

Newton International School Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

SEND POLICY Whole School

2026-2027

Last Reviewed Date: September 2026

Reviewed by: SENCO/AESN Lead

Next Review Date: June 2027

Every student at NISL — whatever their needs, whatever their starting point — deserves to flourish. This policy is the working expression of that conviction.

— NISL Flourishing Framework, 2024–2025

Aligned with the NISL Flourishing Framework | Qatar National Vision 2030 | SEND Code of Practice 2015

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

1. Flourishing Framework Alignment

The NISL Flourishing Framework is the school's statement of what education is for. It holds that learning, wellbeing, character, and community are not competing priorities to be traded off against one another — they are expressions of a single, indivisible commitment: that every student should flourish. This SEND Policy does not sit alongside that commitment. It is one of its most concentrated expressions.

The AESN department exists to ensure that the students most at risk of being excluded from flourishing — those whose needs are most complex, most misunderstood, or most poorly served by conventional provision — are brought fully and permanently into the school's vision. Every procedure in this document, every referral pathway, every ILP target, every intervention decision, is shaped by the five Flourishing Pillars:

Wellbeing



Good mental health, emotional safety, and physical comfort are not preconditions for learning — they are educational outcomes in themselves. We place the whole wellbeing of students with SEND at the centre of every provision decision.

Relationships



Trust between students, families, educators, and specialist practitioners is the medium through which effective SEND support travels. We build these relationships deliberately, and we protect them fiercely. Provision is co-constructed with students and families — never done to them.

Achievement



We hold high expectations for every student with SEND. Progress is defined broadly, measured on the individual's own trajectory, and celebrated with the same pride as any other achievement. We refuse the soft bigotry of low expectation.

Character



Resilience, independence, and self-advocacy are not personality traits some students happen to have — they are capacities we actively cultivate. Our provision is designed to build the whole person: their agency, their voice, and their confidence in navigating the world.

Community



Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

Inclusion is not a department — it is a whole-school disposition. Every teacher, every pastoral lead, every member of support staff shares responsibility for creating an environment in which students with SEND belong, contribute, and are celebrated.

2. Aims and Ethos

Newton International School, Lagoon is committed to ensuring that every student — regardless of their educational, social, emotional, or physical needs — experiences a high-quality, inclusive education that enables them to grow, belong, achieve, and thrive. This policy sets out the framework through which the school identifies, assesses, and provides for students with Special Educational Needs and Disabilities (SEND), and it articulates the values and obligations that govern every aspect of that work.

2.1 Our Core Commitments

- To identify and respond to individual need with urgency, accuracy, and humanity — at the earliest possible opportunity.
- To ensure that every student with SEND experiences high-quality, adaptive teaching as their first and primary form of support.
- To co-construct meaningful provision with students and their families, placing voice, agency, and trust at the centre of all decision-making.
- To build a whole-school culture in which SEND support is every educator's professional commitment, not a specialist function at the margins.
- To comply with applicable national and international frameworks, including Qatar MoEHE guidance, the SEND Code of Practice (UK, 2015), the UN Convention on the Rights of the Child (UNCRC), and the UN Convention on the Rights of Persons with Disabilities (UNCRPD).
- To ensure that students with SEND achieve the best possible educational and personal outcomes, and are equipped to lead full, purposeful, and independent lives.

3. Definition of SEND

A student has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student has a learning difficulty or disability if they:

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream settings.

The school understands need through four broad areas — recognising always that individual profiles are complex, intersectional, and resist reduction to a single category:

Area of Need	What this may look like at NISL
Communication and Interaction	Speech, language, and communication needs (SLCN); autism spectrum conditions (ASC); pragmatic language difficulties; selective mutism
Cognition and Learning	Specific learning difficulties (SpLD): dyslexia, dyscalculia, dyspraxia, dysgraphia; moderate, severe or profound learning difficulties; processing speed differences
Social, Emotional, and Mental Health (SEMH)	Anxiety, ADHD, attachment difficulties, trauma responses, depression, emerging personality presentations, self-regulation challenges, school-based anxiety
Sensory and Physical	Visual impairment, hearing impairment, physical disability, sensory processing differences, chronic health conditions affecting learning

A difficulty in learning arising primarily because a student's home language differs from the language of instruction is not, in itself, a SEND. Equally, disability does not automatically equate to SEND. The distinction matters — and we handle it with care and professional rigour.

4. Roles and Responsibilities

Inclusion at NISL is a collective enterprise. The AESN department holds strategic and operational leadership, but the responsibility for every student with SEND — their daily experience, their progress, their sense of belonging — is shared across the whole school community.

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

4.1 The SENCO and AESN Department

- Leads the strategic development of SEND provision across all phases and year groups.
- Maintains the SEN Register, ensuring it is current, accurate, and used actively to drive provision decisions.
- Oversees the quality and coherence of all Individual Learning Plans (ILPs), Pastoral Support Plans, and provision mapping.
- Advises, supports, and — where needed — challenges class teachers and subject specialists in their understanding of individual students and their implementation of adaptive strategies.
- Co-ordinates multi-disciplinary support, liaising with external specialists, therapists, and clinical practitioners.
- Acts as the primary named contact for families of students with SEND, and champions student voice at every stage.
- Reports to Senior Leadership at least twice per year on the reach, quality, and impact of SEND provision.
- Ensures all documentation meets the school's obligations to confidentiality, data protection, and professional standards.

4.2 The Principal and Senior Leadership Team

- Hold ultimate responsibility for the implementation of this policy and for the school's legal and ethical obligations to students with SEND.
- Ensure the SENCO has sufficient time, authority, resource, and professional standing to fulfil the role effectively.
- Embed SEND in the school development plan, performance management, and CPD frameworks — not as a peripheral priority, but as a core one.
- Model and sustain a whole-school culture in which high expectations for students with SEND are non-negotiable.

4.3 Every Class Teacher and Subject Specialist

The class teacher is responsible and accountable for the progress and development of every student in their class, including where students access support from teaching assistants or specialist staff.— SEND Code of Practice, 2015 (6.36)

This is not a bureaucratic requirement — it is a professional and ethical position. At NISL, it is embedded in every aspect of how we recruit, develop, and appraise our teachers.

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

- All teachers are teachers of SEND. This is the school's first, most important, and non-negotiable principle of provision.
- Teachers design and deliver adaptive, accessible lessons that meet the range of needs in every class, using high-quality pedagogy as their primary response.
- Teachers engage actively with ILP targets, integrating recommended strategies into daily classroom practice.
- Teachers communicate proactively with the SENCO, pastoral team, and families about concerns, progress, and success.

4.4 Teaching Assistants, LSAs, and Shadow Teachers

- Deliver targeted, high-quality support that actively promotes independence — never cultivates dependency.
- Work collaboratively with class teachers and the SENCO to implement and refine provision plans.
- Maintain accurate records of student response, engagement, and progress, contributing to the APDR cycle.
- Engage in the professional learning programme provided by the AESN department, including supervision, coaching, and relevant external training.
- Shadow teachers, where deployed, operate within a structured role profile aligned to a graduated release model: their goal, from day one, is to become unnecessary.

4.5 Parents and Carers

NISL regards families as irreplaceable experts in their child's life. We build our provision on a genuine partnership with them — not a consultative gesture, but a substantive collaboration from first concern to final review.

- We communicate with families clearly, honestly, promptly, and without jargon about all aspects of SEND identification and provision.
- We involve families as equal partners at every stage of the Assess–Plan–Do–Review cycle.
- We provide accessible information about SEND processes, rights, and how to raise concerns — available in English and Arabic.
- We listen to, document, and act upon family knowledge about their child: their history, their strengths, their preferences, and their aspirations.

4.6 Students

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

Students with SEND at NISL are the primary stakeholders in their own education. We build our provision around their voice, their goals, and their growing capacity to advocate for themselves.

- Every student on the SEN Register contributes to the development of their own ILP — setting targets, expressing preferences, and naming the support that helps them most.
- Student views are documented explicitly and evidenced in all provision planning and review documentation.
- We use age-appropriate, differentiated tools to elicit views from students across all developmental stages, including those with complex communication needs.
- We support students to understand their own needs in a way that builds self-knowledge, pride, and confidence — not deficit identity.

5. Identification and Assessment

We identify need early, assess it rigorously, and respond without delay. Our approach draws on multiple sources of evidence, gathered over time, and interpreted through professional judgement shaped by training, experience, and genuine knowledge of the student.

5.1 How We Recognise Need

- Standardised cognitive, literacy, and numeracy assessments at entry and at key transition points
- Systematic analysis of classroom observation data gathered by teachers, Heads of Department, and the SENCO
- Teacher concern — professional judgement is treated as valid, actionable evidence and responded to promptly
- Parental and family knowledge, submitted formally or raised informally
- Previous school records, clinical reports, and confirmed diagnoses received from external practitioners
- Student self-report and wellbeing data from check-ins, pastoral conversations, and structured instruments
- Attendance, behaviour, and engagement patterns that may indicate unmet need
- EYFS transition data for students entering at early years stage

5.2 The Referral Pathway

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

Any member of staff, parent, or student can initiate a concern. When a concern is raised, the following pathway applies:

Stage	What Happens	Lead
1 Initial Concern	Class teacher records the concern and implements and documents adaptive strategies for at least six weeks, monitoring response.	Class Teacher
2 Referral	If the concern persists despite adaptation, a formal referral is submitted to the SENCO via the AESN Referral Form.	Teacher / Parent / Student
3 SENCO Review	The SENCO reviews all evidence, meets with the student and family, and determines next steps within five working days.	SENCO
4 Assessment	Formal or informal assessment is arranged — internal screening or external specialist evaluation, as indicated by the evidence.	SENCO + Specialist
5 Register Decision	Based on assessment evidence, the student is placed on, retained on, or removed from the SEN Register. Rationale is documented.	SENCO + SLT
6 Provision Planning	An ILP or equivalent plan is co-developed with the student, family, and relevant staff.	SENCO + Team + Family

5.3 The Graduated Approach: Assess–Plan–Do–Review

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

The school applies the graduated approach to SEND support through a cyclical Assess–Plan–Do–Review (APDR) framework. This cycle runs at least termly for all students on the SEN Register, and is triggered additionally by significant change, transition, or crisis.

- **Assess:** Gather and analyse robust, multi-source evidence. Ask: what does this student need, and why? What are they already doing well?
- **Plan:** Co-construct clear, measurable targets. Identify the provision, staffing, and resources required. Agree how progress will be measured.
- **Do:** Implement provision consistently and with fidelity across all learning contexts. Record what is being done, by whom, and when.
- **Review:** Evaluate impact honestly. Celebrate progress. Adjust what is not working. Update the plan and begin the cycle again.

6. Provision and Support

6.1 The Provision Continuum

NISL structures its SEND provision across three levels of intensity. These are not silos — students move fluidly between them as their needs change — but they provide a shared language for decision-making and accountability:

Level	Description and Examples
Universal — Quality First Teaching	High-quality, inclusive teaching for all. Adaptive strategies, scaffolded resources, flexible groupings, dual coding, assistive technology access. The foundation of everything else — and the most powerful intervention of all.
Targeted — Additional Support	Specific, time-limited interventions delivered individually or in small groups. Linked to SMART ILP targets and reviewed termly. Includes in-class support, structured withdrawal programmes, and specialist practitioner input.
Specialist — Intensive / Multi-Agency	Highly personalised provision for students with complex, significant, or multiple needs. May involve external clinical services, full-time learning support, or a bespoke curriculum arrangement. Co-ordinated through a detailed, jointly-authored provision plan.

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

6.2 Adaptive Teaching — Our Primary Response

The school's foundational expectation is that adaptive teaching — not withdrawal, not specialist referral, not reduced expectations — is the first and most sustained response to SEND. Research evidence is unambiguous on this point (EEF, 2021): the quality of everyday teaching is the single most significant determinant of outcomes for students with SEND. At NISL, adaptive teaching encompasses:

- Flexible, purposeful use of resources: visual supports, graphic organisers, worked examples, assistive technology, dual coding
- Varied task design: scaffolded entry points, open-ended extension, genuine choice in how students demonstrate understanding
- Strategic grouping: flexible, purpose-driven arrangements that avoid fixed ability labelling and maximise peer learning
- Explicit, transparent instruction: clear modelling, think-alouds, and metacognitive prompting that teach students how to learn
- Responsive micro-assessment: frequent, low-stakes checking for understanding, with immediate and specific feedback

6.3 Individual Learning Plans

Every student formally identified as having SEND holds an Individual Learning Plan (ILP). The ILP is a living document — not an administrative compliance exercise. It is the primary instrument through which the student's provision is planned, communicated, and reviewed.

- ILPs are written collaboratively with the student and family, and shared with all staff who teach or support the student.
- Targets are SMART: Specific, Measurable, Achievable, Relevant, Time-bound. They are written in the student's own language wherever possible.
- ILPs are reviewed at least termly, and updated in response to any significant assessment, event, or transition.
- Copies are stored securely on the school's SEND management system, accessible to relevant staff and redacted appropriately for sharing.

6.4 Interventions

All interventions at NISL are evidence-informed, monitored for impact, and selected from a provision menu reviewed annually by the SENCO. No intervention is delivered 'because we have always done it'. Every programme must demonstrate it is making a meaningful difference.

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

- Interventions are delivered by trained staff who have received specific preparation for the programme being used.
- Impact is measured using pre- and post-intervention data. Where a programme is not showing impact within an agreed timeframe, it is reviewed or discontinued.
- Intervention targets are explicitly linked to ILP goals and the student's broader provision plan.
- Withdrawal from curriculum time is used only where it is clearly the most beneficial option for the individual student — not as a default, not for convenience, and never without family knowledge and agreement.

6.5 Examination Access Arrangements

The school assesses and applies for examination access arrangements in line with the requirements of relevant examining bodies (including Cambridge Assessment, Pearson Edexcel, and IB). This process is led by the SENCO in close collaboration with the Exams Officer.

- All applications are grounded in documented, current evidence of need and established normal way of working.
- Applications are initiated early in the academic year, with assessments completed by appropriately qualified practitioners.
- Students and families are informed clearly about arrangements, supported to understand their purpose, and given opportunity to practise using them before examination conditions.

7. Mental Health and Wellbeing

Good mental health is not a precondition for learning. It is itself an educational outcome of the highest importance.

— NISL Flourishing Framework — Wellbeing Pillar

Students with SEND are at disproportionately elevated risk of anxiety, depression, and social isolation. The school's response is systemic, compassionate, and proactive — not reactive, not remedial, and not siloed from the rest of provision.

- The school's Mental Health Lead (MHL) works in active partnership with the SENCO to identify students with SEND who present with SEMH need or who are at risk of developing emotional and mental health difficulties.
- SEMH provision is integrated into ILPs. It is not treated as separate from learning support — because it is not separate. Emotional safety and academic engagement are inseparable.

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

- Pastoral and wellbeing structures across the school are SEND-informed, with trained staff able to recognise and respond to the intersection of learning need and emotional difficulty.
- Restorative approaches, sensory-informed practice, and trauma-aware pedagogy are embedded in the school's pastoral and classroom repertoire.
- Crisis protocols are in place for students experiencing acute mental health difficulty, with clear, practised lines of referral to appropriate external support.
- No student experiencing a mental health difficulty is disciplined for behaviours that are expressions of that difficulty, unless there is a genuine and immediate risk of harm.

8. Safeguarding and SEND

The school recognises that students with SEND may be at heightened risk of abuse, exploitation, and harm. Their communication profiles, their relationship with trust, and their dependence on adult support can all increase vulnerability. The SENCO holds Level 3 DSL qualification and works in close partnership with the school's Designated Safeguarding Lead (DSL) to ensure safeguarding is SEND-aware at every level.

- All staff understand the heightened vulnerability of students with SEND and maintain a correspondingly heightened level of professional curiosity and vigilance.
- Communication barriers — including non-verbal communication, AAC use, or anxiety-based selective mutism — are never allowed to reduce the quality of safeguarding protection a student receives.
- Safeguarding-relevant information is included in ILPs and provision plans where appropriate, subject to proper data governance and multi-agency agreement.
- Any safeguarding concern involving a student with SEND is referred to the DSL without delay. The SENCO is always consulted in cases where SEND may be a contextualising factor.

9. Transitions

Transitions — between year groups, key stages, phases, and schools — are periods of heightened vulnerability for students with SEND. They are also opportunities: to reset, to recalibrate, to build new relationships and new confidence. Our transition protocols are proactive, structured, and co-produced with students and families. No student with SEND should experience a transition as a disruption to their provision.

9.1 Within-School Transitions

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

- SEND information is shared in full with receiving teachers prior to the end of each academic year, through structured handover meetings facilitated by the SENCO.
- Students with SEND are prioritised in all induction and orientation programmes when moving to a new class, year group, or phase.
- Provision continues without gap across all within-school transitions. There is no 'settling in' period during which support is suspended.

9.2 Joining and Leaving NISL

- Students joining NISL with a known or suspected SEND are assessed promptly on arrival, with interim provision in place from day one.
- The school makes proactive contact with previous schools to gather SEND documentation before the student arrives wherever possible.
- When a student with SEND leaves NISL, the school transfers all relevant documentation to the receiving school — with parental consent — and makes direct contact with the receiving SENCO wherever possible.
- Transition support is provided for students moving to post-16 provision, including independent guidance on disclosure, access arrangements, and self-advocacy.

10. Student Voice and Family Partnership

We build provision with students and families, not for them. Their knowledge of the learner is irreplaceable. Our knowledge of pedagogy and provision is meaningless without it.

10.1 Student Voice

Student voice is not a statutory box to be ticked at review time. At NISL, it is a philosophical commitment expressed in every interaction between the AESN department and the students it serves.

- Every student on the SEN Register contributes to their ILP — setting goals, choosing supports, and expressing preferences about how they learn and where they work best.
- Student views are documented explicitly and form a mandated section of all ILP and review documentation.

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

- We use age-appropriate, differentiated, and creative tools to elicit the views of students at all developmental stages — including Talking Mats, visual preference cards, and supported conversation for students with complex communication needs.
- We support students to understand their own needs with pride, specificity, and growing confidence. We use language that builds self-knowledge and agency, never language that diminishes, limits, or defines by deficit.
- Where possible and with student consent, we involve students in communications with external practitioners and family meetings.

10.2 Family Partnership

- The SENCO or a designated AESN team member meets with the families of students with significant or complex needs at least once per term.
- Written feedback from all ILP review meetings is provided to families within five working days.
- The school provides an AESN Information Pack to all new families, available in English and Arabic.
- An AESN Family Drop-In session is held at least once per term — an informal, low-barrier opportunity for families to engage with the team.
- All SEND communications are written in plain, respectful, jargon-free language. Where families need additional communication support, the school arranges this.
- The school responds in writing to all formal SEND complaints within ten working days. The SENCO maintains a log of all formal concerns and their outcomes.

11. Professional Learning and Staff Development

The quality of SEND provision is only as high as the knowledge, skill, and commitment of the people delivering it. The AESN department leads a structured, responsive, and ambitious programme of professional learning — for support staff, classroom teachers, and the SENCO alike.

11.1 Whole-School CPD

- At least two whole-school CPD sessions per academic year address SEND themes — selected in response to SEN Register data, staff needs analysis, and emerging research.
- SEND briefings are embedded in the staff meeting cycle at least once per half-term.
- All newly appointed staff complete a SEND induction within their first half-term, including an introduction to the AESN department, the SEN Register, and the school's adaptive teaching expectations.

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

11.2 Specialist Development

- Teaching Assistants, LSAs, and Shadow Teachers participate in a structured professional development programme, including observation, coaching, and relevant external accreditation.
- The SENCO maintains and develops their own professional knowledge through engagement with NASENCO networks, research reading, and continuing qualification.
- External specialists working with the school — speech and language therapists, educational psychologists, occupational therapists, mental health practitioners — contribute to staff learning through consultation, joint planning, and staff training sessions where appropriate.

12. Resources and Funding

The school allocates resources to SEND provision transparently, proportionately, and in response to evidence of need. The SENCO works with the Principal and Business Manager to ensure that AESN funding is used effectively and can be accounted for clearly against student outcomes.

- The AESN budget covers staffing, specialist resources, assessment tools, CPD, and external services.
- Decisions about additional funding for individual students — including 1:1 support, shadow teacher deployment, or external therapy — are made through a defined process involving the SENCO, SLT, and family.
- The school maintains a register of interventions and resources used for each student, enabling cost-effectiveness to be evaluated alongside impact data on a termly basis.
- Where additional costs are passed to families, these are communicated clearly, sensitively, and with adequate notice. The school explores alternative provision wherever cost is a barrier.

13. Equality, Diversity, and Inclusion

This policy is read alongside NISL's Equality, Diversity, and Inclusion Policy. The school is committed to eliminating discrimination, advancing equality of opportunity, and fostering positive relations between students with and without SEND. In practice:

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

- No student with SEND is treated less favourably than a peer without SEND in any aspect of school life — curriculum access, extra-curricular participation, trips, leadership opportunities, or any other dimension.
- Reasonable adjustments are made proactively and without bureaucratic delay for students with disabilities, in line with the spirit of international disability rights frameworks.
- The school's environment, curriculum materials, communications, and digital platforms are reviewed annually for accessibility.
- Data on the attainment, progress, attendance, behaviour, and wellbeing of students with SEND is monitored and disaggregated. Any emerging disparity triggers a structured response from SLT and the SENCO.

14. Monitoring and Evaluation

We monitor what we value. The SENCO reports to SLT at least twice per year on the following indicators, using the mechanisms listed. Monitoring data informs provision decisions, resource allocation, and future CPD.

Indicator	How We Measure It
Student progress against ILP targets	Termly ILP reviews; standardised progress tracking data
Quality of ILPs and provision plans	SENCO quality assurance cycle; moderation with external SENCO where possible
Fidelity of intervention delivery	Observation records; session logs; staff self-report
Adaptive teaching quality	Lesson observation feedback; department review data
Staff knowledge and confidence	Post-CPD surveys; staff SEND confidence self-assessments
Family satisfaction	Annual AESN parent survey; termly meeting feedback
Student wellbeing and belonging	Termly student wellbeing surveys; pastoral data; SEMH tracking
Attendance and exclusion	Monthly data analysis, disaggregated by SEND status
Intervention impact	Pre/post data for all targeted and specialist programmes, reviewed termly

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

Indicator	How We Measure It
Access arrangement outcomes	Post-examination data analysis; candidate feedback; examiner reports

This policy is reviewed annually by the SENCO and ratified by the Principal. Significant changes to legislation, school structure, the SEN Register profile, or any critical safeguarding event will trigger an interim review.

15. Statutory and Regulatory Framework

This policy is informed by and compliant with the following legislation, regulations, and guidance. Where UK legislation is referenced, it is applied as an international best-practice framework rather than as a direct statutory obligation, in recognition of the school's location in Qatar.

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE/DoH, 2015)
- Children and Families Act 2014 (England and Wales)
- Equality Act 2010 (England and Wales) — applied as international best practice
- UN Convention on the Rights of the Child (UNCRC, 1989, Article 28 and 29)
- UN Convention on the Rights of Persons with Disabilities (UNCRPD, 2006)
- Qatar National Vision 2030 — Human Development Pillar
- Qatar Ministry of Education and Higher Education (MoEHE) — guidance on inclusion and learning support
- NISL Flourishing Framework (2024–2025)
- NISL Safeguarding and Child Protection Policy (current year version)
- NISL Equality, Diversity, and Inclusion Policy (current year version)
- NISL Mental Health and Wellbeing Policy (current year version)
- NISL Accessibility Policy (current year version)

16. Complaints and Concerns

The school is committed to resolving concerns about SEND provision swiftly, fairly, and collaboratively. Every concern is treated with seriousness and respect. The following pathway is available to families:

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

1. Raise the concern informally with the SENCO or the relevant class teacher. In most cases, concerns are resolved at this stage.
2. If not resolved within five working days, submit a formal written concern to the SENCO. A written response will be provided within ten working days.
3. If the matter remains unresolved, escalate in writing to the Principal. A meeting will be convened within ten working days of receipt.
4. If the concern is not resolved at school level, families may refer to the school's governing board, and — as a final step — to any applicable Qatar MoEHE dispute resolution process.

At every stage, the school commits to treating families with respect, transparency, and a genuine will to improve. The SENCO maintains a log of all formal SEND concerns and their outcomes.

17. Policy Review and Version History

Version	Details
Version 1.0 June 2025	Original policy drafted and ratified. Author: SENCO. Ratified by Principal: September 2025.
Version 2.0 June 2026	Deep structural and linguistic review. Full morphosyntactic alignment with NISL Flourishing Framework. New sections: Flourishing Framework Alignment (§1), Mental Health and Wellbeing (§7). Expanded: Student Voice (§10.1), Monitoring and Evaluation (§14), Provision Continuum (§6.1). Register: shift from compliance-oriented passive construction to asset-based, relational, active-voice prose throughout. Author: SENCO / AESN Lead. Ratified: September 2026.

Next scheduled review: June 2027. Interim review triggers: significant change to the SEN Register profile; regulatory change; critical safeguarding event; whole-school restructuring.

18. Approval and Signatures

Role	Signature and Date
SENCO / AESN Lead (Policy Author)	Signed: _____ Date: _____

Newton International School

Lagoon Campus Student Council Policy



"An international community of learners striving for excellence and celebrating success"

Role	Signature and Date
Principal (Ratifying Authority)	Signed: _____ Date: _____ _____
Head of Pastoral / DSL	Signed: _____ Date: _____ _____

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

A. Appendix A | Glossary of Key Terms

Term / Abbreviation	Definition
AESN	Additional Educational Support and Needs — the NISL department responsible for SEND provision and inclusion leadership.
APDR	Assess–Plan–Do–Review — the graduated approach cycle through which SEND provision is planned, delivered, and evaluated.
ASC	Autism Spectrum Condition.
CPD	Continuing Professional Development.
DSL	Designated Safeguarding Lead.
EAL	English as an Additional Language. Not in itself a SEND.
EDI	Equality, Diversity, and Inclusion.
EYFS	Early Years Foundation Stage.
ILP	Individual Learning Plan — NISL's primary planning document for students with SEND.
LSA	Learning Support Assistant.
MHL	Mental Health Lead.
MoEHE	Qatar Ministry of Education and Higher Education.
NISL	Newton International School, Lagoon.
PSP	Pastoral Support Plan.
SEMH	Social, Emotional, and Mental Health — one of the four SEND areas of need.
SENCO	Special Educational Needs Co-ordinator.
SEND	Special Educational Needs and Disabilities.
SLCN	Speech, Language, and Communication Needs.

Newton International School

Lagoon Campus Student Council Policy



"An international community of learners striving for excellence and celebrating success"

Term / Abbreviation	Definition
SLT	Senior Leadership Team.
SMART	Specific, Measurable, Achievable, Relevant, Time-bound — the framework for setting ILP targets.
SpLD	Specific Learning Difficulty (e.g. dyslexia, dyscalculia, dyspraxia, dysgraphia).
UNCRC	United Nations Convention on the Rights of the Child (1989).
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities (2006).

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

B. Appendix B | Provision Continuum Summary (2026–2027)

The table below provides a working summary of provision across the three levels of the NISL continuum. It is reviewed termly by the SENCO and updated in response to SEN Register changes and intervention audit.

Universal Quality First Teaching	Targeted Additional Support	Specialist Intensive / Multi-Agency
Adaptive lesson design Scaffolded resources and frameworks Dual coding and visual supports Flexible, purposeful groupings Assistive technology (whole class) Metacognitive instruction Explicit modelling and think-alouds Low-stakes formative assessment Open-ended and choice-based tasks Clear, consistent routines Sensory-aware classroom environment	Small group literacy / numeracy programmes Social skills and communication groups Emotion coaching and self-regulation support Reading recovery and fluency building Speech and language practitioner sessions Sensory diet and movement break schedules Organisational and executive function coaching Mental health mentoring Bespoke homework / assessment modifications	Full-time 1:1 support staffing Shadow teacher deployment External therapy (SALT, OT, CAMHS) Educational psychology assessment and input Multi-agency co-ordination meetings Bespoke curriculum access plan Clinically-informed provision Parent–school–specialist joint planning

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

C. Appendix C | Morphosyntactic Alignment Summary

This appendix documents the linguistic and structural changes made during the June 2026 review, mapping the Flourishing Framework's vocabulary DNA onto the policy text. It is intended for internal audit purposes and for use by the incoming SENCO as a rationale document.

C.1 Flourishing Framework Lexical DNA — Key Patterns

Linguistic Feature	Exemplar Vocabulary and Patterns
Asset-based nominals	strengths, potential, capacities, contributions, growth, voice, agency, belonging
Relational verbs	build, partner, co-construct, trust, belong, connect, cultivate, celebrate
High-commitment modality	'we will', 'we commit to', 'we refuse', 'this is non-negotiable'
Active, agentic syntax	Students lead; families contribute; teachers design; provision is built with, not done to
Paired, non-hierarchical constructions	learning and wellbeing; rigour and care; achievement and belonging; knowledge and relationship
Community and collective framing	whole-school, shared, collective, together, community of practice
Whole-person language	the whole person, broadly defined, across all dimensions, holistically

C.2 Key Transformations: 25/26 → 26/27

25/26 Register	26/27 Revision	Change Type
'Students with difficulties will be assessed'	'The school assesses and responds to individual need with urgency, accuracy, and humanity'	Active voice; asset framing; moral weight added
'SEND support is the responsibility of the SENCO'	'All teachers are teachers of SEND. This is the school's	Agency redistributed; commitment modality; Flourishing Pillar: Community

Newton International School

Lagoon Campus Student Council Policy



“An international community of learners striving for excellence and celebrating success”

25/26 Register	26/27 Revision	Change Type
	first, most important, and non-negotiable principle.'	
'Parents will be consulted at review meetings'	'We co-construct provision with students and families — never done to them'	Relational register; active voice; 'with not for' construction from FF
'A referral can be made if concern persists'	'Any member of staff, parent, or student may initiate a concern'	Inclusive agency; community framing; barrier removed
'The policy will be reviewed annually'	'This policy is reviewed annually [...] significant changes will trigger an interim review'	Present tense; living document; accountability specificity
'Support is available for students who need it'	'Students with SEND are the primary stakeholders in their own education'	Agency foregrounded; deficit replaced by rights and identity language
'Good mental health supports learning'	'Good mental health is itself an educational outcome of the highest importance'	Outcome framing; consistent with FF Wellbeing pillar