



# JEDDAH PREP AND GRAMMAR SCHOOL

## SEND Policy

Jeddah Prep and Grammar School aims to provide a high-quality education of all its pupils, including pupils with special education needs and disabilities (SEND), and to do everything it can meet the needs of the pupils with SEND implementation of this policy is delegated to our Headteacher.

Through successful implementation of this policy the aim of JPGS is to

- Eliminate discrimination
- Promote equal opportunities
- Foster good relationships between pupils with SEND and pupils without SEND

### 1. SEND Policy Aims

Our SEND policy aims to:

- To address the individual needs of all pupils with a SEND
- To identify pupils with SEND as early as possible through admission procedures, observation and diagnostic tests.
- To ensure that pupils with SEND have equal access to a curriculum that suits their learning style and needs.
- To work with the Board of Governors and Senior Leadership Team in continuously enhancing an accessible curriculum for all pupils.
- To collaborate with class teachers to ensure that pupils with SEND have their lessons appropriately differentiated to enable pupils to overcome any barriers to learning.
- To provide information and support to all teachers about pupils with SEND on their difficulties and recommend strategies for their educational provision, sharing examples of good practice.
- To successfully track and monitor the progress of all pupils with SEND to ensure each pupil makes expected progress.
- To ensure that parents are involved in their child's learning and gain an understanding of their SEND.
- To involve pupils in the development and review of their own learning journey and 'Individual Education Plans' (IEP).
- To liaise with outside agencies when specialist support is required.
- To support staff in embedding inclusive strategies within the classroom.
- Mandate an Inclusion Support Team to oversee SEND provision and exemplary practices across the school.

## 2. Scope and Purpose

### 2.1 Identifying SEND

Jeddah Prep and Grammar School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification; identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

At JPGS, we:

- Use our best endeavours to make sure that pupils with SEND get the support they need
- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND
- Designate a teacher to be responsible for coordinating SEND provision (the Inclusion Lead)
- Inform parents when we are making special educational provision for their child

We Prepare a report on:

- The implementation of our SEND Policy
- Our arrangements for the admission of children with disabilities
- The steps being taken to prevent children with disabilities from being treated less favourably than others
- Our Accessibility Plan, showing how we plan to improve access over time

### 2.2 Legal Framework

This policy has due regard to legislation, including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

- Special Educational Needs and Disability (Amendment) Regulations 2015
- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986 .This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Keeping children safe in education'
- DfE (2018) 'Working together to safeguard children'

### **3. SEND Principles**

Jeddah Prep and Grammar School plan to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the SEND Code of Practice
- To monitor the progress of all pupils in order to aid the earliest possible identification of SEND

#### **3.1 Definitions**

For the purpose of this policy, a pupil is defined as having 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

When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for.

#### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

### **Social, emotion and mental health difficulties**

Children and young people 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, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

### **Sensory or physical needs**

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI), diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND.

**These conditions can be age-related and can fluctuate over time. A pupil with a disability is covered by the definition of SEND if they require special educational provision.**

## **4. Roles and responsibilities**

### **4.1 The Head of Inclusion (SENDCo)**

The Head of Inclusion is Mr Munsoor Shahzad and he is a member of the school's Senior leadership team (SLT).

He has the responsibility to:

- Be a qualified teacher
- Achieve the National Award in Special Educational Needs Coordination
- Work with the headteacher 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
- Liaise with parents of pupils with SEND
- Liaise with potential future providers of education to ensure that the pupil and their parents are informed and smooth transition is planned
- 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.
- Ensure the school keeps the records of all pupils with SEND up to date
- Have overall responsibility for the provision and progress of learners with SEND.

### **4.2 The headmaster**

The headmaster will:

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

### **4.3 Class teachers (Prep School) and subject teachers (Grammar School)**

Each class teacher (Prep School) and subject teacher (Grammar School) is responsible have a responsibility to:

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENCO and, where appropriate, the pupils themselves

- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum
- Be responsible and accountable for the progress and development of the pupils in their class
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with
- 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

#### **4.4 Teaching Assistant and Learning Support Teacher**

Support staff are responsible for:

- Supporting the teacher deliver quality first teaching
- Have high expectation of all pupils in their care
- Be responsible and accountable for the progress and development of the pupils in their care
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with
- Working closely with teachers or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
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#### **5 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.

### 5.1 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 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 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

A 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.

#### **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.

<b>Date of Issue: August 2024</b>	<b>Reviewer: Headmaster and SLT</b>



**Date for Review:** August 2025

**Approved:**