



مدرسة الدوحة البريطانية  
DOHA BRITISH SCHOOL

# SEND Policy and Procedure



Last Review: September 2021

Next Review: June 2022

Reviewer: Policy Committee





## Learning Support Policy A: Special Educational Needs and Disabilities (SEND)

### 1. Scope and contextual information

This policy guides provision made for learners with Special Educational Needs and Disabilities at Doha British School (DBS).

DBS is a 3-18, co-educational school which follows the National Curriculum of England to 16 and thereafter the IB Diploma Programme, International A Level (with the exception of PE), AS Level and BTEC.

A relevant extract from the DBS Admissions Policy states that:

Doha British School operates an open access policy. People of all nationalities are welcome to apply for places. We are a popular school and applications are often well in excess of places available. Our priorities for acceptance are as follows:

1. The applicant must be at least competent but preferably fluent in the English language;
2. The applicant must be able to access our curriculum and this is established by an assessment;
3. If an applicant has additional needs this must be declared and may require additional assessments, adjustments and learning support. This may incur an additional fee.

(Also refer to the roles and responsibilities of parents in the related section below.)

### 2. Aim

The aim of this policy is to delineate how Doha British School will realise its commitment to provide all learners with additional learning needs with opportunities to achieve the best possible educational outcomes and to enable them to participate fully in the life of the school.

### 3. Definitions

**Special Educational Needs and Disabilities:** Within Doha British School we recognise the following categories of need:

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

We also recognise that transition between different school settings and different educational systems may impact on progress and attainment.

**Wave 1:** Universal provision, which is to effectively include all learners in high-quality lessons, through suitable differentiation of teaching and learning, a rich curriculum and a supportive learning environment.

**Wave 2:** Targeted small group intervention to support learners to make accelerated progress in line with age-related expectations. Interventions have specific learning intentions and are time-limited. Wave 2 interventions are not primarily SEND interventions. These may be provided by a variety of staff: TA, Teachers or SLT.



**Wave 3:** Intervention for small groups or individual learners identified as requiring SEND support. Provision at Wave 3 may draw on specialist advice and provision including from external agencies. It may involve the adjustment of learning objectives and teaching styles and/or individual support. The school will make recommendations in cases where intervention that parents can pay for may support their child's progress. This may incur an additional fee.

## 4. Policy Statement

### Access to the Curriculum

A curriculum based on the National Curriculum of England will be made available for all learners from preschool to IGCSE. In the sixth form the curriculum is determined by the IB Diploma Programme, International A Level (with the exception of PE), AS Level and BTEC.

Learners who have additional needs will be identified and appropriate provision made for them. The school will support learners to access all areas of the curriculum where this is not possible, parents will be informed and given an opportunity to meet with the SENDCo to create an appropriate support plan. All staff working with learners who have additional needs will be informed of their needs and strategies to support them (e.g. one-page profile), where necessary.

### Graduated Provision

The school uses a graduated approach to support students with additional needs. This centers on a four-part cycle: assess, plan, do and review.



During the assess phase of the cycle, information on the pupil's needs are gathered from their responses to teaching, progress and attainment and development. This information is used, in the plan phase of the cycle, to decide on appropriate targets and any support needed. Targets are planned in collaboration with the teacher,



parents and pupil when appropriate. During the do phase, the plan is put in place. This plan is then reviewed. **Wave 1** describes quality-first, inclusive teaching which takes into account the learning needs of all the children in the classroom. Teachers have high expectations of all learners including those with additional needs and monitor progress regularly through a range of summative and formative assessments. Before any additional provision is considered teachers take into account what is already available to all pupils through suitably differentiated work and appropriately tailored strategies. The more inclusive the classroom, the less the need for additional interventions.

**Wave 2** describes specific, additional and time-limited interventions provided for learners who need to accelerate their progress so that they are working at the expected level for their age. Wave 2 interventions are often targeted at a group of pupils with similar needs. Programmes delivered at DBS are primarily focused on literacy and numeracy. Speech and language support may be offered to learners in EYFS and KS1 to support communication. Students may be referred to the school counselling service to support social interactions, confidence and key transition points.

**Wave 3** describes learners who are identified during the admission process or thereafter as having an additional need. These learners are placed on the Learning Support Register, any specific learning difficulty or disability noted and recommendations for support, adaptations or accommodations shared with parents and relevant staff.

When a learner fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and/or numeracy; presenting persistent behaviour, emotional and social difficulties; have sensory or physical problems; or communication difficulties, the class or subject teacher specialist will refer the pupil to the SENDCo.

The SENDCo will review the strategies which have already been employed within the classroom; the communication between the teacher and parent and the results of any standardised or summative assessments. Further specific tests and/or observations may be carried out by the SENDCo.

If it is determined that support that is additional to and different from the differentiated curriculum is required this will be provided through a learning plan. The pupil will be placed on the Learning Support Register.

### Wave 3

Learners who have a learning plan are provided with additional support in a number of ways including:

- classroom organisation and management;
- in-class support by Learning Support Assistant or Teacher;
- withdrawal for individual/small group work;
- use of specialist equipment;
- home/school learning initiatives.

Some resources allocated and deployed at this stage may be provided by the school to implement these learning plans.

Parents will be informed and expected to support the school. Learners will be involved in the decisions made at this stage, in accordance with their age and ability to contribute effectively to this process.

Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or SENDCo. This may



include diagnostic testing to build a profile of the learner's strengths and weaknesses. When further specialist guidance is required, parents may be expected to seek external assessment from relevant agencies including medical professionals.

If a learner does not make progress despite the school taking action outlined, parents will be required to seek advice from appropriate, external support agencies. Parents will meet the cost of such recommended specialist advice. Failure to seek the appropriate advice and to abide by recommendations may result in a school place being rescinded. In such cases, the school is unable to ensure that the learner will access the curriculum appropriately without specialist intervention.

Currently the school provides the following resources for Wave 3:

- A teacher/coordinator for SEND;
- School Counselling Service;
- School Nurse to support with medical needs;

In addition, parents provide funding for the provision of Learning Support Assistants to work 1:1 with learners with needs that cannot be met wholly by the school.

Provision is made for some specialist resources, equipment and assessments that are used within the Learning Support department or provided for use in classrooms.

## **Liaison**

The school does not have any formal links with external agencies. We have, however, developed and maintained a strong working relationship with a number of external agencies who support and enhance the provision made for learners with additional needs. We welcome specialists into the school to complete a school based observation, as part of their evidence gathering.

SENDCo maintains a register of specialists who can be recommended to parents requiring advice, assessment or specialised interventions.

## **Working with Parents**

The school will actively seek the involvement of parents in the education of their children. If learners are failing to make progress the support and encouragement of parents is viewed as an important factor in achieving success.

Parents will always be informed about any concerns that a class teacher or subject specialist teacher has. Learners should not be referred to the Learning Support Department without the knowledge of parents that their child is failing to make adequate progress.

Parents will receive regular communication regarding the progress that their child is making and details of progress towards their learning plan.

See also the responsibilities of parents below.

## **Evaluating Success**

This policy will be reviewed within a three year cycle of departmental reviews.

The success of the policy will be determined by:

- the success of the implementation of learning plans;



- staff awareness of individual learner need;
- identification of additional need at an early stage;
- consultation with parents;
- learners exiting from interventions/learning plans;
- learner awareness of targets and achievements.

## Complaints

Refer to DBS complaints procedure.

## 5. Requirements

This policy:

- reflects the revised UK SEND Code of Practice, 2014 within the context of Doha British School;
- aligns with the school's ongoing commitment to personalised learning.

## 6. Roles and responsibilities

The <b>Principal</b> is to:	<ul style="list-style-type: none"> <li>● Include Special Educational Needs in school strategic plans and submissions for resources as appropriate.</li> </ul>
The <b>Assistant Headteachers</b> are to:	<ul style="list-style-type: none"> <li>● advocate for learning support within the school leadership structure;</li> <li>● liaise with the Special Educational Needs Coordinator (SENDCo) over the CPD needs of Learning Support staff and facilitate agreed provision.</li> </ul>
The <b>SEND Coordinator (SENDCo)</b> is to:	<ul style="list-style-type: none"> <li>● coordinate and supervise the work of the Learning Support Assistants;</li> <li>● maintain the Learning Support Register;</li> <li>● oversee the development and maintenance of learning plans;</li> <li>● alert the Examinations Officer to learners who require special considerations;</li> <li>● support with application for access arrangements for external assessments;</li> <li>● ensure the flow of necessary information to and from key personnel;</li> <li>● liaise with the Principal and Assistant Headteachers over the CPD needs of Learning Support staff;</li> <li>● provide feedback to teachers.</li> </ul>
<b>Deputy/Assistant Heads of School</b> are to:	<ul style="list-style-type: none"> <li>● oversee the provision of SEND within the relevant section of the school;</li> <li>● monitor the progress of learners;</li> <li>● identify and facilitate related CPD regarding Wave 1 and Wave 2 provision.</li> </ul>







<b>Parents</b> are to:	<ul style="list-style-type: none"><li>● as a condition of any offer provide all the information relevant to the application to the school, including details of academic, behavioural or social problems;</li><li>● provide a copy of any assessments relating to Special Educational Needs or Disabilities (e.g. Educational Psychologist reports, Speech and Language Therapy) prior to admission;</li><li>● notify the SENDCo of any additional needs which emerge after acceptance to the school including diagnosis and assessments from external agencies;</li><li>● fund support where it is deemed to be outside of the resources that could reasonably be expected to be provided by the school;</li><li>● seek external advice and support if this is the recommendation of the school.</li></ul>
<b>Learners</b> are to:	<ul style="list-style-type: none"><li>● meet expectations for behaviour for learning;</li><li>● participate in establishing targets for their learning</li></ul>

## 7. Supporting documentation

Admissions Policy  
Assessment Policy  
Learning Support Policy B: More Able Learners  
Learning Support Policy C: English as an Additional Language  
Complaints procedure

Behaviour Policy  
Subject Policies (Primary)  
Referral forms  
SEND Register





Thank you