



SEND POLICY

W16

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Doha College is committed to fostering an inclusive educational environment where all students, including those with SEND, can thrive.

We aim to remove barriers to learning and ensure equal access to a high-quality curriculum. We believe that:

- Every student has the right to an inclusive and aspirational education.
- Early identification and intervention are essential for student success.
- Collaboration between students, parents, staff, and external agencies is key to effective support
- To facilitate early identification, assessment, and intervention for students with SEND.
- To foster a collaborative approach between students, parents, staff, and external professionals for effective support
- To prepare students for independent living, higher education, and employment

LEGISLATION AND GUIDANCE

This policy is based on statutory guidance from:

- Special Educational Needs and Disability (SEND) Code of Practice (2014)
- Children and Families Act (2014)
- Special Educational Needs and Disability Regulations (2014)
- Equality Act (2010) and Public Sector Equality Duty

INCLUSION AND EQUAL OPPORTUNITIES

Doha College is committed to ensuring that students with SEND are included in all aspects of school life.

We:

- Provide a broad and balanced curriculum accessible to all students.
- Make reasonable adjustments to teaching methods, resources, and physical access.
- Work proactively to eliminate discrimination, harassment, and victimisation of students with SEND.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A child has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

According to the SEND Code of Practice (2014, 0-25), a child has a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities provided for others of the same age in mainstream schools or post-16 institutions.

Special educational provision is defined as ***“provision that is different from or additional to that normally available to students of the same age, designed to help children and young people with SEND access the curriculum.”***

DEFINITION OF DISABILITY – EQUALITY ACT 2010

The Equality Act came into force in October 2010 and brings together all existing anti-discrimination legislation such as the Race Relations Act 1970 and the Disability Discrimination Act 1995. It identifies several ‘protected characteristics’ previously protected under separate equality legislation; race, religion or beliefs, gender, age, disability, sexual orientation, marriage/civil partnership, and maternity.

Under the **Equality Act 2010**, a disability is defined as:

“A physical or mental impairment that has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

- **Long-term** refers to an impairment lasting for one year or more.
- **Substantial** means more than minor or trivial.

This includes sensory impairments (sight/hearing) and long-term conditions (asthma, diabetes, epilepsy, and cancer). Although children with these conditions do not necessarily have SEND, there is a significant overlap.

IDENTIFICATION, ASSESSMENT AND PROVISION

At Doha College, we have a whole school approach to SEND policy and practice. pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. The school recognises that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils with SEND in accordance with the four stages of action in the graduated approach model.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Director of Learning Support, will ensure that those pupils requiring different or additional support are identified at an early stage. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provisions. Further assessment can then be made to establish the level of need.

The SEND Code of Practice 2014-25 recognises four main areas of need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional, and mental health
- Sensory and/or physical needs

Pupils who have been on the SEND register may not always be on the register – it is a fluid register that reflects the progress and changing landscape of a pupil's needs.

For the majority of SEND pupils, their needs will be met within a mainstream environment. However, some pupils may need outside agencies and educational establishments to work together to make this request. The Director of Learning Support is responsible for any referrals agreed upon at a review meeting and provisions that need to be made by the school in the mainstream setting.

EARLY IDENTIFICATION

Early Identification of pupils with SEND is a priority.

A variety of strategies are used, such as:

- Screening/diagnostic tests
- Teacher reports or observations
- Records from previous schools
- Information from parents/carers
- External examination results
- Pupil portfolios/profilers

SEND PROVISION AND INTERVENTION

A graduated approach to provision takes place for a pupil identified with SEND. This will involve the implementation of a four-part cycle of **Assess, Plan, Do and Review** which fits in with the school's cycle of assessment. Information about useful strategies to use with each pupil will become part of the pupil profile and parents will be consulted at every stage of the process and kept updated about their child's progress.

THE GRADUATED APPROACH TO SEND SUPPORT:

This four-step cycle ensures continuous support and assessment:

Assess: Identify learning needs through data, teacher observations, and specialist input.

Plan: Develop a Personalised Learning Plan (PLP) with input from students, parents, and professionals.

Do: Implement support, including classroom adaptations, interventions, and specialist assistance.

Review: Evaluate progress termly, refining interventions as needed.

If a student does not respond to in-school interventions, a full external specialist assessment would need to be considered

ADAPTING CONSEQUENCES FOR STUDENTS WITH SEND

The school recognises that students' behaviour may be impacted by SEND. When addressing incidents of misbehaviour, we will consider:

- Whether the behaviour is linked to their SEND.
- Appropriate reasonable adjustments to consequences.
- Consultation with the Director of Learning Support before issuing a fixed-term exclusion.

For further details, refer to the **Behaviour Policy**.

ENGLISH AS AN ADDITIONAL LANGUAGE AND SEND

Particular care will be needed with SEND pupils whose first language is not English. Teachers will follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or special educational needs. Their proficiency in English will be assessed before planning any additional support.

MONITORING STUDENT PROGRESS

Progress is the key factor in determining the need for additional support. Effective progress:

- Narrows the attainment gap between the student and their peers
- Prevents the gap from widening
- Improves self-help, social skills, and behaviour

RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

All teachers are responsible for the progress and development of every pupil in their class, including those receiving additional support.

The **Director of Learning Support** oversees strategic coordination of SEND provision:

Director of Learning Support: Miss Louise Kotek

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THE ROLE OF THE DIRECTOR OF LEARNING SUPPORT

The Director of Learning Support plays a crucial role in the school's SEND provision. This involves working with the Strategic Leadership Team (SLT) and sharing information with the Governing Body.

Other responsibilities include:

- Overseeing the day-to-day implementation of the policy
- Coordinating the provision for pupils with SEND
- Liaising with and advising fellow teachers
- Managing the Head of Learning Support (Primary)
- Managing Learning Support Assistants
- Overseeing pupil's records
- Liaising with parents/carers and pupils
- Training staff
- Liaising with outside agencies

THE ROLE OF THE PRIMARY LEARNING SUPPORT

The primary purpose of the Head of Primary Learning Support is to lead in supporting pupils with special educational needs and disability (SEND) in the Primary School and to work with the Primary Leadership team and teachers to ensure that SEND pupils are supported and encouraged to reach their potential.

Key responsibilities include:

- Responsibility for identifying children who may have SEND
- Working with teachers, parents, and external agencies to assess individual needs
- Coordinate the development and implementation of individualised support plans
- Advise teachers on strategies and resources to support children with SEND in the classroom
- Act as a key point of contact for parents, teachers, and external agencies
- Ensure effective communication between all parties involved in a child's support
- Monitor the progress of children with SEND and evaluate the effectiveness of support strategies
- Provide training and support to teachers and other staff on SEND best practices

THE ROLE OF THE LEARNING SUPPORT ASSISTANT (LSA)

LSAs play a crucial role in supporting students with SEND. Responsibilities include:

- Supervising and supporting students to ensure safety and engagement in learning
- Assisting with the implementation of Individual Education Plans (IEPs)
- Encouraging student interaction and independence
- Promoting positive behaviour and addressing conflicts appropriately
- Liaising with teachers and parents to provide feedback on progress

THE ROLE OF PARENTS/CARERS

The school values strong partnerships with parents/carers and encourages open communication and involvement in decision-making regarding SEND provision.

Parents are updated through:

- Data reports
- Written reports
- Parents' evenings
- Provision reviews

The SEND department operates an 'open door' policy for parental queries and concerns.

THE ROLE OF THE STRATEGIC LEADERSHIP TEAM

Ensures that:

- SEND provision aligns with the school's strategic vision.
- SEND students receive appropriate support and interventions.
- Staff are trained to meet the needs of SEND students.

THE ROLE OF THE GOVERNING BODY

The Governing Body is responsible for:

- Monitoring the effectiveness of SEND provision.
- Ensuring compliance with statutory SEND requirements.
- Allocating resources effectively to support SEND students.

THE ROLE OF CLASS TEACHERS

Class teachers play a key role in:

- Delivering high-quality, differentiated teaching for SEND students.
- Identifying students who may require additional support.
- Working with the SENCO to implement effective interventions.

ATTENDANCE AND SAFEGUARDING

Doha College recognises that students with SEND may face additional barriers to attendance. The school ensures that:

- Individual attendance plans are in place for students with SEND where needed.
- Pastoral and safeguarding support is provided.
- Staff are trained to identify safeguarding risks specific to SEND students.

EXPERTISE AND TRAINING OF STAFF

We provide ongoing training to ensure that staff:

- Are equipped to meet the diverse needs of SEND students.
- Implement evidence-based interventions effectively.
- Work collaboratively with external specialists when required.

ADMISSION AND ACCESSIBILITY ARRANGEMENTS

We ensure that:

- Admissions policies do not disadvantage students with SEND.
- Reasonable adjustments are made to support students with disabilities.
- The school's Accessibility Plan is regularly reviewed and updated.

LINKS WITH EXTERNAL AGENCIES

The school collaborates with external professionals, including:

- Educational Psychologists
- Speech & Language Therapists
- Occupational Therapists
- Hearing & Visual Impairment Services
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)

We work closely with these agencies to ensure that students with additional needs reach their full potential.

EVALUATING THE SUCCESS OF SEND PROVISION

Doha College evaluates SEND provision through:

- Annual SEND reviews with staff, students, and parents.
- Progress tracking of students receiving SEND support.
- Feedback from external professionals and governing bodies.

Any complaints can be made through the school's complaint procurement process. Please refer to the complaints policy.