

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEN/SEND) POLICY

1. Purpose of the Policy

The purpose of this policy is to:

- Ensure all students with Special Educational Needs and Disabilities (SEN/SEND) are identified early, supported appropriately, and included fully in school life.
- Align the school's provision with:
 - **SEND Code of Practice (DfE, 2015)**
 - **MoEHE Guidelines for Students with Disabilities in Private Schools, Qatar (latest circulars)**
 - Best international practices in inclusive education.
- Promote equity, dignity, independence, and participation for all learners.
- Ensure that parents and external agencies work collaboratively with the school.
- Provide clarity on referral, assessment, intervention, monitoring, and review processes.

2. Definition of Special Educational Needs (SEND)

A student has SEN/SEND if they:

1. Have a learning difficulty or disability that makes learning significantly harder than for peers of the same age, **and/or**
2. Require additional or different educational provision from what is normally available.

This includes difficulties in:

a. Cognition and Learning

- Dyslexia, dyscalculia, dyspraxia
- Moderate or global learning delays
- Low IQ and/or developmental delays

b. Communication and Interaction

- Autism Spectrum Disorder (ASD)
- Speech and Language Disorders
- Communication difficulties

c. Social, Emotional and Mental Health (SEMH)

- Behavioural difficulties
- ADHD/ADD
- Anxiety or emotional regulation challenges

d. Sensory and Physical Needs

- Hearing impairment
- Visual impairment
- Physical disabilities
- Medical conditions affecting learning

(Aligned with DfE SEND categories and MoEHE classification of disabilities.)

3. Guiding Principles

Aligned with **DfE SEND Code of Practice** and **MoEHE Inclusion Standards**:

- **All children can learn** with the right support.
- **Early identification and intervention** are essential.
- SEN support follows the **Assess–Plan–Do–Review (APDR)** cycle.
- SEN provision must promote:
 - dignity
 - independence
 - inclusion
 - achievement
 - safety
 - access to curriculum
- Parents are partners in supporting their children.
- Students' voices are valued and included in planning.
- Provision should be evidence-based and progress must be monitored.

4. Admissions (MoEHE-Aligned)

- The school **welcomes applications from students of all abilities**, including those with disabilities.
- In accordance with **MoEHE Circular (34) and disability inclusion guidelines**, the school:

“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

- Does NOT reject a student solely due to their disability.
- Conducts an admission interview/assessment to determine support needs.
- Requires official documentation:
 - Medical reports
 - Psychological assessments (if applicable)
 - Therapy reports
- Placement is confirmed based on the school's capacity to offer safe, appropriate, and quality provision.
- SEN fees (if applicable) follow **MoEHE-approved fee structure and approval process**.

5. Identification and Referral Process

a. Early Identification

- Teachers observe and identify learning concerns.
- Concerns are reported to SENCO/Inclusion Lead.
- Screening tools may include:
 - Cognitive assessments
 - Baseline assessments
 - Classroom observation
 - Behaviour frequency charts

b. Referral

- Teachers complete a Concern Form and submit samples of work.
- The Inclusion Department schedules observations and meetings with parents.
- A decision is made whether the student:
 - Remains on *monitoring*
 - Moves to *SEN Support*
 - Requires *external assessment*

c. External Assessment

When needed, the school may request:

- Psychological assessments
- Speech/occupational therapy evaluations
- Behavioural assessments

All assessments must come from **MoEHE-approved medical or therapy providers**.

6. SEN Support Framework

The school follows the **Assess – Plan – Do – Review (APDR) cycle** recommended by the DfE.

a. Assess

- Teacher and SEN team collect assessment data.
- Identify strengths, barriers to learning, and needs.

b. Plan

- Develop an **Individual Education Plan (IEP)** or **Accommodation Plan**.
- Agree on:
 - targets
 - strategies
 - interventions
 - responsibilities
 - success criteria

c. Do

- Implement interventions:
 - In-class support
 - Small-group therapy
 - Specialist sessions
 - Curriculum accommodations
 - Behaviour interventions
 - Shadow teacher (if approved)

d. Review

- Conduct IEP review every **term**.
- Report progress to parents and adjust provision.

7. Levels of Support (DfE Tiers & MoEHE Requirements)

Level 1 – In-Class Support ("Monitoring")

- Differentiated instruction
- Additional teacher support
- Targeted feedback

“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

Level 2 – SEN Support

- IEP implemented
- In-class SEN teacher support
- Pull-out interventions (reading/language/behaviour)

Level 3 – Intensive SEN Support

- Shadow teacher (MoEHE-approved)
- Specialist therapy (SLT, OT, BT)
- Modified curriculum (where appropriate)

Level 4 – MoEHE-Approved High Needs Support

- For complex disabilities
- Requires formal documentation and MoEHE approval
- May include fee modifications

8. Inclusion of Students with Disabilities

In line with **MoEHE Inclusion Standards**:

- Students have access to the mainstream curriculum wherever possible.
- Reasonable accommodations include:
 - extra time
 - modified worksheets
 - preferential seating
 - simplified instructions
- Physical accessibility arrangements are provided when needed.

9. Behaviour & Emotional Support (Aligned with DfE SEMH guidelines)

- Positive behaviour interventions
- Functional behaviour assessments (FBA)
- Behaviour improvement plans (BIP)
- Safe and calm spaces for regulation
- Multi-disciplinary collaboration

“Empower students to learn for life and strive for excellence so that they can contribute positively to the global society”

10. Shadow Teachers (MoEHE Requirements)

- Must be approved by MoEHE and school administration.
- Parents bear the cost unless covered by MoEHE approval.
- Must follow school safeguarding and conduct policies.
- Work under SENCO supervision, not independently.

11. Partnerships with Parents

- Regular communication
- Termly IEP review meetings
- Parent workshops
- Guidance on home support strategies

12. Roles and Responsibilities

Principal

- Ensure policy implementation
- Ensure MoEHE compliance
- Approve SEN fees and shadow teacher assignments

SENCO/Inclusion Lead

- Oversee identification, support, and IEPs
- Coordinate therapies and external agencies
- Train teachers
- Monitor progress

Teachers

- Deliver inclusive teaching
- Implement IEP strategies
- Communicate concerns

Parents

- Provide accurate documentation
- Support follow-up therapies
- Attend review meetings

Students

- Engage in their learning goals
- Communicate their needs when appropriate

13. Testing Accommodations

Aligned with **Cambridge, Edexcel, and MoEHE:**

- Extra time
- Reader / scribe
- Separate room
- Rest breaks
- Assistive technology

Eligibility requires **recent psychometric or medical reports.**

14. Safeguarding and Child Protection

Students with disabilities are particularly vulnerable; therefore:

- Staff receive annual safeguarding training.
- Inclusion team collaborates with the Child Protection Officer.
- Any concerns follow school safeguarding procedures.

15. Policy Review

This policy is reviewed **annually** by:

- SENCO
- School Leadership Team
- MoEHE inspection feedback
- DfE SEND updates