




Title : **Dukhan English School Procedures for Managing Special Education Needs & Disability (SEND)**

Status : **Current**

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| Department | Prepared by | Reviewed by | Approved by |
|---------------------|---|-------------|-------------|
| QatarEnergy Schools |  | | |
| January 2023 | VHE/1 | VHE | VH |

“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

Foreword

1. Purpose
2. Scope
3. Definitions/ Abbreviations
4. Procedure
5. Appendices
 - Appendix 1
 - Appendix 2
 - Appendix 3
 - Appendix 4
 - Appendix 5
 - Appendix 6

FOREWORD

This procedural guidance has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by user departments before endorsement for use by the Executive Vice President (EVP) for Human Capital.

This document is published for use by the Education Section of the Human Capital Directorate. This policy is an operational/business level policy which is aligned with The Qatar National Vision 2030 and also supports the QatarEnergy values. The policy document also needs to be considered alongside the Policy for Managing Special Educational Needs and Disabilities in QatarEnergy Schools as well as the policy and procedure documents pertaining to Accessibility.

This document in its present form reflects, as far as possible, the current corporate requirements.

This document is subjected to periodic review to re-affirm its adequacy or to conform to any changes in the corporate requirements or to include new developments on its subject matter.

All comments/views, recommendations etc. regarding this document should be forwarded to the Head, Education Section.

1. PURPOSE

- 1.1 To clearly outline the current procedures that are in place to ensure full access to the curriculum and learning environments for all students.

2. SCOPE

- 2.1 This Procedure applies to QatarEnergy 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 procedure and of the schools' commitment to inclusion.
- 2.3 The schools will whenever possible, apply this procedure 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 updated in 2020),

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 most 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.”*

| | |
|---------------------|--|
| QatarEnergy Schools | Dukhan English School, Mesaieed International School |
| VH | Executive Vice President Human Capital QatarEnergy |
| Senior Leaders | Members of the Senior Management Team of QatarEnergy schools |
| AHT | Assistant Headteacher for Primary/Secondary |
| Head of School | Head of a QatarEnergy Primary or Secondary School |
| Principal | Principal of a QatarEnergy school |
| SEN | Special Educational Needs & Disability |
| SENDCo | Special Educational Needs & Disability Co-ordinator |
| SEND Team | SEND Teacher and Teaching Assistants with relevant training to meet the needs of SEND students |
| ILP | Individual Learning Plan |
| MAP | Most able students |

4. PROCEDURE

- 4.1 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 (updated in 2020) states:
“teachers are responsible and accountable for the progress and development of the students in their class, even where students access support from teaching assistants or specialist staff.”
- 4.2 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 to make good progress and secure good outcomes. This is known as the graduated approach – Assess, Plan, Do, Review. (Appendix 1). Detail of procedures in each school, staff responsible etc. can be found in the Appendices.
- 4.3 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.

5 APPENDICES

5.1 – The Graduated Approach

5.2 – SEND Referral Process Primary

5.3 – SEND Referral Process Secondary

5.4 – Wave 1 document

5.5 - SEND Referral Form

5.6 Wave 2 document

5.7 SEND observation and assessment form

5.8 – Frequently asked Questions - Support Guidelines for Parents and Families

5.9 – Managing Confidential Data and Information

Appendix 1

The Graduated Approach

Assess

In identifying a student as needing SEND support the SENDCo or members of the SEND Team will carry out an analysis of a student's SEND needs. This should draw on the SENDCo's and or SEND Teams 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 relevant teachers who have to decide on the interventions and support 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.

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 class teacher 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 class teacher in further assessment of the student's needs, in problem solving and advising on the effective implementation of support. The class teacher 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.

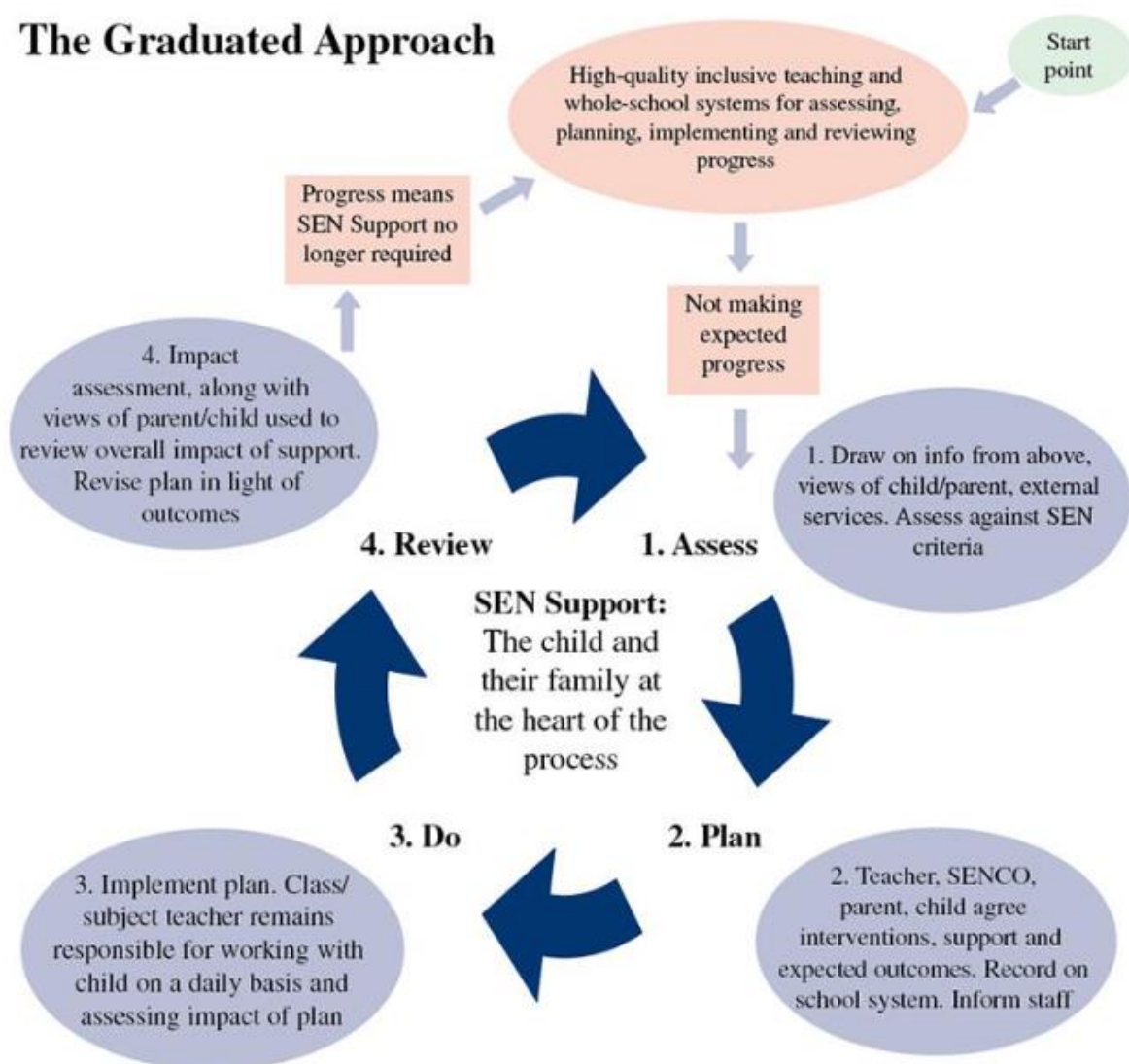
Parents will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps.

Where a student has complex needs, other agencies may be involved. It will depend on the student's 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 class teacher, working with the SENDCo, will revise the support considering the student's progress and development. Any changes will be made in consultation with the parent and the student.

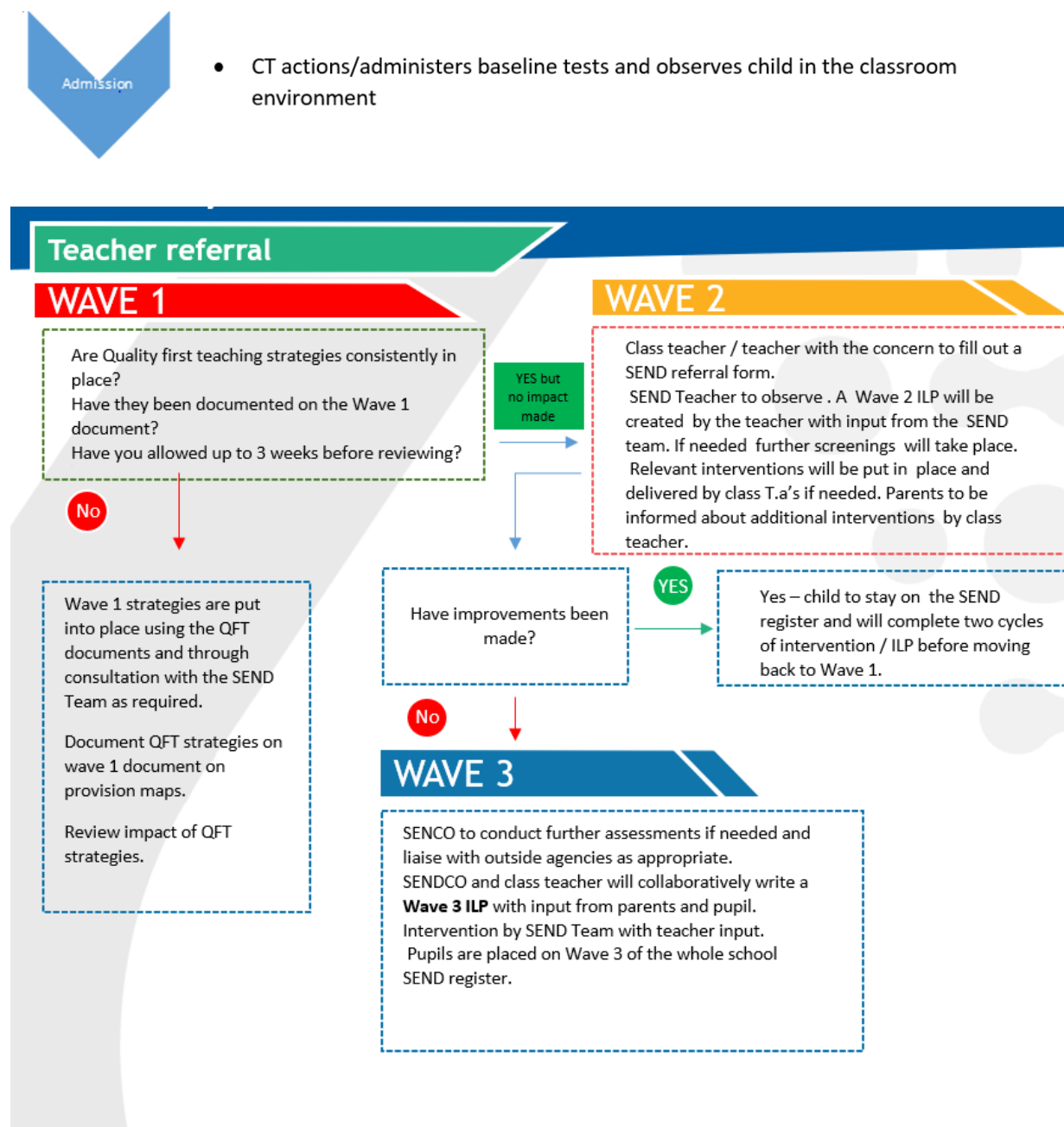
Where there is a sustained period of insufficient or no progress, the school may decide to seek involvement and or advice from other sources. The school will consult with parents before any referral to an external agency.

The Graduated Approach



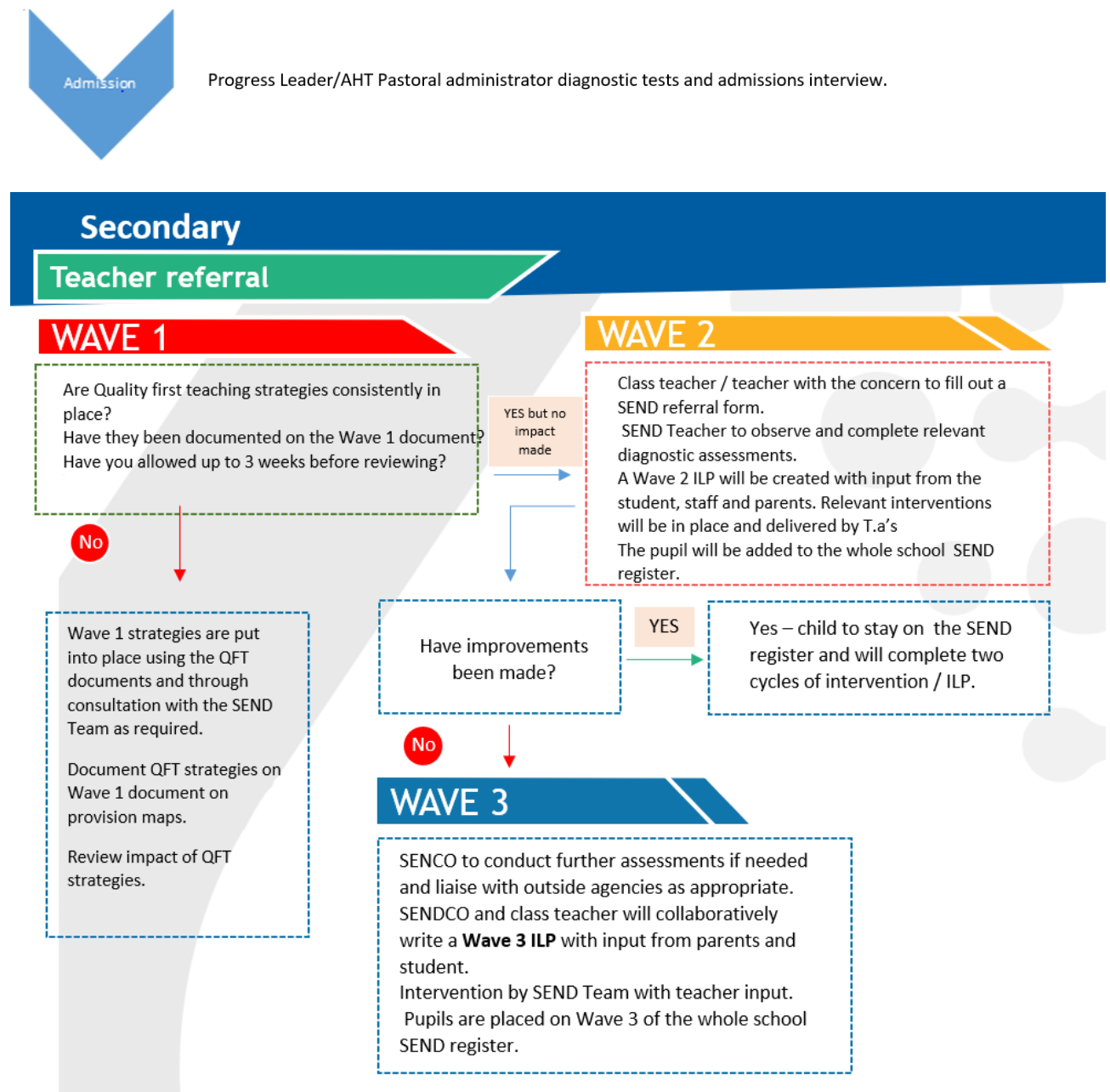
Appendix 2

SEND Referral Process (Primary)



Appendix 3

SEND Referral Process (Secondary)



Appendix 4

Assess, Plan, Do, Review Document Wave 1

| | | | | |
|--------------------------|--------|------------------|--------------------------|-----------|
| Pupil information | | | | |
| Assess | | | | |
| Area of strengths | | Area of concern | | |
| Current data levels: | | | | |
| Plan | | | | |
| Area of concern | Target | Success criteria | Strategies and provision | Key staff |
| Review: | | | | |

Appendix 5

SEND Referral Form

| DES Whole school Wave 2 referral form | | |
|--|--|---|
| Pupil name: | | Class/Year: |
| Adult referring: | | Date of referral: |
| Areas of concern <i>(Tick the relevant boxes)</i> | Other <i>(Please specify)</i> | |
| <input type="checkbox"/> General learning difficulties | <input type="checkbox"/> Communication and interaction | <input type="checkbox"/> Emotional, <u>social</u> and mental health |
| <input type="checkbox"/> Specific learning difficulties (e.g., dyslexia) | <input type="checkbox"/> Speech and language | <input type="checkbox"/> Physical (gross/fine motor skills, visual or hearing impairment) |
| Reason for referral? | | |
| What next steps would you like to see? | | |
| Any other agencies involved? (Internal or external) | | |
| Any other useful information. | | |
| Score the urgency of the referral out of 10, with 10 being most urgent and 1 being least urgent. | | |
| Urgency* _____/10 | | |

Appendix 6

Assess, Plan, Do, Review Document Wave 2

| | | | | |
|--|--------|------------------|--------------------------|-----------|
| Pupil information | | | | |
| Assess More detail about the student: | | | | |
| Area of strengths | | Area of concern | | |
| Current data levels: | | | | |
| CAT4 Data scores: | | | | |
| Other SEND Assessments: | | | | |
| Plan | | | | |
| Area of concern | Target | Success criteria | Strategies and provision | Key staff |
| Interventions: | | | | |
| Parent contribution: Parents can support at home by: | | | | |
| Review: | | | | |

Appendix 6

SENDCO observation and Assessment

1. Observational notes:

2. Standardised Assessments:

| Name Of Test | Date Administered | SAS | Implications for learning |
|--------------|-------------------|-----|---------------------------|
| | | | |
| | | | |
| | | | |

3. Outcomes:

| | | |
|--------------------|--|--------|
| Progress to Wave 3 | Assessment does not support SEND diagnosis | Other: |
|--------------------|--|--------|

Plan

| |
|---|
| <p>What outcomes do we want to achieve?</p> <p>What adjustment, support and interventions can we put in place?</p> <p>How and when will the support be reviewed;</p> <p>short term</p> <p>long term</p> |
|---|

| Do | | Review | |
|---------------|------|---------|------|
| Actions Taken | Date | Outcome | Date |
| | | | |
| | | | |
| | | | |
| | | | |

Appendix 7

Frequently Asked Questions – Support Guidelines for Parents and Families

1. What kinds of special educational needs does the school provide for?

Dukhan English School (DES) values the abilities and achievements of all its students and is committed to providing for each student the best possible environment for learning in which they can reach their full potential academically, personally and socially. Children with any special educational need will be treated as fairly as all other applicants for admission, although it should be noted that at present the school does not currently have the capacity to provide 1:1 support for a child. If a child is considered to require 1:1 support in their learning, then an alternative educational setting may be more appropriate.

2. How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs?

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. DES uses different ways to screen students for special educational needs that include diagnostic assessments from the GL Dyslexia Portfolio to The Dyscalculia Assessment and appropriate checklists.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than most children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in similar settings in Qatar.
- Is under compulsory school age, and falls within the definition at a) or b) above or would do so if special educational provision was not made for the child

The school has a tracking system in place through which the progress of all students is monitored. If there are concerns about a student's progress or areas of difficulty, parents will be invited to meet with the class teacher.

If you think that your child has special educational needs, you should express your concerns with the class teacher, who will be happy to meet with you. Class teachers liaise with the SENDCo and together they will decide on any action required to assist student progress.

How will the school staff support my child?

The school staff will support children with special educational needs in a variety of ways depending on individual needs. There are a range of adults who will provide a range of support:

- Your child's teacher, who will always make sure that all tasks set are appropriate and accessible for your child.
- Teaching Assistants may support children in and outside of the classroom on a 1-1 and/or small group basis.
- The SENDCo coordinates the provision of SEND across the school.
- The Head of Primary who works with the SENDCo in leading SEND in school.
- Sometimes school may commission specialist support to work with identified children with a particular focus e.g. Occupational Health Therapists and Speech and Language Therapists.

To ensure our staff have the skills and knowledge to support children with SEND there is a program of ongoing training in school.

3. How will the curriculum be matched to my child's needs?

Your child's teacher will always make sure that tasks set are appropriate and accessible for your child. For example, this may include: a period of pre-tutoring; use of IT; differentiated recording sheets; modified task; and/or additional support materials.

4. How will both you and I know how my child is doing and how will you help me to support my child's needs?

The Primary school has an assessment tracking system (Target Tracker) through which the progress of all students is monitored. The Secondary school use SIMS (School Information Management System) to track progress.

In Primary, there are 2 formal Parents' Evenings at the end of Term 1 and Term 2 and one optional meeting at the end of term 3 during which you will have the opportunity to formally discuss your child's progress. In Secondary, there is one parents evening a year for each academic year group. Both schools generate three progress reports throughout the school year: at the end of terms one and two and an End of Year Report for both attainment and progress.

In addition to this, children with special education needs and their parents/carers will be invited to attend Individual Learning Plan (ILP) Review Meetings with their child's class teacher and the SENDCo once each term. In these meetings, teachers will discuss progress against any previous targets set and agree upon new targets that the child will be supported in working towards achieving over the next term. Included within these ILPs is a section that details suggestions of how parents/carers might support their child in the home environment.

5. What support will there be for my child's overall wellbeing?

Dukhan English School understands the importance of ensuring that all children feel happy and safe both at school and outside of it. If a child is assessed to need additional help with regard to managing emotions, social situations and/or stress, they will be referred to a school run nurture/social group or to the School Wellbeing Officer with the permission of their parents/carers.

6. What specialist services and expertise are available at or accessed by the school?

School may commission specialist support or assessment for identified children e.g. Speech and Language therapists, the School Nurse and Occupational Therapists.

7. How do you involve other agencies in meeting the needs of children with SEND and in supporting families?

As part of our support for all children in school we have regular opportunities to consult with support services and health agencies at the Qatar Energy Medical Centre, Ontario Centre and Hamad and Al Ahli Hospitals.

We will discuss the needs of the individual/family in/outside of school and plan together the best use of advice and support from other agencies.

Professionals who might attend this meeting include:

- The School Nurse.
- A speech and language therapist.
- A pediatrician.

8. How will my child be included in activities outside the classroom including school trips?

Dukhan English School is committed to full inclusion in our educational trips. When planning trips, the needs of all children are taken into consideration and the trips are planned accordingly following a risk assessment. For those children with a higher level of need, parents may be involved in the planning process, resulting in an agreement regarding participation or remaining at home/school.

9. How accessible is the school environment?

The school has wheelchair access from the main playground. We also have a disabled toilet and shower in the EYFS Zone. Small adjustments are made according to the needs of the children in our care. In addition to this, there is assisted disabled entry at the main entrance.

10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

At Dukhan English School every effort is taken to ensure transition times are successfully managed. Some children complete transition passports about themselves to inform their next teacher/school. There are also additional transition opportunities provided by our secondary colleagues.

11. How are the school's resources allocated and matched to children's special educational needs?

The school's budget will vary on a yearly basis. A lump sum will be allocated for SEND provision and the Head of School and SENDCo will allocate this to meet the needs of the children, in line with the data and tracking system. These allocations are used in a variety of ways depending on the degree and areas of need for our SEND students.

12. How is the decision made about what type and how much support my child will receive?

Sometimes it is identified that a child will benefit from additional support, such as extra help from a teaching assistant, small group support or alternative resources. In these circumstances, the Head Teacher, SENDCo and class teacher will make a decision on what can be provided. Student progress will be monitored in light of the adjustments to the provision, to enable the school to determine the impact of the intervention strategies used.

13. How are parents and young people themselves involved in the school?

Individual targets are set for students with special education needs. These targets are reviewed by the students themselves with the help of their teachers. These targets are discussed and reviewed at termly meetings. Further to this, there will be termly student progress meetings held with class teachers, coordinators/assistant heads and, on occasion, the head of primary.

Dukhan English School has active groups of student leaders: House Captains, Playground Leaders and Reading Ambassadors who are chosen by both teachers and their peers. They are involved in projects which include looking at the well-being of the school's students.

Further to this, the school give regular opportunities for parent feedback resulting in SEND development.

14. Who can I contact for further information and other support?

Your first point of call is your child's class teacher. For information regarding admissions please contact the Head Teacher. The school SENDCo would be happy to discuss our special educational needs provision.

15. List of Specialist Services and Hospitals

- Mind Institute
- Awsaj Academy
- Shafallah Centre
- Sidra Hospital
- Hamad Hospital for occupational health
- Hamad Hospital for speech therapy

Appendix 8

Managing Confidential Data and Information

- In order to ensure that children transition smoothly from one class to the next, class teachers meet prior to the start of the new academic year to discuss individual needs of children with SEND. In addition to this, all children have a SEND folder, stored securely, where important documents relating to individual children are saved. This is shared with the next class teacher as a child progresses through the school. It is the child's class teacher and SENDCo who are responsible for ensuring that this file is kept up to date and stored securely.
- Wave 2 and Wave 3 ILPs are reviewed on a termly basis and SEND folders are accessed throughout the school year for moderation by the SENDCo. Copies of ILP reviews and new targets are sent to parents/carers with an appropriate covering letter unless discussed with the class teacher at Parent Teacher Meetings. Information about all children, including their special educational needs is recorded and updated on the SIMS system.
- Information regarding a child's individual needs will be shared with relevant teaching and support staff in order that they are able to support the child appropriately in school.