







Title: **Policy for Managing Special Education Needs & Disability (SEND) in QatarEnergy Schools**

Status: **Current**

Approval Date: **January 2021**

Department	Prepared by		Reviewed by	Approved by
Human Capital Education				 Digitally signed by ABDULAZIZ MOHAMMED A E AL-MANNAI Date: 2022.04.18 11:56:53 +03'00'
January 2020	VHE/1	VHE/2	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.”

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FOREWORD

This document has been developed by the Education Section (VHE) of the Human Capital Directorate (VH) and circulated for review by stakeholders 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 QatarEnergy Values. The policy document should be read alongside the QatarEnergy Schools Procedure Document for Managing Special 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.

POLICY STATEMENT

QatarEnergy Schools are committed to providing an inclusive learning environment that meets the needs of all students, regardless of any special need or disability. We aim to ensure that all students can fully access the curriculum and in so doing reach their full potential in a safe, happy and caring school that values every individual and celebrates the diversity of the community.

1. PURPOSE

- 1.1 This policy sets out how QatarEnergy schools aim to meet the additional needs of all students and the procedures that each QatarEnergy School has in place to ensure full access to the curriculum and learning environment.
- 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 QatarEnergy 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 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 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/ABBREVIATIONS

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 QatarEnergy Schools

SEND

SENDCo

Principal

Senior Leader

- QatarEnergy schools at Dukhan and Mesaieed

- Special Educational Needs & Disability

- Special Educational Needs & Disability Co-ordinator

- Principal of a QatarEnergy School

- 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 QatarEnergy 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. 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.