

Newton International School Lagoon Campus



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

NIS Lagoon Whole School - SEND Policy 25/26

Last Reviewed Date: 19th June 2025

Reviewed by: Michael Callan, SEND Lead

Next Review Date: 19th June 2026

SEND Vision and Values at Newton International School, Lagoon

NIS Lagoon believes passionately in the importance of inclusion and equality for all children and adults, striving to ensure that these values are at the core of our practice. We actively attempt to remove the barriers that can hinder or exclude individual pupils, or groups of pupils. Furthermore, we understand that every pupil is unique and contributes towards a rich culture at school.

Our aim is for every child to be cared for, to make progress over time, develop life-long skills and attitudes, irrespective of any Special Educational Need or Disability (SEND), alongside their peers, while accessing a broad and balanced curriculum.

At NIS Lagoon we:

- 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.

SEND Policy Compliance

This policy complies with the statutory requirement laid out in the DfE SEND Code of Practice 0-25 (2015). Encompassing the following, in particular:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities

- The Special Educational Needs and Disability Regulations 2015, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators/ Teachers (SENCOs) and the SEND information report

This policy also complies with the statutory requirement laid out by the Ministry of Education and Higher Education in line with their Five (5) Principles:

- Early Identification and Intervention
- Inclusive Education Policies and Procedures
- Support and Collaboration with External Services and Specialised Staff
- Training and Awareness for Continued Professional Development
- Evaluation and Monitoring Inclusion Practices

Definition of SEND & Disabilities

NIS Lagoon is fully committed to inclusion and will always use our best endeavours to provide special educational needs provision for those children for whom it is required. The SEND Code of Practice (2015) says students have a special education need and/or difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Has 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.

The SEND Code of Practice (2015) provides an overview of the range of needs, which is divided into four (4) broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

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.

SEND Policy Outcomes

The overall aim of the policy is to improve the outcomes for every pupil of SEND in all areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Making SEND provision an integral part of each School Improvement Plan (SIP)
- Enabling identified pupils with SEND to reach their full potential
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in school.
- Removing barriers to achievement
- Arranging specialised provision to meet the needs of low-level achievement and attainment.
- Enabling all SEND pupils to join in school activities together with pupils who do not have SEND, as far as reasonably practicable.
- Supporting the quality of teaching pupils with SEND and progress made by students is a core principle of the school's appraisal arrangements.
- Professional development of teachers and support staff in the area of SEND is key to the quality of Teaching and Learning of pupils with SEND.

- Regularly monitoring the progress and development of pupils.
- Providing high quality teaching and learning (Wave 1) that is differentiated, adapted and personalised to meet the needs of every individual.
- Designating a teacher responsible for coordinating SEND provision i.e. SENCO

Identification of SEND

Good communication with parents, previous schools, and other stakeholders is key to ensuring that we have a good understanding of the special educational needs of any child that is joining NIS - Lagoon. Where a child has been identified as SEND by their previous setting or parents, a member of the AESN will communicate with the appropriate stakeholders to collect and collate as much information as is possible to best support that child. Furthermore, there will be the creation of a supportive, personalised plan in an attempt to secure a smooth transition for all students that are identified with SEND. At NIS - Lagoon, we seek to include parents/carers at every opportunity, especially during any transition points, because we know that they are the experts on their children.

Where students present with emerging needs, they are assessed in line with the four categories of SEND.

If a learner is identified as having SEND, we will provide a provision that is **additional to or different from** the standard differentiated curriculum, intended to overcome the barrier to their learning and to help them make their expected progress over time.

In the Autumn term all students from Year 1 to Year 9 students are tested using the GL PTE and PTM (Progress Test English and Progress Test Math) to produce standardised scores.

The SENCO and key staff review the data and identify students whose scores fall below 80 (Stanine 1 or 2) for further testing using YARC (York Assessment for Reading Comprehension or Early Reading) which measures Reading Rate, Reading Accuracy and Comprehension.

Students who have standardised scores below 80 and have significantly low prior attainment data (below 20%) are cross checked and added to the SEND Register. Parents are informed by letter and invited to a meeting to discuss provision.

Using the **AESN referral system**, teachers are encouraged to identify any barriers to learning that are acting to prevent a student from making progress and consider which strategies can be utilised by the class teacher to minimise such barriers. This is quality first teaching (Wave 1), as outlined in the Inclusion Statement of the revised National Curriculum (2014) Section 4:1 and is supported by the school's OLEVI DR ICE Teaching Programme. All referrals sent through the AESN referral system are monitored and reviewed by the AESN Department, including SENCO and SEND Staff, EAL staff and counsellors.

Some student referrals will be allocated to the AESN team. The AESN team will discuss the referral further and will establish strategies, conduct observations and assessments in order to develop a specific, needs based plan to support the student's development and progress. The SEND Register and Individual Education Plans will be created and/or updated so that all staff have access to the information. This is how we deliver the 'graduated approach' to SEND provision.

Each term pupil progress data is reviewed in subject teams, by middle and senior leaders, including the SENCO and interventions are put in place for pupils making below expected progress. Pupils may be moved onto the SEND register should the evidence suggest that their needs are impacting more widely on all areas of the curriculum or if the gap between their progress/engagement becomes wider, despite interventions being in place.

In line with the Code of Practice (2015) NIS - Lagoon follows the graduated approach of SEND Provision using the 'Assess, Plan, Do, Review' (APDR) model:

SEND Provision: NISL Lagoon's Graduated Approach

ASSESS

- Where the pupil is not progressing in-line with expectation
- Analyse pupil needs: underachievement/ possible learning difficulty/ other
- Pupil and parent consultation
- Phase leader and teacher will consider differentiation needs at Pupil Progress meetings

PLAN

- If no or limited progress is made, SENCO plans the next steps with class teachers.
- SENCO and Class teacher collaborative planning for in-class interventions within a specific time frame
- SENCO may organise small group additional interventions

DO

- Whereas the class teacher remains responsible for the pupil day-to-day, they work closely with support and specialist staff to enact agreed support plan. Where possible additional interventions happen in the classroom. 1:1 and 1:2 additional interventions with support staff happen in the classroom.
- Pupil offered high quality differentiation built around the agreed outcomes.
- SENCO may organise small group additional interventions

REVIEW

- If progress has been made, class teacher and SENCO monitor continued progress (cycle restarts)
- If there remains little evidence of progress, SENCO will contact parents regarding referral to external agency for advice and to seek a better understanding of need
- A more intense package of support can be agreed with external agency staff
- At this stage the parents are informed that their child will be added to the school's SEND register.

SEND Provision: A Three-Tiered Approach

We run a three-tiered approach to providing for students

Universal (Wave 1):

- Quality First Teaching
- Ongoing Staff Training/CPD
- Access to Specialist Advice
- In-Class collaboration
- Regular assessment
- Extra-curricular programming

Targeted (Wave 2: SEND Notional)

- Targeted In Class Intervention
- Small Group Intervention
- Targeted Extra Curricular activities
- Progress monitored by Learning Support Team

Specialist (Wave 3: High Needs Block)

- 1:1/Small Group Intervention with Learning Support Staff
- Specialist Assessments to Identify Needs
- Keyworkers/1:1 Mentors

SEND Provision: Accessibility & Modification

NIS Lagoon is on a large site with some teaching areas split over three floors. There are lifts to accommodate students accessing all classrooms. There is access to disabled toilets and we are able to make modifications as needed, in line with our Accessibility Policy.

The school has a rolling programme for screening for Access Arrangements support for pre-public and public exams. The specialist assessor conducts further tests in order to provide further evidence for JCQ and Cambridge. We do ask for medical notes to be given to the school to support a pupil's need for Access Arrangements. These need to be original documentation, in colour. Some students will qualify for a reader, extra time, rest breaks, access to technology and in some rare cases, a scribe.

Evaluating the Impact of Provision

The effectiveness of NIS Lagoon's SEND provision is evaluated through the following:

- The monitoring of classroom practice by the SENCO, Heads of Department, Heads of Year, Development and Senior Leadership Team. This will include book scrutiny, learning walks, lesson drop-ins and formal observations of teaching and learning.
- The SEND Team follows the SEND Feedback Policy when supporting in lessons. This is to ensure that students receive structured and consistent feedback from SEND staff in all their supported lessons. Mainstream teachers and parents/ carers can use the targeted feedback to keep up-to-date with what's going well in lesson and what areas need to be worked on.
- SEND key workers (this could be form tutors, mentors, HoYs or SENCO or other SEN Team Member – whoever knows the student best) set personalised SEND targets three times a year for their key pupils. All their subject teachers assess these SEND targets as a regular part of the school's overall assessment cycle. The outcomes are shared with parents/ carers as part of the normal reporting.
- The progress made by SEND pupils in terms of target grades in core and other subjects (making expected progress, or better than expected progress).
- The performance of SEND pupils in nationally accredited tests and examinations.
 - The analysis of pupil tracking and testing data for both individual pupils and cohorts.
- SENCO examination analysis and report to the Senior Leadership Team ·
- The monitoring of policy and practice by the CEO.
- Feedback from parents and pupils at SEND parent forums, review meetings and questionnaires.
- Review of SEND provision map including funding.
- Parental involvement, especially attendance at reviews.
- SENCO Cluster Group: Peer moderation and professional development.
- External evaluation by BSO or other moderations as needed
- School Improvement Partner and QNSA inspections.

Partnership Working

Parents

Newton International School - Lagoon actively seeks to work with parents/carers and values the contributions they make:

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- Parental/ carer views are recorded as part of the person-centred reviews and SEND support plans
- Parents/ carers are actively encouraged to attend parents' evenings where their child's progress is discussed with subject teachers. Furthermore, there are a number of other events

throughout the school year which parents/ carers are actively invited to attend.

- The SEND team runs Parent workshops, where parents/ carers are invited to come into NISL for information, training or Q&A opportunities.
- Parents/ carers are communicated with through the school newsletter, letters home, telephone calls, email or the student planner.
- Parents/ carers have the opportunity to offer feedback in our Parental Feedback Surveys, which happen annually.
- Parents are encouraged to help their child in many ways, for example: listening to their child read and helping them to learn new spellings.

Students

- NIS Lagoon acknowledges the student's role as a partner in his/her own learning and education.
- Students are actively encouraged to be involved in decision making by attending all person centred reviews and to be involved in setting and reviewing of their outcomes.
- Student views are valued and are recorded and listened to as part of the review process.

External Support

The group aims to work in partnership with other agencies in order to provide integrated support based on the needs of the student. The main external support agencies used by NIS Lagoon include *(this is not an exhaustive list)*:

- Sidra and Hamad CAMHS
- Speech and language therapists
- MIND Institute
- Best Buddies Initiative
- Jumpstart
- Child Development Centre for Special Needs

Roles and Responsibilities of SENCO

SENCO/SEND Teacher

The SENCO, in collaboration with the Head Teacher and the key stakeholders in the school, plays a key role in helping to determine the strategic development of the SEND Policy and provision in the school to raise the attainment of pupils with SEND.

The key responsibilities of the SENCO will include:

- Overseeing the day-to-day operations of the school's SEND Policy
- Managing the Learning Support Team: SEND Teachers, HLTAs, LSA/TAs, any specialist provision teachers that the school employs and any SEND specific administrator
- Liaising with and advising fellow teachers and staff
- Advising on a graduated approach to providing SEND Support
- Liaising with parents of pupils with SEND
- Coordinating provision of pupils with SEND
- overseeing the records on all pupils with SEND
- Contributing to the continuous professional development (CPD) of staff
- Liaising with external agencies
- Developing links with other schools/sharing best practice
- 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

Staff Continuous Professional Development

We understand the importance of training in special needs, inclusion and disability equality. We also recognise that teaching and non-teaching staff will need regular training on aspects of Additional Needs and inclusion to better develop their knowledge, skills and confidence. Under the direction of the Senior Leadership Team, the SENCO and other teachers within the department are responsible for delivering ongoing SEND CPD to teaching staff across the school. This includes training for the whole staff body in, for example, the whole school INSET or Teaching and Learning Briefings as well as NQTs and teachers new to NIS Lagoon as part of the school's induction training for new staff. Specific training and advice is also provided to departments on key areas of SEND, including ASD and supporting students with speech, language and communication difficulties.

All Learning Support Department staff participate in the full range of school based CPD and INSET including. Specific training is provided within the department as part of formal induction processes, in SEND morning briefings, in fortnightly SEND departmental meetings and ad-hoc training opportunities that are usually in response to a specific special need. External CPD is planned to meet objectives identified on the department SEF (School self-evaluation framework) and department development plan (DDP).

There is a dedicated area on the school-shared drive with Inclusive Teaching Strategies and other useful support materials including access to the SEND Register and the students' Individualised Education Plans and Pupil Profiles.

Complaints

We always strive to resolve concerns amicably either through the teacher, SEND staff or the SENCO. We make ourselves as accessible as possible and are always glad to chat informally via phone, email or in person. Alternatively, we are happy to make time for a more formal meeting and you are welcome to bring family members or people acting as your advocate or translator, if required. If you are not happy with the SENCO, you can make an appointment with the Head of the School to discuss your concerns. Please see the school's complaints policy for a full outline as the complaints procedures at NIS Lagoon.

Appendices

1. Individual Education Plan (IEP)/Additional Education Support Plan (AESP)
2. Observation Feedback Form
3. Consent Form

Appendix 1

Newton International School, Lagoon

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Student Name:	Year Group:	IEP Start Date:	Areas of Strength:
D.O.B:		IEP Review:	
SMART Targets	Strategies	Support	Review
Target 1:			
Target 2:			
Target 3:			
Any other notes:	Attendance:	Parent signature:	Head of School/SENCo signature:

Appendix 2:

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Student:		Class:	Date and time:
Subject:	Teacher:		Observer:
Lesson focus: General			Reason for Observation:
	Prompts:	Comments:	
CIN Comm. & Interaction	<ul style="list-style-type: none">● Does the student answer questions in the lesson?● Can the student tell you what s/he is doing and why?● Does the student use key vocabulary in their work / verbal responses? –● Does the student ask for help from the teacher or TA (if applicable)?● Does the student engage with other students in the classroom?		

<p>C&L</p> <p>Cognition and Learning</p>	<ul style="list-style-type: none"> ● How long does the pupil take to settle down to work? ● Is the pupil engaged in the lesson? ● How long can the student work independently on task for? ● Did the students achieve the learning objective? ● Can the student read independently and talk clearly about what they have read? – ● Can the student write independently? ● Can the student undertake retrieval practice confidently? 	<p>-</p>
<p>SEMH</p>	<ul style="list-style-type: none"> ● How does the pupil engage with other pupils ● How does the student respond to getting something right / wrong? ● Does the student show understanding of others' feelings? 	

Sensory and / or Physical	<ul style="list-style-type: none"> • How does the pupil enter / leave the classroom? • Is there any evidence of gross/fine motor skill issues? • Is there any evidence of sensory issues in the classroom? Noise, touch etc. • How does the pupil manage distractions in the lesson 	
Any further notes	Strategies for Support:	

Appendix 3:

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Date: _____

Dear Parents/Guardians

of _____

We are pleased to inform you that your child has been selected to receive additional support in their studies. This support is aimed at enhancing their academic progress and providing a more personalised and targeted academic programme to meet their individual needs.

Each student selected for this programme will be given a timetable indicating when these intervention lessons will take place. The frequency of these lessons will vary based on the specific needs of each student.

The intervention lessons are designed to be engaging and interactive while providing a structured environment for students to improve their literacy and/or numeracy skills. Our goal is to create a supportive learning environment that fosters academic growth and success.

If you would like more information about the programme or have ideas about how we can better support your child, please do not hesitate to contact me.

We look forward to working together to help your child reach their full potential academically.

Kind regards

A handwritten signature in black ink, appearing to read 'M. Callan'.

Michael Callan

SENCO - NIS Lagoon

callanm@nislagoon.com