

SEND POLICY

W16

Policy owner:

Vice Principal Student Welfare

Policy agreed on:

January 2020

Policy reviewed on:

January 2023

Policy to be reviewed on:

January 2024

DOCUMENT CONTROL TABLE

Status	Live	
Policy owner	Deputy Heads - Pastoral	
Statutory/Recommended	Statutory	
Date approved	January 2020	
Review period	1Year	
Next review date	January 2024	
Linked documents and policies	Admissions Policy	
Version	Date	Comments
1	Jan 2023	Refreshed formatting

CONTENTS

Purpose and Introduction	4
Definition	4
Definition of Special Educational Needs and Disability (SEND)	4
Definition of Disability – Equality Act 2010	5
Responsibility for the co-ordination of SEND provision	5

The Aims of the School	6
Admissions	6
Inclusion	7
Facilities for students with SEND	7
Evaluating the success of our policy	8
Allocation of Resources	8
Identification, Assessment and Provision	8
Early Identification	9
SEND provision and intervention	9
English as an Additional Language and SEND	9
Monitoring Student Progress	9
The Role of the Head of Learning Support	10
The Role of the Learning Support Assistant	10
The Role of the Governing Body	11
SEND Inset	11
Partnership with Parents/Carers	11
Complaints Procedure	11
Links with External Agencies	12

PURPOSE AND INTRODUCTION

This policy outlines Doha College’s Special Educational Needs and Disability provision and should be read alongside the school’s Behaviour, Safeguarding, Examination (Disability) policies.

Doha College wishes to enable personal growth, instil a passion for learning and create aspirational minds.

The purpose of this policy is:

- To ensure all students, including those with SEN and/or disabilities, can access a broad and balanced curriculum that is differentiated according to their needs.
- To ensure a robust system where all staff are involved in the identification, assessment of, and individualised provision for any student with SEN, learning difficulties and/or disabilities.
- To provide appropriate support for teachers enabling them to meet the learning needs of all students

DEFINITION

The College is committed to providing equal access for all pupils to the curriculum and to ensuring that all pupils with specific educational needs and/or disabilities are identified and supported. This policy is mindful of the recommendations made in the following government legislation:

- Special Educational Needs and Disability Code of Practice: 0-25 Years (2015)
- Children and Families Act (2014)
- Equality Act (2010)

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

A child or young person has SEN if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

The SEND Code of Practice (2014) 0-25 says a young person or child has a learning difficulty if he or she: ***“has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”***

In addition, special educational provision is defined in the SEND Code of Practice (2014) 0-25 as being: ***“provision that is different from or additional to that normally available to students or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.”***

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 child or young person with a disability is defined as those with: ***'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'***. Long term is qualified as meaning one year or more and substantial is defined as being more than minor or trivial. This definition can include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

RESPONSIBILITY FOR THE CO-ORDINATION OF SEND PROVISION

In line with the SEND Code of Practice (2014) 0-25 all teachers are responsible for the progress and development of every student in their class; including those who require extra support from teaching assistants or specialist staff. The first step in supporting all students, including those with SEND, is high quality teaching, differentiated for individual students.

Doha College employs two Heads of Learning Support, one for Primary and one for Secondary. They are responsible for the strategic coordination of SEND provision.

Primary - Mrs Klelia Antoniou - kantoniou@dohacollege.com

Secondary - Miss Louise Kotek - lkotek@dohacollege.com

THE AIMS OF THE SCHOOL

- To ensure that all students have access to a broad and balanced curriculum.
- To provide high quality teaching, differentiated for the needs and abilities of the individual.
- To ensure the rapid identification of all students requiring SEND provision as early as possible in their School career to help support not only their academic progression but their mental and physical wellbeing too.
- To ensure that SEND students take as full a part as possible in all School activities.
- To ensure that parents of SEND students are kept fully informed of their child's progress and attainment.
- To ensure that SEND students are involved, where practicable, in decisions affecting their future SEND provision.

ADMISSIONS

All prospective students are assessed equally on the basis of admissions examinations for entry into Doha College.

PRIMARY

On hearing the lockdown signal:

1. Potential risk or threat to Doha college
2. Lockdown manager initiates lockdown protocols
3. Lockdown audible alarms goes off
4. Front office informs all parents the initiation of the lockdown
5. Security guards will inform the campus Police
6. Security guards will close all gates and access doors
7. All teaching staff will close and lock all classrooms
8. All teaching staff will cover all doors and draw down blinds
9. All teaching staff will proceed to a safe spot in the classroom and hide
10. All faculty to do a head count and report any missing child in the designated communication group
11. All teaching staff to wait in silence for further instructions
12. Security Team and HSE manager to ensure access for emergency services
13. Lockdown manager to give the "All Clear"
14. Security team to open all access gates
15. All teaching staff open all classrooms

SECONDARY

For admissions into the Secondary School, the assessment used is the CAT4. This assessment cannot be studied for. The actual **testing time is 72 minutes** with each of the eight tests lasting between 8-

10 minutes. The test battery in total takes approximately 2 hours 15 minutes. Therefore, any pupil requiring 25% extra time for assessment will have enough time to complete the CAT4 as the test offers additional time within each section. However, there is an option for the test to be taken over the course of a few days if the duration of the whole assessment seems too long.

An additional transition protocol has been set up with support of the Head of Learning Support, Head of Year 7, Head of Key Stage 3, and Assistant Head Teacher. There are transition meetings for individuals in the year leading up to a major transition point. All relevant paperwork is passed to the school from the previous schools/year group and transition days are organised to help the students adapt to their new environment. In addition, extra transition visits can be accommodated for SEND students who need some extra support with this process.

INCLUSION

This policy builds on Doha College's ethos, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our SEND policy reinforces the need for teaching that is fully inclusive and differentiated. The Senior Leadership will ensure that appropriate provision will be made for all students with SEND.

FACILITIES FOR STUDENTS WITH SEND

Doha College has Primary and Secondary Learning Support which offer SEND students an area for intervention depending on the level of need.

Within Primary, there is a sensory room, and a learning support set-up led by the Head of Learning Support who also leads activities to support the progress of students who might be facing challenges.

There is a dedicated team of LSAs working within the Secondary SEND team offering a range of strategies and support inside classrooms and within the department.

The school also uses a range of specialist software and hardware to support the needs of the students plus assistance and support during examinations.

EVALUATING THE SUCCESS OF OUR POLICY

A report will be provided to the Governing Body annually on the success of the policy and, to facilitate this, we have identified specific objectives which are given under 'the SEND aims of the School' at the beginning of this policy. In evaluating the success of this policy, the school will consider the views of teachers, parents, students, and external professionals. A meeting with the Head of Learning Support will provide evidence for the success of the SEND policy.

ALLOCATION OF RESOURCES

The Heads of Learning Support will identify areas of student need and make the required allocation of staffing and resources. The Governing Body will ensure that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

IDENTIFICATION, ASSESSMENT AND PROVISION

At Doha College we have a whole school approach to SEND policy and practice. Students identified as having SEND are, as far as practicable, fully integrated into mainstream classes. The school recognises that high quality teaching, differentiated for individual students, is the first step in responding to students with SEND.

All teachers are responsible for identifying students with SEND and, in collaboration with the Head of Learning Support, will ensure that those students requiring different or additional support are identified at an early stage. Whether or not a student 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 0-25 recognises four main areas of need. These are:

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

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

For the majority of SEND students their needs will be met within a mainstream environment. However, some students may need outside agencies and educational establishments to work together to make this request. The Head of Learning Support and Vice Principal - Student Welfare are responsible for any referrals agreed at a review meeting and provision that need to be made by the school in the mainstream setting.

EARLY IDENTIFICATION

Early Identification of students 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
- Student portfolios/profilers

SEND PROVISION AND INTERVENTION

A graduated approach to provision takes place for a student 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 student will become part of the student profile and parents will be consulted at every stage of the process and kept updated about their child's progress.

ENGLISH AS AN ADDITIONAL LANGUAGE AND SEND

Particular care will be needed with SEND students 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 from special educational needs. Their proficiency in English will be assessed before planning any additional support.

MONITORING STUDENT PROGRESS

Progress is the crucial factor in determining the need and efficiency for additional support. Progress reduces the attainment gap between the student and their peers and prevents the attainment gap widening.

- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves the student's previous progress
- ensures full curricular access
- improves in self-help and social or personal skills
- improvement in the student's behaviour

THE ROLE OF THE HEAD OF LEARNING SUPPORT

The Head of Learning Support plays a crucial role in the school's SEND provision. This involves working with the Principal and sharing information with the Governing Body.

Other responsibilities include:

- overseeing the day-to-day implementation of the policy
- coordinating the provision for students with SEND
- liaising with and giving advice to fellow teachers
- managing Learning Support Assistants
- overseeing student's records
- liaising with parents/carers and students
- training staff
- liaising with outside agencies

THE ROLE OF THE LEARNING SUPPORT ASSISTANT

- Supervise and provide support to the child, ensuring his/her safety and access to learning activities. Attend to the personal needs and where required, implement related personal programmes including social, health, physical hygiene, first-aid, and welfare matters.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establish a constructive relationship with the child and promote inclusion and acceptance in the class.
- Encourage the child to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to the child in relation to progress and achievement under guidance of the teacher.
- Create and maintain a purposeful, orderly, and supportive environment, in accordance with lesson plans and assist with the display of child's work.
- Plan learning activities, liaise with the teacher and use strategies to support the child to achieve learning objectives.
- Promote good behaviour, deal promptly with conflict and incidents in line with established policy and encourage the child to take responsibility for his/her own behaviour.
- Establish constructive relationships with the parents/carers.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.

- Be aware of and support differences and ensure the child has equal access to opportunities to learn and develop.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibility is to ensure the SEND policy is followed and implemented.

SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. This training forms an integral part of Doha College's programme of professional development.

PARTNERSHIP WITH PARENTS/CARERS

Doha College firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school is aware that parents/carers have key information about students, and we encourage them to share as much information to help staff as possible. In line with the SEND Code of Practice 2014 0-25, parents are kept up to date with their child's progress through data reports, written reports, parents' evenings, and provision reviews. SEND students are actively encouraged to take part in the decision-making process. Doha College SEND department operates an 'open door' policy and encourages parents/carers to contact the School about any issue which concerns them.

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school's prospectus. The SEND Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

LINKS WITH EXTERNAL AGENCIES

The school recognises the important contributions that external support services make in assisting to identify, assess and support SEND students.

These agencies include:

- Educational psychologists
- Speech Therapists/Occupational Therapists
- Hearing Impaired Service
- Visual Impaired Service
- Social Services

- Community Police
- Child and Adolescent Mental Health Service (CAMHS)

To the extent possible, we work closely with external agencies to ensure that the pupils with additional needs are able to fulfil their potential.

DOHA COLLEGE

Accredited by



Accredited
Member



About Doha College

Vision

To enable personal growth, instil a passion for learning and create aspirational minds.

Mission

With the growth-mindset philosophy of High Performance Learning, we develop confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment for our students to make a lasting contribution to global society.

Core Values

Excellence and diligence
Respect and Integrity
Commitment and Accountability
Perseverance and Honesty
Fun and Enjoyment
Challenge and reward

Doha College

PO Box 7506,
Doha, State of Qatar

+974 4407 6777
enquiries@dohacollege.com
www.dohacollege.com

