



St. Mary's Catholic High School, Dubai – Muhaisnah

Policy on the Exit Graduate Criteria of Students of Determination

Written by:	IST	Reviewed:	June 2019
Endorsed by:	SENDCO		
Approved by:	Board of Governors	Next Review:	January 2020

POLICY ON THE EXIT GRADUATE CRITERIA OF STUDENTS OF DETERMINATION

POLICY STATEMENT

In line with the Inclusion Policy, SMM provides graduation criteria for students who have bridged the learning gap to enable them to return to Quality First Teaching.

DEFINITION OF TERM USED

In order to implement this policy effectively, the following terms are defined for reference:

Inclusion Support Team (IST) refers to the group that supports the students with SEND.

Exit Criteria- factors that are evident to qualify a student for graduation.

DUTIES AND RESPONSIBILITIES OF SMM:

1. Establishes IST to monitor the educational progress of students of determination and additional needs;
2. Ensures the school's effective SEND policies and procedures and monitor compliance thereof;
3. Makes sure the staff are familiar with, understand and address their obligations under this policy, and other relevant legislation like UAE Federal Law on Students with Educational Needs and Disabilities and Dubai Inclusive Education Policy Framework.
4. Conducts the capacity building activities for the members of the IST and teachers;
5. Creates and maintains a supportive school environment for students;
6. Involves parental support in the educational process;
7. Ensures that the rights of children are respected and upheld in all matters and procedures affecting their welfare; and
8. Coordinates with appropriate government departments and other support agencies for appropriate intervention, if deemed necessary.

MEMBERS OF THE INCLUSION SUPPORT TEAM (IST)

1. Head of Pastoral Care Services
2. SEND Coordinator
3. Learning Support Teachers
4. Learning Support Assistant/s
5. Classroom Teachers
5. Students
6. Parent/s

EXIT CRITERIA

A child will be considered for exit from the student support programme and a potential return to in a mainstream provision when one or more of the following factors are evident:

1. The child's condition is no longer a barrier to accessing the curriculum in a mainstream setting.

2. The child no longer requires special provision of waves of support and may return to Quality First Teaching.
3. There is evidence from professionals across the agencies involved that the child will benefit from a placement in a mainstream without support.
4. The progress reports from the IST indicates the progress of the child.
5. Termly progress report shows the evident progress of the child in the mainstream setting.
6. Progress shown in the behavioral checklist and classroom observation.
7. The IEP shows that the targets were fully achieved and a remarkable progress was observed.

A child will be considered for placement for in a special education centres or technical or vocational institution for an alternative specialist provision when one or more of the following factors are evident.

1. The child's special educational needs have changed to the extent that the provision is no longer able to meet their needs and he/she requires the specialist skills/facilities/resources available within an alternative specialist placement.
2. A child will be considered not suitable for placement if there has been deterioration of their health to extent that they are required to be a full-time health based environment, for example, hospital, full-time nursing care at home, special education centres
3. Final recommendation from Inclusion Support Team and Head of School.

PROCEDURE FOR PLACEMENT

If the Inclusion Support Team (IST) considers that the child meets the criteria for graduation, the following procedures are to be considered.

1. Consultation will take place with the Inclusion Support Team (IST)
2. Consolidated report that will support the criteria of exit for validation.
3. Updated Psycho-Educational Assessment for the past two years upon the diagnosis coming from the parents/carers.
3. Consideration of parental request without the updated Psycho-Educational Assessment for placement must consider but parent will sign an end of e.
4. A child's consistent and uncontrollable misbehavior leads to destruction to the mainstream that causes biting, hitting other students are required to be based on home intervention or community based centers for one-on-one support. This is evidence by anecdotal records, consistent receiving of disciplinary slips from HOKS and upon internal agreement among School Leadership Team (SLT).
5. A child does not show improvement even with Learning Support Program/Intervention as evidence by IEPs, Intervention programs and student progress reports.

For this criteria a student/child may be considered no longer appropriately placed when the points above do not apply.

Exit for Special Access Arrangement Program

1. A child shows self-reliance and independence in taking the examinations consistently for at least two terms.
2. Remarkable class standing and progress across all subjects and as recommended by subject teachers and Head of Departments.
4. The child/student will be considered as a graduate and will not be included in the SEND register and will no longer avail waves of support from the IST.
5. The child will be part of a separate profile for SEND Exit graduates. The student will officially receive a certificate as commencement his/her provision from the department.

EVALUATION AND FEEDBACK ANALYSIS

The school is committed to regular and systematic evaluation of the progress and achievement of the students through a variety of methods to gather data for analysis such as but not limited to progress report, observations, co-curricular engagement, standardized assessment, IEPs, Summative assessment and assessments tools;

1. The Learning Support Teacher is accountable for monitoring the progress of the students and reporting directly to the SENDCO; and
A regular parent engagement is scheduled for feed-backing/monitoring.