



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

PURPOSE

At Oryx International School, we believe in providing the best possible provision for students of all abilities. We plan our teaching and learning so that each student can aspire to the highest level of personal achievement.

In accordance with Oryx International School's Vision and Ethos, all students will be given full access to all areas of learning and teachers will endeavour to ensure all students reach their full potential, irrespective of race, age or ability, both for their self-fulfilment and for their eventual development into active and responsible adults.

The purpose of this policy is to help to ensure that we recognise and support the needs of those students in our school who have been identified as having additional learning or behavioural needs and to ensure that adjustments are made to the curriculum to meet their particular needs.

By way of compliance with Article 23 of the United Nations Convention on the Rights of the Child (UNCRC) and equality legislation of Qatar, the School acknowledges that a mentally or physically disabled child should enjoy a full and decent life in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

We truly believe that every teacher is a teacher of every student; including those with a Special Educational Need or Disability (SEND). This includes students with English as an Additional Language (EAL) and students identified as Gifted and Talented.

POLICY AIMS

Oryx International School aims:

- To ensure that all students have access to a broad and balanced curriculum;
- To provide a differentiated curriculum appropriate to the individual's needs and ability;
- To ensure the rapid and effective identification of all students requiring SEND provision as early as possible on entry to Oryx International School;
- To endeavour to make sure that students with Special Educational Needs and Disabilities receive the appropriate provisions to meet their needs;
- To ensure that SEND students take as full a part as possible in all school activities;
- To ensure that parents/carers of SEND students are kept fully informed of their child's progress, attainment and support in Oryx International School;
- To provide support, advice and training for parents and staff working with students with SEND;
- To ensure the identification of talented or gifted pupils as early as possible;
- To ensure that we recognise and support the needs of all children, including those that have SEND, EAL learners or are identified as Gifted or Talented;
- To enable children to develop to their full potential;
- To ensure that we challenge all children through the work that we set and the support that we provide them;
- To ensure that SEND students are as involved as possible in decisions affecting their future SEND provision.

INCLUSION AT ORYX INTERNATIONAL SCHOOL

We know that many students will have special educational needs at some time during their school life. At Oryx International School, we recognise that appropriate support and intervention, through the implementation of this policy, will enable all students to experience and enjoy positive achievement.

At Oryx International School, we have a strong commitment to the inclusion and pastoral support for all our students. Support for students begins at the admissions stage, where there is a thorough identification process to ensure that appropriate support is provided. We then provide inclusive provision with additional support, intervention, differentiation and personalisation, throughout all year groups and Key Stages.

Inclusion is extremely important to us at Oryx International School. All our students need to feel they belong and their happiness and progress in learning is vital to this process. The commitment to being an inclusive school is a passion for us, as we truly believe that every child has the right to an education.

PROCEDURES

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

A student has special educational needs if he or she has difficulties that need special educational provision to be made, in order for them to access learning. By difficulties, we mean that the student will have much greater difficulty in learning than the majority of students of the same age, or that he or she has a disability which prevents them from using the facilities in Oryx International School that are provided for students of the same age.

CATEGORIES OF SPECIAL EDUCATIONAL NEED

We recognise the following categories of special educational need:

Learning:

- Specific learning difficulty (SpLD) – students who have specific difficulties with literacy and/or mathematics
- General Learning Difficulties (GLD1) – students whose attainment is well below expected levels in all or most areas of the curriculum
- General Learning Difficulties (GLD2) – students experiencing significant difficulties which have a major impact on their participation at Oryx International School without support.
- Profound and Multiple (PMLD) – students who have been identified as having severe and complex learning needs that may include physical disabilities and sensory impairment and who are dependent on a high level of adult support.

Communication and Interaction:

- Autistic Spectrum Disorders (ASD)

Speech Language and Communication Need (SLCN):

- Speech difficulties such as stuttering and other speech and language developmental issues

Physical and health related disability (PD):

- Visual Impairment (VI) including blindness
- Hearing Impairment (HI) including deafness
- Physical Disability (PD) – a disability that impacts on the student’s ability to carry out everyday tasks.

Assessed Syndrome (AS):

- Genetic and hereditary disorders such as Downs Syndrome

Behavioural, Social and Emotional (BSED):

- Students who are experiencing general social, emotional or behavioural problems that impact on their ability to access the curriculum.
- Specific disorders such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD)

Gifted:

- This refers to a student who is in possession of exceptional natural ability in one or more core subject area. These students are considered gifted if they are working at least 2 years above age related expectations.

Talented:

- This refers to a student who has a particular flair for a creative subject, usually PE or the Arts.

IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

All students at Oryx International School undergo regular and thorough assessment, both formative and summative. This assessment, throughout their learning journey, is to ensure that they are making appropriate progress and have the correct support and provision in place for them to be able to make this progress.

It is important that a student’s special educational needs are identified as early as possible so that the appropriate provision can be put in place. Students can be referred to the Inclusion Team on entry or at any point during their education at Oryx International School.

The purpose of identification is to allow the Inclusion Team to work with students, parents, teachers and outside agencies to create a plan for implementing actions, interventions and support to address the barriers that may impact on progress and attainment.

IDENTIFICATION DURING THE APPLICATION/ADMISSIONS STAGE

We shall not discriminate against disabled children in respect of admissions for a reason related to their disability. We shall continuously strive to provide effective educational provision for all of our students.

Should the learning disability/difficulty prove to be too severe for adequate educational provision within the School's scope of competence, the parent(s)/guardian(s) shall be made fully aware of the situation so they could consider other options in the best interest of their child.

The School shall reserve the right to deny right of access in cases where the parent(s)/guardian(s) persistently fails to comply with the School's requirements in terms of providing relevant documentation and medical evidence, as well as undertaking professional assessment to ascertain the presence and/or nature of the learning disability and/or difficulty. The following expectations and procedures are set out for the admissions/ assessment process:

- Parents are required to provide the prior school report(s). If the school report(s) highlight issues of concern/ development or have notable gaps then a member of the Senior Leadership Team (SLT) may contact the previous school for additional information or clarification. Parents are also required to disclose if their child has previously repeated a school year.
- Parents must ensure that the full details of any special educational need or disability are disclosed when submitting your registration form. This information will allow us to consult with parents about any adjustments which can reasonably be made to allow us to fully support the child's safety and well-being, and meet their individual needs, should an offer of a place be made.
- Obtaining this information will support the child's best interests. Without this information we will not be able to assess the child's needs, and therefore ensure that we have the necessary resources available to meet them.
- Our staff are qualified, experienced and skilled in offering learning support to students with certain needs. The amount and level of support is, however, not exhaustive and the school is unable to provide the resources to students with severe learning difficulties.

On application, the following measures are used to help assess the level of individual need and to ensure that appropriate provision can be made for each student.

- Each student's application needs to be accompanied by any previous medical/psychological assessments that are relevant to the application, including previous ISPs, Provision Plans and Educational Psychologist reports.
- Before entry to the Foundation Stage students are invited to a 'play' session and observed by staff and discussions with parents take place during the session.
- For placement in Primary, students are asked to complete a standardised Literacy and Numeracy assessment and/or a CAT4 assessment.

- For entry into the Secondary, students complete the CAT4 assessment as well as other appropriate assessments (e.g. NGRT) to determine attainment and possible support needs.
- When a student is flagged through admissions, the student might be called back for a follow-up assessment with the Head of Inclusion.

CAT4 Score Guidance:

If the Verbal score is below 89 (95 in Year 9-12), but the other scores are ok then the student will be identified for language support and the Head of Inclusion will be notified.

If any two scores are below 89, the Head of Inclusion should carry out further assessments/investigations.

If more than 1 score is below 82 (85 in Y9-12), the Head of Inclusion should carry out further assessments/investigations as this could be a possible indicator that they are unable to access our curriculum effectively.

If any score is below 75, the student will need an additional professional evaluation before admitting, as this may be an indication of underlying learning challenges. The Executive Principal should be made aware in this instance.

If any of these measures indicate that the student may have an additional need, the application is referred to the Head of Inclusion for individual consideration and further reports may be requested (e.g. Educational Psychologist reports). A final decision will then be made in collaboration with the Head of Primary/Head of Secondary, Executive Principal and sometimes the Regional Head of Schools using the Wave System as to the level of need and the provision that needs to be put into place.

IDENTIFICATION OF ENROLLED STUDENTS

For students already enrolled in Oryx International School, the following is taken into consideration:

- Data gathered from Oryx International School's **Standardised Tests**. These tests will include entrance assessments alongside CAT4, a Cognitive Ability Test. Students with a significantly low standardised score will be referred to the Inclusion Team for further assessment and observation, as well as identification of need.
- **Baseline assessments** – all children will complete baseline assessments at the beginning of each year. From the data gathered, the Inclusion Team and teachers will identify those children who may be falling behind their peers.

- **On-going Assessments** - As the students continue through Oryx International School, regular assessment will show progress. Students struggling to make expected progress may be referred to the Inclusion Team.
- **Specific concerns** - a student may be referred by teachers or parents if specific concerns are raised that the Inclusion Team may be able to address.
- **Observations** – assessments will not be the only way that students are identified that may need extra support and interventions. An SEND concern form (Appendix 1) is available to all teachers who may wish for a member of the Inclusion Team to come and observe a child in their class to identify any additional learning needs that they may have.

As an English Curriculum school, Oryx International School will work within the guidelines of the UK SEND Code of Practice, 2015. The Code of Practice includes four broad categories of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical need

Students at Oryx International School may present with one or more of the following:

- Falling well below the age-appropriate expected level of attainment
- Significant lack of academic progress over a period of time
- Specific difficulties in spelling, reading and writing
- Specific difficulties in literacy
- Specific difficulties in mathematics
- Developmental difficulties
- Weakness in verbal skills that can sometimes be associated with earlier delays in language development
- General cognitive abilities well below the level of their peers
- Limited attention span, poor organisation skills, impulsive behaviour
- Processing difficulties
- Difficulties arising from disrupted educational experience
- Specific learning difficulties
- Behavioural, social and emotional barriers to learning
- Medical reasons that may affect learning.

ASSESSMENT

Once a referral has been made, an intervention flowchart (Appendix 2) will be followed, unless a significant need is identified.

The student will be assessed by a member of the Inclusion Team to ascertain need. The assessment may comprise of several different elements, but is likely to include:

- Seeking the viewpoint of the student.
- Seeking and co-ordinating feedback from teachers across the curriculum to identify common difficulties and/or strategies that have proved effective with this student.

- Discussions with parents on historical and current difficulties the student may be experiencing.
- Discussions with class teachers in Primary and Form Tutors in Secondary.
- Standardised tests to assess current point scores against national norms.
- Observations and advice from internal or external specialist staff if required.

It may be appropriate to seek advice from external agencies that could help give a clearer picture of the student's needs. This may include a request for a full educational assessment from a suitably qualified professional.

Once the assessment has been completed, the Head of Inclusion will collate and assess the information to decide if further action needs to be taken. If the student is considered to have a need that necessitates additional provision, in or out of the classroom, the Head of Inclusion will meet with the student, parents and associated professionals to plan for provision in the Referral Review Meeting.

LEVEL OF PROVISION

To ensure that the correct level of support is put in place for the students at Oryx International School, we use the 'Wave System' of Provision. Students with additional needs will be classified as needing support at either Wave 1, 2 or 3.

The Wave System

Wave One

Every teacher is expected to differentiate the learning in their classroom to meet the needs of all students. For most students, the high-quality differentiated teaching in the classroom will be sufficient and help them address any additional needs that they may have. They will be closely monitored by the class and subject teachers/form tutors to ensure that they are making good progress, in consultation with Year Leaders who inform the Head of Inclusion and Head of Primary/Secondary.

Wave Two

Some students will need additional support in order to make progress or overcome a particular barrier to learning. Students will be considered 'Wave Two' if they are working 18 months or more behind their age-related expectations in one or more core subjects. The support may only need to be short term and/or in specific areas such as literacy, numeracy, fine motor skills, behavioural or areas of social and emotional understanding.

Students needing short term or specific intervention will move to Wave 2 level of provision. At Wave 2, the classroom teacher holds the main responsibility with support from the Inclusion Team. At Wave 2, the students will receive short term, targeted interventions, which will be delivered by an identified

member of teaching staff, normally a subject coordinator or specialist SEND teacher. They will be included on the Special Needs Register and progress will be monitored by the Class Teacher, the SEND Teacher from the Inclusion Team and the Head of Inclusion every six weeks and will be reviewed formally with the parents and sometimes with the student termly, or more frequently if required.

Some examples of provision at Wave 2 would include:

- Small group literacy or numeracy work delivered by a teacher.
- Targeted support for areas of emotional difficulties.
- Social interaction sessions with individuals or small groups.
- Fine motor skills classes with others working on similar targets.
- Touch-typing classes to develop typing skills.

Wave Three

Students needing long term or intensive support will be moved to Wave 3 level of provision. If a student has been assessed as needing Wave 3 intervention, this means that Oryx International School believes that the student will not make significant progress unless additional provision is made and, without this, the student is likely to fall further behind his or her peers as the year progresses. At Wave 3, responsibility for the student is shared equally between the class/form teacher and the SEND teacher/Head of Inclusion.

Wave 3 provision involves developing an Individual Support Plan for the student that will identify the individual needs of the student and ensure a programme of intervention is delivered to target these needs. This programme will be monitored by the Inclusion Team and its staff, in collaboration with the class/subject teachers and Form Tutor and will be regularly reviewed with parents and students on a termly basis, or more frequently if required. Adjustments will be made to ensure progress.

The format of Wave 3 provision will be dependent on the identified needs of the individual student, but is likely to contain the following elements:

- Individual assessment and identification of need
- An Individual Support Plan (to be reviewed at least termly)
- Individualised programme of intervention that will involve regular small group input (usually daily) on key targets.
- Targeted support in class to support learning where needs present a barrier to learning.
- Regular reviews of progress and setting of new targets (formal reviews each term, plus informal reviews as needed)
- Reasonable adjustments made within the classroom environment (e.g. specific seating plan, movement breaks, special resources etc.)

- Exam arrangements may be implemented (e.g. extra time, a scribe, a reader, bilingual dictionary etc.)

In addition, the support programme may include:

- group withdrawal classes
- use of ICT based intervention programmes
- involvement of external professionals

RESPONSIBILITIES

THE ROLE OF THE HEAD OF INCLUSION

The Head of Inclusion, who is currently SENDCo, will play the lead role in coordinating Oryx International School's SEND provision. This involves working with the Executive Principal and Head of Primary/Secondary to determine the strategic development of the policy. It is the responsibility of the Head of Inclusion to ensure that the SEND Policy is implemented in full, and that the needs of the identified students are being addressed.

Specific responsibilities include ensuring that:

- SEND students are effectively identified.
- The SEND register is accurate and updated at least termly.
- The provision for students with SEND is well planned and effective.
- The impact of provision is monitored and evaluated.
- Provision is in place for new entrants with identified need.
- Parents and students are kept fully informed of progress and planned provision.
- The records of students with SEND are accurate, updated and in line with department guidelines.
- The performance of the Inclusion Teaching Staff is monitored and effective.
- There is advice and access to training available to Oryx International School staff.
- The SEF and School Development Plan reflect accurately the strengths and areas for development of students with SEND.

THE ROLE OF SEND TEACHERS

It is the role of the SEND Teacher to:

- To work as part of a team to ensure that the needs of the whole student are identified and addressed including the social and emotional aspects of learning.
- To work with class teachers to monitor the overall progress of students in their allocated year groups and identify students that may have need of additional provision.
- To maintain and update the SEND register in conjunction with the Head of Inclusion.
- To assess referred students in line with the Referral Process

- To give advice to teachers and parents on how students with additional needs can be included in the mainstream classroom and supported at home.
- To work collaboratively with teachers, parents and students on setting targets, recommend effective strategies and outline provision for the individual student for students placed on Wave 2 of the SEND register.
- To work collaboratively with teachers, parents and students and be responsible for developing and ensuring the implementation of Individual Support Plans for students.
- To plan, deliver and oversee Wave 2/3 intervention and monitor progress of the students receiving intervention.
- To ensure that up-to-date and accurate files and records are kept to monitor progress in line with the guidelines of the department.
- To ensure that all ISPs are reviewed at least termly in conjunction with the student, parent, class teacher and any associated professionals.

THE ROLE OF THE CLASS TEACHER

All teachers have a responsibility to monitor and assess the progress of each individual student they teach. Where a student is exhibiting difficulties that indicate that additional provision may be necessary, the teacher will refer the student through the Referral Process.

WAVE 1

At Wave 1, the responsibility for provision lies with the teacher. The teacher will differentiate according to the need of the individual student to ensure that they can make progress. The Inclusion Team will provide advice, if required, on how the needs of the student can be met.

WAVE 2

At Wave 2, the primary responsibility for a student on the SEND register lies with the class teacher. The teacher will be supported by a SEND teacher with additional provision that will be put in place to help the student achieve set targets. It is the responsibility of the class teacher to ensure that progress is tracked and monitored and is reviewed termly with the parent, child and SEND teacher. New targets are put in place to enable the student to progress towards independence in learning. Child friendly targets are made accessible for the student so they are fully aware of what they are working towards.

WAVE 3

At Wave 3, the responsibility for the student is shared jointly by the class teacher and the Inclusion Team. The SEND teacher/Head of Inclusion will have responsibility for drawing up an Individual Support Plan in consultation with the class teacher. It is the responsibility of the SEND teacher to monitor and review progress in consultation with the class teacher, students and parents, as well as evaluating the impact of provision. Reviews must be held at least termly with the student, parent, class teacher and SEND teacher plus any associated professionals.

THE ROLE OF THE FORM TUTOR (SECONDARY SCHOOL)

The role of the form tutor is to form a link between the subject teachers and the Inclusion Team and to have an overview of how the student is progressing and any barriers they may be experiencing.

PROVISION FOR GIFTED AND TALENTED

Another important aspect of inclusive provision is the need for early identification and support for children who may be considered as Gifted and Talented. At Oryx International School, we believe that it is important to challenge and extend all children so that they can reach and, hopefully, exceed their targets. However, it is also essential that we thoroughly support those more-able children so that they can reach their full potentials. Provision will be made for these children within the normal class teaching through differentiation and challenge, but sometimes we will provide enrichment or extension activities to promote their skills and talents further.

IDENTIFICATION

There are a wide range of identification strategies available to assist schools. It is important to note that no single process should be used in isolation. The identification process needs to be ongoing and all practitioners should have an open-mind when trying to identify children who may have special gifts and talents. It is also important to remember that some gifted and talented students may also be on the SEND register. The Head of Inclusion will have overall responsibility for children identified as Gifted and Talented.

Identification is usually made by:

- Progress Tests
- CAT4 assessments
- Summative assessments in class
- Teacher observations and nominations
- Reports from previous schools
- Pupil's work
- Parental information

Once identified, the Head of Inclusion will validate the information through data analysis and discussions with the pupil/class teacher. If agreed that the child meets the criteria, they will be entered onto the Gifted and Talented list.

PROVISION

All teachers will have high expectation for all of their students, but will ensure that their most able are provided with appropriate work and opportunities for development. Extension work opportunities will be identified within lesson planning. Children will be encouraged to teach others and design activities for lower attainers to support their own and their peers' development.

OUT OF CLASS ACTIVITIES

The school aims to offer the following opportunities, and they are particularly apt for ensuring students who have potential in these areas are able to practice and extend their skill:

- STEM club
- Maths club
- KenKen club and International Competition participation
- Sporting activities (sports clubs, sports competitions, Sports Days, swimming galas etc).
- Musical activities (music clubs, instrument lessons, choir)
- Home-school projects
 - Literacy competitions

HEAD OF INCLUSION RESPONSIBILITY WITH GIFTED AND TALENTED STUDENTS

- Ensure that the policy is implemented
- Compile and update the Gifted and Talented register
- Coordinate the monitoring of progress of the gifted and talented students of Oryx International School.
- Ensure that the Oryx International School professional development programme includes relevant aspects of gifted and talented.
- Ensure that staff are aware of the gifted and talented cohort and how they can best support them.
 - Supporting staff in the preparation and delivery of appropriate gifted and talented activities.

STAFF RESPONSIBILITY

- Identifying students who should be on the Gifted and Talented register and referring them to the Head of Inclusion for assessment.
 - Ensuring gifted and talented students are considered in every aspect of planning

MONITORING AND EVALUATION

This policy will be reviewed by the Head of Inclusion and the Executive Principal on a two-year cycle, though any deficiencies or weaknesses in school arrangements will be remedied without delay..

As per the Delegation of Authority (DoA) Manual, 14.8 (4) this policy will be approved by the Regional Head of Schools on behalf of the Operating Committee.

Date when policy was last approved: 2022

Date when next review is due: October 2024

APPENDIX 1 – SEND Concern Form

Identifying and meeting the needs of SEND pupils

Pupil Name :

Date :

Class teacher :

Class :

Inclusion Team response in red

Area of need (please tick all that apply):	
Cognition and learning	
Communication and Interaction	
Social, mental and emotional health	
Sensory and /or physical	
Other (please specify)	
What behaviours/concerns do you see that suggest the area of need?	
Please provide a brief history of the student in their schooling from past reports and discussions with previous teachers. Please also include any available assessment data, ideally from the past year. (CAT4, internal assessments etc.)	
Step 1 - (Quality first provision) What support have you given so far? (intended outcome/actions/time /actual outcome)	
Step 1 - Are parents aware? Yes/No	
If yes, what are they currently doing to support? What concerns do they have? Do they have the same concerns at home as you do at school?	

Step 1 - What support do you feel you require?

Step 2 - (Observation by a member of the Inclusion Team) (Book look, observe in classroom and/or playground, discussion with class teacher)

Consider the following:

- Attention in class
- Organisation in class
- Communication skills
- Working with others
- Independence
- Behaviour
- Social and emotional needs
- Access to the curriculum

Discussion with class teacher and TA took place on: (date)

Step 2 - Agreed strategies & approaches – facilitated by class teacher (inc Intended outcome, actions, key person, timescale, resources, how has the class environment been adapted)

Step 2 -Monitoring of agreed strategies and approaches – review of student's progress, further discussions with the class teacher, potential further observation

If significant progress is not reported by the end of Step 2 then a parent meeting will be arranged with the Head of Inclusion and a consent form will be signed to allow the Inclusion Team to begin support interventions.

At this stage an ISP (Individual Support Plan) will be created in consultation with the parents, class teacher and student (where appropriate) and the child will be added to the SEND Register as either a Wave 2 or Wave 3.

External professional support and diagnostic assessments may be considered at this stage.

APPENDIX 2

SEND Interventions Flowchart

