



DOHA ENGLISH SPEAKING SCHOOL

Learning Together • High Expectations • Celebrating Success

School Faculty 03/2017

Doha English Speaking School SEND 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 Doha English Speaking School. (Appendix 1)

This policy was developed during the 2005-2006 academic year through a process of consultation with the Senior Leadership Management Team, teaching staff and classroom assistants with reference to the National Curriculum Framework Handbook for Primary Teachers in England, Curriculum Guidance for the Foundation Stage and SEN Code of Practice, 2001. It will continue to be reviewed on a regular basis, reflecting changes in Special Educational Needs and Disabilities code of practice 0 to 25 years 2015. This policy was updated recently in 2017.

What are Special Educational Needs at DESS?

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 the majority of children of the same age; or
- have a disability which prevents or hinders them making use of the educational facilities provided.

At DESS 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 More Able and Talented Pupils)

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

Roles and Responsibilities

Key Staffing

- Head Teacher/Deputy Head Teacher/Assistant Head Teacher
- Special Educational Needs Co-ordinator (SENCO)
- Special Educational Needs Teachers
- 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.
- Co-ordinating provision for children with special educational needs and disabilities.
- Liaising with and advising teaching colleagues.
- Managing SEND LSTA'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 Leadership Management Team on support requirements and provision for new applicants for admission.
- Screening assessments for Specific Learning Difficulties.

Special Educational Needs Teachers are responsible for:

- Teaching children with Special Educational Needs disabilities at School Action.
- Screening, monitoring and assessing individual pupils.
- Keeping SEND records for individual pupils.
- Liaising with fellow teachers.
- Liaising with parents.
- Liaising with SEND LSTA's.



- Liaising with class TA's.

03/2017

Class Teachers:

“Class teachers..... are in a key position to observe responses in the classroom, to recognize the child who is having difficulties in learning, and to try out different approaches.” (DES circular 22/89)

DHT as SEND Manager

The Deputy Head Teacher has responsibility for the implementation of the Policy for SEND and management of SEND provision in the school.

Head Teacher

The Head Teacher has overall responsibility for the implementation of the Policy for SEND Learning Support and management of SEND provision in the school.

Identification, Assessment and Intervention

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

Identification

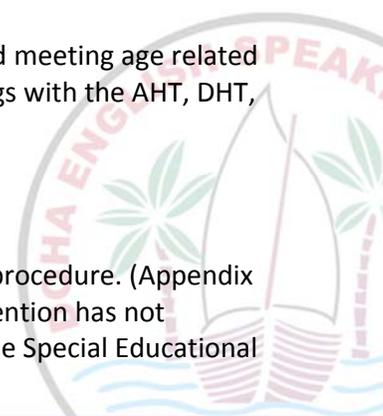
The school uses a range of tools to identify any special needs that children have. Staff monitor the standard of achievement through:

- Information from parents.
- Teacher observation and marking of daily work.
- Early Learning Goals.
- Read Write Inc. Phonic Test Assessments
- National Curriculum Tests in Years 2 and 6.
- Qualifications and Curriculum Development Agency optional tests in Years 3, 4 and 5.
- National Foundation for Educational Research optional tests in Year 3, 4 and 5
- National Foundation for Educational Research Group Reading Tests in Years 2, 3, 4, 5 and 6.
- End of year teacher assessment of National Curriculum levels of attainment.
- Cognitive Ability Tests in Years 4 .

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 AHT, DHT, Phase and Group leaders to plan suitable interventions.

Referral Procedure

The starting point for the referral process will be the Recording Concern procedure. (Appendix 2) 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 and work with the class teacher, to enable completion of the Barriers to Independence form, and decide on any action that needs to be taken.

Intervention

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

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

2. 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. (Appendix 3). This will constitute the class teacher's initial Individual Educational Plan.

The class teacher remains responsible for working with the child on a daily basis 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.

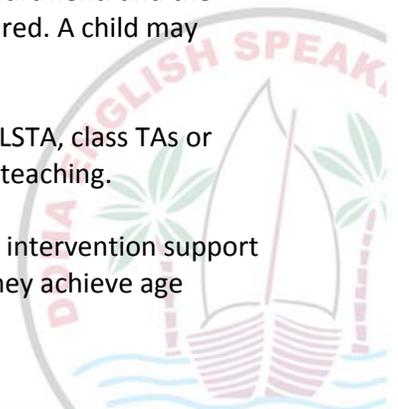
3. School Action (DESS intervention)

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

In After discussion with the class teacher and after reviewing the child's needs, the Barriers to Independence form will be completed by the SEND department. and the SEND LS department will then decide on the level of support required. A child may receive support at graduated wave levels:

Wave One – The child may receive extra support with a SEND TAs LSTA, class TAs or SEND LS teacher in class with the delivery of high quality inclusive teaching.

Wave Two- The child may attend additional, time-limited, tailored intervention support programmes. 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 DHT.

Wave Three- An Individual Education Plan (Appendix 4) will be written by the SEND LS department after discussion with the class teacher. After writing, IEPs are initially signed by the HT or DHT. Parents will be consulted by the SEND L.S. department about the IEP and be asked to sign the IEP before taking away a copy for their records. 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 Learning Support 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).

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 SEND LSTA or SEND LS teacher. On occasions children who are struggling will be withdrawn to be given individual or small group tuition by the SENCO, SEND Learning Support Teacher or SEND TA LSTA or class TA.

4. School Action Plus (Outside 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, the SEND teachers or SENCO will complete the Barriers to Independence form, as a break down 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 DESS cannot appropriately or wholly meet the needs of the child and parents will be advised accordingly.

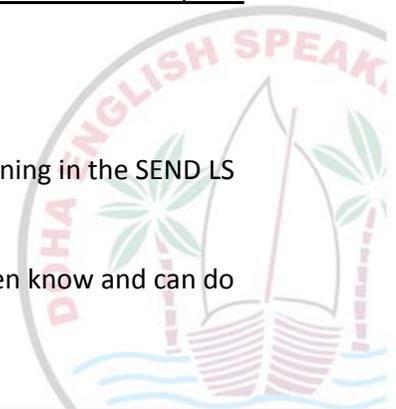
The school will expect parents to seek specialist help privately, e.g. speech therapy, or to support the school in providing additional 1:1 support, at their expense, where these measures are required to enable a child to make progress.

Where a child is unable to access the National Curriculum after considerable internal help the school reserves the right to withdraw a place.

Assessment for Learning

Assessment for Learning is an essential part of effective teaching and learning in the SEND LS department and ensures:

- the development of effective methods for finding out what children know and can do before setting targets.



- the support of children's progress e.g. teacher questioning and feedback, pupil self and peer assessment, target setting and sharing of IEP goals.
- that pupils understand what is required of them and what they need to do to improve e.g. learning objectives shared at the beginnings of lessons and reviewed at appropriate intervals and success criteria are given or agreed.

The SEND Department Learning Support requires pupils to get involved in their own learning and progression. They are partners in the assessment process and contributing through self-assessment and, where appropriate, peer-assessment.

Assessment criteria are agreed with pupils. The criteria are based on the learning outcomes and expectations of the activities, in relation to the I.E.P. Feedback can be teacher-pupil, pupil-pupil or pupil-teacher. This feedback will help them to identify what they should do next.





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Appendix 1 SEN Policy

School Faculty March 2017

DESS Special Educational Needs and Disability Register

The following pupils will be placed on the SEND register. Pupils with: -

- Specific Learning Difficulties (SpLD)
- Behavioural/emotional problems
- Physical/ sensory problems
- Speech/language problems
- Medical problems
- Gifted and talented (G&T)
- Significant learning difficulties (significantly below National Curriculum expectations for age group/reading age 1 year below Chronological Age)
- English as an Additional Language- EAL (where this causes/contributes to significant learning difficulties)*
- Children disadvantaged by coming from other educational systems*

* These pupils are on the DESS SEN register due to the particular circumstances of the school.

Pupils referred to Learning Support (LS), will be assessed to identify the level of intervention required (if any) to meet their needs. Those placed on an IEP will then be placed on the SEND register.

LS will continue to give specific targeted intervention to children already on Individual Education Plans (IEP), plus children identified as having significant Learning Difficulties by National Curriculum tests.

Children new to DESS will be placed on the register if they have existing recognised special needs.

Other children will only be placed on the register where there is evidence that after a process of intervention, by the class teacher, they have failed to 'catch up' with their peers. There may be exceptional circumstances where pupils may have to be fast-tracked, after consultation with LS.

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Appendix 2 SEN Policy

School Faculty March 2017

Recording Concern Procedure

Rationale

During the year there may be children within your class who cause concern because: -

- They fail to make progress with a particular aspect of the curriculum.
- They behave outside of expected classroom norms.

These children may need to have: -

- Additional arrangements (which are not necessarily Learning Support arrangements) made for them, outside of the differentiated quality first teaching that each pupil receives.
- A behaviour management programme implemented.

Why?

The document, Recording Concern, is designed as the first step in the referral process to Learning Support, but is also a useful teacher record of additional arrangements which can be used: -

- To clarify your learning intentions/targets and how you'll achieve these.
- To help inform parents/teacher interviews.
- To help inform end of year reports.
- To help the Learning Support department prioritise time and resources.

When?

It is expected that you initiate use of the form as soon as you have on-going concerns, at which point parents should be made aware of your concerns. This may be initiated with children new to DESS – please allow a period for transition/settling in.

How?

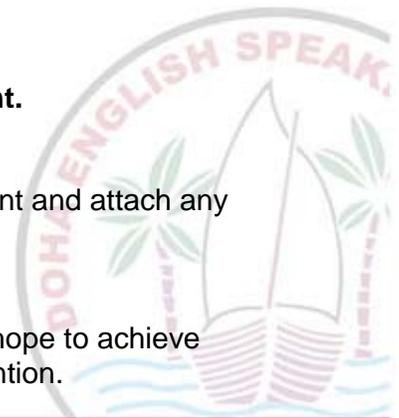
The form should not be an onerous, time consuming document.

Concerns

State very briefly your precise concerns, including current attainment and attach any relevant evidence.

Arrangements

Clarify the learning objectives or targets and state briefly how you hope to achieve these. Note use of TA, resources and the frequency of the intervention.



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Time Frame

After a reasonable period of time (suggest half term/6 week period) to assess the success of the intervention you may decide to: -

- Discontinue any special arrangements
- Continue in class
- Refer to the Learning Support department

Referral

All referrals should come via Group or Phase Leaders, who need to keep an overview of the needs/priorities for their year group.

Blank copies of the document Recording Concern are to be found in the Teacher Public, Year Group file under the Year Group LS file.





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APPENDIX 3 SEN Policy

SCHOOL FACULTY March 2017

RECORDING CONCERN

Pupil's Name _____

Class _____ Date of Birth _____

Concern expressed by Class Teacher/Specialist Teacher/Parent

Concerns

(Attach or note relevant information, i.e. current attainment, sample of work)

Class Intervention

(Note target(s)/resources used/TA/frequency)

Parents Informed Yes No Date _____

Referral to Learning Support Department Yes No

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Class Teacher _____

Date _____





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Appendix 4 SEN Policy

School Faculty March 2017

INDIVIDUAL EDUCATION PLAN

IEP Date: _____.

Number: _____ Name: _____ DOB: _____ Class: _____ Class Teacher: _____.

Reason for IEP

Communication /interaction	Sensory / physical needs	Social, emotional / mental health difficulties	Cognition and learning	Specialist Report Received:
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Additional Information:

Target	Success Criteria (Child Speak)	Strategies	Staff Involved	Timings/ Organization	Achieved / Date
					☺
					☺
					☺

Parental Support:

Parent Signature: _____ Pupil Signature: _____ Date of Review: _____

SEN Teacher: _____



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DHT/HT Signature: _____

Contact Tel: _____



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