



Durham School for Girls

Special Educational Needs and Disabilities (SEND) Policy

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Revised by: Jocelyn Tazisong

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Approved by:

Principal : Joanne Hayward

VALUES

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**MARK VALUES AND QATARI VALUES ARE AT THE HEART OF A
DURHAM GIRL**

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1. Statement of Intent

At **Durham School for Girls Doha (DSGD)**, our mission is to deliver educational excellence for young women in Qatar, empowering them to become confident, capable, and compassionate leaders of tomorrow. We seek to nurture resilience, self-belief, and ambition, while celebrating individuality, creativity, and diversity.

This SEND and Inclusion Policy outlines the framework by which DSGD fulfills its duties and obligations to provide a **high-quality, inclusive education** for all pupils, including those with Special Educational Needs and/or Disabilities (SEND).

We are committed to maintaining a **safe, inclusive, and inspiring environment** where every girl is encouraged to develop her talents, confidence, and power of self-determination.

We believe that every child is unique and capable of achieving success when provided with the right opportunities, encouragement, and tailored support. We aim to ensure that all pupils, regardless of background, starting point, or learning need, are empowered to achieve their full potential and leave DSGD with *Confidence for Life*.

Guiding Principles

Durham School for Girls Doha operates under the following principles, in line with the **SEND Code of Practice 2015 (UK)** and the **Qatar Ministry of Education SEND Standards (2024)**:

- **Child-centred approach** – Involving pupils and their parents/carers in decision-making about support and provision.
- **Early identification and intervention** – Needs will be identified quickly and accurately, with personalised provision deployed at the earliest stage.
- **Collaboration** – Working in partnership with parents, health professionals, specialists, and external agencies to secure the best outcomes.
- **High-quality provision** – Ensuring that learning support is evidence-based, targeted, and delivered by skilled staff.

- **Inclusion** – Every pupil will access a broad and balanced curriculum, with reasonable adjustments to remove barriers to learning.
- **Preparation for life** – Ensuring pupils are well prepared for independence, further education, and employment.

Our School Values – M.A.R.K.

- ❖ Moral Integrity
- ❖ Ambition
- ❖ Responsibility
- ❖ Kindness

These values underpin all aspects of school life, including our approach to SEND. Pupils are expected to live these values daily, supporting their personal growth into resilient, capable, and compassionate young women

2. Aims & Objectives

In line with the Ministry of Education guidelines and the First Pillar of Qatar's 2030 Vision for Human Development, Durham School for Girls Doha is committed to developing well-educated, well-rounded children who are supported to reach their full potential in a happy, inclusive, and nurturing school.

Ethos and Principles

At Durham School for Girls Doha, we believe that:

- **Inclusion is everyone's responsibility.**
 - A whole-school approach ensures all staff play an active role in supporting SEND and inclusion.
 - Success for every pupil depends on a consistent, school-wide commitment.
- **No child is a label.**
 - Students are recognised for their strengths, not defined by their difficulties.
 - Diagnoses may guide support, but expectations remain ambitious for all.
- **Support is for all.**
 - Provision is available for pupils of all abilities, including those with barriers to learning and those who are gifted and talented.
- **Early identification is key.**
 - Needs are identified quickly through intelligent, accurate assessment.
 - Data-driven interventions are implemented early to maximise progress.
- **Proactive, not reactive.**
 - Interventions are pre-planned where possible to anticipate areas of difficulty.
 - Pupils are supported to succeed, not left to fail before support is provided.
- **Excellence for all.**
 - Every pupil has the right to a broad, balanced, and inclusive curriculum.
 - We aim to support and challenge pupils so they can achieve without limits, academically and personally.

Aims

Durham School for Girls Doha aims to:

- Ensure that pupils with SEND have both their **social and academic needs** met.
- Provide a curriculum that is **broad, balanced, and inclusive**, enabling pupils to learn alongside their peers.
- Deliver high-quality support that also challenges pupils to engage fully in their learning and fulfil their potential.
- Foster resilience, creativity, and confidence so pupils leave school with the qualifications, skills, and self-belief to thrive in the future.

Objectives

To achieve these aims, we will:

1. **Identify and provide** for pupils with special educational needs and additional needs.
2. **Follow the SEND Code of Practice (2015)** and align with the **Qatar Inclusion Standards (2024)**.
3. Operate a **“whole student, whole school” approach** to SEND and inclusion.
4. **Work in partnership with parents and carers**, involving them at every stage.
5. Ensure pupils **express their views and participate** in decisions affecting their education.
6. Provide access to a **curriculum tailored to individual needs**.
7. Ensure the **SENDCo coordinates provision**, working with teachers, LSAs, and external specialists.
8. Provide **training, support, and guidance** for staff to meet diverse needs confidently.
9. Promote effective **multi-agency partnerships** where external support is needed.

3. Legislation and Guidance

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice (April 2015) in the United Kingdom, and with the Comprehensive Framework for Students with Disabilities and Educational Difficulties in Private Schools and Kindergartens (First Edition, 2024) issued by the Ministry of Education and Higher Education, State of Qatar. It also aligns with wider international conventions and guidance on inclusive education.

United Kingdom Legislation and Guidance

- Part 3 of the Children and Families Act 2014 – schools’ responsibilities for pupils with SEN and disabilities
- Special Educational Needs and Disability Regulations 2014 – responsibilities for Education, Health and Care (EHC) plans, SENDCos, and the SEND Information Report
- The Equality Act 2010 (section 20) – duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010) – responsibilities to eliminate discrimination, advance equality of opportunity, and foster good relations

- SEND Code of Practice 0–25 (2014)
- Schools SEN Information Report Regulations (2014)
- Children’s Act 1989
- Health and Social Care Act 2012
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- Keeping Children Safe in Education (2024)
- Teachers’ Standards (2012)

State of Qatar Legislation and Guidance

- Comprehensive Framework for Students with Disabilities and Educational Difficulties in Private Schools and Kindergartens (First Edition, 2024) – issued by the Ministry of Education and Higher Education
- Qatar’s Accessibility Plan for inclusive education
- National safeguarding and child protection policies in alignment with Keeping Children Safe in Education (2024) principles
- Regulations ensuring alignment with Qatar National Vision 2030, particularly the First Pillar: Human Development

International Conventions and Guidance

- The UN Convention on the Rights of the Child
- The UNESCO Salamanca Statement (1994) – guiding principles for inclusive education
- Supporting Children with Medical Conditions (non-statutory guidance)

Implementation

This policy was created by the school’s SENDCo in liaison with the Senior Leadership Team (SLT) to coordinate and secure the provisions required for children and young people with SEND.

The policy was most recently revised by the school’s SENDCo, Jocelyn Tazisong. The Principal has delegated the responsibility for the ongoing implementation of this SEND Policy to the SENDCo.

At Durham School for Girls, Doha:

- All staff share responsibility for maximising the achievement and opportunities of vulnerable learners.
- All teachers are teachers of students with SEND, and teaching such students is a whole-school responsibility requiring a coordinated, inclusive response.

4. Inclusion and Equal Opportunities

At Durham School for Girls Doha, we are committed to creating an inclusive environment where **all pupils, regardless of ability or need, can thrive**. In line with **UK and Qatari SEND standards**, we will:

- Provide **reasonable adjustments** to teaching, curriculum design, and the learning environment.
- Ensure SEND pupils participate fully in school life, including extracurricular opportunities.
- Foster a culture of **high expectations and aspiration** for every learner.
- Monitor and review progress regularly, adapting support where needed.
- We believe inclusion is not an additional provision, but an essential element of **outstanding**

5. Definitions

5.1 Special Educational Needs and Disability (SEND)

According to the **Special Educational Needs and Disability (SEND) Code of Practice (0–25 years) 2015**:

A child or young person has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

A pupil is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or post-16 institutions.

Many children and young people who have SEND may also have a disability under the **Equality Act 2010**, defined as:

“...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.”

This includes students with long-term medical conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions will not necessarily have SEND, but where their needs require additional provision beyond reasonable adjustments, aids, and services under the Equality Act, they will be identified as having SEND.

Special educational provision means education or training provision that is additional to, or different from, that made generally for other pupils of the same age in mainstream schools.

5.2 Disability

Pupils 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 carry out normal daily activities.

The school will make **reasonable adjustments** for pupils with disabilities so they are not placed at a substantial disadvantage compared with their peers.

5.3 The Four Areas of Need

The needs of pupils with SEND are grouped into **four broad areas**. Pupils may have needs that cut across more than one category, and their needs may change over time. Support and interventions will be tailored to the pupil's primary area(s) of need at the relevant time.

Area of Need	Description	Examples of Conditions	Possible Support/Interventions
1. Communication and Interaction	Difficulty communicating with others, understanding spoken language, or using social rules of communication.	Speech, Language, and Communication Needs (SLCN) - Autism Spectrum Condition (ASC)	- Speech and language therapy - Visual supports (timetables, social stories) - Structured teaching approaches (TEACCH, PECS) - Social communication groups
2 . Cognition and Learning	Pupils learn at a slower pace than their peers; difficulties may range from mild to profound.	Dyslexia (reading/spelling) - Dyscalculia (maths) - Dyspraxia (coordination) - Moderate Learning Difficulties (MLD) - Severe Learning Difficulties (SLD) - Profound and Multiple Learning Difficulties (PMLD)	Differentiated teaching and resources - Targeted literacy/numeracy interventions - Assistive technology (reading software, writing aids) - Small group or 1:1 support
3. Social, Emotional, and Mental Health (SEMH)	Difficulties with emotional regulation, relationships, or mental health that affect learning and behaviour.	- Anxiety, depression, eating disorders - Attention Deficit Disorder (ADD) - Attention Deficit Hyperactivity Disorder (ADHD) - Attachment Disorder - Effects of Adverse Childhood Experiences (ACEs)	- Counselling/therapeutic input - Behaviour support plans - Nurture groups, mentoring - Emotional regulation strategies (e.g., Zones of Regulation, mindfulness)
4. Sensory and/or Physical	Pupils have a disability or impairment affecting access to learning or the school environment	Vision Impairment (VI) - Hearing Impairment (HI) - Multi-Sensory Impairment (MSI) - Physical Disability (PD)	- Specialist equipment (hearing aids, magnifiers, adapted IT) - Modified resources (Braille, large print) - Occupational/physiotherapy support - Accessibility adaptations

6. Roles and Responsibilities

6.1 The Executive Committee

The Executive Committee will:

- Monitor and review SEND provision within the school.
- Ensure that every pupil with SEND receives the support they need to achieve their potential.
- Ensure pupils with SEND can participate fully in all school activities alongside their peers.
- Oversee access to a broad and balanced curriculum.
- Provide an annual report for parents on pupil progress.
- Publish information on the school website, including:
 - Implementation of the SEND policy.
 - Admissions arrangements for pupils with disabilities.
 - Steps taken to prevent discrimination.
 - Facilities provided for pupils with disabilities.
- Ensure that the school has a qualified SENDCo, with clearly defined responsibilities and adequate support.
- Oversee the effective use of resources for SEND provision.
- Ensure pupils in Year 8 and above receive independent careers advice.

6.2 The SENDCo

At Durham School for Girls Doha, the SENDCo is Jocelyn Tazisong. She will:

- Inform parents if their child may have SEND and liaise closely about provision.
- Lead the strategic development of SEND provision with the Principal and SLT.
- Oversee the day-to-day coordination of SEND policy and practice.
- Provide guidance and support to teachers on inclusive strategies and the graduated approach.
- Act as the main point of contact for external agencies.
- Liaise with parents, pupils, and external providers to support smooth transitions.
- Ensure compliance with the Equality Act 2010 and Qatar 2024 SEND standards.
- Maintain accurate records of pupils with SEND.
- Lead and manage LSAs, TAs, and the Inclusion Team.
- Monitor staff training needs related to SEND and provide CPD opportunities.
- Regularly review SEND provision and evaluate its impact.

6.3 The Principal

The Principal will:

- Work with the SENDCo to set the strategic direction of SEND provision.
- Ensure compliance with the Equality Act 2010 and Qatar SEND standards.
- Allocate sufficient resources, staffing, and budget for SEND.
- Hold overall responsibility for SEND provision and pupil outcomes.
- Ensure the SENDCo has sufficient time and resources to fulfil their duties.
- Promote a culture of high expectations and inclusivity across the school.

6.4 Class Teachers

Class teachers are responsible for:

- The progress and development of every pupil in their class, including those with SEND.
- Implementing strategies from SEND profiles and IEPs.
- Following the graduated approach (Assess, Plan, Do, Review).
- Collaborating with LSAs, TAs, and the Inclusion Team to deliver targeted support.
- Referring SEND concerns promptly to the SENDCo.
- Engaging in regular communication with parents to review outcomes and aspirations.
- Ensuring lessons are inclusive, differentiated, and accessible.

6.5 Learning Support Assistants (LSAs) and Teaching Assistants (TAs)

- LSAs deliver targeted interventions (e.g., literacy/numeracy boosters, executive functioning, nurture groups, therapy-based sessions, social skills, sensory circuits).
- TAs support classroom learning by encouraging independence, simplifying instructions, adapting resources, and providing feedback to teachers and the SENDCo.
- Both LSAs and TAs contribute to IEP reviews, attend CPD, and liaise with staff to monitor progress.

6.5 Learning Support Assistants/Teaching Assistants

LSAs will work with specific targeted children and liaise with the SENDCo. Interventions will be carried out through withdrawal sessions. The specific tasks/routines will be determined by the SENDCo in line with students' SEND needs, and these may include:

- Planning and delivering high-quality 1:1 and small-group support interventions (e.g., Literacy Support and Booster, Executive Functioning skills, Nurture & Art Therapy, Circle Time, Lego Therapy, Sensory Circuits, Zones of Regulation, Social Skills).
- Conducting classroom observations for students on the intervention list.
- Reviewing data to provide effective targeted mentoring/intervention sessions to meet pupil needs.
- Planning and preparing intervention resources and curriculum materials.
- Keeping up-to-date records of interventions.
- Liaising with teachers, TAs, and Heads of Year to ensure students are meeting their targets as directed by the SENDCo.
- Supporting SEND pupils based on their IEPs or other documentation.
- Sharing relevant information with pastoral staff, teachers, and the SEND team.
- Participating in Annual Reviews and Transition Planning meetings where appropriate.
- Taking part in CPD during Department time.

TAs assist the class teacher to enhance the learning of the pupils they are assigned to.

The specific tasks/routines will be determined by the class teacher and the SENDCo in line with students' SEND needs and may include:

- Encouraging independence at all times.
- Repeating, re-explaining, or simplifying instructions.
- Acting as an interpreter in reading and writing for individuals/groups of pupils.

- Supporting pupils with SEND needs in collaboration with teachers to adapt lessons.
- Helping pupils remain on task, even when tasks are challenging.
- Giving praise, encouragement, and immediate feedback.
- Anticipating and managing behaviour issues.
- Organising, distributing, and collecting materials.
- Adapting materials simply for individual pupils.
- Providing feedback to the class teacher.
- Monitoring individual pupils and specific targets across the curriculum.
- Offering friendly support to less confident pupils.
- Alerting the form tutor, Head of Year, and SENDCo to inconsistencies in behaviour or performance across subjects.
- Liaising with teachers to ensure that communication and administrative tasks between Special Needs and the faculties are effectively undertaken.
- Participating in Annual Reviews and Transition Planning meetings where appropriate.
- Taking part in CPD during Department time.

6.6 Parents and Carers

Parents and carers are expected to:

- Share concerns, new information, or diagnoses with the school.
- Work in partnership with the school to plan and review provision.
- Provide feedback on the effectiveness of support outside school.
- Attend meetings and contribute aspirations for their child's learning journey.

The school values parents as key partners in their child's education.

6.7 Pupils

Pupils with SEND will:

- Be encouraged to share their views, strengths, and challenges.
- Contribute to setting targets and reviewing progress.
- Attend meetings, where appropriate, and give feedback on interventions.

The pupil voice is central to shaping their learning experience.

7. SEND Information Report

The school publishes a SEND Information Report, outlining how this policy is implemented.

- The report is updated annually, or sooner if significant changes occur.
- Current report: Updated 22/01/2025.
- Next scheduled review: September 2025.

8. OUR APPROACH TO SEND SUPPORT

8.1 The kinds of SEND that are provided for

Durham School for Girls Doha is a private British International School that is committed to whole school inclusion of pupils with special educational needs (SEND). Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction

- Social communication disorder
- Asperger's Syndrome
- Speech and language difficulties
- Autism spectrum disorder

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, understanding what is being said to them, or understanding and using 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 in 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 have an impact on how they relate to others.

Cognition and learning, for example:

- -Dyslexia
- -Dyslexia

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 have associated difficulties with mobility and communication
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as 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, emotional, and mental health difficulties, for example:

Attention deficit hyperactivity disorder (ADHD)

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 medically unexplained physical symptoms.

Other children and young people may have disorders such as:

- Attention deficit disorder (ADD)
- Attention-deficit hyperactivity disorder (ADHD)
- Attachment disorder

Sensory and/or physical needs, for example:

- Visual impairments
- Hearing impairments
- Processing difficulties
- Epilepsy

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided.

These difficulties can be age-related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access the curriculum and environment.

Children and young people with an MSI have a combination of vision and hearing difficulties

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is not to fit a student into a category to consider their needs.

8.2 Identifying pupils with SEND and managing and assessing their needs

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

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

- It is significantly slower than that of their peers, starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child 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.

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 wishes of the pupil 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.

At Durham School for Girls, Doha, **the first stage of the identification process** comes from pupil CAT4/NGRT data and teacher judgment whilst teaching.

- CAT4 /NGRT data is used to identify pupils whose standard scores overall and in individual subtests fall below 85.
- These pupils are reviewed for wave 2 intervention alongside pupil progress meetings (Pre-prep, Juniors) and departmental data reviews (seniors).
- Any pupils who do not make progress within the wave 2 intervention or using QFT strategies can be referred to the SENDCo.

To ensure there is continuity of learning support, the following will happen:

- Some pupils will receive Wave 2 literacy Support and Booster
- Some pupils will receive wave 2 specific support (Executive Functioning Skills, Nurture & Art Therapy, Sensory Circuits, Circle Time, Lego Therapy, Zones of Regulations...)
- Some pupils will receive additional provision in the form of Wave 3 support
- Class teachers are advised on how best to meet the pupils' needs through wave 1 quality first teaching (QFT) through Individual Support Plans (IPRs, IEPs) on the SEND register.
- Provision is reviewed through quality assurance by the SENDCo and through a cycle of assess, plan, do, review.
- Class teachers also monitor and assess pupil progress through the assessment cycle in school.
- Pupils are monitored through a combination of observations (teachers, SENDCo, LSAs...) and termly panel meetings.

If a Teacher, Head of Department, or Head of Year would like to raise a concern about a pupil, a referral can be made to the SENDCo within the school. This is done by completing a referral form.

Referrals

If staff are concerned about a pupil, a live document is created to track and monitor provision for them before the SENDCo evaluation. The referral form details QFT strategies tried, departmental intervention, and prior conversations with parents. From year 7 and upwards, this also includes a round robin. Once this has been reviewed and approved by the SENDCo and the Deputy Head of Inclusion, the referral will be dealt with.

The Inclusion Department will:

- Meet face-to-face with the parents to discuss concerns and gather a detailed history
- Liaise with class teachers

- Conduct an 'all about me' (Pen Portrait) pupil meeting where the pupil's views and opinions on their support needs can be discussed
- Complete an observation of the pupil
- Refer to external specialist support, such as SALT and psychology
- Create an Individual Education Plan if necessary, detailing the support and intervention needed
- The pupil will be put on the SEND register
- Wave 3 intervention will begin if necessary

Support will be provided in the following ways:

Wave 1 Support

Wave 1 support is our universal, inclusive Quality First Teaching (QfT) for all pupils. Teachers take into account all the learning needs, providing differentiated work, adaptive teaching strategies, and creating an inclusive learning environment.

Wave 2 Support

Wave 2 outlines specific, additional, and time-limited interventions provided for some children who are falling behind the age-expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs. Interventions aim to provide short-term support for pupils to enable them to fill gaps in their knowledge.

Wave 3 Support

Wave 3 is intensive pedagogy to support/challenge pupils to achieve or exceed agreed targets in their individual education plans. Where agreed targets are not met, intensive assessment involving input from a multi-disciplinary team may be required.

Identifying and Responding to Pupils Making Slow Progress

When a teacher identifies that a pupil is making slower than expected progress, the first response is to adapt teaching at the classroom level. The teacher will provide **differentiated, high-quality teaching (Wave 1)** targeted at the area of difficulty. Most pupils will make progress through this approach.

If, despite Wave 1 support, progress remains limited, the teacher will raise the concern with their line manager. Together, they will consider whether the barrier to learning may be linked to a potential special educational need. At this stage, the pupil may receive **Wave 2 intervention**. These are short-term, structured, and targeted interventions that can be delivered either through:

- **Push-in support** within the classroom, or
- **Pull-out sessions** in small groups or 1:1 settings.

The Wave 2 intervention aims to provide additional support that helps to close gaps in attainment and promote progress.

Where Wave 2 support does not lead to expected improvement, the teacher may complete a **formal referral to the Inclusion Team**. The Inclusion Team will then carry out a comprehensive assessment process, which may include:

- Review of progress data and attainment records

- Classroom observation
- Meetings with the pupil to gather their views and experiences
- Meetings with parents to discuss history, concerns, and aspirations
- Psychometric assessment, if appropriate

Following this, and always in consultation with parents, the Inclusion Team may recommend the involvement of **external professionals** such as Educational Psychologists, Speech and Language Therapists, or Occupational Therapists to ensure the most accurate assessment of need.

It is important to note that **slow progress and low attainment alone do not automatically indicate SEND**. Staff will always consider whether other factors may be contributing, including:

- Short-term external events such as bereavement or family difficulties
- Emotional or social challenges, such as bullying
- Attendance, punctuality, or well-being issues
- The impact of acquiring English as an Additional Language (EAL)

The school recognises that pupils who are bilingual or learning English as an additional language may face temporary barriers that do not necessarily constitute SEND. Careful assessment ensures that needs are not misidentified.

When deciding whether a pupil requires **special educational provision**, the school will begin with the **desired outcomes** for that pupil, including the progress expected, their aspirations, and the views and wishes of both the pupil and their parents. This outcome-led approach will guide the decision on whether the pupil's needs can be met through adaptations to the school's **core offer**, or whether they require **additional or different provision**.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have some form of support plan from previous schools or education, health and care plan (EHCP UK only) or IEPs

Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Managing Students' Needs on the SEND Support Register

Principles:

- To monitor and evaluate termly the progress of all students on the SEND support register.
- To provide a personalised package of support.
- To involve parents or carers and students in every step of the process, including identification of need, decisions on actions (including any necessary referrals to external agencies), and evaluation of progress.

- To raise awareness of students' needs through the dissemination of personalised guidance via the SEND register, Pen Portrait with students' profiles, the staff Inclusion Handbook, and staff training.

SEND Support Students

These are students who may or may not have diagnoses who require support. These students' needs should be met by the following measures of support:

- First quality teaching (i.e., teachers knowing students' needs and differentiating/adapting the curriculum accordingly).
- Some in-class support by TA (Teaching Assistants)
- Targeted interventions such as literacy intervention, reading support, Counselling, and well-being services support. Catch up reading support...
- A student profile (Pen Portrait) is co-produced by the pupil with the SENDCo and highlights to staff exactly which needs have been identified, how to remove key barriers to learning effectively, and the clear outcomes to be achieved within an agreed time frame.
- The SENDCo is responsible for maintaining and updating the profiles and plans, and seeking feedback from the student and staff. The profiles and plans are reviewed termly in conjunction with the SENDCo, the Deputy Head of Inclusion, and the SEND team.

Supporting Students in Exams

The exam Officer oversees exam dispensation. This includes a wide range of access arrangements. We analyse previous data and referrals from students, teachers, and parents or carers to identify students' needs for exams. Students receive exam dispensation, as per their entitlement, at Key Stage 4.

Monitoring and evaluation of SEND

Regularly and carefully monitor and evaluate the quality of provision we offer all students. The self-evaluation process is undertaken across the school at key points throughout the year, including reporting to the Principal and updating relevant information. There are regular opportunities for consultations with parents or carers, staff, and students regarding SEND provision.

8.3 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provisions. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed-upon 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 and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

A graduated approach to SEND Support

Students' needs will be identified and met as early as possible through:

- The analysis of data, including entry profiles, reading ages, and student progress data.
- Regular classroom-based assessments and monitoring arrangements.
- Following up on parental concerns.
- Tracking individual students' progress over time.
- Information from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners, which clearly identifies students receiving additional SEND support. This provision map is updated termly through reviews of IEPs (Individual Education Plan).
- Understanding, when necessary, a more in-depth individual assessment – this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a student's needs, or involvement of an outside agency, ie, dyslexia, SALT, Sidra, Hamad.

8.4 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 SENDCo 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, attainment, and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experiences of parents
- The pupil's own views
- Advice from external support services, if relevant. If pupils are already receiving provision externally, such as SALT, EP, or OT, we can liaise with the specialists with the parent/carers' consent. Any targets and advice that are provided can be included in the IEP.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

We will, once concerns of potential SEND are raised, follow the graduated approach to meeting the student's needs, including:

- **ASSESS** – Establishing a clear assessment of the student's needs; The SEND department will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account.

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

- **PLAN** – Planning with the student and their parents or carers, the interventions and support to be put in place, as well as the expected impact on progress, development, and behaviour, along with a clear date for review.

All staff who work with the pupil will be made aware of the pupil's 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 and will be made accessible to staff in an Individual Education Plan.

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

- **DO** – Implementing the interventions, with the support of the SENDCo, Deputy Head of Inclusion, Specialist teachers, LSAs, or external agencies as appropriate.

The pupil's class or subject teacher retains responsibility for their progress in liaison with the SEND Department.

Primary: Where the plan involves group or 1:1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with the Inclusion Department involved to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.

Secondary: Where the plan involves group or 1-to-1 teaching away from the subject teacher, the responsibility for progress within those interventions lies with the SENDCo. The Inclusion department will work closely with any staff involved to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching.

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

- **REVIEW** – Reviewing the effectiveness of the interventions with the student, their parents or carers, and relevant staff, and making any necessary revisions. We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

The views of the parents and pupils

The level of progress the pupil has made towards their outcomes

The views of teaching staff who work with the pupil
The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.5 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.

8.6 Our approach to teaching pupils with SEND

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

First quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

Inclusive teaching is supported by effective whole-school policies and frameworks clearly targeted to all learners' needs and prior learning. This teaching needs to be based on planning and schemes of work that are designed to move all learners from where they are to where they need to be. Where there are large numbers of learners who share the same learning needs, the best solution is to adjust the planning to cater to them. It means setting a new trajectory for the learning programme to take learners to where they need to be in terms of age-related expectations. First quality inclusive teaching anticipates the needs of learners based on good use of yearly transition data.

Wave 1: Quality First Teaching (QFT)

- **Core Principle**
All teachers are responsible for adapting their teaching to meet the strengths and needs of every learner, in line with the UK Teachers' Standards. High-quality, adaptive teaching is the first step in supporting pupils who may have SEND.
- **Teacher Responsibility**
 - a. Teachers remain accountable for the progress and development of all pupils in their class, including those receiving support from TAs or specialist staff.
 - b. Differentiation, adaptive strategies, and a range of pedagogical approaches must be used to remove barriers to learning.
 - c. Teachers should consult available resources, including the school's QFT checklist, and seek advice from the Inclusion Team when necessary.
- **Process of Support**
 - a. The teacher identifies potential barriers to learning.
 - b. Differentiated/adapted strategies are applied in class to support progress.
 - c. The teacher monitors the pupil closely and records the impact of strategies used.
 - d. Where appropriate, the Inclusion Team may observe the pupil or request staff feedback to guide further action.
 - e. Parents are kept informed at every stage and encouraged to share relevant insights.

- **SEND Code of Practice (2015, p.101, para. 6.52)**
The class or subject teacher remains responsible for the pupil on a daily basis, even when interventions are delivered outside the classroom. Teachers must work closely with TAs and specialist staff to plan, review, and assess the impact of interventions, with support from the SENDCo.
- **Identification of SEND**
A pupil is only identified as having SEND if they do not make adequate progress after receiving high-quality, personalised Wave 1 provision and appropriate interventions.
- **Examples of Wave 1 QFT Strategies**
 - a. Use of coloured overlays for pupils with dyslexia
 - b. Extra time in class tasks, assessments, and exams
 - c. Access to a laptop for written work
 - d. Simplified instructions and visual prompts
 - e. Seating arrangements to reduce distractions

Wave 2: Additional SEND Support – departmental Intervention

A student will be offered additional SEND support when:

- It is clear that their needs require intervention, which is “additional to” or “different from” the well-differentiated/adapted curriculum offered to all students in the school, i.e., they have a special educational need as defined by the SEND Code of Practice 2014.
- They make little or no progress when teaching approaches are targeted specifically at the student’s identified areas of weakness.
- They show signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- They have sensory or physical problems and continue to make little or no progress despite the provision of specialist equipment.
- They have communication and/or interaction difficulties and continue to make little or no progress despite the provision of a differentiated curriculum.

All pupils have access to Accelerated Readers. Some classes have additional push in support from a TA/LSA. Some pupils have additional group intervention for things such as literacy, numeracy, and phonics, as identified from summative and formative assessment. From year 7 upwards, intervention at wave 2 is departmental and led by the SENDCo.

Wave 3: Interventions – Personalised Support

Using the umbrella of the broad areas of need as stated in the Code of Practice, Communication and interaction, Cognition, and Learning, Social Emotional and Mental Health, Sensory and Physical Needs, we offer a range of interventions and provisions to meet individual needs.

In wave 3 support, pupils have an Individual Education plan and are on a register of need, such as the SEND register. Examples of support at wave 3 are detailed as follows:

Cognition and learning

- Specific interventions such as Stride Ahead and number stacks
- Additional support lessons to pre-teach or review the general curricula
- Literacy Support/Booster
- Study Skills

Social, emotional, and mental health

- Talk about interventions
- Circle Time
- Zones of Regulations
- Nurture & Art Therapy
- Counselling
- Social Skills support

Physical and or sensory needs

- Movement breaks
- Executive Functioning Skills
- Sensory Circuits
- Adaptations to the classroom environment
- Accommodations for moving around the school

Communication and interaction

- Social skills support
- Lego Therapy
- Circle Time
- Zones of Regulation
- Nurture & Art Therapy

8.7 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 can 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, visualisers, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8.8 Additional support for learning

TAs/LSAs will support pupils on a 1:1 basis, in small groups, and will work with specific targeted children and liaise with the SENDCo to identify those students. Interventions will be carried out both in class and through withdrawal sessions.

We work with the following agencies to provide support for pupils with SEND:

- Sidra
- Educational Psychologist
- Speech and Language Therapist

- Occupational Therapist
- Counsellor
- ASD charities
- Visual Impairment specialist
- Hearing Impaired specialist

8.9 Expertise and training of staff

Training will regularly be provided to teaching and support staff. The SENDCo and the Deputy Head of Inclusion 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.

The school will detail the expertise of relevant staff in their SEND information report. The expertise of the SENDCo can be found below:

BED (Hons) Special Needs Education

Post Graduate Teaching Certificate in Science of Education

Master's in educational administration and leadership

NPQ SENCO in Process

Training and Resources

- At Durham School for Girls, Doha, we will allocate the appropriate support for SEND students
- The training needs of staff are identified and planned through lesson observations, line management meetings, and meetings with the Deputy Head of Inclusion and the Deputy Heads of Teaching and Learning.
- The SEND register is accessible to all staff through SharePoint, and staff contribute to the updating and reviewing of the SEND information.
- Inclusion staff provide INSET to staff and undertake training opportunities in their area of specialism.
- The SENDCo attends the SENDCo BSME network meetings in order to keep up to date with local and national updates in SEND.

8.10 Securing equipment and facilities

Information regarding children with SEND will be treated confidentially and shared only with the relevant people. Student files will be stored in secure cabinets in line with school policy. When a child leaves the school, any SEND information will be transferred to the respective educational placement or stored according to school policy.

The school adheres to the duty placed upon it by the DDA, as amended by the SEND and Disability Act 2001, to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Equipment and facilities are sourced using the graduated approach and a thorough assessment of need before admission. Examples of facilities and equipment are:

- Noise-cancelling headphones
- Laptop
- Enlarged exams
- Seating
- Ramps
- Use of a lift

Any additional equipment that is required must be provided externally by parents/carers.

8.11 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term using provision maps and support plans
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Reviewing the impact of interventions after a term
- Getting feedback from staff, pupils, and their parents
- Monitoring by the SENDCo, as a school, the SENDCo will gather information for these reviews from teachers and the pastoral team. The parents/Carers and the pupil are also asked for their feedback.
- Using provision maps to measure progress
- Holding annual review meetings for pupils on IEP twice a year to assess progress toward outcomes on their individual education plan
- Assessment Cycle
- A review of a pupil's academic progress is done in line with each school's assessment cycle. This is taken into consideration when designing targets for individual educational plans.

8.12 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, including our after-school clubs.
- All pupils are encouraged to go on our trips.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

- No pupil is ever excluded from taking part in these activities because of their SEND or disability. We will make reasonable adjustments necessary for all our students so they are able to participate in all activities.

It is the responsibility of all staff to ensure that they read, implement, and are familiar with the information provided on our pupils with additional needs. All pupils are encouraged to take part in extracurricular activities and trips. If a pupil with SEND would like to take part, provision will be put in place to accommodate this, and a risk assessment may be put in place.

Being a BSME school, we are held accountable to the SEND Code of Practice (2014) and the Equality Act (2010).

Teachers are required to adapt teaching to respond to the strengths and needs of all pupils (Standard 5, DfE Teachers Standards (2021)).

8.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are encouraged to take part in our leadership programs (House Captains, School Council, Head Girls, etc.)
- Pupils with SEND are also encouraged to take part in extracurricular activities after school to promote teamwork/building friendships, etc.

We have a zero-tolerance approach to bullying. Bullying is dealt with through our behaviour and anti-bullying policies and plans. (See behaviour and anti-bullying policies for full details)

8.14 Working with other agencies

If a student has been identified as having additional needs, the school will act.

If the school feels that we need more expert advice in order to best support our students, referrals to outside agencies can be made. During the referral process, the school will work with the parents/carers to collect evidence to support the need for referral.

Before a referral is made to an outside agency, parents/carers will be invited in to speak to their child's teacher, the SENDCo, to discuss the process. At this meeting, the reasons for the referral will be explained, and there will be a space on the referral form for you to add your comments.

Once parents/carers have permitted the referral to take place, the referral will be sent to the appropriate agency, and they will contact the parents/carers at home with details of their involvement. Information will be shared by the agency with the school.

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

Additional services and expertise:

- Sidra
- Hamad
- Specialist teacher or support services
- Educational psychologists
- General practitioners or paediatricians
- Hearing impairment specialist
- Visual impairment specialist
- Speech and Language Therapist
- Occupational therapist
- Community paediatricians
- School nurse

Our school follows the graduated approach for supporting our pupils. Through the guidance of the school SENDCo, referrals can be requested or made to the recommended hospitals. At present, we recommend Sidra or Hamad.

9. Admission and Accessibility Arrangements

9.1 Admission Arrangements

Durham School for Girls, Doha (DSGD) is an inclusive 3–18 all-girls school following the National Curriculum of England. The school supports students with mild learning difficulties, EAL, or other additional needs through differentiated teaching and targeted support. For students with more complex needs, the school may recommend a more specialised setting if the required provision cannot be met within mainstream classes.

- All applicants are assessed to ensure they can access the curriculum alongside peers.
- Parents/carers must disclose any SEND or support needs during the application process so the SENDCo and Deputy Head of Inclusion can review whether appropriate provision is available.
- Further assessments or additional support fees may sometimes be required.
- The review process may include meetings with parents, the student, and a review of documentation. If documentation is missing, a place may be offered on the condition that assessments are sought externally.
- Failure to disclose known SEND will be considered a breach of the parent agreement and may place the student's enrolment at risk.

9.2 Accessibility Arrangements

- Students on the SEND register will have a learning support plan designed to remove barriers to learning.
- Access arrangements (e.g., extra time, adapted resources) will be provided where appropriate so students are not disadvantaged, in line with the school's Access Arrangements Policy.

10. Complaints about SEND Provision

- Parents with concerns about SEND provision should first raise them informally with the SENDCo.
- If unresolved, a formal complaint can be submitted to the Deputy Head of Inclusion, following the school's complaints policy.
- If concerns remain, the complaint can be escalated to the Principal. In some cases, the student themselves may also have the right to make a complaint.

10.1 Contact details for raising concerns

SENDCo

Jocelyn Tazisong Njocelyn@durhamqatar.com

Head of Secondary

Wendy Jones Wjones@durhamqatar.com

Head of Primary

Rachel Small Rsmall@durhamqatar.com

Principal

Joanne Hayward Jhayward@durhamqatar.com

11. Monitoring and Evaluation Arrangements

11.1 Evaluating the Effectiveness of the Policy

The school is committed to continually improving its SEND policy and provision. Effectiveness will be evaluated against the objectives outlined in Section 1, with particular focus on:

- Staff awareness of pupils with SEND at the start of each academic year
- How early are pupils identified as having SEND
- The progress and attainment of pupils are once identified and supported
- Whether pupils with SEND feel safe, valued, included, and happy within the school community
- Feedback from pupils, parents, and carers

11.2 Monitoring Arrangements

- This policy and the SEND information report will be reviewed annually by the SENDCo and the School Leadership Team.
- Updates will also be made in response to new legislation, requirements, or changes in school procedures.
- Final approval will rest with the Executive Committee.

12. Links with other policies and documents

This policy links to the following documents:

- SEND Information Report
- Behaviour Policy

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- Equality Information and Objectives
 - Supporting Pupils with Medical Conditions Policy
 - Attendance Policy
 - Safeguarding / Child Protection Policy
 - Complaints Policy

Qatar 2024 Framework for Students with Disabilities and Educational Difficulties —
Ministry of Education and Higher Education