

SENDIA

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outcomes
for pupils



HARTLAND INTERNATIONAL SCHOOL

has been awarded

The SEND Inclusion Award

A National Standard for Effective and Inclusive Special Educational Needs and Disability (SEND) Provision

Date of issue: 15 APRIL 2025

Expires: 15 APRIL 2028

A handwritten signature in black ink, appearing to read 'S. Reynolds'.

Steph Reynolds

Managing Director, Optimus Education



SEND Inclusion Award (SENDIA) Verification Report

School name:	Hartland International School
School address and postcode:	Dubai
School telephone:	+971528549964
School website:	https://www.hartlandinternational.com/
Head teacher:	Fiona Cottam
Head teacher's email:	fcottam@hartlandinternational.com
SENDIA coordinator:	Sharon MacGowan
SENDIA coordinator's email:	smacgowan@hartlandinternational.com
Award verifier:	Emma Symonds
Award adviser (if applicable):	Emma Symonds
Date of verification:	Tuesday 15 th April

Commentary on the evidence provided:

Hartland International School has submitted a comprehensive body of evidence to support its SENDIA award application, demonstrating both breadth and depth across the award's objectives. Evidence represents inclusive practices across all phases of the school. The portfolio includes key strategic documents such as the School Improvement Plan, Self-Evaluation Form and inspection reports, alongside detailed governor meeting minutes which show inclusion as a standing agenda item. Action plans, intervention reviews and APDR cycles (Assess, Plan, Do, Review) are well-documented across year groups, including both primary and secondary phases. Pupil passports, behaviour support plans, and tracking tools reflect how provision is personalised and monitored. Evidence of training is extensive, including CPD agendas, INSET records, and tracking logs for iLSAs. Timetables, planning files and examples of adapted provision from FS1 to Year 13 illustrate consistent quality-first teaching approaches. SEND assessments and intervention outcomes are substantiated through internal data reports, therapy feedback, observation records and learning walks.

Student voice is represented through personalised feedback and one-page profiles, while parent voice is evidenced through structured communication, workshop agendas and review documentation. Photos and presentation slides further demonstrate inclusive environments, breakout spaces, and specialist resources in use.

The final presentation effectively supported and collated all submitted evidence, providing a clear summary of Hartland International School's inclusive ethos, strategic developments, and whole-school impact with reference to each objective.

Strengths identified during verification:

Hartland International School demonstrates commitment to inclusive education across all phases, from Foundation Stage to Year 13. Their vision and mission, encapsulated in "The Hartland Way", align closely with inclusive principles – placing a strong emphasis on integrity, compassion, resilience and achievement.

The school's inclusive culture is deeply embedded, supported by a strong, structured inclusion team and active leadership at all levels, including governors. Their systematic approach begins with a transparent admissions process, equitable charging policies, and effective stakeholder engagement. There is an impressive infrastructure in place, including 15 dedicated Inclusion rooms, therapy and sensory spaces, and adapted resources, enabling students of determination to access meaningful, high-impact support.

Hartland has built robust systems for leadership, data-driven planning and professional development. SENCo collaboration with governors and senior leaders ensures measurable goals are regularly monitored, with intervention data drops and Individual Education Plan reviews taking place regularly, every 6–8 weeks.

Quality-first teaching at Hartland International School is embedded through inclusive, differentiated planning and a strong emphasis on accessibility and personalised learning. Lessons are carefully structured to meet individual pupil needs and are delivered in inclusive environments, where learners with SEND are supported through both push-in and pull-out strategies. The Learning Support Team is fully integrated across the school to ensure that inclusive practice is consistently maintained in all classrooms.

The school has invested in adaptive resources, including specialised equipment, learning tools, therapy rooms and break-out areas. These support a wide range of additional needs and ensure that students access high-impact, tailored provision. Formative assessment plays a critical role, with IEPs reviewed every 6–8 weeks to ensure learners are making progress. Where necessary, support plans are adjusted promptly, maintaining high expectations for all learners. This robust cycle of assessment, planning and review is underpinned by a rigorous early identification process that includes internal and external assessments, alongside regular consultation with families. Learner and parent voice is prioritised through one-page profiles, structured review meetings and SEND-specific workshops, ensuring a collaborative and person-centred approach throughout.

Hartland International School places strong emphasis on both parent partnership and pupil voice as key drivers of inclusive practice. Parents are recognised as experts on their children and are engaged through open communication channels, underpinned by a well-established open-door policy. They

are actively involved in decision-making processes, with representation from families of students with determination, learning support needs, English language learners (ELL) and the more able and gifted. The school offers termly structured conversations, regular SEND strategy workshops, and targeted support sessions on key programmes such as Nessy, Learning Village and phonics, as well as sessions on wellbeing.

Pupil voice is equally prioritised. Learners are invited to contribute meaningfully to their own support plans by attending review meetings and sharing their views. The use of one-page profiles developed by the pupils themselves, alongside child-friendly IEP targets and consistent check-ins with trusted adults, ensures that students are empowered, heard and actively involved in shaping their educational journey. This culture of collaborative planning and continuous dialogue strengthens trust between the school, learners and families.

Hartland International School has embedded a robust and inclusive approach to professional development, ensuring all staff are confident and competent in supporting learners. Whole-school training is prioritised, with regular INSET days focused specifically on strategies, and all members of staff, regardless of role or department, are expected to participate. This promotes a shared culture of inclusive practice and reinforces collective responsibility.

In addition to whole-school training, the school also offers targeted, specialist CPD for key staff. Training in areas such as neurodiversity approaches, dyslexia, and speech and language support equips staff with deeper, evidence-based strategies to meet a diverse range of needs in the classroom. These sessions are practical and responsive to the needs of individual learners across the school.

Hartland also benefits from strong external partnerships. The school collaborates closely with a range of professionals including SEND specialists, educational therapists, and external schools to share best practices and remain up to date with current research. These networks help to keep provision innovative and informed. Furthermore, parental engagement is strengthened through regular workshops, tailored to interest and need, offering families clear insight into strategies being used and supporting a cohesive approach between home and school.

Impact:

Hartland International School demonstrates a clear and consistent commitment to inclusive education, as shown through its strategic action. The school's inclusive ethos ensures equity and active participation for all learners, fostering a culture where diversity is valued and supported. Adapted facilities, such as therapy rooms and break-out spaces, have directly enhanced student wellbeing and enabled tailored learning interventions, which in turn have boosted engagement and academic progress.

The inclusive admissions process guarantees that the needs of students with additional needs are identified and supported early, helping both staff and families feel confident in the school's ability to provide appropriate provision.

Regular stakeholder engagement has ensured open dialogue with parents, governors and staff, creating a collaborative and informed community. Progress tracking has allowed for measurable impact, helping teachers evaluate and refine their support strategies effectively. These actions have led to greater parental trust, increased teacher confidence in delivering personalised learning and improved outcomes and wellbeing for students.

Within areas of learning and provision, students across the school make strong progress across lessons and subjects, supported by precise assessment and carefully mapped interventions. Emotional wellbeing and confidence have improved, with students actively engaging in their own support plans and thriving in inclusive environments.

Parent satisfaction is high, and parents are growing confident in the school's ability to adapt and meet students' needs.

Staff confidence and capability have also grown due to regular professional development and a strong internal support network. The school's profile as an inclusive provider has strengthened and the number of students has grown dramatically.

Inclusion practices are constantly reviewed, resulting in continued development of new strategies, better alignment across phases, and consistent monitoring of emerging needs.

Areas for development:

The school intends to sustain and refine its existing inclusive practices, ensuring long-term alignment with the SENDIA framework. A key focus is on enhancing the structure and strategic planning within the Inclusion Department, particularly in the use of intervention data to evaluate impact and inform provision. Hartland also aims to expand inclusive teaching practices school-wide and embed SEND best practice more deeply across all phases.

Future priorities include developing a dedicated sensory and therapy space to support learners with sensory needs, redeveloping the pupil passport platform to ensure consistency across phases, and increasing parent engagement through termly coffee mornings focused on inclusion. These steps reflect a proactive approach to continuous improvement, reinforcing Hartland's commitment to inclusive education and family-school collaboration.

Verifier recommendation:

It is recommended that Hartland International School receive the SENDIA.

Head teacher comments:

I am delighted that Hartland International School has achieved the the SENDIA Inclusion Award. This achievement reflects the commitment of our SENCo and entire Inclusion team who work diligently day in day out to enhance our practices and ensure that our students receive the best provision and support. This award recognizes formally the strength and the consistency of our SEND provision and the positive feedback from our parents is a testament to the highly professional relationships fostered by our inclusion team in supporting families. I know that we will use this award as a springboard to continue to improve our practice, always striving for the best for every child in our care.

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