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## SEND Policy

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Name of the Owner: Ann Philip
Name of the Author: Asma Safadi
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## 1. Introduction

Reigate Grammar School Riyadh (RGSR) provides high-quality education for students aged 3–18, following the UK National Curriculum and Cambridge Curriculum (IGCSE and A Levels). RGSR aims to nurture academic excellence, character, and compassion within a safe and inclusive environment.

Our Inclusion Department offers two key provisions: Learning Support (LS) and Enhanced Provision (EP) Classes. Together, these services ensure that students with diverse learning profiles can access high-quality education in a safe and supportive setting. This policy outlines the structures and provisions offered.

Learning Support (LS): small-group or in-class support to enhance access to mainstream learning.

Enhanced Provision (EP): specialised small-group classes designed for neurodivergent students requiring more individualised instruction.

## 2. Principles and Aims

- All teachers are teachers of neurodivergent students.
- Every student is recognised as an individual, developing at their own pace—academically, socially, and emotionally.
- Support is delivered through early identification, appropriate intervention, and close collaboration between teachers, parents, and specialists.
- Our aim is to enable all students to thrive by ensuring access to the curriculum, fostering independence, and building confidence.

## 3. Use of Neurodiversity-Affirming Language

RGSR is committed to using language that respects and values differences in the way students learn and experience the world. Terms such as neurodivergent and students with diverse learning needs reflect our belief that these differences are a natural part of human diversity, not deficits. Deficit-based or outdated terminology is avoided, and we promote positive, strengths-based perspectives in all communication.

## 4. Responsibility for the Policy and Procedure

### 4.1. Leadership & Inclusion Team (SLT, Inclusion Leaders):

- Oversee strategic direction, policy implementation, and monitoring of progress.
- Coordinate admissions, referrals, and assessments.
- Ensure high-quality Individual Education Plans (IEPs) are developed and reviewed in collaboration with teachers, parents, and students.
- Liaise with external agencies when specialist input is required.
- Provide training and guidance to staff.

### 4.2. Class/Subject Teachers:

- Deliver high-quality, inclusive teaching.
- Implement IEP strategies and adapt teaching as needed.
- Monitor, assess, and report on student progress.
- Collaborate with LSAs, Inclusion Leaders, and parents.

### 4.3. Learning Support Assistants (LSAs):

- Support students in class or through small-group sessions.
- Facilitate access to the curriculum by reinforcing strategies planned by teachers.
- Track progress and provide feedback to teachers and Inclusion Leaders.

### 4.4. Parents/Carers:

- Engage actively in the review of IEPs and provision.
- Partner with the school to support learning goals at home and in school.

## 5. Admissions & Referral Pathways:

- Applications for neurodivergent students are assessed individually by the Inclusion Department.
- A psychoeducational report may be required to determine support needs.

- Admissions and referrals follow clear pathways (see Appendices for flowcharts).
- Provision is allocated according to assessed needs, with placements in LS or EP depending on required support levels.

## 6. Identification, Assessment, and Provision

- Students may be identified by teachers, parents, or external professionals.
- Assessment is carried out by the Inclusion Department and may involve external referrals.
- Provision ranges from in-class support, targeted LS interventions, or EP placements.
- IEPs outline strengths, targets, strategies, and review dates. These are reviewed at least twice a year.

## 7. Monitoring & Evaluation

- Progress is tracked through class assessments, teacher observations, and IEP reviews.
- Inclusion staff maintain records on the student management system.
- Information is shared with teachers at transitions between year groups or key stages.
- Students exiting the Inclusion Register continue to be monitored.

## 8. Examination Access Arrangements

- Access arrangements (e.g., extra time, reader, scribe) are provided in line with awarding body regulations.
- Applications require documented history of provision and evidence from professionals.

## 9. Role of Technology

Technology is used to enhance access (e.g., laptops, speech-to-text software, text readers). Students are encouraged to use tools that build independence and confidence.

## 10. Partnerships with Parents & Teachers

- Parents are informed and consulted at every stage.
- Communication is maintained through meetings, emails, and reports.
- Teachers and Inclusion staff collaborate closely to ensure a consistent approach.

## 11. Inclusion Department Framework

RGSR follows a three-tiered framework to ensure the right level of support for each learner:

**Tier 1 – Universal Support:** Inclusive teaching and reasonable accommodation available to all students in mainstream classrooms.

**Tier 2 – LS interventions:** Small-group or short-term targeted academic interventions to address specific skill areas, in partnership with teachers.

**Tier 3 – Intensive Support:** Individualised programmes delivered as 1:1 LS or placement in EP classes depending on the student's needs. Provision is guided by an Individual Education Plan (IEP) and close collaboration between families, teachers, and specialists.

**Tier 3 LS** provides in-class assistance for students with identified learning differences or disabilities that affect access to the mainstream curriculum. Support is delivered by Learning Support Assistants (LSAs), who work closely with class teachers to adapt teaching, provide interventions, and help students engage meaningfully with their learning. Depending on individual needs, support may include 1:1 guidance, small-group interventions, or curriculum adjustments. Parents must sign the LS Tier 3 Inclusion Agreement found on Page 3 of this document.

**Tier 3 EP** supports neurodivergent students whose needs require more individualised teaching. EP classrooms provide small-group, tailored lessons that address academic, social, and developmental goals, while also integrating students into mainstream settings for specialist subjects such as Music or Art. Where appropriate, students may transition into full mainstream learning with the support of a shadow teacher.

## 12. SEND Register

The RGSR Inclusion Department maintains a confidential SEND Register which records all students identified as Tier 1, Tier 2 or Tier 3, in addition to flagged at risk students. The Register ensures that relevant staff are aware of the support needs of each student and that appropriate provision is in place.

The Register includes key details such as the student's name, year group, identified needs, level of support (Tier 1, 2, or 3), date of entry, and review dates. All data is handled in accordance with confidentiality and safeguarding policies.

The Register is reviewed regularly to ensure accuracy. Students may be added following assessment and referral or removed if they no longer require additional support. Parents are kept informed of any changes to their child's status on the Register.

## Appendices

- LS Referral Form for teachers
- Admissions Procedure Flowchart
- Referral Flowchart
- Tier 3 LS agreement for parents

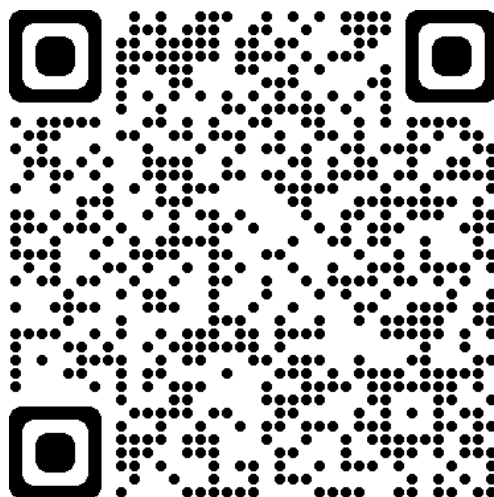
# Appendix I:

## LS Referral Form for teachers

Reigate Grammar School – Riyadh

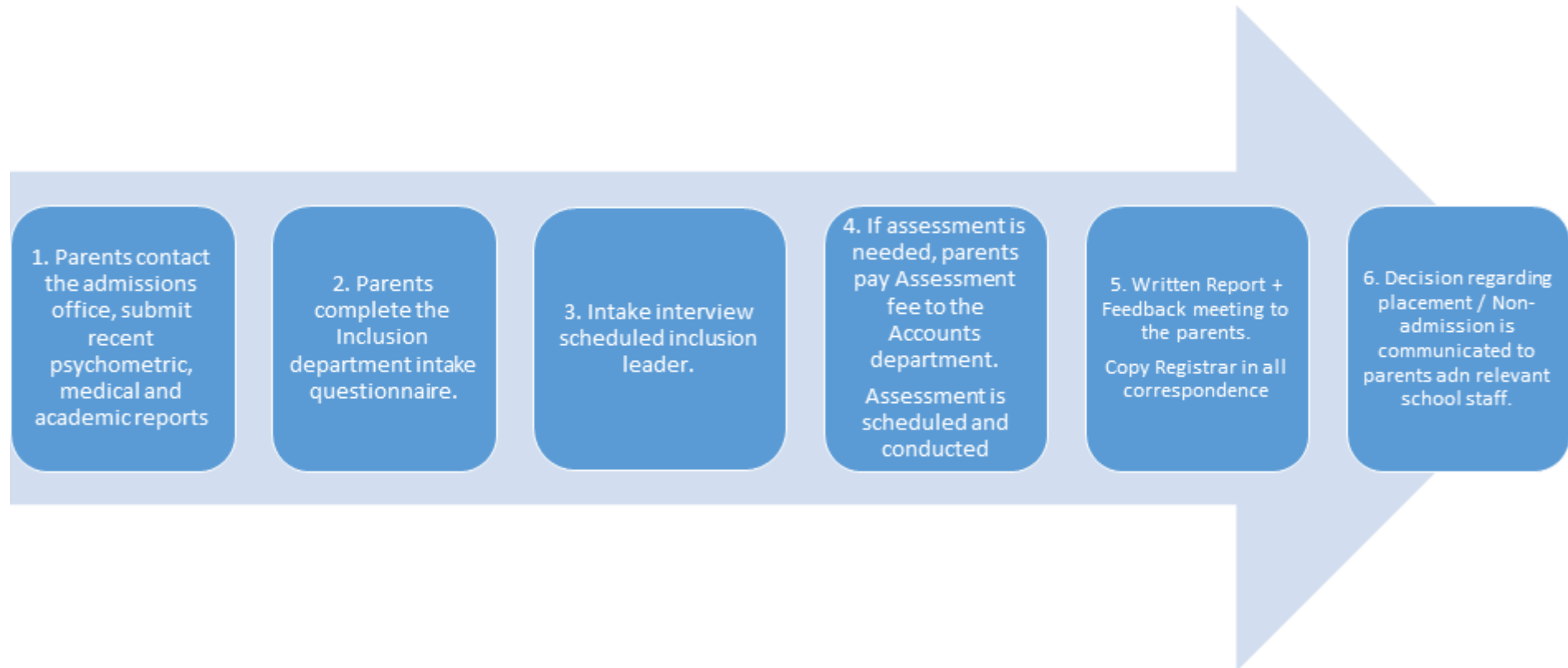
INCLUSION DEPARTMENT

[LS Referral Form](#)



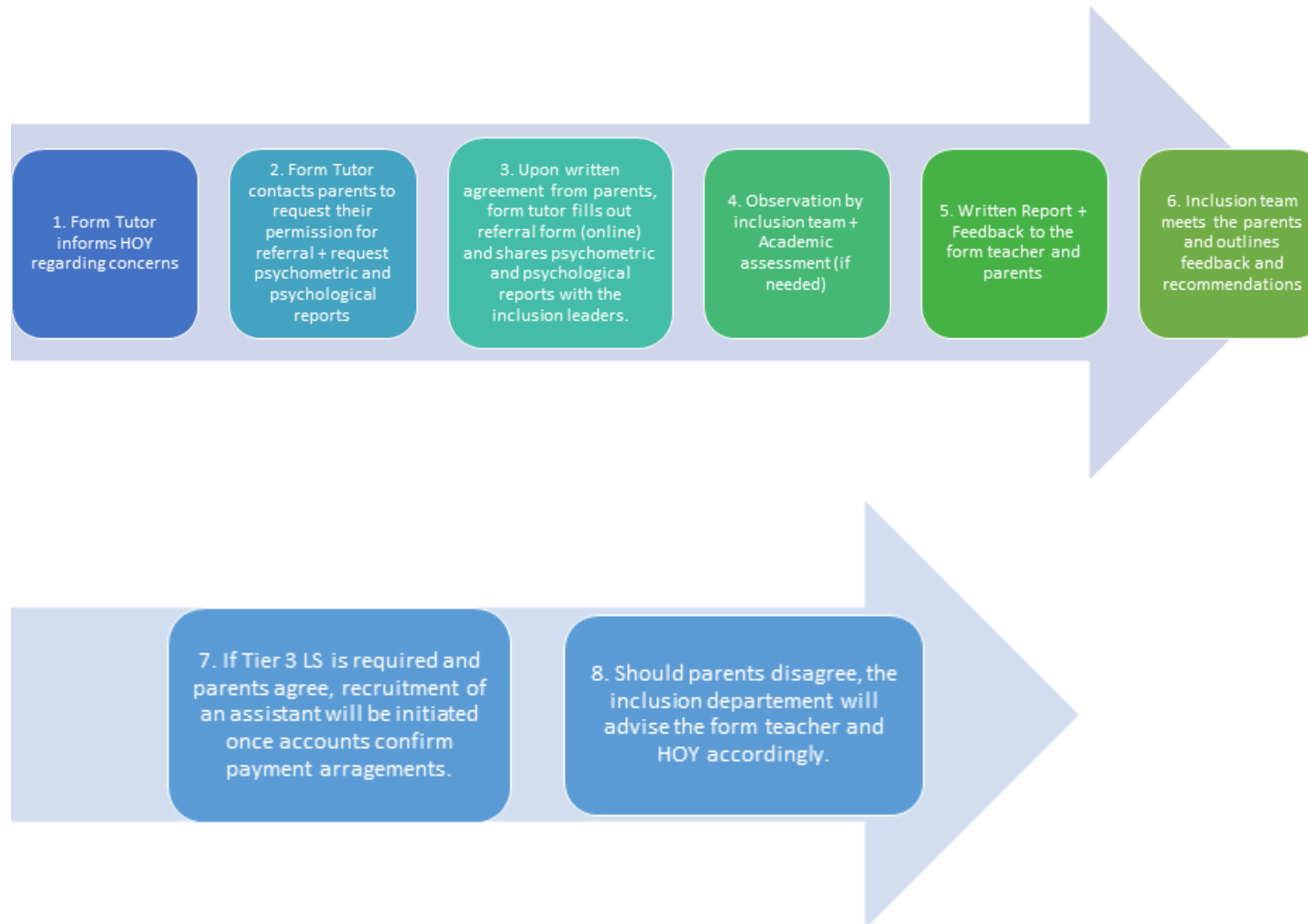
## Appendix 2:

### EP & LS Admissions Procedure



## Appendix 3:

### Learning Support Referral Procedure



## Appendix 4:

### **INCLUSION DEPARTMENT AGREEMENT- Tier 3 LS**

I, the parent of \_\_\_\_\_ in Year \_\_\_\_\_, hereby consent to the provision of Tier 3 learning support for my child. I understand that this provision is conditional upon the submission of a comprehensive psychoeducational report that evaluates any potential learning differences and developmental needs. This report should include detailed descriptions of the assessments conducted and their outcomes.

I acknowledge that my child will only be able to commence their schooling once a Learning Support Assistant (LSA) is available. As part of this process, I commit to covering the full annual additional fees associated with the LSA upon admission, reflecting my commitment to the provision. I also understand that the LSA will be contracted for the full academic year, and therefore I agree to continue the payment throughout this period.

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_