Individual Education Plan, monthly progress report, clinical observation to gather data about the student.

Furthermore, documents about the policy of inclusion in the school, the school vision and mission and the school layout and facilities were studied to obtain an insight into the school practices regarding students with special educational needs. The researcher also studied documents related to the education system in the UAE.

The researcher will use data from the above-mentioned documents to answer the research questions and to come up with recommendations that will contribute to the development of Special Education in the future.

3.3 The School Background

The study is conducted in a mainstream private school in Dubai that adapts the American Curriculum. The School has two branches in Dubai. The school is accredited from Advanced Ed and is seeking NYASC accreditation. The school is adopting the Common Core States Standards (CCSS) in English and Mathematics and the NGSS in Science while other subjects like Arabic, Islamic Education and social studies in Arabic in compliance with the KHDA requirements. French is offered as a second language from grade 1 till grade 9. French and IT are not compulsory as students choose one of them based on their preference. The School uses English as the language of teaching and communication. The school has a set of policies regarding admission, behaviour management, inclusion and SEN for admission policy. These policies are shown on the school website.

The school runs classes from Kindergarten to grade 12. Eighty percent of the students in the school are Emirati and 20% are Non-Emirati. Classes from Kindergarten until grade 4 are of mixed gender. Starting from grade 5 until grade 12, male and female students have separate sections with separate supervisors. The school has class teachers only from KG1 till Grade 1 while the rest of the classes from grade 2 and above have subject teachers.

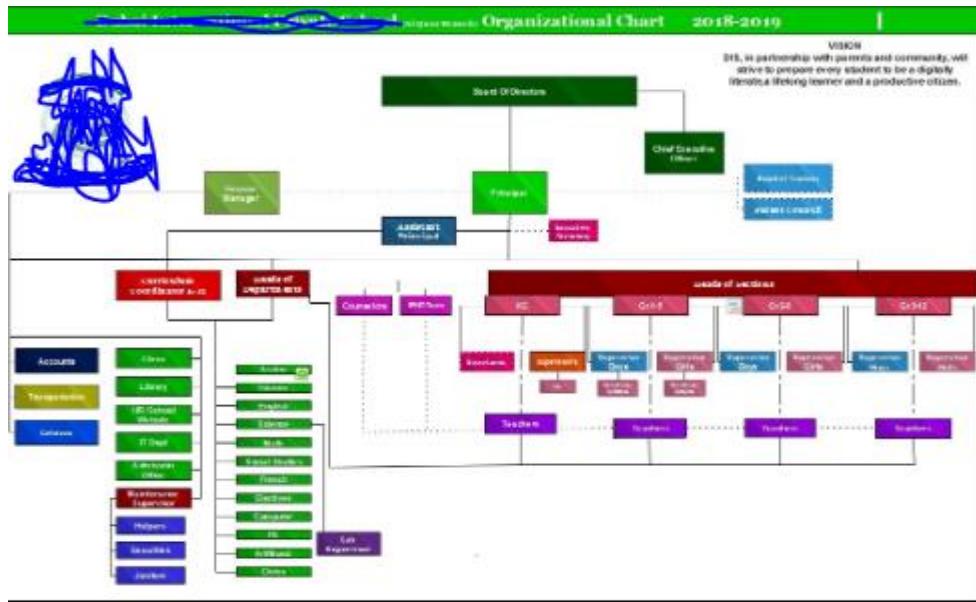


Figure 2: The School Organizational Chart (Appendix A: 1)

The administrative staff consists of the principal, the vice principal, secretary, curriculum leader, the head of sections, and head of departments, supervisors and teachers. The non-administrative staff consists of the school doctor, the nurses, the buses coordinator, the bus helpers, the bus drivers and the helpers.

The school is made of multi-storey buildings with five gates. There is a separate building for the kindergarten, for lower elementary from 1 to 3, another separate building for grades 4 till 8 and finally a building for high school from grade 9 till 12. The school has a gym, an auditorium, a swimming pool and a green field.

The school day starts at 7:45 am and ends at 1:30 pm for KG1 and the lower elementary the periods are 40 minutes long while the school day is longer for Middle and High school as it ends at 2:45 pm and the periods are 50 minutes long.

There is a morning assembly every day. The morning assembly usually follows the international calendar. Some days are dedicated to celebrating students' Academic and Non-Academic achievements. Parents are always welcomed to attend the morning assembly. The school held three Teacher-Parent meetings throughout the year to update the parents of their children's academic achievement.

The school has assistants from KG1 till Grade 1. The school has a SEND Department that consists of the SEN Leader, the support teachers for English, Arabic and Math. There are two social workers in the school plus an academic advisor. Teachers have duty to supervise the students during break time on rotational base. Teacher's duty in the afternoon extend till 2:30 pm and the supervisors are not allowed to leave the school until the last student leaves.

The school hires teachers from all nationalities mostly Arabs for Arabic, Islamic and social studies and Non-Arabs for core subjects like English, Math and Science.

The Middle school section is the emphasis of this research and consists of 18 classes with an average of 28 students in each class. It is a two-storey building. There are two Middle School supervisors, one male for the boy's section and one female for the girl's section. The female supervisor is newly hired. Middle school teachers are of different nationalities varied between Arabs and Non-Arabs. Middle school teachers are subject teachers who are mostly newly hired. It is important to mention that Middle school section is not air conditioned and students use the stairs to get to the first floor.

The school moves forward to apply digital learning as students from grade 4 till grade 12 are supposed to have a laptop with an access to the internet. Students and teachers use some digital platforms to enhance teaching and learning in the school.

3.4 Case Study

This case study revolves around a student in grade 8 who is diagnosed with Dyspraxia. The researcher understands that each child is unique with specific features and characteristics. However, the student's case will be used to analyse the current system rather than dealing with it as an individual case. The case study student will be referred to as Alison for ethical reasons, which is not her real name, who is a female student in the Middle school. Alison's class is in the second storey. Alison was observed in different settings in a two-week period of time to get a comprehensive overview of her case. It is important to mention that Alison uses the stairs to get to her class which lies on the first floor.

3.5 Ethics

The study will focus heavily on ethical considerations and respecting the participants, the school community and to guarantee that the study is undertaken in a credible and honest fashion (Creswell 2008). Consent will be obtained from all stakeholders, including parents, school management, teaching staff and support professionals, prior to undertaking any data collection. Moreover, all participation must be consensual and voluntary while participants will be extended the opportunity to withdraw from the study at any time (Phye 2001). Fully informing the participants about the purpose of the study and how it will be conducted is essential to supporting the ethical bases of the research (Bell 1999). Only participants that fully understand the research purpose and who are willing to

participate in the study will be included in the data collection phase. Furthermore, all transcribed data will be provided to the relevant participants to ensure that they approve of the accuracy of the data gathered. Naturally, anonymity for all participants will be guaranteed and maintained throughout the study.

3.6 Limitations

The researcher faced some challenges while conducting her study. Being an insider has its pros and cons. One of the advantages was that the researcher is familiar with the students, teachers, administrative body of the school, the school policy towards SEN students and the school implications towards inclusion, while one of these challenges is to overcome her bias towards the school being investigated.

With respect to the previously mentioned point, the researcher is fully aware of her role, so she acted as a non-participant observer to an unfamiliar student in a different grade level to maintain her objectivity. As a result, the researcher did not take part in the questionnaire-survey based that was administered to Alison's teachers, head of section, and the SENCOs.

Another limitation was that the study was undertaken in one private school in Dubai, however, the results cannot be generalized on all the private schools in Dubai as the study has to be conducted on a number of schools for more creditability and reliability.

Another limitation was the time, as the researcher could not survey all Middle-school teachers because of the shortage of time. Instead, the researcher surveyed Alison's class-teachers, SENCOs, the head of Inclusion and the Head of Section. Furthermore, the researcher conducted a Focus-Group as a sampling of Middle-school teachers' opinions and recommendations towards inclusion.

Another limitation was that the researcher was a teacher herself and her busy schedule hindered her from conducting the focus group, the interviews and the questionnaire-based surveys. In addition, Middle schoolteachers has the same busy schedule that made it hard for them to fill out the survey during school time. Back-to-back translation of the Arabic questionnaire-based surveys was another challenge. Studying only one student in one setting will limit the results as the research findings cannot be generalized. furthermore, the study was done within the school academic year which limited the research course of time.

Chapter 4 Case Study Findings and Analysis

This chapter presents the findings of the data collected through the triangulation technique. Below is the observation results and analysis, the semi-structured interview outcomes, the survey-based questionnaire results, the focus group results, and an analysis of documents related to school, to Alison and to the UAE.

4.1 Observation Results

4.1.1 Observation Setting

Alison's class as mentioned before lies on the first floor of the building. It has 28 students of mixed nationalities, but same gender. Students are seated in a group of five. Alison's group is in the middle of the class and her desk is facing the board and the teacher. There is no assistant teacher resident in the class, but there are support teachers that visit Alison's class once a week to support her in the core subjects; English, Arabic and Math. The class is spacious with an adequate space for the students to roam. Although there are lockers in the classroom for each student, students are still using heavy bags and backpacks to keep their books and copybooks. The class environment is very informative and attractive, there are five bulletin boards in the class one for each core subject each board displays important basic information and some of the students' work (Seating Plan: Appendices 1: C). The class follows a fixed weekly schedule with seven periods in a day and two breaks. All the lessons are taken in class except for the PE and the IT. Middle school students are not taking music or art classes.

4.1.2 Observation Findings

Based on the researcher's observations, the researcher found out that Alison is not placed in the same place, which is right next to the teacher's desk, as mentioned in the seating plan. Instead, she sits in front of the teacher's desk. Alison's seat is quite far from the board. According to Alison's diagnostic report, she has impairments in visual processing. This would make it hard for Alison to copy from the board or even follow teacher's explanation (See seating plan Appendices).

During break time, the researcher noticed that Alison has no friends, she keeps roaming aimlessly in the playground. However, it is the counsellor's, as well as the teacher's, duty to help Alison feel more comfortable and accepted between her peers. Alison kept visiting groups of students, but she did not stay with one group for more than a minute. It is also noticed that she was not rejected by any group also, she was not welcomed or accepted. Alison was not eating during break time. She approached the teachers who have duty in the playground and talked to them. The teachers seemed friendly and replied. Alison complained to the supervisor that some girls are bullying her, the supervisor in return did not respond. In an informal discussion with the SEN Lead, she said that Alison has a very low self-esteem and she usually feels that she is bullied.

10:34am Alison on is not eating her food

10:34am Alison roams in the playground picking a random girl and talks to

10:35am Alison talks to a teacher

10:36am Alison walks alone again

During the Islamic period, Alison as well as the whole class used their Islamic books and they were copying from the board. Alison carried out teacher's instructions, and when she was asked by the teacher to read a question, she did so with accepted fluency. Students were working in groups to find answers to the questions in their books. It was noticed that nobody in Alison's group approached her or included her in the discussion. The teacher did not notice that and did not comment on it. However, it is the teacher's duty to urge students to work cooperatively with SEN students. This culture should be taught to students by their teachers, the counsellor, the supervisor, the head of section and the SEN department. All students including Alison were copying answers from the board and writing it down on their books. It was noticed that Alison writing pace was slow, and her handwriting was bad. The teacher did not modify the content or the assessment for Alison as recommended by her diagnostic report. According to Alison's report, her handwriting is impaired. This leads to incompleteness of written assignments. This shows that Alison's teachers are not fully aware of her case and the necessary accommodations for her. It was noticed that Alison feels secure and comfortable in her class although there was no interaction between her peers. This was obvious when she approached the teacher and asked questions.

12:13pm Alison copies the answer to the question from the board.

12:14pm Alison did not take part in the group discussion to answer teacher's question.

12:23pm Alison keeps copying from the board.

12:39pm The teacher checks Alison's book and found out many missing work on her book.

During the Math class, the researcher noticed that the teacher is again using the board as the only source of information and students are solving a revision sheet. There were no modifications done especially for Alison. Alison was using a pen and a paper to solve her sheet. This means that the Math teacher was not aware of Alison's diagnosis and did not modify the content for her. It was noticed throughout the period that Alison could not solve the revision sheet which means she did not get the concepts. As a result, and after asking too many questions, the teacher approached her and modelled an example on her sheet. Alison was completely lost in the Math period which means that she did not get enough support in class from the support teacher. According to Alison's diagnostic report, she gets easily distracted and cannot finish a task independently. The Math teacher instead should have given her a solved copy of the sheet or another modified sheet with less problems to solve.

10:42am Alison got the mainstream revision sheet.

10:43am Teacher scaffolds for Alison by modelling an example for her.

10:53am Despite having a calculator, Alison is still struggling with the questions

To sum up, Alison's teachers were not fully aware of her case because the observed teachers used writing and copying as part of their teaching and assessment strategies. No modifications were done for Alison in terms of reducing the content or providing answer sheet or notes as suggested by her report. It was obvious that she is struggling with concepts which means that

she needs one to one instruction or some pull-out sessions. Furthermore, the lack of social interaction with her peers means that the school counsellor will have to conduct more session to spread the culture of acceptance between students. In addition, the HOS and the supervisor need to deal more seriously with Alison's bullying complains and to make her more comfortable.

4.2 Interview Outcomes

4.2.1 Interview with Alison's mother

Alison's mom gave an unprecise description of her case. She limited her problem to writing difficulty mentioning nothing about Dyspraxia. The mother was aware of Alison's points of weakness. She complained from her independency in doing her schoolwork at home. She also mentioned her inability to complete a task as she gets easily distracted. Her major complain was from the writing as her schoolwork is basically based on writing. However, the mother did not mention Alison's point of strengths.

Alison's mentioned that the identification of Alison's case was done primarily at school since grade 1 while her enrolment as a SEN student was done in Grade 2. She praised the efforts and the collaboration of the SENCO and mainstream teachers. She mentioned meeting them three times in the school academic year claiming that those meeting are enough. She added that the SENCO call her if they face any problem with Alison.

Alison's mom was concerned about the social life of her daughter. This is because Alison does not have any friends and she is being ignored and neglected by her peers. She even added that Alison got bullied from her classmates to the extent that she asked to move her from her class.

In general, Alison's mom was satisfied from the performance of the SEN department and mainstream teachers as they do the proper modifications for her. She praised the summary sheets that the SENCO give to Alison before the end of term exams and she is satisfied with her grades in all subject matters except for English. She mentioned that her academic performance has improved due to these modifications on the content and the assessment. However, the mother did not seem very knowledgeable of the exact services that Alison receives in the school especially the OT therapist visit and the push-in sessions in class. The researcher concluded that Alison's mom is not following her up in a proper manner. This was confirmed by the school counsellor when she complained from the mother's lack of communication. The mother mentioned that the school SENCO advised her to enrol Alison in some afterschool activities, but the mother could not because she is working and has no time. The mother mentioned that she had OT session for a year which impacted Alison positively, but she had to stop it without mentioning the reasons.

Alison's mom recommended to reduce the amount of writing for her daughter and to rely more on typing on her I-pad or a laptop instead of the classic way of writing. She also wants the school counsellor to work with other students and raised their awareness to accept Alison the way she is, so she can make friends and have a healthy social life. Giving the fact that Alison is so sensitive to noise, she wants teachers to have more control on the noise in the class, so Alison can concentrate more.

The Researcher: what is your biggest challenge with Alison?

Alison's Mother: Alison always gives me hard time in doing her homework. This is because all her homework require writing.

4.2.2 Interview with Alison

Alison mentioned that she loves school and loves going to school. She added that she loves her teachers and she has a good relationship with them. She complained from the noise in the class as it hinders her concentration. Concerning her relationship with her peers, she was not satisfied, and she said that she has no friends at school. She mentioned an incident of getting bullied from one of her classmates. She generally praised her teachers, the learning support assistance and the school counsellor.

She said she likes badminton and the sports teacher promised her that she will join the afterschool practice. She added that she does not like swimming. This was confirmed by her sports teacher in an informal conversation with the researcher. Alison mentioned that she would like to swim outside of school premises as she is usually getting tired easily when she swims in the school. Alison complained from the amount of writing she has to do and how tiring and exhausting is it. She wishes to use electronic devices to write instead of using a pen and a paper. Alison does not have specific hobby which made it hard for the researcher to determine her interests.

Alison mentioned that she likes to be pulled out during the end of term exams as she feels more secure. This because learning support teachers help and support her during the exam time. She also prefers the pull-out sessions instead of push-in in class because as she said she concentrates better.

The researcher noticed that Alison is aware of her points of weaknesses, but not her strengths. She has low confidence in her abilities. Her self-esteem is affected as well. The researcher also noticed that having no friends is a matter that bothers Alison.

The researcher: Do you like push-in session or pull-out session?

Alison: I like pull-out session better than push-in session because I am more able to concentrate.

4.3 Questionnaire-based Survey Results

The researcher conducted a questionnaire-based survey to generate data about Middle-School teacher's perception of special needs education and inclusive learning. The survey aims at collecting qualitative data. The researcher is aware of the challenges and the limitations accompanied with conducting questionnaire-based surveys. This is because the participants could be bias or subjective to improve their image. The researcher, as an insider, did not take part in this survey to guarantee the objectivity of the results.

The survey is in both Arabic and English to allow teachers from all majors to participate and to collect a variety of data to guarantee credibility and liability. The survey was conducted in the last two weeks of June 2019. That's why the survey was not conducted on a large number of middle-school teachers and it was limited to Alison's class teachers, support teachers, the SEN Team Lead, the Head of Section and the school counsellor (the researcher has mentioned this in the limitations already). Although conducting the survey in the last two weeks of the academic year had its disadvantages, it gave the teacher's a chance to have a better insight into Alison's case and how effective her IEP was. It also gave them the chance to evaluate their interventions throughout the year and recommendations for better practices in the future.

4.3.1 Analysis of the Head of Section's Questionnaire-Based Survey

The Middle-school head of section is in charge of grades 4 till 9 both boys and girls. He has 20 years of experience in the education field. The HOS worked as a head of section in the school for three years. The HOS was aware of the number of SEN students in the whole school and in his section. He was aware of the school policy regarding admitting SEN students and the KHDA guidelines regarding that matter. He mentioned that the school can admit any SEN student except for the severe cases because the school cannot cater for them. Answering a question about screening tools, he mentioned that the school uses checklists, internal tests and diagnostic reports from certified centres, but he did not mention who is exactly filling the checklists in the school and how the procedure goes. The teachers in the focus group gave a detailed comprehensive answer for the same question. The HOS mentioned that he is not directly academically responsible for SEND students as this fall under the SEN Lead and the counsellor's responsibility, however, he is working closely with them to ensure academic success. He described his relationship with SEND students' families as good. Answering a question about the curriculum, the HOS mentioned that SEN students learn through a different curriculum which contradicts with teacher's answers in the focus group. As an insider, the researcher knows that SEND students are taught through the school regular curriculum with some modifications.

He also mentioned that SEN students are being taught in mainstream classrooms with their peers all the time which supports the school policy and the KHDA guidelines. Answering a question about assessment, the HOS claimed that SEN students are being assessed by the SEN team in conjunction with the teachers while teachers mentioned that SEN students are mainly assessed by their subject teachers and sometimes with some cases, they are pulled out by the SEN team during end of term exams. However, SEN team does a termly – based assessment

for each student to know where he/she stands. The HOS's answer to this question does not show a full awareness of the assessment process of SEN students within the school. Again, teachers showed a better awareness of the process. Plus, the HOS did not specify the way of assessment and the tools used for this purpose.

Answering a question about the IEP, the HOS mentioned that it does contribute to the improvement of the students if it is implemented properly. This answer contradicted with the teachers' answer as they previously mentioned that the current IEP is not supporting the progress of the students. This again reflects the HOS' lack of awareness of the IEPs in the school.

When asked about the challenges he faces as HOS with SEN students, he said that he faces behavioural and academic challenges as SEN students believe that they should not fail and this foster negative behaviour. He also blamed the teachers for not exerting enough effort. His answer matches the teachers' answers in the focus group as they also complained from the negative behaviour and the academic delay of SEN students and from not having enough time to prepare enough material for their SEN students.

Answering a question about teachers' training, the HOS mentioned that teachers receive one-to – one training sessions from the SEND team. This contradicts with teachers' answers on the same question as they mentioned not receiving any training from the SEND department regarding SEN students.

The HOS mentioned that he works side by side with the counsellor to support SEN students socially and emotionally. He added that parents of SEN students are cooperative. This contradicted with the views of some teachers in the focus group as they mentioned not seeing

parents of some of the SEN students. This contradiction reflects a miscommunication between teachers, HOS and the SEND department.

The HOS recommended hiring specialized SEN members and qualified teachers to know how to deal with SEN students plus decreasing the teacher/SEN ratio. This suggestion matches teachers' suggestions of not having too many SEN students in one class. The HOS's recommendations show a deep understanding of the current barriers that teachers and SEN students face in the school.

4.3.2 Analysis of the SEN Team Lead's Questionnaire-Based Survey

The SEND Lead is a female working in the school for two years. She is essentially a psychiatrist. She mentioned having two Dyspraxic students in the school without mentioning their gender. The SEN Lead, when asked about the admission policy, she quoted a part of the school policy which states that the school is willing to enrol SEN students with all kinds of disabilities including the severe cases. This contradicts with what happens on real grounds. As an insider, the researcher knows that the school is not accepting students with severe cases like autism and Down Syndrome. This means the school inclusion policy is not implemented.

Answering a question about the screening tools, the SEN Lead mentioned the different screening tools used in the school like; on-going assessment, classroom observations, screening forms, teacher's feedbacks, parental feedback, formal and informal assessments. She added that the SEND team is responsible for early identification and intervention in order to avoid academic underachievement. The SEN LEAD's statement complies with what mainstream teachers mentioned about early identification and the process followed that. This means that the identification process is carried out as mentioned in the school policy. It also shows that the

SEND department is doing a good job spreading the awareness between the teachers regarding the early identification and the procedures following it.

Answering a question about the intervention done for Dyspraxic students, she answered that they receive Occupational Therapy, modified supports, and individualized intervention and they intend to expand their supports to include modern technological devices. As an insider, the researcher knows that only a few students, depending on their case, receive therapeutic sessions from a specialized visiting centre once or twice a week. These sessions contribute to the development of some cases. It is worth to mention that parents pay additional fees that are added to school fees in order to receive these services. Hosting such therapeutic sessions at school is a positive point added to the SEN department. However, these sessions are usually done once or twice a week which is not enough. In addition, SEN students receive additional support from the special teachers who visit them once a week for push in sessions. Again, these in-campus sessions are not enough to achieve academic improvement.

The SEN lead described her relationship with the parent of SEN students as good. However, cultural believes sometimes cause some resistance and arguments. As an insider and as a teacher teaching SEN student, I noticed that parents set high expectations from the SEN department. Parents need more push-in or pull-out sessions in class and they want their children to get high marks. This is due to a misconception of the role of the SEND team, especially with the extra fees that they pay. The SEND Lead in return should make parents aware of their role in order to avoid conflict.

When asked about the curriculum, the SEN lead mentioned that SEN students learn through a different curriculum and between brackets she mentioned modified. Her answer complies with the head of section's answer, but different from the answer of the focus group teachers. This

shows that there is confusion regarding the term curriculum. Teachers clarified before that they use the same curriculum to teach SEN students, but with modifications. It is noticed that the role of the curriculum leader is diminished when it comes to SEN students. The researcher did not notice his input in the modifications done on the general curriculum. Furthermore, it is his role to coach mainstream teachers on modifying the curriculum to meet the specific requirements of each SEN student. Of course, this should be done in collaboration with the SEN team.

When the SEN lead is asked about the assessment, she said that all SEN students receive a modified assessment with the necessary accommodations. Her answer complies with the answer of Mainstream teachers. However, the assessment is unified per grade level as all SEN students within the same grade level receive the same test. This means that the assessment does not cater for the needs of each student. The SEN lead also mentioned that some students do their assessment using their laptops. This was not evident during proctoring. Mainstream teachers also pointed out that SEN students are still using the traditional way of assessment.

Answering a question about the IEP, the SEN Lead mentioned that it could be more effective if implemented properly. Her answer complies with the answer of the HOS, but it contradicts with the answer of mainstream teachers. Mainstream teachers mentioned that the IEPs do not contribute to the academic development of their SEN students as they have unrealistic objectives with less data about the students. The SEN lead pointed out that the IEPs are done by the SEN team with an input from mainstream teachers and parents. Teachers believe that the SEN department is responsible for the IEPs while the SEN team expects some input from mainstream teachers. This creates confusion between the role of each party. Such confusion must be cleared in a meeting to point out the role each party has to do. Teachers claimed that they do not have the knowledge to design an IEP, so the SEN department along with the

curriculum leader should conduct more training for teachers writing smart IEP objectives. Alison's IEP was an evidence that the IEP is a collaborative work between the SEN team, the teachers, her parents and the student herself. This was a positive point added to the SEN department.

As for the training, the SEN lead claimed that she conducts PDs and one-to-one training for teachers on how to deal with SEN students. This answer contradicted with the answer of mainstream teachers as they claimed that they did not receive training for such.

The SEN lead mentioned that parents of SEN students in the school are mainly cooperative, while mainstream teachers said that they hardly see them and there barely communicate with them. The researcher concluded that there is miscommunication between class teachers, send team and parents.

4.3.3 Analysis of SENCO Questionnaire-Based Survey.

The researcher conducted the survey with special education teachers who work one to one with Alison, the case of the study. According to the SEN lead, Alison receives push-in sessions and sometimes pull-out in core subjects; Math, English. These sessions are done once a week. Both special educators own a master's degree in special needs education. This means that the school is keen to recruit qualified staff to meet the needs of its SEN students. The researcher surveyed the two SENCOs who work directly with the case. The researcher will name them Teacher 1 and Teacher 2. The survey is based on Likert scale from strongly disagree (SD) to strongly agree (SA). The surveyed SENCOs need to tick the box to represent their impression of each statement.

Answering a question whether they support students with Dyspraxia, they both ticked agree.

Teacher 1 commented that she supports Dyspraxic high school students outside the classroom in Math and English. While Teacher 2 commented that she supports Dyspraxic Middle-school students inside the classroom. Teacher 1 did not specify the reason behind the pull-out sessions of high-school students, however, as an insider, the researcher knows that it is a cultural issue as high-school students do not want to be labelled as SEN in front of their peers.

Answering a question if Dyspraxic students feel welcomed and like school, teacher 1 ticked agree and commented that the student she supports is well acclimated to the school and has not shown any signs of discontent. While Teacher 2 ticked strongly disagree, and commented that the student she supports, who is Alison, is not provided with methods for output and expressing knowledge except writing which is disappointing for her. These two contradicted answers show the different attitude of both students and the inconsistency of teaching methods used with students with Dyspraxia. This also shows that direct relationship between underachieve and students' attitude towards school.

Answering a question whether the assessment of students with Dyspraxia is a matter of concern, both teachers ticked strongly agree. Teacher 1 commented on the external assessment and diagnosis that students are diagnosed with Dyspraxia through clinical testing outside of school and she thinks that they are misdiagnosed as her student exhibits only one sign of Dyspraxia. Whereas Teacher 2 criticized the internal assessment system in the school and described it as limited with no multi-modals.

Answering a question about whether modifications, adaptations and accommodations are made to include students with Dyspraxia in class, Teacher 1 ticked disagree and commented that modifications and adaptations are made for her student based on his processing deficiency. Teacher 2 ticked strongly disagree but did not add any comment. These matching answers show

that both SENCOs are not satisfied with the modifications and adaptations made by mainstream teachers for their students. This also reflects that lack of awareness between mainstream teachers which is due to lack of training from the SEND department.

Answering a question about the IEP and whether parents, students, teachers and the SENCO take part in it, Teacher 1 ticked agree and commented that they (the SENCO) updated the IEPs to include all stakeholders while Teacher 2 ticked disagree. These two contradicted answers show the inconsistency within the SEND department regarding designing the IEP. Their answer shows that they did not take part in designing the IEP with other parties, but their role was to revise it.

Answering a question whether the IEP is periodically reviewed and revised by both the SENCO and mainstream teachers, both Teacher 1 and Teacher 2 ticked disagree and commented that they have adapted the American practice of reviewing the IEP which is done on annual basis, unlike the previous way of reviewing it after each quarter.

Answering a question whether mainstream teachers know how to cater for a student with Dyspraxia, both teachers ticked strongly disagree and they both commented that mainstream teachers need heavy training and practice in this area. Their answer complied with mainstream teachers' answers concerning the same question as they also admitted that they did not receive any specific training on working with students with special educational needs or on how to design an IEP. These answers contradicted with the SEN Lead's claim of conducting training for teachers.

Answering a question whether mainstream teachers tend to label students with special educational needs, Teacher 1 replied with disagree. She commented that many general

education teachers tend to label SEN students and dismiss them from their classes calling them a problem. While Teacher 2 replied with strongly agree, however, she did not comment.

Answering a question if the SENCO meet regularly with mainstream teachers to discuss the progress of SEN students. Both teachers replied with strongly disagree. Teacher 1 commented that the school culture and the unrealistic demands make it hard to meet or collaborate with mainstream teachers to discuss the progress of SEN students.

Answering a question if students with Dyspraxia achieve progress overtime, Teacher 1 replied with agree and commented that any student achieve progress when receiving the proper support while Teacher 2 replied with strongly disagree and she left no comment. This again shows inconsistency in the performance of the SEN department and within mainstream teachers' practices in class. The researcher thinks that Teacher 1's response was unrealistic as it contradicted with her answers on the previous questions. How a student is supposed to progress if there are no periodic meetings with mainstream teachers, with no proper modifications on the curriculum, with no review for the IEP and with no training for mainstream teachers. The researcher found out that Teacher 2's response regarding that question was more realistic.

Answering a question whether the SENCO meets regularly with parents of SEN students, Teacher 1 responded with Agree and she commented that she communicates with them occasionally. This shows a miscommunication between the SENCO and the SEN Lead and the parents.

Answering a question if students with Dyspraxia are misdiagnosed or underdiagnosed, both teachers responded with strongly agree. Teacher 1 commented that the student she supports shows more signs of processing disorder than Dyspraxia. Their response suspects the diagnosis and the assessment of students with Dyspraxia although their diagnostic reports are issued from

a certified health care centre and the diagnosis was based on reliable tests like MVPT-R and GOODENOUGH DRAW-A-PERSON TEST.

4.3.4 Analysis of the counsellor's Questionnaire-based survey

The school counsellor is a female. She has worked in the school for 4 years. She showed good awareness of the school special education policy and inclusion policy.

When she was asked about the identification process, she replied that mainstream teachers usually fill a certain form TF1/TF2 (See Appendices) and refer to her, then she conducts some observations and gathers information about the student from different resources. Then, she refers the student to the SEN Lead if she notices a persistence discrepancy.

When she was asked about the reason why Alison is a student with special educational needs, she replied because she is diagnosed with Dyspraxia and she gave an internet-based definition of the term Dyspraxia. Her definition did not show a deep understanding of the case which will consequently affect the quality of the services provided to her.

Answering a question about the kind of services Alison received, she replied that she receives push-in sessions once a week in core subjects from the support teachers, OT therapy session from a specialist once a week. Furthermore, she provides her, as a counsellor, with social emotional support to improve her self-esteem. The counsellor did not mention how many sessions she dedicates for Alison, yet in an informal discussion, she mentioned that she pops up in her office frequently and talks to her about her personal life. Furthermore, when the counsellor was asked about Alison's way of facing a problem, she mentioned that she used to escape by asking teachers to go to the bathroom and by taking long walks in the corridors, but she worked with Alison to improve her way of facing problems and now whenever she feels

upset, she asks to go to her office. This shows that Alison feels comfortable and trusts the counsellor. However, the counsellor did not specify her strategies and methods used to improve her self-esteem and problem-solving techniques. With reference to Alison's interview, the researcher concluded that complaining was Alison's only method to solve her problems.

Answering a question about the challenges that Alison faces in such inclusive setting, she mentioned that her disorganization and clumsiness make her avoided by her peers. The counsellor mentioned two issues; the disorganization and the social avoidance. The researcher believes that these issues could be solved with collaborative teamwork between Alison's classroom teachers, the parent and the counsellor herself. During the class observation, which was at the end of the academic year 2018/2019, the researcher noticed that Alison did not overcome these challenges.

The counsellor described her relationship with Alison's mother as formal. She added that she did not meet the father at all. In an informal discussion with the counsellor, she mentioned that Alison's mother does not show enough care or attention to her instructions. For example, she advised her to let Alison join some after school activities to improve her moto skills, yet, according to Alison, it did not happen. With reference to Alison's interview, Alison praised the efforts of the counsellor and mentioned that she helped her to overcome many difficulties. The same thing was confirmed by Alison's mother.

The counsellor's only recommendation for Alison to overcome the challenges she faces was to register in a physical activity

4.3.5 Analysis of Alison's Teachers Questionnaire-based survey

The questionnaire was delivered in both Arabic (See Appendices) and English (See Appendices). It was piloted to Alison's class teachers only. Only 5 teachers were able to return

the questionnaire. All the respondents are subject teachers. The findings will be discussed below.

Table 1: The experiences of the respondents varied, and they are presented in the table below.

Year of experience	Number of teachers	Percentage
0-4	-	0%
5-9	2	40%
10-14	1	20%
15-19	1	20%
20 years and more	1	20%

Presence of students with Dyspraxia

All respondents mentioned having a student with Dyspraxia in their classes except one respondent was not sure. The respondents mentioned that this student was a girl. When asked about the characteristics of Dyspraxia, most of the respondents showed a good general knowledge by giving a description of the case and the symptoms of Dyspraxia. Except for one respondent who did not know. Teachers commented that they acquired the knowledge about the case from the internet, their personal experience and background and not from the SEND team. Which means that the SENCO did not conduct meetings with Alison's classroom teachers to explain her case and the necessary modifications to cater for her needs. Likely, teachers in the focus group complained from the lack of knowledge and training. The researcher during the

observations noticed that mainstream teachers are not aware of the case and did not meet her needs in class.

Table 2: The following table represents the respondents' knowledge of Dyspraxia.

Knowledge of the case	Yes	No	To some extent
Number of teachers	1	2	2

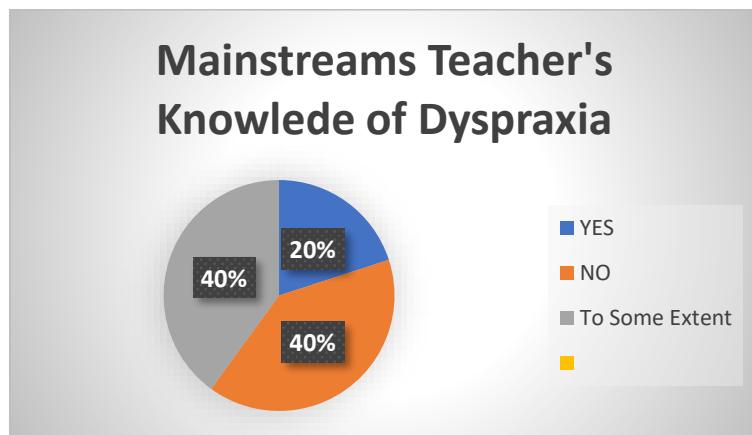


Figure 3: Represents Mainstream teachers' knowledge of Dyspraxia

When asked if it is possible to reduce the negative symptoms of Dyspraxia, most of the teachers responded with yes only if teachers are trained to deal with this case and are equipped with the necessary resources, one respondent responded with no, and one respondent did not respond.

Table 3: number of teachers who think that the negative effects of Dyspraxia can or cannot be reduced

Response	Yes	No	No response
Number of responses	3	1	1

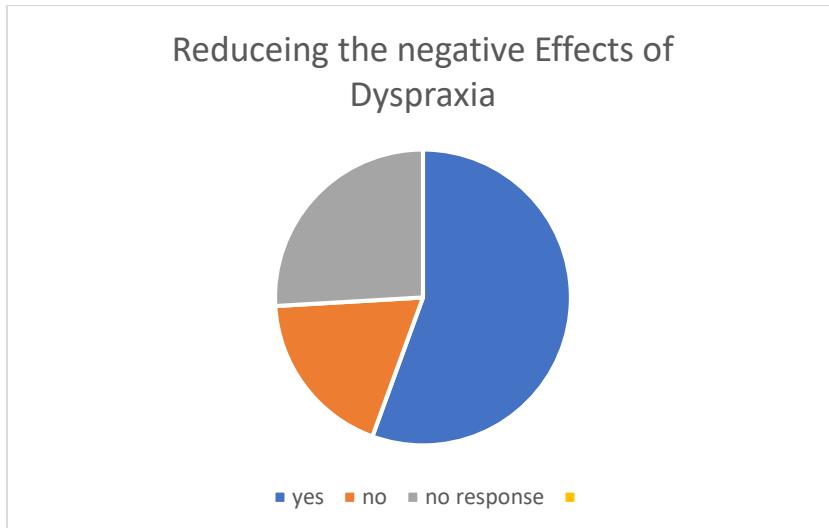


Figure 4: Represents possibility of reducing the negative effects of Dyspraxia

When asked where students with Dyspraxia learn, most of the teachers responded that they receive their education in mainstream classes except for one respondent.

Table 4: The respondents' responses regarding the learning setting of students with Dyspraxia

Responses	In-class	Pull-out sessions
Number of teachers	4	1

When asked about the curriculum used to teach students with Dyspraxia, most respondents responded that they teach Alison through the general curriculum while others said through a differentiated curriculum. This contradiction shows that mainstream teachers cannot differentiate between a modified curriculum and a parallel curriculum. With reference to the focus group, teachers mentioned that they modify the general curriculum to meet the needs of SEN students. However, the researcher during her observations in class, did not notice any modifications on the curriculum done especially for Alison as she was doing what other typically developed students were doing. Alison's IEP showed no modifications in the curriculum as well. Additionally, teachers in the focus group expressed their concern about the type of modifications they should do on SEN curriculum claiming that they do not possess the knowledge to do such modifications.

Table 5: Represents the number of respondents regarding the kind of curriculum taught.

Number of responses	General curriculum	Different curriculum
	2	3

When asked about the kind of intervention used with Alison, teachers provided different interventions like one-to one instruction, differentiated sheets, peer-help, differentiated tests, and learning through playing. Teachers 'responses contradicted with the researcher's observations in class as the researcher did not notice these types of intervention. Furthermore,

teachers in the focus group complained from not having enough time to prepare differentiated sheets and activities for their SEN students.

Answering a question about the challenges Alison's teachers face while teaching her, one respondent misunderstood the question, so his response is considered not valid. While the rest of the respondents mentioned her low self-esteem, her quick fatigue, lack of concentration, hyperactivity and excessive talking. One teacher was concerned about how successful her inclusion is and her adaptation within mainstream setting. The researcher had the same notes on Alison during her observations.

Answering a question about their relationship with Alison, A respondent again misunderstood the question and gave an irrelevant answer, while almost all respondents mentioned that they have a good relationship with the student. During class observations, the researcher noticed variations in Alison's relationship with her teachers. Another respondent claimed that Alison likes him and always shares personal stories with him. It was obvious that Alison was feeling more comfortable in some classes rather than other classes. The researcher thinks that teachers' attitude towards Alison reflects on their relationship. Some teachers felt as if Alison was a burden, others would feel pity for her, and others may look down at her. In the researcher's beliefs, the teacher-SEN student relationship is determined by teachers' ability to accept differences.

When asked about the benefits of, most of the responses discussed the benefits of inclusion on the SEN student in terms of social interaction and adaptation, but nobody mentioned the benefits of teaching a SEN student on the teacher and the whole classroom environment.

When asked about the kind of support mainstream teachers get from the SEN department, one respondent answered that he gets no help from the SEND. however, another respondent

mentioned that the support teacher visits his class once a week for push-in support. He added that he gets advice from the SENCO on the best teaching strategies for Alison. The same respondent mentioned that the SENCO sometimes prepare differentiated sheets and tests. Another respondent claimed that he only receives reminders from the SEND of the required paperwork that should be given to them before end of term exams, a third respondent claimed that the SENCO provide pull-out sessions and support copy books. The variations in the respondents' answers show fluctuation in the SEN department performance. This also reflects that some subjects are given interest from the SEN department rather than other subjects. The researcher concluded that mainstream teachers require more help and support from the SEN department.

When asked about the suggestions to improve Alison's academic performance, most of the respondents mentioned that Alison as well as other SEN students need to be taught through a different curriculum which is based on their needs. They also suggested giving mainstream teachers training sessions on intervention strategies and differentiation techniques. They also suggested more push-in sessions and even pull-out depending on the need of the student. Teachers also need more help and support from the parents of SEN students. The researcher found the respondents' suggestions match the suggestions of the teachers in the focus group.

4.4 Focus Group Analysis

A focus group was conducted with three middle-school teachers. All of them were subject teachers teaching different grade levels and different subjects. Teachers' experiences varied between four years to eight years. The researcher will refer to them as (T1, T2, and T3). The following topics were discussed. An analysis of the discussion will be presented below. The researcher will refer to herself as YS. The focus group was conducted in a class with the consent

of the administration and the supervisor. The conversation was recorded with the consent of the participants. Below is an analysis of the focus group.

Teachers' perception of Inclusion and special educational needs:

All teachers who participated in the focus group granted the right for SEN students to be included in mainstream classrooms. However, these teachers expressed their concerns regarding students with severe cases as they do not have the knowledge and the school does not have the resources to accommodate them. Teachers' labelled autism as a severe case especially if the autistic child exhibits aggressive behaviour.

T1: Yes, all students have the right to be educated in a mainstream-classes

T3: A child with autism can be sever, but again it depends on the severity of the case

Teachers think that the IEPs in the school are not individualized enough and the objectives are not smart enough. They need the IEP to have more information about the cases, with more recommendations, suggestions and teaching strategies.

Teachers also think that the IEP should be completed by the SEND department with limited contribution from mainstream teachers. The researcher noticed that teachers have good knowledge of the IEP and the fact that it is a live document and they are aware of their part in it.

T3: From my previous experience, mainstream teachers do not put a single input in it.

It comes from the SEND department as the SENCO take the topics or the objectives

from the teacher and they assess what the student already knows and then the SENCO add the interventions to make sure that the child has the basic requirements for the grade level and they keep on changing, they keep on adding. It is flexible. It is a huge collaborative work between the clinic, the SENCO and mainstream teachers. I think this is how it should be. We are professionals, we do not know how to do it. We are not trained to do it. We can do it only if we are instructed to do it.

Teacher's views of Inclusion:

Despite the fact that inclusion is a must. Teachers believed that it is not for everyone and it might have a negative impact on the rest of the class. This is because each teacher has more than one SEN student in her class with very little help from the SEND department. Teachers described many SEN students in their classes as slow learners or weak because of laziness or irresponsibility not because they have a significant learning disability. This explains having a lot of SEN students within the SEND department without a proper diagnose. Teachers expressed their concerns of inclusion as they do not have enough time for proper planning and they do not have the knowledge as well. Almost all the teachers lay a huge responsibility on the SENCO of the school calling them the expertise. Teachers need support and training form the SENCO

The Impact of having SEND students on the classroom and the teacher:

The researcher kept repeating the question of the impact of having SEND student on the class as teachers deviated from answering the question. All teachers answered negatively as SEND students are most probably misbehaving because the curriculum is too hard for them.

T2: Negatively, as SEN students miss a lot of skills. Consequently, they will misbehave in class and affect the whole classroom environment negatively. That's why the SEN Department should step in and bridge the gaps that SEN students have.

However, all teachers admitted that having a SEND student in the class will benefit them as teachers as it will force them to scaffold and differentiate. On the other hand, they were concerned about having enough time to plan.

T2: Having SEN students in my class will affect me positively as it will force me as a teacher to scaffold massively so all students will benefit.

Pull out – Push in

Teachers think that pull-out or push-in sessions depend on the case of the student. Some students with Dyslexia for example need some pull-out sessions to receive reading recovery program. However, they support having a special teacher to assist the student in class.

T1: It depends on the case

T3: If the support teacher will stay with the SEN student in class, then I support push in sessions

SEND referral and Identification

All teachers showed good knowledge of the procedures followed when referring a student to the SEND department. This also shows that the school has a good policy regarding referral and identification and that the school has a good organizational structure. This also shows that the SEND department is doing a great job spreading the awareness between the teachers on how to refer and identify SEND students in their classes.

T1: Subject teachers notice that the student falls behind his grade level expectations, then they refer to the administrators or the SEND department. Then, somebody will come to observe the child. Later, they will talk to his parents. Finally, the parents will take the child to an institute to be diagnosed.

IEP Expectations

All teachers are aware of the importance if the IEP. However, they all admit that it is not helpful as it is not providing enough information about the case. They need it to provide information about the social emotional part, the student's history, previous teachers' best practices, and the best teaching strategies that suit each case. A teacher also supports having a file record that include the history of the student that passes from one grade level to another.

T2: In my previous school, every SEND student has a file that he or she carries from one grade level to another. This file will give his/her teachers an idea about him/her socially, emotionally and academically. I have no idea about the child I am teaching.

This file is like the history of the child that has teachers' best practices or maybe a strategy that worked with the child that another teacher can benefit from. What we do is repeating the cycle over and over. I spend a whole term trying to discover the child.

The Curriculum

All teachers supported teaching SEN students using the same general curriculum but tailored and modified to cater for their needs. However, they think that the modifications should be done by the SEND department as they are the expertise and they are aware of what worth aiming for.

The researcher thinks that teachers are mixed up between the contribution of the SEND department as well as the curriculum leader. Deciding the content is a collaborative work between mainstream teachers, the curriculum leader and the SEND department. The researcher noticed the absence of the role of the curriculum leader as the person who is supposed to provide help and support regarding the curriculum. Teachers complained that SEN students fall behind curriculum expectations and that the current curriculum is too hard for them. This results in social emotional and behavioural problems.

T3: I think they should be taught through the general curriculum, but with modifications

T2: It depends on the case. Some students are in grade 9 while their level is at grade 4 so you can't teach this child grade 9 curriculum. It also depends on the kind of disability they have, is it only learning difficulty and missing gaps or severe cases like autism and

physical impairments. You have to teach them at their level and not to stick to a certain curriculum. The SEND department should tell us what to teach that child.

Assessment of SEN students

Teachers' admitted that SEN students have differentiated assessment. However, the assessment is based on multiple choice questions with the same objectives as the mainstream assessment. Teachers also mentioned that they are the ones responsible for preparing the assessment for their SEN students while the SEND department, from their point of view, should be the one in charge of assessing them. Teachers also mentioned that there is only one version of the modified assessment called /SEND Version/ and this one version is given to all SEN students in the school regardless of their area of learning difficulty. The only contribution the SEND department does to assessment is pulling students out of the test halls to read and simplify the test for them. Teachers suggested that the assessment of SEN students should not be paper based as most of them have reading and writing difficulty. On the contrary, it should be done through speaking, colouring or even drawing. Moreover, teachers added that SEN assessment should not be done for the sake of passing, but it should be done to know where the student stands and the concepts he or she grabbed.

Teachers showed good knowledge of the assessment purpose and they provided helpful assessment methods. However, they are mixed up again between the role of the SENCO and the curriculum leader. It was also noticed that the curriculum leader has no contribution in the assessment of SEN students. The researcher, as an insider and a teacher in the school, think that the type of assessment is all about quantity and not quality and it is not individualized or based on the case. It is only a simplified version of the original test. It is worth to mention that SEN

students are taking standardized tests in English, Math and science and they are falling behind the norm. The special teacher usually helps SEN students during standardized tests by reading for them. Teachers think it is not fair to take such tests as they are higher than their level and the results affect their total grades.

T2: The assessment should be individualized depending on the case and it doesn't have to be paper based. It could be through speaking, colouring or even drawing.

Teacher's relationship with SEN and their parents

Teachers claimed that they have good relationship with their SEN students, but a weak one with their parents. Teachers also mentioned that there is no official communication channel with the parents. It could be a direct communication, or it could be through the SENCO.

4.5 Document Analysis

The documents are classified into three types: the student's documents, the school's documents and documents related to laws and regulations associated with inclusive education in the UAE.

4.5.1 Alison's Document Analysis

The researcher managed to get a copy of Alison's file from the SEN department. The researcher will use the documents in the file along with the observations, the questionnaire

the interviews and the focus groups analysis to reach to some recommendations. The file has the following documents:

- Present level of performance
- Diagnostic report
- Visiting Teachers' Observations
- Recommendations
- Formal Diagnostics/School Identification
- Individual Education Plan
- Monthly Progress report
- Clinical Observation
- Students work and assessment

4.5.1.1 Diagnosis / Assessment Report

Alison has a diagnostic report from a certified centre in Dubai. Alison was diagnosed in March 2013 at the age of 10 years. Alison was first identified by her teachers at school. Alison was referred to an occupational therapist. According to the report, Alison was a full-term delivery. At the age of 2, Alison was diagnosed with dislocation of hip and was treated for such in Dubai. Alison's Mother had some complains like frequent misspelling, poor handwriting, short attention span and restlessness.

4.5.1.2 Behavioural Observation

The therapist observed Alison for an hour and noticed that she is restless, with a very short attention span, gets distracted easily, is not interested to computer-based activities and moves from one activity to another without completion.

4.5.1.3 Sensory Status

Alison has difficulty in modulation of sensory processing that was evident by tiring easily and weak grasp. She also has difficulty in auditory processing, and this leads to difficulty completing her activities in a noisy background.

4.5.1.4 Motor Status

Alison was observed to have a slouched posture and a less muscle tone that was evident when she got tired after a few squats, push-ups and wheelbarrow walks. She has less strength than a child in her age.

4.5.1.5 Co-Ordination

Alison had low eye-hand coordination. She lost her balance when her eye was closed. She also had difficulty in repeating fast movements and consequently she lost rhythm and pace.

4.5.1.6 Handwriting Speed Test

The test showed handwriting impairment as the letters were not well-formed and the spacing was not consistent. The letters were below the baseline. In addition to poor handwriting, Alison showed spelling mistakes and sentences with poor grammar.

4.5.1.7 Alison's Assessment report

Alison undertook many tests like MVPT-R test and the results of the test show impairment in visual memory, visual closure, visual discrimination and Spatial Relationship. Alison took another test called Goodenough Draw-A-Person Test. This test assesses the maturation

cognitive representation. Alison scored 11 which signifies that her mental age is 5 years and 9 months.

In conclusion, Alison's assessment, the clinical observation and the mother's input show characteristics of Dyspraxia and Dysgraphia. The report included some significant recommendations for Alison's IEP that will be discussed in detail shortly.

4.5.1.8 IEP Meeting

The SENCO in the school held a meeting for Alison's IEP on 21st of October 2018 (the researcher did not find a record of Alison's previous documents in the file, all the documents are one or two years old). Alison attended the meeting with her mother, the support teachers and the SEN leader. The meeting took place at school. The IEP is signed by all parties. Alison added her concerns and the mother too. Alison mentioned that she is not feeling comfortable at school, she has no friends, some teachers are shouting, which affects her negatively, and she has difficulty doing her schoolwork.

According to Alison's personal view, she has good attendance at school, she raises her hand to talk sometimes, she has friends, she tries her best before the test, and she needs more hands-on activities and continuous help.

The IEP goal is based on the academic domain. The IEP aims at increasing the level of independency especially when it comes to her schoolwork.

The IEP meeting recommends some pull out sessions for Alison in Math and photocopies of classwork to avoid copying from the board.

The researcher noticed the absence of Alison's teachers, the social worker, the Head of Section, a representative from the visiting centre and the section supervisor. The IEP

focused more on the academic domain and neglected to psychological one. The student had a voice in her own IEP stated her points of strengths, interests, weaknesses and concerns. The parent was also involved in her child's IEP.

4.5.1.9 Alison's IEP Review

With reference to the research questions regarding what is offered for students with Dyspraxia in mainstream setting, the researcher managed to get a copy of Alison's Term 1 IEP. The IEP is done on termly basis. Teachers usually send their termly goals to the SENCO and the SENCO handle designing the IEP for the SEN students. There is a rationale for the IEP on the cover sheet explaining why the student is eligible for this service. On the cover sheet, there is a list of the services that Alison gets from both the visiting centre and the school plus the people involved with Alison. The IEP does not have the present level of performance. The accommodations were not specified. The recommendations were borrowed mainly from Alison's diagnostic report. The IEP was made mainly for core subjects; English, Math, Science. However, the Arabic IEP was not found in her file as well as other subjects like social studies, Islamic education, PE. It was noticed that the social/emotional part was also missing in Alison's IEP.

The objectives in the Alison's IEP were not SMART. The interpretation of the acronym SMART is as follows: specific, measurable, action verbs, realistic, and time limited. In addition to these features, well-written IEP goals reflect students' unique strengths and needs. Using the SMART acronym as a guide, educators can produce specific, measurable, realistic goals with action verbs (Hedin & DeSpain 2018). The objectives instead should include the materials, assistance, and directions or instruction needed to achieve the goal.

The researcher noticed that the English teacher used verbs that represent higher order critical thinking skills which could be challenging for Alison. While the Math teacher used verbs like (use) In addition, the teachers did not reduce or modify the curriculum to cater for her needs. This means that the teacher sacrificed the quality with the quantity. Instead, the teacher should have reduced the quantity and used more measurable and achievable goals. The lack of modifications in the quantity was reflected on Alison's performance in the Math class as she had difficulty solving the Math revision sheet and she struggled with the concepts. (based on researcher's class observation).

Alison's IEP included intervention. However, the researcher did not notice these interventions during her observations. Furthermore, the researcher noticed that the IEP was not reviewed as mainstream teachers did not have Alison's IEP in class to tackle her progress or to add their reflections. Only the science IEP had the student's progress and review of goals.

4.5.1.10 Alison's Monthly Report

As a kind of follow up from the SEND department, the SENCOs send a monthly report to Alison's teachers to evaluate her academic performance. Teachers need to evaluate Alison based on some criteria like completion of homework, paying attention, following instructions, participation in class, seeking help and working independently. Teachers need to rate Alison with (VG) as very good, (S) is for satisfactory and (NI) need improvement. The monthly report has a space for the teachers to put their own input and the marks of her test to date.

The researcher noticed that the monthly report is submitted only by the English and the Math teachers. Alison's evaluation varied between satisfactory and needs improvement in most of the areas while she was rated very good in seeking help. It is noted that Alison's

grades in Math ranged between 7.5 to 10 out of 10 in the drop quizzes. These results contradict with the researcher's observation in the Math class which showed that she was struggling with math concepts. Furthermore, the Math teacher rated Alison between (s) satisfactory in the first week of October to (VG) in the fourth week of the same month without giving any logical explanation for this improvement.

As for the English report which was done only in January, the English teacher rated Alison between (NI) needs improvement and (s) satisfactory throughout the month. As for her grades, she got between 6 to 6.75 out of 10 in the drop quizzes. Although there was only one follow-up report from the English teacher in Alison's file, the researcher found it more credible. The researcher would reach to a better conclusion if the report was done for a few consequent months. Alison's teachers commented that she needs to stay on task to complete her work on time and to work independently. This comment matches with what the researcher saw during the observations.

The researcher suggests that all the teachers should contribute to the monthly report. Furthermore, the form of the report should be personalized according to the subject as the evaluative criteria are too general and do not give specific deep information about Alison's academic performance. It is also recommended to have the same report for the behavioural and the social emotional aspects of Alison's character. Furthermore, having these follow-up reports in the student's file would help analysing the data to identify whether the student is making a progress or not. Hence, it is the SENCO's job to make sure that all teachers submit these reports on monthly basis and to discuss these reports with the teachers to ensure credibility.

4.5.1.11 Samples of Alison's Tests

The researcher studied two tests, the English Test and the Math Test (these tests are the only samples available in Alison's file). Both tests are end of term 1 tests for the academic year 2018/2019. Both tests are modified to suit Alison's needs. Both tests are made of 4 to 5 pages. By studying the Math test, the researcher noticed that the questions require lots of writing. Alison was allowed to use the calculator during the exam time. The researcher knew that Alison was pulled out from the test hall to another private room to get some support from the support teachers. The researcher learned that Alison usually gets anxiety during tests. According to the test score, Alison got 15/20. The researcher found that the end of term mark is too high when it is compared to her monthly report and the researcher's observation in class. This means that Alison received help during the test time. This high mark suspects the credibility of Alison's assessment.

As for the English test, the questions were less in quantity. Most of the questions require writing while only a few questions were multiple choice. Alison got 9.6/20, which is considered as a failing mark. After studying the original test, the researcher noticed that the questions were the same in quality, but only less in quantity. Furthermore, most of the questions were critical thinking questions that require higher-order critical thinking skills which contradicts with her area of difficulty. It is noticed that Alison scored low in both the skill-based and the language arts questions. To sum up, both tests could have been more modified to cater for Alison's areas of difficulty. The questions, as recommended by the centre, should be multiple choice and more differentiated.

Alison's test result reflects the efficacy of her IEP. In other words, if the IEP goals are not smart enough to cater for the needs of the students, it will reflect on the student's progress and academic performance. This is obvious in Alison's test results and report card results.

4.5.1.12 Alison's Academic report card Analysis

By studying Alison's academic report card, the researcher found out that Alison's year average is in the 80s as well as her average in most of the academic subjects. This contradicted with the researcher's observations in class which showed that she was struggling with concepts.

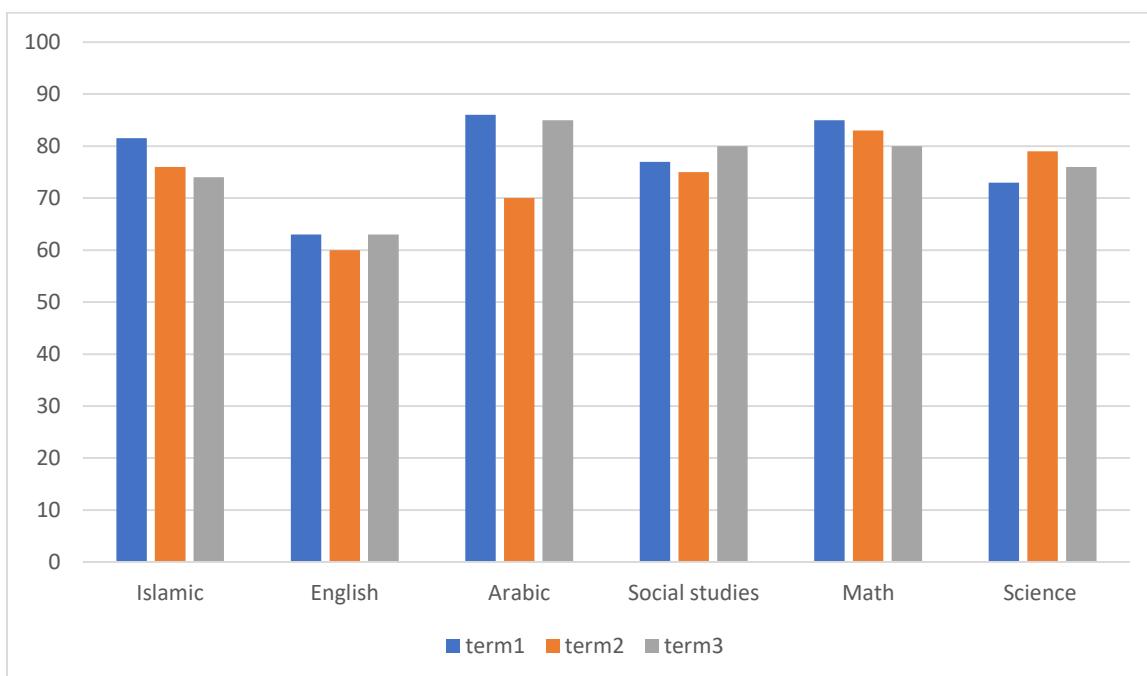


Figure 5: Analysis of Alison's report card

The bar graph represents a comparison between Alison's average in core subjects over three terms. The report card is for year 2018/2019. The results show Alison's marks were higher in term 1 than term 2 in almost all core subjects except for Science. English was the lowest average Math and Arabic Language were the highest average. with reference to Alison's English IEP, we can conclude that there were not enough modifications on the curriculum which was reflected on her end of term exam and year-round grades.

4.5.2 Documents Related to the School

4.5.2.1 School policies

The school endorses two policies regarding special education; the Inclusion policy and the Special needs Policy. In agreement with the “School for All” initiative and the UAE Federal Law 29/2006 enacted by the Ministry of Education, disabled as well as gifted and talented students are provided with education in mainstream classrooms. In line with this, the school guarantees stakeholder involvement and cooperation to deliver the most appropriate education to benefit of all students (Dubai International School 2017).

The school goes to set its policy statements and clearly states that the school nurtures the inclusion of every student, both SEN and mainstream, and provides “safe physical surroundings, a rigorous curriculum, and welcoming positive learning environment that reflect the needs of all students including those with Special Educational Needs” (Dubai International School 2017). Furthermore, the school is committed to providing SEN students with Individual Educational Plans (IEP's) and Special Educational Services, to address the numerous and varied special needs of each student. Every SEN student has specific educational needs and therefore providing

appropriate education has to be approached differently for each child. Special assessment tools are utilised for each SEN student in order to achieve the desired educational and progress results.

Furthermore, to facilitate the implementation of inclusive education the school adopts specific measures. These measures include issuing a specific inclusive policy, preparing the accessibility of physical premises, deliver SEN students with qualified staff, encourage positive attitudes regarding SEN students among stakeholders, offer appropriate human and physical resources, guarantee that all SEN students demonstrate the expected achievement and progress in line with their capacities, involve SEN students in defining their own education, involve parents in the education their children and ensure that each child is healthy, safe, enjoying, progressing, and making positive contributions to the school community.

The school manages its support of SEN students with a monitoring system that is utilised by SEN-support centre specialists. The school also proclaims that it operates in line with the inclusion theory advocated by the UAE National Agenda, which strives to ensure that all SEN students are included in mainstream classrooms and that their specific educational requirements are fulfilled.

As mentioned above, the school has clearly stated its policy, however, the implantation of this policy needs to be reconsidered and improved in order to achieve inclusive education objectives. In line with the school's inclusive education policies, class teachers have the responsibility of providing education to SEN students, which requires further teacher training. Yet, the required training is not provided by the school and unfortunately, neither are additional staff being put in place to meet SEN student requirements. In practice, a single teacher will find it very difficult to provide appropriate education for all students in a class of almost 30 children of varying ability levels. For instance, given that the same class might include students that are high

achievers, a teacher may well find it very challenging to appropriately allocate time and attention to SEN students without limiting the high achievers. Often, providing additional attention to SEN students can result in disturbance across the broader class, ultimately hindering the teaching-learning process.

The school has engaged specialist centres to provide support, monitoring, invigilate and manage the improvement in the education provided to SEN students in the most effective way. Although this is a positive step, it has limitations as the specialist personnel are only available at limited periods throughout the week and are not able to visit all classes. This places significant restrictions on the guidance and direction the teachers receive and ultimately falls short of the desired results. Furthermore, the school does not have on-site specialist therapists or physicians, which are desperately needed to support physical and psychological programmes for SEN students. Funding is the primary issue here, with the necessary budget required to provide sufficient services being beyond the school's current financial capacity.

Another gap in the implementation is that many students are not registered at school as SEN students as parents do not believe, accept or admit that their children suffer from any disability. This is caused by two key factors: first, cultural and social concepts within some communities and cultures consider disabilities to be a weakness and often do not tolerate or accept individuals with special needs. In some extreme cases, having a child with a disability is seen as bringing disgrace and shame on the parents. Parents can often find themselves in denial as a consequence. Moreover, the financial cost associated with diagnosing and addressing a disability in a child is a prohibitive factor in parents choosing to ignore SEN requirements for their children. This, inevitably, can result in a SEN child not being given the additional educational support they require to meet their full potential.

4.5.2.2 School referral Forms TF1/TF2

The SEN department established its own internal identification system that enables mainstream teachers to identify students with concerns for early intervention plans. These forms are called TF1/TF2. Each form has its own purpose and they are offered in two languages; Arabic and English. TF1 is concerned with early identification in terms of social, emotional, and academic performance with a column especially for Gifted and talented students. Teachers need to fill in the names of students with concerns and to rate their level of concern from low to high. TF2 is more detailed and it is done by student. In the TF2, teachers need to check the statements that apply on the student of concern as well as a writing part where teachers' need to write their comments and reflections.

These two forms, from the researcher's view, is an added point to the SEN department. They reflect the department provision to inclusion and take the school inclusive policy into action. This procedure of early identification is well known to all teachers across phases as teachers fill out these forms , return them to the school counsellor , the school counsellor conducts classroom observations to evaluate the severity of the case, then the counsellor refers the student to the SEN department who consequently contact the parents. The school early identification system was praised by the KHDA in the inspection report 2018/2019.

4.5.2.3 SEN Handbook

The researcher managed to get the SEN Handbook. The researcher believes that this book is an added point to the SEN department in the school. The SEN Handbook was completed in 2016/2017 by the SEN department. The Handbook is made of 41 pages and it includes; the school inclusion policy, the department provision, partnership with parent, names of the service

providers, the identification process, the job description of the SENCOs and a description of the most common types of disabilities and a self-assessment form. The SEN handbook did not have a rationale in the beginning of the book, so the researcher did not know to who the handbook is targeting. Is it targeting the teachers, the parents or KHDA inspectors? Also, mainstream teachers did not know about this handbook, although it has valuable information that will assist them in dealing with their SEN students. The book provided a description of the most common learning disabilities, but it did not mention the type of intervention used with each case. As for the self-assessment form, the school ticked yes in all fields. The researcher believed that the self-assessment was exaggerated in some areas. For example, conducting professional development for mainstream teachers, the department ticked yes, although results from the focus group and teacher's survey showed that there is a lack of training from the SEN department. Moreover, the SEN Handbook was not updated since 2016.

4.5.2.4 KHDA Inspection Report

According to KHDA report 2018/2019, the SEN department rank was Good. The report mentioned having a governor for inclusive education within the school that works with learning support team. Furthermore, the report praised the SEND provision to develop inclusive education across phases. In addition, the report praised the early identification which enabled early intervention plans. The report mentioned that the SEN department is focused on educating parents of identified students of the importance of having an IEP, but some parents are reluctant to do as such. The researcher talked to a parent of a SEN student informally who expressed her concern about the extra fees that she has to pay, and the quality of the service provided to her child. The researcher, as an insider, knows that the learning support assistants are not enough, and they barely give push-in sessions once a week. Which makes the quality of the service

provided by the SEND questionable from parents' point of view. The thing that was confirmed by the KHDA report.

The report mentioned fluctuation in mainstream teachers' performance regarding SEN students in terms of teaching strategies and differentiation. Which was observed also by the researcher during classroom observations.

In addition to the previous points, the report praised the timely and consistent monitoring of SEN students across phases. However, the information was not shared with teachers to inform planning. This point was reflected in Alison's subject teachers' survey who complained from the lack of information about their SEN students. The same issue was tackled by teachers in the focus group who complained from not meeting regularly with SEND department which results in this lack of information.

4.5.2.5 Comparison between year 2017/2018 and 2018/2019 KHDA inspection Report

It is worth to mention that SEN department has been ranked Good since it was established. However, last years' inspection report 2017/18 did not mention the flaws within the department. It only focused on the points of strengths, but this year's report 2018/19 could spot the flaws within the department and highlighted them. Which means either the criteria of evaluation have become higher or the performance of the department has been decreased.

Both reports provided valid points that should be taken into consideration for better future SEN practices.

4.5.3 Document Related to the UAE/Dubai

'Dubai Inclusive Education Policy Framework' has been developed to support the UAE's commitment to the United Nations Convention on the Rights of Persons with Disabilities

(UNCRPD) as well as federal and local legislation that calls for the inclusion of all learners, regardless of ability, in the education sector. Federal Law 2006 and 2009 and Dubai Law no 2 (2014) clearly demonstrate Dubai's commitment to ensuring the educational and social inclusion of all children, adults and families experiencing special educational needs and disabilities (SEND). These laws reflect international best practices and align with the UAE's ratification of the UNCRPD, particularly Art. 24, on the rights to Inclusive Education. The principles of inclusion and equity lie at the heart of the legislative framework. It requires that education providers ensure that students who experience SEND have equitable access to quality inclusive education with their peers ("Dubai Education Inclusion policy" n.d.).

Dubai shaped its own policy regarding inclusion by KHDA Under the leadership of the Executive Council of Dubai, and through the focus of 'My community... a city for everyone initiative, KHDA has the privilege of leading the Inclusive Education taskforce and the development of Dubai's Inclusive Education strategy. This is just one strand of Dubai's aspiration to be a fully inclusive city by 2020. It has been implemented alongside strategic plans to ensure access to quality health and rehabilitation services, equal employment opportunities, universal accessibility and sustainable social protection systems.

The framework provides valuable information about the required standards of educational practice as well as offering clear guidance regarding the actions necessary to ensure the provision of quality inclusive services for students of determination. Importantly, it challenges the use of outdated definitions and perceptions of students with special educational needs and disabilities and provides revised common terms of reference which should be used across the education sector when referring to matters related to the development of inclusive education ("Dubai Education Inclusion policy" n.d.).

Dubai inclusive policy contains ten basic standards:

1. Identification and Early Intervention
2. Admissions, Participation and Equity
3. Leadership and Accountability
4. Systems of Support for Inclusive Education
5. Special Education Centres as a Resource for Inclusive Education
6. Co-operation, Co-ordination and Partnerships
7. Fostering a Culture of Inclusive Education
8. Monitoring, Evaluation and Reporting
9. Resourcing for Inclusive Education
10. Technical, Vocational Education and Training (TVET) Higher Education and Post-School Employment

This policy framework also takes into account the complexity and the uniqueness of the education landscape of Dubai, which hosts schools from all over the world, collectively delivering over 17 different curricula. This landscape is characterized by a diverse range of different education settings including schools, early learning centres, higher education providers and special education centres.

Chapter 5 Discussion of the Findings and Recommendations

This case study aims at studying a Dubai-based mainstream private school's practices regarding students with Developmental Coordination Disorder (DCD) or Dyspraxia. This case study aims at answering the following questions:

- What is offered for students with Developmental Coordination Disorder in mainstream school?
- What could be recommended for students with Developmental Coordination Disorder in mainstream school to enhance their performance socially, emotionally and academically?

The researcher used the triangulation approach in collecting data to reach to the results discussed in chapter 4. This chapter will discuss these findings, with respect to the research questions, and provide recommendations and suggestions to reform practices regarding students with Developmental Coordination Disorder or Dyslexia.

5.1 The School Current Practices regarding students with Dyspraxia

5.1.1 The school policy

The school has two clear policies regarding students with special educational needs; the Inclusion policy and the SEND Department Policy. The policy statement is designed to tackle

the Federal Law which supports the idea that no child should be left behind. The school establishes the inclusion of all students, both SEN and mainstream, in line its policy and provides every student with an environment conducive to learning, a safe physical environment and a rigorous curriculum. Special Educational Services and IEP's are put in place with specific focus on each SEN student's particular requirements. Special tools are used to assess the progress and achievement of each child are also adopted.

Furthermore, in order to implement its inclusive policy the school undertakes several procedures, including the issuance of an clear inclusive policy, organise school facilities to improve SEN student admittance, hire and train competent personnel, foster positive attitudes towards SEN students, provide adequate physical and human resources, monitor and validate SEN student progression in line with their levels and capacities, include parents and students in their education programmes and maintain student wellbeing.

In conclusion, although the school policy is well-defined in theory, there is a need for improvement in its practical implementation. In particular, there are two key aspects that require attention: first, the policy lacks data to provide guidance and refinement; second, it is financially unsustainable as it is too costly to resource in its current form.

However, the policy does have its clear merits: it is in line with the UAE National Agenda as well as KHDA requirements. This is evidenced by the fact that the school accepts SEN students and advocates for inclusive education. Furthermore, the school's efforts, as directed by its policy, strive to incorporate parents, students and the broader community into the success of inclusive education. Finally, the policy is also aligned, politically, with UNESCO'S Education for All (EFA) Policy as adopted in March 2002, and the UAE Federal Law 29/2006.

5.1.2 Identification and Assessment

Students might join school with a diagnostic report from a certified clinic. Other students are identified at school. The main source of identification in the school is mainstream teachers through ongoing assessment, screening tools, formal and informal assessment. Mainstream teachers usually refer students who struggle academically or those with behavioural concerns. Mainstream teachers fill in forms sent to them by the school counsellor TF1/TF2, then they send these forms back to the counsellor, the counsellor conducts some classroom observations and based on these observations, the student is or is not referred to the SEND department. The SEND department will conduct more observations, then they consequently contact the parents of the student and ask them to take him to a certified medical centre to be diagnosed.

Results from the focus group showed that mainstream teachers are fully aware of the procedure. This awareness takes the school policy into action. It also shows the full cooperation between mainstream teachers, SEND Department, the school counsellor and the head of section. However, results from the SENCO survey showed that some SEN students are misdiagnosed. They claimed that many students who fall under the SEN department, are mainly slow learners with processing difficulty rather than Dyspraxia, Dysgraphia or any other specific learning difficulty. The SENCO also thinks that parents of SEN students sometimes take advantage of the SEN label to avoid academic failure. On the other hand, many students remain undiagnosed because of the parents' lack of cooperation or refusal.

The school counsellor and the SEND department are the authorized channels for communication with the parents of SEN. They conduct one to one meeting with the parents of SEN students periodically. Mainstream teachers, according to the focus group, do not attend such meetings. The school conducts three parents' meetings on termly basis. The parents of

SEN students do not usually show up, so there is no direct communication between mainstream teachers and parents of SEN students.

5.1.3 Placement

According to the researcher's observations, students with Dyspraxia are accommodated in mainstream classroom. Morevoer, the school provides them with a special education teacher who supports them in class once in a week in core subjects. In addition, the school counsellor provides counselling sessions to guide Dyspraxic students socially and emotionally. In addition to this, the school provides OT therapy for students with Dyspraxia through specialists who visit the school once in a week. However, mainstream teachers in the focus group were concerned about the lack of information as most of them had no idea about Dyspraxia and how to cater for the needs of Dyspraxic students. The school provides digital learning platform as it allows students to have their laptops. The classrooms are equipped with overhead projectors. However, using the digital resources was inconsistent between Middle school teachers. The researcher during the observations did not notice Alison using her tablet to type instead, she was copying from the board. It was also noticed that Alison's classroom was in the first floor which requires Alison to get up and down the stairs many times during the school day.

5.1.4 Curriculum & Extra Curricular Activities

The school uses the American curriculum. According to mainstream teachers, all students, including students with special educational needs, are taught through the same general curriculum. Which is challenging for them. Teachers in the focus group were concerned about the modifications done on the curriculum claiming that they are not specialized or trained to do

such modifications. Mainstream teachers expect help and support from the SEND Department as well as the curriculum leader regarding that matter.

The school does not provide extra-curricular activities. Furthermore, students in the Middle school section do not take art or music classes. However, they only do sports within the school day. Swimming is embedded within the sports class as there is an Olympic swimming pool in the school. According to the sports teacher, Alison refuses to swim and she makes excuses to miss the swimming class. On the other hand, Alison shows good skills in other games like badminton.

5.1.5 Professional Development and Teacher's Training

Although the school is keen to hire a qualified staff for the SEN Department, mainstream teachers did not benefit from such professional staff. They complained from the lack of training from the SEN department. They also complained from the lack of communication with the SEN department as it mostly done through the e-mail plus some informal conversations before or after classes. Mainstream teachers wish to have one-to-one meetings with the SEN department, the curriculum leader and the counsellor to help them in planning and accommodating students with Dyspraxia. On the other hand, the SENCO complained from the heavy load of work as they meet with parents, write the IEPs and give push -in sessions.

5.2 Recommendations

The following is the researcher's recommendations for the teachers, the school and the Ministry of Education.

5.2.1 What teachers can do

- Teachers need to accept student's diversity and embrace their differences in order to achieve successful inclusion. As successful inclusion starts from changing mainstream teachers' mindset and attitude towards SEN students.
- Teachers need to have enough knowledge of the different cases of SEN students, the symptoms, the diagnoses and the intervention in order to incorporate their SEN effectively in their lesson plans.
- Teachers should control the amount of distraction especially for students with Dyspraxia by eliminating noise in class.
- Teachers should design their lesson plan to be a multi-sensory lesson to accommodate all learning styles including visuals, auditory and physical activities.
- Teacher should make sure that the desk of a student with learning disability should have a place for everything that is clearly labelled (use words or colours, for instance). Furthermore, consider using checklists and help students keep their notebooks organized; teach them how to do so on their own, but also check at the end of each day and offer suggestions for keeping it more organized.
- Teachers should use simplified tasks with short and specific instructions. The language of the instructions should be simple and concrete. Furthermore, breaking a step into a few steps will help the student feel confident and help the teacher as well in assessing the student.
- Teachers should give SEN students a chance for success by giving them positive feedback and reinforcement by using multiple motivational strategies to keep them engaged and to ensure their active participation.

- Teachers should be aware of students' weaknesses and strengths in order to plan their lessons accordingly. The student will likely engage more if the lesson was planned according to their interests and preferences.

5.2.2 What the school can do

- The school should provide a safe and welcoming environment for all students regardless of their area of disability.
- The school should keep good communication between all parties dealing with the SEN students including their mainstream teachers, the SENCO, their parents
- Using the school's intranet (if they have one) to check work and progress, lessons and what needs to be done. Many schools put notes and lesson plans online for pupils and their parents to access. Sophisticated systems for older children show when work is due (or overdue) and indicate any important deadlines that are approaching as well as grades and expectations.
- Schools should involve the staff more to make sure that everyone who come into contact with SEN students understand their needs.
- The school should allocate more fund to provide more adaptive teaching resources to help SEN students access the curriculum and the school facilities.
- To improve the physical environment of the school in order to help disabled pupils to take advantage of education and benefits, facilities or services provided or offered by the school.
- Schools must take steps to ensure that disabled pupils receive the same quality of education as their peers. The school has a duty to make 'Reasonable Adjustments', where typical provision might put a disabled pupil at a 'Substantial Disadvantage'.

- Schools should conduct more professional development for the school faculty and whoever encounters the SEN student to make sure that everyone in the school is aware of their needs.
- The school is responsible for hiring a professional staff who is specialized in identifying, assessing, and modifying the curriculum. As well as designing the IEP of SEN students.

5.2.3 What the UAE Ministry of Education can do

- The Ministry of education should raise the awareness of Dyspraxia in private and public school through workshops by describing the clinical diagnosis of the case and the possible interventions to ensure the access to the curriculum and to the school facilities.
- The Ministry of Education should allocate adequate funding to support especial education and inclusive learning in both public and private schools. Lack of funding is a major obstacle facing inclusion in schools. funding could be through sending SEN team to schools for training purposes and follow-up of SEN students. Funding could be in the form of equipment and tools like adaptive boards and headphones. It can also be through providing paid OT therapy for students with Dyspraxia.
- The Ministry of Education, represented in the KHDA, should send an inspection team on regular basis to follow up the implication of the inclusive education within Dubai Schools. This team should conduct observations for a sampling of SEN students, meet with SEN students and their parents, revise the IEPs to make sure that SEN students are getting the same opportunities to access the curriculum just like typically developed students.
- The Ministry of Education should set criteria for special educators who encounter SEN students. They should hold a degree in Special Education. This is because some schools tend to hire unprofessional staff as a SENCO which results in poor inclusion practices.

5.3 Conclusion

The research investigated the practice of a Dubai-Based mainstream private school regarding a student with Dyspraxia. The researcher is aware that the school does not represent all private schools in Dubai. The researcher thoroughly investigated the school policy and provision regarding students with special educational needs. In addition, the researcher studied teachers' attitudes, admission policy, the identification process and the intervention.

Analysis of the data suggested that there is a lack of awareness between mainstream teachers about Dyspraxia as a learning difficulty. It is worth to mention that there are only two students with Dyspraxia in the school which led to lack of knowledge and awareness of Dyspraxia. Here comes the role of the SEN team in training the teachers and raising the awareness of such difficulties.

Even though the investigated school took all the necessary procedures to accommodate students with Dyspraxia, the researcher found a gap between theory and practice. The gap is represented in the implementation of proper intervention strategies to achieve proper inclusion.

Mainstream teachers play an important role in the successful inclusion of students with Dyspraxia. This role is represented in, but not limited to proper planning, implementing the IEP, following up students' progress and providing emotional support.

The SEN team has an essential role in providing mainstream teachers with guidance and support through professional development and training. The team should provide teachers with proper intervention plans and teaching strategies that will enable them to meet the needs of students with Dyspraxia.

Inclusion of students of special educational needs nevertheless, students with Dyspraxia, is a challenge that required all governing bodies, stakeholders, leaders and families to collaborate in order to achieve successful inclusion.

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Appendices

Appendix A: Counsellor's Survey

School Counselor's Survey

1. Gender:

- A. Male
- B. Female

2. You have years of experience as a school counsellor. (number)
3. Does the school implement a certain policy or policies regarding students with special educational needs? Kindly specify.

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4. How students with special educational needs are identified in the school?

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5. Why is Alison considered a student with special educational needs?

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6. **What services does Alison receive as a student with special educational needs?**

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7. **How often do you meet with Alison? What usually happens in your meetings?**

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8. **What does Alison do when she faces a problem?**

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9. **In your opinion, what challenges does Alison face in such inclusive setting?**

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10. **How do you describe your relationship with Alison's guardians? Please specify**

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11. What are your recommendations and suggestions to help Alison overcome the challenges she faces?

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Thank you for your cooperation

Appendix B: Focus Group

Purpose:- Teacher's perception of the inclusion of special educational needs students in mainstream classrooms.

An appointment was scheduled a few days before the meeting in an empty classroom in the Middle-school section. The researcher sought a permission to audio record the discussion from the participants. The focus group discussion was in English.

Teacher / Gender	Subject	Class	Overall Experience	Experience within the school
T1 / Female	Math	Grade 6	7	2
T 2 / Female	English	Grade 7	15	2
T 3/ Female	Science	Grade 8	7	5

Teacher's Attitude towards inclusion

YS: - Do you think that all children have the right to be educated in a mainstream classroom?

T1:- Yes, all students have the right to be educated in a mainstream classes

T2:- Yes, but if the environment is not beneficial to them and if the school is not supporting them correctly, then my answer will be no.

T3:- of course every child has the right to be educated, but it depends on the case of the child. If the case of the child is severe and he or she can't cope with the environment, then my answer will be no.

YS: - What are the cases that you categorize as severe cases?

T1:- A child who can't move, hearing impairment, physical impairment, or a child who can't talk because they need a lot of modification in the class environment.

T2:- A child with light sensitivity, a child who can't keep his clothes on, for example,

T3:- A child with autism can be sever, but again it depends on the severity of the case

T1:- Students with behavioural issues like aggressiveness can also be dangerous to other kids.

YS: - What is your biggest fear when it comes to inclusion?

T1:- Having enough time to prepare and having enough material for everybody.

T2:- The expectations of Non-SEND teachers to deliver Non-SEN content.

T3:- You have to be especially trained to deliver and we can't do it without support. We have to have SEND department, and a special assistant teacher to help the student, if the case is severe.

T1:- Some cases need a support teacher and other cases need to be pulled out of classes from time to time during exam time and activities or just to reinforce some information.

T2:- It also depends on the purpose of sending those (SEN students) to school. Is it for social emotional development? Or schooling development. If the purpose is for schooling, then there need to be an assistance to bridge the gaps.

YS: - Do you think including students with learning difficulties or specific learning difficulties will have a positive impact on your classroom?

T1:- It depends on the case, but of course there is a lot of positivity in it. Socially, having them included will build up their personality. Academically, will add to their skills as having them with other peers will help them grab some concepts easily.

T2:- Including them (SEN students) will affect other students' learning. In certain schools, students stay together in the same class from kindergarten till grade 12, especially in the UK, so the whole class knows that (x) is having a bad day today. That's why SEN students are in a safe environment. They don't have to meet new students every year. That also helps when doing group activity. All the students know the needs of that specific student and they are familiar with his case so they can help him better. Consequently there is a consistency.

T3:- Consistency and routine are very important for SEN students in regular classes. The work of SEND department is also important in supporting those students academically and socially. They (SEND Department) need to teach other students how to accept that child.

YS:- Do you think accommodating SEN student in your class impacting your class positively or negatively?

T1:- Unfortunately negatively, but it could be positive by training other students to accept each other

T2:- Negatively, as SEN students miss a lot of skills. Consequently, they will misbehave in class and affect the whole classroom environment negatively. That's why SEN Department should step in and bridge the gaps that SEN students have.

T3:- Negatively, unless SEN Department steps in and teach mainstream teachers how to accommodate SEN students.

T2:- In my home county, a SEND student counts as three students. Like a child with ADHD counts as three children because he has the movement and the business of three active students, for example, if I have three SEN students in my class m each one equals three students that means I have nine SEN students in such a tiny room.

Note: - The researcher kept repeating the question because the respondents deviated into other topics

YS: - What is the effect of having an SEN student on you as a teacher and on your class?

T1:- It's all about planning. If the teacher is well prepared with all the tools and resources and fully aware of the case and how to deal with it, plus the IEP is helpful and guiding, then the teacher won't be affected at all. As for the rest of the students, they will benefit from the variety of activities offered to other SEN students.

T2:- Having SEN students in my class will affect me positively as it will force me as a teacher to scaffold massively.so all students will benefit.

T3:- As my colleagues said, planning is important but it would be time consuming and challenging if you have more than one SEN student in the class. I personally think that the entire class will not benefit from having an SEN student in the class, but it won't harm them.

T1:- The problem is that we have a lot of extra work which is taking from our preparation time for our students and the resources are limited.

T2:- If the SEN teacher will take the curriculum and try to adapt it to the needs of SEN students.

T3:- There is a lack of collaboration between the SEN department and mainstream teachers. SEN specialists are more professional and they know better than us how to deal with SEN students.

T1:- there should be more collaboration between the SEND department and subject teachers. This is because the subject teachers know their subjects and the SEND teachers know the cases of the SEN students and know how to deal with them. So SEN teachers should give some guidelines to subject teachers on how to deal with those students.

YS: - Do you think the IEP or the Individualized Educational Plan is beneficial? Does it contribute to the development of the SEN student in your class?

T1:- Since we are the ones doing the IEP, I don't think it is beneficial. I think the IEP should not even come from the SENCO, the IEP should be issued from a certified institute that describes the case of the child. Then comes the role of the SENCO to add points and recommendations then hands it to subject teachers.

T2:- I think we are doing an IEP just to tick a box that we have done it. I having seen teachers adjusting and modifying the IEP throughout the year. The IEP is not a fixed document, it is supposed to be flexible. For me, it's just a tick box.

T3:- From my previous experience, mainstream teachers do not put a single input in it. It comes from the SEND department as the SENCO take the topics or the objectives from the teacher and they assess what the student already knows and then the SENCO add the interventions to make sure that the child has the basic requirements for the grade level and they keep on changing, they keep on adding. It is flexible. It is a huge collaborative work between the clinic, the SENCO and mainstream teachers. I think this is how it should be. We are professionals, we do not know how to do it. We are not trained to do it. We can do it only if we are instructed to do it.

YS: - Do you recommend pulling out SEND students out of their classes and teach them in the support rooms?

T1:- It depends on the case

T2:- I support it so others can learn.

T3: I do support it when necessary.

YS: - Do you prefer pull out sessions or push in sessions?

T1:- Having a support teacher in class depends on the severity of the case

T2:- If the child stays in class and he is way behind his grade level without a shadow or a support teacher, then he be disruptive and will harm the rest of the class.

T3:- If the support teacher will stay with the SEN student in class, then I support push in sessions

T2:- There is a thing, SEN students need to have the right attitude because they have the attitude because they have the attitude of “ **I cannot fail!** ” . They have to pay attention in class and to pull their own weight as they have everything ready tailored, modified for them.

T1:- We have a lot of cases in our school that are not diagnosed properly. Most of our students, who are diagnosed as SEN, are probably low achievers. This situation make our job harder. Some students are labeled as SEN without even having a proper assessment of a proper diagnose from a clinic or an institute. This is unfair for SEN students who really need help and support.

YS: - What are the procedures that are followed in the school in order to label a student as SEN?

T1:- Subject teachers notice that the student falls behind his grade level expectations, then they refer to the administrators or the SEND department. Then, somebody will come to observe the child. Later, they will talk to his parents. Finally, the parents will take the child to an institute to be diagnosed.

T2:- I agree

T3:- I agree

YS: Do you think that the school admission policy is being fair when it comes to admitting SEN students?

T 1:- According to the law, all SEN students should be accepted. That's fine, but we need to have more details about the cases that are admitted or accepted in the school. The problem is not about accepting those students, it's about telling teachers how to deal with them. The lack of information is the problem.

T2:- I agree

T3:- It's difficult to say

YS: I want to go back to the IEP. What improvements should be done on the IEP to make it better and to serve the SEN student better?

T1: To include more specific details about the case because we search to get more information about the case, but if the information is there, this will save us time. Also the strengths and weaknesses should be there. The results of previous assessments should be taken into consideration. It needs to be continuously modified as the student is supposed to be developing.

T2:- In my previous school, every SEND student has a file that he or she carries from one grade level to another. This file will give his/her teachers an idea about him/her socially, emotionally and academically. I have no idea about the child I am teaching. This file is like the history of the child that has teachers' best practices or maybe a strategy that worked with the child that another teacher can benefit from. What we do is repeating the cycle over and over. I spend a whole term trying to discover the child.

T3:- The learning style should be clearly mentioned in the IEP. It's the SEND department's job to tell us how to teach those children. They should tell us how to teach students with Dyslexia or ADHD.

T2:- It's dangerous for example to give a child a certain misbehavior a three-dimensional shape , that's why it's the SEND department's job is to tell us what to use and what not to use with each SEN student.

T 3:- I agree, I had a student who used to drink the measuring water when doing experiments.

YS:- GREAT, that will take us to the curriculum , Do you think that SEN students should be taught through the general curriculum or through a parallel curriculum ?

T1: The same general curriculum, but to be adjusted and modified to the case.

T2: It depends on the case. Some students are in grade 9 while their level is at grade 4 so you can't teach this child grade 9 curriculum. It also depends on the kind of disability they have, is it only learning difficulty and missing gaps or severe cases like autism and physical impairments. You have to teach them at their level and not to stick to a certain curriculum. The SEND department should tell us what to teach that child.

T3: I think they should be taught through the general curriculum, but with modifications

YS: How effective is the assessment of SEN students in the school?

T1: Assessment should be done just to know the progress the student is achieving not for the sake of gaining marks or passing.

T2: It should not be through a paper based. They just need to show that they are progressing and grasping concepts using their own way.

T3: It should be determined by the SENCO. They should guide us how to assess the child depending on his/her case. However, the assessment should tell us where does the child stand and not for the sake of grades.

YS: Do you think SEN students have the right to pass?

T2: This the mentality now that needs to be changed. If the child did not achieve the specific goals that are set for him/her then he should not pass

T1: the child has to show progress or else he or she should not pass

T2: Many if not all SEN students in the school pass with 80%, but they actually have done nothing. . We are not teaching them the culture of responsibility or even teaching them how to deal with real life.

YS: Do you modify the assessment for your SEN students? And how?

T1: Yes I do, through a multiple choice questions with the same objectives of the mainstream exam

T2: I do, we do multiple choice, so they won't write much

T3: of course we do, I do the same.

YS: Do you individualize the assessment depending on the case?

T1: It's one exam for all regardless of the case.

T2: The same

T3: yeah, same exam for all cases

T2: The assessment should be individualized depending on the case and it doesn't have to be paper-based. It could be through speaking, coloring or even drawing.

YS:- Describe your relationship with your SEN students.

T1: Effective and healthy relationship. They are like any other student

T2: Difficult and challenging. You should try your patience a lot. They usually misbehave because the curriculum is too difficult for them.

T3: I agree

Ys: How cooperative parents of SEN students are?

T1: It depends on the parents, you can't generalize.

T2: I never met them!

T3: Students with no diagnose reached that level because parents do not care, but I have also very caring parents who are always following up.

Ys: Do you have direct communication with parents of SEN students?

T1: It depends on the parents, sometimes direct contact sometimes through the SENCO

T2: sometimes parent own the disability by teaching their children to be irresponsible.

T3: I contact directly with them

YS: What are the challenges SEN students face in your classes?

T 1: Culture and the lack of information about the child and his case.

T 2: Acceptance from their peers especially when doing group work. Other peers in the group do not want to work with that child because he or she doesn't want to work

T 3: The child's low self-esteem and low expectations. The goals and the curriculum might be challenging for him.

Ys: Do you think that inclusion develops SEN students' social and emotional part?

T1: Inclusion sometimes backfires as students sometimes get disappointed or rejected by their peers.

T2: Not really, they are rejected and are seen as losers

T3: I agree

Ys: Inclusion between theory and practice. Tell me your views regarding that matter.

T1: Inclusion can work only when applied properly. For example, conducting efficient training for mainstream teachers, scheduled meetings with the SENCO.

T2: It needs a system that supports the child not supporting itself, it needs training, and it needs proper planning. It's not about accepting SEN students just to tick a box and earn more money.

T3: collaboration between mainstream teachers, SENCO and the parents plus the proper training for teachers.

Appendix C: Head of Inclusion Survey

Head of Inclusion Survey

12.Gender:

- C. Male
- D. Female

13. You have years of experience as a SEN Leader . (number)

14. Do you have students with Dyspraxia in the school ?

- A. Yes B. No C. Not sure

15. How many..? ----- (number)

- A. Boys
- B. Girls

16. What is the school admission policy regarding students with **Dyspraxia**?

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17. What is the screening tools the school / SEN department use to identify students with special educational needs in general and with students with Dyspraxia in specific?

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18. **How do you deal with a student with Dyspraxia?**

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19. How would you describe your relationship with the families of students with Dyspraxia?

Good

poor

doesn't exist

20. Mention the reasons of the previous answers:

Families are in denial or not cooperating

Lack of awareness about dyslexia in general

Cultural beliefs

School policy and guidelines

Other, please specify
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21. How students with Dyspraxia are taught in your school?

Through a differentiated curriculum

Through the same curriculum

22. Where do students with **Dyspraxia learn in your school?**

In main-stream classes with their peers all the time

Pull-out sessions are provided when needed

23. How students with **Dyspraxia are assessed in your school?**

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24. Who designs the IEP of students with Dyspraxia in your school?

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25. Do you think the IEP contributes to the progress of students with **Dyspraxia**?

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26. What are the challenges you face with students with **Dyspraxia**?

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27. Do you conduct training sessions to train mainstream teacher on how to deal with students with **Dyspraxia**?

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28. What support do you provide for students with **Dyspraxia**?

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29. Are parents of students with Dyspraxia helpful and cooperative?

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Thank you for your cooperation

Appendix D: Head of Section Survey

Head of Section Survey

30. Gender:

- E. Male
- F. Female

31. You have years of experience as a teacher. (number)

32. You have years of experience as a head of section. (number)

33. Do you have students with special educational needs in the school?

- B. Yes B. No C. Not sure

34. How many.? (number)

- C. Boys
- D. Girls

35. What is the school admission policy regarding students with special educational needs?

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36. What are the screening tools the school use to identify students with special educational needs?

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37. Are you responsible academically for students with special educational needs?

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38. How would you describe your relationship with the families of students with special educational needs ?

Good poor doesn't exist

39. Mention the reasons of the previous answers:

Families are in denial or not cooperating

Lack of awareness about dyslexia in general

Cultural beliefs

School policy and guidelines

Other, please specify

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40. How students with **special educational needs are taught in your school ?**

Through a differentiated curriculum

Through the same curriculum

41. Where do students with **special educational needs learn in your school?**

In main-stream classes with their peers all the time



Pull-out sessions are provided when needed

42. How students with **special educational needs** are assessed in your school?

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43. Who designs the IEP for students with **special educational needs** in your school?

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44. Do you think the IEP contributes to the progress of students with **special educational needs**?

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45. What are the challenges you face with students with **special educational needs**?

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46. Do mainstream teachers receive training sessions on how to deal with students with **special educational needs**?

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47. What kind of support do you provide for students with **special educational needs**?

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48. What kind of support do mainstream teachers receive to guide them on how to deal with special educational needs students?

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49. Are parents of students with **special educational needs** helpful and cooperative?

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50. What are your recommendations to provide a quality learning experience for students with **special educational needs** in your school?

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Thank you for your cooperation

Appendix E: Interview with Alison's Mother

Appendix : Interview with Alison's Mother

Date:- Sept. 21,2019

Location:- An empty room in the Middle School Girls' Section

Interviewer:- Y.S

Purpose :- Information about Alison , the school SEN provision and practices and the services provided to Alison.

An appointment was scheduled a few days before the meeting. The interviewer took the permission from the mother to record the conversation.

Y.S : Researcher

R.R: Alison's Mother

Y.S : When did you first notice that Alison has learning Difficulty ?

R.R.: I started to realize her difficulty at school since grade one . she had low academic performance and difficulty especially in writing. Actually, her teachers brought the issue up.

Y.S: How did the teachers at school communicate with you ?

R.R: They contacted me, and we had several meetings.

Y.S: What did the school do about this ?

R.R: They pulled her out of class to give her extra support and worksheets and she receives physical treatment and exercises to strengthen her motor skills.

Y.S: What do you mean by "they"?

R.R: I mean special education department in the school.

Y.S: Did you notice any improvement on Alison as a result to these services ?

R.R: Of course, they also provided me with summary sheets, and they also reduced the quantity which helped a lot during exam time and her marks improved.

Y.S: How satisfied are you from the services provided to Alison so far?

R.R: I am satisfied a lot. everybody is cooperative; her class teachers and the SEN Department.

Y.S: How do you deal with Alison at home?

R.R: She is a normal child, but when it comes to studying, she is giving me a hard time because she can't depend on herself. She has difficulty finishing her assignments. I have to be around to help her.

Y.S: Why do you think Alison can't finish her assignments on her own.

R.R: I think because she gets distracted easily and can't concentrate.

Y.S: Do you think there is an easier way to do her assignments?

R.R: I am trying to make her more independent, but it's not easy. Eventually, I have to interfere and assist her. I was even considering hiring a private tutor for her to help her with her assignments at home, but I can't afford it.

Y.S: Do you think there is an easier way to do her assignments?

R.R: Most of the homework assignments are based on writing. She gets tired easily and her handwriting is not clear. If her teachers assign true or false questions or multiple-choice questions, it will be easier for her to do. Teachers modify the tests to have less writing. However, the homework is not modified.

Y.S: How do you know that the tests are modified?

R.R: I don't see the end of term tests, but the SEN department say so. But, I see the daily tests.

Y.S: How satisfied you are with her marks and academic performance?

R.R: Her marks are very good except for the English. She is in the sixties.

Y.S: Why do you think there is a problem with the English only ?

R.R: I don't know, maybe because of the grammar. Although she speaks English very well.

Y.S.: What other challenges you face with Alison at home ?

R.R: She gets distracted easily. She needs complete silence. This is controllable at home, but it's a problem in class. I think it's not easy to control noise in class. Even when teachers raise their voice in class or hit the table with his hand, she gets irritated. Alison complained from this to the SEN department and consequently, they talked with the teacher to stop doing that. So, I basically face two challenges with Alison, writing and distraction.

Y.S: Do you meet periodically with the SEND and how often?

R.R: I meet with them three times in a year and I feel that's enough because I am working. If there is any concern, the SEND contact me by phone otherwise three times per year is fine.

Y.S: What do you usually discuss in those meetings?

R.R: things related to Alison's academic performance and the modifications on the curriculum. Since these modifications were not done from the beginning.

Y.S: What do you mean?

R.R: Alison did not have a modified content since she was enrolled as a SEN student in grade one. They started these modifications in fifth grade.

Y.S: How do you evaluate Alison socially and emotionally?

R.R: We have a problem with this issue. She is unable to make friends. She is always alone, and this hurts me. I spoke with the SEND concerning this issue, but unfortunately, we are still facing this problem until now. I don't know who's fault is it ? Is she unable to make friends, or other girls do not accept her?

Y.S: Is there a way outside of school that can help Alison to improve herself socially, physically and academically?

R.R: Yes, the SEND advised me to enroll her in any sport activity as it will improve her coordination and self-confidence; she plays badminton and the teacher at school promised to enroll her in the school team. But I can't enroll her in any outside activity as I am working, and I don't have time to pick and drop. I registered her before in a swimming class outside of school. Also, she took OT sessions in a center outside of school for a year. She improved a lot, but we did not continue.

Y.S: Would you like to add anything?

R.R: Yes, I want her to have friends. I need the school help in this matter. They need to spread the awareness between the girls to accept differences. I also want the school to come up with a new strategy concerning writing. She can use a tablet instead of writing.

End of Interview

Appendix : Interview with Alison

Date: - Sept. 21,2019

Location: - An empty room in the Middle School Girls' Section

Interviewer: - Y.S

Purpose: - Information about Alison, the school SEN provision and practices and the services provided to Alison. Her social, emotional support.

An appointment was scheduled a few days before the meeting. The interviewer took the permission from Alison to record the conversation.

Y.S : Researcher

A : Alison

Y.s : Do you like school ?

A : Yes

Y.S: What do you like about school?

A: I like studying and sports.

Y.S: What subjects do you like?

A: I like English , Moral Education, Math , Arabic and Islamic.

Y.S: How do you evaluate your relationship with the teachers?

A: Good; I like them ; we are in good terms.

Y.S: What bothers you ?

A: I don't like the noise at home when I study. I can't concentrate.

Y.S: What else bothers you ?

A: I don't like writing! I find it difficult especially when in the writing lesson when we are supposed to write an essay.

Y.S: How do you think you can overcome this problem?

A: I want to type instead of writing.

Y.S: How do you evaluate your relationship with your peer?

A: Not good! I was bullied by some girls and they did not want me to sit with me!

Y.S: What did you do about it?

A: I reported to the school, and they talked to them and fixed the problem.

Y.S: What do you think about school's homework plan and tests ?

A: I have the same homework like everybody else . I prefer something digitalized.

Y.S: Do you get social and emotional support from the school ?

A: Yes, whenever I face a problem, I run to the counselor and she solves the problem to me.

Y.S: What are your interests and hobbies?

A: I like badminton. and I asked the sports teacher to enroll me in the badminton training. I like swimming, but not in the school. I don't have special interest. I spend my free time surfing the internet.

Y.S: Are you satisfied with your marks at school ?

A: yes, I have good marks in almost all the subjects except English.

Y.S: How often the support teacher supports you in class ? how do you find the support from the SEND ?

A: The support teacher visits me once in a week. I like it because she sits only with me and explains difficult tasks.

Y.S: Do you think once in a week support is enough?

A: Yes

Y.S: Do you prefer push-in or pull-out sessions ?

A: pull-out sessions because I concentrate more outside of class.

Y.S: During the End of Term Exam, do you prefer to do the test along with other students or alone in the support room ?

A: I prefer to do it alone because they read the questions to me , simplify them and they give me extra time.

Appendix F: Observation Account

Date: June 10 , 2019

Location: At the school campus / School Playground

Observer: Y.S

Observed: Alison

Period: 1st break

Subject: -----

Lesson: -----

1 .10:33am: she is not eating. Rooms in the playground, picks a friend randomly and talk with her for a minute

2. 10:35 am: walk awkwardly

3. 10:36: talk to her teacher

4. 10:37am: walking alone again

5:10:38am: talks a to a group

6.10:39am: talks to me and then walks alone again.

7.10:40am: picked other students to talk to Ss answered her short answers then she left

8.10:51am: she disappeared

9.10:53am: she picked two girls and sat with them.

10. 10:55: she left them and went to talk with the nanny in the bathroom, smiled at her teacher and went back to the same girls.

12.10:58: keeps roaming aimlessly around the playground, the weather was bad therefor girls were allowed to stay in their classes.

13.10:59: the supervisor called the girls back to their classes (she stands outside the class)

14. 11:00The supervisor repeated ‘inside your classes (she didn’t respond)

The duty teacher asked her to go inside the class because it’s very hot she stands by the class door

End of observation

Date: June 11th, 2019

Location: In class / School Campus

Observer: Y.S.

Observed: Alison

Period: 5th period

Subject: Islamic Studies

Lesson: Hadith / Solving an exercise

1. 11:55 she approaches the teacher and gives the teacher her book. Alison. checks on the electric wires for the projector
2. 11:56 : the teacher gave sh. Back her book (sits close to the teacher)
3. 11:57: she responded to the teachers request and opened her book.
4. 11:58: students asking which page, sh. Responded. Teacher asking who wants to read
5. 11:59: Alison raised her hand. sh. Reads the question fluently teacher thanks sh. For reading the question.
6. 12: The teacher writes the answer on the board sh. Copies from the board. sh. Holds the pencil in a in proper way.
7. 12:01: Alison Erases and rewrites again. sh. Asks the teacher about a word on the board “is it.....?” the teacher responded “yes”
8. 12:03: students are still copying from the board
9. 12:05: Alison Asks the teacher “is it ...?” to emphasize her understanding.
10. 12:06: teacher responded “yes!”
11. 12:07: teacher approaches sh. And asks her if she wrote the Islamic test.
12. 12:08: the teacher distributes the questions on each group ,students answer the questions
13. 12:09: she’s quiet and dint participate in the group discussion
14. 12:11: she yawns.
15. 12:11 : teacher calls of the time , teacher salutes the class
16. 12:12 teacher asks a student to share their answers with the class
17. 12:13: Alison Copies from the board.
18. 12:14 Alison ’s groups turn to answer the question Sh she didn’t take a part in the answer.

19. 12:16: Alison turns the pages of the book, then back to the target page, Sh erases and re-writes.
20. 12:18: Alison keeps turning the pages of the book. sh. Continued copying from the board
21. 12:19: Alison keeps copying from the board “no communication with her peers”
22. 12:20: Alison gestured to the teacher to move away so she can continue copying off the board.
23. 12:20: teacher asks Alison if she finished copying so she can erase the board. Alison asks the teacher to erase one part of the board and leave the other part
24. 12:21: Alison stretches out
25. 12:23 Alison keeps copying from the board.
26. 12:31: teacher asks Alison if she finished writing. Sh stopped writing.
27. 12:33teacher announces that school will apply summer timing and students will leave at 1:30.
28. 12:34:Sh. Smiled. Alison stayed in her desk glancing at her peers.
29. 12:35 :She grabs the papers of circular and distributes them to her peers
30. 12:37: Alison is back to her seat. Sh Alison approaches the teacher
31. 12:39: she erases the board. The teacher checks Sh Alison’s books, she finds that SH didn’t answer the questions
32. 12:40 : the bell rings

End of observation

Date: 12.11.2019

Location: Classroom / School campus

Observer: Y.S

Observed: Alison

Period: 4th period

Subject: Math

Lesson: Revision before the end of term test / Solving a revision sheet

1. 10:30: teacher explains today's tasks Alison is sitting down and listing looking around and shaking her feet. Teacher revises concepts on the board and elicits answers from the students.
2. 10:34: Alison answers aloud with confidence correctly, teacher did not praise her.
3. 10:37: teacher is solving problems on the board and he answers himself on the board students write questions from the board on their copy books
4. 10:42: Alison got a specific sheet.
5. 10:43: teacher scaffolds for Alison by doing or solving an example for her
6. 10:47: Alison stops and think teacher supports Alison. Alison does not answer the question
7. 10:47: teacher is back to the board; teacher asks a question Alison orally answers teacher does not give feedback.
8. 10:51: she couldn't answer the questions on the sheet teacher approaches Alison and helps her out.
9. 10:53: she gets her calculator. Alison struggles with the concepts. Teacher approaches her again and guides
10. 10:55: Alison is still struggling with her sheet.
11. 10:59: Alison zoned out of the lesson.
12. 11:00 Alison does not answer her seat the class is noisy.
13. 11:01: she is still zoned out; she paused her work and did not seek help.
14. 11:04: teacher approaches and guides her again
15. 11:05: class is about to finish; she hasn't completed her sheet while shaking her feet.

End of observation

Appendix G: School SEN Policy

The SEND Team is formed of well-qualified specialists:

Fulltime:

1. [REDACTED] K. G. [REDACTED] (SEND Lead; BA in clinical psychology and Masters in Clinical psychology): provision of all phases K-12
2. [REDACTED] [REDACTED] (English learning support Teacher and SEND coordinator for grades 6 till 12- BeD in Education and Masters in inclusive education and special educational needs)
3. [REDACTED] N. A. Cheltouni [REDACTED] English learning support Teacher and SEND coordinator for grades 1 till 8; BA in English and gained certificates in dyslexia):
4. [REDACTED] M. Al Khawajah [REDACTED] (Math Learning support teacher and SEND coordinator for grades 1 till 8; B.A. in Math)
5. [REDACTED] L. Al Rashed [REDACTED] (Arabic Coordinator and gifted and talented provision for grades 1 till 12)
6. [REDACTED] L. Al K. [REDACTED] (Backing up SEND and inclusion team: Mater in Special Education)
7. [REDACTED] S. [REDACTED] Counselor (KG-G5)
8. [REDACTED] S. [REDACTED] Counselor (G6-G8)
9. [REDACTED] S. [REDACTED] Guidance counselor (G9-G12)

Role of the SEND lead

In collaboration with the principal, HOS, HOD, supervisors and SEND team members, the SEND lead focuses on:

- Managing the SEND team and Learning Support staff.
 - Monitoring the development and implementation of all aspects of the special education program process and in relation to KHDA requirements.
 - Establishing procedures for the identification and support of students with special needs.
 - Responding to concerns of parents, teachers, and administrators.
 - Maintaining a SEND register, with records on students with special educational needs
 - Co-coordinating the provision for students with SEND.
 - Liaising with and giving advice to class teachers and support staff.
 - Overseeing SEND students' records.
 - Checking student's engagement in classes.
 - Overseeing teaching behaviors in classes toward SEND.
 - Coordinating with external agencies
 - Assists in identifying students with special needs
-

Rationales

1. The school abides by the Federal Law 29/2006 enacted by the Ministry of Education in the UAE. The law promotes inclusive education which means that all students having disabilities have the right to be educated to the extent possible with their age appropriate peers who do not necessarily have disabilities.
2. School Stakeholders focus on concerns and priorities for addressing students with Special Educational Needs.
3. DIS is committed to adopt the following Guidelines stated by the MOE "School for All" for a successful implementation of inclusion.
4. DIS motto is that each student matters and can make a difference.
5. Students who have been identified as having behavioral / academic difficulties as per KHDA categories of SEND are referred as Special Education Needs (SEND) students

SEND / Inclusion Policy Statement:

The School advocates the inclusion of all children including those with Special Education needs as fully participating learners. All students are welcomed, accepted, and valued. As an inclusive school DIS provides a safe physical surrounding, a rigor curriculum, and welcomed, positive learning environment that reflect the needs of all students including those with special needs. The school ensures that inclusion of students with Special Educational Needs is facilitated through adherence to the Special Education services adopted by the school. This policy ensures that curriculum planning; teaching provision and assessment for students with special needs takes into account the type and extent of the difficulties experienced by the child. The school fully adopts the social as well as the medical models of disability

Aspects of DIS inclusion provision:

Enabling DIS to be a fully inclusive school that accepts all children including those with special needs through focusing on:

- Effective identification procedures
- Appropriateness of curriculum modification system
- Shaping the provision of SEND students through effective intervention and personal support
- Ongoing tracking, monitoring, and assessing SEND students' progress with focus on effective feedback

Actions that facilitates the implementation of the inclusion provision:

- Issuing a special needs and inclusive policy
- Restructuring school premises to enable those with special needs have easy access to them and use the equipment which supports their learning
- Reconsidering the staff qualifications and skills needed to scaffold those with special educational needs by providing teachers with training and coaching
- Building leadership capacity so that well qualified ones will lead the implementation of Inclusion Policy
- Spreading positive environment about SEND students among school stakeholders ,i.e. administrators and teaching staff, students ,parents and community
- Providing appropriate physical and human resources (External specialized centers for SEND)
- Creating an environment that meets the needs of each child
- Raising the aspirations and expectations for children with SEND
- Ensuring that the special educational needs of children are identified, assessed and provided for
- Ensuring all children make the greatest possible progress and reach their full potential
- Identifying all children to have full access to the school's broad and balanced curriculum and extended services at their own developmental level
- Ensuring that parents are involved in supporting their child's education
- Ensuring that our children have a voice in the decisions being made for them
- Addressing the fulfillment of SEND students' outcomes :
 - Being healthy
 - Staying safe
 - Enjoying and achieving
 - Making a positive contribution

Admission Policy

DIS is inclusive. 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). It opened the opportunity to SEND students to enroll at any phase level including severe cases such as Down syndrome. Students are enrolled in the SEND department if they show signs and symptoms of special educational needs.. These might include but not limited to, Individualized Education Plans (IEPs) and reports from health professional centers.

SEN and support Services at DIS

We monitor all children's progress closely, and identify those who require support starting from an early stage. Individual Education Plans (IEP) are written collaboratively by a member of the SEND team, class teachers and specialist from medical centers (Kids First Medical Center and Dubai Early Childhood Development Center) if needed.

A range of educational support specialists from Kids First, or DECD work with the school to insure the SEND students are monitored and supported according to their needs in order to reach their highest potential.

Classes are mixed ability and children have the opportunity to work in a range of different groupings. The needs of all children are met within the classroom.

A-Identification

Additional learning needs may have been recognized prior to a child's entry to DIS or identified by means of assessment that is undertaken within school and might be confirmed by an external specialist report. Student's profile, on-going assessment, classroom observations, screening forms, teacher's feedbacks, parental feedback, formal and informal assessments ... contribute to an understanding of a student's relative strengths and weaknesses and enable staff members working with the students to reflect on whether any curriculum adaptations if needed. The SEND Team members are committed to early identification to ensure a proactive approach that can protect students against the effects of underachievement in the classroom and enables educators to remove the barriers of education.

It is the role of the class teacher to provide suitable accommodations for the needs of all children within the classroom setting. If a class teacher feels that a student is not making adequate progress within the whole class provision, then they should raise concerns with the Head of sections (HOS) and counselors, who inform the SENDco. This referral is submitted with the appropriate documents such as the teachers' feedback and observations, students marks and behavioral follow up, counselors feedback, parental involvement...

Role of full time SEND coordinators grades 1-8

- Comment regularly to the SEND leader about the progress of the student with special needs.
- Keeping the SENDco fully informed
- Work in collaboration with the Class Teachers, SEND team, Coordinators, Heads, administrators and Parents.
- Engage in co-planning with the teachers and work together to design lesson plans, accommodations and modifications to fit the needs of SEND. Provide in - class support as well as through pull out sessions based on the need of students from grades 1 till 6.
- Review and develop Individualized Education Plans -- or IEPs -- and holding meetings to discuss these plans with parents, administrators, and other individuals involved in the education of SEND students.
- Collaborate with teachers and Heads of departments to administer tests and other assessments to determine the progress of special needs students.
- Support and advice teachers on how to meet individual needs.
- Supervise and make modifications to the regular curriculum based on student need and ensure that accommodations are provided.
- To liaise with parents of students with special educational needs
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.
- Supporting a positive relationship with parents, classroom teacher, and the student through communication of student goals and objectives.
- Providing accommodation/modification information ahead of time so the teacher can make preparations to support the student's participation.
- Planning a regular time and/or a means of communicating with parents, service providers, classroom teacher, and the shadow aide.
- Monitoring the student's performance in the classroom, collecting and interpreting student data in order to maintain an awareness of the best ways to support student learning.
- Develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Conduct classroom observations for SEND students
- Assist in collection of data for providing appropriate classroom interventions.
Evaluates students' academic progress

F- Progress and Outcomes:

Progress is continuously being monitored by the SEND team and the teachers to make sure the students are on the right track. Teachers and SEND coordinators work as a team to ensure that assessments given are modified and fit the needs of each student. Progress reports are submitted monthly to parents so that they could monitor their children's progress at home and work parallel with the school for better outcomes.

Parents Partnerships

DIS views parent's partnerships as per the following:

- The school seeks the views of parents including those special educational needs children through different channels.
- Parents are active and valued participants and make a significant contribution to the school's good quality provision for students with SEND. They are properly involved in the development and review of the personalized programs for their children and are properly represented in the life of the school, for example on the school's Governing Board.
- All parents of students with SEND, including those who are difficult to engage, have access to and benefit from a range of good quality guidance, training and support services within the school. These are specifically targeted to the particular challenges of the students and their families and include access to culturally sensitive support groups.
- Parents are consulted at every stage of the identification and provision process; feedback to them is provided informally and formally through meetings and reports
- The school uses different channels of communication with parents.
- The school operates an open door policy where parents are invited and encouraged to meet with the SEND coordinators when concerns arise.
- The school appreciates the parents' feedback concerning our services.

C- Curriculum Modification

The curriculum is modified and altered to meet the needs of each student and learning style. Differentiation is carried out according to content, process and product. It is held across all school phases. IEPs are conducted to ensure that the necessary modifications are implemented and students are well engaged and included in the curriculum through weekly plans, daily plans...

D-The Intervention

The basis for intervention could be the teacher's or others' concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Ultimately teachers are responsible and accountable for the progress and development of the children in their classes, including where students access support from teaching assistance or specialist staff. We understand that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. We know that additional intervention and support cannot compensate for a lack of good quality teaching by the class teacher.

E- Personal support:

At DIS each student is supported according to his/ her needs. Teachers and SEND team members work together to provide the right environment and best accommodations that cater to each student's needs. Students are trained to become lifelong learners. They are engaged in all school activities that enhances their personal and social well being. SEND students are prepared gradually to become independent and well rounded individuals.

observes the child in class and during break time if needed and follows up with the teachers. A meeting with the SENDco and parents may then be arranged to discuss next steps.

The purpose of identification of need is to work out what action the school needs to take and the support that needs to be provided for the child.

Identification is done through different procedures that provide an accurate description of the needs. Then each need is tackled individually not only medically but also socially.

B-Provision

Provision is designed to promote confident, independent learners who come to an understanding of their learning profile and develop the skills necessary to achieve their potential. The school offers in-class support, and pull out support for grades 1 till 6 in the learning support room depending on the needs of the child. It also gives pieces of advice on differentiated instruction given in class.

Meetings are held regularly to discuss the progress and development of every child in main subject areas. If there is a concern relating to progress and development we will look at the best way to support the child. This will include the collaboration of the SEND team and the class teachers to work together and find solutions.

When it comes to planning, we will see which intervention would best suit the child and begin working on individual targets. The SEND team will meet with and work closely with the parents and teachers to plan an appropriate program of support for the child with the aim of narrowing gaps or removing barriers to learning. At DIS the process by which we identify and manage children with SEND is that we place children in need of support onto the SEND register. A child on the SEND register may have additional 1 to 1 support from a support teacher and may be provided by therapy sessions from an outside agency. Students are also provided with remedial sessions after school if needed.

Outside agencies such as Kids First Medical Center and Dubai Early Childhood Development Center provide observations, feedback and recommendations to teachers.

All students under SEND register are closely monitored by the SEND team and by outside specialists from a healthy care center.

The student will receive differentiated, targeted, group or individual support in a way that parents, teachers and the SENDco feel will have the most impact on progress.

At the end of each term, class teachers meet with the SEND team and carefully review the progress of all SEND students.

The SEND Team is formed of well-qualified specialists:

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 - Checking student's engagement in classes.
 - Overseeing teaching behaviors in classes toward SEND.
 - Coordinating with external agencies
 - Assists in identifying students with special needs
-

Inclusion Policy

Vision

■ in partnership with parents and community, will strive to prepare every student to be digitally literate, a lifelong learner, and a productive citizen.

Statement:

■ is an inclusive school, all students feel welcome, accepted, and safe and valued. The school is keen to identify all barriers which restrict students' achievement, participation and learning, and will take action to remove obstacles which lead to educational exclusion.

■ advocates the inclusion of all children including those with Special Education needs and gifted and talented as fully participating learners. As an inclusive school ■ provides a safe physical surrounding, a rigor curriculum, and welcomed positive learning environment that reflect the needs of all students. The school ensures that inclusion of students with Special Educational Needs is facilitated through adherence to the Special Education services adopted by the school.

The school works in alignment with the KHDA requirements for identifying students who require access to specialist provision including those with special educational needs and disabilities and special gifts and talents. These students are welcomed and are supported by special provision.

The following issues are aspects of provision that require special consideration to ensure the educational inclusiveness of ■

- effectiveness of identification procedures
- appropriateness of curriculum modification systems
- impact of specific intervention or personal support mechanisms
- use of feedback from monitoring and assessment processes.

Developing inclusion will involve governors, the principal, the school staff, students, professionals, parents and the wider community.



Appendix I: Islamic Observation 1

أصحاب العقل:

يُعَذِّبُ الشَّيْطَانُ عَدُوًّا لِدُوَّا لِلإِنْسَانِ، وَلَقَدْ نجَحَ فِي الْوَسْوَسَةِ لِآدَمَ -عَلَيْهِ السَّلَامُ- إِلَى أَنْ أَخْرَجَهُ مِنَ الْجَنَّةِ إِلَى الْأَرْضِ، وَتَوَعَّدَ بِإِضْلَالِ ذُرِّيَّةِ آدَمَ؛ كَيْ لَا يَعُودُوا إِلَى الْجَنَّةِ مَرَّةً أُخْرَى، لِذَلِكَ عَهْدُ اللَّهِ تَعَالَى إِلَى بْنِي آدَمَ أَلَا يَطِيعُونَا لِشَيْطَانٍ، وَالإِنْسَانُ الْعَاقِلُ لَا يَتَّبِعُ عَدُوًّا بِلَيُعْمِلُ عَقْلَهُ فِي التَّفْكِيرِ بِالْحَقِّ الَّذِي يَجُبُ أَنْ يَتَّبِعُهُ، فَالَّذِي يَتَّبِعُ الشَّيْطَانَ نَقْدَ خَسِرَ حَسْرًا مَبِينًا، وَيَسْتَحْقُ دُخُولَ جَهَنَّمَ، وَيَوْمَ الْقِيَامَةِ تَشَهُّدُ جَمِيعُ حَوَاسِهِ عَلَى مَا قَامَ بِهِ مِنْ ذَنْبٍ.

أَحَدُّ وَأَقْتَرُّ:

Ⓐ أسباب كل مشكلة، والحلول المناسبة لها:

وصف المشكلة	سبب المشكلة	الحلول المناسبة للمشكلة
العاملة في المنزل تستهلك كمية كبيرة من المياه.	عاجز ومحظوظ	النحو طارساد
أحد الطلبة يرفع صوته على معلمه.	كره الاحترام	النحو طالعين
مريضه تتذمر باستمرار من المرض الذي أصابها.	رسوسة السنان	النحو وتحيز
يشكو من كثرة تراكم الواجبات المنزلية.	تجاهلاً للمعلم	النحو العاجز

أفَكُرْ وَأَوْضُحْ:

فوائدِ إِعْمَالِ الْعُقْلِ

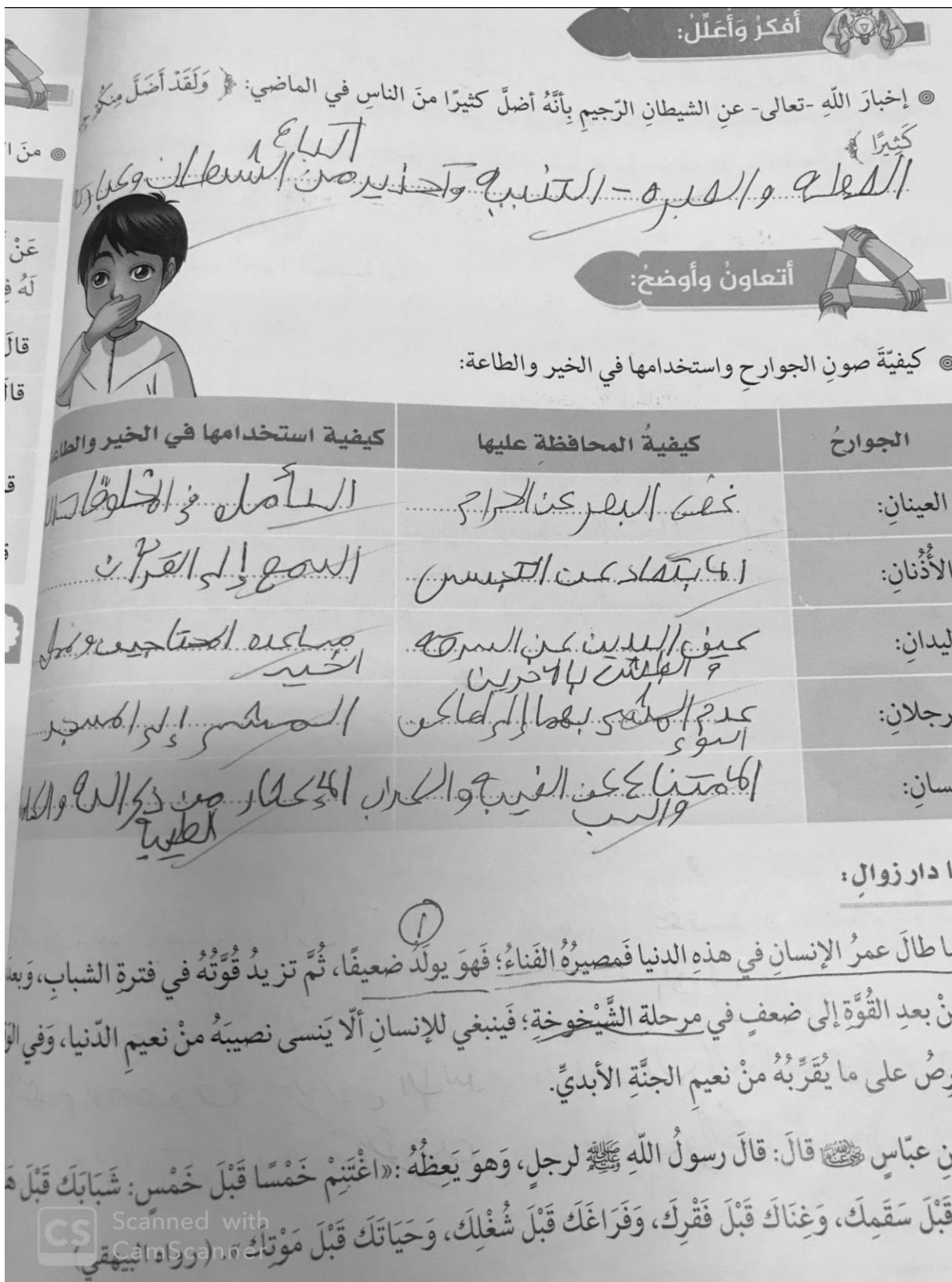
التمرُّنُ عَلَى كِتابِ اللَّهِ
التميُّزُ بَيْنَ الْعَوَابِ وَالْخَطَاءِ
فِيمَا عُمِّرَ فِي الْتَّارِيخِ الْإِسْلَامِ الْعَدْلُ الْمُسْتَدِلُّ فِي الْأَخْرَى
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مخاطر عدم الالتزام بالعهد مع الله تعالى

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الخطوة الخامسة: (إن في ذلك -بيت- تقوم

Appendix J: Islamic Observation 2



	KG	Elementary	Middle	High
Care and support	Very good ↓	Good ↑	Good ↑	Good ↑

- Staff have positive and purposeful relationships with all students. The school implements a comprehensive behavior management system, recently introduced in this school year. The system provides for early identification of needs and interventions as required by teachers, supervisors, administrators, counsellors and parents. Processes and procedures are proving effective in promoting improved student behavior.
- The school is successful in promoting high levels of attendance. However, a significant number of students arrive late to morning assemblies and so miss important presentations and religious celebration.
- The school has developed effective systems to identify students with SEND. This includes students who may have temporary needs, which might restrict access to the curriculum. Students who are gifted and talented are identified in a wide range of areas, such as specific subjects, sports, art and music.
- The school has recently changed its focus from supporting students with SEND, individually, to supporting the development of teachers' skills to enable them to better meet students' needs in their lessons. This is achieved through professional development, although, as yet, the impact is inconsistent. Students who are gifted and talented are supported very well through a program of enrichment activities.
- Students are benefitting from a comprehensive program to promote their well-being and personal development. Counselors provide effective personal guidance and support. A new social and emotional learning (SEL) program is designed to nurture students' emotional intelligence and interpersonal skills. Older students receive good careers guidance and exposure to university options.

Inclusion
Provision and outcomes for students with SEND
Good ↑

• The school has developed an inclusive policy, which is reflected in all aspects of school life, including the admissions policy. There are appropriate plans and policies, which are applied across the school for the tangible benefit of students with SEND. The SEND team has a wide range of experience and knowledge. They readily seek advice from external sources.

• The school makes use of a range of assessment methods to appropriately identify the specific needs of students with SEND. Staff liaise well with external agencies to provide appropriate interventions for individual students. The school has an accurate understanding of the range of disabilities and difficulties experienced by its students. This ensures that more consistent and effective approaches to intervention are used across the school.

• The school keeps parents informed of their children's progress through a range of communication methods, including formal and informal reports on curriculum, achievement and personal development. Parental involvement and feedback is valued and parents make a positive contribution to the quality of provision within the school. Parents have access to helpful and appropriate guidance, training and support services through the school and links with outside agencies.

Inclusion of students of determination**Provision and outcomes for students of determination****Good**

- The school has a governor for inclusive education. The inclusion champion works with the learning support team to develop a shared vision of inclusion across all phases. Some resources are in place, but there are no learning assistants to provide specific additional support.
- Appropriate identification processes are in place upon entry in the early years and in classes. They are consistently applied and in a timely manner, which ensures that the intervention plans are targeted and increasingly successful at lowering barriers to learning.
- The school is focused on educating parents about the benefits of additional support, and of the resources available to assist students of determination, once identified. Some parents are reluctant for their children to have individual education programs (IEPs) and to be included in a targeted support program.
- There is some variability in the quality of teachers' planning and teaching approaches. As a result, some students of determination find it difficult to engage in the learning process. Teachers who have a strong foundation in appropriate teaching methods are able to differentiate effectively in their lessons.
- Tracking, monitoring and assessments in all grades provide information about the progress of students of determination. However, this information is not shared with teachers to inform their planning.

For development:

- Ensure that there are sufficient resources and adults to provide the necessary support to enable students of determination to engage in learning and make consistently good or better progress.
- Individualize the targets and modifications in the IEPs for each student.
- Increase the opportunities to inform parents of the resources, support and services available if their children are identified as students of determination.

Appendix L: Report Card

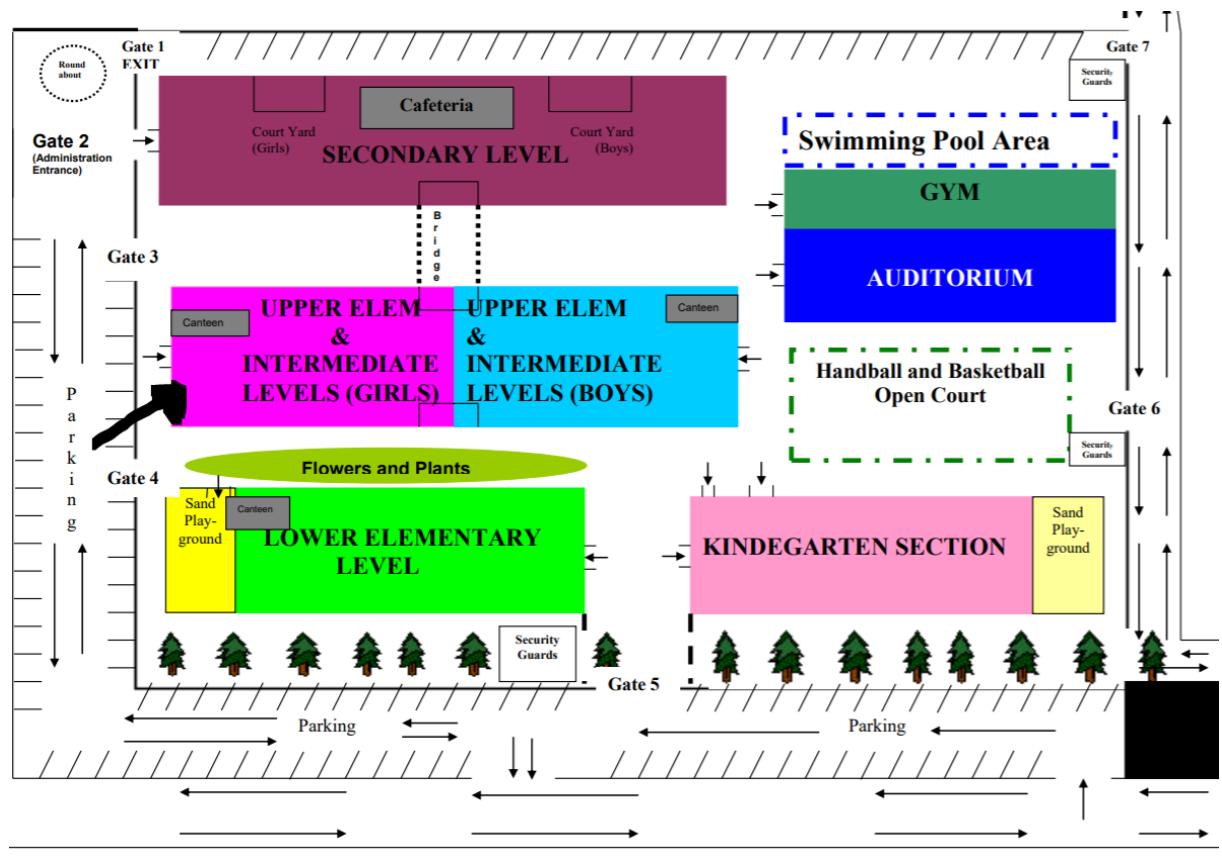
Student ID : 165801							Academic Year : 2018-2019								
Section : Gr8- B								Date : 07/07/2019							
Course	Credit	MAX	MIN	First Term الفصل الأول			Second Term الفصل الثاني			Third Term الفصل الثالث			Final Average المعدل النهائي		
				Mark	Letter	Attained GPA	Mark	Letter	Attained GPA	Mark	Letter	Attained GPA	Mark	Letter	Attained GPA
Islamic Education	0.5	100	60	81.5	B-	2.7	67.3	D+	1.3	74.1	C	2.0	74.3	C	2.0
Arabic	1	100	60	86	B	3.0	70	C-	1.7	85.4	B	3.0	80.46	B-	2.7
English	1	100	60	63.2	D	0.5	60.3	D-	0.5	63.9	D	0.5	62.46	D-	0.5
Mathematics	1	100	60	85.7	B	3.0	83.3	B	3.0	84.7	B	3.0	84.56	B	3.0
Science	1	100	60	73.3	C	2.0	79.2	C+	2.3	76.8	C	2.0	76.43	C	2.0
Social Studies & National Education	0.5	100	60	77	C+	2.3	75.5	C	2.0	80.5	B-	2.7	77.66	C+	2.3
Computer	0.5	100	60	80	B-	2.7	77	C+	2.3	92.4	A-	3.7	83.13	B	3.0
Sports	0.5	100	60	97	A+	4.0	95	A	4.0	97	A+	4.0	95.33	A	4.0
Conduct	0.5	100	60	100	A+	4.0	100	A+	4.0	100	A+	4.0	100	A+	4.0
Moral Education	0.5	100	60	88.5	B+	3.3	88	B+	3.3	86.5	B	3.0	87.66	B+	3.3
Total				570.2			544.2			576.05			563.45		
Average				81.46	B-		77.74	C+		82.29	B-		80.49	B-	
Cumulative GPA				2.7			2.3			2.7			2.7		
Excused Absence							2			1			3		
Unexcused Absence															
Remarks															
Letter	Mark	Scale	Letter	Mark	Scale	Letter	Mark	Scale	Letter	Mark	Scale	Letter	Mark	Scale	
A+	100 - 97	4.0	B+	87- 89.9	3.3	C+	77-79.9	2.3	D+	67-69.9	1.3	F	0-59	0	
A	93- 96.9	4.0	B	83 - 86.9	3.0	C	73-76.9	2.0	D	65-66.9	1.0				
A-	90-92.9	3.7	B-	80-82.9	2.7	C-	70-72.9	1.7	D-	60-64.9	0.5				

Appendix M: School Admission Policy

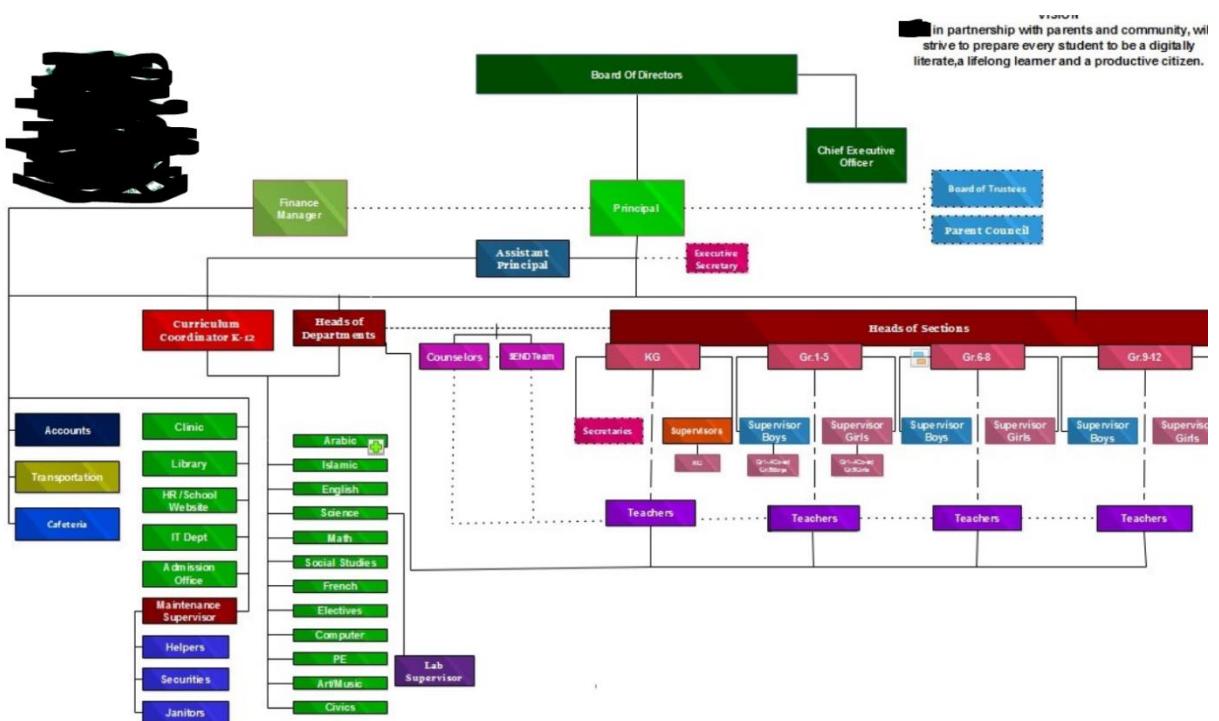
ADMISSION of Student with Special Educational Needs and Disabilities (SEND)

DIS is inclusive. 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). It opened the opportunity to SEND students to enroll at any phase level including severe cases such as Down syndrome. Students are enrolled in the SEND department if they show signs and symptoms of special educational needs.. These might include but not limited to, Individualized Education Plans (IEPs) and reports from health professional centers.

Appendix N: School Layout



Appendix O: School Organisation Chart



Appendices

Appendix A: Counsellor's Survey

School Counselor's Survey

51. Gender:

G. Male

H. Female

52. You have years of experience as a school counsellor. (number)

**53. Does the school implement a certain policy or policies regarding students with
special educational needs? Kindly specify.**

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54. How students with special educational needs are identified in the school?

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55. Why is Alison considered a student with special educational needs?

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56. What services does Alison receive as a student with special educational needs?

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57. How often do you meet with Alison? What usually happens in your meetings?

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58. What does Alison do when she faces a problem?

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59. In your opinion, what challenges does Alison face in such inclusive setting?

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60. How do you describe your relationship with Alison's guardians? Please specify

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61. What are your recommendations and suggestions to help Alison overcome the challenges she faces?

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Thank you for your cooperation

Appendix B: Focus Group

Purpose:- Teacher's perception of the inclusion of special educational needs students in mainstream classrooms.

An appointment was scheduled a few days before the meeting in an empty classroom in the Middle-school section. The researcher sought a permission to audio record the discussion from the participants. The focus group discussion was in English.

Teacher / Gender	Subject	Class	Overall Experience	Experience within the school
T1 / Female	Math	Grade 6	7	2
T 2 / Female	English	Grade 7	15	2
T 3/ Female	Science	Grade 8	7	5

Teacher's Attitude towards inclusion

YS: - Do you think that all children have the right to be educated in a mainstream classroom?

T1:- Yes, all students have the right to be educated in a mainstream classes

T2:- Yes, but if the environment is not beneficial to them and if the school is not supporting them correctly, then my answer will be no.

T3:- of course every child has the right to be educated, but it depends on the case of the child. If the case of the child is severe and he or she can't cope with the environment, then my answer will be no.

YS: - What are the cases that you categorize as severe cases?

T1:- A child who can't move, hearing impairment, physical impairment, or a child who can't talk because they need a lot of modification in the class environment.

T2:- A child with light sensitivity, a child who can't keep his clothes on, for example,

T3:- A child with autism can be sever, but again it depends on the severity of the case

T1:- Students with behavioural issues like aggressiveness can also be dangerous to other kids.

YS: - What is your biggest fear when it comes to inclusion?

T1:- Having enough time to prepare and having enough material for everybody.

T2:- The expectations of Non-SEND teachers to deliver Non-SEN content.

T3:- You have to be especially trained to deliver and we can't do it without support. We have to have SEND department, and a special assistant teacher to help the student, if the case is severe.

T1:- Some cases need a support teacher and other cases need to be pulled out of classes from time to time during exam time and activities or just to reinforce some information.

T2:- It also depends on the purpose of sending those (SEN students) to school. Is it for social emotional development? Or schooling development. If the purpose is for schooling, then there need to be an assistance to bridge the gaps.

YS: - Do you think including students with learning difficulties or specific learning difficulties will have a positive impact on your classroom?

T1:- It depends on the case, but of course there is a lot of positivity in it. Socially, having them included will build up their personality. Academically, will add to their skills as having them with other peers will help them grab some concepts easily.

T2:- Including them (SEN students) will affect other students' learning. In certain schools, students stay together in the same class from kindergarten till grade 12, especially in the UK, so the whole class knows that (x) is having a bad day today. That's why SEN students are in a safe environment. They don't have to meet new students every year. That also helps when doing group activity. All the students know the needs of that specific student and they are familiar with his case so they can help him better. Consequently there is a consistency.

T3:- Consistency and routine are very important for SEN students in regular classes. The work of SEND department is also important in supporting those students academically and socially. They (SEND Department) need to teach other students how to accept that child.

YS:- Do you think accommodating SEN student in your class impacting your class positively or negatively?

T1:- Unfortunately negatively, but it could be positive by training other students to accept each other

T2:- Negatively, as SEN students miss a lot of skills. Consequently, they will misbehave in class and affect the whole classroom environment negatively. That's why SEN Department should step in and bridge the gaps that SEN students have.

T3:- Negatively, unless SEN Department steps in and teach mainstream teachers how to accommodate SEN students.

T2:- In my home county, a SEND student counts as three students. Like a child with ADHD counts as three children because he has the movement and the business of three active students, for example, if I have three SEN students in my class m each one equals three students that means I have nine SEN students in such a tiny room.

Note: - The researcher kept repeating the question because the respondents deviated into other topics

YS: - What is the effect of having an SEN student on you as a teacher and on your class?

T1:- It's all about planning. If the teacher is well prepared with all the tools and resources and fully aware of the case and how to deal with it, plus the IEP is helpful and guiding, then the teacher won't be affected at all. As for the rest of the students, they will benefit from the variety of activities offered to other SEN students.

T2:- Having SEN students in my class will affect me positively as it will force me as a teacher to scaffold massively.so all students will benefit.

T3:- As my colleagues said, planning is important but it would be time consuming and challenging if you have more than one SEN student in the class. I personally think that the entire class will not benefit from having an SEN student in the class, but it won't harm them.

T1:- The problem is that we have a lot of extra work which is taking from our preparation time for our students and the resources are limited.

T2:- If the SEN teacher will take the curriculum and try to adapt it to the needs of SEN students.

T3:- There is a lack of collaboration between the SEN department and mainstream teachers. SEN specialists are more professional and they know better than us how to deal with SEN students.

T1:- there should be more collaboration between the SEND department and subject teachers. This is because the subject teachers know their subjects and the SEND teachers know the cases of the SEN students and know how to deal with them. So SEN teachers should give some guidelines to subject teachers on how to deal with those students.

YS: - Do you think the IEP or the Individualized Educational Plan is beneficial? Does it contribute to the development of the SEN student in your class?

T1:- Since we are the ones doing the IEP, I don't think it is beneficial. I think the IEP should not even come from the SENCO, the IEP should be issued from a certified institute that describes the case of the child. Then comes the role of the SENCO to add points and recommendations then hands it to subject teachers.

T2:- I think we are doing an IEP just to tick a box that we have done it. I having seen teachers adjusting and modifying the IEP throughout the year. The IEP is not a fixed document, it is supposed to be flexible. For me, it's just a tick box.

T3:- From my previous experience, mainstream teachers do not put a single input in it. It comes from the SEND department as the SENCO take the topics or the objectives from the teacher and they assess what the student already knows and then the SENCO add the interventions to make sure that the child has the basic requirements for the grade level and they keep on changing, they keep on adding. It is flexible. It is a huge collaborative work between the clinic, the SENCO and mainstream teachers. I think this is how it should be. We are professionals, we do not know how to do it. We are not trained to do it. We can do it only if we are instructed to do it.

YS: - Do you recommend pulling out SEND students out of their classes and teach them in the support rooms?

T1:- It depends on the case

T2:- I support it so others can learn.

T3: I do support it when necessary.

YS: - Do you prefer pull out sessions or push in sessions?

T1:- Having a support teacher in class depends on the severity of the case

T2:- If the child stays in class and he is way behind his grade level without a shadow or a support teacher, then he be disruptive and will harm the rest of the class.

T3:- If the support teacher will stay with the SEN student in class, then I support push in sessions

T2:- There is a thing, SEN students need to have the right attitude because they have the attitude because they have the attitude of “ **I cannot fail!** ” . They have to pay attention in class and to pull their own weight as they have everything ready tailored, modified for them.

T1:- We have a lot of cases in our school that are not diagnosed properly. Most of our students, who are diagnosed as SEN, are probably low achievers. This situation make our job harder. Some students are labeled as SEN without even having a proper assessment of a proper diagnose from a clinic or an institute. This is unfair for SEN students who really need help and support.

YS: - What are the procedures that are followed in the school in order to label a student as SEN?

T1:- Subject teachers notice that the student falls behind his grade level expectations, then they refer to the administrators or the SEND department. Then, somebody will come to observe the child. Later, they will talk to his parents. Finally, the parents will take the child to an institute to be diagnosed.

T2:- I agree

T3:- I agree

YS: Do you think that the school admission policy is being fair when it comes to admitting SEN students?

T 1:- According to the law, all SEN students should be accepted. That's fine, but we need to have more details about the cases that are admitted or accepted in the school. The problem is not about accepting those students, it's about telling teachers how to deal with them. The lack of information is the problem.

T2:- I agree

T3:- It's difficult to say

YS: I want to go back to the IEP. What improvements should be done on the IEP to make it better and to serve the SEN student better?

T1: To include more specific details about the case because we search to get more information about the case, but if the information is there, this will save us time. Also the strengths and weaknesses should be there. The results of previous assessments should be taken into consideration. It needs to be continuously modified as the student is supposed to be developing.

T2:- In my previous school, every SEND student has a file that he or she carries from one grade level to another. This file will give his/her teachers an idea about him/her socially, emotionally and academically. I have no idea about the child I am teaching. This file is like the history of the child that has teachers' best practices or maybe a strategy that worked with the child that another teacher can benefit from. What we do is repeating the cycle over and over. I spend a whole term trying to discover the child.

T3:- The learning style should be clearly mentioned in the IEP. It's the SEND department's job to tell us how to teach those children. They should tell us how to teach students with Dyslexia or ADHD.

T2:- It's dangerous for example to give a child a certain misbehavior a three-dimensional shape , that's why it's the SEND department's job is to tell us what to use and what not to use with each SEN student.

T 3:- I agree, I had a student who used to drink the measuring water when doing experiments.

YS:- GREAT, that will take us to the curriculum , Do you think that SEN students should be taught through the general curriculum or through a parallel curriculum ?

T1: The same general curriculum, but to be adjusted and modified to the case.

T2: It depends on the case. Some students are in grade 9 while their level is at grade 4 so you can't teach this child grade 9 curriculum. It also depends on the kind of disability they have, is it only learning difficulty and missing gaps or severe cases like autism and physical impairments. You have to teach them at their level and not to stick to a certain curriculum. The SEND department should tell us what to teach that child.

T3: I think they should be taught through the general curriculum, but with modifications

YS: How effective is the assessment of SEN students in the school?

T1: Assessment should be done just to know the progress the student is achieving not for the sake of gaining marks or passing.

T2: It should not be through a paper based. They just need to show that they are progressing and grasping concepts using their own way.

T3: It should be determined by the SENCO. They should guide us how to assess the child depending on his/her case. However, the assessment should tell us where does the child stand and not for the sake of grades.

YS: Do you think SEN students have the right to pass?

T2: This the mentality now that needs to be changed. If the child did not achieve the specific goals that are set for him/her then he should not pass

T1: the child has to show progress or else he or she should not pass

T2: Many if not all SEN students in the school pass with 80%, but they actually have done nothing. . We are not teaching them the culture of responsibility or even teaching them how to deal with real life.

YS: Do you modify the assessment for your SEN students? And how?

T1: Yes I do, through a multiple choice questions with the same objectives of the mainstream exam

T2: I do, we do multiple choice, so they won't write much

T3: of course we do, I do the same.

YS: Do you individualize the assessment depending on the case?

T1: It's one exam for all regardless of the case.

T2: The same

T3: yeah, same exam for all cases

T2: The assessment should be individualized depending on the case and it doesn't have to be paper-based. It could be through speaking, coloring or even drawing.

YS:- Describe your relationship with your SEN students.

T1: Effective and healthy relationship. They are like any other student

T2: Difficult and challenging. You should try your patience a lot. They usually misbehave because the curriculum is too difficult for them.

T3: I agree

Ys: How cooperative parents of SEN students are?

T1: It depends on the parents, you can't generalize.

T2: I never met them!

T3: Students with no diagnose reached that level because parents do not care, but I have also very caring parents who are always following up.

Ys: Do you have direct communication with parents of SEN students?

T1: It depends on the parents, sometimes direct contact sometimes through the SENCO

T2: sometimes parent own the disability by teaching their children to be irresponsible.

T3: I contact directly with them

YS: What are the challenges SEN students face in your classes?

T 1: Culture and the lack of information about the child and his case.

T 2: Acceptance from their peers especially when doing group work. Other peers in the group do not want to work with that child because he or she doesn't want to work

T 3: The child's low self-esteem and low expectations. The goals and the curriculum might be challenging for him.

Ys: Do you think that inclusion develops SEN students' social and emotional part?

T1: Inclusion sometimes backfires as students sometimes get disappointed or rejected by their peers.

T2: Not really, they are rejected and are seen as losers

T3: I agree

Ys: Inclusion between theory and practice. Tell me your views regarding that matter.

T1: Inclusion can work only when applied properly. For example, conducting efficient training for mainstream teachers, scheduled meetings with the SENCO.

T2: It needs a system that supports the child not supporting itself, it needs training, and it needs proper planning. It's not about accepting SEN students just to tick a box and earn more money.

T3: collaboration between mainstream teachers, SENCO and the parents plus the proper training for teachers.

Appendix C: Head of Inclusion Survey

Head of Inclusion Survey

62.Gender:

- I. Male
- J. Female

63. You have years of experience as a SEN Leader . (number)

64. Do you have students with Dyspraxia in the school ?

- C. Yes B. No C. Not sure

65. How many..? ----- (number)

- E. Boys
- F. Girls

66. What is the school admission policy regarding students with **Dyspraxia**?

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67. What is the screening tools the school / SEN department use to identify students with special educational needs in general and with students with Dyspraxia in specific?

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68. **How do you deal with a student with Dyspraxia?**

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69. How would you describe your relationship with the families of students with Dyspraxia?

Good

poor

doesn't exist

70. Mention the reasons of the previous answers:

Families are in denial or not cooperating

Lack of awareness about dyslexia in general

Cultural beliefs

School policy and guidelines

Other, please specify
.....

71. How students with Dyspraxia are taught in your school?

Through a differentiated curriculum

Through the same curriculum

72. Where do students with **Dyspraxia learn in your school?**

In main-stream classes with their peers all the time

Pull-out sessions are provided when needed

73. How students with **Dyspraxia are assessed in your school?**

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74. Who designs the IEP of students with Dyspraxia in your school?

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75. Do you think the IEP contributes to the progress of students with **Dyspraxia**?

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76. What are the challenges you face with students with **Dyspraxia**?

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77. Do you conduct training sessions to train mainstream teacher on how to deal with students with **Dyspraxia**?

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78. What support do you provide for students with **Dyspraxia**?

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79. Are parents of students with Dyspraxia helpful and cooperative?

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Thank you for your cooperation

Appendix D: Head of Section Survey

Head of Section Survey

80. Gender:

- K. Male
- L. Female

81. You have years of experience as a teacher. (number)

82. You have years of experience as a head of section. (number)

83. Do you have students with special educational needs in the school?

- D. Yes B. No C. Not sure

84. How many.? (number)

- G. Boys
- H. Girls

85. What is the school admission policy regarding students with special educational needs?

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86. What are the screening tools the school use to identify students with special educational needs?

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87. Are you responsible academically for students with special educational needs?

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88. How would you describe your relationship with the families of students with special educational needs ?

- Good poor doesn't exist

89. Mention the reasons of the previous answers:

Families are in denial or not cooperating

Lack of awareness about dyslexia in general

Cultural beliefs

School policy and guidelines

Other, please specify

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90. How students with **special educational needs are taught in your school ?**

Through a differentiated curriculum

Through the same curriculum

91. Where do students with **special educational needs learn in your school?**

In main-stream classes with their peers all the time

Pull-out sessions are provided when needed

92. How students with **special educational needs** are assessed in your school?

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93. Who designs the IEP for students with **special educational needs** in your school?

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94. Do you think the IEP contributes to the progress of students with **special educational needs**?

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95. What are the challenges you face with students with **special educational needs**?

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96. Do mainstream teachers receive training sessions on how to deal with students with **special educational needs**?

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97. What kind of support do you provide for students with **special educational needs**?

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98. What kind of support do mainstream teachers receive to guide them on how to deal with special educational needs students?

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99. Are parents of students with **special educational needs** helpful and cooperative?

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100. What are your recommendations to provide a quality learning experience for students with **special educational needs** in your school?

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Thank you for your cooperation

Appendix E: Interview with Alison's Mother

Appendix : Interview with Alison's Mother

Date:- Sept. 21,2019

Location:- An empty room in the Middle School Girls' Section

Interviewer:- Y.S

Purpose :- Information about Alison , the school SEN provision and practices and the services provided to Alison.

An appointment was scheduled a few days before the meeting. The interviewer took the permission from the mother to record the conversation.

Y.S : Researcher

R.R: Alison's Mother

Y.S : When did you first notice that Alison has learning Difficulty ?

R.R.: I started to realize her difficulty at school since grade one . she had low academic performance and difficulty especially in writing. Actually, her teachers brought the issue up.

Y.S: How did the teachers at school communicate with you ?

R.R: They contacted me, and we had several meetings.

Y.S: What did the school do about this ?

R.R: They pulled her out of class to give her extra support and worksheets and she receives physical treatment and exercises to strengthen her motor skills.

Y.S: What do you mean by "they"?

R.R: I mean special education department in the school.

Y.S: Did you notice any improvement on Alison as a result to these services ?

R.R: Of course, they also provided me with summary sheets, and they also reduced the quantity which helped a lot during exam time and her marks improved.

Y.S: How satisfied are you from the services provided to Alison so far?

R.R: I am satisfied a lot. everybody is cooperative; her class teachers and the SEN Department.

Y.S: How do you deal with Alison at home?

R.R: She is a normal child, but when it comes to studying, she is giving me a hard time because she can't depend on herself. She has difficulty finishing her assignments. I have to be around to help her.

Y.S: Why do you think Alison can't finish her assignments on her own.

R.R: I think because she gets distracted easily and can't concentrate.

Y.S: Do you think there is an easier way to do her assignments?

R.R: I am trying to make her more independent, but it's not easy. Eventually, I have to interfere and assist her. I was even considering hiring a private tutor for her to help her with her assignments at home, but I can't afford it.

Y.S: Do you think there is an easier way to do her assignments?

R.R: Most of the homework assignments are based on writing. She gets tired easily and her handwriting is not clear. If her teachers assign true or false questions or multiple-choice questions, it will be easier for her to do. Teachers modify the tests to have less writing. However, the homework is not modified.

Y.S: How do you know that the tests are modified?

R.R: I don't see the end of term tests, but the SEN department say so. But, I see the daily tests.

Y.S: How satisfied you are with her marks and academic performance?

R.R: Her marks are very good except for the English. She is in the sixties.

Y.S: Why do you think there is a problem with the English only ?

R.R: I don't know, maybe because of the grammar. Although she speaks English very well.

Y.S.: What other challenges you face with Alison at home ?

R.R: She gets distracted easily. She needs complete silence. This is controllable at home, but it's a problem in class. I think it's not easy to control noise in class. Even when teachers raise their voice in class or hit the table with his hand, she gets irritated. Alison complained from this to the SEN department and consequently, they talked with the teacher to stop doing that. So, I basically face two challenges with Alison, writing and distraction.

Y.S: Do you meet periodically with the SEND and how often?

R.R: I meet with them three times in a year and I feel that's enough because I am working. If there is any concern, the SEND contact me by phone otherwise three times per year is fine.

Y.S: What do you usually discuss in those meetings?

R.R: things related to Alison's academic performance and the modifications on the curriculum. Since these modifications were not done from the beginning.

Y.S: What do you mean?

R.R: Alison did not have a modified content since she was enrolled as a SEN student in grade one. They started these modifications in fifth grade.

Y.S: How do you evaluate Alison socially and emotionally?

R.R: We have a problem with this issue. She is unable to make friends. She is always alone, and this hurts me. I spoke with the SEND concerning this issue, but unfortunately, we are still facing this problem until now. I don't know who's fault is it ? Is she unable to make friends, or other girls do not accept her?

Y.S: Is there a way outside of school that can help Alison to improve herself socially, physically and academically?

R.R: Yes, the SEND advised me to enroll her in any sport activity as it will improve her coordination and self-confidence; she plays badminton and the teacher at school promised to enroll her in the school team. But I can't enroll her in any outside activity as I am working, and I don't have time to pick and drop. I registered her before in a swimming class outside of school. Also, she took OT sessions in a center outside of school for a year. She improved a lot, but we did not continue.

Y.S: Would you like to add anything?

R.R: Yes, I want her to have friends. I need the school help in this matter. They need to spread the awareness between the girls to accept differences. I also want the school to come up with a new strategy concerning writing. She can use a tablet instead of writing.

End of Interview

Appendix : Interview with Alison

Date: - Sept. 21,2019

Location: - An empty room in the Middle School Girls' Section

Interviewer: - Y.S

Purpose: - Information about Alison, the school SEN provision and practices and the services provided to Alison. Her social, emotional support.

An appointment was scheduled a few days before the meeting. The interviewer took the permission from Alison to record the conversation.

Y.S : Researcher

A : Alison

Y.s : Do you like school ?

A : Yes

Y.S: What do you like about school?

A: I like studying and sports.

Y.S: What subjects do you like?

A: I like English , Moral Education, Math , Arabic and Islamic.

Y.S: How do you evaluate your relationship with the teachers?

A: Good; I like them ; we are in good terms.

Y.S: What bothers you ?

A: I don't like the noise at home when I study. I can't concentrate.

Y.S: What else bothers you ?

A: I don't like writing! I find it difficult especially when in the writing lesson when we are supposed to write an essay.

Y.S: How do you think you can overcome this problem?

A: I want to type instead of writing.

Y.S: How do you evaluate your relationship with your peer?

A: Not good! I was bullied by some girls and they did not want me to sit with me!

Y.S: What did you do about it?

A: I reported to the school, and they talked to them and fixed the problem.

Y.S: What do you think about school's homework plan and tests ?

A: I have the same homework like everybody else . I prefer something digitalized.

Y.S: Do you get social and emotional support from the school ?

A: Yes, whenever I face a problem, I run to the counselor and she solves the problem to me.

Y.S: What are your interests and hobbies?

A: I like badminton. and I asked the sports teacher to enroll me in the badminton training. I like swimming, but not in the school. I don't have special interest. I spend my free time surfing the internet.

Y.S: Are you satisfied with your marks at school ?

A: yes, I have good marks in almost all the subjects except English.

Y.S: How often the support teacher supports you in class ? how do you find the support from the SEND ?

A: The support teacher visits me once in a week. I like it because she sits only with me and explains difficult tasks.

Y.S: Do you think once in a week support is enough?

A: Yes

Y.S: Do you prefer push-in or pull-out sessions ?

A: pull-out sessions because I concentrate more outside of class.

Y.S: During the End of Term Exam, do you prefer to do the test along with other students or alone in the support room ?

A: I prefer to do it alone because they read the questions to me , simplify them and they give me extra time.

Appendix F: Observation Account

Date: June 10 , 2019

Location: At the school campus / School Playground

Observer: Y.S

Observed: Alison

Period: 1st break

Subject: -----

Lesson: -----

1 .10:33am: she is not eating. Rooms in the playground, picks a friend randomly and talk with her for a minute

2. 10:35 am: walk awkwardly

3. 10:36: talk to her teacher

4. 10:37am: walking alone again

5:10:38am: talks a to a group

6.10:39am: talks to me and then walks alone again.

7.10:40am: picked other students to talk to Ss answered her short answers then she left

8.10:51am: she disappeared

9.10:53am: she picked two girls and sat with them.

10. 10:55: she left them and went to talk with the nanny in the bathroom, smiled at her teacher and went back to the same girls.

12.10:58: keeps roaming aimlessly around the playground, the weather was bad therefor girls were allowed to stay in their classes.

13.10:59: the supervisor called the girls back to their classes (she stands outside the class)

14. 11:00The supervisor repeated ‘inside your classes (she didn’t respond)

The duty teacher asked her to go inside the class because it’s very hot she stands by the class door

End of observation

Date: June 11th, 2019

Location: In class / School Campus

Observer: Y.S.

Observed: Alison

Period: 5th period

Subject: Islamic Studies

Lesson: Hadith / Solving an exercise

33. 11:55 she approaches the teacher and gives the teacher her book. Alison. checks on the electric wires for the projector
34. 11:56 : the teacher gave sh. Back her book (sits close to the teacher)
35. 11:57: she responded to the teachers request and opened her book.
36. 11:58: students asking which page, sh. Responded. Teacher asking who wants to read
37. 11:59: Alison raised her hand. sh. Reads the question fluently teacher thanks sh. For reading the question.
38. 12: The teacher writes the answer on the board sh. Copies from the board. sh. Holds the pencil in a in proper way.
39. 12:01: Alison Erases and rewrites again. sh. Asks the teacher about a word on the board “is it.....?” the teacher responded “yes”
40. 12:03: students are still copying from the board
41. 12:05: Alison Asks the teacher “is it ...?” to emphasize her understanding.
42. 12:06: teacher responded “yes!”
43. 12:07: teacher approaches sh. And asks her if she wrote the Islamic test.
44. 12:08: the teacher distributes the questions on each group ,students answer the questions
45. 12:09: she’s quiet and dint participate in the group discussion
46. 12:11: she yawns.
47. 12:11 : teacher calls of the time , teacher salutes the class
48. 12:12 teacher asks a student to share their answers with the class
49. 12:13: Alison Copies from the board.
50. 12:14 Alison ’s groups turn to answer the question Sh she didn’t take a part in the answer.

51. 12:16: Alison turns the pages of the book, then back to the target page, Sh erases and re-writes.
52. 12:18: Alison keeps turning the pages of the book. sh. Continued copying from the board
53. 12:19: Alison keeps copying from the board “no communication with her peers”
54. 12:20: Alison gestured to the teacher to move away so she can continue copying off the board.
55. 12:20: teacher asks Alison if she finished copying so she can erase the board. Alison asks the teacher to erase one part of the board and leave the other part
56. 12:21: Alison stretches out
57. 12:23 Alison keeps copying from the board.
58. 12:31: teacher asks Alison if she finished writing. Sh stopped writing.
59. 12:33teacher announces that school will apply summer timing and students will leave at 1:30.
60. 12:34:Sh. Smiled. Alison stayed in her desk glancing at her peers.
61. 12:35 :She grabs the papers of circular and distributes them to her peers
62. 12:37: Alison is back to her seat. Sh Alison approaches the teacher
63. 12:39: she erases the board. The teacher checks Sh Alison’s books, she finds that SH didn’t answer the questions
64. 12:40 : the bell rings

End of observation

Date: 12.11.2019

Location: Classroom / School campus

Observer: Y.S

Observed: Alison

Period: 4th period

Subject: Math

Lesson: Revision before the end of term test / Solving a revision sheet

16. 10:30: teacher explains today's tasks Alison is sitting down and listing looking around and shaking her feet. Teacher revises concepts on the board and elicits answers from the students.
17. 10:34: Alison answers aloud with confidence correctly, teacher did not praise her.
18. 10:37: teacher is solving problems on the board and he answers himself on the board students write questions from the board on their copy books
19. 10:42: Alison got a specific sheet.
20. 10:43: teacher scaffolds for Alison by doing or solving an example for her
21. 10:47: Alison stops and think teacher supports Alison. Alison does not answer the question
22. 10:47: teacher is back to the board; teacher asks a question Alison orally answers teacher does not give feedback.
23. 10:51: she couldn't answer the questions on the sheet teacher approaches Alison and helps her out.
24. 10:53: she gets her calculator. Alison struggles with the concepts. Teacher approaches her again and guides
25. 10:55: Alison is still struggling with her sheet.
26. 10:59: Alison zoned out of the lesson.
27. 11:00 Alison does not answer her seat the class is noisy.
28. 11:01: she is still zoned out; she paused her work and did not seek help.
29. 11:04: teacher approaches and guides her again
30. 11:05: class is about to finish; she hasn't completed her sheet while shaking her feet.

End of observation

Appendix G: School SEN Policy

The SEND Team is formed of well-qualified specialists:

Fulltime:

1. ██████████ K. G. ██████████ (SEND Lead; BA in clinical psychology and Masters in Clinical psychology): provision of all phases K-12
2. ██████████ ██████████ (English learning support Teacher and SEND coordinator for grades 6 till 12- BeD in Education and Masters in inclusive education and special educational needs)
3. ██████████ N. A. Chaltouni (English learning support Teacher and SEND coordinator for grades 1 till 8; BA in English and gained certificates in dyslexia):
4. ██████████ A. Al Khawaja (Math Learning support teacher and SEND coordinator for grades 1 till 8; B.A. in Math)
5. ██████████ M. Al Rashed (Arabic Coordinator and gifted and talented provision for grades 1 till 12)
6. ██████████ A. Al Khalaf (Backing up SEND and inclusion team: Mater in Special Education)
7. ██████████ S. Al Shamsi Counselor (KG-G5)
8. ██████████ S. Al Shamsi Counselor (G6-G8)
9. ██████████ S. Al Shamsi Guidance counselor (G9-G12)

Role of the SEND lead

In collaboration with the principal, HOS, HOD, supervisors and SEND team members, the SEND lead focuses on:

- Managing the SEND team and Learning Support staff.
 - Monitoring the development and implementation of all aspects of the special education program process and in relation to KHDA requirements.
 - Establishing procedures for the identification and support of students with special needs.
 - Responding to concerns of parents, teachers, and administrators.
 - Maintaining a SEND register, with records on students with special educational needs
 - Co-coordinating the provision for students with SEND.
 - Liaising with and giving advice to class teachers and support staff.
 - Overseeing SEND students' records.
 - Checking student's engagement in classes.
 - Overseeing teaching behaviors in classes toward SEND.
 - Coordinating with external agencies
 - Assists in identifying students with special needs
-

Rationales

1. The school abides by the Federal Law 29/2006 enacted by the Ministry of Education in the UAE. The law promotes inclusive education which means that all students having disabilities have the right to be educated to the extent possible with their age appropriate peers who do not necessarily have disabilities.
2. School Stakeholders focus on concerns and priorities for addressing students with Special Educational Needs.
3. DIS is committed to adopt the following Guidelines stated by the MOE "School for All" for a successful implementation of inclusion.
4. DIS motto is that each student matters and can make a difference.
5. Students who have been identified as having behavioral / academic difficulties as per KHDA categories of SEND are referred as Special Education Needs (SEND) students

SEND / Inclusion Policy Statement:

The School advocates the inclusion of all children including those with Special Education needs as fully participating learners. All students are welcomed, accepted, and valued. As an inclusive school DIS provides a safe physical surrounding, a rigor curriculum, and welcomed, positive learning environment that reflect the needs of all students including those with special needs. The school ensures that inclusion of students with Special Educational Needs is facilitated through adherence to the Special Education services adopted by the school. This policy ensures that curriculum planning; teaching provision and assessment for students with special needs takes into account the type and extent of the difficulties experienced by the child. The school fully adopts the social as well as the medical models of disability

Aspects of DIS inclusion provision:

Enabling DIS to be a fully inclusive school that accepts all children including those with special needs through focusing on:

- Effective identification procedures
- Appropriateness of curriculum modification system
- Shaping the provision of SEND students through effective intervention and personal support
- Ongoing tracking, monitoring, and assessing SEND students' progress with focus on effective feedback

Actions that facilitates the implementation of the inclusion provision:

- Issuing a special needs and inclusive policy
- Restructuring school premises to enable those with special needs have easy access to them and use the equipment which supports their learning
- Reconsidering the staff qualifications and skills needed to scaffold those with special educational needs by providing teachers with training and coaching
- Building leadership capacity so that well qualified ones will lead the implementation of Inclusion Policy
- Spreading positive environment about SEND students among school stakeholders ,i.e. administrators and teaching staff, students ,parents and community
- Providing appropriate physical and human resources (External specialized centers for SEND)
- Creating an environment that meets the needs of each child
- Raising the aspirations and expectations for children with SEND
- Ensuring that the special educational needs of children are identified, assessed and provided for
- Ensuring all children make the greatest possible progress and reach their full potential
- Identifying all children to have full access to the school's broad and balanced curriculum and extended services at their own developmental level
- Ensuring that parents are involved in supporting their child's education
- Ensuring that our children have a voice in the decisions being made for them
- Addressing the fulfillment of SEND students' outcomes :
 - Being healthy
 - Staying safe
 - Enjoying and achieving
 - Making a positive contribution

Admission Policy

DIS is inclusive. 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). It opened the opportunity to SEND students to enroll at any phase level including severe cases such as Down syndrome. Students are enrolled in the SEND department if they show signs and symptoms of special educational needs.. These might include but not limited to, Individualized Education Plans (IEPs) and reports from health professional centers.

SEN and support Services at DIS

We monitor all children's progress closely, and identify those who require support starting from an early stage. Individual Education Plans (IEP) are written collaboratively by a member of the SEND team, class teachers and specialist from medical centers (Kids First Medical Center and Dubai Early Childhood Development Center) if needed.

A range of educational support specialists from Kids First, or DECD work with the school to insure the SEND students are monitored and supported according to their needs in order to reach their highest potential.

Classes are mixed ability and children have the opportunity to work in a range of different groupings. The needs of all children are met within the classroom.

A-Identification

Additional learning needs may have been recognized prior to a child's entry to DIS or identified by means of assessment that is undertaken within school and might be confirmed by an external specialist report. Student's profile, on-going assessment, classroom observations, screening forms, teacher's feedbacks, parental feedback, formal and informal assessments ... contribute to an understanding of a student's relative strengths and weaknesses and enable staff members working with the students to reflect on whether any curriculum adaptations if needed. The SEND Team members are committed to early identification to ensure a proactive approach that can protect students against the effects of underachievement in the classroom and enables educators to remove the barriers of education.

It is the role of the class teacher to provide suitable accommodations for the needs of all children within the classroom setting. If a class teacher feels that a student is not making adequate progress within the whole class provision, then they should raise concerns with the Head of sections (HOS) and counselors, who inform the SENDco. This referral is submitted with the appropriate documents such as the teachers' feedback and observations, students marks and behavioral follow up, counselors feedback, parental involvement...

Role of full time SEND coordinators grades 1-8

- Comment regularly to the SEND leader about the progress of the student with special needs.
 - Keeping the SENDco fully informed
 - Work in collaboration with the Class Teachers, SEND team, Coordinators, Heads, administrators and Parents.
 - Engage in co-planning with the teachers and work together to design lesson plans, accommodations and modifications to fit the needs of SEND. Provide in - class support as well as through pull out sessions based on the need of students from grades 1 till 6.
 - Review and develop Individualized Education Plans -- or IEPs -- and holding meetings to discuss these plans with parents, administrators, and other individuals involved in the education of SEND students.
 - Collaborate with teachers and Heads of departments to administer tests and other assessments to determine the progress of special needs students.
 - Support and advice teachers on how to meet individual needs.
 - Supervise and make modifications to the regular curriculum based on student need and ensure that accommodations are provided.
 - To liaise with parents of students with special educational needs
 - Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
 - Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.
 - Supporting a positive relationship with parents, classroom teacher, and the student through communication of student goals and objectives.
 - Providing accommodation/modification information ahead of time so the teacher can make preparations to support the student's participation.
 - Planning a regular time and/or a means of communicating with parents, service providers, classroom teacher, and the shadow aide.
 - Monitoring the student's performance in the classroom, collecting and interpreting student data in order to maintain an awareness of the best ways to support student learning.
 - Develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
 - Conduct classroom observations for SEND students
 - Assist in collection of data for providing appropriate classroom interventions.
Evaluates students' academic progress
-

F- Progress and Outcomes:

Progress is continuously being monitored by the SEND team and the teachers to make sure the students are on the right track. Teachers and SEND coordinators work as a team to ensure that assessments given are modified and fit the needs of each student. Progress reports are submitted monthly to parents so that they could monitor their children's progress at home and work parallel with the school for better outcomes.

Parents Partnerships

DIS views parent's partnerships as per the following:

- The school seeks the views of parents including those special educational needs children through different channels.
- Parents are active and valued participants and make a significant contribution to the school's good quality provision for students with SEND. They are properly involved in the development and review of the personalized programs for their children and are properly represented in the life of the school, for example on the school's Governing Board.
- All parents of students with SEND, including those who are difficult to engage, have access to and benefit from a range of good quality guidance, training and support services within the school. These are specifically targeted to the particular challenges of the students and their families and include access to culturally sensitive support groups.
- Parents are consulted at every stage of the identification and provision process; feedback to them is provided informally and formally through meetings and reports
- The school uses different channels of communication with parents.
- The school operates an open door policy where parents are invited and encouraged to meet with the SEND coordinators when concerns arise.
- The school appreciates the parents' feedback concerning our services.

C- Curriculum Modification

The curriculum is modified and altered to meet the needs of each student and learning style. Differentiation is carried out according to content, process and product. It is held across all school phases. IEPs are conducted to ensure that the necessary modifications are implemented and students are well engaged and included in the curriculum through weekly plans, daily plans...

D-The Intervention

The basis for intervention could be the teacher's or others' concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Ultimately teachers are responsible and accountable for the progress and development of the children in their classes, including where students access support from teaching assistance or specialist staff. We understand that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. We know that additional intervention and support cannot compensate for a lack of good quality teaching by the class teacher.

E- Personal support:

At DIS each student is supported according to his/ her needs. Teachers and SEND team members work together to provide the right environment and best accommodations that cater to each student's needs. Students are trained to become lifelong learners. They are engaged in all school activities that enhances their personal and social well being. SEND students are prepared gradually to become independent and well rounded individuals.

observes the child in class and during break time if needed and follows up with the teachers. A meeting with the SENDco and parents may then be arranged to discuss next steps.

The purpose of identification of need is to work out what action the school needs to take and the support that needs to be provided for the child.

Identification is done through different procedures that provide an accurate description of the needs. Then each need is tackled individually not only medically but also socially.

B-Provision

Provision is designed to promote confident, independent learners who come to an understanding of their learning profile and develop the skills necessary to achieve their potential. The school offers in-class support, and pull out support for grades 1 till 6 in the learning support room depending on the needs of the child. It also gives pieces of advice on differentiated instruction given in class.

Meetings are held regularly to discuss the progress and development of every child in main subject areas. If there is a concern relating to progress and development we will look at the best way to support the child. This will include the collaboration of the SEND team and the class teachers to work together and find solutions.

When it comes to planning, we will see which intervention would best suit the child and begin working on individual targets. The SEND team will meet with and work closely with the parents and teachers to plan an appropriate program of support for the child with the aim of narrowing gaps or removing barriers to learning. At DIS the process by which we identify and manage children with SEND is that we place children in need of support onto the SEND register. A child on the SEND register may have additional 1 to 1 support from a support teacher and may be provided by therapy sessions from an outside agency. Students are also provided with remedial sessions after school if needed.

Outside agencies such as Kids First Medical Center and Dubai Early Childhood Development Center provide observations, feedback and recommendations to teachers.

All students under SEND register are closely monitored by the SEND team and by outside specialists from a healthy care center.

The student will receive differentiated, targeted, group or individual support in a way that parents, teachers and the SENDco feel will have the most impact on progress.

At the end of each term, class teachers meet with the SEND team and carefully review the progress of all SEND students.

The SEND Team is formed of well-qualified specialists:

Fulltime:

1. [REDACTED] [REDACTED] (SEND Lead; BA in clinical psychology and Masters in Clinical psychology): provision of all phases K-12
2. [REDACTED] (English learning support Teacher and SEND coordinator for grades 6 till 12- BeD in Education and Masters in inclusive education and special educational needs)
3. [REDACTED] [REDACTED] English learning support Teacher and SEND coordinator for grades 1 till 8; BA in English and gained certificates in dyslexia):
4. [REDACTED] [REDACTED] (Math Learning support teacher and SEND coordinator for grades 1 till 8; B.A. in Math)
5. [REDACTED] [REDACTED] (Arabic Coordinator and gifted and talented provision for grades 1 till 12)
6. [REDACTED] [REDACTED] (Backing up SEND and inclusion team: Mater in Special Education)
7. [REDACTED] [REDACTED] Counselor (KG-G5)
8. [REDACTED] [REDACTED] Counselor (G6-G8)
9. [REDACTED] [REDACTED] Guidance counselor (G9-G12)

Role of the SEND lead

In collaboration with the principal, HOS, HOD, supervisors and SEND team members, the SEND lead focuses on:

- Managing the SEND team and Learning Support staff.
 - Monitoring the development and implementation of all aspects of the special education program process and in relation to KHDA requirements.
 - Establishing procedures for the identification and support of students with special needs.
 - Responding to concerns of parents, teachers, and administrators.
 - Maintaining a SEND register, with records on students with special educational needs
 - Co-coordinating the provision for students with SEND.
 - Liaising with and giving advice to class teachers and support staff.
 - Overseeing SEND students' records.
 - Checking student's engagement in classes.
 - Overseeing teaching behaviors in classes toward SEND.
 - Coordinating with external agencies
 - Assists in identifying students with special needs
-

Inclusion Policy

Vision

[REDACTED] in partnership with parents and community, will strive to prepare every student to be digitally literate, a lifelong learner, and a productive citizen.

Statement:

[REDACTED] Information [REDACTED] school is an inclusive school, all students feel welcome, accepted, and safe and valued. The school is keen to identify all barriers which restrict students' achievement, participation and learning, and will take action to remove obstacles which lead to educational exclusion.

[REDACTED] Inclusive [REDACTED] advocates the inclusion of all children including those with Special Education needs and gifted and talented as fully participating learners. As an inclusive school [REDACTED] provides a safe physical surrounding, a rigor curriculum, and welcomed positive learning environment that reflect the needs of all students. The school ensures that inclusion of students with Special Educational Needs is facilitated through adherence to the Special Education services adopted by the school.

The school works in alignment with the KHDA requirements for identifying students who require access to specialist provision including those with special educational needs and disabilities and special gifts and talents. These students are welcomed and are supported by special provision.

The following issues are aspects of provision that require special consideration to ensure the educational inclusiveness of [REDACTED]

- effectiveness of identification procedures
- appropriateness of curriculum modification systems
- impact of specific intervention or personal support mechanisms
- use of feedback from monitoring and assessment processes.

Developing inclusion will involve governors, the principal, the school staff, students, professionals, parents and the wider community.



Appendix I: Islamic Observation 1

عمال العقل:

يُعَذُ الشَّيْطَانُ عَدُوًّا لِلنَّاسِ، وَلَقَدْ نَجَحَ فِي الْوَسُوسَةِ لِآدَمَ -عَلَيْهِ السَّلَامُ- إِلَى أَنْ أَخْرَجَهُ مِنَ الْجَنَّةِ إِلَى الْأَرْضِ، وَتَوَعَّدَ بِإِضَالَلِ ذُرِيَّةِ آدَمَ؛ كَيْ لَا يَعُودُوا إِلَى الْجَنَّةِ مَرَّةً أُخْرَى، لِذَلِكَ عَهْدَ اللَّهِ تَعَالَى إِلَى بَنِي آدَمَ لَا يَطِيعُونَا لِشَيْطَانٍ، وَالْإِنْسَانُ الْعَاقِلُ لَا يَتَبَعُ عَدُوًّا بِلْ يُعْمِلُ عَقْلَهُ فِي التَّفْكِيرِ بِالْحَقِّ الَّذِي يَجُبُ أَنْ يَتَبَعَّهُ، فَالَّذِي يَتَبَعُ الشَّيْطَانَ لَقَدْ خَسَرَ خَسْرَانًا مُبِينًا، وَيَسْتَحْقُ دُخُولَ جَهَنَّمَ، وَيَوْمَ الْقِيَامَةِ تَشَهُّدُ جَمِيعُ حَوَاسِهِ عَلَى مَا قَامَ بِهِ مِنْ ذَنْبٍ.

أَحَدُدُ وَأَقْتَرُخُ:

Ⓐ أسباب كل مشكلة، والحلول المناسبة لها:

الحلول المناسبة للمشكلة	سبب المشكلة	وصف المشكلة
النَّفَرُ / الْمُرْسَلُ	عاجز ومحظوظ	العاملة في المنزل تستهلك كمية كبيرة من المياه.
كره / الاحترام	النَّفَرُ / الْمُرْسَلُ	أحد الطلبة يرفع صوته على معلميه.
لِعْنَاجُ وَلِعْبَاجُ	رسوبه / السُّهْلَانُ	مريضه تتذمر باستمرار من المرض الذي أصابها.
اللَّادُ / الْعَاجِبُ	لِعْبَاجُ وَلِعْنَاجُ	يشكو من كثرة تراكم الواجبات المنزلية.

أَفْكُرُ وَأَوْضُخُ:

مخاطر عدم الالتزام بالعهد مع الله تعالى

فوائد اعمال العقل

التمرد على كتاب الله

التمزق بين العوالم

فهم ومعرفه التاريخ الاسلامي المدى الى اللذاته الاخر

سببي / سلبي

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الخدمة الخامسة: (إن في ذلك - يَتَبَعُهُ بِقَوْمٍ

Appendix J: Islamic Observation 2



● إخبار الله - تعالى - عن الشيطان الرجيم **بأنه أضلَّ كثيراً من الناس في الماضي:** ﴿ وَلَقَدْ أَضَلَّ مِنْكُمْ كَثِيرًا

أتعاون وأوضّح:

④ كيفية صون الجوارح واستخدامها في الخير والطاعة:

الجوارح	كيفية المحافظة عليها	كيفية استخدامها في الخير والطاع
العينان:	نفخ البصر في البرنامج	الحاصله في الخلوة
الأذنان:	(٤) استخدام الحبس	السمع إلى القرآن
ليدان:	مكثف العدين بين المزدوج	صياغه الصالحة ونقل
رجلان:	عدم الالتفات بهما الى المعاشر	الخير
سان:	السؤال والسب	لما استنعا على الفتن والشراب المحکم من ذكر الله والعلم

اطال عمر الإنسان في هذه الدنيا فمصيره الفناء؛ فهو يولد ضعيفاً، ثم تزيد قوته في فترة الشباب، وبعد نبع القوة إلى ضعف في مرحلة الشيخوخة؛ فينبعي للإنسان إلا ينسى نصيحة من نعيم الدنيا، وفي الواقع على ما يقربه من نعيم الجنة الأبدي.

نِ عَبَّاسٍ قَالَ: قَالَ رَسُولُ اللَّهِ ﷺ لِرَجُلٍ، وَهُوَ يَعْظِمُهُ: «أَغْتَنْتُمْ خَمْسًا قَبْلَ خَمْسٍ: شَبَابَكَ قَبْلَ هِئَاتِكَ، وَغِنَائِكَ قَبْلَ فَقْرِكَ، وَفَرَاغَكَ قَبْلَ شُغْلِكَ، وَحَيَاةَكَ قَبْلَ مَوْتِكَ» (صَاحِبُ الْجَمِيعِ).

	KG	Elementary	Middle	High
Care and support	Very good ↓	Good ↑	Good ↑	Good ↑

- Staff have positive and purposeful relationships with all students. The school implements a comprehensive behavior management system, recently introduced in this school year. The system provides for early identification of needs and interventions as required by teachers, supervisors, administrators, counsellors and parents. Processes and procedures are proving effective in promoting improved student behavior.
- The school is successful in promoting high levels of attendance. However, a significant number of students arrive late to morning assemblies and so miss important presentations and religious celebration.
- The school has developed effective systems to identify students with SEND. This includes students who may have temporary needs, which might restrict access to the curriculum. Students who are gifted and talented are identified in a wide range of areas, such as specific subjects, sports, art and music.
- The school has recently changed its focus from supporting students with SEND, individually, to supporting the development of teachers' skills to enable them to better meet students' needs in their lessons. This is achieved through professional development, although, as yet, the impact is inconsistent. Students who are gifted and talented are supported very well through a program of enrichment activities.
- Students are benefitting from a comprehensive program to promote their well-being and personal development. Counselors provide effective personal guidance and support. A new social and emotional learning (SEL) program is designed to nurture students' emotional intelligence and interpersonal skills. Older students receive good careers guidance and exposure to university options.

Inclusion

Provision and outcomes for students with SEND	Good ↑
<ul style="list-style-type: none"> • The school has developed an inclusive policy, which is reflected in all aspects of school life, including the admissions policy. There are appropriate plans and policies, which are applied across the school for the tangible benefit of students with SEND. The SEND team has a wide range of experience and knowledge. They readily seek advice from external sources. • The school makes use of a range of assessment methods to appropriately identify the specific needs of students with SEND. Staff liaise well with external agencies to provide appropriate interventions for individual students. The school has an accurate understanding of the range of disabilities and difficulties experienced by its students. This ensures that more consistent and effective approaches to intervention are used across the school. • The school keeps parents informed of their children's progress through a range of communication methods, including formal and informal reports on curriculum, achievement and personal development. Parental involvement and feedback is valued and parents make a positive contribution to the quality of provision within the school. Parents have access to helpful and appropriate guidance, training and support services through the school and links with outside agencies. 	

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school has a governor for inclusive education. The inclusion champion works with the learning support team to develop a shared vision of inclusion across all phases. Some resources are in place, but there are no learning assistants to provide specific additional support.
- Appropriate identification processes are in place upon entry in the early years and in classes. They are consistently applied and in a timely manner, which ensures that the intervention plans are targeted and increasingly successful at lowering barriers to learning.
- The school is focused on educating parents about the benefits of additional support, and of the resources available to assist students of determination, once identified. Some parents are reluctant for their children to have individual education programs (IEPs) and to be included in a targeted support program.
- There is some variability in the quality of teachers' planning and teaching approaches. As a result, some students of determination find it difficult to engage in the learning process. Teachers who have a strong foundation in appropriate teaching methods are able to differentiate effectively in their lessons.
- Tracking, monitoring and assessments in all grades provide information about the progress of students of determination. However, this information is not shared with teachers to inform their planning.

For development:

- Ensure that there are sufficient resources and adults to provide the necessary support to enable students of determination to engage in learning and make consistently good or better progress.
- Individualize the targets and modifications in the IEPs for each student.
- Increase the opportunities to inform parents of the resources, support and services available if their children are identified as students of determination.

Appendix L: Report Card

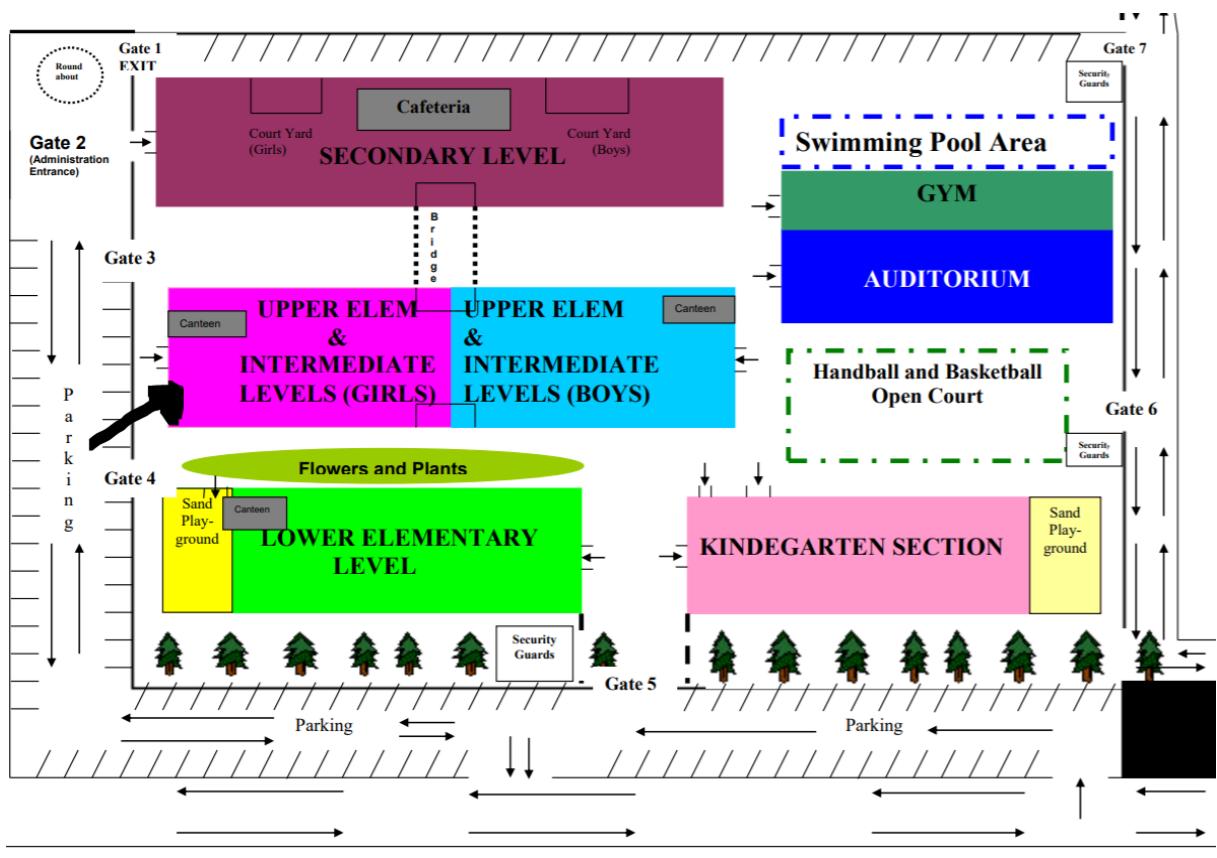
Student ID : 165801							Academic Year : 2018-2019								
Section : Gr8- B								Date : 07/07/2019							
Course	Credit	MAX	MIN	First Term الفصل الأول			Second Term الفصل الثاني			Third Term الفصل الثالث			Final Average المعدل النهائي		
				Mark	Letter	Attained GPA	Mark	Letter	Attained GPA	Mark	Letter	Attained GPA	Mark	Letter	Attained GPA
Islamic Education	0.5	100	60	81.5	B-	2.7	67.3	D+	1.3	74.1	C	2.0	74.3	C	2.0
Arabic	1	100	60	86	B	3.0	70	C-	1.7	85.4	B	3.0	80.46	B-	2.7
English	1	100	60	63.2	D	0.5	60.3	D-	0.5	63.9	D	0.5	62.46	D-	0.5
Mathematics	1	100	60	85.7	B	3.0	83.3	B	3.0	84.7	B	3.0	84.56	B	3.0
Science	1	100	60	73.3	C	2.0	79.2	C+	2.3	76.8	C	2.0	76.43	C	2.0
Social Studies & National Education	0.5	100	60	77	C+	2.3	75.5	C	2.0	80.5	B-	2.7	77.66	C+	2.3
Computer	0.5	100	60	80	B-	2.7	77	C+	2.3	92.4	A-	3.7	83.13	B	3.0
Sports	0.5	100	60	97	A+	4.0	95	A	4.0	97	A+	4.0	95.33	A	4.0
Conduct	0.5	100	60	100	A+	4.0	100	A+	4.0	100	A+	4.0	100	A+	4.0
Moral Education	0.5	100	60	88.5	B+	3.3	88	B+	3.3	86.5	B	3.0	87.66	B+	3.3
Total				570.2			544.2			576.05			563.45		
Average				81.46	B-		77.74	C+		82.29	B-		80.49	B-	
Cumulative GPA				2.7			2.3			2.7			2.7		
Excused Absence							2			1			3		
Unexcused Absence															
Remarks															
Letter	Mark	Scale	Letter	Mark	Scale	Letter	Mark	Scale	Letter	Mark	Scale	Letter	Mark	Scale	
A+	100 - 97	4.0	B+	87 - 89.9	3.3	C+	77 - 79.9	2.3	D+	67-69.9	1.3	F	0-59	0	
A	93- 96.9	4.0	B	83 - 86.9	3.0	C	73-76.9	2.0	D	65-66.9	1.0				
A-	90-92.9	3.7	B-	80-82.9	2.7	C-	70-72.9	1.7	D-	60-64.9	0.5				

Appendix M: School Admission Policy

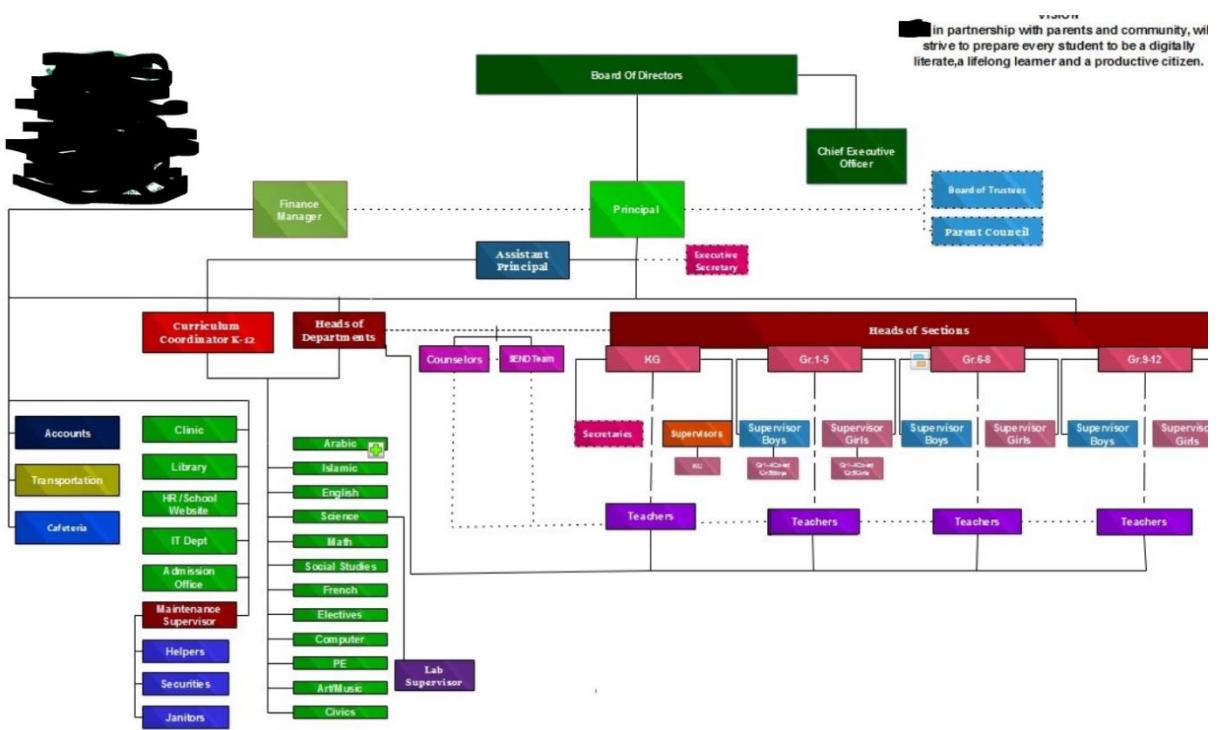
ADMISSION of Student with Special Educational Needs and Disabilities (SEND)

DIS is inclusive. 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). It opened the opportunity to SEND students to enroll at any phase level including severe cases such as Down syndrome. Students are enrolled in the SEND department if they show signs and symptoms of special educational needs.. These might include but not limited to, Individualized Education Plans (IEPs) and reports from health professional centers.

Appendix N: School Layout



Appendix O: School Organisation Chart



Appendix P: Assessment Report

**ASSESSMENT REPORT
PRIVATE AND CONFIDENTIAL**

[REDACTED]

[REDACTED]

[REDACTED]

INTRODUCTION

Child Details:

Child's name:	[REDACTED]
Date of Birth:	5 th of March 2005
Chronological age:	8 years
Referred by:	Ms Mona Kazim (Special Educator)
Date seen:	20 th of March 2013
Therapist:	Ms Deepa Adyanthaya

Reason for Referral

[REDACTED] was referred for an occupational therapy assessment as it was observed that she has poor handwriting along with spelling mistakes.

Background Information

[REDACTED] was a full term normal delivery. At 2 years of age she was diagnosed with dislocation of hip and was treated for the same in Dubai.

[REDACTED]'s mother reports that at 3 1/2 years of age, [REDACTED] was hyperactive. Presently, she goes to [REDACTED] and is studying in Grade 2.

Presently, the mother's complaints are that

- She makes errors in writing.
- Takes a long time to finish written assignments
- She has messy handwriting.
- Poor attention
- Is restless

ASSESSMENT

Behavioral Observations

Information was collected through observation and interaction with ██████ during 1 hour Occupational Therapy session. On the day of assessment, Shahd was accompanied by her mother. Shahd is a very cheerful girl and likes to play. She has a short attention span for tabletop activities and gets easily distracted especially with irrelevant sounds from the outside environment. She likes rough housing play. She seemed restless and likes to move from one activity to another without completion.

Sensory status

█████ has mild problems in calming herself and gets easily excited and jumpy. This results in restlessness and short attention span. She has difficulty in modulation of Sensory Processing as evidenced also by tiring easily, weak grasp, She has difficulty in auditory processing and this leads to difficulty in completing her activity with background noise.

Motor Status

█████ exhibited lesser muscle tone and had a slouched posture in sitting and standing. She seemed to get tired very easily after a few squats and pushups. She has inadequate strength and endurance for a child of her age while doing wheelbarrow walks.

Co-ordination

Her eye hand co-ordination was also affected. She had difficulty in fast repetitive movements and lost her rhythm and pace. Her balance was not well developed as evidenced by heel to toe stance with eyes open and closed. She lost her balance immediately with eyes closed. She had difficulty in doing the heel to toe walk along a straight line with eyes open too.

Handwriting Speed Test and Observations

█████'s handwriting speed is impaired. This leads to incompletion of written assignments at school.

Observations:

She held the pencil using a faulty grasp with the Right thumb tucked in the right web space.

She demonstrated non fluent movements while writing.

Her alphabets were not well formed. The spacing was not consistent and control of strokes was affected.

It was observed that she was placing letters below the baseline. Her handwriting appeared immature and illegible.

Spelling errors which were not age appropriate were observed in creative writing along with poorly formed sentence grammatically.

Conclusion:

Scaled score of 4 means that handwriting speed is Impaired.

The Motor Free Visual Perceptual Test-R:

The MVPT-R evaluates visual perceptual skills without motor involvement :

(1) spatial relationships, (2) visual discrimination, (3) visual figure ground (4) visual closure and (5) visual memory. There are 40 items, arranged progressively according to their difficulty, on each of the five subscales. The subscales consist of various forms and shapes.

TEST RESULTS:

Raw Score: 20

Perceptual quotient: 56

Age equivalent: 5 years 1 month

MVPT-R Conclusion :

█████ has impairments in visual processing .

The academic difficulties Shahd faces in writing leading to errors etc could be correlated to the test findings.

Visual Memory involves the ability to recall stimulus item.

Deficits in this area will affect:

- Letter and number recognition
- Learning sight words
- Reproducing numbers, letters and shapes without looking at a model

Visual Closure (identify a picture or shape from a partially completed or disorganized presentation, including the ability to complete an incomplete drawing/letter/shape)

Deficits in this area will affect:

- Spacing between letters and words
- Letter formation
- Breaking words into syllables
- Accurate copying from near and far without omitting information
- Fractions
- Reading fluency
- Completing a drawing or letter if given part of it
- Reading full test questions and stories for reading comprehension
- Visualizing end product when completing a construction activity)

Visual Discrimination:

Deficits in this area leads to difficulty in concentrating, finding places or objects, organizing work, difficulty with maps and missing out sections or parts while writing.

Spatial Relationships:

Deficits in this area leads to difficulty in copying block patterns, copying from board or book, labeling diagrams and following instructions like 'top, beside, below' etc.

GOODENOUGH DRAW -A-PERSON TEST:

This test is based on the premise that children's drawings reflect the maturation of cognitive representations. It is an objective measure of non-verbal intelligence, sensory defect, visual motor coordination, and thinking, organizing and understanding body concepts.

Observations:

█████ made adequate gross details of different body parts and attachments. She performed poorly in proportion.

She performed poorly in details of head, hand, joints and clothing.

She showed poor motor coordination in drawing.

CONCLUSIONS:

The raw score of 11 signifies a mental age equivalence of 5years 9 months.

SUMMARY :

█████'s assessment , clinical observations and mother's input was consistent with features of Dyspraxia and Dysgraphia.

Her assessment shows very low performance in most visual motor skills leading to illegible handwriting along with impaired speed.

She has difficulty in visual perception, visual motor integration and general strength and endurance.

An individualized educational Program should be adopted with emphasis on methods requiring limited writing assignments. Instead oral testing or multiple choice format or true/false can be included to accommodate for slow writing fluency. Use of laptop and word processor should be permitted to ease the burden on her. Modify the educational program by reducing the load and quantity of work.

Recommendations:

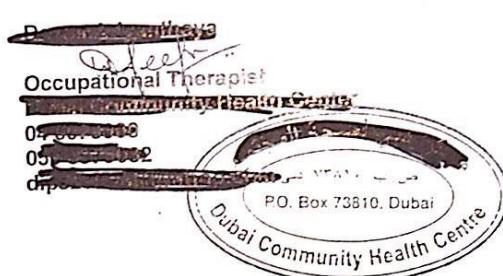
- At school, Photocopies of completed work in class need to be given.
- Her load of class work and home work could be reduced to encourage better performance in the essential assignments.
- She should be given extra time for completing her written assignments. She should be given the option of typing out her homework assignments.
- She should have a reading partner in class to encourage better reading skills at a healthy competitive level.

- A:
- She may use ear plugs to minimize auditory distractions
 - She should be seated closer to the teacher away from distractions like windows or doors.
 - Attention focus can be facilitated by direct eye contact or a touch on the hand or shoulder versus calling out her name aloud in class.
 - Set targets with her own performance versus comparing her to others.
 - Praise her adequately for small gains made to improve self esteem.
 - Give her movement breaks by giving her errands like collecting or distributing books, worksheets etc in class. Additionally it will increase her self esteem.
 - She would benefit if she engages in hobbies like swimming, cycling, karate, football, Tennis, horse riding, wall climbing on a regular basis and decreases time on computer or Ipad to the minimal.
 - It is recommended that she attends weekly once Occupational Therapy sessions for 1 hour for a period of 6 months to show significant performance.
 - At home, weighted balls, monkey bar suspension could be added for exercising.
 - Organise and structure her environment at home with routine and schedule involving physical activities and specific time for encouraging reading and writing skills at home.
 - Encourage to improve her typing skills in terms of speed and accuracy as a compensatory approach.
 - Visual perceptual tasks like Parquetry and tangram puzzles, lego building blocks of age appropriate complexity. Parquetry and Tangram puzzles will enhance her visual motor skills integration and visual skills.
 - Constant reinforcement and praises would enhance her performance and improve her self-esteem.
 - She should use a gripper on her pen and pencil as this will improve her grip and reduce her fatigue while writing. This will also provide her with additional proprioceptive input.
 - A Dyna disc can be used while sitting on her chair which allows movement for her.
 - It will be beneficial if she does her writing with a slant board on her desk. This will reduce the errors while copy writing from board. It will also result in more efficient writing. Slant board is available online from websites e.g www.therapro.com or the computer board from Ikea.
 - Remedial writing should include a lined paper with highlighted or raised lines .

- She should do exercises like wall sits and hold the position for 60 s, pushups for 60 s, sit ups for a count of 60 and V-up (superman position on tummy with hands and legs up in the air) for a minute and hold the position.
- She can increase her visual motor integration by playing games like hitting the ball with a baseball bat or throwing a ball on a wall target.
- Visual training can be done with www.eyecanlearn.com She should do visual tasks like cancelling an alphabet from a typed paper or count how many times a word occurs in a page e.g commonly occurring words like 'the, and ' etc. Games like "I SPY" are beneficial for Shahd.
- For poor motor planning, she should do obstacle course jog, hopscotch activity with words written on each square, making lists of materials required for a project in school, home etc, scooter board activities to find the pieces of a puzzle.
- For impaired bilateral co-ordination, she should use a stick held with 2 hands and hit at a ball thrown at her.
- For proprioceptive processing, she should do wheel barrow walks, animal walks like the bear walk, crab walk etc.
- It is recommended that all therapists, teachers, staff and family members involved in her curriculum and care communicate on a regular basis to ensure that the same learning techniques are being carried out in all environments.

Shahd needs intensive remedial training as her problems in visual motor integration are moderate.

If there is any further clarification required regarding the report, kindly do not hesitate to contact me.



Appendix Q: Case Study SENCO Survey

ID: 201704770



Case Study SENCO's Survey

Please fill in this survey at your most convenience

Teacher's profession: SEND Coordinator

Subject taught: English and Math

Teacher's experience of teaching in years: 5 years

Please tick the box that represents your impression of each of the following statements. You may make additional comments on any survey item or use a separate sheet of paper for comments. The scale is as follows:

Strongly Disagree (SD) Disagree (D) Agree (A) Strongly Agree (SA)

Statement	SD	D	A	SA
Do you support students with Dyspraxia academically inside or outside the classroom? If so, what subject/s do you support?			<input checked="" type="checkbox"/>	
Comment: I support a high school student, who's diagnosed with dyspraxia, in Math class, outside of the classroom.				
The students with Dyspraxia feel welcomed and likes to come to school.			<input checked="" type="checkbox"/>	
Comment: He's well acclimated to the school. He hasn't shown any signs of being discontented, aside from taking morning exams. On many occasions, I've seen him interact with his teachers and peers in a familial and respectful manner.			<input checked="" type="checkbox"/>	

SD D A SA

I am concerned about the assessment of the students with Dyspraxia .					<input checked="" type="checkbox"/>
Comment: Clinical testing and diagnoses occur with licensed practitioners outside of this school, and I find that many students are misdiagnosed. This particular student exhibits only one symptom of dyspraxia.					
Modifications, adaptations, and accommodations have been specially made to include student with Dyspraxia in class			<input checked="" type="checkbox"/>		
Comment: Modifications and accommodations for this student are based on his processing deficiencies.					
Teachers, parents, the student, and the SENCO team design the student's IEP			<input checked="" type="checkbox"/>		
Comment: We have updated the IEP format to include the input of all stakeholders.					
• The IEP is reviewed and modified periodically by both the teachers and the SENCO to foster the strengths and address the needs of the student.			<input checked="" type="checkbox"/>		
Comment: We have adopted the American practice of reviewing IEPs on an annual basis, unlike previously, where IEPs would be updated to include an overview of the new lessons that would be taught in the quarter the IEP reflects.					
• Mainstream teachers know how to deal with a student with Dyspraxia in a mainstream setting.	<input checked="" type="checkbox"/>				
Comment: Many general education teachers tend to label and dismiss said students as "problems" the SEND department has to deal with. These teachers rarely make themselves available					

SD D A SA

for collaborative meetings, especially regarding lesson planning and content differentiation.				
Mainstream teachers label students with Dyspraxia.			<input checked="" type="checkbox"/>	
Comment: These teachers tend to label students with special needs.				
I meet regularly with mainstream teachers to be updated with SEND progress and attainment.	<input checked="" type="checkbox"/>			
Comment: The school's culture and attitude towards students with special needs, as well as the unrealistic demands and limited time make it very difficult for SEND Coordinators to collaborate with subject teachers.				
I feel that the modifications done for the students with Dyspraxia are done specially for them and cater for their needs		<input checked="" type="checkbox"/>		
Comment:				
Students with Dyspraxia achieve progress overtime			<input checked="" type="checkbox"/>	
Comment: All students progress overtime when they receive the appropriate supports.				
I meet regularly with parents of Students with Dyspraxia to update them with the progress of their children.				
Comment: I communicate with parents occasionally.				
I think that mainstream teachers need more training on how to write an IEP for a student with Dyspraxia.	<input checked="" type="checkbox"/>			

Comment: There needs to be a shift in the perception and treatment of students with special needs overall.				
The current IEPs participated in the progress of students with Dyspraxia				
Comment: Please clarify this question.				
Students with Dyspraxia are misdiagnosed or underdiagnosed				✓
Comment: My student shows more signs of having a processing disorder than dyspraxia.				

ID: 201704770



Case Study SENCO's Survey

Please fill in this survey at your most convenience

Teacher's profession: Special Education Coordinator

Subject taught: English/Math

Teacher's experience of teaching in years: 12

Please tick the box that represents your impression of each of the following statements. You may make additional comments on any survey item or use a separate sheet of paper for comments. The scale is as follows:

Strongly Disagree (SD) Disagree (D) Agree (A) Strongly Agree (SA)

Statement	SD	D	A	SA
Do you support students with Dyspraxia academically inside or outside the classroom? If so, what subject/s do you support?				x
Comment: support the student in math and English				
The students with Dyspraxia feel welcomed and likes to come to school	x			
Comment: Student is not provided a variety of methods for output and expressing knowledge of understanding; writing is the only acceptable method here. Student is not given notes.				

SD D A SA

I am concerned about the assessment of the students with Dyspraxia .				x
Comment: Students are not provided multi-modal methods of assessment; assessment at school is strictly pen and paper.				
Modifications, adaptations, and accommodations have been specially made to include student with Dyspraxia in class	x			
Comment:				
Teachers, parents, the student, and the SENCO team design the student's IEP		x		
Comment:				
• The IEP is reviewed and modified periodically by both the teachers and the SENCO to foster the strengths and address the needs of the student.		x		
Comment :				
• Mainstream teachers know how to deal with a student with Dyspraxia in a mainstream setting.	x			
Comment : Teachers require heavy training and practice in this area.				
Mainstream teachers label students with Dyspraxia.				x
Comment :				

Raniya

I meet regularly with mainstream teachers to be updated with SEND progress and attainment.	x			
Comment :				
I feel that the modifications done for the students with Dyspraxia are done specially for them and cater for their needs	x			
Comment: Modifications are not done and teachers are not trained on how to do so.				
Students with Dyspraxia achieve progress overtime	x			
Comment:				
I meet regularly with parents of Students with Dyspraxia to update them with the progress of their children.				
Comment:				
I think that mainstream teachers need more training on how to write an IEP for a student with Dyspraxia.				x
Comment:				
The current IEPs participated in the progress of students with Dyspraxia				
Comment:-				
Students with Dyspraxia are misdiagnosed or underdiagnosed				x
Comment:-				

Classroom Observations

Appendix R: Classroom Observation

1. Child: [REDACTED]

Class: 7B

Teacher: [REDACTED] (Science)

[REDACTED] had a printed handout of the lesson plan and was given one-to-one instruction to get started on the task. It was noted that her desk was very busy and disorganized – pencils and pencil shavings, books and other items on there meant that she didn't have anywhere to write on so she leaned on her lap to write in her notebook. This is not ideal at all given her visual-motor and handwriting difficulties. [REDACTED] had been given a copy of the powerpoint slides but seemed very disorganized and wasn't keeping up with the pace of the lesson – she frequently asked her friends for help which they seemed happy to provide. I spoke with [REDACTED] about her work – she was a warm and sociable girl who appeared to be well-liked by her group. She wasn't able to explain what she was learning and said that she didn't really understand the task and needed help with it.

Recommendations:

- Review and update IEP. Currently [REDACTED] is described as having Dysgraphia, Visual-Motor difficulties and attentional difficulties. Upon observation, she appeared to be experiencing general difficulties with comprehension and in completing her tasks.
- Continue to sit [REDACTED] next to positive peer role-models and reduce the writing demands of her tasks.
- She needs help with her organizational skills and a clear work space in class.
- Handouts are only beneficial if she is able to follow the lesson or has an opportunity to review what she's learned later with a teacher.
- [REDACTED] would benefit from the use of a slant board to help support her handwriting
- If children are permitted to use a laptop in class then this should be considered (as long as she is supported in using it and in developing her keyboard skills)
- Further differentiation of her work is needed and increase opportunities to work in pairs and small groups.

Ema Uzunovic

Senior Educational Psychologist

BA (Hons), MSc Ed Psych

CDA License #: CDA PL 00051

KIDSFIRST Medical Center

Observations 24 October 2016

Class: 6A Math

Teacher: [REDACTED]

Seated close to teacher and monitored very closely. Shahad was engaged all the time as whenever her attention wavered, her teacher would notice. The work was not moderated or modified. She did not understand everything and no extra support was given.

[REDACTED]
[REDACTED] Seemed
engaged in the process and active part of the class.

[REDACTED]
Generally this is a good class in terms of class participation. The teacher uses class participation well which keeps
the girls focused and engaged.

Appendix S: English EOT

2- Fill in the blanks with the correct verb form according to the tense.

0.5 /3pts)

1- They (drive) ~~drive~~ to New York tomorrow morning.

2- Trying to stay healthy, she usually (walk) ~~walks~~ to school.

3- They (ride) ~~ride~~ their bikes before they met their friends.

3- Compose your own sentences using the verbs and the tenses mentioned.

(1 /3pts)

a. (know) in the Simple Past Tense:

~~I know how much you love me~~

b. (play) in the Future Perfect Tense:

~~I will play~~

c. (dance) in the Present Perfect Tense:

~~We used to dance everyday~~

IV- Vocabulary: (/ 5 points)

A- Fill in the blank with the vocabulary word that best completes the sentence.

(1 /3pts)

~~convert - delegate - bader - feline~~

a. H.H. Sheikh Mohammad will be the ~~delegat~~ or the representative, of U.A.E. in Europe's conference.

b. The researchers also found the virus in an animal called ~~bader~~.

c. The computer teacher asks me to ~~conv~~ and change the Word Doc. Into PDF.

4- Read the following excerpt from "The Treasure of Lemon Brown," then answer the question that follows: (/ 1 pts)

"... Greg felt himself near panic. The steps came closer... Lemon Brown's shadow was on the wall. Maybe the thought came to Greg, the scene could be even stranger."

Write sentences that show:

Sight: ~~Lemon brown's shadow~~
Thought: ~~The scene could be even strange~~
Feeling: ~~Greg felt himself in panic~~

5- Read the following from "The Treasure of Lemon Brown:" (/ 1 pt.)

"He went to the coach... He sat a while... the sign allow his mind to blink between his father and the Scorpion... For a moment Greg thought he heard something... He listened carefully..."

Whose thoughts and feelings does the narrator reveal?

~~greg~~ 0.5

From which point of view this story has been written? Explain.

~~(2) 3rd~~

III- Grammar (/ 10 points)

1- Choose the correct verb tense. (2/4 pt.)

1)- Hamad (~~ate, eat~~) cookies last week.

2)- Aisha (~~has, have~~) three cats.

3)- The exercise is difficult. I (~~help, will help~~) you solving it.

4)- The boy (~~writes, had written~~) his homework before he went to sleep.



دائرة الدعم وال التربية الخاصة
التقرير الشهري للطالب

Student Name: _____ Grade: 8B Subject: English Teacher: _____ Month: January

Please rate the student by very good (VG), satisfactory(S) or needs improvement (NI).
المرجعه تقييم الطالب بـ "جيد" ، "مقبول" او "يحتاج للتحسين"

	Week 1	Week 2	Week 3	Week 4
Completion of Homework	NI	S	NI	NI
Paying Attention	NI	NI	S	S
Following instructions and rules	NI	S	S	S
Completion of assigned tasks on time	NI	NI	S	S
Participation in class activities	NI	S	S	S
Understanding concepts	NI	S	S	S
Seeking help when needed	S	S	S	S
Working independently	S	S	VG	VG

This student shows improvement in the following أظهر الطالب تحسناً في التلاميذ	Working with others in her group and participating in class events			
This student continues to have difficulty in the following ما زال الطالب بحاجة للتحسين في التلاميذ	She will need to come to the class well prepared with her stuff and assigned H.W.			
Grades to Date الدرجات لمدورة تازر يمه	Test 1 المختبر مسل	Test: Listening Quiz 6 / 10	Test: Comprehen.. Quiz ----- / -----	Activity 1 ----- / -----
			Activity 2 ----- / -----	

S **E** **N** **D**

دائرة الدعم وال التربية الخاصة
التقرير الشهري للطالب

Student Name: [REDACTED] Grade: 8B Subject: English Teacher: Amani Al Refai Month: January

Please rate the student by very good (VG), satisfactory(S) or needs improvement (NI).

الرجاء تقييم الطالب بـ "جيد" ، "مقبول" أو "يحتاج للتحسين".

	Week 1	Week 2	Week 3	Week 4
Completion of Homework	NI	S	NI	NI
Paying Attention	NI	NI	S	S
Following instructions and rules	NI	S	S	S
Completion of assigned tasks on time	NI	NI	S	S
Participation in class activities	NI	S	S	S
Understanding concepts	NI	S	S	S
Seeking help when needed	S	S	S	S
Working independently	S	S	VG	VG

This student shows improvement in the following: أظهر الطالب تحسناً في التحصي ناتجياً في الآتي:	Working with others in her group and participating in class events			
This student continues to have difficulty in the following: ما زال الطالب يواجه للتحسن في التحصي الآتي:	She still need to come to the class well prepared with her stuff and assigned H.W.			
Grades to Date	Test 1 الدرجات لغة إنجليزية تاريخه 6.25 / 10	Test: Listening Quiz اختبار ممتنع 6 / 10	Test: Comprehen.. Quiz / / /	Activity 1 / / /

S E M D

دالرة المدارس والتربيه المعاصر
النحوه الشهري للطالب

Student Name _____ Grade _____ Subject _____ Month _____
 Please rate the student by very good (VG), satisfactory (S) or needs improvement (I).
 الوجهة تقييم الطالب بـ "جيد" ، "مقبول" أو "يحتاج للتحسين".

Week 1 Week 2 Week 3 Week 4

	Week 1	Week 2	Week 3	Week 4
Completion of Homework	S	S	S	VG
Showing Attention	S	S	VG	VG
Following instructions and roles	VG	VG	VG	VG
Completion of assigned tasks on time	S	S	VG	VG
Participation in class activities	S	S	S	VG
Understanding concepts	S	S	S	VG
Seeking help when needed	S	S	S	VG
Working independently	S	S	S	S

This student shows improvement in the following areas:
 اذله الطالب تحسنا في الاراجح

Following instructions, and seeking help.
 اذله الطالب تحسنا في الاراجح

This student continues to have difficulty in the following areas:
 مازال الطالب بذله التحسن في الاراجح

Understanding concepts and working independently.
 اذله الطالب بذله التحسن في الاراجح

Grade to Date	Test 1	Test 2	Test 3	Activity 1	Activity 2
الدرجات المطلوبة تاريفه	_____	_____	_____	_____	_____

Appendix U: IEP Meeting

Student:

Date:

1/18/15

[REDACTED], in partnership with parents and community, strives to prepare every student to be digitally literate, a lifelong learner, and a productive citizen.

IEP Meeting Step	Notes
<input checked="" type="checkbox"/> Introductions	
<input checked="" type="checkbox"/> Purpose of Meeting	
<input checked="" type="checkbox"/> Share Concerns	- [REDACTED] is sound sensitive - the math teacher often bangs on the desk to get attention.
<input type="checkbox"/> Review Reports and Assessments	
<input type="checkbox"/> Review Current Program and Progress	
<input checked="" type="checkbox"/> Review Goals	- goal: [REDACTED] should will increase her level of independence in completing classwork
<input type="checkbox"/> Determine Eligibility (if appropriate)	

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Student:

Date: 3-29-18

DIS, in partnership with parents and community, strives to prepare every student to be digitally literate, a lifelong learner, and a productive citizen.

IEP Meeting Step	Notes
<input type="checkbox"/> Discuss Additional Testing	
<input checked="" type="checkbox"/> Discuss Strengths and Needs	- Is very motivated to do well - peer relationship oriented
<input checked="" type="checkbox"/> Plan Goals and Objectives	Goal: Shahd will increase her level of independence in completing classwork will send home copy book for math starting this week
<input checked="" type="checkbox"/> Identify Modifications and Accommodations	- possible pull out for math sessions & exams
<input type="checkbox"/> Discuss Proposed Services	
<input type="checkbox"/> Discuss Additional Concerns	
<input type="checkbox"/> Closing	

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13 years, March 3 2005

Name: [REDACTED]

Date:

does not like school - don't feel comfortable - likes to see friends

My IEP Meeting: My Progress Report

Review of my grades and academics:	<p>pull out (too fast) Math - not good at all (division is challenging) - Math teacher is screaming, math hangs on table, English - is so good, loves to read, Islamic - ok, Arabic - ok, Computer - good Science - great</p>
Review of my attendance and behavior:	<p>in school everyday - bus drive - good, sometimes talkative, raises hand to participate, has friends, no problem</p>
What worked well for me:	<ul style="list-style-type: none"> - if they have activities, kinesthetic learner - likes video and activities to enhance understanding - likes hands on assistance - needs continuous help
What I need to improve:	<p>try my best for the exam, studies the revision sheet</p>
What changes might be made to help me grow:	<p>Sometimes does not feel so good / feels sick when teacher is yelling</p>

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SEND Department

Student's Name:

Class: 8B



STUDENTS OF DETERMINATION
اصدقاء المدد

Special Educational Needs and Disabilities Department

Individual Education Plan

IEP

Individual Education Plan

Term: 1

Year: 2018-2019

REASON FOR DEVELOPING THE IEP

Student identified and has a diagnostic report by a certified medical or psychological center; if yes state the name of the center:

Dubai Community Health Center

Student not formally identified but referred by SEND team and requires special education program including modified learning expectations and accommodations.

1. STUDENT INFORMATION:

Name: _____

Initial Date of IEP Meeting: 11/04/2018

Date of Birth: 05/03/2005

Review Date of IEP Meeting: 16/01/2019

Grade: 8B

Team Developing IEP: Rona-Lade-Amani-Sajad & Mohamed

Areas of concern:

Dyspraxia/Dygraphia

1. KIDS FIRST MEDICAL CENTER: CURRENT TREATMENTS AND SERVICES:

Therapy provided	Occupational Therapy	Therapy provided	Behaviour /Social Emotional Therapy
Therapy	Laila	Name of therapist	Pierette
Name of therapist		Hours per week	Depending on the need
Hours per week	1		



III. SCHOOL SERVICES:

S E N D
STUDENTS OF DETERMINATION

Service	Subject /Grades	Name of provider
Teaching support lessons are given inside and outside class upon the need of the student.	(English/7 to 12)&(Math /8) (Math/1 to 7)	Miss Lade Miss Rona
Classroom observations	All Subjects/ All Grades	Mrs. Pascale/HOD/HOS
Teachers and SEND team meetings for feedback and support	(English/7 to 12)&(Math /8) (Math/ 1 to 7)& (Science /1to 8)	Miss Lade Miss Rona
Parents' communication and meetings	(Arabic/1to 8) (English/7 to 12)&(Math /8) (Math/ 1 to 7)& (Science /1to 8)	Miss Abeer Miss Lade Miss Rona
IEP follow up and meetings with the teachers and parents.	(Arabic/1to 8) All Subjects/ All Grades (English/7 to 12)&(Math /8) (Math/ 1 to 7)& (Science /1to 8)	Miss Abeer Mrs. Pascale Miss Lade Miss Rona
Teachers' and SEND student's follow up academically	(Arabic/1to 8) All Subjects/ All Grades (English/7 to 12)&(Math /8) (Math /1 to 7)& (Science/ 1to 8)	Miss Abeer Mrs. Pascale Miss Lade Miss Rona
Behavioral follow up by the counselor	Nancy / Pascale	

IV. STUDENT'S STARTING POINT:

S E N D

STUDENTS OF DETERMINATION

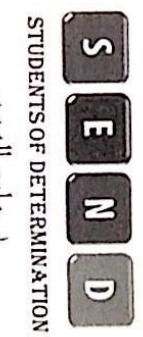
Personal, Social & Emotional Development	Key To Learner behaviors and Work Habits				
	1 Not Yet	2 Rarely	3 Sometimes	4 Usually	5 Consistently
Shows self-confidence					
Shows Self- initiative					
Can form good relationships with adults and peers					
Has appropriate control over his/his feeling					
Takes turns and shares fairly					
Assumes responsibilities					
Follows school rules					
Cares for personal and school properties					
Learning Behaviors					
Exhibits good concentration Skills	1 Not Yet	2 Rarely	3 Sometimes	4 Usually	5 Consistently
Listens attentively and follows directions					
Works independently					
Stays with a task until it is done					
Works neatly and carefully					
Participates and maintains focus during group activities					
Completes assignments in a timely manner					
Returns required homework					



STUDENTS OF DETERMINATION

V. ACCOMMODATIONS:

Environmental accommodations	Flexible schedule / group size	Assignments / worksheets	Organization
<input type="checkbox"/> Seating student near the teacher <input type="checkbox"/> Seating student near a positive role model <input type="checkbox"/> Standing next to student when giving directions <input type="checkbox"/> Avoiding distracting stimuli <input type="checkbox"/> Passing by constantly to check on student <input type="checkbox"/> Other _____	<input type="checkbox"/> Extended time <input type="checkbox"/> Frequent breaks <input type="checkbox"/> Small group <input type="checkbox"/> Individual <input type="checkbox"/> Other _____	<input type="checkbox"/> Simplify complex directions <input type="checkbox"/> Reducing the reading level of assignments <input type="checkbox"/> Requiring fewer correct responses to achieve grade <input type="checkbox"/> Breaking work into smaller segments <input type="checkbox"/> Reducing homework assignments <input type="checkbox"/> Not grading written <input type="checkbox"/> Teacher monitors students self-paced assignments <input type="checkbox"/> Recognize and give credit to student's oral participation <input type="checkbox"/> Other _____	<input type="checkbox"/> Visual schedule <input type="checkbox"/> Sending monthly progress home <input type="checkbox"/> Developing a reward system for in school and homework completion <input type="checkbox"/> Expecting the student to repeat instruction after the teacher <input type="checkbox"/> Reminding the student of the material needed for the lesson and homework <input type="checkbox"/> Other _____
Assistance and instruction	Behavior	Material adaptation	Test taking
<input type="checkbox"/> Pairing student to check work <input type="checkbox"/> Writing key words on board or highlighting on sheet <input type="checkbox"/> Make sure directions are understood <input type="checkbox"/> Providing visual aids/ large prints... <input type="checkbox"/> Providing peer note taker <input type="checkbox"/> Teaching multi-sensory modes <input type="checkbox"/> To assist the student in finding main idea underlining, highlighting, cue cards, etc... <input type="checkbox"/> Breaking <input type="checkbox"/> Other _____	<input type="checkbox"/> Use a timer to facilitate task completion <input type="checkbox"/> Praising specific behaviors <input type="checkbox"/> Keeping classroom rules simple and clear <input type="checkbox"/> Allowing for short breaks between assignments <input type="checkbox"/> Cuing student to stay on task <input type="checkbox"/> Allowing student time out of seat, to run errands etc... <input type="checkbox"/> Ignoring inappropriate behavior not drastically outside classroom limits <input type="checkbox"/> Contracting with student <input type="checkbox"/> Increasing the immediacy of rewards <input type="checkbox"/> Implementing time out procedures <input type="checkbox"/> Other _____	<input type="checkbox"/> Enlarge font <input type="checkbox"/> Multiple choice <input type="checkbox"/> Fill in the blanks <input type="checkbox"/> Calculators <input type="checkbox"/> Multiplication tables <input type="checkbox"/> Pencil grip <input type="checkbox"/> Slanted boards <input type="checkbox"/> Other _____	<input type="checkbox"/> Allowing open book exams <input type="checkbox"/> Reading test items to student <input type="checkbox"/> Not grading handwriting <input type="checkbox"/> Giving additional time <input type="checkbox"/> Using more objective items (fewer essay responses) <input type="checkbox"/> Questions are straight forward <input type="checkbox"/> Using fill in the blanks <input type="checkbox"/> Multiple choice <input type="checkbox"/> Key words highlighted or underlined <input type="checkbox"/> Student is taken to a separate room to concentrate and reduce distractions <input type="checkbox"/> Other _____



VI. Recommendations from SEND team and diagnostic report:

- Shahd finds it difficult to stay on task for extended periods of time, therefore it is recommended to allow her to have little breaks.
- Shahd has a poor concept of time, so try to remind her to complete her tasks on time as much as possible.
- Consider modified activities/exercises with less difficulty while maintaining the same learning objectives.
- Highlight main ideas, concepts, and key words
- Offer individual help most of the time
- Use enlarged photocopies if font was small.
- Keep eye contact while explanations, and try to keep the student fully involved in the lesson to avoid being absent minded.
- Shahd is spontaneous in expression; often cannot control her emotions, kindly help her to overcome her worries by talking to her individually or by reminding her of her strengths.
- Shahd's handwriting is poor; copying from the board is a difficult task for her. It is recommended to give her extended time for copying, or provide her with photocopied notes.
- Always provide the multiplication tables in classroom and during testing.
- Keep all modified material, differentiated homework and revision material in the support copybook.



Name: 

 Al Intisar International School - Sana'a

S E N D

STUDENTS OF DETERMINATION

المدد
الصابرون

English

Term 1

By End of Term	Objective	Intervention (including resources and strategies)	Outcome/ Progress

S E N D

Ransom (Literature)	<p>SWBAT cite textual evidence to support the analysis and making inferences with 50% accuracy.</p> <p>SWBAT analyze the lines of dialogue to reveal aspects of characters (explore character motivation) with 50% accuracy.</p> <p>SWBAT identify & specify the five stages of the plot and apply them on the text given with 50% accuracy.</p> <p>SWBAT compare the story's point of view to others and the dramatic irony with the other two kinds of irony with 50% accuracy.</p> <p>SWBAT justify whether the conflict is internal (within oneself) or external (opposing forces) with 50% accuracy.</p>
---------------------	---

The Treasure of Lemon Brown (Literature)	<p>SWBAT analyze the lines of dialogue to reveal aspects of characters (explore character motivation) with 50% accuracy.</p> <p>SWBAT identify characters' motivations by noticing their reaction, thoughts, and statements + asking yourself what you would feel/want in that situation = infer characters' motivations with 50% accuracy.</p> <p>SWBAT determine whether the story has been told from third person limited or omniscient point of view with 50% accuracy.</p> <p>SWBAT analyze how characters see, feel, and think to determine how much you know about them analyze relationships between & among ideas with 50% accuracy.</p> <p>SWBAT compare texts written from 1st point of view "The Ransom Of Red Chief" with the one between their hands with 50% accuracy.</p> <p>SWBAT cite textual evidence to support the analysis and making inferences with 50% accuracy.</p> <p>SWBAT re-write the story using reader's theatre for additional research into the history of The Blues with 50% accuracy..</p>
--	--

Guide to Computers (Informational)	<p>SWBAT determine the technical meaning of given words & Phrases with 50% accuracy.</p> <p>SWBAT analyze the structure of a paragraph with 50% accuracy.</p> <p>SWBAT draw Evidence from Informational Texts to support analyses with 50% accuracy.</p>
------------------------------------	--

	Vocabulary	STUDENTS OF DETERMINATION
	Vocabulary Lists 1, 3, 5 SWBAT identify the part of speech of the required words with 50% accuracy. SWBAT distinguish the words and phrases meaning by using context clues with 50% accuracy. SWBAT value the impact of word choice on a given text with 50% accuracy. SWBAT compose/ construct sentences and paragraphs using the new acquired words with context clues words with 50% accuracy.	معلمات محددة
Writing	<p>Sentence Fragments and Run-ons</p> <p>SWBAT define run-on (Comma Splices) and fragment sentences with 50% accuracy. SWBAT recognize run-on and fragment sentences within a paragraph or given text with 50% accuracy. SWBAT identify the subject and the verb of a given sentence and decide where the idea starts and finishes with 50% accuracy. SWBAT differentiate between a complete sentence, a run-on, and a fragment with 50% accuracy. SWBAT construct correct and clear sentences, paragraphs, and essays avoiding fragments and run-on (Comma Splices) by using punctuation and sentence structure with 50% accuracy.</p> <p>Correct Verb Tense</p> <p>SWBAT define the present, past and future simple, progressive and perfect tenses with 50% accuracy. SWBAT demonstrate commands and choose the correct form of the verb with 50% accuracy. SWBAT use the given verbs in the given tenses in speaking and to form correct and meaningful sentences and paragraphs with 50% accuracy.</p> <p>Maintain Pronoun-Antecedent & Subj-Verb Agreement</p> <p>SWBAT state the rules of subject-verb agreement with 50% accuracy. SWBAT recognize all types of pronouns with 50% accuracy. SWBAT identify antecedents to indefinite pronouns with 50% accuracy. SWBAT maintain Pronoun-Antecedent Agreement with 50% accuracy. SWBAT demonstrate command and sustain interest, i.e. applying subject-verb agreement with 50% accuracy. SWBAT construct their own sentences/ paragraphs using correct subject-verb agreement with 50% accuracy.</p> <p>Personal Narrative</p> <p>SWBAT Use narrative techniques and transitions with 50% accuracy. SWBAT Provide an engaging, oriented introduction, sequence of events, and conclusion with 50% accuracy. SWBAT Develop real or imaginative narrative after following the 4 writing steps with 50% accuracy.</p>	معلمات محددة



VII. Domain: ACADEMIC

Math - Term 1

S E N D

STUDENTS OF DETERMINATION

مُدَافِعٌ

7B

Number /Quantity Objective	Intervention (including resources and strategies)	Outcome/Test Results Progress follow up
<p>CCSS: 8N-Q Reason quantitatively and use units to solve problems:</p> <p>2. Define appropriate quantities for the purpose of descriptive modeling.</p> <p>Skill: The student will be able to</p> <ol style="list-style-type: none"> Using Ratios and Proportions to Solve Problems Using Scale Drawings and Models to Solve Problems Using Dimensional Analysis to Convert Measurements Using Dimensional Analysis to Convert and Compare Rates Graphing a Proportional Relationship <p>Lesson (1.2): Modeling Quantities</p> <p>Learning Objectives: Students will be able to demonstrate to a partner how to use dimensional analysis to convert a rate.</p>	<p>Student requires:</p> <ul style="list-style-type: none"> Student requires hands on models (such as counters) to practice mathematical concepts Allow additional processing time Student should complete tests in a room with minimal distractions Refrain from jarring noises (such as banging on the table) to get student attention Provide a 1 minute structured 	



LESSON PLAN

S **E** **N** **D**

STUDENTS OF DETERMINATION

CCSS: 8.N-Q Reason quantitatively and use units to solve problem:

- 3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.**

Skill: The student will be able to

- Comparing Precision of Measurements
- Determining Precision of Calculated Measurements
- Identifying Significant Digits
- Using Significant Digits in Calculated Measurements
- Using Significant Digits in Estimation

break for every 10 minutes of testing

- Use of a visual timer for a reminder of time-structured tasks
- Provide positive praise and support
- Create a student-based reward system for accomplishing tasks

Lesson (1.3): Reporting With Precision and Accuracy

Learning Objectives: Students will be able to show how to determine how many significant digits to report in the results of measurement calculations, such as finding perimeter and area.

Expressions & Equations

Objective

CCSS. 8.EE Work with radicals and integer exponents

8.EE Analyze and solve linear equations and pairs of simultaneous linear equations.

Skill: The student will be able to write and solve an inequality that represents a real-world situation.

Lesson(2.4): Creating and solving inequalities

Learning Objective: The student will be able to write and solve an inequality that represents a real-world situation.

Outcome/Test Results

Progress follow up



<p>Skill: The Students will be able to solve the Inequality, compound inequality using verbal descriptions, overlapping & union of regions, etc.</p> <p>Lesson (2.5): Creating and Solving compound inequalities</p> <p>Learning Objective: The student will be able to solve a compound inequality and graph the solution set.</p>	<p>Interpreting Categorical & Quantitative Data</p> <p><u>Objective</u></p> <p>CCSS. 8.S-ID Summarize, represent, and interpret data on two categorical and quantitative variables</p> <p>Skill: Students will be able to</p> <ul style="list-style-type: none">categorizing dataAnalyzing datamaking frequency tables	<p>Outcome/Test Results</p> <p>Progress follow up</p>
<p>Lesson (8.1): Two-Way Frequency Tables</p> <p>Learning Objective: Student should be able to distinguish between quantitative data and categorical data.</p>		
<p>Lesson (8.2): Relative Frequency</p> <p>Learning Objective: Students should be able to distinguish two-way relative frequency table, identify a joint relative frequency and a marginal relative frequency and explain what they mean.</p>		

Appendix W: Interdisciplinary Progress



medical center

Interdisciplinary Progress Report

Name of student: [REDACTED]

Date of Birth: 3-March-2005

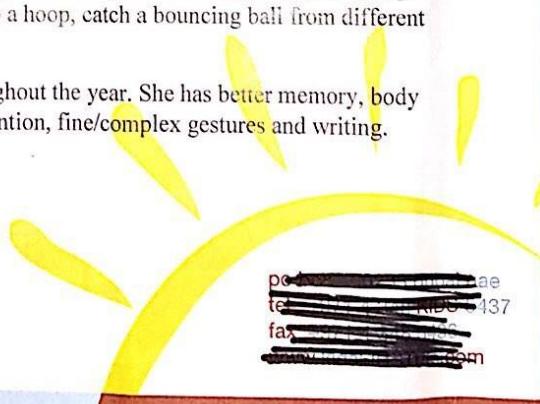
Class: Gr8B

For the current academic year 2018-2019, [REDACTED] received 1 session per week Psychomotor Therapy. The duration of every session was 30 minutes each. An initial therapy plan report was previously handed in November 2018.

GOALS:

- Represent her body image
- Increase control and precision of manual movements.
- Combine speed and precision of manual movement.
- Improve letter's formations, spatial orientation of letters/numbers, letter's size, spacing between letters and words
- Copy simple words/simple sentences with proper formation
- Enhancing creativity by encouraging various creations constructions from various elements
- Find two different solutions to the same problem (spatial/social)
- Create a story of 4-5 sequences by defining the location, characters, time and problem about to face.
- Develop her visual spatial skills: reproduce at the manipulative level complex geometric pattern with following correct orientation and organisation (using spatial concepts), in addition to reproducing complex geometric figures
- Develop selective visual attention/ visual spatial memory (increase visual memory span from 3 to 7 elements) and visual perception (visual discrimination)
- Develop problem solving capacities (define the problem, key elements, find execution strategies, most appropriate solution, execute the chosen solution, check and adjust the result)
- Develop eye-hand, dynamic and static coordination (follow a sequence of steps, keep balance when walking on a line one foot in front of the other eyes close, associate/dissociate movements between upper/lower right/left body parts, stand on tip toe on a high surface, jump on one foot into a hoop, catch a bouncing ball from different sides.

We note that [REDACTED] shows a small progress throughout the year. She has better memory, body representation, dynamic coordination, auditory attention, fine/complex gestures and writing.



However, difficulties in many psychomotor sectors are still noted: at the level of selective attention, visual attention, cognitive skills, memory, muscle regulation and writing.

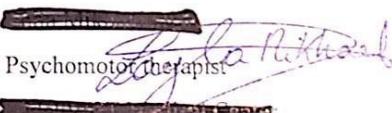
For that, we estimate a Psychomotor therapy follow up, will help her overcome her difficulties during summer.

Here are some Recommendations which will help her:

- It is important to give her some responsibilities at home
- Let her search in the dictionary to find the meaning of a word
- Use the technique of stop and go whenever she's impatient
- Play construction games (puzzles, mosaic, complex construction) by following a specific model then draw the construction after finishing it.
- Let her memorize different tasks to do in order (start with 4 and increase the number progressively)
- Let her remember the road to her house or house of grandparents (go right, left...)
- Let her always come up with new ideas to solve a problem
- Let her draw a shape in a reversed orientation.
- Practise writing by suggesting ideas from her interest
- Play an origami, tangram or complex construction

Thank you for your collaboration

I remain at your service for any further information you might needed.


Psychomotor therapist


Answers for PARENTS help for KIDS



Appendix X: Math EOT

Find the slope of a line between these two points and mention the category of slope as positive, negative, zero or undefined slope.

1. A (3, 100) and B (2, 100)

$$m = \frac{100 - 100}{3 - 2} = \frac{0}{1} = 0$$

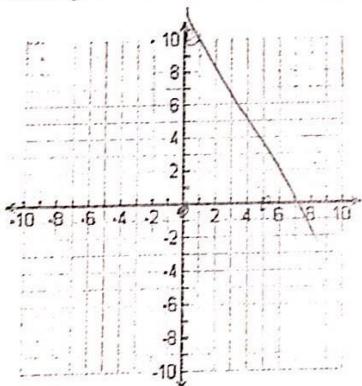
$$\frac{0}{1}$$

2. P (2, 8) and Q (2, 10)

$$m = \frac{10 - 8}{2 - 2} = \frac{2}{0} = \text{undefined}$$

$$\frac{3}{4}$$

A lake was stocked with 10 trout. Each week, the population decreases by 2. The population of trout in the lake after x week is represented by the function $f(x) = 10 - 2x$. Find the x -intercept and y -intercept of this linear function and graph it.



$$x = 0$$

$$f(x) = 10$$

$$f(x) = 0 \quad 10 - 2x = 0$$

$$x = 5$$

4

**End of Term One Exam
(2018 /2019)**

Grade : 8

Subject : Math

Date : 12-Dec-2018

Time : 1.5 hr.

Version : 

No. of Pages: (4) + Cover

Question #	MARK	
	Tens & ones	In letters
1	4/6	
2	4/4	
3	2/4	
4	35 1/4	
5	3 1/4	
6	4/4	
7	3/4	
8	/	
9		
10		
Total /		
Final Mark / 30	23.5 / 30	15.66 / 20

Corrected by: _____

Checked by : _____

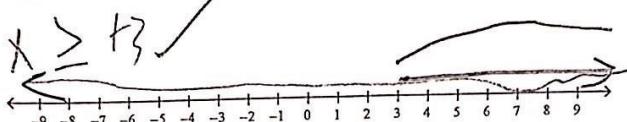
Solve this compound inequality and graph its solution on the real number line.

$$x - 5 \geq -2 \text{ OR } x - 5 \leq 6$$

$$x - 5 \geq -2 + 5$$

15

13



$$x - 5 \leq 6 + 5$$

The relation is given as,

Age	Number of Pets
6	3
8	2
9	0
11	1
11	2

+5 ~~X~~ 11 11

$\frac{3}{4}$

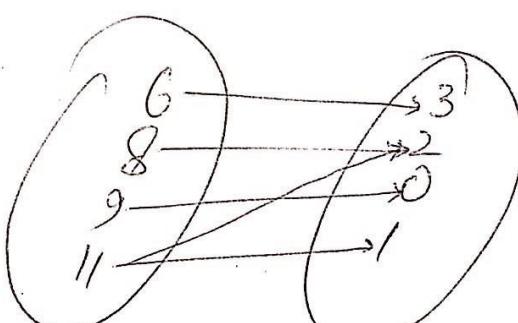
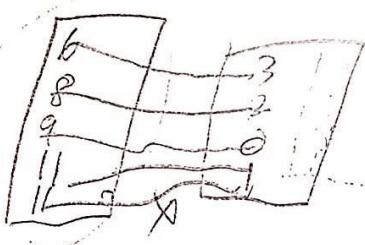
1. Write the domain and range of this relation.

$$D = \{6, 8, 9, 11\} \cup \{11\}$$

$$I = \{3, 2, 0, 1\} \cup \{9, 2, 0\}$$

3
4

2. Draw the mapping of this relation and explain if it is a function or not a function.



Not for



دائرۃ الدعم و التربية الخاصة
التقریر الشهري للطالب

Student Name: _____ Grade: 8B Subject: English Teacher: _____ Month: January

Please rate the student by very good (VG), satisfactory (S) or needs improvement (NI).
الرجاء تقييم الطالب بـ "جيد" ، "مقبول" أو "يحتاج للتحسين"

	Week 1	Week 2	Week 3	Week 4
Completion of Homework	NI	S	NI	NI
Paying Attention	NI	NI	S	S
Following instructions and rules	NI	S	S	S
Completion of assigned tasks on time	NI	NI	S	S
Participation in class activities	NI	S	S	S
Understanding concepts	NI	S	S	S
Seeking help when needed	S	S	S	VG
Working independently	S	S	VG	VG

This student shows improvement in the following: أظهر إنتشار تحسين في التراسم	Work together with others in her group and participating in class events تعمل معاً مع الآخرين في فرقها وتحلّى بالمشاركة في الأنشطة المدرسية.			
This student continues to have difficulty in the following: ما زال الطالب بحاجة للتحسين في التراسم	She still need to come to the class well prepared with her stuff and assigned H.W. ستحتاج إلى الذهاب إلى الفصل مسلّمة بواجباتها وأجهزتها جاهدة.			
Grades to Date الدرجات لم نهاية تاریخه	Test 1 6.25 / 10	Test: Listening Quiz 6 / 10	Test: Comprehen.. Quiz ----- / -----	Activity 1 Activity 2 ----- / -----

Appendix Y: Monthly Record

S **E** **N** **D**

دائرة الدعم وال التربية الخاصة
التقرير الشهري للطالب

Student Name: [REDACTED] Grade: 8B Subject: English Teacher: Amani Al Refai Month: January

Please rate the student by very good (VG), satisfactory(S) or needs improvement (NI).

الرجاء تقييم الطالب بـ "جيد" ، "مقبول" أو "يحتاج للتحسين".

	Week 1	Week 2	Week 3	Week 4
Completion of Homework	NI	S	NI	NI
Paying Attention	NI	NI	S	S
Following instructions and rules	NI	S	S	S
Completion of assigned tasks on time	NI	NI	S	S
Participation in class activities	NI	S	S	S
Understanding concepts	NI	S	S	S
Seeking help when needed	S	S	S	S
Working independently	S	S	VG	VG

This student shows improvement in the following [أعْلَمُ الطَّلَابَ بِتَحسِينِ فِي التَّوْرِيجِ الْأَدِيدِ]	Working with others in her group and participating in class events [يَعْمَلُ الطَّالِبَ بِسَعْدَةٍ عَنْدَ الْلَّوْرُومِ بِسَقْلَانِيَّة]
This student continues to have difficulty in the following [مَا زَالَ الطَّالِبُ يَعْلَجُ لِلتَّحسِينِ فِي التَّوْرِيجِ الْأَدِيدِ]	She still need to come to the class well prepared with her stuff and assigned H.W. [يَعْلَجُ الطَّالِبُ بِعِصْرَةٍ مُّكْافِيَةٍ لِّيَكُونَ فَرِيقَةً مُّعَزِّزَةً]

Grades to Date	Test 1	Test: Listening Quiz	Test: Comprehen.. Quiz	Activity 1	Activity 2
الدرجات المقدمة تاريخه	اختبار مدن	6 / 10	----- / -----	----- / -----	----- / -----

S E M D

دورة الدعم والتربيه المعاصرة
النحو الشهري لطلاب

Student Name _____ Grade _____ Subject _____ Teacher _____ Month _____
Students' Monthly Record
رجاءً كي يكتب الطالب بـ "جودة ، مكتوب" أو "مدونة مكتوب"
Please rate the student by very good (VG), satisfactory (S), or needs improvement (N).

المراد بـ "جي" للطالب بـ "جودة ، مكتوب" أو "مدونة مكتوب"

	Week 1	Week 2	Week 3	Week 4
Completion of Homework	S	S	S	VG
Showing Attention	S	S	VG	VG
Following instructions and roles	VG	VG	VG	VG
Completion of assigned tasks on time	S	S	VG	VG
Participation in class activities	S	S	S	VG
Understanding concepts	S	S	S	VG
Seeking help when needed	S	S	VG	VG
Working independently	S	S	S	S

This student shows improvement in the following areas:

Following instructions, and seeking help
following classroom needs.

This student continues to have difficulty in the following areas:

Understanding concepts and working
independently.

Grade to Date	Test 1	Test 2	Test 3	Activity 1	Activity 2
الدرجات المائية تاريخه	الفترة من مارس				

S E N D

STUDENTS OF DETERMINATION

الحادي عشر

Students' Progress

دائرة الدعم والتربيية الخاصة
المقرر الشهري للطالب
2018-2019

Student Name : Sana Al-Awadhi Grade 8 Subject English
Teacher : [Redacted]

Month October 2018

Please rate the student by very good (VG), satisfactory(S) or needs improvement (NI).

	Week 1	Week 2	Week 3	Week 4	
Completion of Homework	S	N/I	S	S	إنجاز الواجبات الدراسية
Paying Attention	S	S	S	S	القدرة على التركيز والانتباه
Following instructions and rules	S	S	S	S	ابتعاد التعليمات والنظم
Completion of assigned tasks on time	N/I	N/I	N/I	N/I	إنجاز الأعمال الصيفية في الوقت المحدد
Participation in class activities	S	S	S	S	المشاركة في الأنشطة المدرسية
Understanding concepts	S	S	S	S	استيعاب المفاهيم
Seeking help when needed	VG	S	VG	VG	طالب المساعدة عند الازدحام
Working independently	S	S	S	S	القدرة على العمل بمستقلية

This student shows improvement in the following أظهر الطالب تحسناً في التواصلي	<u>Stop on task</u>				
This student continues to have difficulty in the following ما زال الطالب بحاجة للتحسين في التواصلي	<u>Stop moving</u>				
Grades to Date الدرجات لغاية تاريخه	Announce Quiz تثبيت محتوى	Drop Quiz 1 ختام مراجعة ١	Drop Quiz 2 ختام مراجعة ٢	Drop Quiz 3 ختام مراجعة ٣	Drop Quiz 4 ختام مراجعة ٤
	Test 1 6 / 10	Test 2 6 / 10	Test 3 6.75 / 10	Drop Quiz 3 1 / 1	Drop Quiz 4 1 / 1
	ختبار منجيء				

Appendix Z: Teacher's Survey



Mainstream Teacher's Survey

1. Gender:

- A. Male
- B. Female

2. You are....:

- A. A Homeroom teacher
- B. A Subject teacher

3. You have 5 years of experience in teaching. (number)

4. You teach.....124..... students. (number)

5. Do you have students with Dyspraxia in your classes?

- A. Yes B. No C. Not sure

6. How many..?

- A. Boys 0
- B. Girls 1

7. In your opinion, what are the features and characteristics of students with **Dyspraxia**?

The student I have suffering from Dyspraxia shows typical symptoms of the disease, like poor coordination both sides of her body at certain times, easily fatigues and not very active in class. But on the other side, this particular student (Shahid- 8B) has always been an enthusiastic student that persists on participating and cooperating. In group activities I think the main problem is that generally other classmates do not want to participate with her as much as I motivate them to because they think she is slow, and they tend to shift from a cooperating mode in to a mode in which they split the jobs with her.

Commented (MAD1):

8. In your opinion, is it possible to reduce the negative effects caused by Dyspraxia

in class ?

Yes

No

Commented [MAD2]: But that requires training with that disease in a specific environment and with more detailed and specialized material and equipment

9. Do you think you have enough knowledge about students with Dyspraxia ?

Yes

No

To some extent

Commented [MAD3]: Personal information and experience with such specific cases in addition to acquiring general info from the internet and a medical background - myself as a teacher - not more than this

10. How would you describe your relationship with the families of students with Dyspraxia?

Good poor doesn't exist

11. Mention the reasons of the previous answers:

Families are in denial or not cooperating

Lack of awareness about dyslexia in general

Cultural beliefs

School policy and guidelines

Other, please specify I think the parents are generally satisfied, but throughout this

year I met her mom twice and she was a very nice lady and she was always generally asking about her daughter, but the student appears always up for a challenge and ready to take any task assigned to her.

12. How do you teach students with Dyspraxia ?

Through a differentiated curriculum

Through the same curriculum

13. Where do students with **Dyspraxia** learn?

In main-stream classes with their peers all the time

Commented [MAD4]: I believe both options are good.

Pull-out sessions are provided when needed

14. How can you describe your relationship as a teacher with students with **Dyspraxia**?
J overall good, but my student's participative and talkative mode is generally good and motivates me to focus more on her as well

15. What kind of interventions and/or strategies you use with students with **Dyspraxia**?
I have tried different approaches, from group work, to simplified differentiated worksheets, specifying specific pages in the book and preparing specific summary sheets for her and she was cooperative in all cases

16. What are the challenges you face when teaching students with **Dyspraxia**?
They are over energetic and always talkative and I think because my student likes me as a teacher as well she always cares about sharing personal stories and daily notes about general things.

17. How beneficial it is to teach students with **Dyspraxia**?
I DON'T UNDERSTAND)

18. What support do you get from the school and/or the SEND department to help you deal with students with **Dyspraxia**?
Just the typical normal reminders of the things that should be given to the students.

What are your suggestions to improve the education of students with **Dyspraxia** in the following areas?

Area	Suggestions
Reading	Practice more in class and at home
Writing	Homework and class work should include ore writing
Curriculum	Adding specific classes to those students to make them more "on board" with their required material and general skills they need for the future to survive in their respective workfields.

Interventions	
Training	For both the students and their teachers
Others; specify...	Psychological approach to try to understand the personal case of each student in the environment they are in, in each of their classes I think is very important because most certainly it differs from one class to another.

Thank you for your cooperation

Mainstream Teacher's Survey

1. Gender:

- A. Male
B. Female

2. You are....:

- A. A Homeroom teacher
B. A Subject teacher

3. You have8..... years of experience in teaching. (number)

4. You teach.....108..... students. (number)

5. Do you have students with Dyspraxia in your classes?

- A. Yes B. No C. Not sure

6. How many..? (you mean in classes or with dyspraxia)?

- A. Boys (in class)
B. Girls (in classe)

7. In your opinion, what are the features and characteristics of students with Dyspraxia?difficulty reading and having some attention problems as well as focusing problems. Also, low self-esteem due to their weakness.

8. In your opinion, is it possible to reduce the negative effects caused by Dyspraxia

in class ?

- Yes
No

9. Do you think you have enough knowledge about students with Dyspraxia ?

- Yes
No
To some extent

10. How would you describe your relationship with the families of students with Dyspraxia?

- Good poor doesn't exist

11. Mention the reasons of the previous answers:

- Families are in denial or not cooperating
Lack of awareness about dyslexia in general
Cultural beliefs
School policy and guidelines

Other, please specifyif they were identified as such, I think there would be some cultural issues because most Arabs don't like to recognize any weakness in their children despite it is for their own good to help the child.

12. How do you teach students with Dyspraxia ?

- Through a differentiated curriculum
Through the same curriculum

13. Where do students with Dyspraxia learn?

- In main-stream classes with their peers all the time
Pull-out sessions are provided when needed

14. How can you describe your relationship as a teacher with students with **Dyspraxia** ?

...I have had a dyslexia student in the past and we had a good relationship because I would assist her in tests and give her material on an easier level than the others. We also depended more on auditory, which helped in her case. She knew the answers but could not write them. I imagine I would do something similar with a student having dyspraxia. They need their own approach with some extra and special attention and differentiated materials to match their needs.

15. What kind of interventions and/or strategies you use with students with **Dyspraxia** ?

...I have not had this problem but I would develop special worksheets and different tests as well as spend more one on one time whenever possible while seeking help from the SEND dept in the school.

.....

16. What are the challenges you face when teaching students with **Dyspraxia** ? ...I

imagine in theory, these issues would be related to how to include them in the class without them feeling different from the others and how to raise their self-esteem and self-confidence.

.....

17. How beneficial it is to teach students with **Dyspraxia** ?They are smart in their own way; it is like trying to find the right key to open the lock. The right approach will help them to grow.

.....

18. What support do you get from the school and/or the SEND department to help you deal with students with **Dyspraxia**?I do receive some help with other students who have ADHD and ADD and so forth. One of the SEND teachers will stop by and help inside the class or make special worksheets or lessons for these students. I receive advice from them on better ways to teach them and how to design exams for them. She usually comes weekly though I wish she were able to come daily.

.....

What are your suggestions to improve the education of students with **Dyspraxia** in the following areas:

Area	Suggestions
------	-------------

Reading	Give an easier level for them to read—different from the average. And try to include some pictures or visuals to go with the lesson.
Writing	Take small chunks of writing at a time, with a very simplified manner of writing. Guide them and help them in outlining and discuss their ideas and how to get it on paper in a simple manner. Also, accept whatever they can offer with more flexibility than other students.
Curriculum	There should be specialized lessons to fit their needs as well as different learning styles with things simplified for them into smaller bits.
Interventions	The SEND Dept as well as parents should be on board to help the teacher as well as discussing things with the child and setting small goals for the child to realistically reach.
Training	I would like to get more training in this area and no what to do to help these children.
Others; specify...	

Thank you for your cooperation

Mainstream Teacher's Survey

1. Gender:

- A. Male ✓
B. Female 

2. You are....:

- A. A Homeroom teacher
B. A Subject teacher ✓

3. You have *ten* years of experience in teaching. (number)

4. You teach..... students. (number)

5. Do you have students with Dyspraxia in your classes?

- A. Yes B. No C. Not sure

6. How many..?

- A. Boys *2*
B. Girls *1*

7. In your opinion, what are the features and characteristics of students with Dyspraxia?

Poor physical balance
Lack of concentration
Sensitive to noise
Poor memory

8. In your opinion, is it possible to reduce the negative effects caused by Dyspraxia
in class ?

Yes

No

9. Do you think you have enough knowledge about students with Dyspraxia ?

Yes

No

To some extent

10. How would you describe your relationship with the families of students with
Dyspraxia?

Good poor doesn't exist

11. Mention the reasons of the previous answers:

Families are in denial or not cooperating

Lack of awareness about dyslexia in general

Cultural beliefs

School policy and guidelines

Other, please specify
.....

12. How do you teach students with Dyspraxia ?

Through a differentiated curriculum

Through the same curriculum

13. Where do students with Dyspraxia learn?

In main-stream classes with their peers all the time

Pull-out sessions are provided when needed

14. How can you describe your relationship as a teacher with students with Dyspraxia ?

It is an under-aged treatment
given to a 14 years old, grade-8
Student, but, its a generous thing.

15. What kind of interventions and/or strategies you use with students with Dyspraxia ?

Differentiated worksheets

Peer Help

Personal Supervision

16. What are the challenges you face when teaching students with Dyspraxia ?

1- Lack of confidence they have

2- Lack of concentration

3- Over conscious of noisy classes.

17. How beneficial it is to teach students with Dyspraxia ?

1- To make them feel good in the society

2- To bring them to life as others do.

3- To avoid scary feelings of these kids.

18. What support do you get from the school and/or the SEND department to help you

deal with students with Dyspraxia?

1- SEND teachers

2- Support Copy Books

3- Pull out Sessions every week

استبيانه مدرسي صفوف التعليم العام / المدمج

• النوع -----

ذكر

انثى

• وظيفتكم -----

معلم صف

معلم مادة

• كم عدد سنوات الخبرة لديكم ١٧

..... ٢٧٠

• هل لديكم طلاب يعانون من تحديات التأثير الحركي النمائي ؟

ـ C.

ـ لا ادري

A. نعم

B. كم عددهم؟

لا

ـ A.

ـ

ـ B.

ـ

ـ C. بنات

• ما هي خصائص حالة تحديات التأثير الحركي النمائي من وجهة نظركم؟

له ايجابيات و لكن عرقلة هذه الصياغة منه خبرتي
بعض المقصود بالذكاء لغيره هو قوله - اطلاق
بعض المقصود بالذكاء لغيره هو قوله - اطلاق

* هل من الممكن النقليل من الجوانب السلبية لحالة تحدثات التأثر العربي التمايزي في الصف؟

نعم

لا

* هل لديك معرفة كافية عن حالة تحدثات التأثر العربي التمايزي؟

نعم

لا

الى حد ما

كيف تصف علاقتكم مع أولياء امور الطلبة من ذوي تحدثات التأثر العربي التمايزي؟

جيدة

غير جيدة

لا توجد علاقة

* اذكر سبب لاجليتك السابقة

الأهل في حالة انكار و ليسوا متعلونين

قلة الوعي عن حالة تحدثات التأثر العربي التمايزي بصفة عامة

عادات و تقليد

سياسة المدرسة

آخر.....

- كييف يتم تدريس الطلاب ذوي تحديات التأزر الحركي النفسي؟

من خلال منهج مختلف مع خصيصا لهم

من خلال نفس المنهاج

- أين يتعلم الطلاب من تحديات التأثير الحركي النعاني؟

مدمج في صف مع باق الطلاب

يتم سحب الطالب خارج الصف لغوفة الدعم في، حلسة في بـة، جماعية

- ٥- كيف تصف علاقتكم كمعلم بالطلاب من تحديات التأثر، الحكم، النعاني،؟

معامل المطالب

- ما هي الاستراتيجيات التي تستخدمونها خلال تدريس الطلاب من ذوي خلل الأداء الحركي؟

لـ ١٠٣٦٢٧٩١٦٦٥١

- استمرار التوجه إلى الغرب

- ما هي التحديات التي تواجهكم أثناء تعليم الطلاب من تحديات التأمين العدلي، النماء؟

.....

- ما أهمية تدريس طلاب من تحديات التأثير الحركي النهائى في صفوف مدمجة؟

.....-**الفاعلون** جم جم العلام

العنوان: الارتفاع والارتفاع عن العلاج

- ما هو الدعم الذي تحصلون عليه من المدرسة او من قسم الحالات الخاصة لمساعدتكم في تدريس الطلاب من ذوي تحديات التأثير الحركي الثنائي؟

.....
.....
.....
.....

- ما هي مقتراحكم من اجل تحسين المستوى الأكاديمي لطلاب تحديات التأثير الحركي الثنائي؟

المقترحات	
وجود مساعدة أحد الطلاب بالعمر ذاته لهم مساعدته بالعمر ذاته	القراءة
توسيع الملول والاجانب مطبوعاته لاحتياجه حفظ وسرقة كتبها	الكتابية
تقدير المراجع المناسب لما تعلم - وتنمية الماردة المخططة	المنهاج
—	التعديلات والتدخلات
—	التدريب
—	آخر

--	--

شكراً لتعاونكم

نوع •

1

۱۰

1

33

• وظيفكم

1

534

25

۵

• كم عدد طلابك؟

۲۰

٠ هل لديكم طلاب يعانون من تحديات التأثير الحركي النمائي؟

۱۰

يـ C. لا أدرى نـعـ A.

كم عدد هم؟

1

أولاد بـ

كم عددهم؟

• ما هي خصائص حالة اتحديات التأثير الحركي النمائي من وجهة نظركم؟

.....عمرالموافقوالدف

هل من الممكن التكثيل من الجوانب السلبية لحالة تحدبات التأثير الحركي النهائى في الصف؟

- نعم
 لا

هل لديكم معرفة كافية عن حالة تحدبات التأثير الحركي النهائى؟

- نعم
 لا
 الى حد ما

كيف تصف علاقتكم مع أولياء أمور الطلبة من ذوي تحدبات التأثير الحركي النهائى؟

- جيدة
 غير جيدة
 لا توجد علاقة

اذكر سبب لاجلبيتك السابقة

- الأهل في حالة انكار وليسوا متعاونين
 قلة الوعي عن حالة تحدبات التأثير الحركي النهائى بصفة عامة
 عادات و تقاليد
 سياسة المدرسة

..... أخرى

• كيف يتم تدريس الطلاب ذوي تحديات التأثير الحركي النهاني ؟



من خلال منهج مختلف معد خصيصا لهم



من خلال نفس المنهج

• ابن يتعلم الطلاب من تحديات التأثير الحركي النهاني ؟



دمج في صف مع باقي الطلاب



يتم سحب الطالب خارج الصف لغرفة الدعم في جلسة فردية أو جماعية

• كيف تصرف علاقتكم كمعلم بالطلاب من تحديات التأثير الحركي النهاني ؟

.....
.....
.....

• ما هي الاستراتيجيات التي تستخدمنها خلال تدريس الطلاب ذوي خلل الأداء الحركي؟

.....
.....
.....

• ما هي التحديات التي تواجهكم أثناء تعلم الطلاب من تحديات التأثير الحركي النهاني ؟

.....
.....
.....

• ما أهمية تدريس طلاب من تحديات التأثير الحركي النهاني في صفوف مدمجة ؟

.....
.....
.....

- * ما هو الدعم الذي تحصلون عليه من المدرسة او من قسم الحالات الخاصة لمساعدتكم في تدريس الطلاب من ذوي تحديات التأثير الحركي التمائي؟
-
.....
.....
.....

- * ما هي مقترحاتكم من اجل تحسين المستوى الأكاديمي لطلاب تحديات التأثير الحركي التمائي؟

المقترحات	
	القراءة
	الكتابية
ووضع سندم حاتم	المنهاج
	التعديلات والتدخلات
توفر ادوات حاسمة / لم	التدريب
	آخر



شئرا تعاونكم

