



SEND and Learning Support Policy

Introduction

This document is a statement of the aims, principles, and strategies for supporting the teaching and learning of pupils with Special Educational Needs and Disabilities (SEND) at Newton International Academy, Barwa City.

A list of key words and definitions is provided at the end of the policy in appendix 1.

What are Special Educational Needs at NIA?

Children have special educational needs if they have a learning difficulty which requires special educational provision to be made for them. Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than most children of the same age; or
- have a disability which prevents or hinders them making use of the educational facilities provided.

At NIA children may have special educational needs:

- if they have been disadvantaged by transferring from another educational system which is not based on the English National Curriculum.
- if they are more able or talented and their needs cannot be met wholly, by the school's normal differentiated curriculum (refer to Policy for Gifted and Talented students)

Aims

Children with SEN should:

- have the same opportunities as other children
- have access to a broad, balanced, and relevant curriculum
- be included
- receive an appropriate level of support to enable this; and their achievements should be recognised and celebrated.

Objectives and Guiding Principles of the SEND Policy

- To ensure that all children have access to a broad, balanced, and relevant curriculum which is differentiated to meet their individual needs.
- To help every child realize his or her full potential and optimize their self-esteem.
- To ensure early identification, assessment and provision for any child who may have Special Educational Needs.
- To involve all members of staff in identifying and supporting pupils with SEND.
- To liaise with and involve parents in supporting a child's education.
- To encourage and support children to participate in decision-making processes.

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- To follow the spirit of Code of British SEND Practice (2001) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.

Key Staffing

- Principal/Head of School/Assistant Head Teacher
- Special Educational Needs Co-ordinator (SENCO)
- Class Teachers
- Learning Support Assistants (LSA's)
- Class based Teaching Assistants
- Outside agencies

The SENCO is responsible for:

- Overseeing the day-to-day operation of the SEND Learning Support Policy.
- Coordinating provision for children with special educational needs and disabilities.
- Liaising with and advising teaching colleagues.
- Managing SEND LSA's.
- Overseeing the records of all children with special educational needs and disabilities.
- Liaising with parents of children with special educational needs and disabilities.
- Liaising with external agencies.
- Contributing to the in-service training of staff.
- Advising the Senior Management Team on support requirements and provision for new applicants for admission.
- Screening assessments for Specific Learning Difficulties.

Identification, Assessment, and Intervention

Many children will have special educational needs at some time during their school life.

Identification

The school uses a range of tools to identify any special needs that children have. Staff monitor the standard of achievement through:

- Information from parents
- Medical certification of SEND
- Teacher observation and marking of daily work
- Results from SNAP assessments done by SENCO
- National Curriculum Tests in primary school
- Teacher observations in KS2 (Applicable to students during year 6-7 transition)
- End of year teacher assessment

The SENCO regularly tracks whole school data for individuals progress and meeting age related expectations. They then attend regular year group pupil progress meetings with the DHT for Academics, HOS & Principal.

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Referral Procedure

The starting point for the referral process will be the Recording Concern procedure. (See Appendix 1)

Once the class teacher has determined that the present level of intervention has not resulted in appropriate significant progress the child will be referred to the Special Educational Needs and Disabilities Learning Support Department. The SENCO and Special Educational Needs Teachers will gather information from a range of sources, including appropriate diagnostic assessment (CAT4 & SNAP) and work with the class teacher.

Parents are then called in to meet with the SENCO and HOY to discuss appropriate actions forward. This will usually be a meeting to ask the parents to see an educational psychologist or paediatrician who can assess their child for specific needs.

Intervention

The school will adopt a graduated response to identified needs so that children will be supported in their learning at the following levels.

The effective inclusion of all children in a broad, balanced, and relevant curriculum, which is differentiated.

Recording Concern

When a class teacher identifies that a pupil is having greater difficulty in learning, the class teacher will devise interventions additional and different from those provided as part of the school's normal differentiated curriculum:

The class teacher will document the concern on the Recording Concern Form. This will constitute the class teacher's initial Individual Educational Plan.

The class teacher remains responsible for working with the child daily but may liaise with the SENCO and SEND teachers to plan appropriate interventions to meet the needs of the child.

Parents will be informed of the concern by the class teacher and encouraged to become involved in the planned intervention.

School Action (NIA Intervention)

When a child makes little or no progress despite receiving support, the child will be referred to the SEND Department moved to School Action.

If after discussion with the class teacher and after reviewing the child's needs. A child may receive support at graduated wave levels. These levels are outline in the NIA SEN provision map (appendix 2)

Wave One - The child may receive extra support with a LSAs in class with the delivery of high-quality inclusive teaching. Specific student targets created to ensure student can signpost



own learning. After school 'homework club' offered with support from LSAs. This will be on an invite only basis.

Wave Two - The child may attend additional, time-limited, tailored intervention support programmes in school. This is designed to help learners 'catch up' so that they achieve age related reach national expectations. These programmes will be delivered by class TAs overseen by the SENCO and Head of School.

Wave Three - An Individual Education Plan will be written by the individual class teachers. These will provide specific details regarding the areas of weakness of the student. Teachers should give SMART targets for improving and 'working toward' grades.

These are reviewed by the SEND department after discussion with the class teacher. These are then signed off by SENCO and HOS.

Parents will be consulted by the SEND department about the IEP and be asked to sign the IEP before taking away a copy for their records. If parents are unable to come to school, they are sent an electronic copy and asked to acknowledge receiving this.

Parents are expected to support the targets listed on the IEP however should they wish to make any amendments they are welcome to do so within the IEP meeting. The IEP targets will then be shared with the child. The IEP will be reviewed at least every term and new targets set as appropriate. The SEND Department will be involved in helping to deliver the IEP as well as the class teacher. (This could involve the child's withdrawal from their class to support the IEP).

In addition to IEPs, students' progress is monitored on a 3-week basis. Traffic lighting is used for class teachers to indicate if students on target, meeting expectations or below target. Where students are 'below target', class teachers must provide additional information for SEND department and parents to act upon. This information is emailed to parents.

For the most part, children with SEND will be taught in the classroom alongside their peers. Where necessary, pupils will sometimes have the in-class support of an LSA. On occasions children who are struggling will be withdrawn to be given individual 1:1 intervention tuition by the SENCO or LSA. Where this happens, an overview of what was reviewed in the 1:1 session will be emailed home to parents.

Beyond School Intervention

If further action is needed at this point parents will be requested to seek and fund advice from appropriate outside agencies. On receiving a professional report, or SENCO will complete the Barriers to Independence form, as a breakdown and analysis of implications. The SENCO or SEND Teachers, together with the class teacher, will devise and implement an IEP incorporating advice from any outside agencies. At this point it may become evident that NIA cannot appropriately or wholly meet the needs of the child and parents will be advised accordingly.

The school will expect parents to seek specialist help privately, e.g., speech therapy, or to support the school in providing additional 1:1 support, at their expense (shadow teacher if



intense 1:1 support is needed), where these measures are required to enable a child to make progress.

Appendix 1

Categorising Learning Needs

We are required to categorise all types of SEN experienced by children and young people as either difficulties with Cognition and Learning, Behaviour, Social and Emotional, Sensory and or Physical, Communication and Interaction.

Dyspraxia Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc.). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.

Severe Learning Difficulty (SLD)

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.



Cognition and Learning Needs

Specific Learning Difficulty (SpLD)

Specific learning difficulties is an umbrella term which indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell, or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely.

A formal report may not have been written for this category.

Specific learning difficulties include:

Dyslexia Pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyscalculia Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills.

All students in this category have up to date assessments and reports written by specialists.

Profound and Multiple Learning Difficulty (PMLD)

Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their learning needs and for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

All students in this category have up to date assessments and reports written by specialists.

NIA secondary is unable to meet the needs of pupils in this category.



Other SEN Categories

Behavior, Emotional and Social Development Needs

- Behavior, Emotional and Social Difficulties (BESD)
- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory Impairment (MSI)
- Physical Disability (PD)

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Appendix 2- Recording Concern Form

Newton International Academy Recording Concern Form		
Name of Student:	Class:	Age:
Teacher reporting concern:	Diagnosis/ Current SEN? If yes, please give details.	
Date of recorded concern:		
Please tick or circle the difficulties below if they apply		
Communication	Interaction with teacher	Cognition
Behavioural	Social Skills	Obsessive/ repetitive behaviours
Sensory	Physical	Emotional Well-Being
Please give a summary of the concerns you have below: 		