



5.6 Inclusive Early Childhood Education & Care Policy

PURPOSE(S):

The purpose of the ADEK Special Education Services is to provide students with special and/or additional learning needs with access to an appropriate educational program and/or services in the schools of the Emirate of Abu Dhabi. Intensive collaboration among key stakeholders, including parents, is required to make this possible.

<https://www.adek.abudhabi.ae/en/Parents/SpecialEducation/Pages/default.aspx>

1. Abu Dhabi Education Council

The Abu Dhabi Education Council provides leadership and strategic direction in the development and delivery of appropriate educational and support programs and services that meet the needs of identified SEN students.

2. The Education Region

The Education Regions (Abu Dhabi, al Ain and Al Gharbyia) are responsible for ensuring that special education services and programs are delivered to appropriately identified students who require and can benefit from such support.

3. The School

All schools through the school principal in partnership with teachers, parents, school social worker and psychologist staff and Education Region staff are responsible for the identification and provision of educationally appropriate programs and services to students with special needs.

4. Students

All students have the opportunity to receive an appropriate education within a safe and friendly school environment. Students also have a responsibility to follow the school rules and policies, and to attend the Individual Education Plan (IEP) meetings and Annual Review meetings at which time appropriate educational plans are set for them.

5. Parents and Guardians

Parents and Guardians of students with special needs are necessary and important members of the teams of professionals who meet to plan, implement and monitor student's Individualized Education Programs

The Policy is in Compliance with:

- ADEK #28: Continuous Professional Development and Performance Maintenance.
- UAE Federal Law No. (5) of 1989 on regarding Nurseries.
- Ministerial Decree No. (1) of 1989 on the executive regulations of Federal Law No. (1) of 1983 regarding Nurseries.
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2014.





Definition of Policy 48: Students with Special Educational Needs Corresponding to Article (53) of the Organising Regulations:

For the purposes of this policy, Special Educational Needs (“SEN”) is the generic term for any disability, disorder, difficulty, impairment, exceptional needs (rare cases) or other additional needs that may be caused by mental, behavioural, physical, emotional or cognitive factors and which may affect a student’s learning and his or her educational performance. These students require additional educational support beyond that provided in general classrooms in order to achieve the greatest benefit from the curriculum. Gifted and talented students have exceptional abilities and talents either academically or in a specific field. These are students whose outstanding abilities make them capable of high performance, but are not labelled as Special Education Needs. Their needs require specific consideration within regular mainstream educational programs. Their current attainment or perceived potential places them significantly ahead of the majority of their peers in one or more of the following areas: - Intellectual ability. - Subject-specific aptitude (e.g. in science or mathematics). - Social maturity and leadership. - Mechanical/technical/technological ingenuity. - Visual and performing arts (e.g. art, theatre, recitation). - Psychomotor ability (e.g. sport). Special education is the additional provision of support designed to meet students’ learning differences and needs, such as special planning and specific teaching techniques, procedures and assessments, and tailored programs and materials, to ensure that such students (including gifted and talented students) reach their full potential, achieve a greater level of personal independence, accessibility to the curriculum, and succeed in School and beyond. These categories are not intended to specifically identify all medically diagnosed conditions and syndromes that may have an impact on the student’s needs and educational program, but they reflect the main categories defined by the Ministry guidance “School for All: General Rules for the Provision of Special Education Programs and Services (Public and Private Schools) of 2010” and also the Council’s “Special Education Policy and Procedures Handbook”.

POLICY STATEMENT(S):

At Little Haven Nursery our staff are highly valued. Personal and professional development is essential for maintaining the delivery of high-quality care while providing learning for children in their early years.

LHN strongly promotes Continuous Professional Development (CPD) requiring all staff to maintain LHN has a training budget to ensure which is set annually and reviewed to ensure that the team gain external support and training where needed.

To Facilitate and Promote Professional Development LHN will:

- Provide induction training to all new members of staff in order to provide an orientation to LHN and to understand UAE and LHN values and ethos and their specific role within it.
- Facilitate the development by finding other professional activities or work-based learning opportunities and offer a wide variety of activities that achieve the required



- Communicate with professional agencies to consultant and provide options for training that meets their specific identified need and what's to be achieved and accomplished.
- Ensure that the specified budget for training is efficiently and fairly used.
- Ensure all staff members undertaking a supervisory role within the setting hold relevant qualifications (such as BA or BEd in Early Childhood or Primary or Elementary OR CACHE level 3 childcare qualification or relevant higher qualification) plus 2 years teaching experience.
- Provide regular in-house training relevant to the needs of the Nursery.
- Encourage staff to contribute ideas for change within the Nursery and hold regular staff meetings and team meetings to develop these ideas. Regular meetings are also held to discuss strategy, policy and activity planning.
- Encourage staff to further their experience and knowledge by attending relevant external training courses.
- Encourage staff to pass on their knowledge to those who are less experienced and share knowledge from external training with small groups of staff within the Nursery.
- Provide LHN staff with a Professional Development Plan and keep a CPD Matrix overall and individual.
- Carry out training need analyses for all individual staff, the team as a whole, and for the nursery every six months.
- Promote Positive Learning Culture within the Nursery and offer ongoing support and guidance.
- Carry out full evaluations of all training events and use these to evaluate the training against the aims set to enable the development of future training programmes to improve effectiveness and staff learning

Implementation Documents:

- Professional Development Plan and Log
- Professional Development (CPD) Description and Schedule
- Needs Analyse

This policy is reviewed annually by the Policy Committee:

Dr. Sandra Zaher

Mrs. Walaa Saleh

Last reviewed: 18th July 2018

Dr. Sandra Zaher _____

LHN Prinipal



حضانة ليتل هيفن
LITTLE HAVEN NURSERY

Nurturing Young Minds تنشئة العقول الصاعدة

