



JEDDAH PREP AND GRAMMAR SCHOOL

SEND Policy and Information Report

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1. Aims

The school aims to provide an inclusive environment where all students are able to access the curriculum and make the progress that they are capable of.

Sometimes, due to reasons beyond their control, a number of students will struggle to access learning to the best of their ability. Sometimes this may be due to special educational needs. The Pupil Support department, led by the school SENDCo, aims to work collaboratively with pupils, parents and teachers to support with any difficulties that are impeding the progress that these pupils are capable of, and find different ways of removing barriers to learning, to ensure pupils remain confident, innovative and brave.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for SEND Coordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for 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 the majority of the 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. Roles and responsibilities

4.1 The SENDCo

The SENCo is Ms. Caroline Calleja and she is a member of the school's extended leadership team (ELT).

She will:

- Work with the headteacher and SEND governor 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 pupils with SEND.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies and professionals.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The standards subcommittee

The subcommittee will:

- Help to raise awareness of SEND issues at committee board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the committee board on this
- Work with the headmaster and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headmaster

The headmaster will:

- Work with the SENDCo and standards subcommittee to determine the strategic development of the SEND policy and provision within the school

- Have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teachers (Prep School) and subject teachers (Grammar School)

Each class teacher (Prep School) and subject teacher (Grammar School) is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or differentiated provision for a range of needs.

The following broad areas of need are as outlined in the SEND Code of Practice (2015). These four broad areas give an overview of the range of needs that the school plans for:

- **Communication and Interaction:** Typically, this includes pupils who have significant difficulty in communicating with others (eg. difficulty saying what they want to, understanding what is being said to them or not understanding or using social rules of communication). It also includes pupils who have particular difficulty interacting with others.
- **Cognition and Learning:** This would include pupils who learn at a significantly slower rate than their peers, even with appropriate differentiation. It also includes pupils who have specific difficulties in one or more aspects of learning.
- **Social, Emotional and Mental Health:** Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.
- **Sensory and/or Physical:** Some pupils require special educational provision because they have a disability or a sensory profile which prevents or hinders them from making use of the educational facilities generally provided. Some pupils may require additional ongoing support and equipment to access all the opportunities available to their peers.

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual pupils often have needs that cut across all these areas and their needs may change over time. At JPGS, the needs of the pupil as a whole person will always be considered in the process and will be at the center of any approach.

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry through CAT Assessments. This will build on previous settings and Key Stages, where appropriate.

Class teachers and subject teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

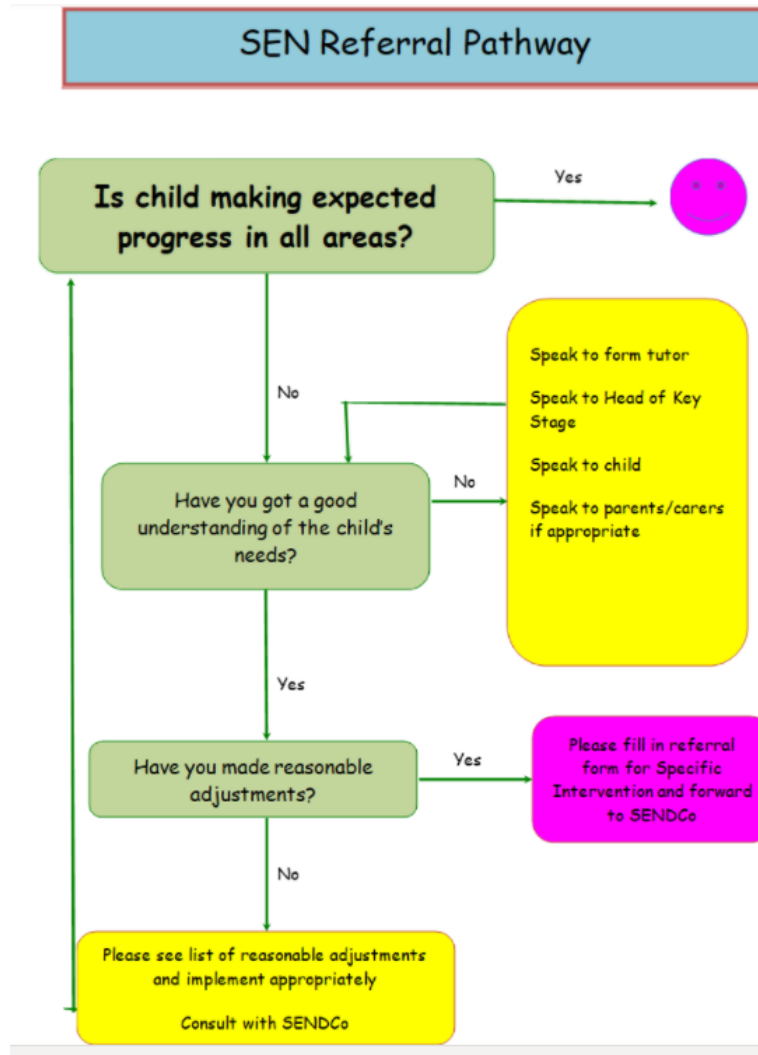
This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

High quality teaching is the first step in responding to pupils who are suspected to have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching. (SEND Code of Practice 2015).

Below is the referral pathway that is followed here at JPGS once a pupil's lack of expected progress has given rise to concerns:



When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents, as well as the information gathered during the referral process. We will use this to determine the support that is needed and whether we can provide it by further adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. During these conversations we will be very mindful of the sensitive nature of this topic. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- A pupil passport (one page profile) is produced to capture the views of the pupil and shared with relevant staff and parents.
- We take into account the parents' concerns
- 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 added to the pupil's record.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views (Pupil Passport)
- Advice from external support services, if relevant

A Learning Support Plan will be produced and shared with relevant teaching staff and parents. This Learning Support Plan will include outcomes and reflect provision to support the pupil's progress. It will be reviewed at least termly in relation to progress and the impact of the provision on said progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

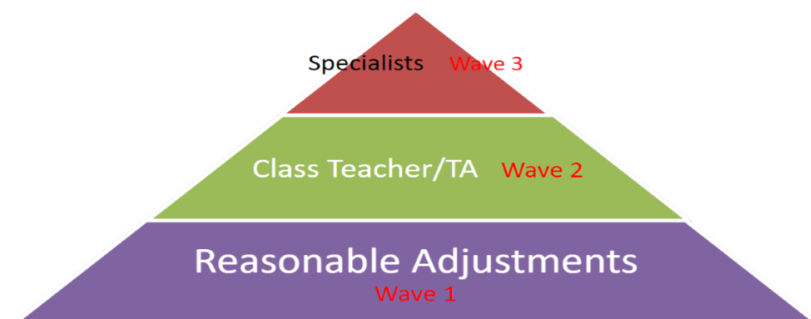
5.6 Our approach to teaching pupils with SEN

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

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

The structure of the provision that the Pupil Support Department offers is summed up as follows:

Waves of Intervention



Reasonable adjustments are reasonable alterations to teaching with the aim of reducing barriers to learning. This will involve a collaborative approach between the Pupil Support Department and teaching staff.

Reasonable adjustments in the classroom, together with High Quality Teaching of the whole class, is likely to mean that less students will need to access Wave 2 interventions.

Wave 2 interventions are the provision of more targeted support delivered by teaching assistants/teachers away from the classroom.

We provide the following wave 2 interventions:

- Precision Teaching
- Maths and English additional Support sessions
- Social and Communication Development group sessions
- Emotional Literacy sessions

Wave 3 interventions are the interventions delivered by specialists. They are normally delivered on an individual basis, such as counselling or SALT intervention sessions. As a school we do not have access to in-provision Wave 3 interventions at this moment in time.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, 'wobbly cushions', visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

A list of ideas for reasonable adjustments is accessible to all staff on the Shared Drive.

5.8 Additional support for learning

A number of intervention programmes (wave 2 interventions: see above) are in place for pupils who require additional support. These interventions are subject to change and additional interventions may be included to meet the needs of pupils as and when they arise.

5.9 Expertise and training of staff

A staff audit of SEND training needs has been carried out and training has been identified in this area. Training will normally be delivered in-house by the SENDCo.

In the last academic year, staff have been trained in:

- Identifying SEND in schools
- Differentiation

TES Training is available to all staff through the TES online portal, as well as webinars and training courses on COBIS and BSME training boards and staff are encouraged regularly to access these.

SEND drop-in meetings are scheduled on the school calendar each term, these enable staff to meet with members of the SEND team to discuss strategies to effectively differentiate teaching and learning.

5.10 Securing equipment and facilities

There is a library of resources in its infancy. This will be built on according to the needs that arise. Currently the resources that are available are:

- Noise cancelling headphones
- 'wobbly seats'
- Sand-timers
- Emotion cards
- 'what would you do if...' cards
- Exercise ball
- Elastic bands for chairs

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing pupils' individual progress towards their outcomes each term (this is reflected in termly and half-termly reports)
- Reviewing the impact of interventions half-termly.
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Reviewing Pupils Learning Support Plans termly/half-termly in collaboration with parents.
- Review meetings with the pupils.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day, school plays, school choir, sports tournaments etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

The Pupil Support Room is open some breaktimes and lunchtimes to students who would like to access a quiet space at break and lunch times. Board games, books and daily activities are all available to students.

The Key Stage Leaders and Assistant Head all have a strong pastoral presence in the school and pupils will regularly approach them to express worries or concerns, which will then be dealt with sensitively and respectfully. They are linked closely with the SEND department to ensure that pupil' needs are met. Additionally, there are well-being ambassadors who will be guided by the assistant principal to support pupils in an appropriate way.

We run a wave 2 intervention that focuses on developing social and communication skills, which is accessed by pupils that have been identified as having a need in this area.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

The school liaises with any external professionals that are supporting SEND pupils when appropriate to the circumstances and in consultation with the parents and pupils.

5.15 Complaints about SEND provision

Parents are requested to initially direct their concerns to the form tutors or class teachers, who will liaise with other staff including the Key Stage Leaders, Senior/Extended Leaders or Headmaster when required. If parents are not satisfied by the outcome, they are advised to speak to the SENDCo and / or Senior Leaders. The school's Complaints Policy is available upon request from the school office.

5.16 Contact details of support services for parents of pupils with SEND

There are limitations to this locally and so parents are signposted to mainly well-established UK based organisations where they can easily access information online. Some examples of this are:

- *[British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)*

- <https://adhduk.co.uk>
- <https://www.autism.org.uk>

5.17 Contact details for raising concerns

If parents have any concerns or would like to informally discuss any areas regarding the Special Educational Needs and Disability provision in the first instance, they can discuss their concerns with the SENDCO. Should they still not be happy after this consultation then they should contact the Deputy Head or Head Master, who will work with them to resolve the problem.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the board of governors – standards subcommittee

7. Links with other policies and documents

This policy links to the following documents:

- Behaviour Policy
- School’s admission Policy
- Equal Opportunities Policy
- Anti-bullying policy
- Safeguarding Policy

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