



# Special Educational Needs & Disability Policy

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## **Contents**

1. Introduction
2. Aims
3. Legislation and guidance
4. Definitions
5. Roles and responsibilities
6. Priorities
7. Other policies and documents
8. Appendices (if required)

## 1. Introduction

The purpose of this policy is to provide practical guidance for teachers, parents and other relevant parties on the effective teaching support to students experiencing low achievement and/ or learning/ social/ emotional difficulties, as well as to fulfil relevant legislative and procedural responsibilities. This policy relates to students enrolled in mainstream classes.

### Guiding Principles

- Implementation of effective whole-school policies
- Setting suitable learning challenges and differentiating the level of work as a means of responding to students' diverse learning needs
- A comprehensive programme of screening, assessment and identification of students' additional learning needs
- Coordination of referrals to relevant external services where appropriate

## 2. Aims

KGIS aims to provide every child with access to a broad and balanced education. KGIS is committed to providing a holistic and inclusive education to all its students. We believe that no student should be disadvantaged in any way in their pursuit of education and in particular be provided with opportunities at all levels of ability. The aim of the school is to provide a support system that will empower all children and create confident and secure learners from KG through to Grade 12.

KGIS embraces diversity as a strength and all students fully participate in learning through relative adjustments and tailored teaching strategies to meet the needs of the wide range of learners.

In order to ensure the individual needs of all learners are met, the School will:

- (a) Identify those who have SEND/Individualized learning needs** at the earliest opportunity by gathering information from parents/carers, education, health and care services and previous schools prior to joining KGIS.
- (b) Monitor the progress** of all students in order to ensure identification of those with SEND. Continuous monitoring of those students with SEND by their teachers will ensure they reach their full potential.
- (c) Make appropriate provision** to overcome all barriers to learning and ensure students with SEND and other individual needs have full access to the curriculum. This will be coordinated by the SENDCo. (Special Educational Needs and Disability Coordinator) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- (d) Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of

understanding the SEND procedures and practices, providing information on the provisions for students within the School as a whole, and the effectiveness of this policy and the School's overall SEND work.

- (e) Work with outside agencies** when required, to cater for the additional needs of students when the school cannot meet them alone.
- (f) Lead innovative inclusive practices** where staff ensure students who are experiencing SEND, fully access and join the activities of the school together with those who are not experiencing SEND, by removing the barriers and engaging inclusive practices which allow students with a wide range of learning needs to be taught effectively and which develops adept learners.
- (g) Create an environment where the students feel safe to voice their opinions of their own needs.** Providing regular one-to-one meetings between students and their teacher/SENDCo. and careful monitoring of progress of all students. Create wider opportunities for students to participate in all areas of school life such as the Student Council.
- (h) Provide ongoing training** for all staff working with students with SEND/individual needs.

### **3. Legislation and guidance**

This policy is underpinned by the regulations on learning needs as outlined by the Ministry of Education in Oman.

### **4. Definitions**

#### **4.1 Vision of SEND**

The KGIS vision for inclusive education is that all students will receive and engage purposefully in a meaningful education and experience success in the KGIS learning environment.

The Oman Ministry of Education defines special educational needs and learning difficulties as separate categories and schools must adhere to the following:

- a. Learning Difficulties  
The school is obligated to open provision for children with learning difficulties from Grade 1, in accordance with the Regulations for Private Schools, Article 73. From Grade 2 onwards a specialist teacher must be provided to support students with learning difficulties and to assess the types of difficulties children are experiencing. Students with learning difficulties are defined as mainstream school children who are academically weak, and this includes students with dyslexia.
- b. Special Educational Needs

The School must submit an application to the General Directorate of Private Schools in order to be permitted to accommodate children with special educational needs including those with Down Syndrome, autism and other cognitive impairments.

#### **4.2 Definition of Special Educational Needs**

A student may be considered to have special needs if his or her progress is affected by one or a combination of the following:

- Specific learning difficulties (e.g. dyslexia, dyscalculia)
- General learning difficulties (e.g. comprehension, attention, memory)
- Communication difficulties
- Physical difficulties
- Social or emotional difficulties
- Behavioural problems
- Underachievement
- Persistent illness or medical problems
- Several changes of school, leading to gaps in general education

It may also be inclusive of the following groups:

- **English Language Learners:** those who are quite new to learning English or need additional support with learning English as a second language.
- **Gifted and Talented:** Those demonstrating exceptional ability and/or attainment which is in line with certain criteria outlined by the school.

### **5. Roles and Responsibilities**

In attempting to achieve the aims and objectives, the school will take reasonable steps within the limits of the resources available to fulfil the requirements set out in this policy.

#### **5.1 KGIS School Board**

The School Board will oversee the development, review and implementation of the SEND policy. A member of the board will have specific responsibility for SEND and will be kept in regular contact with the SENDCo. Other duties of the board will include:

- Ensure adequate classroom accommodation and teaching resources are provided
- Provide adequate funds for the purchase of materials and equipment
- Provide a secure facility for the storage of records

## **5.2 Executive Principal and Heads of School**

- Develop the attitudes, approaches and strategies to build the expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stage of development and education.
- Work with the Senior Leadership Team, SENDCo. and SEND department to determine the strategic development of the SEND policy and provision in the school, adhering to local regulations and guidance regarding inclusive education.
- Have overall responsibility for the provision and progress of learners experiencing SEND and promote inclusion through all policies, systems and practices that support the individual needs of learners and all groups of students.
- Ensure that all staff have access to the appropriate on-going training and support necessary to work effectively in common learning environments with students identified as experiencing SEND.
- Embed effective collaborative systems to draw on the knowledge and competencies of educators, therapists, outside agencies such as universities, parents, students and other members of staff to assist each other in meeting the needs of students who experience SEND.

## **5.4 Special Educational Needs and Disability Coordinator (SENDCo.)**

- Work with the Principal, Senior Leadership Team, curriculum leads and Pastoral Lead to determine the strategic development of the SEND policy and provision in the school, and ensure that a student, or groups of students, can access education on an equitable basis within a common learning environment.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support students experiencing SEND. This will include maintaining a register of children with additional needs and ensuring that learner records are kept up to date.
- Assign learning support assistants and support teachers to individual students who experience SEND and/or class groups as needed.
- Advise on the deployment of the school's delegated SEND budget and other resources to meet students' needs effectively.
- Hold the key role of promoting inclusive ideas and modelling approaches that support the development of inclusive attitudes and methods. They will motivate others to share in this experience.
- Work in close collaboration with classroom teachers and other educational staff by providing coaching and support to teachers on a timely basis
- Lead cultural transformation to achieve fully inclusive provision.
- Work closely with parents/carers of SEND individuals
- Where appropriate, develop partnerships with special centres and external professionals who work with individual students.

- Be available to individual students or groups of students to assist classroom teachers in providing effective instruction to students with diverse learning needs including those who experience SEND. This allocation will be dynamic and routinely reviewed according to student and teacher needs.

### **5.5 Class Teachers**

- Work in collaboration with each other and the SENDCo. to implement the SEND policy on a daily basis.
- Take responsibility for the progress and development of every student in their class including those experiencing SEND.
- Create a learning environment where all students are able to access the curriculum. Ensuring the appropriate accommodations or modifications are in place to ensure students can successfully engage with learning.
- Take responsibility for reporting concerns to SENDCo. at the earliest opportunity.
- In conjunction with the SENDCo, complete the support plan for those experiencing SEND and implement the plan in the classroom setting.

### **5.6 Learning Support Assistants**

- Assist the SENDCo. in carrying out duties in the SEND department; record keeping, liaising with teachers and providing support to children.
- Be available to individual students or groups of students through the guidance of the SENDCo. to assist classroom teachers in providing effective instruction to students with diverse learning needs including those who experience SEND. This allocation will be dynamic and routinely reviewed according to student and teacher needs.
- Facilitate the modification, implementation and outcomes of the students' educational programmes and interventions with the guidance and support of the classroom teacher who is responsible for the educational programme provided.

### **5.7 School Nurse**

- Work closely with the SENDCo. and other staff to promote the inclusion of children with medical related difficulties.
- Inform staff on best practice when dealing with medical difficulties in the classroom.

### **5.8 Parents/Caregivers**

- To provide the school with any information regarding the child's additional needs as early as possible

- Work in partnership with the school to support their child and play a central role in the development of inclusive practices including the development of Individual Education Plans. For example, by attending & contributing to meetings, targets, strategies and review when required and by signing the parent school contract & other agreements in relation to additional provision based on identified needs.
- Collaborate with the school regarding the education services provided to their children including assessments, accommodations, and provision
- Supporting and actively participating in the child’s learning including fulfilling the parental responsibilities as per the individual plan
- Be involved in creating a positive attitude towards school by talking positively about school and school work
- Be involved and attend meetings with staff and other information sessions
- Ensuring that the child’s punctuality and attendance levels are as high as possible and that homework is fully completed to the child’s best ability

### **5.9 Students**

Active and meaningful participation by students is key to success. The following is expected of students:

- Maintain good levels of discipline and demonstrate respectful behaviour to staff and other students
- Complete school-work and homework to the best of their ability
- Maintain adequate levels of attendance and punctuality
- Develop “ownership” of the skills and strategies that are taught during support teaching and learn to apply these learning strategies and skills to improve their own learning
- Take their place in society with confidence.

## **6. KGIS SEND Priorities**

### **6.1 Identification and intervention**

This will be done at the earliest opportunity:

- Carry out an assessment of educational need on entry to school in order to understand each student’s current skills and levels of attainment, which will build on previous settings and stages of education, where appropriate.
- Use the outcome of the assessment of educational need alongside with other information to appropriately identify the category and level of SEND experienced by the student.



- Collaboratively develop individual learning plans (ILPs) with all parties for students at Wave 2 & 3 level identified as experiencing SEND.
- Provide graduated intervention support based on the 3 Tiered Wave model that will include some or all of the following types of support outlined in the model below.

## **6.2 Graduated Approach**

### **Wave 1 Classroom Support/Quality First Teaching**

- Quality First Teaching. Good quality, inclusive teaching which takes into account the learning needs of all the students in the classroom. Wave 1 includes students who have experienced special educational needs in the past 12 months but who no longer require Wave 2 or 3 support and only need monitoring through quality first teaching. Wave 1 also includes students who may have an identified disability whose needs can be met through quality first teaching in the classroom.
- It is coordinated by the class teacher and carried out within the regular classroom.
- The SEND Team may be involved in an advisory capacity. If the concerns raised can be successfully addressed at this level, no further action will be required. At this stage additional support is provided within the classroom by the class teacher who will draw up a short, simple plan for extra help to be implemented in the classroom in the relevant areas of learning and/ or behavioural management in consultation with the parents. The plan should include support activities which can be accomplished at home.
- If concerns remain after a number of reviews and adaptations to the plan the child will be referred to the SEND department for further assessment to determine suitability for progression to the next wave of support.

### **Wave 2 Additional Support**

- Wave 2 provision goes beyond the 'normal' classroom including specific, additional, time-limited interventions for some students who need support to accelerate their progress to enable them to work at or above age-related expectations.
- If intervention is considered necessary at Wave 2, then the student will be referred to the SEND Team for further diagnostic testing. If this diagnostic assessment suggests that supplementary teaching would be beneficial, this will be arranged.
- Wave 2 interventions are often targeted at a group of students with similar needs (e.g. EAL support for a group of students). This is provided in addition to inclusive quality first teaching for all. These students are considered as experiencing SEND.
- Following consultation with the parents, the class teacher and the SEND Department, the SEND Department will draw up an individual learning plan which may include

appropriate interventions for implementation in the classroom, in the SEND setting and in the home.

- Team Teaching is a recognised model of additional teaching support at this stage and could be considered if it is feasible. This occurs when two or more teachers jointly deliver instruction to a diverse group of students. The most common approaches are:

Lead and Support

Parallel Teaching

Station Teaching

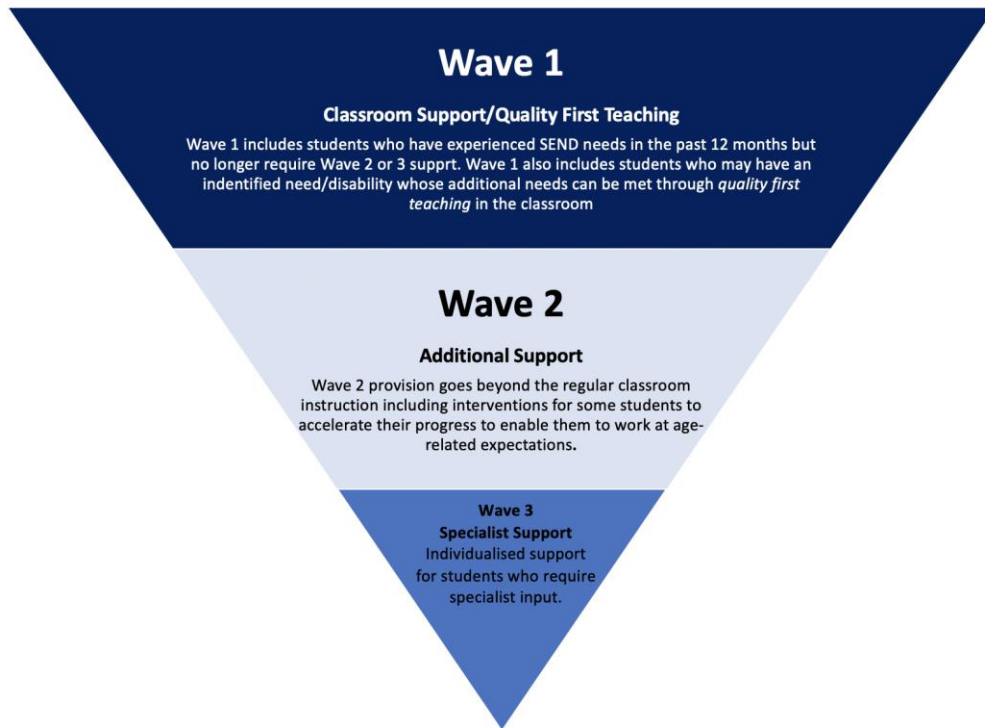
Alternative Teaching

Team Teaching

- The rate of progress of each student receiving supplementary teaching is reviewed regularly. If significant concerns remain after a number of reviews and adaptations to the learning programme, then it may be necessary to provide interventions at Wave 3.

### **Wave 3 Specialist Support**

- Wave 3 provision refers to highly personalised interventions for students who experience SEND and require specialist provision. This is provided in addition to inclusive quality first teaching for all. This includes students who require a high level of additional adult support within the classroom to access the curriculum and/or have support from external agencies.
- Wave 3 is the level of intervention for children with complex and/or diagnosed low-incidence needs and whose levels of attainment and progress are considered inadequate despite carefully planned interventions at the previous waves.
- At this stage, the school may refer to other outside professionals (e.g. Speech & Language Therapist, OT, Clinical Psychologist, Psychiatrist, Audiologists etc.)
- In this case, a highly individualized learning plan will be developed, implemented and reviewed.



### 6.3 Admissions, participation and equity

- KGIS Admissions policy will be aligned with SEND policy
- Students will not be refused admission based only on their experience of SEND
- Admission is not conditional on SEND but full disclosure is expected prior to admission
- Active participation by all parties involved (students, parents, teachers and SLT) is expected

### 6.4 Leadership and accountability

The School Leadership Team will:

- Empower all parties to develop the attitudes, approaches and strategies to build the expertise and culture where students who experience SEND are welcomed, accepted, valued and well prepared for their next stages of development and education.
- Ensure that there is a clear structure within the school for inclusive education as outlined in this policy and other local guidance documents on Inclusive Education and SEND.
- Follow local legislation requirements about Inclusive Education practices.

## **6.5 Support System**

KGIS staff will:

- Establish learning environments that encourage and support the active involvement and inclusion of every student - physically, academically, socially, emotionally and culturally.
- Ensure that all staff are trained in inclusive education techniques and that they are appropriately proficient and resourced to meet the needs of diverse learners.
- Ensure that Individual Learning Plans and provision maps direct the strategies used by teachers to meet the educational goals for students who experience SEND. This information will be shared, with parental consent, to support transition processes.
- Where relevant, provide alternative and accredited curriculum pathway options for students who are identified as experiencing SEND, including those who may attain significantly below curriculum expectations.

## **6.6 Fostering a culture of inclusion and diversity**

- Ensuring all parties have an awareness, understanding and appreciation of diversity and inclusion.
- Provide training to educators at all levels to ensure they are confident at meeting the needs of all learners.
- Facilitating opportunities for parents and caregivers to better understand SEND, inclusion rights and the resources and support mechanisms available to them and their families.
- Increasing the representation of all types of learners, particularly those who experience SEND, in education and promotional materials (e.g. newsletters, online sources) to highlight the abilities and capacities of individuals who experience SEND.

## **6.7 Monitoring, Evaluating and Reporting**

- Collect, monitor and respond to data on the numbers of children in our school who experience SEND, disaggregated by gender, age, ethnicity, type of need, attendance levels and health status, accessibility, accommodations, teacher and student support, ILPs, training, funding, assistive technologies and other types of curriculum support provided.
- Review students' individual progress towards their goals and impact of interventions on a regular basis, using student, parent and staff voice, monitoring by the SEND department and using provision maps to measure progress and following quality assurance processes.

## **7. Other policies**

This policy links to:

- Admissions Policy
- Behaviour & Rewards Policy
- Assessment and Reporting Policy
- Equal Opportunities for Students Policy
- Safeguarding and Child Protection Policy

#### **8. Monitoring and Review**

- This policy will be reviewed and updated annually under the direction of the SENDCo. and Senior Leadership Team. Within the school, the SENDCo. will report regularly to the Senior Leadership Team concerning the effectiveness of the policy.

**Review Date: September 2023**