Learning Support Policy, including Special Educational Needs and Disability

Hartland International School

This policy is a statement of the aims, organisation and resourcing of the teaching and learning of children who require additional support to access the school curriculum.

August 2017

Review Date: August 2018
<mark>(updated sections in light of School Inspection Supplement 2017-2018)</mark>

References: UAE Federal Law 29 (2006)
UAE Inspection Framework 2015-2016
<mark>School Inspection Supplement 2017-2018</mark>
2015 SEND Code of Practice: 0-25 years (UK)
Equality Act 2010 (UK)
Teaching Standards 2012 (UK)
Keeping children safe in education (KCSIE 2016)

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At Hartland International School we care passionately about excellent learning and teaching, about learning for life, about education. This is The Hartland Way. We believe in experience-based learning where what we teach is related directly to the world the child knows. We continually aim to provide an inclusive, enabling environment which empowers all children to achieve.

We aim to ignite passion, to cultivate and nurture and to empower and enrich our children to be independent learners who can think their way out of new and challenging situations. Our curriculum celebrates the diversity within our school and equips our children with the skills and attributes required to become active citizens in our international community.

Our school strives to create a learning environment with strong, open and positive partnerships between adults, children and the wider community that ensures the well-being of all.

Introduction: Key Values and Principles

Hartland International School aims to recognise the unique aspect of each child that makes them all an important part of the learning community. The school aims to provide opportunities for its pupils to fulfil their full potential in all areas; academic, creative, sporting and social. Hartland celebrates the diversity within the school and equips the children with the skills and attributes required to become active citizens in the school's international community and the wider world.

The Learning Support Policy supports the school's aims and outlines the provision made by Hartland International School for students who require additional support to access the school curriculum as fully as they can, so that they are able to achieve their potential. Hartland has high expectations of all students and caters for the 'whole' child, so we will do everything practicable to make school a positive experience for all students, including those with additional learning needs and disabilities.

Students who require learning support do not necessarily have a special educational need or disability – they may simply need some help to boost their academic or pastoral progress. Therefore the school thinks of students with additional needs in terms of two groups:
   • Underachieving and less experienced learners (for many reasons) but who do not have a special educational need
   • Students who have a closely defined special educational need or disability, e.g. dyslexia, Asperger's Syndrome, dyspraxia, sensory processing needs etc. (see Appendix 1)

This policy is set up in accordance with and pays due regard to the UAE Federal Law 29 (2006) which guarantees a person with special educational needs 'access to equal opportunities of education within all educational institutions'. The policy also takes into consideration Law no.2 of 2014, issued by His Highness Sheikh Mohammad Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, which aims to provide better health care, education and public services to ensure their cohesion with other segments of society.

The policy draws on international standards for the provision of education for children with Special Educational Needs including the United Kingdom's Equality Act 2010, Special Educational Needs and Disability Regulations 2014, the Children and Families Act 2014, Teaching Standards 2012 and the 2015 SEN Code of Practice: 0-25 Years. Hartland endeavours to provide suitable education for all students in the school as best as we can with the resources available, showing due regard for standards and legislation.

Definition of Special Educational Needs

This policy accepts the definition of SEND as set out in the UAE Inspection Framework 2015-2016 and the UK's 2015 SEN Code of Practice: 0 to 25 years. The following explains the various terms that may be useful when defining students who require learning support and those with SEND.

- SEND refers to a Special Educational Need and/or Disability

- Special educational needs are defined as 'Educational needs that are different from those of the majority of students, and which arise from the impact of a disability or recognised disorder' (UAE Inspection Framework 2015-2016)

    "A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents of hinders him or her from making use of facilities of a kind generally provided for others of the same age [in mainstream schools]" (2015 SEN Code of Practice: 0-25 years). Usually, this SEN will have been diagnosed and will be closely defined (see Appendix 1) but schools also must support children who it is believed has SEN but no diagnosis has been made.

- ALN refers to an Additional Learning Need. This is not identified as SEND but a need nonetheless that is creating a barrier to learning.

- SEND is a broader term that refers to an additional or special educational need, or a need arising from a disability that requires service additional to that which is normally offered in school.

- A student should not be regarded as having a learning difficulty solely because "the language or medium of communication of the home is different from the language in which he or she is or will be taught." However, these students and students with English as an Additional Language (EAL) will possibly require further intervention in order to boost their English language skills and also differentiation in the classroom in order to access the curriculum as fully as possible (see EAL policy and Section 7 of this policy).

- A student who finds a particular subject difficult does not necessarily have a learning difficulty or SEN. There will often be differences in the speed with which students learn, in their problem solving skills and in their general ability, which do not equate to SEN.

- SEN and 'learning difficulties' cover a wide variety of conditions, including dyslexia, dyscalculia, dyspraxia, dysgraphia, Autistic Spectrum Disorder (ASD), Asperger's Syndrome, attention deficit disorder (ADD), processing difficulties, social, emotional and behavioural disorders, working memory difficulties, and sensory processing difficulties (see Appendix 1). Within each of these conditions is a large scale of difference in severity.

- Learning difficulties may also affect students who have high ability and may not be apparent until work becomes more difficult, for example at the start of secondary school or as the students make progress through Key Stages and the demands of the curriculum become greater.

- Students who are gifted and talented are also considered to have a special educational need on account of their need to be challenged and differentiated for in order to reach undoubted potential (see the school Gifted and Talented Policy)

Purpose

The aims of this policy are to promote good practice in identification and management of students who require learning support. The objective is to identify at the earliest opportunity barriers to learning and eliminate those barriers so that all children can access the broad and balanced curriculum that Hartland has to offer. The aim is for full participation for pupils with SEND, ALN, and general learning difficulties or support requirements.

Roles and Responsibilities

The Governing Body will:
- Hold the Principal and the school team to account, ensuring that the school is compliant with statutory regulations and requirements.
- Appoint one member of the Governing Body as the Governor for Inclusive Education.
- Ensure that the Governor of Inclusive Education will meet with the SENCO once a term to ensure continued compliance with UAE legislation related to inclusion.

The Principal will:
- Commit to ensure that every student experiences successes in their learning, achieves to the highest possible standard and reaches their potential, and is encouraged to do so. We aim to address the needs of each child and ensure they receive an education that enriches and inspires them, enabling them to achieve the best possible outcomes and become confident young people as they develop skills both academically and for life.
- Ensure a qualified, experienced Special Educational Needs Coordinator (SENCO) is employed and will ensure the necessary support and training in order for the SENCO to fulfil the requirements of the position.
- Ensure that the school admissions policy is adhered to in reference to students with special educational needs.
- Ensure the implementation of the Learning Support Policy.
- Support the continued professional development of all staff to ensure the effective inclusion of students with SEND. All staff will have access to training and advice to support quality first teaching and the learning of all students, including those with learning difficulties.
- Be at the forefront of offering support and guidance to children and families.
- Ensure that due regard will be given to compliance with UAE Federal Law 29 (2006) and other international teaching standards for equality and education provision for children with additional needs and SEND. Where possible and appropriate, school systems, procedures, facilities, buildings and services will be reviewed, monitored and revised to comply with the above.

The Senior Leadership Team will:
- Support the Principal and SENCO to ensure the implementation of the policy, continued inclusive provision for the children and young people, and the ongoing professional development of staff. The Vice-Principal and Head of Primary School will be the line manager for Learning Support which will include SEND, Gifted and Talented, and EAL.

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The Head of Learning Support (SENCO)

The management responsibility for learning support at Hartland is overseen by the Head of Learning Support (SENCO), who works closely with the Principal, SLT, Head of EAL, Gifted and Talented Co-ordinator, the school counsellor, school nurse and all staff to ensure students are supported appropriately.

The SENCO will:
- ensure all staff are made aware of students who have additional needs through the learning support register, learner profiles, the school's shared computer system and the school information management system (SIMS)
- write an annual evaluation report on the policy and the effectiveness of the school's work with students with SEND and ALN. This will be presented to the Governing Body.
- support all staff in being able to provide for the needs of the students by offering strategies for support, CPD, student observation, student assessment, withdrawn intervention, and parent consultation.
- be responsible for the identification of students who require additional English Language support as a result of English not being their first language. The Head of EAL works closely with the SENCO and other teaching and support staff to ensure students are supported appropriately and can access the school curriculum.

Teachers will be:
- responsible and accountable for the progress and development of the students in their class, including where students access support from learning support assistants (see appendix 7). It is the responsibility of the class and subject teacher to co-ordinate the day-to-day provision of students within their lessons. Every effort must be made and exhausted to provide for the students before referral to the Learning Support department, although the SENCO is available on an advisory capacity at all times. Professional guidance may be sought and provided by the SENCO and/or Head of EAL and/or Gifted and Talented Co-ordinator to colleagues to secure high quality teaching for students with SEN or EAL.

The staff at Hartland will ensure that students with SEND and ALN have access to the vast array of activities on offer, so far as is reasonably practicable. The learning support department, SLT and other teaching and support staff will work closely with each other, with parents, with students and with external agencies to support the needs of individual students.

Learning Support Assistants will:
- have responsibility for helping students in their learning on a day-to-day basis. It is the responsibility of the classroom teacher to guide the LSA in their support work and the SENCO has overall responsibility in line management of the LSAs.

The school has an appointed, qualified school counsellor who is available to assist any member of the school community in personal, health, social and emotional issues that may arise

The school has a dedicated medical area and the medical staff work closely with children, staff and parents to facilitate regular communication and support.

- This policy adheres to the school admissions policy

Identification and Inclusion

- At Hartland International School, we believe that the quality of education for all children can be defined through developing a culture of inclusion and acceptance, in which all members of the school community are valued equally, treated with respect and provided with equal opportunities. There is a strong expectation that the students will be successful in their personal learning goals.

- Students are often already identified upon entry to the school because of information provided by parents, previous schools and nurseries, and/or external agencies such as Educational Psychologists, occupational therapists, and speech and language therapists. All students sit an admission test (CAT4) before entry to the school, which can often identify possible additional needs. Baseline, INCAS, GL assessments and CAT4 tests are also used as part of measuring and reviewing progress and can identify anomalies in scores and the possible need for further investigation, specialist assessment and intervention in order to identify possible needs.

- Parents are consulted by telephone call, email or meeting should a difficulty be suspected or identified.

- The school uses a 'wave' classification system to categorise the level of need of the student (see appendix 2).

- If a child is offered a place at the school and their needs become identified at a later stage, the school will assess how best to meet those needs in consultation with the child, parents and teachers.

- The school aims to identify any learning need as soon as possible so that the most appropriate interventions to assist in the learning and teaching of the students can be organised. Identification of additional learning needs is a whole school responsibility, in partnership with parents.

- If at any stage, it becomes apparent that a child will not be able to access the Hartland curriculum without dedicated one-to-one learning support as a result of their SEND, then the parents will be advised of this and will work with the school in order to provide this support.

- All students identified with SEND or an additional learning need or who require learning support are placed on the learning support register so that all staff are aware of the needs of the students in their classrooms. Some students may be on a monitoring list linked to the learning support register.

- Exiting the Learning Support register and any intervention is possible and is the aim for any student who may not have any specific diagnosis of need. The SENCO, working collaboratively with teachers and parents, will review progress and evidence and consider any children who may no longer need the level of intervention previously given and who may change 'wave' category.

- All students are given the opportunity to access the full curriculum. In some circumstances it may be recommended that a student has additional in-class support, or is withdrawn from a subject or part of a subject in order to ensure that he/she makes the progress required to achieve the expectations of the school, parents and the student themselves. This will be done based on evidence already received and/or from information gathered from class/subject teachers following the graduated approach (see appendices 3 and 4 in this policy).

- Hartland adopts a whole school approach to SEN and ALN. The class/subject teacher provide quality first teaching and differentiated activities where necessary so that all students make progress regardless of ability, in an inclusive environment. The school staff accepts the aim of identifying, assessing and providing for the needs of all students in the school.

- All students are encouraged to partake in the school's wider curriculum, regardless of ability or learning need, including the varied enrichment programme and school trips and educational visits.

- Hartland has an Inclusion Action Team who meet regularly to discuss strategies for inclusion, share good practice and ensure that any barriers to inclusion are being overcome throughout the school.

Assessment and the Referral Process

- The school follows the UK's guidance in the 2015 SEN Code of Practice: 0-25 years' graduated approach (See Appendix 3) with regard to the identification, assessment and review of pupils who require learning support. The four key actions are:

  Assess: the class/subject teacher, SENCO and other relevant persons will clearly analyse a student's needs before identifying a student as requiring learning support. Concerns may be raised as a result of this continued assessment and observation of the student in lessons.
  Plan: Differentiation needs to be planned for use in lessons in order to give students every opportunity to achieve. A date for review should be noted and any plan should be discussed with parents if there is a concern. Where possible and applicable, the student should also be included in planning. Guidance from the SENCO may also be sought.
  Do: Differentiation takes place in the lessons and the class or subject teacher should remain responsible for working with the student on a daily basis.
  Review: the effectiveness of the support should be reviewed in line with an agreed date and with discussion with parents and the student. If further intervention or assessment is deemed necessary then this will be recommended and discussed with parents (see Appendix 4)

  This target setting process is designed to help with the planning and progress for children with SEND and also to identify children who may need further intervention but have not previously been identified.

- Ongoing assessment of students across the curriculum by class and subject teachers helps to monitor progress and to identify any students who may require intervention, either through differentiation within the classroom or through withdrawn learning support.
- Teachers differentiate for students with SEND and additional learning needs as much as necessary so that they can achieve to the best of their ability within the mainstream classroom. Differentiation strategies must be used before referral to the Learning Support department and a record of evidence of differentiation and the assess-plan-do-review (target setting) process kept in a yellow learning support folder.
- If teachers have concerns regarding any students that they teach in their subjects and have tried a variety of methods to assist in the learning of the student that have not worked, then, following the graduated approach, teachers should formally refer the student to the SENCO by completing the Record of Concern/referral form (see appendix 5) so that further information may be gathered and observation of the student in class may be undertaken. Parents should be kept informed.
- Upon referral, communication will take place with the student's class teacher (in Primary), Form Teacher (in Secondary) and lead teachers in each phase (as appropriate and necessary). Where the student has more than one teacher then a round-robin (Appendix 6) will be sent to all of the referred student's teachers so see if there is concern across the curriculum or in isolated parts. Students will then be observed and/or interviewed by the

SENCO, with liaison with parents. Assessment records and evidence from teaching staff will be considered and parents will be contacted in order to discuss possible options, including further observation by outside agencies, any diagnostic assessment and possible withdrawn lessons.

- If there are areas of concern, parents will be contacted and discussion will take place so that recommendations can be made for a suitable course of action. If further assessment is deemed necessary outside school, for example, by an Educational Psychologist, then the cost of this will be borne by the parents. Copies of any external agency report should be given to the school so that the best support can be made available for the child and so that learner profiles can be informed and useful.

- Parents bear the overall responsibility for taking decisions about the intervention and management of their child's learning difference. Recommendations will be made but the ultimate decision on support is the decision of the parents.

- All evidence of differentiation and assessment will need to be kept by the class and subject teachers as evidence for intervention, adjustments, and possible examination access arrangements. Each teacher has a yellow learning support file to assist in this process. This evidence should be kept as hard copies and given to the SENCO where necessary. Records of this can also be added to SIMS where appropriate and possible.

- The progress of students with identified learning support needs will be reviewed regularly. IEPs for wave 3 students are reviewed frequently by class teachers and in more formal review meetings with parents on a termly basis; learner profiles are reviewed every 6 months and these will help to inform SMART target setting and the assess-plan-do-review approach; yellow files are audited termly. Ongoing assessment takes place by the class teachers to monitor progress and this will be noted in Classroom Monitor in order to keep a record of achievement. Where reading, spelling and other standardised assessments have been undertaken, these will be re-assessed in line with the recommendations of the specific assessment, usually every 6 months

- IEPs are used for student who are classed as Wave 3. These are children who require a level of support that is outside the usual range of classroom intervention. The IEP should be used in conjunction with the learner profile and will set targets for achievement, how these targets will be achieved, who will help and a time frame set for achievement. The IEPs will be reviewed termly in close collaboration with the class teacher, one-to-one learning support assistant, student and parents.

- Pupils who have been identified as having an additional learning need may be eligible for examination access arrangements. When they are of appropriate age, application may be made to examination boards for additional arrangements and adjustments to complete public examinations such as GCSEs. The SENCO will liaise with parents and teachers with regard to the access arrangements and the evidence required. Amendments will be made to this policy when students in the school are of the appropriate age for GCSEs or A Levels in line with the recommendations of the JCQ for that year. For example, the gathering of evidence required from staff to submit any application to the appropriate awarding bodies in accordance with the regulations set out by the JCQ and the completion of Form 8, a document required by the JCQ.

SEND provision and arrangements

- Provision for students with identified SEND is generally undertaken in class by the class teacher and the learning support assistants, in close collaboration with the SENCO. Some students with identified needs may be withdrawn from lessons for additional support either from the SENCO, learning support assistants, Head of EAL, G&T coordinator, school counsellor or outside agencies including OT and SALT.
- The purpose of any withdrawn learning support is to offer additional help for students who require assistance to access the school curriculum as fully as their peers and reach their potential. These students do not necessarily have a specific diagnosed learning need although many do.
- Additional withdrawn lessons are offered as an individual lesson or in small groups. These lessons aim to develop the individual needs of the students, for example, support for literacy skills, such as spelling, reading and the skills that revolve around these aspects of learning; processing difficulties; sensory integration difficulties; speech, language and communication; and numeracy. Lessons can also be 'reactive' to the needs of the student as they arise within the curriculum and so planning for lessons can be flexible.
- Every student who is identified on the Learning Support register has a learner profile that all teaching staff have access to in order to consider teaching strategies that can be used in the mainstream classroom. This will also help to implement the graduated response to learning support.
- Students who are identified as being on Wave 3 of the categorisation of support needs have an individual education plan (IEP) which sets out targets that will help to assist them and their teachers in their learning.
- Provision mapping is noted on both the Learning Support register and on SIMS which identifies the provision implemented, including quality first teaching.
- Assessment resources for testing progress and also access arrangements are kept up-to-date so that they can give clear standardised scores, areas of strength and areas in which intervention may be required. Assessments fall in line with the requirements of the Joint Council for Qualifications (JCQ).
- Accessibility is important and Hartland meets all KHDA requirements with regard to access for all students, staff and school guests. Facilities around the school include: ramped access to the ground floor of the school building; a number of lifts that give access to higher levels of the building; and sport, bathroom and changing facilities for those with physical disabilities.
- Learning Support Assistants are in every Foundation Stage and Primary School class up to Year 3. Years 4, 5 and 6 have a learning assistant per year group. There is a dedicated learning support assistant specifically linked to the SENCO who supports core subjects for upper KS2 and KS3. All learning assistants help support teaching and learning.
- Each teacher, class and Key Stage has a wide range of resources available to help with the teaching and learning of all students including those with SEND and ALN.

Department Responsibility

- Subject leaders are responsible for individual educational needs provision in their subject areas. Class teachers are responsible for this provision in their class.
- Each department will give clear indications within their schemes of work where differentiation can take place, which relates to learning support needs provision. This will assist in providing evidence of the type of support given, rate of progress and outcomes.

- Weekly planning meetings for year groups and key stages will include planning for different needs. The curriculum in any given subject area should meet the needs of all the students to whom it is delivered and should be modified where necessary and appropriate.

- Where necessary and appropriate, an alternative or modified curriculum may be offered to students with SEND such as through withdrawn support, different topics and assessments, and movement between age groups and classes.

- The teacher with responsibility for staff induction is responsible for ensuring that the SENCO is able to inform new staff about the overall school policy for learning support as part of the induction programme.

- Before meeting a new class, all staff should make themselves aware of those students in each of their classes who have learning support needs and are on the learning support register, the EAL register or the Gifted and Talented register. This information can be found in the staff drive: whole school; learning support folder and the EAL folder, and on SIMS.

- All staff will have an update on the Learning Support department, where to find key information such as the register, and the school expectations regarding SEND at the beginning of every academic year.

English as an Additional Language provision (EAL)

- The school conducts its learning in English and there is an expectation that all children will be able to communicate effectively in the English language.

- Children are not regarded as having a learning difficulty solely because they are learning English as an additional language but they may require additional support in order to access the curriculum which is why this section is included in this policy. Please also see separate school EAL policy.

- If additional support is required for students with EAL, they will be added to the EAL register and in some cases may be included in the learning support register.

- If a student is identified as having SEND in their mother tongue then they will be added to the learning support register and the aim is that their individual needs will be met in line with any other student identified as requiring further support in lessons.

Gifted and Talented provision

- The school recognises the diverse learning needs of its students and this includes those who are deemed as high achievers, gifted and talented. Reference should be made to the school's Gifted and Talented policy for identification and provision.

Working with Parents

- The school prides itself on the partnership it has with parents. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important for students who have learning support needs to have the support and encouragement of parents so that they can achieve success. The school considers parents as partners in the student's learning and encourages parents to view themselves as such.

- Parents will always be kept informed about their child's learning support need and regular communication will take place.

- If the class/subject teacher has an initial concern about a student's progress, parents will be contacted to discuss strategies being used to help, in accordance with the graduated approach to learning support. The SENCO may also be involved in any initial meetings if the class teacher feels it would be beneficial. If a decision is being considered to assess a student for possible difficulties or to move a student to the learning support register then parents will be invited to a meeting prior to any learning support intervention taking place.

- Parents will be informed and consulted regarding IEPs, Learner Profiles and strategies that can be used in class and at home.

- Parents are contacted regarding each review and are invited to discuss outcomes with teachers and the SENCO so that comments and views are taken into consideration when deciding upon future action and targets.

- Parents will always be advised and consulted prior to any testing of students taking place and if involvement with an external agency is deemed appropriate or necessary.

- The school reserves the right, following consultation, to ask parents to withdraw a child from the school if the child's learning support needs require a level of support or medication that, in the professional judgement of the Principal, SLT and SENCO, the school is unable to provide, manage or arrange; and/or the child is in need of a formal assessment, learning support or medication to which the parents do not consent; and/or parents have withheld information from the school that would have made a significant difference to the school's management of their child's learning needs.

Working with outside agencies

- Where necessary and appropriate, the school will seek support from and work closely with outside agencies such as occupational therapists, educational psychologists, speech and language therapists, clinics and centres within the Dubai network, behavioural optometrists, sensory services, SENCO forums and other appropriate experts.

- Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists with the permission of parents. Should payment for these services be required, then this will be borne by the parents.

- The school works closely with the respected Dubai clinic KidsFirst and occupational therapy and speech and language therapy is available in school from the clinic. This is not an exclusive provider and the SENCO also keeps contact details of other clinics and centres in Dubai should parents want to explore other options and other agencies.

Student Voice

- The school will work to ensure that, where possible and depending on the age and level of need, students are fully aware of their individual needs and have involvement in the targets that are set for them. Parents will also be involved in this process and encouraged to discuss with their child his/her individual needs.
- As far as is possible and practicable, students will be involved in the decisions which are taken regarding their education.

Evaluating Success

- The Learning Support Policy will be reviewed at least every 2 years.
- An annual SEN Information Report will be produced to evaluate how the Learning Support policy is being implemented and to record achievements and successes. This will be completed by the SENCO, in consultation with the Principal, SLT and the governor for inclusion.
- Student attainment and progress will be monitored and reviewed regularly.

Arrangements for monitoring and evaluation

The SENCO will review in line with legislative changes and guidance on best practice and will report matters as they arise to the Principal.

Date for review

August 2018

Relationship to other guidelines and statements
This policy should be read in conjunction with other policies and school documents including:

- Admissions Policy
- EAL Policy
- Gifted and Talented Policy
- Curriculum Policy
- Marking and Feedback Policy
- Behaviour Policy

- Child Protection Policy
- Complaints Policy
- PSHCE
- SEN Information Report

Appendix 1

KHDA Categories for Disabilities/Special Educational Needs – taken from the UAE School Inspections Framework 2015-2016

Type of Need	Description
Behavioural, Social, Emotional	Behaviour that presents a barrier to learning Emotional problems such as depression, eating disorders, attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD), Oppositional Defiant Disorder (ODD), Conduct disorder (CD), childhood psychoses and syndromes such as Tourette's.
Sensory	**Visual impairment** Visual impairment is when a person has sight loss that cannot be fully corrected using glasses or contact lenses **Hearing impairment** Hearing impairment, deafness, or hearing loss refers to the inability to hear things, either totally or partially.
Physical Disability	Disabilities arising from conditions such as congenital deformities, spina bifida and/or hydrocephalus, muscular dystrophy, cerebral palsy, brittle bones, haemophilia, cystic fibrosis or severe accidental injury. It is important to state that there is no necessary direct correlation between the degree of physical disability and the inability to cope with the school curriculum, apart from the elements involving physical activity. Students with severe physical disability may have minimal special educational needs, while those with minimal physical disability may have serious learning needs.
Medical Conditions or Health Related Disability	Medical conditions that may lead to an associated "special need". These conditions may be temporary but are more likely to be ongoing and include such illness as asthma, diabetes and allergies.
Speech and Language Disorders This does not include students with additional language needs	Expressive language disorder – problems using oral language or other expressive language. Students' understanding of language is likely to exceed their ability to communicate orally. Receptive language disorder – problems understanding oral language or in listening. Global language disorder – difficulties with both receptive and expressive language. Global language disorders affect both the understanding and use of language.
Communication and Interaction	Autistic Spectrum Disorders (ASDs) are neurological disorders that are characterised by difficulties with social communication, social interaction, social imagination and flexible thinking. Asperger's Syndrome is thought to fall within the spectrum of autism, but with enough distinct features to warrant its own label. It is characterised by subtle impairments in three areas of development. There is no clinically significant delay in cognitive development or in language acquisition. However, students with Asperger's syndrome often have communication difficulties.

General Learning Difficulties	
Learning difficulties 1	Below average general intellectual functioning often reflected in a slow rate of maturation, reduced learning capacity and inadequate social adjustment.
Learning difficulties 2	Significant learning difficulties which have a major effect on participation in the mainstream curriculum, without support.
Profound and Multiple Learning Difficulty (PMLD)	Complex learning needs resulting in severely impaired functioning in respect of a basic awareness of themselves, the people and the world around them. They may include physical disabilities or a sensory impairment. A high level of support is likely to be required.
Assessed Syndrome	A syndrome usually refers to a medical condition where the underlying genetic cause has been identified, and the collection of symptoms is genetically related. Examples of syndromes include: Down's syndrome, Stickler syndrome and Williams syndrome.
Specific Learning Difficulties	
Dyslexia -reading	Dyslexia is a specific difficulty with learning to read fluently and with accurate comprehension despite normal or above average intelligence. This includes difficulty with phonological awareness, phonological decoding, processing speed, orthographic coding, auditory short-term memory and language skills/verbal comprehension.
Dysgraphia - writing/spelling	Dysgraphia is a specific learning difficulty that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper. Dysgraphia can be a language-based and/or non-language-based disorder.
Dyscalculia - using number	Dyscalculia is a specific learning difficulty that affects the ability to acquire arithmetical skills. Learners with dyscalculia may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.
Dyspraxia – fine and gross motor skills	Dyspraxia goes by many names: developmental coordination disorder, motor learning difficulty, motor planning difficulty and apraxia of speech. It can affect the development of gross motor skills like walking or jumping. It can also affect fine motor skills or speech. Dyspraxia is not a sign of muscle weakness. It is a brain-based condition that makes it hard to plan and coordinate physical movement.

Taken from the 2015 UK SEND Code of Practice:0-25 years - Four Categories of SEN and the broad areas of need

1. *Communication and interaction*, including:
   - SLCN (Speech, Language and Communication Needs)
   - ASD (Autistic Spectrum Disorder)

2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
   - MLD (Moderate Learning Difficulties)
   - SLD (Severe Learning Difficulties – where children are likely to need support in all areas of the curriculum and associated difficulties as well as a physical disability or sensory impairment.)
   - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)

- SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)

3. *Social, Emotional and Mental Health Difficulties*. They include:
   - Wide range of difficulties that manifest themselves in many ways, for example, becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
   - ADD (Attention Deficit Disorder)
   - ADHD (Attention Deficit Hyperactive Disorder)
   - OCD (Obsessive Compulsive Disorder)
   - Attachment Disorder

4. *Sensory and/or Physical Needs*. These include:
   - Vision Impairment (VI)
   - Hearing Impairment (HI)
   - Multi-sensory Impairment
   - Physical Disability

NB It should be noted that in the UK, behaviour is no longer considered to be a special educational need but rather the reasons why behaviour is causing a child difficulties, e.g. are they showing difficult or unorthodox behaviour on account of an emotional need? Or as a result of a social need?

Appendix 2
Classification of Stages of SEN and the levels of support expected

 • **Wave 1** – this is where the classroom teacher has full responsibility to respond to a student's learning need.

Teachers should differentiate their lessons by using a student's learner profile or other formal record of the student's needs to help plan for progress. There will be effective inclusion of all children in high quality lessons where teachers differentiate according to individual student's needs as determined by each student's learner profile and on-going assessments. Examples of sources of information: teacher plans; ongoing assessment; learner profiles; parent meetings; student goals; assess, plan, do review documentation.

• **Wave 2** – where Wave 1 differentiation is not working or that the learning need is more serious or severe.

Wave 2 students require more support than that solely given by the class or subject teacher. This support could take the form of withdrawal from lessons for individual intervention, support teaching in small groups or a LSA in the classroom working with a group of students. This will be provision that goes beyond the 'normal' classroom. Additional testing, external assessment and possible therapy may be advised for these students in order to ascertain possible learning needs and further intervention that may be required. These students may be eligible for access arrangements in examinations. They would be classed as 'SEN support' and could already have a diagnosis of SEND. Examples of sources of information: standardised assessments; Educational Psychologist report diagnosing a specific need such as dyslexia; learner profiles; teacher plans; enrichment; withdrawal groups.

• **Wave 3** – Specific targeted support for individual students whose needs are not met by Wave 1 or Wave 2 interventions.

These children will have a diagnosed SEND. This would involve external assessments from educational psychologists, associated therapists, sensory services, medical practitioners and/or consultants. A high level of support would be needed, possibly a one-to-one learning support assistant. Withdrawal from lessons for extra support would be necessary. The curriculum could not be accessed without adaptations or modifications. Examples of sources of information: Educational Psychologist report; individual education plans (IEPs); regular review; specialist assessments; teachers and LSA assessments and feedback; screening for difficulties from external agencies such as psychologists, audiologists and so on; and associated resourcing such as therapy for speech and language needs.

 NB – movement can happen between waves.

Appendix 3
Graduated Approach and Steps for Referral

*Teachers are responsible and accountable for the progress and development of **all** students in their class*.

Step 1 = Student needs help – teacher and/or parents have concerns.

Step 2 = high quality first teaching, differentiation for individual student, liaise with student and parents to discuss best way of learning and what your expectations for the student are. Keep a written record of this. Also, where applicable, communicate with Form Teacher or subject leaders to check if concerns have been raised from other subjects/teachers and if parents have been advised.

Step 3 = does the differentiation work? If yes, then continue with teaching and differentiation strategies being used and ensure evidence of progress/attainment is gathered. If no, move to Step 4.

Step 4 = Teacher liaises with colleagues, including SENCO, and seeks ideas for possible differentiation ideas. Teacher continues dialogue with student, parents and form teacher.

Step 5 = Teacher uses different teaching and learning strategies gained from discussion with colleagues. If this works, continue with these strategies. If not, move to Step 6.

Step 6 = ROC form sent to SENCO with evidence of differentiation strategies already used, information given to parents and assessments if applicable. Yellow Folder can be used for evidence gathering also.

Step 7 = SENCO observes student in class and, where applicable, seeks formal information via referral forms from other subject teachers to gain a whole picture of progress in lessons. (Teacher continues trying differentiation in class)

Step 8 = SENCO and teacher meet with parents and student (not necessarily together)

Step 9 = formal observations, possibly from outside agencies take place; assessments for need undertaken to decide on intervention. Possible recommendation of further assessment with outside agencies to diagnose suspected SEND.

Step 10 = Intervention takes place if needed for example, separate support sessions, movement in teaching groups, external agency involvement. Differentiation in class continues. On-going review of progress. Student placed on Learning Support register.

N.B. At any time during this graduated approach, the SENCO is always available for help and advice. There is no specific time-frame for the graduated approach and the steps could be reached in a relatively short space of time through the assess, plan, do, review approach in appendix 3.

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Appendix 4
Assess, Plan, Do, Review

This cyclical process should be used by the class teacher for targeted intervention of students on the register, those being monitored and any other student who is causing concern. At least one cycle should be completed every half term.

Assess:
- In identifying a student as needing support, the class/subject teacher should carry out a clear analysis of the student's needs. What are the concerns? What are they struggling with? What area of learning needs more input? E.g. communication, learning, social difficulties, literacy, maths etc. The analysis and evidence should draw on the teacher's ongoing assessment and experience of the student and the student's previous progress and attainment. It should also draw on the student's attainment and progress in comparison with their peers and national standardised data, the views and experience of the parents, and the student's (if possible) own views of his/her learning. Any concerns raised by parents should also be taken seriously.
- Assessment should be reviewed regularly. This will help ensure support and intervention are matched to need and that any barriers to learning are overcome. Effectiveness of the intervention can also be developed.
- In some cases, there may already be external professionals or agencies involved with the student. If there is a need for external agency assessment, then SENCO will inform parents.

Plan:
- A plan should be made for differentiation, using learner profiles where applicable or differentiation guidance documents.
- Where it is decided to provide the student with additional learning support in the Learning Support department, the parents must be advised and written permission gained. Parents should already be aware of learning differences due to the ongoing assessment above. The SENCO, teacher and/or subject/pastoral leader should agree, in consultation with parents and student, the adjustments, interventions and support to be put in place, as well as expected impact on progress, development and in some cases, behaviour. A date for review should be provided.
- All teachers and support staff who work with the student should be made aware of needs if needed (learning support register)
- Any plan for in-class intervention should also be communicated to the LSA.
- Parents to be kept informed and should reinforce and contribute to progress at home.

Do:
- Differentiation planned in the 'Plan' section should be implemented.
- The class/subject teacher should remain responsible for working with the student on a daily basis.
- Where interventions involve group or one-to-one teaching away from the main class/subject teacher, the teacher should still retain responsibility for the student. They should work closely with the learning support assistant and SENCO involved in order to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review:
- Effectiveness of the support should be reviewed in line with the agreed date.
- Impact and quality of support and interventions should be evaluated, along with the views of students and parents. This can feed back into the analysis of needs. The teacher, working with the SENCO, should revise the support in light of student's progress and development, deciding if any changes are needed.
- Parents should have clear information about the impact of support and interventions provided and they should be involved in planning the next steps.

4. review

- Monitor progress on a regular basis
- Has support been effective?
- Has progress been made at the desired rate?
- Review support arrangements and their impact.

1. Assess

- Observations
- Information from students/families
- School tracking of student progress
- Student progress meetings
- School based informal and standardised assessment – identifying specific needs and level of need

3. Do
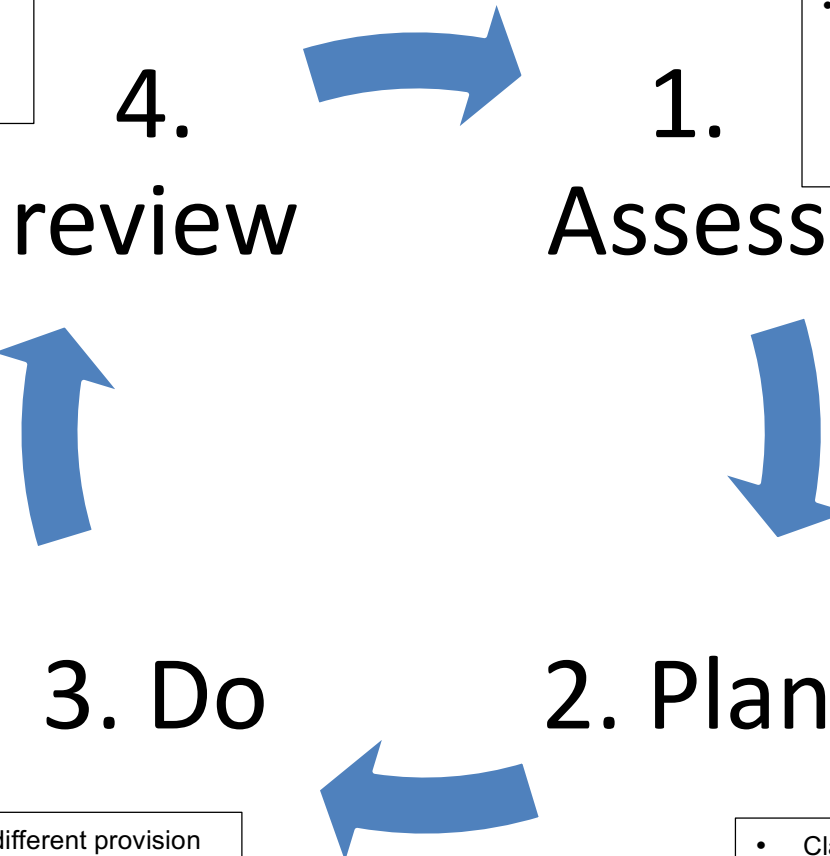
- Ensure additional of different provision is given consistently, over a short time and then reviewed.
- Ensure that taught skills are used in the classroom
- Ensure staff are trained and confident
- Ensure communication systems are in place to enable support and teaching staff/SENCO to be aware of focus of additional support and ongoing outcomes

2. Plan

- Class environment
- Differentiation
- 'aware and adjust'
- Matching students needing support to provision
- Ensure all additional support or differentiation is recorded
- Ensure monitoring and evaluation of intervention

Appendix 5
Record of Concern – referral form

Name of Student:	Class/subject:
Teacher/person referring student:	Date:

Difficulties/reason for referral:

Have you discussed your concerns with the student and parents? What plan for improvement was agreed?

What strategies for differentiation have you used in class with the student? (please attach examples where possible)

Have the plan and strategies worked? Has progress been made from the original assessments that caused your concerns?

Current level of attainment:

Current rate of progress against prior attainment and/or peers:

Behaviour/Effort in lessons:

Appendix 6
'Round-robin' request for information form

Name of Student:	Class/subject:
Teacher:	Date:

Difficulties/reason for request for information:

Teacher comments:
- **Homework:**

- **Organisation:**

- **Behaviour/effort:**

- **Attention:**

- **Current level of attainment:**

- **Rate of progress against ability, prior attainment and/or peers:**

- **Communication with student/parents**

Has any differentiation taken place in lessons to help the student if needed? If so, please give examples.

Appendix 7
Teaching Standards

Q1 Set High Expectations which inspire, motivate and challenge

Q1 (A) Establish a safe and stimulating environment for pupils, rooted in mutual respect.

Q1 (B) Set Goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.

Q1 (C) Demonstrate consistently the positive attitudes values and behaviour which are expected of pupils.

Q2 Promote good progress and outcomes by pupils

Q2 (A) Be accountable for pupils' attainment, progress and outcomes

Q 2 (B) Be aware of pupils capabilities and prior knowledge and plan teaching to build on these.

Q2 (C) Guide pupils to reflect on the progress they have made and their emerging needs

Q 2 (D) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.

Q 2 (E) Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Q3 Demonstrate good subject and curriculum knowledge

Q 3 (A) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.

Q3 (B) Demonstrate a critical understanding of developments in the subject and curriculum areas and promote the value of scholarship

Q3 (C) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.

Q3 (D) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics

Q3 (E) If teaching early mathematic, demonstrate a clear understanding of appropriate teaching strategies

Q4 Plan and teach well-structured lessons

Q4 (A) Impart knowledge and develop understanding through effective use of lesson time.

Q4 (B) Promote a love of learning and pupils' intellectual curiosity.

Q4 (C) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.

Q4 (D) Reflect systematically on the effectiveness of lessons and approaches to teaching.

Q4 (E) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)

Q5 Adapt teaching to respond to the strengths and needs of all pupils

Q5 (A) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.

Q5 (B) Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.

Q5 (C) Demonstrate and awareness of the physical, social and intellectual development of pupils and know how to adapt teaching to support pupils' education at different stages of development.

Q5 (D) Have a clear understanding of the needs of pupils including those with special educational needs; those with EAL; those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them.

Q6 Make accurate and productive use of assessment

Q6 (A) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

Q6 (B) Make use of formative and summative assessment to secure pupils progress.

Q6 (C) Use relevant data to monitor progress, set targets and plan subsequent lessons.

Q6 (D) Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

Q7 Manage behaviour effectively to ensure a good and safe learning environment

Q7 (A) Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in the classroom and around the school in accordance with the schools behaviour policy.

Q7 (B) Have high expectations of behaviour and establish a framework for discipline with a range of strategies using praise sanctions and rewards consistently and fairly.

Q7 (C) Manage classes effectively using approaches which are appropriate to pupils' needs in order to involve and motivate them.

Q7 (D) Maintain good relationships with pupils exercise appropriate authority and act decisively when necessary.

Q8 Fulfil wider professional responsibilities

Q8 (A) Make a positive contribution to the wider life and ethos of the school

Q8 (B) Develop effective professional relationships with colleagues knowing how and when to draw on advice and specialist support

Q8 (C) Deploy support staff effectively.

Q8 (D) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.

Q8 (D) Take responsibility for improving teaching through appropriate professional development responding to advice and feedback from colleagues.

Appendix 8
Learning Support Teaching Staff and responsibilities

- **The Principal and Senior Leadership Team** – overall responsibility for Learning Support in the school. Work closely with Head of Learning Support and delegate responsibility.

- **Head of Learning Support (SENCO), Miss Linzi Williams BScEcon, PGCE, PgDip SEN, PAPAA** – works in collaboration with the Principal, SLT, teaching and support staff to ensure dissemination of information regarding students and that those students are supported appropriately. The SENCO is the point of contact for parents, teaching and support staff regarding any Learning Support and SEN issues, including examination access. The SENCO ensures all information regarding Learning Support is kept up-to-date and shows due regard to UAE Federal Law and international legislative guidance.

- Head of EAL, Mrs Kathryn Llewellyn – works in collaboration with the Principal, SLT, teaching and support staff to assess, identify and ensure provision for EAL students and the progress of those students throughout the school.

- Gifted and Talented Co-ordinator, Mrs Helen Green – works in collaboration with the Principal, SLT, teaching and support staff to assess, identify and ensure provision for students who are deemed to be very able, gifted and talented.

- School Counsellor, Mrs Amarylis Harris – works collaboratively with all stakeholders, including children, staff and families to ensure the social and emotional wellbeing of students.

- School Nurse, Mrs Rachel

- **Learning Support Assistants** – work with the SENCO and teaching staff to provide high level support to students in class.

- **Every teacher** – all teachers are responsible for the learning support needs of students in their classroom. All teachers should provide opportunities for progress and development of students in their lessons and keep a record of this for evidence of the implementation of the graduated approach.