

NEWTON INTERNATIONAL ACADEMY LUSAIL

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Newton International Academy Lusail

SEND Policy

2026 - 2027



Last Review: August 2026

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Reviewer: Policy Committee

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Rationale

At NIA Lusail, we are committed to ensuring that students with Special Educational Needs and Disabilities (SEND) receive appropriate support to access learning, participate fully in school life and make progress. Early identification, high quality inclusive teaching and collaboration with students, parents, staff and relevant professionals are central to our approach.

SEND provision is coordinated through the school's Learning Enrichment Department. This policy sets out the whole school procedures used to identify barriers to learning, assess need, plan and implement appropriate provision, and review its impact across EYFS, Primary and Secondary.

Definition of SEND

For the purposes of this policy, SEND refers to students who experience a learning difficulty or disability that requires educational provision additional to, or different from, that ordinarily available through high quality teaching and routine classroom adaptation. SEND provision is needs led and may change according to the student's development, progress and current barriers to learning.

A formal diagnosis is not required before appropriate school support can be provided. Equally, a diagnosis does not, by itself, determine the nature or level of educational provision required.

English as an Additional Language

English as an Additional Language (EAL) is not, in itself, a special educational need. Where a student's difficulties cannot reasonably be explained by language acquisition alone, the Learning Enrichment Department may undertake or coordinate further assessment.

EAL provision is addressed through the school's separate EAL Policy. Where a student has both EAL and SEND, the relevant teams will work collaboratively to ensure that appropriate support is provided.

Aims

- Ensure students with SEND, and students experiencing emerging barriers to learning, can access a broad, balanced and ambitious curriculum.
- Identify barriers to learning at the earliest appropriate stage and respond proportionately.
- Ensuring high quality inclusive and adaptive teaching remains the first response to additional needs.
- Provide targeted and individualised provision based on identified needs and evidence of impact.
- Promote independence, confidence, participation and positive outcomes.
- Equip teachers with appropriate information, strategies, guidance and support.

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Roles and Responsibilities

Head of Learning Enrichment / SENCO

- Coordinate SEND provision across EYFS, Primary and Secondary through the Learning Enrichment Department.
- Maintain oversight of the SEND Register and students being monitored for emerging needs.
- Coordinate the identification, assessment, planning and review of SEND provision.
- Support teachers in implementing appropriate classroom strategies, adaptations and interventions.
- Coordinate Individual Support Plans (ISPs), where required, and monitor their implementation and impact.
- Liaise with parents and relevant internal and external professionals.
- Support appropriate transition arrangements for students with SEND.
- Coordinate reasonable adjustments and access arrangements, where applicable.
- Monitor the effectiveness of SEND provision and report appropriately to Senior Leadership.

Class and Subject Teachers

- Take responsibility for the progress, participation and day to day provision of students with SEND in their classes.
- Provide high quality inclusive and adaptive teaching as the first response to identified need.
- Implement agreed strategies, reasonable adjustments and ISP targets where applicable.
- Monitor student progress and raise concerns through the school's agreed referral process.
- Work collaboratively with the Learning Enrichment Department and contribute to reviews of provision.
- Maintain appropriate communication with parents in collaboration with relevant staff.

Senior Leadership Team

- Ensure appropriate oversight of SEND provision across the school.
- Support the allocation of appropriate staffing, resources and professional development.
- Monitor the quality and impact of SEND provision as part of the school's wider quality assurance processes.
- Support the Head of Learning Enrichment / SENCO in addressing significant or complex needs.

Parents

- Share relevant information regarding their child's needs, development and any professional assessments or reports.
- Participate in meetings and reviews where appropriate.
- Work in partnership with the school to support agreed strategies and provision.
- Inform the school of significant changes that may affect their child's learning or support needs.

Students

- Contribute to discussions about their learning, strengths, needs and support, where appropriate.
- Participate in the development and review of their ISP, where applicable.
- Develop increasing independence and understanding of strategies that support their learning.

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Identification and Assessment

Students may be identified as requiring additional support through a range of information and evidence, including:

- Teacher observation and professional judgement.
- Assessment and progress data.
- Pupil Progress Meetings.
- Concerns raised by parents, students or staff.
- Information from previous schools or settings.
- Existing professional assessments, reports or diagnoses.
- Screening or assessment undertaken or coordinated by the Learning Enrichment Department.
- Advice from relevant external professionals, where appropriate.

Identification should consider the student's individual circumstances and evidence over time. A single assessment result, diagnosis or area of difficulty should not automatically determine SEND provision.

Initial Concern and Referral

Where a student experiences barriers to learning and does not already have an identified SEND need, NIA Lusail follows a structured Initial Concern and Referral process. This ensures that concerns are identified early, appropriate classroom strategies are implemented and additional support is considered where necessary.

Parents will be involved throughout the process, with relevant concerns, decisions and next steps communicated and discussed collaboratively.

1. Initial Concern and Classroom Response

The class or subject teacher identifies a concern through observation, assessment information, student progress or other relevant evidence.

Appropriate high-quality teaching and learning strategies are implemented, and the student's response is monitored over a reasonable period.

Where concerns indicate that more immediate investigation or support is required, the teacher may refer the student directly to the Learning Enrichment Department without waiting for an extended period of classroom monitoring.

2. Initial Concern Form and Referral

Where concerns persist despite appropriate classroom strategies, the class or subject teacher completes an Initial Concern Form and submits it to the Learning Enrichment Department.

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The form should include the identified concern, relevant supporting evidence, strategies already implemented and their observed impact.

Where immediate referral is necessary, the teacher completes the same Initial Concern Form without waiting for an extended period of classroom monitoring. In these circumstances, evidence of previously implemented strategies is included where available, but is not a prerequisite for referral.

3. Learning Enrichment Review and Assessment

The Learning Enrichment Department reviews the information provided and, where appropriate, undertakes classroom observations, assessment, screening or consultation with relevant staff and parents.

The review will establish the student's barriers to learning and determine whether additional support, further investigation or continued classroom monitoring is appropriate.

4. Targeted Support

Where required, appropriate targeted interventions, reasonable adjustments or individualised strategies will be agreed and implemented.

Intended outcomes and arrangements for monitoring progress will be established in consultation with relevant staff and parents.

5. Review and Next Steps

The student's progress will be reviewed using relevant assessment information, classroom observations and feedback from staff, the student and parents, where appropriate.

The Learning Enrichment Department will record the outcomes of the review and determine whether support should continue, be adjusted, increased or concluded.

6. SEND Identification or Continued Monitoring

Where evidence indicates that a student has SEND, the student may be added to the SEND Register and an Individual Support Plan (ISP) developed where appropriate, in consultation with parents and relevant staff. Where SEND is not identified, the student may continue to receive appropriate classroom support, targeted intervention or monitoring according to their needs.

Students joining NIA Lusail with an existing identified SEND need, professional assessment or established support provision do not need to complete the Initial Concern and Referral process before appropriate provision is considered. The Learning Enrichment Department will review available information in consultation with relevant staff and parents.

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Graduated Response: Assess, Plan, Do, Review

NIA Lusail follows a graduated approach to SEND provision through a continuous cycle of Assess, Plan, Do and Review. The level and nature of support should reflect the student's identified needs and response to provision.

Assess: Relevant information is gathered to develop an understanding of the student's strengths, needs and barriers to learning. This may include teacher observations, assessment information, student work, parent and student views, screening information and professional reports where available.

Plan: Appropriate outcomes, strategies, interventions and reasonable adjustments are agreed. Where required, these are recorded through an Individual Support Plan (ISP). Responsibilities and arrangements for reviewing progress should be clear.

Do: Class and subject teachers remain responsible for the student's day to day learning and implementation of agreed classroom strategies. The Learning Enrichment Department may provide or coordinate additional targeted or individualised support where appropriate.

Review: The impact of provision is reviewed using appropriate evidence of progress and participation. Provision may then be continued, adapted, increased or reduced according to the student's needs.

Levels of Provision

NIA Lusail provides a graduated approach to supporting students with additional learning needs. The level and nature of provision will reflect each student's identified needs and response to support.

Universal Classroom Provision

High-quality, inclusive and adaptive teaching forms the foundation of provision for all students. Class and subject teachers are responsible for identifying barriers to learning, implementing appropriate strategies and monitoring progress.

Targeted Support

Students who require additional support beyond routine classroom provision may receive targeted interventions or specific learning strategies, coordinated with the Learning Enrichment Department where appropriate.

Receiving targeted support does not automatically indicate that a student has SEND or require placement on the SEND Register.

Individualised SEND Provision

Students with identified SEND may require provision that is additional to or different from ordinarily available classroom support. This may include individualised teaching strategies, reasonable adjustments, specialist recommendations, targeted interventions or an Individual Support Plan (ISP).

Provision will be reviewed and adjusted according to the student's progress and changing needs.

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Individual Support Plans

Individual Support Plans (ISPs) are used for students who require individualised SEND provision. An ISP provides a clear and practical record of the student's identified needs, agreed outcomes, strategies, support and reasonable adjustments.

ISPs should:

- Identify the students' strengths and areas of need.
- Set clear and appropriate targets or intended outcomes.
- Identify agreed teaching strategies, interventions and reasonable adjustments.
- Clarify the support to be provided and, where appropriate, who is responsible for delivering it.
- Reflect relevant recommendations from professional assessments or reports, where applicable.
- Include the views of the student and parents, where appropriate.
- Be reviewed regularly and updated in response to progress and changing needs.
- Class and subject teachers are expected to be familiar with and implement the relevant strategies and adjustments identified within a student's ISP.

Parent Partnership

NIA Lusail recognises parents as important partners in supporting students with SEND. The school will maintain appropriate communication with parents regarding identified needs, provision, progress and significant changes to support.

Parents are encouraged to:

- Share relevant information, professional reports and assessments with the school.
- Contribute to discussions regarding their child's strengths, needs and support.
- Participate in ISP reviews and other relevant meetings.
- Work collaboratively with the school in supporting agreed strategies and outcomes.

Student Voice

Students with SEND should be involved, where appropriate to their age and level of understanding, in decisions about their learning and support.

Students should be encouraged to:

- Identify their strengths and areas where they require support.
- Contribute to their ISP and agreed targets.
- Discuss strategies and adjustments that help them learn effectively.
- Reflect on their progress and increasing independence.

Pupil Progress Meetings

Pupil Progress Meetings provide an opportunity to review the progress of students, including those with SEND and those being monitored for emerging needs.

Information from these meetings may be used to:

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SEND Policy

NEWTON INTERNATIONAL ACADEMY LUSAIL

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- Identify students whose progress requires further investigation.
- Review the effectiveness of current strategies and interventions.
- Consider whether additional assessment or support is required.
- Inform adjustments to provision.
- Identify students who may require referral to the Learning Enrichment Department.

The Learning Enrichment Department should contribute relevant information to the process and follow up where additional SEND review or action is required.

Personal Learning Assistants

Personal Learning Assistants (PLAs) may be used as part of individualised provision for students with identified SEND where this level of support has been determined to be appropriate.

The role of the PLA is to support the student's access to learning, participation, progress and increasing independence. Support should be provided in accordance with the student's identified needs, agreed strategies and Individual Support Plan, where applicable.

PLAs should:

- Work under the direction of the relevant teacher and Learning Enrichment Department.
- Support the implementation of agreed strategies and reasonable adjustments.
- Promote the student's participation in classroom learning and wider school life.
- Encourage independence rather than creating unnecessary dependence on adult support.
- Share relevant observations regarding progress and support needs with appropriate staff.
- Maintain appropriate professional boundaries and confidentiality.

Class and subject teachers retain responsibility for the teaching, learning and progress of students supported by a PLA.

Reasonable Adjustments

Reasonable adjustments may be made to reduce barriers and enable students with SEND to access learning, assessment and wider school life as fully as possible.

Adjustments will be based on the individual student's identified needs and may include:

- Adapted or accessible resources.
- Visual support and structured instructions.
- Changes to classroom organisation or the learning environment.
- Additional processing or response time.
- Assistive technology where appropriate.
- Adaptations to teaching, tasks or methods of recording learning.
- Appropriate support during assessments.

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Reasonable adjustments should support access and participation while maintaining appropriate learning expectations.

Access Arrangements

Access arrangements may be provided for eligible students in internal and external assessments where there is appropriate evidence of need and where the arrangement reflects the student's normal way of working.

The Learning Enrichment Department will work with the Exams Officer and relevant teaching staff to identify potential access arrangements and gather appropriate evidence.

For external examinations, access arrangements will be implemented in accordance with the requirements of the relevant awarding body and examination regulations.

Four Broad Areas of Need

The school recognises four broad areas of SEND. These areas provide a framework for identifying and understanding a student's needs and planning appropriate provision. A student may have needs across more than one area, and needs may change over time.

- Communication and Interaction: This may include difficulties with speech, language and communication, social communication or interaction.
- Cognition and Learning: This may include difficulties with learning, processing, memory, literacy, numeracy or acquiring and applying new knowledge and skills.
- Social, Emotional and Mental Health: This may include needs that affect a student's emotional regulation, relationships, engagement or ability to access learning.
- Sensory and/or Physical Needs: This may include visual, hearing, sensory or physical needs that require adaptations, specialist support or reasonable adjustments.

SEND Register

The Learning Enrichment Department maintains the school's SEND Register as the central record of students with identified SEND who require provision additional to or different from that ordinarily available through universal classroom provision.

The SEND Register should include appropriate information regarding the student's identified needs, area or areas of need, current provision and relevant support information.

A student may be added to the SEND Register following:

- Review through the school's identification and graduated response process.
- Consideration of existing professional assessments, reports or diagnoses.
- Information received from a previous school or educational setting.
- Consultation with parents, teachers and relevant professionals, where appropriate.

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SEND Policy

NEWTON INTERNATIONAL ACADEMY LUSAIL

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Students may receive targeted support or be monitored by the Learning Enrichment Department without being placed on the SEND Register. Placement on the SEND Register should be based on identified SEND need rather than participation in an intervention alone.

Removal from the SEND Register

Where evidence indicates that a student no longer requires SEND provision additional to or different from ordinarily available classroom support, the Learning Enrichment Department may recommend removal from the SEND Register following appropriate review and consultation with parents and relevant staff.

The student may continue to receive universal classroom provision, targeted interventions or monitoring where appropriate.

Monitoring and Records

The Learning Enrichment Department will maintain accurate and appropriate records relating to SEND identification, referrals, provision and review.

Records should include, where applicable:

- Completed Initial Concern Forms and supporting evidence.
- Assessment, observation and screening information.
- Records of referral decisions and agreed next steps.
- Individual Support Plans (ISPs) and their reviews.
- Relevant professional reports and recommendations.
- Records of significant parent communication and meetings.
- Agreed interventions, support arrangements and evidence of student progress.
- Reasonable adjustments and access arrangement information, where applicable.

Significant decisions regarding SEND identification, provision, changes to support and removal from the SEND Register will be documented, including the reasons for these decisions and any agreed follow-up actions.

SEND records will be stored securely and shared only with authorised staff who require the information to support the student effectively.

Transition Arrangements

Effective transition arrangements support continuity of provision for students with SEND. The Learning Enrichment Department will work with relevant staff, parents and, where appropriate, previous or receiving educational settings to support transition.

This may include:

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SEND Policy

NEWTON INTERNATIONAL ACADEMY LUSAIL

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- Reviewing available SEND records, professional reports and existing support arrangements for students joining NIA Lusail.
- Sharing relevant information with teachers and other staff who will support the student.
- Supporting transition between year groups and phases, particularly where significant changes to provision may be required.
- Preparing students for changes in routines, staff, learning environments or expectations where appropriate.
- Supporting the transfer of relevant SEND information when a student leaves NIA Lusail, subject to appropriate procedures.

Staff Development

NIA Lusail recognises that effective SEND provision depends on staff having appropriate knowledge, understanding and strategies to meet students' needs.

The Learning Enrichment Department will support staff through appropriate guidance, professional development, sharing of strategies and advice relating to individual students. Professional development may be informed by identified school needs, emerging patterns of need and priorities arising from monitoring of SEND provision.

Monitoring SEND Provision

The effectiveness of SEND provision will be monitored as part of the school's wider quality assurance and student progress processes.

Monitoring may include:

- Review of student progress and outcomes.
- Review of ISPs and interventions.
- Pupil Progress Meetings.
- Classroom observations and learning walks where appropriate.
- Review of student work and assessment information.
- Feedback from students, parents and staff.
- Review of the implementation and impact of agreed strategies and reasonable adjustments.

The Head of Learning Enrichment / SENCO will use this information to identify strengths, areas for development and priorities for SEND provision and will report appropriately to Senior Leadership.

Concerns Regarding SEND Provision

Parents who have concerns regarding their child's SEND provision are encouraged to raise these initially with the class or subject teacher and/or the Learning Enrichment Department, depending on the nature of the concern.

Where a concern cannot be resolved at this level, it may be referred to the relevant school leader or Senior Leadership Team. Formal complaints will be addressed through the school's Complaints Policy.

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Review of Policy

This policy will be reviewed annually, or earlier where required, to reflect developments in school practice, relevant SEND guidance, applicable regulations or accreditation standards.

Significant changes to the policy or SEND procedures will be communicated to relevant staff and stakeholders as appropriate.