

SEN (Special Educational Needs) Policy

Last Reviewed Date: 31st May 2022

Reviewed by: DSK BCO

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1. Aims of SEN Provision at Newton International School, Lagoon

In providing for children with special educational needs, a number of whole school aims will be addressed.

These will be to:

- Identify at the earliest opportunity all children who need special consideration to support their cognition and learning, physical and sensory, behavioural, emotional and social, communication and interaction development.
- Raise and maintain the self-esteem of children, valued as individuals within the family of the school
- Provide appropriate, stimulating experiences to challenge and support learning in line with the British Curriculum in a positive framework.
- Prepare children for known and unknown situations by developing a range of general skills, including social skills, communication, expression, numeracy, observation, classification, research and investigation, recording, reasoning and the ability to evaluate evidence and opinion.
- Encourage good manners, kindness and respect towards other people and a tolerance of their cultures and beliefs through the school values.
- Nurture the innate curiosity of children, their sensitivity, creativity and sense of fun.
- Develop in children a sense of responsibility for their own learning and behaviour.
- Promote close and supportive links between the home, school and community.

Objectives

- To provide a broad, balanced and suitably differentiated curriculum relevant to student needs, through all staff sharing responsibility for SEN.
- To demonstrate that meeting the needs of children's learning and / or behaviour is part of high-quality mainstream education.
- To plan for any student who may at some time in their education have additional educational needs.
- To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- To give every child the entitlement to a sense of achievement.

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- To identify, monitor and support all students who will need extra resources and/or teaching help as early as possible.
- To work in partnership with the child’s parents to provide for the child’s special educational needs.
- To regularly review the policy and practical arrangements to achieve best value.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for students with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators/ Teachers (SENCOs) and the SEN information report.

3. Definitions

Children have Special Educational Needs if they have difficulty learning at the same pace as most children of the same age and need extra provision in place to support them in accessing the curriculum.

4. Children have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevent or hinder them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children must not be regarded as having a learning difficulty solely because English is not their first language. Separate educational provision is made for children who struggle with the English language as an additional language to their own.

5. Roles and Responsibilities

5.1 The SEN Teacher

- Work with the Principal and SEN Team to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual students with SEN
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching

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- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- Work with the Principal to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEN up to date.

5.2 The Principal

- Works with the SEN Teacher and SEN Team to determine the strategic development of the SEN policy and approach to the provision children with special needs in the school
- Establishes the appropriate staff
- Maintain a monitoring overview of the work of the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Responsible for reviewing the policy.

5.3 Class Teachers

6. Each class teacher is responsible for:

- The progress and development of every student in his/her class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SEN teacher to review each student's progress and development and decide on any changes to provision
- Ensuring that the SEN policy is followed.

7. Identification of Special Educational Needs at Newton International School, Lagoon

Baseline testing will take place each September and will be used to screen and assess all the children. Children will be tested again at the end of term 1 and end of term 2 to evaluate progress. Relevant testing will also be carried out during the year, when necessary.

Throughout the process of identifying children with special educational needs, information will also be gathered from various sources and these may include:

- Behavioural, academic and social responses to general class interactions, academic work and homework.
- School based assessment
- Previous academic and educational behavioural plans including comments of assessor's ratings.
- Observation of class behaviour.
- Parental input in relation to health, routines, perceptions of the child etc.
- Standardised tests
- Outside agency reports

Teachers who have concerns about a child's learning or who identify a child as having special educational needs will inform their team leader of their concerns as early as possible.

8. Code of Practise on the Identification and Assessment of Special Educational Needs

In the code of practise relating to special educational needs, the procedure for assessment, planning and provision is set out in three stages. While individual children's development requirements vary greatly and the provision may range from temporary and minor to permanent and major, it is hoped that many children will have their needs addressed in the short term.

Stage 1

- Class teachers will document and log any behavioural concerns to determine a pattern in the behaviour over a period (2-3 weeks) and present findings to their team leader.
- If necessary the child is referred to the Learning Support Teacher (Learning Support Teacher).
- The Learning Support Teacher meets with the class teacher, observes the child as needed and feeds back suggestions and strategies. The Learning Support Teacher adds the child's name to the Learning Support Register and prioritises the level of need.
- The class teacher gathers information and either monitors the child or provides special help within the classroom keeping a record (Action Plan) of targets and strategies set during a month at a time depending on the type or behaviour or needs.
- Parents are consulted and informed by the class teacher.

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- A review may result in the child’s name removed from the register, remain at Stage 1 or move on to Stage 2.

Stage 2

- Initial concerns may indicate need for Stage 2 support or it may be used as a follow on from a Stage 1 review.
- The class teacher liaises with the Learning Support Teacher to prioritise provision.
- The Learning Support Teacher provides advice and support as available.
- The class teacher and SEN Teacher creates an Individual student profile with the collaboration of the parents.
- A review may result in the child reverting to Stage 1, remain at Stage 2 or move on to Stage 3. The review will take place over one month.
- The Head of Primary is consulted during this process as needed. The Learning Support Teacher and HOP meet informally on a regular basis.

Stage 3

- Where a child’s learning difficulties persist, the school seeks the advice and help of the Head of Primary.
- The Learning Support Teacher, Class teacher, Head of Primary and parents will discuss any possible referrals to outside agencies and the process will begin.
- Parents are kept informed and consulted by the class teacher and/or Learning Support Teacher
- A review may see a child revert to Stage 2 or 1, remain at Stage 3.
- If a referral has been made and a report received by the Class teacher, Parents and Learning Support Teacher will meet to discuss any implications of the report. These will be catered for in an individual Education Plan (IEP)

9. Planning and Review of Special Educational Needs in Newton International School, Lagoon

The on-going task of providing learning experiences for a class involves monitoring the achievements, abilities and difficulties of each child. Teachers will employ both formal and informal methods of evaluating individuals to ensure suitable differentiation of provision.

In order to give children time to become established in school they will not normally receive special needs provision before **November** in Year One, unless previously identified as having special needs prior to enrolling with Newton International School or deemed necessary by the Learning Support Teacher. However, all children will be monitored and concerns registered.

A register, known as the Learning Support Register, will be kept detailing, in year group order, those children who have special educational/learning needs. Teachers will keep a copy of action plans and/or education plans and reviews and the parents will also receive a copy of any IEPs. The Learning Support Teacher will retain the original.

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If a child is having specific difficulty with the curriculum, the class teacher in consultation with the Learning Support Teacher will monitor the child's progress in class and if required, draw up an action plan with an individual plan of work for the child. Progress will be reviewed regularly against targets outlined in the action plan. Where concerns persist the Learning Support Teacher will consider placing the child at an academic level which suits the child's individual ability and subject to availability of resources, additional help.

According to the hours available and nature of the individual needs, the SENCO/SEN Teacher will draw up a timetable for the learning support team to support both students and teachers. This consists of group sessions via withdrawal or in class support. The Learning Support Teacher teacher, in consultation with the classroom teacher, will complete either an Individual Education Plan or Group Plan depending on the needs of the child. Copies will be with class teachers and on file in the learning support office.

Referral for assessments with specialists may be necessary. All high priority students will have an IEP. It is Newton International School Lagoon's intention that difficulties experienced by children will be addressed and many children who once had special educational needs will be removed from the register, but it is possible that a number of children will require continuing and/or additional action. After consultation of the principal, parents, class teacher, Learning Support Teacher and any other relevant party, any children with persistent learning difficulties will be referred to the Psychology Department of Qatar University for Additional Advice.

10. Addressing Individual Requirements

In attempting to meet the needs of individual children, a range of teaching strategies and classroom management styles may be required. These will be noted in the action plans or group education programmes and their effectiveness considered at times of review.

In general, teachers will ensure that:

- Activities are provided to encourage children to work at their own levels in groups or as individuals – skills and knowledge will be introduced in small amounts and in a logical order
- Sensitivity will be shown towards children whose limitations in talking, listening, reading, writing and number work influence their learning in other areas of the curriculum; appropriate help will be given to overcome such weaknesses.
- Tasks will be as stimulating as possible and a variety of resources will be used to provide for different learning styles and to motivate each student.
- Children with specific hearing or sight problems will be carefully positioned in the room.
- Whenever possible, children will be made aware of expectations in terms of time, behaviour, work etc. and be encouraged to share the responsibility for their progress.
- Whenever possible progress will be celebrated/rewarded.
- Children with behavioural problems will be carefully positioned in the room to enable all members of the class to progress; if this requires inclusive timeout, it will be short term and with the clear goal of integration as reward for acceptable behaviour.

11. Organisation and Management

The SEN Teacher will have 1 Learning Support Teaching Assistant to support learners in class or small groups. The SEN Teacher is responsible for the timetable of the Learning support Teaching Assistant.

12. Consulting and involving Parents

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Notes of these early discussions will be added to the student's record.
- We will formally notify parents when it is decided that a student will receive SEN support.

13. Supporting students moving between phases and preparing for adulthood

Important information will be shared with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

14. Adaptations to the curriculum and learning environment

The following adaptations will be implemented to ensure all students' needs are met:

Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

Teaching assistants will support students on a 1:1 basis **or**

Teaching assistants will support students in small groups

15. Expertise and training of staff

Training will be provided during the year by attending internal and external professional development programmes.

16. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Monitoring by the SEN Teacher

17. Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including all ECA clubs.

All students are encouraged to go on our residential trip(s).

All students are encouraged to take part in sports day/school plays/special workshops, etc

No student is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Social Worker/School Counsellor available
- students with SEN are encouraged to be part of all school activities

We have a zero tolerance approach to bullying.

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18. Working with other agencies

The school will meet and engage with outside agencies to discuss the welfare of the child. Any advice or programmes suggested will be implemented where possible.

19. Queries regarding SEN Provision

Any concerns about SEN Provision in our school should be made:

- Firstly, to the class teacher/SENCO/SEN Teacher/Head of Pastoral and be followed up through parent meetings
- Secondly, the case is referred to The Head of Primary.
- Thirdly, if still not resolved the case is passed on to the Principal of the school for an amicable resolution.