



King's College

DOHA

Learning Support Policy (whole school policy including EYFS)

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Introduction

At King's College Doha each child is a valued individual, regardless of ability, and has the right to a broad and balanced curriculum. The school operates a whole school policy on special educational needs which aims to meet each child's individual needs and help him/her to reach the highest standards of which he/she is capable, following the guidelines of the 2014 UK SEN Code of Practice 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.

Definitions

A Learning Support need is a Special Educational Need (SEN). Children have SEN if they have a learning difficulty and/or disability which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than most children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age (2014 UK SEN Code of Practice, 0 to 25 Years).

AN refers to an Additional Need. This is not identified as a Special Educational Need but is a need nonetheless that is creating a barrier to learning. This could well include a social need.

Aims

- To apply a whole school policy to meeting each child's individual needs following the guidelines of the 2014 UK SEN Code of Practice 0 to 25 Years, the Equality Act 2010 and the Children and Families Act 2014.
- To identify, at the earliest opportunity, any child who may have an additional or special educational need.
- To offer different levels of intervention to match the child's level of need.
- To ensure that all school staff are aware of each child's needs so that such needs may be met in all school settings.
- To ensure that all pupils experience success in their learning and achieve to the highest possible standard.
- To ensure that no child is discriminated against, in any area of school life, based on his/her disability.
- To provide pastoral care and support for all children so that they may develop in all areas and build a strong sense of self-esteem.
- To ensure that children's records include information relating to their individual needs and the interventions which have been provided and their outcomes.
- To conduct regular reviews of the children's progress.
- To work in partnership with the children's parents/carers at all stages.
- To include the children in this process by giving them the opportunity to identify their strengths and weaknesses.

Responsibilities

The Head of Learning Support is responsible for the day-to-day implementation of the policy for SEN/AN at King's College Doha, working closely with staff, parents and carers, and other agencies. The Head of Learning Support also provides professional guidance to colleagues to secure high quality teaching for pupils with SEN.

The Head of Learning Support, along with the Principal, Heads of School and Board of Directors, should play an important role in determining the strategic development of SEN policy and provision in the school.

The Head of Learning Support works in close association with the Heads of School and the Principal. The Head of Learning Support also liaises with a designated member of the Board of Directors.

The Learning Support Department

The department is currently staffed by the Head of Learning Support, who is full-time and is supported by an Assistant Head of Learning Support and a team of Learning Support Assistants (LSAs), who offer individual support to the children. Members of the Learning Support team are experienced and well qualified in remedial and special education and teaching pupils with SEN, including Pre-Prep School children and those with EAL (see separate EAL Policy).

The responsibilities of the Head of Learning Support and the Learning Support Department are as follows:

- Help classroom teachers to identify and make provision, through normal classroom differentiation and support, for children with SEN/AN from Pre-School upwards
- Help classroom teachers to provide intervention to SEN/AN children
- Plan and implement interventions following the advice of outside agencies for SEN children receiving external help
- Provide specialist teaching, appropriately planned, structured and evaluated, to groups or individuals, in response to identified needs
- Keep Individual Education Plans (IEPs) under review and evaluate, liaising with class teachers, parents and pupils
- Maintain SEN/AN records so that they are readily accessible to all staff
- Provide information on all children with SEN/AN to all members of staff who may be involved with them
- Liaise with parents at all stages and involve them in decision making
- Seek and respond to the views of the children themselves at all stages
- Ensure that suitable exam and entrance assessment arrangements are made for children who cannot cope with the normal procedures
- Contribute to INSET programmes for both the Learning Support staff and the mainstream teaching staff
- Provide support for staff so that children's needs can be met and children can be integrated in the mainstream classroom

Admission Arrangements for SEN/AN pupils

- Pupils are admitted to the school at the discretion of the Principal (see the Admissions Policy)
- The Principal will admit pupils with mild to moderate learning difficulties if the support that can be offered by the school is appropriate and if it is in the best interests of the child.
- Children joining the school will normally visit for a Taster Day prior to entry. They are assessed in reading, spelling, numeracy and verbal reasoning. If a child appears to have SEN/AN that has not been previously identified as a result of these tests, the Principal may advise parents that further assessment by the Head of Learning Support or an educational psychologist is necessary so that the school is able to provide the appropriate intervention on arrival.
- The school maintains a strong academic tradition and would not be suitable for children with well below average ability.

Identification

Pupils' needs generally fall within several broad areas:

- Communication and interaction (speech and language disorders)
- Cognition and learning (general and specific learning difficulties)
- Behaviour, emotional and social development
- Sensory and/or physical development
- A child's needs may become apparent through:

They may be identified from:

- admission procedures or documentation from another school or agency
- teacher observation or concerns
- whole school assessment and screening procedures which include annual Standardised Progress Tests and examinations
- through parental or pupil's concerns
- by investigating behavioural difficulties which may be caused by educational difficulties.

Specialist assessments and observations undertaken by the Head of Learning Support may highlight areas of weakness that can be addressed either in the class situation or by a specialist teacher in the Learning Support Department.

More formal assessments by an Educational Psychologist, Speech and Language Therapist or Occupational Therapist may be advised and, if it is the parents wish, arrangements for the external provision for these tests can be made with the support of the school. The parents, however, are responsible for paying for the recommended assessments.

Provision in the Pre-Prep School

There are close links, when necessary, with outside agencies for assessment and advice on planning, delivering and monitoring appropriate programmes. Individual IEPs are set in place and support is given within the classroom or in small groups with the Head of Learning Support as needed. This support is part of Early Years provision.

For children with SEN/AN, there are strands of action that may be taken to meet AN within the teaching environment. Children in the Pre-Prep School receive LSA support when their needs are identified and parents agree with the provision. LSA support will be charged to the parents in addition to the fees.

Provision in Prep and Senior Schools

Grades can be set for some subjects and/or streamed so pupils with AN follow the main curriculum within their ability group.

Pupils requiring Learning Support in the Prep School may receive between one and five individual or small group lessons each week, although two is typical. As far as possible, they will not be withdrawn from core curriculum subjects. Their individual preferences and strengths are considered in addition to the advice of the staff and parental requests. Pupils may be withdrawn from part of the weekly lessons in Art, Music, or Computing, assemblies, break times or games. We aim for minimum disruption to a pupil's timetable.

Assessment, Monitoring and Review

The school follows the UK SEND Code of Practice 2014 0 to 25 years' graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

Assess: The Head of Learning Support, along with the Form Tutor, teachers and, from Year 5 upwards, the Head of Year, should clearly analyse a pupil's needs before identifying a child as needing SEN support.

Plan: Parents must be notified wherever it is decided that a pupil is to be provided with SEN support.

Do: The class or subject teacher should remain responsible for working with the child daily. Where the interventions involve 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.

Review: The effectiveness of the support should be reviewed in line with the agreed date.

Individual Education Plans

An Individual Education Plan is drawn up within three weeks of identification of need for the pupils who are identified as needing one. It is reviewed twice termly.

It is used to inform staff and plan intervention. It includes a summary of areas of concern, short-term targets, achievement criteria and strategies that can be applied in school and home to help learning. It details extra support in place and the staff involved. Parents' input is welcome and is taken into consideration when is possible.

IEPs may be adjusted at any time by the Head of Learning Support and amended after meetings with staff and/or parents. Parents receive a copy of the IEP.

All teachers are made aware of the pupils with IEPs and have access to their IEPs (saved on the server). IEPs are confidential.

Regular staff meetings and pupil progress meetings are held at which children with SEN/AN can be discussed and progress monitored.

Meetings are held frequently in response to individual needs.

Liaison with staff is ongoing at break times. The Head of Learning Support considers it to be an essential part of her job to talk to staff, to listen to concerns about pupils and try to offer help and advice. The Head of Learning Support attends the pupil progress meetings.

The Head of Learning Support will visit classrooms and provide additional support for pupils in lessons when possible.

Management of SEN

Links with other schools

We are in close contact with our affiliated sister school, King's College UK, and its Learning Support Department.

The Head of Learning Support has contact with SENCOs in other schools and meets with them to exchange ideas and for mutual support.

External Agencies

The school maintains a list of Educational Psychologists to whom the parents may take their children for assessment.

Local Educational Psychologists may also assess pupils in school and will offer the parents and the department a good deal of help and advice.

Good relationships have been established with Speech Therapists in the country and there is currently a Speech Therapist who visits school and provides individual sessions. Parents are responsible for the fees of these sessions. We also have contact with an Occupational Therapist and a Paediatrician-Neurologist.

Parents/carers

The Head of Learning Support always liaises with parents. No action is taken without prior consultation with the parents.

There are parents' evenings for each year group twice yearly, at which the Head of Learning Support is available.

The parents of all pupils with IEPs and those receiving tuition from the Learning Support department are invited to regular meetings with their LSA, the class teacher and Head of Learning Support to review their needs, progress, and targets.

Parents are welcome at any time to arrange a meeting with the Head of Learning Support to discuss their child. Parents are kept informed and are involved where possible in their child's programme. Each child having tuition is provided with a 'Communications Diary' every term. In this the child's targets and work covered in each lesson are filled in so that parents and teachers have a clear idea of the child's progress. Written comments from both teachers/LSAs and parents are invited and welcomed.

Training

As part of their Continued Professional Development, all members of the Learning Support Department are encouraged to attend at least one SEN course every year.

The Department runs INSET for staff on such issues as differentiation, dyslexia friendly classrooms and autism to ensure a whole school approach to SEN/AN teaching and organises CPD opportunities for the department members.

Medical Support

Please see the School's Medical Protocols Booklet, First Aid Policy, Safeguarding (Child Protection Policy) and Pupil Supervision Policy.

Accessibility

There are limited access facilities at King's College Doha so it may be an inappropriate school, at present, for children with physical disabilities who require long-term use of a wheelchair. The school does, however, consider the Equality Act 2010 and, as such, considers the making of potential and reasonable adjustments for disabled individuals, for example wheelchair users and those requiring large font papers due to visual impairment.

Policy History

Date of adoption of this policy	September 2023
Date of last review of this policy	August 2023
Date for next review of this policy	August 2024
Policy owner (SMT)	Heads of School
Policy owner (the Board)	Chair