

Jeddah Prep and Grammar School

SEND Summary sheet – FAQ's

Head of Inclusion/ SENDCo – Mr Munsoor Shahzad

What is Special Educational Needs (SEN) or Disability

A pupil is identified as SEND if he/ she has a:

- Significantly greater difficulty in learning than the majority of others of the same age
- A disability or health condition, which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long- term and substantial adverse effect on their ability to carry out normal day-to-day activities

How does this school identify children who may have SEND?

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

How are parents/carers involved in discussions about and planning for my child's education, including advising how to support my child's learning?

We will have early discussions with 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:

- We identify pupils strengths and difficulties with parents
- We take into account the parents' concerns
- We have agreed outcomes sought for the child
- Parents are clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

How will my child be involved in his/her own learning and decisions made about his/her education?

Pupils will also be involved in early discussions 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:

- A pupil profile is produced to capture the views of the pupil and shared with relevant staff and parents.
- Pupil will understand and agree on targets
- The pupil is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

What are the arrangements for assessing and reviewing children and young people's 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 Head of Inclusion 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 Profile)
- Advice from external support services, if relevant

An Individual Education Plan (IEP) will be produced and shared with relevant teaching staff and parents. This IEP 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.

What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?

The prep and grammar schools work closely to ensure there is a smooth transition between schools. We also hold transition sessions when pupils move towards IGCSE and Post 16 study.

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.

What is the approach to teach children and young people 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.

How adaptations are made to the curriculum and the learning environment of children with SEN?

All our learners follow the school curriculum. Adaptations are made to make to the learning environment to ensure the curriculum is accessible to SEND pupils. This could come from the reasonable adjustments made by the teacher or further adult support

The expertise and training of staff to support children and young people with SEN

We have an inclusion team made up of the Head of Inclusion/ SENDCo, School Counsellor, Two dedicated Learning Support Assistants for primary and secondary. In addition, we have 15 Teaching Assistants in primary and we have 2 shadow teachers (1 to 1) for 2 wave 3 pupils.

How pupils with SEND are enabled to engage in activities available with pupils in school that do not have SEND

A large range of academic and hobby/interest clubs are available at JPGS. They are open to all pupils, including student with SEND. Details of these clubs are available on the Firefly, under extra-curricular activities.

Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.

How do we support SEND pupils with improving emotional and social development?

At JPGS we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of pupil support and guidance. One way we support our

pupils is by assigning them to a form tutor who will (in most cases) remain with them as they progress up in the school. This provides continuity and builds a strong relationship between tutor and pupils.

There are additional members of staff who are able to provide pastoral support, these include: heads of Key Stage; Counsellor, SENDCo teaching assistants and the Safeguarding team.

Ours School Councillor provides a counselling service.' This service allows pupils to be referred by an adult or for self-referral.

Assisting external agencies

The Inclusion Team works closely with Educational Psychologists or therapists to meet the need of SEND pupils and support their parents.

Who should I contact if I have a complaint of my child's SEND provision?

Please contact the Head of Inclusion/ SENDCo for further information (mshahzad@jpgs.org).

The school's complaints procedure is available on the school's website: