

POLICY TITLE:	SEND policy
Policy Number:	22
Applies to:	Al Karamah School and Training Institute - Abu Dhabi
Version Number:	04
Date of Issue:	August 2023
Date of Review:	May 2023
Date of Next Review:	May 2024
Author:	Special Educational Needs Co-Ordinator's (SENCO)
Responsible signatory:	Principal
Outcome:	This policy: aims to outline the way Students with Special Educational Needs & Disabilities are helped to learn and perform up to their highest potential at Al Karamah School and Training Institute.
Cross Reference:	<p>Al Karamah school and training Institute will ensure fair access to all Students by following</p> <ul style="list-style-type: none"> • Schools SEND Information Report Regulations (2014) • Safeguarding Policy • Accessibility Plan • Medical policy • ADEK Inclusion Policy

1. INTRODUCTION AND PURPOSE:

Al Karamah School and Training Institute view autism as a difference and therefore look to provide different learning environments to suit the needs of our students. The purpose of this policy is to outline the ways in which our students are helped to learn and perform up to their highest potential.

2. DEFINITIONS

For the purposes of this policy, Special Educational Needs ("SEN") is the generic term for any disability, condition, difficulty, impairment, exceptional needs (rare cases) or other additional needs that may be caused by mental, behavioural, physical, emotional or cognitive factors and which may affect a student's learning and his or her educational performance. Students identified as having a special educational need or disability require additional educational support beyond that provided in general classrooms to achieve the greatest benefit from the curriculum.

3. PROCEDURE AND PRACTICE

All students at Al Karamah School and Training Institute will have an Education and Health Care Plan (EHCP) – See appendix one. The purpose of the EHCP is to meet the needs of the student, to secure the best possible outcomes for them across education, health, social care and to prepare them for adulthood.

This document records the views, interests and aspirations of the parents and the student, the strengths of the student, a full description of the student's special educational needs and any health and social care needs that there are. The EHCP also aims to establish outcomes across education, health and social care.

The EHCP document specifies the provision required and how education, health and care services will work together to meet the student's needs and support the achievement of the agreed outcomes. Within the EHCP there are annual targets across all areas of need, these help to inform the student's Individual Education Plan, which details the small steps towards achieving these annual targets.

The annual review is a meeting which takes place each year involving all multi-disciplinary professionals who are involved in the student's provision, both within school and externally to review the EHCP so that is fully reflective of the student's strengths, needs and provision.

SECTION A:

- Views of the student including aspirations for the future
- Views of the parents including aspirations for the future
- Students strengths

SECTION B:

- Special educational needs by category:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and sensory
- Self Help, Independence and Transitions (below year 9) / Preparation for adulthood and independent living (from year 9)

SECTION C:

- Special education provision (including SALT and OT)
- Health Provision

SECTION D:

- Educational outcomes

SECTION E:

- Health outcomes

Preparing for the Annual Review and the EHCP:

- The Special Educational Needs Coordinator (SENCO) will share the date for the meeting with the class teacher, the allocated therapists, the phase lead Assistant Head and the Parent liaison officer. At least 3 weeks' notice will be given for the meeting. Any changes will be communicated via email and calendar invites.
- The SENCO, through the parent liaison manager will share the date for the Annual Review with the parents. The parent liaison officer will confirm the date and time with the parents and will then send the letter, asking for formal confirmation and the response to the parent views. Parents will be given at least 2 weeks' notice of the meeting.
- Where a student has an EHCP, it will be shared with the relevant staff to read and provide any updates to the different areas from the last review, which would have taken place one calendar year before. The follow-up actions and new long-term targets will then be set at the annual review meeting.
- Where a student does not have an EHCP, when it is drafted it will be shared with the teacher and the therapist(s) who will then be involved in the setting and agreeing of new long-term targets in the meeting with the parents, which will then feed into their IEP and any other appropriate student documentation.
- The teacher allocated Occupational Therapist (OT), Speech and Language Therapist (SALT), behaviour and physio therapist (where appropriate) will be asked to provide updated information on the annual review contribution form, which should be completed 1 week before the annual review – see appendix 2 and 3.
- When updating (or drafting the EHCP) the SENCO will complete class observations of the students and link in with the teacher to ensure that the specific areas of SEN and the suggested provision are specific, accurate and related to the individual. In some instances, it may also be appropriate for the AHT and allocated Senior teacher to also provide their contribution.
- The allocated Arabic teacher will provide a summary for each area of learning - Reading, Writing, Oral language skills and progress in social studies on the contribution form which will be included in the annual review, following the same guidance above.
- The class teacher will gain the views of the student to complete the 'all about me' section of the EHCP that records their likes, dislikes, what is important to them and how to best to support them. The class teacher will differentiate the approach to gaining the student's view based on the individual's cognitive and communication

profile.

- The parent liaison manager will gain the view of the parents through the parent's view form, and their views and aspirations will also be asked for in the meeting and recorded in the parent view section. This information will inform any follow-up actions going forward.
- When the annual review meeting has taken place, the SENCO will finalise the EHCP document and will then circulate this to all those present in the meeting, including the Assistant Head/ Phase leads. The SENCO will then save the most up to date EHCP in the student's document folder.

The Annual Review meeting:

- Dual language invites will be sent no later than 2 weeks prior to the meeting, and it is expected that the following stakeholders attend the annual review meeting to feedback on the progress, provision and planned next steps:
 - SENCO
 - Assistant Head - Phase lead and/or senior teacher (where appropriate)
 - Parent/student
 - Class teacher
 - Therapists
 - ADEK representative (where applicable)
 - Parent liaison manager
- It is the responsibility of internal staff to confirm attendance on the outlook invitation and arrange their schedules accordingly. Staff attendance is to be confirmed before invites are sent to parents. It is essential that a representative from the therapy team and the class are present in the meeting and are prepared to discuss and present on the progress, needs and provision in place within their areas of responsibility.
- In the case of parents cancelling / postponing the meeting, this will be re-arranged up to 3 times before holding the meeting in their absence. Parents should be offered and online meetings as a second option if this supports their engagement
- The views of the students will be collected prior to the meeting taking place and will be recorded in the 'all about me' section.

At the meeting:

1. Consider the student's progress towards the outcomes from the previous year.
2. Consider what provision is required to assist the student in developing self-help, independence and transition skills (below year 9) / preparation for adulthood and independent living (from year 9).
3. Set agreed educational and therapy outcomes for the year ahead
4. The parent's view and students' view/ targets will be added to the EHCP.
5. The Class teacher will prepare examples of the students' work in a PowerPoint that highlights a specific achievement they have made in their learning, communication and social skills that academic year to support the discussion on progress and next steps.

6. The date of the first annual review meeting will become the yearly annual review date going forward.
7. The master annual review copy will be saved in the annual reviews folder. A copy of the annual review for that academic year will be saved in the specific student's paperwork file by the SENCO so that it can be used by the teacher, therapists and other staff to have a baseline understanding of the student, their strengths, needs and long-term targets for the year.
8. The EHCP document should also then be used by the therapy team and the teacher to set targets and agree the provision for support going forward.

4. ROLES AND RESPONSIBILITIES

Teachers:

- All teachers are required to know this policy and apply it in all aspects of their work.
- All teachers should contribute towards the formation of the EHCP for their allocated students where there is not an existing EHCP in place, providing specific information on their areas of strength, need and provision in place.
- Where there is an EHCP in place, and a review meeting is taking place, the teacher should work with the SENCO to review the areas strength, need and provision so that the document can be updated and be truly reflective of the student's progress and next steps
- Teachers should collect evidence that support the evaluation of the student's long- and short-term targets.

Teaching assistants and Enterprise Technicians

- All Teaching Assistants/Enterprise Technicians (TAs/ET's) are required to know this policy and apply the aspects related to their roles and responsibilities.

Therapy Team

- All Therapists are required to know this policy and apply it in all aspects of their work.
- Where an EHCP is place, the allocated therapists will provide an update on the strengths and areas of need within the area of therapy they are supporting the student with using the EHCP review template.
- Where the EHCP is not yet drafted, the allocated therapists will collaborate with the SENCO on filling in the sections related to their specific area of therapy looking at the strengths, needs and provision.

Senior Management Team:

- Are responsible for ensuring that each student at Al Karamah school and Training institute is receiving quality first teaching in their phase.
- Make sure that where a child has an EHCP, the student's documentation is based on the information and long-term targets in the plan.
- Support the teaching and support staff to ensure that each student has targets set that are appropriate in monitoring the progress of the 'next step' and that these targets are reviewed appropriately each term.
- Monitor the quality of the student paperwork, ensuring that each child has an up-to-date Pen portrait, IEP and updated behaviour plan and individual risk assessment.

- Support the teaching staff in their phase to provide the information requested by the SENCO to prepare the draft/ evaluation of an EHCP in a timely manner.

We fully expect that all students will have their needs met through the provision at Al Karamah School and Training Institute. The quality of teaching and learning at Al Karamah is regularly monitored through a combination of formal lesson observations, learning walks, drop ins, book scrutiny and through careful analysis of student progress and attendance data. Regular staff training is provided to all staff to help develop an understanding of strategies to support students and improve their knowledge of a range of different needs.

5. MONITORING AND REVIEW

At Al Karamah School and Training Insitute we regularly monitor and evaluate the quality of provision we offer all students, and this informs future developments and improvements. This may include the following aspects:

- Governor visits
- School Improvement Plan (SIP) and Self Evaluation Priorities
- Questionnaires and surveys of parents/carers and Students
- This policy will be reviewed by the Senior Leadership Team / SENCOs on an annual basis

The school is always keen to receive feedback on all aspects of its work. Please use the normal methods of communication through the class teacher and/or phase lead. Should you have a specific complaint or concern, please contact the Principal.

6. APPENDICIES

Appendix one - [2023-24 updated EHCP for policy.docx](#)

Appendix two - [EHCP contribution form updated.docx](#)

Appendix three - [Annual review input flow chart policy 2023-2024.docx](#)

Photo	Education, Health and Care Plan		Date:
Student personal details			
Full Name:			
Date of Birth:		Gender:	
Address:		EID number:	
ESIS number:		Current group / grade:	
Start date:		Primary Category of Need:	
Previous setting:		Dietary restrictions / food allergies:	
Transportation requirements:		Medications:	
Parent contact details			
Name and relationship:		Name and relationship:	
Phone number:		Phone number:	
Email Address:		Email Address:	
Language Preferred / assistance required		Language Preferred / assistance required	

Section	Content
SECTION - A:	The views, interests and aspirations of the child/young person and their parents – in their own words or quoted.
SECTION - B:	Special Educational Needs – strengths and skills <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning (including current levels) • Social, Emotional and Mental Health • Physical and Sensory • Self-Help and Independence & transitions (below year 9) • Preparation for adulthood & transitions (from year 9)
SECTION – C:	Special Educational Needs and Provision <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning (including current levels) • Social, Emotional and Mental Health • Physical and Sensory • Self-Help and Independence (below year 9) • Preparation for adulthood (from year 9)
SECTION – D:	Educational Outcomes (For each category of need) <ul style="list-style-type: none"> • Long Term – by the next annual review
SECTION - E:	Health Needs and Outcomes
SECTION – F	Attendance and contributors - all advice used to write the EHCP

Section - A: Views of the Child or young Person

(Adapt depending on the student)

What is important to me...

I like...

I do not like...

What people like and admire about me...

How best to support me...

Section – A: Aspirations of the child or young person and their parents / carers: what would you and your child like to see in their future / adult lives?

Child or Young Person – Long term Aspirations

Parent / Carer's long term Aspirations for the
child or young person

Section - A: Views of parents / Carers

Communication and Interaction

Section - B:

Identified strengths, skills and progress made against each key area

Section – C:

Description of Special Educational Needs and Provision (bullet point what has been identified that the student needs in order to achieve their outcome)

Section – D

Agreed outcomes - Long term – until the next annual review

Cognition and Learning

Section – B:

Identified strengths, skills and progress made against each key area

Section – C:

Description of Special Educational Needs and Provision (bullet point what has been identified that the student needs in order to achieve their outcome)

Section – D:

Agreed outcomes - Long term – until the next annual review

Social, Emotional and Mental Health

Section – B:

Identified strengths, skills and progress made against each key area

Section – C:

Description of Special Educational Needs and Provision (bullet point what has been identified that the student needs in order to achieve their outcome)

Section – D:

Agreed outcomes - Long term – until the next annual review

Physical and Sensory

Section – B:

Identified strengths, skills and progress made against each key area

Section – C:

Description of Special Educational Needs and Provision (bullet point what has been identified that the student needs in order to achieve their outcome)

Section – D:

Agreed outcomes - Long term – until the next annual review

Self-Help, Independence & Transitions, (OR – ‘Preparation for Adulthood & Transitions’: from year 9)

Section – B:

Identified strengths, skills and progress made against each key area

Section – C:

Description of Special Educational Needs and Provision (bullet point what has been identified that the student needs in order to achieve their outcome)

Section – D:

Agreed outcomes - Long term – until the next annual review

Section - E: Health Needs	Health Outcomes
<p><i>Describe the Health needs that have been identified which relate to their SEN.</i></p>	

Section - F: attendance and contributors.

Indicate sources of information and key members that formed the planning.

Report	Date	Contributor – name and job role	Attended planning meeting Y/N	Contact details
1				
2				
3				
4				

Al Karamah School and Training institute

Student Information for EHCP Review

Name:		Date of Birth:	
Age:		Class:	

Teacher		Senior Teacher		SENCO	
Occupational therapist		Speech and language therapist		Behaviour therapist	
Social Worker		Arabic teacher			

Teacher contribution	
Student strengths and interests	
Social, emotional and behavioral	
Academic profile <ul style="list-style-type: none"> - Reading - Writing - Maths - Oral language 	
Teacher views on long term aims for student	

Possible career pathways according to teacher	
Therapy Contribution	
Occupational therapy: Evaluation from previous EHCP targets (if applicable)	
Occupational Therapy – strengths, needs and provision	
Speech and Language therapy: Evaluation from previous EHCP targets (if applicable)	
Speech and Language Therapy – strengths, needs and provision	
Behaviour therapy: Evaluation from previous EHCP targets (if applicable)	
Behaviour update	
Physiotherapy: Background, provision and targets	

Arabic Contribution	
Reading – how well can they read? Single sounds / words / short sentences / short paragraphs...	
Writing – how well can they write in Arabic? Pre writing level / single letters / words / short sentences / short paragraphs...	
Communication – how well can they communicate in Arabic? Does their Arabic ability match their ability in English? Can they speak by – copying / repeating words / use single words / short phrases / sentences...	
Islamic studies – how well do they engage in this subject? Do they have any particular strengths or interests?	
Social and moral education – how well do they engage in this subject? Do they have any particular strengths or interests?	

Teacher contribution to EHCP development and Annual Reviews 2023-2024:

Below is a summary from the SEND policy (2023) of the process for the class teacher's contribution to the annual review process for the students in their class:

For students who have an EHCP:

1. The long-term targets in the EHCP (towards the end of the document) will be used to support the setting of the long-term and SMART targets within the student's Individual Education Plan (IEP)
2. The IEP and other plans will be updated with evaluations and comments related to progress and next steps in advance of the Annual Review meeting taking place
3. Re- Read the EHCP and evaluate/comment on the progress made by the student against the long-term targets in the EHCP, recording this on the Annual Review contribution form. This should be completed one week prior to the Annual Review taking place
4. Populate the Annual Review contribution form with the following:
 - Strengths and interests
 - Social, Emotional and Behavioural
 - Academic profile
 - teachers view on long term aims in the coming year
 - Possible career pathways according to teacher
5. Attend the Annual Review meeting to present feedback on the student's progress and contribute towards the priorities for the year ahead.

For students who do not have an EHCP:

1. The IEP and other plans are updated with evaluations and comments related to progress and next steps in advance of the Annual Review meeting taking place
2. The SENCO and class teacher to agree a mutually convenient time to meet regarding the key information needed for the EHCP and Annual Review
3. Populate the Annual Review contribution form as outlined above (see point 4).
4. Attend the Annual Review meeting to present feedback on student progress and contribute towards the priorities for the year ahead.

Celebrating success:

Create a PowerPoint presentation that demonstrates the successes of the student's engagement and learning across all areas, which will then be shared with the parents and other staff in the meeting.

Where appropriate, students can be involved in the review through coming to present their views about their progress and next steps through the 'all about me' section of their EHCP.

Additional information:

- The Invitation to the Annual Review will be sent out 3 weeks in advance of the meeting taking place
- Annual review contributions should be completed on the 'annual review contribution form' one week before the annual review, so that the SENCO can incorporate this into the review
- The Annual Review contribution form will be shared by the allocated SENCO to Teachers, Therapists and AH phase leads with the invitation 3 weeks prior to the review taking place. Please contribute to this document using the specific link shared with you for that student
- Any changes to the dates and times for the meeting will be communicated via an outlook calendar invitation
- The SENCO will contact the class teacher to arrange a mutually convenient time for the SENCO to come and observe the student in the class and to work with them to gain an understanding of their strengths and needs.

Therapy contribution to EHCP development and Annual Reviews 2023-2024:

Below is a summary from the SEND policy (2023) for the process of the allocated therapist's contribution to the annual review process for a student on their caseload:

For students who have an EHCP:

1. Re- Read the EHCP and evaluate/ comment on the progress made by the student against the long-term targets in the EHCP, recording these on the Annual Review contribution form
2. Populate the Annual Review contribution form detailing the SALT, OT and Behavioural profile. This should be completed 1 week prior to the review taking place
3. If the behaviour therapy team is currently or has previously been involved with the student, the details of this are to be added to the Annual Review contribution form
4. Attend the Annual Review meeting to present feedback on the student's progress and contribute towards the priorities for the year ahead.

For students who do not have an EHCP:

1. The allocated therapist will populate the child's areas of strength and need, as well as the provision that is place for the student onto the EHCP template. The SENCO will share the template with the allocated therapists, and this should be completed 1 week prior to the review taking place
2. Populate the Annual Review contribution form detailing the SALT, OT and Behaviour profile. This should be complete 1 week prior to the review taking place
3. If the behaviour therapy team is currently or has previously been involved with the student, the details of this are to be added to the Annual Review contribution form
4. Attend the Annual Review meeting to present feedback on student progress and contribute towards the priorities for the year ahead.

Celebrating success and modelling support:

Please bring examples of interventions used with the students. For examples, core boards, now and next, symbols etc.

Additional information:

- The Invitation to the Annual Review will be sent out 3 weeks in advance of the meeting taking place
- Annual review contributions should be completed on the 'Annual Review contribution form' one week before the annual review, so that the SENCO can incorporate this into the review
- The 'Annual Review contribution form' will be shared by the allocated SENCO to Teachers, Therapists and AH phase leads with the invitation 3 weeks prior to the review taking place. Please contribute to this document using the specific link shared with you for that student
- Any changes to the dates and times for the meeting will be communicated via an outlook calendar invitation
- The SENCO will contact the class teacher to arrange a mutually convenient time for the SENCO to come and observe the student in the class and to work with them to gain an understanding of their strengths and needs.

Arabic contribution to EHCP development and Annual Reviews 2023-2024:

Below is a summary from the SEND policy (2023) for the process of the Arabic teacher's contribution to the annual review process for a student on their caseload:

Arabic:

The allocated Arabic teacher will populate the annual review contribution form, providing information on the student's ability and progress in the following areas:

- Reading
- Writing
- Communication
- Islamic studies
- Social and moral education

The feedback should be complete one week prior to the annual review taking place.

Additional information:

- The 'Annual Review contribution form' will be shared by the allocated SENCO to Teachers, Therapists and AH phase leads with the invitation 3 weeks prior to the review taking place. Please contribute to this document using the specific link shared with you for that student
- The feedback should be complete one week prior to the annual review taking place
- The date of the annual review meeting will be shared with you in the invitation, there is **not** an expectation for you to attend this meeting. The date is shared with you so that you are aware of the week prior deadline to submit the Arabic information.