



Title : **Special Education Needs & Disability (SEND)
Policy in QP schools**

Status : ***Current***

Approval Date : **November 2018**

Date for Next Review : **November 2020**

“Our vision is for our students to be high achieving, healthy and happy individuals, well prepared to take their place as global citizens and leaders of the future.”

CONTENTS

1. Purpose
2. Scope
3. Definitions/ Abbreviations
4. Responsibilities
5. Procedure
6. Compliance

REVISION STATUS:

Reviewed by: SMT DES – Date: 13/11/2018 MIS - Date: 12/11/2018	Approved by: VHE Date: 15/11/2018	Final Approval: VH Date: 1/12/2018
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POLICY DOCUMENT REVIEW

This Policy document is subject to a regular review to ensure its continuing suitability, adequacy and effectiveness. Areas subject to review include, but are not limited to, follow-up action from previous reviews, policy conformity, review of complaints, status of corrective and preventive actions, and improvements.

1. PURPOSE

- 1.1 QP schools are committed to providing an inclusive learning environment that meets the needs of all students, regardless of any special need or disability. This policy sets out how QP schools aim to meet the additional needs of all students.
- 1.2 The policy reflects this commitment to inclusion and outlines how the schools will meet the needs of the majority of students via differentiated teaching and learning approaches and will provide special educational provision for those students requiring additional support.
- 1.3 The policy is designed to reinforce how QP schools will make necessary provision for any student with additional needs or disabilities and that these students are able to join in the activities of the schools.
- 1.4 This policy aims to support all staff in providing positive, whole school approaches towards the learning, progress and achievement of SEND students.
- 1.5 The policy should ensure that parents are fully informed of their child's progress and any interventions designed to support their child's individual needs.
- 1.6 The policy should ensure that where practicable, SEND students are involved in decisions affecting their future SEND provision.
- 1.7 The policy reinforces the key message that teaching and supporting students with SEND is a whole school responsibility and requires a whole school response. With this as an underlying principle, we believe that;
***All teachers are teachers of Special Educational Needs.
Every teacher is responsible and accountable for the progress and development of all students in their class.***

2. SCOPE

- 2.1 This Policy applies to QP schools and as such includes all students regardless of age, any additional need or disability.
- 2.2 The expectation is that all teaching and non-teaching staff, including administration and support staff are aware of the policy and of the schools commitment to inclusion.
- 2.3 The schools will whenever possible apply this policy consistently, however, there may be exceptional circumstances where the needs of an individual student cannot be met by the school, this will be on a case by case basis and will always involve discussions with parents.

3. DEFINITIONS/ACRONYMS

3.1 Definition of SEND

As defined by the Special Educational Needs and Disability Code of Practice (UK Government January 2015),

A child or young person has Special Educational Needs and Disability if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age, or a young person, has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them 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.

Or are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

3.2 Definition of Special Needs (Qatar Law no. 2, Article 1 – 2004)

Qatar's Law no.2 of 2004 states that "Those Who Have Special Needs" means any person with a permanent total or partial disability in any of the senses or in his or her physical ability or in his or her psychological or mental ability to such an extent that his or her opportunity to learn or to undergo rehabilitation or to earn a living is limited.

3.3	QP	- Qatar Petroleum
	Schools	- QP schools at Dukhan and Mesaieed
	SEND	- Special Educational Needs & Disability
	SENDCo	- Special Educational Needs & Disability Co-ordinator
	Principal	- Principal of a QP School
	Senior Leader	- Member of school senior management team

4. RESPONSIBILITIES

4.1 Principals and Senior Leaders

Principals and Senior Leaders are responsible for ensuring that the procedures outlined in this policy are followed appropriately and fairly with due regard to QP values. Principals and Senior Leaders will support staff by providing a clearly defined referral process, the right tools to support assessment, tracking and monitoring and developmental training to share information and support specific needs.

4.2 SENDCo

The SENDCo in each school shall have responsibility for co-ordinating the day-to-day provision of education for students with SEND, ensuring that staff are skilled in delivering teaching and learning that is differentiated to the learners needs. In addition the SENDCo will be the initial point of reference

for families of SEND students as well as any external agencies and personnel who are working with SEND students.

4.3 Teachers

Provide high quality teaching and learning; taking responsibility for the implementation of differentiated approaches for all students including those with individual needs within the class and monitoring their progress.

4.4 Form Tutors//Progress Leaders

Through the implementation of the relevant student assessment and review processes monitor student progress via effective target setting. Ensure there is effective dialogue between parents, students and staff to set clear goals, discuss activities and review progress in order to provide guidance for parental support at home.

5. PROCEDURE

5.1 Teachers will deliver a differentiated and personalised approach to teaching and learning, this is designed to support the progress of all students including those with additional needs. The SEND Code of Practice (Jan 2015) states: *“teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.”*

5.2 Where a student is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student’s needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – **assess, plan, do, review.** (see **Appendix i) Detail of procedure in each school, staff responsible etc can be obtained from the individual school.**

5.3 For students with low level special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all students. These are known as Progress Meetings/Parents’ evening. For those students with more complex needs or for who a more frequent cycle needs to be employed additional meeting dates will be set and will include the termly Progress Meetings.

6. COMPLIANCE

Any matters concerning the implementation of this Policy in any particular school should be raised with the Principal or Senior Leaders with a view to reaching a mutually workable solution. Any matters of non-compliance should be raised with the Head of Education.

Appendix i

The Graduated Approach

Assess

In identifying a student as needing SEND support the SENDCO will carry out an analysis of a student's SEND needs. This should draw on the SENDCO's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other teachers.

The student's development in comparison to their peers and other available data should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.

Plan

Parents, with their child, will meet with the SENDCO and the teacher that may have been involved to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A review date should also be set so that the effectiveness of the intervention can be determined.

The Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the plan will be reviewed.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

The Plan will usually involve a contribution by parents to reinforce learning at home.

If it is agreed that a student requires SEND support, all parties meet and develop the plan detailing the support which will bring about the next part of the cycle.

Do

The classteacher remains responsible for working with the student on a daily basis and will work closely with any teaching assistants, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the classteacher in the further assessment of the student's needs, in problem solving and advising on the effective implementation of support. The classteacher is responsible for the daily implementation of the plan.

Review

There will be a review of the Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the student and their parent.

Parents will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps.

Where a student has complex needs, other agencies may be involved, it will depend on the students needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.

This review will feedback into the analysis of the student's needs, then the classteacher, working with the SENDCo, will revise the support in light of the student's progress and development, with decisions on any changes made in consultation with the parent and the student.

Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from other sources. The school will consult with parents before any referral to an external agency.