



CHEL TENHAM

MUSCAT

Special Educational Needs Policy

Policy History

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Policy owner (SLT)	Principal

Table of Contents

Policy Summary.....	3
Aims	3
Definitions.....	3
Wave 1.....	3
Wave 2.....	4
Wave 3.....	4
Leadership and Responsibilities	4
Learning Support Department.....	4
Admissions.....	5
Identification	5
Provision.....	5
Individual Education Plans	5
Monitoring	6
External Agencies.....	6
Additional Charges.....	6

Policy Summary

Cheltenham Muscat is committed to providing an inclusive learning environment in which every pupil is valued and supported to achieve their full potential, regardless of ability, need or background.

This policy reflects the principles of the UK SEND Code of Practice (2014, 0–25 years), the Equality Act (2010), the Children and Families Act (2014), and COBIS standards for inclusive education and safeguarding.

The school adopts a whole-school approach to identifying and supporting students with Special Educational Needs and Disabilities (SEND) or Additional Needs (AN).

Aims

The school provides high quality inclusive education, ensures early identification of SEN and AN, uses a graduated approach to intervention, promotes equal access to learning, fosters independence and self-esteem, maintains accurate records, works in partnership with parents and professionals, and involves students in their learning journey.

Definitions

A child has SEN if they have a learning difficulty or disability which requires special educational provision to be made. This includes students who experience significantly greater difficulty in learning than their peers of the same age, or who have a disability that prevents or hinders them from accessing mainstream educational provision.

Additional Needs refer to barriers to learning that may not meet formal SEN criteria but still require support, including social or emotional needs, temporary learning difficulties, language challenges and adjustment issues.

Those students identified as in need of additional monitoring or support will be recorded on the central SEN Register as Wave 1, Wave 2 or Wave 3, dependent upon the level of need and the subsequent level of support necessary. These waves are defined as:

Wave 1

Wave 1 provision refers to high-quality, inclusive classroom teaching that is available to all students. It involves effective differentiation, adaptive teaching strategies, and a supportive learning environment designed to meet a wide range of learning needs.

Teachers use varied approaches, resources and assessment methods to ensure students can access the curriculum and make progress. Students at Wave 1 may have emerging or

mild additional needs but do not require targeted intervention beyond normal classroom support. Progress is monitored through regular classroom assessment and Learning Support Team tracking systems.

Wave 2

Wave 2 provision involves additional, targeted support for students who are not making expected progress through quality first Teaching alone.

This support is may be delivered in small groups or individual sessions and is designed to address specific areas of difficulty such as literacy, numeracy, attention, language development or social skills.

Interventions are time-limited and regularly reviewed to assess impact.

Wave 3

Wave 3 provision is for students with significant, complex or persistent special educational needs that require highly individualised support.

This may include one-to-one adult support in the classroom, personalised learning programmes, specialist strategies, and input from external professionals such as educational psychologists, speech and language therapists or occupational therapists.

Students at Wave 3 typically have an Individual Education Plan (IEP) and their progress is closely monitored through regular reviews involving staff and parents.

Support at this level is intensive and tailored specifically to the child's needs.

Leadership and Responsibilities

The Principal holds overall responsibility for SEND provision. The Board of Directors provides strategic oversight. The SENCO manages daily SEND implementation, coordinates assessments and interventions, liaises with stakeholders and leads staff training. Teaching staff deliver differentiated learning and implement IEP strategies. Learning Support Assistants provide targeted classroom support.

Learning Support Department

The department consists of the SENCO and qualified Learning Support Assistants specializing in Pre-Prep and Prep School age groups, as well as a dyslexia and dyspraxia

specialist who is employed indirectly for limited hours. These team members deliver specialist interventions, maintain SEND records, support staff and lead inclusive practice.

Admissions

The school seeks to be inclusive while ensuring appropriate support can be provided. Mild to moderate SEN may be supported following assessment. Where needs are identified by the admissions team or a member of staff carrying out the assessment, a follow up assessment with the SENCO will be arranged prior to offer. The SENCO is responsible for advising the Principal on whether an individual student is suited to the school environment and will cope within our existing provision. The school may not be suitable for students whose needs cannot reasonably be met, however every effort is made to accommodate students whom we believe the school can adequately provide for.

Identification

Needs may be identified through admission data, teacher observations, assessments, parental concerns, behavioural monitoring and specialist reports across areas including cognition, communication, emotional development and physical needs. Teachers can request the SENCO to observe a student at any time in the year to evaluate potential needs that have previously not been evident.

Provision

In EYFS and Pre-Prep, early intervention is prioritised through classroom and small group support with IEPs where required. The cost of additional support where provided within the classroom in the Pre-Prep department is covered by the school. Tailored withdrawal support where students are significantly below age related expectations is chargeable as per the fees schedule below.

In Prep and Senior School, students may receive differentiated teaching, targeted withdrawal and individual or group sessions while minimising disruption. Withdrawal support from Grade 3 and above is chargeable as per the terms in the Additional Charges section of this policy.

Individual Education Plans

IEPs outline strengths, needs, targets, strategies, support and review dates. They are created promptly and reviewed twice termly.

Monitoring

An SEN register is maintained and progress is reviewed through meetings and data analysis.

External Agencies

The school works with Educational Psychologists, Speech and Language Therapists, Occupational Therapists and other specialists. Parents fund external assessments as are needed. The school does not officially recommend any individual third party practitioner or clinic for the purpose of assessments, however the SENCO may share positive feedback from other parents who have experience of similar practices locally.

Additional Charges

Learning Support fees apply as outlined below:

Term	Individual	Group
Term 1	450 OMR	320 OMR
Term 2	350 OMR	270 OMR
Term 3	350 OMR	270 OMR

Students starting part way through a term will be billed for each half term in which they receive support. Fees for half a term are charged at half the published termly rate.