



JEDDAH PREP AND GRAMMAR SCHOOL

SEND Policy 2025 - 2026

Guidance

This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 2015
- Teachers' Standards 2012

Links with other policies and documents

This policy links to the following documents:

- Behaviour Policy
- School's admission Policy
- Equal Opportunities Policy
- Anti-bullying policy
- Safeguarding Policy

Aim

This policy sets out the procedures for Special Educational Needs and Disabilities (SEND) in the education and learning settings. The following pages set out the provision Jeddah Prep and Grammar School (JPGS) provides in line with the SEND Code of Practice (2015). Our SEND policy ensures the successful inclusion of all our students.

Values

At Jeddah Prep and Grammar School (JPGS) we passionately believe as educators we have the responsibility to inspire our students to be the very best they can be. We are ambitious and have high aspirations for every student. Our Special Educational Needs and Disability (SEND) provision embodies the JPGS core values of resilience, integrity and knowledge. Every student receives a high-quality learning experience in order to ensure individual success.

JPGS is fully inclusive and welcomes all students with a wide range of SEND. Steps are taken to ensure that children and young people are treated with fairness, equality and are supported to achieve their potential. Students identified as having a SEND have the same access to high quality teaching, enrichment opportunities, educational visits and trips. All children and young people are actively encouraged to participate in enrichment and learning experiences outside of the classroom.

SEND vision

Our vision for students with SEND is the same for all students. We want to ensure students with SEND have **the same equal access** to high quality teaching, enrichment opportunities, educational visits and trips, and where required provided with bespoke tailored support.

Our ambition is to:

- place students at the centre of all practice, understanding their needs and ensuring their voices influence our practice
- create an 'everyone's responsible' approach to SEND through high quality professional development
- provide tailored approaches by applying reasonable adjustments for identified students to enable students to maximise their potential.

Definition of SEND

At JPGS we believe that:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

(SEND Code of Practice 2015)

Areas of SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEND Code of Practice)

Children will have needs and requirements which fall into at least one of the following four areas. We recognise that often; children will have needs in more than one of these areas.

The broad areas of need are:

- **Communication and interaction** – this includes difficulties with speech and language (SCLN) and autistic spectrum condition (ASC).
- **Cognition and learning**- this could include difficulties such as dyslexia, dyspraxia, dyscalculia or general learning difficulties.
- **Social, emotional and mental health** – this area may include children who present as withdrawn or isolated as well as those displaying challenging, disruptive or disturbing

behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people within this category may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical impairment** – this includes children with a visual impairment, deafness, milder hearing impairment or those with physical disabilities.

(SEND Code of Practice)

Children and young people with some medical conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition (SEND Code of Practice)

Identifying and assessing SEND for children or young people whose first language is not English requires particular care. At JPGS, we will establish whether lack of progress is due to limitations in a child's command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in

English as an additional language are not SEND.

(SEND Code of Practice)

Identifying pupils with SEND and assessing their needs

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

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

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers Widens the attainment gap This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

High quality teaching is the first step in responding to pupils who are suspected to have SEND.

Additional intervention and support cannot compensate for a lack of good quality teaching.

(SEND Code of Practice)

All new referral for student that may have SEND are processed through a short questionnaire. This is determined by the SENDCo and may involve the following:

- Diagnostic assessment
- Observation of students
- Feedback from teachers and staff
- Discussion with parent
- Input from students

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents, as well as the information gathered during the referral process. We will use this to determine the support that is needed and whether we can provide it by further adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. During these conversations we will be very mindful of the sensitive nature of this topic. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- A pupil profile (also known as an IEP) is produced to capture the views of the pupil and shared with relevant staff and parents.
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

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 and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

A pupil profile will be produced and shared with relevant teaching staff and parents. This will include outcomes and detail bespoke strategies to support the pupil's progress. It will be reviewed at least termly in relation to progress and the impact of the provision pupil's progress.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. Teachers use adaptive teaching strategies and reasonable adjustments to engage individual pupils in learning.

Reasonable adjustments are adaptations to teaching methods, materials and/or resources with the aim of reducing barriers to learning. Reasonable adjustments in the classroom, together with High Quality Teaching of the whole class, is likely to mean that less students will need to access Wave 2 interventions.

Wave 2 intervention is the additional layer of provision providing targeted support for individual students. This is delivered by Learning Support Assistants away from the main classroom and may take the form of group intervention.

We provide the following wave 2 interventions:

- Precision Teaching
- Socially speaking
- Maths and English additional support sessions
- Social and Communication Development group sessions

- Zone of regulation
- Touch typing
- Lego therapy

Wave 3 intervention is delivered by specialists. They are normally delivered on an individual basis, such as therapist or speech and language interventions.

Adaptations to the curriculum and learning environment

At JPGS we make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, e.g. 1:1 work, teaching style, content of the lesson, groupings etc.
- Adapting our resources and additional staffing
- Using recommended auxiliary aids, such as laptops for word processors, sensory aids including wobble cushions and tangle toys as well as visual timetables and larger font, etc.
- Adapting our teaching, e.g., allowing longer processing times, pre-teaching of key vocabulary, reading instructions aloud, explicit instructions and chunking learning materials.

Levels of support

At JPGS we understand some students may have significant needs requiring additional levels of provision and support. In order to provide tailored support we categorise student's needs into three levels:

- Level 1 – Additional support – Students requiring adjustments and support from the teacher as well as additional support from teaching assistants in lessons.
- Level 2 – Targeted support – Students requiring enhanced support including targeted intervention support delivered by Learning Support Assistants in addition to additional in class support
- Level 3 – Specialist support – Students requiring a bespoke level of 1:1 support across all elements of their education.

Note – Depending on the level of need and to ensure pupils receive the bespoke support they require to make progress, the SENDCo will recommend the level of support required. This will incur an additional fee. All additional fees will be discussed directly with parents/carers on an individual basis.

Aims of additional support

- To provide a high-quality provision, shaped by current research, thinking and best practice which results in excellent outcomes
- To ensure holistic support for students is in place by working with multi-agency partners
- To work effectively with parents to ensure early identification and ongoing assessment of support needs to inform future planning and success
- To enable pupils to continue to make good learning and communication progress within a positive and highly inclusive environment;
- To prepare our pupils with additional needs for adulthood and developing skills for life and real world.

Roles and responsibilities

Class Teachers/ Teaching Assistants/ Learning Support Assistants:

At JPGS every teacher is responsible and accountable for all students in their class wherever or with whoever the child/young person is working with.

Each class teacher is responsible for:

- The progress and development of every child in their class through high quality teaching using a graduated approach.
- Working closely with any Teaching Assistants/ Learning Support Assistants or specialist staff to identify needs, plan and assess the impact of the support and interventions and how they can be linked to classroom teaching.
- Working with the SEND department to review each student's progress and development and decide any changes to provision.
- Provide information, reports or attend review meetings based on the person centered principles.

Working alongside the class teacher, the teaching assistant will be required to:

- Work in partnership with the class teacher in the best interests of the child.
- Value work produced by the child/children and to praise all efforts.
- To undertake appropriate training pertinent to their role.
- Contribute to reviews/inform planning.
- Act as a key worker for targeted students

SENDCo

At JPGS the SENDCo is **Mr Kamran Ayub**. He has successfully completed the National Award for Special Educational Needs Coordination in 2015.

The SENDCo is responsible for:

- Working with the Headmaster to determine the strategic development of the SEND policy and provision in the school.
- Having day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND
- Providing professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils/ young people with SEND receive appropriate support and high-quality teaching.
- Advising on the graduated approach to providing SEND support.

- Evaluate process and practice to improve outcomes.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Being the point of contact for external agencies
- Liaising with potential next providers of education to ensure pupils/young people and their parents are informed about options and a smooth transition is planned.
- Working with the Headmaster and Head of Schools to ensure that the school meets its responsibilities with regard to reasonable adjustments under the SEND code of practice
- Ensuring the school keeps the records of all pupils/young people up to date.

Headmaster and Heads of School

At JPGS the Head Master is Mr Raza Ali. The Heads of School are Mrs Natasha Jabbar and Mrs Debbie Johnson.

The Headmaster and Heads of school of school will:

- Work with the SENDCo and the Governors to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or disability.
- Have oversight and delegate the SEND Budget accordingly.

SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues during regular board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the SENDCo and the Headmasterl to determine the strategic development of the SEND policy and provision in the school and to evaluate the effectiveness of procedures and impact of the interventions.
- Access CPD as appropriate to the role.

Monitoring and evaluating

Through regular review meetings the school will monitor the outcomes using the person centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate. The graduated response model of assess, plan, do, review should be used (SEND Code of Practice)

Pupil at JPGS with an identified SEND are added to the Additional Needs Register. This information is circulated and shared with all staff.

The SENDCo works closely with the finance manager and Headmaster to ensure all allocated funding is spent appropriately to ensure provision for children at SEND Support is inclusive, effective and tailored to children's individual needs.

Transition

At JPGS, the main transition points for children with SEND are on entry to Nursery, Reception, Year 7 and Year 12. The SENDCo will work closely with families where a child is identified as having SEND on entry to our school to ensure that all relevant information is shared and that provision meets need for that child. If a child with SEND transitions into school during the school year, the SENDCo will liaise with the previous provision to get as much information as possible and develop an initial support plan with the family and class teacher, through a person-centered review meeting.

Outside Agencies

At JPGS we strive to maintain positive professional relationships with a wide range of external agencies. All external partners are privately sourced. They provide assessment and advice around provision and support for students with SEND.

We have close links with partner agencies such as:

- Speech and Language Therapy
- Educational psychologist

- Counsellors and therapists
- Medical professionals

Close working relationships and liaison with external agencies allows successful referrals into assessment pathways for our children, enabling them to access holistic and effective support.

Complaints

This policy outlines the procedures for students at Jeddah Prep and Grammar School with SEND. If any parent feels that we have not adequately met their child's needs, after discussing their concerns with the class teacher, an appointment can be made with the SENDCo – Mr Kamran Ayub

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