

Liwa International School for Girls SEN Policy **POLICY STATEMENT**

RATIONALE

The Governing Body of LISG is committed to ensuring that the necessary provision is made for every pupil that has special educational needs.

CONTEXT

A child is defined as having special educational needs (SEN) if he or she has a learning difficulty, which needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age. Or, it may mean that a child has a disability, which needs different educational facilities from those generally provided by schools for children of the same age in same area.

AIMS:

The overall aim of this policy is to improve the outcome for every child with a Special Educational Need (SEN) in all the areas outlined in Every Child Matters under the Special Educational Needs Code of Practice. This will be achieved through achieving the following (specific) outcomes:

- Making specialized SEN provision an integral part of our School Development Plan.
- Enable identified pupils with specialized and additional SEN to reach their full potential.
- Enable successful transition of pupils beyond their life in the school.
- Reduce barriers to achievement and offer a variety of alternative curricula to meet the needs of the individual.
- Each Pupil to have an individual learning programme (IEP).
- Arrange specialized provision in year groups to meet the needs of groups with low-level achievement.
- Enable all SEN students with specialized/additional needs to join in the activities of the school together with pupils who do not have additional needs, as far as is reasonably practical.
- Ensure that appropriate staffing and funding is in place for pupils with specialized/additional SEN in conjunction with the local authorities funding policy.
- A register of the School's Gifted and Talented Pupils that is maintained and fed into a national register.
- Ensure that all governors, particularly the SEN governor, are up to date and knowledgeable about the School's SEN provision and the Every Child Matters agenda.
- Full Governing Body involvement in the future development and monitoring of this policy.
- Keep an up to date record of interventions for individual students through the School data system.

- As a school have available to staff and parents a handbook of interventions available to students defined by category of need (ASD, ADHD, Speech and Language Impairment, SEBD, Dyslexia, Gross and Fine motor (including dyspraxia), HI, VI, Epilepsy and other medical conditions.

LEADERSHIP AND MANAGEMENT

The Governing Body and the Leadership Team will set a clear ethos, which reflects the School's commitment to Special Educational Needs (SEN) provision and the Every Child development are monitored in line with the guiding principles of this SEN Policy.

The school will build an inclusive ethos that is underpinned by it's mission statement **"At LISG we work closely together to create a stable, happy, hard working community where everyone matters and diversity is embraced. Students are supported to reach their goals and develop the skills of independence to become motivated and confident citizens"**

and the five stated outcomes of the Every Child Matters (ECM) agenda:

- Stay safe;
- Be healthy;
- Enjoy and achieve;
- Achieve economic well-being;
- Make a positive contribution.

ROLES, RESPONSIBILITIES AND MONITORING REQUIREMENTS

The SENCO and the School's leadership team has responsibility to ensure the implementation of the Special Educational Needs (SEN) Policy.

- The appointed governor for SEN plays a vital role in ensuring that SEN stays on the Governing Body agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEN. This includes making all staff whom are likely to teach these pupils aware of those needs.
- The responsible Governing Body Committee shall receive regular reports from the Headteacher, and the named SEN governor on the practical implementation of this policy, highlighting any issues of concern and follow up actions.
- The Deputy Head Teacher is responsible for ensuring the curriculum provision across the school meets the needs of all students and that staff have the appropriate training in specific areas of SEN.
- Senior managers who complete the performance management of teachers are responsible for the development of teachers skills in teaching all students in their classes with the aim of teachers becoming outstanding teachers.
- Heads of Keystage are responsible for ensuring provision across their keystage is suitable for pupils with additional SEN.

- Heads of Faculty are responsible for ensuring that the curricula and resources within their faculty meet the needs of all students and approaches to teaching within their faculty help remove barriers to learning for all students.

COMMUNICATION OF POLICY

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this Policy. This will be reflected in the framework of professional development and staff training.

A copy of the School's SEN Policy (in English and Arabic) will be communicated to parents and students via website, newsletters, etc.

Mrs Natasha Kaushal
Head of E-Learning/ICT & SENCO