SUPPORT PROGRAMME LEVEL 3 POLICY

Phoenix Private School, Doha – For

Effective Date: August 2026

Approved By: Principal

Next Review Date: August 2027

1. Mission, Vision, and Values

Mission:
To develop future leaders who are able to make positive changes throughout the world. We challenge today to create a better tomorrow.

Vision:
To prepare a generation of Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.

Values:

- Perseverance
- Honesty
- Originality
- Enrichment
- Nurturing
- Inspiration
- eXcited to learn

2. Abstract

This document is a statement of the aims, principles and strategies for the identification and management of children with especially abled at Phoenix Private School Qatar. It is intended to provide a consistent support framework and to ensure that all children have their needs met, allowing them to work towards their full potential. It should be read in conjunction with the school polices for teaching and learning. The phoenix Private School seeks to enable every student to derive maximum benefits from the curriculum by obtaining systematic interventional plan. It aim to adapt to different learning styles, interest and aptitudes and believes everyone can be succeed.

Key Words: Differently abled, Learning difficulty, Behavioural modification, Social emotional needs.

3. Introduction and Mission

"……one looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child".

This policy is a statement of the principles, aims and strategies for the management of behavior. It is intended to act as a reference point and to inform students, teachers, parents, and other people concerned

The Support Program Level 3 is designed to increase the coping skills of differently abled children, to allow for development, growth and learning. SPL3 program is intervention program inside and outside of the classroom recommended by the school for students who

need additional support to access the curriculum and Gifted and talented students that would benefit from extra stimulation. We find that some students progress remarkably once they have overcome the language barrier while others progress after gaps in certain key curriculum areas have been covered. The Support Program's mission is to raise the student's level so that they may access the English National Curriculum offered by the school alongside their English speaking peers.

SPL3 students are those identified to have significantly greater difficulty in learning than majority of their peers; issues with communication, emotions, behavior, social interaction; and/or a disability that make it harder for them to access the facilities that are generally provided for other children of the same age.

There are four main areas to SEND that encompass the areas of developments of SPL3 children:

- Cognition and Learning- These are classified by general learning difficulties, in acquiring the basic skills of reading, writing, imitating, processing and retaining information in a school setting.
- Communication and Interaction- These are denoted by a child's ability of how they talk to, listen, respond, play and learn with other children and adults.
- Social, emotional and mental health difficulties –These are demonstrated by how a child shows their feelings, negotiates and solves problems in different situations and handles changes of routine
- Sensory and or Physical needs- These identify how a child responds to their environment and learning using their senses and any diagnosed medical issues.

A child must not be regarded as having a learning difficulty solely because the language or form of communication at home is different from the language in which they will be taught.

4. Admissions and Placement Considerations

As an inclusive mainstream school, we are committed to supporting students with a wide range of special educational needs and disabilities. We strive to make reasonable adjustments and to provide support that enables students to access learning alongside their peers.

However, in some situations, the school may not have the specialist facilities, staffing, or resources required to safely meet the needs of a child. This includes cases where:

A student has significant physical disabilities that require specialist equipment, medical provision, or environmental adaptation beyond what the school can reasonably provide at this time.

Students who are blind or have severe visual impairments and require special mobility training, Braille instruction,

Students who are deaf or have significant hearing impairments who may need sign language–based instruction.

A student who is unable to communicate verbally and requires a level of alternative communication support, or highly special communication interventions, which cannot be delivered effectively within the school's current provision.

Our priority is always to ensure that every student receives the support, safety, and specialist care necessary for their learning and wellbeing.

This approach aligns with our commitment to warmth, dignity, and respect for every child and reflects our mission to provide a supportive learning environment where all students can grow, learn, and thrive.

5. Rationale

PPS believe that the school is central to creating an environment which allows all pupils to develop and maintain high standards of behavior and academic

Achievement. The quality of relationships throughout the school is enables teachers to teach, pupils to learn, raises self-esteem and provides a harmonious atmosphere

6. Identification Process

New student

- Submission of any Medical Reports or Diagnostic Report detailing the support needed.
- Assessment by the SPL3 Co-coordinator within the school.
- Decision of placement made after discussion with SPL3Co, Admissions Officer and School Principal.
- If the child is offered a place, they will be allocated a Support Assistant (SA) and have an IEP developed tailored to their educational, behavioral, physical and social needs.

Existing Students

- Concern by Teachers and/or parents regarding a suspected SPL3 need.
- Class observation conducted by the SPL3Co during the child's routine class.
- If no SPL3 characteristics noted, the observation will be filed in child' school file with admissions.
- However, if any possible SPL3 need identified by SPL3Co, letter sent to Key Stage Leader regarding concern by teacher.
- Parents sent a letter for concern to have their child assessed by specialists.
- If a SPL3 need confirmed by Specialists, the child will be offered a place on the SPL3 program.
- Thereafter, they will be allocated an SA and have an IEP developed, which will be tailored to their educational, behavioral, physical and social needs.

7. Learning intervention

Students with learning difficulties/disability often find learning a challenging and painful process. The presence of their learning difficulty/disability can make learning to read, write, and do math especially challenging. Learning is the process of acquiring--and retaining--knowledge so it may be applied in life situations. Learning is not a passive process. It covers "techniques, principles, or rules that facilitate the acquisition, manipulation, integration, storage, and retrieval of information across situations and settings" Our main aim is to prepare the child to be independent in areas of academics, play and social skills. We tailor the curriculum to encompass the needs of each individual child and incorporate rate their strengths into this framework. The SPL3 provide support to the child to achieve their maximum level of independence, within or outside of the classroom, in the school setting.

8. Behaviour Modification

Behavior Management:

Effective behavior management is an essential component in supporting children with Special Educational Needs and Disabilities (SEND). In the context of the four key areas of development—Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health difficulties, and Sensory and/or Physical needs—behavior management strategies aim to address both the underlying needs and the behaviors that arise in response to them.

Defining the Procedure for Handling Behavioral Issues with SEN Students:

When a behavioral problem arises with an SEN student, a clear procedure should be in place to ensure that the issue is addressed effectively, consistently, and fairly.

Step 1: Early Identification

- Monitor and Identify: Teachers should be vigilant in identifying early signs of behavioral issues, noting patterns that may relate to underlying SEN needs (e.g., frustration with learning, sensory overload, communication difficulties).

- Initial Discussion: Teachers should have an initial discussion with the SENCO to determine whether the behavior could be linked to a specific SEN need that requires additional support.

Step 2: Gather Information

- Assess the Situation: The SENCO should gather information about the situation from all relevant parties: the student, teachers, parents, pastoral team, and, if necessary, external professionals.

- Review the IEP or Support Plan: If the student already has an Individual Education Plan (IEP), the SENCO should review it to check if the student's behavioral needs are being addressed and if any adjustments need to be made.

Step 3: Interventions and Support

Implement Strategies: The SENCO and all relevant parties should collaborate to implement strategies designed to support the student's behavior.

Key Principles of Behavior Management:

- Individualized Approaches – Recognizing that each child has unique needs, behavior management strategies are tailored to the child's specific developmental areas. Approaches will vary depending on whether the child's behaviors are linked to cognitive challenges, communication difficulties, or emotional needs.

- Positive Reinforcement – Encouraging and reinforcing positive behaviors is central to managing behavior. This involves rewarding desirable actions, which can help children learn appropriate responses, while gradually reducing undesired behaviours.

- Clear and Consistent Expectations – Children with SEND thrive in environments where there is consistency. Clear, simple expectations should be set to help the child understand what is expected of them. Consistency across staff and settings will support the child's understanding and response to behavior expectations.

- Emotional Support and Regulation – Many children with SEND, especially those with social, emotional, and mental health difficulties, may struggle with emotional regulation. Providing support to help children identify and manage their emotions can reduce disruptive behaviors and promote a positive learning environment. In this case the SENCO will refer the student to the school counselor for more specialized intervention. Referrals will be made with parental consent. This approach emphasizes the collaborative nature of support and the importance of involving both the child's family and school team when necessary.

- Support for Communication Challenges – For children with communication and interaction difficulties, alternative communication strategies, such as visual supports, signs, and assistive technology, may be used to help them express their needs and reduce frustration that can lead to behavioral challenges.

- Inclusive and Safe Environment – Modifying the environment to suit sensory or physical needs can prevent behavior that stems from sensory overload or physical discomfort. This may include providing sensory breaks, quiet spaces, or adjustments to the physical classroom layout.

- Collaborative Approach – Engaging the child's family, teachers, and support staff in a collaborative approach ensures that everyone is working towards the same goals in managing behavior. Regular communication helps maintain consistent strategies at home and school.
- Proactive Strategies – Understanding triggers and proactively addressing potential behaviour challenges is important. This includes providing structured routines, offering choices, and recognizing early signs of stress or frustration, which allows for intervention before escalation.
- Training and Support for Staff – Teachers and support staff need ongoing professional development and resources to implement effective behavior management strategies for SEND children. Training in de-escalation techniques, communication methods, and understanding specific needs is essential for successful outcomes.

Responding to Challenging Behaviours:

When challenging behaviors arise, it's important to approach the situation with patience and understanding. The goal should be to understand the reasons behind the behavior, whether it's communication-related, emotional, sensory, or cognitive. Interventions will be appropriate to the child's needs, promoting a positive and supportive atmosphere.

Serious Behavioral Incidents

If a student engages in a serious incident (e.g., physical aggression, self-harm, verbal outbursts), the SENCO should immediately record the antecedents to help the pastoral team understand the full context of the incident.

<u>Withdrawal from School.</u>

Here are some specific conditions under which expulsion might be considered for SEN students:

1. Severe Violent Behavior

• Physical Harm to Others: A student with SEN might engage in violent behavior (such as hitting, kicking, or using objects to harm others) that poses a serious threat to the safety of students or staff

• Uncontrollable Aggression: If a student's behavior becomes unmanageable and cannot be addressed through behavioral interventions, de-escalation techniques, or alternative placements.

2. Persistent and Severe Disruption of the Educational Environment

• Chronic Disruptive Behavior: If a student's behavior consistently disrupts the learning of others, despite the implementation of appropriate accommodations and interventions.

However, it's critical that the school has fully explored alternatives, such as more individualized support or different classroom settings, to address the disruption.

- Inability to Follow the Educational Plan: If the student's behavior consistently undermines their own learning and the educational experience of others, and if the school's resources have been fully exhausted, such as additional support or placement in a specialized program.

3. Serious Harassment or Bullying

- Harassment of Peers or Staff: If a student with SEN is found to be repeatedly engaging in bullying, harassment, or discriminatory behavior, and interventions like social skills training or counseling have not resulted in improvement.

4. Severe Violations of School Policy

- Repetitive and Serious Policy Violations: If a student with SEN continuously violates key school policies (such as stealing, vandalism, or dangerous behavior) despite interventions, and if these actions are not directly tied to the disability, expulsion could be considered.

Important Considerations for SEN Students:

1. Individualized Approach: Each case should be assessed individually, considering the student's specific disabilities, needs, and the context of the behavior.

2. Behavior as a Symptom of the Disability: It's essential to differentiate between behavior that is part of the student's disability and behavior that is purely disruptive or harmful. Many students with SEN have challenges with communication, impulse control, or social skills that can lead to behavior that may not be intentional or malicious.

In cases where expulsion is being considered for a student with Special Educational Needs (SEN), a formal meeting will be held involving key staff members. This meeting will include the SENCO (Special Educational Needs Coordinator), the Head of Pastoral Care, the Class room Teacher, Head of key stage and the Principal. The purpose of the meeting is to carefully review the specific circumstances and conditions that may justify expulsion. Based on the outcome of this discussion and a thorough consideration of all factors, the final decision will be made by the Principal.

9. Differentiation and Inclusion

The SPL3 program focuses on reinforcing the principles of:

- DIFFERENTIATION i.e. altering the curriculum, exams and support provided, to suit the student's need
- INCLUSION .e.g. providing opportunities, where possible, to be included and involved in most (if not all) aspects of school life, including art, music and extra-curricular activities, depending on the student's abilities to cope.

This may also mean that to enable the student to cope with mainstream school environment, the SP department may suggest reduced schooling hours until it is deemed that the student can cope with a full school day.

Enrolling in this Programme is not a guarantee that the child will be progressing to the next academic year. This is still dependent on their academic performance & behavioural ability by the end of the academic year.

10. Individual Education Plan (IEP)

An Individual Education Plan (IEP) is a personalized educational plan that outlines the specific learning goals, strategies, and support services for a student with special learning needs. For the SPL3 student, the IEP focuses on addressing the student's individual strengths, challenges, and progress.

The plan is developed collaboratively with input from the SENCO, the child, their parents, and educational staff, ensuring that the goals are both meaningful and achievable. The IEP specifically includes targeted goals in areas such as math, English, and broader school-related skills.

The IEP is a dynamic and flexible document that is reviewed regularly to ensure it remains aligned with the student's evolving needs. By focusing on the student's strengths and providing appropriate support, the IEP helps ensure that they have the best possible chance of success in their educational journey.

11. Role of an SPL3 Support Assistant

- Works with the teacher and SPL3Co to decide which type of support is generally needed (in class/outside of classroom) for the SPL3 child.
- Liaises with the teacher and the SPL3Co to support the child with the curriculum.
- Provides support individually or within a group format to each child.
- Working with children:

- Primary: with two children simultaneously in one class. However, if the children are in different class, the shadow teacher must divide their time equally between the 2 children.

- Secondary: For secondary school students, the support provided by an SPL3 Support Assistant is more specialized, especially in core subjects like English, Math, and Science. Instead of a general support assistant covering all subjects, there is typically a shadow teacher assigned for each core subject area. These subject-specialized shadow teachers have expertise in their respective fields, ensuring that the child receives targeted assistance in each subject. Shadow teachers are expected to support students during every one of their core subject lessons during the week.

Shadow teachers may support multiple students in the same class, especially if those students have similar needs within the subject. The teacher will divide their time and attention between the students, ensuring that each child receives the appropriate support. The shadow teacher will work with the students either individually or in small groups, depending on the needs of each student and the classroom setup.

This system ensures that the child is getting the appropriate help in each subject area, helping them to succeed in their studies while working towards the goals set out in their Individualized Education Plan (IEP).

- Maintains records of the child's work.
- Communicates to the parents, the child's day to day tasks and activities.
- Collaborates with the teacher, SPL3Co, parents and the student themselves to devise an IEP for the child.
- Works with the teacher and student to meet the targets of the IEP.
- Reviews the IEP each term with the student, teacher, parents and SPL3Co.
- Helps the child to be independent at school with academics, emotional and behavioral aspects.

12. Role of a SPL3 Co-coordinator (SPL3Co)

The SPL3Co takes day-to-day responsibility for the provisions made for individual children with SPL3, working closely with staff, parents/care giver and other agencies.

In mainstream education settings the key responsibilities of the SPL3Co include:

- Overseeing the day-to-day operation of the SPL3 policy.
- Liaising with and advising fellow teachers, support assistants, parents, and external agencies.
- Managing the SPL3 team of support assistants.
- Co-coordinating provisions for pupils with SPL3.
- Overseeing the records on all pupils with SPL3.
- Preparing IEP for each child, in collaboration with the parents, teacher, shadow teachers and the SPL3 child themselves. Tailoring it to each child's particular needs and then determining the targets.
- Reviewing the IEP's every term with the parents, teacher, shadow worker and the SPL3 child to evaluate any changes in the targets and highlight any achievements.
- Determining use of any alternative therapies such as use of specialized equipment or referral to extra support.
- Conducts assessments of new and existing children for the SPL3 program.
- Contributing to the in-service training of staff.

- Advising on the graduated approach to providing SEN support
- Peer Support and Inclusion: The SPL3Co, in partnership with the school counselor, could lead training sessions for students on how to understand and support their peers with SEN.
- Parental Support and Training: In addition to liaising with parents, the SPL3Co could organize workshops or training for parents, especially to help them understand how they can support their child's learning at home. Building a partnership with parents is essential for a child's success.
- being a key point of contact with external agencies, especially the local authority and its support services
- Create a Behavioral Intervention Plan (BIP) for a student with high-frequency, high-intensity, or long-duration behavior issues.
- Recruitment of SPL3 staff according to the following criteria:

  <u>Primary SPL3 staff:</u>

  - Experience with Special Educational Needs (SEN): Prior experience working with children who have learning or developmental disabilities.
  - Ability to handle multiple children simultaneously: The SPL3 staff must be able to manage and support two children within one class effectively, as well as divide their time between children if they're in different classes.
  - Strong communication skills: Ability to interact with students, teachers, and parents to ensure the child's needs are met.
  - Behavioral management skills: Experience in managing children with challenging behaviors in a positive, constructive way.
  - Adaptability and flexibility: Ability to quickly adapt to different teaching environments and different educational needs across multiple children.
  - Collaboration with subject teachers: Ability to work closely with core subject teachers to develop and implement individualized learning plans and strategies.

  <u>Secondary SPL3 staff:</u>

  - Specialization in Core Subjects: The SPL3 staff member should have a strong background or qualification in a specific subject area, such as English, Math, or Science, in order to provide specialized support.

  - Experience in Secondary Education: Experience working with secondary school students and understanding the complexities of teaching and learning in secondary school.

  - Ability to provide targeted support: The SPL3 staff member must be capable of assessing and addressing the academic needs of each student in their specialized subject area.

- Multi-tasking and flexibility: The ability to support multiple students in the same class, with an understanding of how to balance the needs of several students simultaneously.

- Behavioral management skills: Experience in managing children with challenging behaviors in a positive, constructive way.

- Collaboration with subject teachers: Ability to work closely with core subject teachers to develop and implement individualized learning plans and strategies

13. SPL3 Exams/ Assessments

Differentiated Assessment Criteria for SEN Students

To ensure fair and meaningful assessment for our SEN students, all teachers are expected to follow the guidelines below. These procedures ensure that assessments accurately reflect each student's abilities and learning needs.

1. **Review of Individual Needs**

Before any assessment takes place:

- Teachers must review each SEN student's Individual Education Plan (IEP) or support plan.
- Assessment adjustments should directly reflect the student's documented needs.

2. Different Pathways for Assessment

SEN students may follow one of the following assessment pathways, depending on their support needs and curriculum level

A. Students Following an Alternative Curriculum

- These students will complete assessments designed specifically for their curriculum.
- The content, structure, and expected outcomes may differ from the standard assessment.

B Students Completing the Standard Assessment with Accommodations

These students access the same assessment as their peers. They *do not need different questions*—only support such as:

- Extra time
- A quiet or separate room

- A reader or scribe (as per IEP)

The assessment content and learning objectives remain unchanged.

C. Students Requiring Simplified or Shortened Questions

Some SEN students may complete the same assessment but with simplified versions of the questions:

- Wording is adjusted for clarity.
- Questions are shorter and more accessible.
- Learning objectives and outcomes remain the same.

D. Students Completing Only Easy & Medium Levels.

For some students:

- They will complete only the easy and medium sections of the standard assessment.
- They are *not required* to attempt the difficult level.
- Their final score is calculated based solely on these two levels.

KS3 SEN Differentiation

For KS3:

- The SENCO team meets with subject teachers to decide on the specific differentiation required for each student in every subject.
- Teachers are expected to apply the agreed adjustments consistently.

Specific Guidance for SPL3 Students

- SPL3 students will receive extra time to complete their assessment.
- They will have full access to Sections A, B, and C.
- If an SPL3 student fails the full exam paper:
    - Their paper will be remarked using only Sections A and B, *or*
    - Their results will be re-evaluated based on their ability level table.

3. Recording and Reporting

Teachers must ensure that:

- All accommodations or modifications used during the assessment are clearly recorded.
- Each student's report specifies the level and type of differentiation provided.
- The differentiated assessment type (e.g., simplified questions(C) , easy/medium only(D) , alternative curriculum (A) is clearly indicated on the student's assessment sheet.
- Any changes to the assessment process are documented for accountability and consistency.

14. SPL3 Life skills

We work as a team to reinforce positive learning. We promote teaching the children skills that will benefit their social development within the community and within their daily lives. External trip are a part of life skills learning as well. The children learn to socialize with their fellow students and teachers via fun tasks and activities. In addition, these help the children develop the behavior norms of the community and within school by taking part in group tasks and school trips.

15. Communication with Parents

Effective communication between school and home is fundamental to the success of the SPL3 program. At Phoenix Private School, we prioritize a collaborative approach, ensuring that parents are well-informed and actively involved in their child's educational journey.

1. **Scheduled Meetings:**

- ***Start of the Academic Year*:** A formal meeting is conducted at the beginning of the school year to collaboratively review and discuss the student's Individual Education Plan (IEP). This meeting involves the SENCO, class teacher, shadow teacher, and parents to ensure a shared understanding of the student's goals, strengths, and support strategies.
- ***End of the Academic Year**:* A second formal meeting is held at the end of the academic year to review the student's progress, evaluate outcomes of the IEP, and discuss planning for the following academic year, including potential promotion to the next grade level.

2. **Daily Communication**: A Daily Communication Book is maintained between the shadow teacher and parents to provide updates on the student's daily activities, academic progress, behavior, and any relevant observations. Parents are encouraged to use this book to share updates or concerns from home.

3. Ongoing Communication: If a concern or update arises during the school year—whether from the school's side or the parents'—communication can occur via email, phone call, or an arranged in-person meeting.

In case of urgent matters or emergencies, parents are encouraged to contact the SENCO directly via email or call the school reception, who will ensure the message is relayed to the appropriate team member promptly.

We believe that consistent and open communication builds a strong partnership between school and family, ensuring the best possible outcomes for students enrolled in the SPL3 program.

16. Evaluating SPL3 Provision

As an inclusive school, we regularly evaluate the effectiveness of our SPL3 provision to ensure all students receive appropriate and high quality of support that enables progress and participation.

We use a combination of trackers, observations, surveys, progress reports, IEPs, and accommodations records to monitor student development and the impact of interventions. These tools allow us to review academic, social, and emotional progress, gather feedback from students, parents, and staff, and ensure that support plans remain aligned with individual needs. This systematic approach helps us maintain a responsive, inclusive, and continually improving provision.