

مدرسة اوريكس العالمية



Oryx International School

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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1. Aims and Objectives

At Oryx International School, all students, regardless of their particular needs, receive quality first teaching that is differentiated, personalised and that meets the needs of all students, enabling them to make the best possible progress and feel that they are a valued member of the wider school community. As a school, we ensure that students with SEND have the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that students will become confident individuals able to make a successful transition on to the next phase of their education.

Our special educational needs and disabilities (SEND) policy aims to:

- › Make sure our school fully implements national legislation and guidance regarding students with SEND
- › Oryx International School will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
 - Provide support to parents through school and external support
- › Explain the roles and responsibilities of everyone involved in providing for students with SEND
- › Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- › Make sure the SEND policy is understood and implemented consistently by all staff

We believe that every teacher is a Special Educational Need or Disability (SEND) teacher.

2. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- › [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.

3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

Students with SEND will be expected to fully partake in all aspects of the curriculum and be fully integrated into the school. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the Executive Principal and relevant staff.

4. Definitions

4.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- › A significantly greater difficulty in learning than most others of the same age, or
- › A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5. 5. Roles and responsibilities

5.1 The Head of Inclusion/SEND/CO

They will:

- › Inform any parents that their child may have SEND and then liaise with them about the student's needs and any provision made
- › Work with the Senior Leadership Team (SLT) to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including maintaining the SEN register.
- › Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- › Be a point of contact for external agencies and work with external agencies to ensure that appropriate provision is provided
- › Work with SLT to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Make sure the school keeps its records of all students with SEND up to date and accurate
- › With SLT, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development, this included CPD for staff and Student Progress Meetings (PPM)
- › With SLT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, including creating an action plan for the department and regularly reviewing the Self Evaluation Review (SER)
- › Tracking and analysing data on a termly basis and using this to review Individual Support Plans (ISPs) and set targets for students.

5.2 SEND Teachers (in the Inclusion Team)

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
- › To work with 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 student's 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, teachers and any associated professionals.

5.3 SEND Learning Support Assistants (in the Inclusion Team)

It is the role of the SEND LSAs, to:

- › To work as part of a team to ensure that the needs of the whole student are identified and addressed
- › To work with 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 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, with support from Head of Inclusion.
- › To plan, deliver and oversee Wave 2/3 intervention and monitor progress of the student's receiving intervention, with support from Head of Inclusion.
- › 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, teachers and any associated professionals, with support from Head of Inclusion.

5.4 Teachers

We believe that every teacher is a Special Educational Need or Disability (SEND) teacher.

Each teacher is responsible for:

- › Planning and providing high-quality teaching that is adapted to meet student needs through a graduated approach

- › The progress and development of every student in their class, ensuring they know the needs of students in their class by referring to the Provision Map
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- › Working with the SENDCO to review each student's progress and development, and decide on any changes to provision
- › Ensuring they follow this SEND policy
- › Communicating with parents regularly to:
 - Set clear outcomes and review progress towards achieving them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and agree with their aspirations for the student

5.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- › Invited to termly meetings to review the provision that is in place for their child
- › Asked to provide information about the impact of SEN support outside school and any changes in the students' needs
- › Given the opportunity to share their concerns and, with school staff, agree with their aspirations for the student
- › Given a termly report on the students' attainment and progress

The school will take into account the views of the parent or carer in any decisions made about the student.

5.6 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- › Explaining what their strengths and difficulties are
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The students' views will be taken into account in making decisions that affect them, whenever possible.

6. Our approach to SEND support

6.1 Identifying students with SEND and reviewing their needs

We will review each student's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly review the progress of all students and identify any whose progress:

- › Is significantly slower than that of their peers starting from the same baseline
- › Fails to match or better their previous rate of progress
- › Fails to close the attainment gap between them and their peers
- › Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a student is making slow progress, they will target the student's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the student's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for students whose first language is not English.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

6.2 Consulting and involving students and parents

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- › Everyone develops a good understanding of the student's areas of strength and difficulty
- › We take into account any concerns the parents have

- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

Notes of these early discussions will be shared with their parents. If the decision is made to add a student to the SEND register, this support will be mandatory and if refused may result in the student having their place reviewed.

Criteria for adding a student to the SEND Register

In deciding whether to add a student to the SEND register, the Graduated Approach will be followed by the teacher and SENDCo, who will also consider all of the information gathered from within the school about the student's progress, alongside the views of parents/carers and student. Parents/Carers will be informed, in writing, before their child is added to the SEND register.

Criteria for removing students from the SEND Register

When a student has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor students recently removed from the register to ensure good progress is maintained. Parents/Carers will be informed, in writing, before their child is removed from the SEND register.

6.3 The graduated approach to SEN support

Once a student has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's class teacher and the SENDCO will carry out a clear analysis of the students' needs. The views of the students and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the students' needs. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the student, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the students will be made aware of the students' needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, iSAMs, and will be made accessible to staff through ISPs and the SEND Provision Map.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the students' progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the students has made towards their outcomes
- The views of teaching staff who work with the students

The teacher and the SENCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.



6.4 Levels of support

Wave 1 Is not a part of our SEND support model but refers to students who require adaptations in class and no further provision beyond the classroom. These students,

whilst not on the SEND register, will be monitored closely to ensure their needs are being met.

Wave 2 Students receiving Wave 2 SEND provision will be placed on the school's SEND register and marked on iSAMs with a yellow star ★. These students have needs that can be met by the school through the graduated approach. Students in this category:

- › May have gaps in their learning and be working up to 18 months behind their peers
- › May not be making progress over time
- › May have a diagnosed need that they manage

We aim to support these students up to three times a week.

Wave 3 Students receiving Wave 3 SEND provision will be placed on the school's SEND register and marked on iSAMs with a red star ★. These students have needs that can be met by the school through the graduated approach but may require additional support. Students in this category:

- › May have significant gaps in their learning and be working more than 18 months behind their peers
- › May not be making progress over time
- › May have a diagnosed need that is more challenging to manage

We aim to support these students up to five times a week.

6.5 Access Arrangements

Access arrangements are agreed before an assessment. They allow candidates with specific needs, such as special educational needs, disabilities or temporary injuries, to access the assessment and show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010* to make 'reasonable adjustments'.

Some students may be entitled to adaptations to assessments or exams, if they have specific recommendations from a report conducted by an Educational Psychologist. Exam access arrangements must not give an unfair advantage and must therefore be the students' normal way of working' and the school must evidence this. It is also subject to the school's capacity and approval from the examination board and may incur costs for parents. Exam access arrangements can be in the form of:

- › Supervised rest breaks
- › 25% extra time (not for practical exams)
- › Computer reader/reader/read aloud and/or the use of an examination reading pen
- › Scribe/speech recognition technology
- › Word processor- use of laptop
- › Prompter
- › Bilingual translation dictionaries with 10% extra time

Where additional adults are used to support students in official exams (GCSE/AS/A Levels) e.g. prompter or reader, parents are charged for this support service.

6.6 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- › Tracking students' progress, including by using provision maps
- › Carrying out the review stage of the graduated approach in every cycle of SEN support
- › Using student questionnaires
- › Monitoring by the SENDCO
- › Getting feedback from the students and their parents

7. Expertise and training of staff

Training will regularly be provided to teaching and support staff. SLT and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

8. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- Hamad/Sidra

9. Admissions

In order to meet our expected standards the school has regard for the guidelines as outlined in the revision to the UK SEND Code of Practice 2015, the UK Equality Act 2010 and the UK Childcare Act of 2006.

Oryx International School adopts an inclusive policy and offers opportunities for students with SEND to join the school, provided they satisfy the school's selection criteria; and we possess the facilities and expertise to meet their needs. Due to the limitation of our facilities and our expertise we cannot cater for all needs, especially those of a complex nature.

The school expects parent to inform the school of any SEND requirements prior to assessments and parents may also be asked to secure additional documentation for their child from a medical professional if deemed necessary, following initial admissions assessment, in order for the school to ensure that we are best-placed to set up their child for success.

If a place is offered at the school, parents may be asked to contribute to any special resources required for their child to successfully access the curriculum.

Students with SEND will be expected to fully partake in all aspects of the curriculum and be fully integrated into the school. Exceptional circumstances which may affect such access will be dealt with on an individual basis in consultation with the Executive Principal and relevant staff. The school will have to obtain special approval from the MOE&HE for a programme if it differs substantially from the agreed education plan for the school.

Children with more than moderate learning or behavioural needs may be admitted to school with the relevant support provided by parents, only at the discretion of the Executive Principal. Exceptional circumstances affecting access to the curriculum are dealt with individually in consultation with the Executive Principal and relevant staff, such as the Head of Inclusion.

The school has a dedicated Inclusion team and if following admissions assessment, your child is deemed to benefit from their support, this will be communicated to parents accordingly. These decisions are made to ensure the child's best interests and best set them up for academic success.

While we strive to support a diverse range of needs, our current resources limit our ability to cater to students with more complex requirements. These criteria ensure that all students can fully access the curriculum and receive the support they need to succeed in our learning environment.

Other Learning Difficulties

Parents are asked to send in a copy of the most up to date psychologist's report before meeting with the Executive Principal and Head of Admissions . Please note failure to disclose a learning difficulty or other special need may result in your child's place being withdrawn at any stage.

Exceptional circumstances affecting access to the curriculum are dealt with individually in consultation with the Executive Principal and relevant staff, such as the Head of Inclusion.

9.1 Admissions/ assessment process

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 inclusion support, providing relevant documentation and medical evidence, as well as undertaking professional assessments 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:

- › 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 and further information such as, if they have repeated a year previously. We may contact the previous school/professionals for additional information or clarification.
- › 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 Y1-Y2 students are invited in for an assessment session where they will be assessed in phonics, reading, writing and maths as well as general play, whilst observed by staff and discussions with parents take place during the session.
- › For placement in Y3-Y13, 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 meeting with the Head of Inclusion and if we feel the student requires support from the inclusion team, parents will be informed.

9.2 CAT4 Score Guidance

- › If the Verbal score is below 89 (95 in Year 9-12), but the other scores are in line with expectations then the student will be identified for speech and language support or English as an Additional Language support and the Head of Inclusion/EAL 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.

9.3 Rejections and/or Exclusions

Oryx International School in Qatar reserves the right to reject / exclude students whose learning requirements we are unable to meet. This may be an existing or newly identified learning need and our right to exclude is regardless of any assessments carried out at the admissions stage. If we are unable to support or meet the needs of your child, then it would not be in their interest to remain at Oryx International School.

Good behaviour and discipline are key foundations for good education and at Oryx International School we follow a strict behaviour policy. Without a happy and orderly atmosphere effective teaching cannot take place. Students whose behaviour is considered unacceptable may also be excluded.

The school also expects children, particularly entering Foundation Stage & Primary school, to be able to communicate with peers and adults, this includes conveying their basic wants/needs. In parallel, this means that all children must be toilet trained before they can be admitted to Oryx International School, if a child is not and a parent marks that they are, these children will be sent home until they can go to the toilet without assistance. It is the school policy to teach children according to the National Curriculum of England, this includes teaching subjects such as music, PE and swimming. All children are expected to participate in all curriculum subjects and activities which may include school plays, excursions to the theatre or other such events, as well as sporting events and swimming galas. If for any reason your child cannot participate in any of these activities, reasons must be given in writing to the school before being admitted, children may be excluded from attending Oryx International School if they cannot participate in all curriculum subjects.

10. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENDCo. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCo in the first instance. If the parent or carer is not satisfied with the SENDCo's response, they can escalate the complaint to SLT.

11. Monitoring and evaluation arrangements

11.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of students with SEND at the start of the autumn term
- › How early students are identified as having SEND
- › Students' progress and attainment once they have been identified as having SEND
- › Whether students with SEND feel safe, valued and included in the school community
- › Comments and feedback from students and their parents

11.2 Monitoring the policy

This policy will be reviewed by the Head of Inclusion **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by Orbital Education.

SEND Referral Form

SEND Referral Form				
Name of student:				DOB:
Year group/Class/Form:		Teacher referring:		Date of referral:
What barriers does this student present to learning? Please select all those that apply and explain how these barriers effect them				
Cognition and learning	Communication and Interaction	Social, mental and emotional health	Sensory and /or physical	
How long has the student attended Oryx International School?				
Are there any attendance or punctuality concerns? If so please add %				
Current data and assessment information		Please include teacher assessments, NGRT, PTE, PTM, PASS, RWI level/book band etc.		
Last term data and assessment information				
CAT 4 score (applicable from KS2 and above)		Verbal: Quantitative: Non-verbal: Spatial:		
Step 1 - Quality first teaching SEN strategies on SharePoint can be used to support your quality first provision and interventions QFT Strategies.docx				
INTENT (What are you hoping to achieve)	IMPLEMENTATION (What have you put in place)			IMPACT (expected measures of success reviewed)
	Strategies	Who	How often	

Step 2 - Concerns discussed with parents/carers	
Date parents were notified:	
Do they share the same concerns?	
What are they doing to support?	
Step 3 - What further support do you feel is required from the Inclusion team, please be specific.	
<p style="text-align: center;">COMPELETED BY INCLUSION TEAM</p> <p>Step 1- Observation by a member of the Inclusion Team (Book look, observe in classroom and/or playground, discussion with teachers) Consider the following: Attention in class, organisation in class, communication skills, working with others, independence, behaviour, social and emotional needs and access to the curriculum</p> <p>Other additional information:</p> <p>Date:</p>	
<p>Step 2- Discussion with teachers and Agreed strategies & approaches – (including Intended outcome, actions, key person, timescale, resources, how has the class environment been adapted</p> <p>Date:</p>	
<p>Step 3 -Monitoring of agreed strategies and approaches – review of student's progress, further discussions with the teachers, potential further observation</p> <p>Date:</p>	
<p style="text-align: center;">Not added to SEN register</p> <p>Feedback:</p>	<p style="text-align: center;">Added to SEN register</p> <p>Date and next steps:</p>

SEND Process Flow Chart

