



SEND Inclusion Award (SENDIA) Verification Report

School name:	Newton International Academy
School address and postcode:	Doha
School telephone:	+97470055440
School website:	https://newtonschoools.sch.qa/
Head teacher:	Nadia January
Head teacher's email:	nadia.january@nia-newtonschoools.com
SENDIA coordinator:	Aneesa Sabir/Sonia Santos
SENDIA coordinator's email:	aneesa.sabir@nia-newtonschoools.com
Award verifier:	Emma Symonds
Award adviser (if applicable):	NA
Date of verification:	Thursday 25 th September 2025

Commentary on the evidence provided:

The school has uploaded a wide range of evidence to Awards Place to demonstrate how they have met the framework criteria for the SEND Inclusion Award. This includes strategic documents such as their SEND policy, SEND Information Report and school improvement planning documents, all of which show a clear commitment to inclusive practice and continuous improvement. There is strong evidence of rigorous self-evaluation and action planning, with up-to-date documents outlining steps taken towards the award and how these align with wider school priorities.

Staff training and development is a key theme, evidenced through CPD records, audit reviews and performance appraisal materials. These show that training is targeted, ongoing and based on identified needs. Audit tools demonstrate that staff confidence and competence is assessed regularly, with findings used to inform future planning. Lesson planning and teaching strategy documents confirm that staff use differentiated approaches and ICT to meet a wide range of learner needs.

There is clear evidence that learners with SEND are included in all aspects of school life. Examples include records of interventions and their impact, pupil voice surveys, and documents demonstrating how learners are involved in reviewing their own progress and setting personalised targets. Meeting

logs and IEP records show how learners' voices are prioritised and that planning is tailored to their specific barriers and strengths.

Parental involvement is extensively documented. Uploaded materials include meeting records, progress summaries, parental feedback surveys and evidence of training provided for parents to better support learning at home. Parents are consulted throughout the SEND journey and are actively involved in transition planning and review meetings. Feedback from parents is analysed and acted on, showing a genuine partnership approach.

Strategic plans, training logs, and evaluation tools also provide evidence of the deployment of support staff. Documents demonstrate that interventions and adult support are evidence-based and carefully reviewed for impact. Assessment records, diagnostic tools, and individual support plans further show a personalised and well-monitored approach to provision.

Additionally, discussions with stakeholders have informed the process throughout. The final documentation includes a detailed and comprehensive presentation that synthesises the school's journey, progress and outcomes, reinforcing its commitment to transparency and shared responsibility in achieving inclusive excellence.

Strengths identified during verification:

Newton International Academy demonstrates a highly effective and inclusive approach to identifying and supporting learners with special educational needs. The school has embedded a strong framework that ensures early identification and targeted support through a clear, data-driven process. Teachers and SENCOs regularly analyse attainment data to identify gaps in progress and respond swiftly with structured intervention plans. Learner-specific referral forms and termly attainment plans show how the school uses academic and pastoral information to form a full picture of each learner's needs. When concerns are raised, referral forms are completed with detailed observations and action plans, triggering timely support from internal teams or external specialists. This process is supported by clear documentation and consistent follow-up, which reflects the school's ongoing commitment to reflective and evidence-based practice.

Meetings between staff and parents are purposeful and clearly documented. These enable a shared understanding of learners' needs and provide an opportunity to co-plan next steps. SENCOs and support staff work closely with teachers and parents to maintain open communication and ensure everyone is aligned in supporting each learner. The school's emphasis on mental health and wellbeing is evident, with tailored interventions planned where necessary. The culture across the school encourages collaboration, and there is a visible sense of staff working as a team to promote positive outcomes for all learners.

The school also demonstrates a commitment to ensuring that all learners can thrive academically and socially. This is achieved through personalised interventions, differentiated teaching strategies and the use of structured, tiered support. Staff understand the importance of adapting lessons to meet a range of needs and are trained to implement these strategies consistently. The evidence reflects this in action, highlighting personalised timetables, regular parent contact, and the involvement of learners and their families in every stage of the support process.

Furthermore, the school ensures that the referral and review process is not simply a box-ticking exercise but part of a wider culture of nurture, ambition and inclusion. Staff demonstrate sensitivity, consistency and ambition when planning support for learners, and this is mirrored in the high expectations they maintain for all. The structured use of data, family meetings, follow-up notes, and engagement with external agencies all reinforce the school's commitment to a comprehensive,

joined-up approach. This level of planning and communication builds trust and ensures that all learners with SEND are supported effectively to achieve.

Impact:

NIA has developed an inclusive and supportive school culture. Staff consistently recognise and respond to individual needs, fostering a sense of belonging and achievement among learners. Through differentiated approaches and targeted adaptations, all learners are provided opportunities to access the curriculum, thrive socially, and succeed academically. A strong emphasis is placed on mental health and wellbeing, with staff demonstrating a proactive and nurturing attitude. Parent engagement is notably effective, with families being involved in decision-making and praising the school for the way their children are supported. Feedback from secondary parents highlights appreciation for tailored strategies, exam accommodations, and staff commitment, which have led to strong academic progress and emotional development for learners with SEND. Staff reflections reinforce the inclusive ethos, with teaching assistants and leaders emphasising collaboration and adaptability in supporting diverse needs. Learner voice is actively sought and responded to, with primary learners expressing enjoyment in clubs, PE, school trips, and classroom celebrations. Their feedback is valued and incorporated into development plans, as shown by the positive responses in learner evaluation forms. Collectively, the school has built a culture where inclusion is lived and embedded, and where families, learners, and staff feel respected, heard, and empowered.

Areas for development:

To continue to provide high-quality, responsive CPD for staff in line with the changing cohorts of diverse learners.
To continue to collect further feedback from staff post-training/CPD to analyse and evaluate the impact of training.

Verifier recommendation:

It is recommended that Newton International Academy receive the SENDIA.

Head teacher comments:

NIA is fully committed to incorporate the suggested refinements as it will enhance clarity, demonstrate impact more concretely, and underscore the school's ongoing commitment to SEND excellence within its diverse, international context.

May we use your comment for website/marketing purposes? **Yes** / No (please delete)