Special Educational Needs and Disability (SEND) policy

Special Educational Needs and Disability Policy
Author: RAS, TL
Last Amended: October 2015
Review: October 2016

Special Educational Needs and Disability Policy

Aims

Merchant Taylors' Schools are academically selective and we welcome all children who can make the most of the opportunities that we offer and can flourish in the caring environment of each School. We aim to treat each child as an individual and we welcome children with special educational needs and disabilities (SEND) providing that our Learning Support Departments can provide them with the support that they require. Under the terms and conditions of the Disabilities Discrimination Act / Equality Act (2010), we do not have the facilities to offer highly specialised and intensive support.

We aim to ensure full entitlement and access for pupils with SEND to high quality education within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.

We advise parents of children with SEND to discuss their child's requirements with each School before the entrance examination/assessment so that we can make adequate provision for the child. Parents should provide a copy of an Educational Psychologist's report or a medical report to support requests for extra time or other special arrangements.

Definition

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

(This policy is available on the Schools' website)

Related policies
- disability policy
- accessibility plan
- anti-bullying policy
- administration of medicines
- employment policies relating to disabilities

Terms and conditions (paras 46, 47 & 48)

Special Educational Needs: The Schools will do all that is reasonable in the case of each pupil to detect and deal appropriately with SEND. Our staff are not, however, qualified to make a medical diagnosis of conditions such as those commonly referred to as dyslexia, or of other learning difficulties.

Screening for Special Educational Needs: The screening tests available to the Schools are indicative only: they are not infallible. Parents will be notified if a screening test indicates that the pupil has SEND. A formal assessment can be arranged by the Schools at the parents' expense or by the parents themselves.

Information about SEND: Parents must notify the Head in writing if they are aware or suspect that the pupil has a SEND and the parents must provide copies of all written reports and other relevant information. Parents will be asked to withdraw the pupil, without being charged Fees in lieu if, in the professional judgement of the Head and after consultation with the parents and the pupil (where appropriate), the Schools cannot provide adequately for a pupil's educational needs. Learning Support provided by the Schools may be charged as an extra.

The Learning Support Department in each School is led by a fully qualified specialist who is able to support each pupil with SEND through the following processes.

SCHOOL ACTION
On entry
Each pupil with SEND requires special consideration and treatment**.** If appropriate, adjustments will be put in place. We will discuss thoroughly with the parents and their medical advisors the adjustments that can reasonably be made for their child once they have accepted the offer of a place and before s/he becomes a pupil of the Schools.

A meeting is arranged as soon as possible when individual parents are invited to meet one of the SEND staff and other key staff to discuss the needs of individual pupils. The Head of Learning Support in each of the Merchant Taylors' Schools has an overview and will liaise with the teaching staff / assistants.

In general, a pupil will receive support in the classroom and a small number will be withdrawn for more individual help. SEND staff may spend a short time observing classes before decisions are made on the kind of support to be provided.

Monitoring
Each of the four Schools will assess pupils at different stages of his/her school career using year tests and/or reading and spelling tests. All teachers, but particularly those in the English and Mathematics Departments, will be on the look out for children who appear to have learning support needs which have not previously been identified. This particularly applies to children new to the Schools.

Pupils who are thought to have SEND are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources including:
- Subject teacher's request;
- Pupil self request;
- Parental request;
- Management request;
- GP request;
- Following information from previous school/nursery
- Following blanket testing of a year group
- Following diagnostic tests;
- Following individual interviews;
- Following a SEND teacher tracking and observing individual pupils in lessons.

Such cases will be referred to the Head of Learning Support and the relevant paperwork will be completed and filed.

- There will then be liaison between key staff, the Head of Learning Support and the parents. If the parents wish to bring in any external agencies (eg for further testing, diagnosis or prognosis, remedial teaching) it will be their responsibility to do so, but we will give appropriate advice and assistance.
- Each Head of Learning Support will monitor the progress of these pupils through the Schools and ensure that appropriate staff are kept informed.
- Each Head of Learning Support will liaise with the Examinations Officers as appropriate, to ensure that such pupils receive the maximum allowed extra time in examinations.
- Where appropriate, each child will be issued with an Individual Educational Plan (IEP) which will be reviewed regularly and the child will be encouraged to set his/her own targets.

Review

A review of a pupil's progress will take place on a regular basis (at least annually and more usually biannually) and the IEP adjusted accordingly and disseminated as necessary.

Although the co-ordinating and planning of a pupil's IEP, especially setting appropriate targets, is the responsibility of the Head of Learning Support, the 2014 legislation makes it quite clear that the devising of strategies and the identification of appropriate methods of access to the curriculum should lie within the area of the expertise and responsibility of the individual subject teachers. All teaching staff should therefore be involved in providing further help to pupils through School Action. Subject leaders and individual teachers to be informed of the nature of the pupil's learning difficulty through the IEP. Suggested in-class teaching strategies are provided in addition to the type of learning support that will be in place.

Physical Accessibility

SEND includes physical disabilities and the Schools' Accessibility Plan and Disability Policy is available on the website. This shows the ways in which we plan to make our buildings progressively more accessible to pupils, parents and visitors.

Other Adjustments
- We are able to allow pupils to use their own computer devices (as regulated by JCQ) as and when necessary.
- Extra time (15 minutes per 1 hour) will be given as appropriate for both internal and external examinations, following a recommendation from an educational psychologist and in line with JCQ regulations.
- Papers will be enlarged or produced on coloured paper as appropriate.
- On a temporary basis, classes can be relocated to allow ground floor access.
- The curriculum may be adjusted in some circumstances.

EAL (see EAL annexe)

In order to cope with the high academic and social demands of the Schools, pupils must be fluent English speakers. We may recommend that some children, whose first language at home is not English, receive some tuition in English as an additional language.

The communication and storage of information on children with special educational needs: This area requires sensitive handling, ready access whilst ensuring such information remains confidential to those involved and in no way stigmatises the pupils themselves. To meet this goal the following procedures will be followed:-

i) Information on the medical, social and previous academic background of pupils with special needs will be kept in the central pupil filing area in each School office. Access should be freely available to all teachers, parents, governors and visiting consultants or invited specialists, eg Educational Psychologists helping with the programme for pupils. However, requests for access should be made via the Head.

ii) All standardised / diagnostic assessment and minutes of staff meetings involving individual pupils should be kept in the pupil's individual school files and again should be readily accessible with the knowledge of the Head of Learning Support.

iii) Meetings with parents and outside specialists should be minuted by the Head of Learning Support and kept on the main school file.

iv) Whatever formal assessments take place the department should communicate the results to the head, parents and staff as soon as possible. Similarly, the content of meetings between staff / parents and the co-ordinator or outside agencies deemed important should also be made known to all concerned. 'Important' in this context is any information, which makes a difference to the way a pupil should be handled, understood or assessed.

The Role of the Parents

To provide effective provision for the pupil with SEND the parents must be involved from the earliest stages of diagnosis and assessment. Parents should be seen as partners in any programme. Suggested guidelines:-

i) Thorough background briefing from parents for children already identified as having SEND on admission.

ii) Immediate consultation with parents for any child showing signs of having SEND

iii) Meetings with parents for children placed on a specific work programme. This is a two way process with parents providing information on current social, family, emotional circumstances of the child and Learning Support Department providing standardised diagnostic assessment.

iv) Accessibility of the Learning Support Department for parental consultation must be made clear to parents along with details of the complaints procedure should any dissatisfaction arise.

CPD and INSET

INSET sessions on dyslexia (2011)

EAL with HODs (2015)

Learning Strategies for the Classroom (2013)

Intra-departmental training is on-going

Further Action: Triggered if, despite individualised programmes and/or concentrated support and a differentiated curriculum plan, the child is still making little/no progress. At this point the Learning Support Department and class teacher may benefit from support from specialists from outside the school. These may include:

- Speech & Language Therapists
- Dyslexia Institute

- GP (hearing/sight check; referral to physio/occupational therapist)
- Educational Psychologist
- ADHD clinic
- Child Psychology specialist

Charging Policy
Usual support assessments and lessons are not charged within the Schools. Exceptions may be made at KS3 and some charge, by negotiation with the HM, applied.

Learning difficulties may be exhibited in the following ways:
- Lack of basic skills in literacy, numeracy, oracy, auracy
- A much slower than average pace of work
- Difficulties in recording work
- Poor presentation of work due to pencil/pen control
- Difficulties in organisation or completion of work
- Physical or other medical difficulties leading to incomplete or substandard work – including sensory related difficulties
- Exhibiting behavioural patterns where lack of attention span or disruptive actions hinder progress.
- Exceptionally gifted in some area
- Specific difficulties in particular subject areas although demonstrating average abilities in all other areas

Temporary learning difficulties may be exhibited which are related to social/emotional events.

Early identification, assessment and provision for any learning difficulty are very important for the following reasons:
- to minimise the difficulties that can be encountered when intervention and provision occur;
- to maximise the likely positive response of the child;
- to allow for a temporary learning difficulty to be overcome and for future learning to be unaffected;

If the child's learning difficulty proves less transient when addressed by the School alone the external agencies can be brought in earlier and very likely with more success.

Reviewed October 2015 RAS / TL

Teaching Pupils with English as an Additional Language (EAL)
(EAL Annexe to SEND Policy)

Definition

This policy is concerned with bilingual learners, who have a home language other than English and who are in the process of learning to use English as an additional language for educational purposes. The School has conducted a Home Language Survey on all its pupils twice in the last three years; the outcome of the latest survey is to be found in an appendix to this policy.

Rationale

The School is committed to making appropriate provision for teaching and learning for pupils for whom English is an additional language. The School will identify individual pupils' needs, recognise the skills they bring to school and ensure equality of access to the curriculum and extra curricular activities. All teachers participate in the teaching of English as well as in the teaching of their own subject area, and have responsibility for language development of EAL pupils. Having a home language other than English is not considered a learning difficulty, but the School recognises that that a child who has EAL may also have SEN needs. Lack of English is not equated with lack of knowledge, skills or understanding.

Admissions Policy

EAL applicants should be subject to the same admission procedures as other applicants. Boys take an examination for entrance at 11 and EAL boys sit all three papers – English, Verbal Reasoning and Mathematics. Those with EAL needs identified on the application form or by their current school may be made known to the School in advance, particularly in relation to their performance in the English section. During the course of marking, EAL specific issues that undermine performance are taken into consideration. Borderline Interviews may also be given to boys in this category. EAL applicants for entrance into other years, whether at the start of the academic year or part-way through, undergo special English tests and interviews. Access Arrangements such as use of a bilingual dictionary are made both for Entrance Tests and, where students qualify within a two year period of residency, in public examinations.

With the School's growing relationship with the Burgeon Trust, several students from China are recruited into the Sixth Form each year. The School largely insists on an IELTS requirement of 6 across all strands and may well ask Burgeon to provide additional English support ahead of boys joining in the September of the Lower Sixth. The School has the services of a Mandarin Teacher to offer support to Burgeon and other students from Mandarin-speaking backgrounds currently for two lessons weekly.

Aims:

We aim to ensure that pupils who have English as an additional language will:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Build on knowledge that they already have of other languages and cultures
- Be able to access external assessments, i.e. GCSEs/AS/A Levels

Our aims will be achieved by:
- Providing a welcoming ethos in School and a safe classroom environment
- Recognising the importance of the role of parents and the need to communicate with parents in their mother tongue where appropriate and possible.
- Valuing the first language by providing a range of notices, posters, labels and dual language texts in the first language where appropriate
- Providing appropriate cultural resources where possible and celebrating language and cultural differences.
- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Differentiation in the planning of lessons
- Staff being aware :
    - that although pupils become conversationally fluent in two years it may take several more years for them to become fluent writers.
    - that EAL pupils learn most efficiently working in collaborative groups with able and fluent English speakers
- Providing relevant procedures in baseline assessment and measuring/monitoring the acquisition of English as an additional language
- Providing additional learning support for EAL outside of normal lesson times where appropriate, and in-class support where possible
- Providing access to statutory assessments making full use of special/access arrangements
- Monitoring progress of EAL pupils in conjunction with the Burgeon Support Teacher where appropriate, Head of Learning Support, Head of English, relevant Head of Year and Form Tutor.
- Providing appropriate funding for resources and training of staff.

Appendix 1: Assessment Procedure and Graded Response

- On entry it is expected that EAL boys will have met 'old' NC Level 2 descriptors (See QCA Descriptors below).
- Boys will be assessed within the first week of entry into the School. The Assessment will measure reading/comprehension, spoken, and written English. This assessment is in addition to the normal assessment procedures that take place for new entrants.
- As a result of this assessment targets and strategies are set in order to meet the differentiation needs of the boy in the classroom.
- Progress is measured formally at the end of every half term and new targets/strategies set.
- Where insufficient progress is being made boys are offered tuition with a suitably qualified teacher. Years 7 to 9 are often withdrawn from the normal academic timetable on a rotational timetable basis; for Years 10 and 11 withdrawal is built around the GCSE programme of study, while Sixth Form often attend in lessons during a free period.
- Once a suitable standard of English has been met in withdrawal lessons a boy may/may not continue with a differentiated programme in the classroom, depending on the circumstances.
- Progress is monitored and the expectation is that boys will be assessed with greater frequency than his peers.

QCA Descriptors for NC Level 2
(Access to curriculum through English but language learning needs are clear when assessed.)

5.1 Vocabulary: rapidly developing vocabulary, is able to select vocabulary to express a range of feelings, to describe activities, etc. but sometimes struggles to find the right word.
5.2 Instructions/Input: can follow teacher input, stories and sequences and instructions but occasionally misunderstands uncommon words, nuances, more formal English, some colloquialism, puns, etc.
5.3 Structures (complex sentences): can use subordinate clauses (who, which, that, etc.) and a number of tenses but a smaller amount than can be expected for the age.
5.4 Communication: can communicate with ease, but will occasionally misunderstand others.
5.5 Stories: can re-tell story although may use simpler vocabulary than original.
5.6 Reading: can read simple texts accurately and with understanding; expresses ideas about major events or ideas in stories, poems and non-fiction.
5.7 Writing: can produce independently different types of writing, but with some errors, omissions and limitations being seen. Writing communicates meaning, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences.

Appendix 2: Teaching Strategies for the Classroom

Speaking and listening
- Create a positive environment where the pupil feels confident in asking, and responding to, questions. Provide open question formats for the pupil to use.
- Ensure that the pupil understands the lesson objective.
- Simplify language when teaching new concepts.
- Make explicit any alternative words used in an explanation/instruction.
- Encourage pupils to model language by repeating instructions for a partner to follow - (applies particularly to Science investigations).
- Pre-teach any vocabulary needed to understand listening activities e.g. when using tape / video.
- Provide listening frames for use with tapes/video/group discussion.
- Encourage the pupil to use his/her first language when recording method /results, planning writing or discussing tasks with peers and parents.
- Provide and explain the vocabulary the pupil needs to assess his/her progress.
- Provide a grid for the pupil to use as an aide-memoire for understanding instructions for homework tasks.

Reading
- Texts need to be clear with a photocopy provided for any extended piece with the essential verbs/phrase/names/dates highlighted, which the pupil may take home prior to study / task, in order to translate and talk about with parents/siblings, if possible.
- Provide visual clues and semantic webs where possible.
- Make clear the words that refer to characters' names.
- Provide the vocabulary needed to understand main themes, ideas and characterisation.
- Make explicit the context of the writing and provide an explanation of any cultural references that the pupil may not understand.
- Provide a paper copy of instructions/assignment tasks so the pupil may highlight key verbs and translate or ask for a simplified version .For example: 'In your answer you should **consider' - think about.**
- Provide activities for homework prior to reading that develop pupil's vocabulary.
- Encourage pupils to use tapes/videos of any studied texts and suggest that dual language texts are bought / borrowed, in advance of actual study.
- Introduce, and refer to, any curriculum support material available in the school's learning resource centre.

Vocabulary
- Reinforce with glossaries, quizzes, word searches and crosswords.
- ◼ Where possible make explicit the verbs associated with subject specific nouns e.g.:
  pH **increases/decreases**
  Lava flows / solidifies
- Provide annotated diagrams and combine with visual cloze activities as reinforcement.
- ◼ Provide simplified wordlists for the language used in assessment tasks.

EAL Support strategies for

Developing Bilinguals

General
- Be aware of how to construct a worksheet in order to maximise the pupil's understanding.
- Encourage the use of an indexed glossary book by pupil in which key words and phrases are entered, with translated or simplified version, together with an example of use in context.

Writing
- Suggest pupils draft ideas and plans in their first language.
- Provide tables/writing frames/flow charts/timelines so that the pupil may record information in an organised form and refer to these when planning written work.
- Encourage pupils to outline, verbally how they will approach a task (paired work)
- Provide an exemplar as a written model.
- Provide a range of DARTS activities to support the pupil's writing.
- Encourage pupils to use computers for their written work especially at KS 4 in order to ease the burden of redrafting/correcting work. Arrange for after school provision of computers in the LRC & contact parents with arrangements: useful when coursework is underway.

Appendix 3: Teacher Questionnaire for Monitoring EAL Needs

DATE:

STUDENT: **YEAR GP/FORM:**   **SUBJECT:**   **TEACHER:**

We want to build up a picture of how_____ is progressing in relation to English as an additional language. It would be very helpful if you could read through the statements below and jot down which of the following best summarises his **response:**

OFFEN / **SOMETIMES** / **RARELY -** *feel free to make your own comment.*

Speaking & Listening	Asks and answers questions freely (staff & peers)	Questions / comments reflect an understanding of task/topic	Participates in class / group discussion	Uses subject-specific vocabulary	Listens attentively	Follows verbal instructions	Uses correct intonation, volume and stress when talking
Writing	Written work in class is completed in time given	Written work is easily understood	Writing is legible	Writing style reflects tone of task set	Work shows evidence of self- correction	Work is of sufficient length for given task	Uses headings & sub-headings (in notes)
Reading	Locates information confidently and efficiently from book/information sheet	Reads at a pace that allows for the task to be completed in the given time	Highlights key words and phrases	Answers, accurately, questions relating to text/diagram/ map	Understands notes/ instructions written on board	Understands teacher's written comments/ assessments	Understands symbols/notation

SEND Policy

APPENDIX THREE – RESULTS OF HOME LANGUAGE SURVEY OCTOBER 2015

MTBS - EAL Questionnaire

Name (surname first)	Form	What language did you speak when you first began to talk?	Other:	What language do you speak most often at home?	Other:	What language do you speak most often with your friends?	Other:	What is the nationality of your parents?	Mother:
Dinh Charlie	10F		English		English		English		Vietnamese
Misoga Steven	10F		German		Eng. & German		English		German
Rajendran Abhinav	10F		English		Tamil		English		Indian
Win Raymond	10F		English		English		English		Burmese
Abdelaziz Mustafa	10H		Arabic		English		English		Sudanese
Capano Rafa	10H		English		English		English		English
Lafi Monder	10H		English		Arabic		English		Libyan
Bilal Leo	10Hi		Arabic		English		English		Jordanian
Karem Mazin	10Hi		English		English		English		Iraqi
Ly Kee Fu	10Hi		Mandarin		Cantonese		English		Malaysian
Ozarek Wiktor	10Hi		Polish		Polish		Eng. & Polish		Poland
Sripadam Tarum	10M		English		English		English		Indian
Dundar Eren	10OB		Eng. & Turkish		Eng. & Turkish		English		English
Mahalingam Udit	10OB		English		English		English		Indian

SEND Policy

Name	Class		L1		L2		L3		Nationality
Patra Aryan	10OB		Hindi		Hindi		English		Indian
Simha Rohan	10OB		Malayalam		English		English		Indian
Belloso Alex	11B		English		Catalan		English		Spanish
Kotas Kuba	11B		Polish		English		English		Polish
Baig Umar	11I		English		Urdu		English		Pakistani
Raja Bilaal	11I		English		Urdu		English		Pakistani
Tsang David	11I		Chinese		Chinese		English		Chinese
Barker-Weinberg Tom	11K		English		English		English		English
Burra Vyas	11K		English		Telugu		English		British Indian
Henry-Roitberg Tomas	11K		English		English		English		Argentine
Bassi Adit	11P		English		English		English		Indian
Surridge William	11P		French		English		English		French
Fernando Shaun	7C		English		English		English		Sri Lankan
Hilal Omar	7C		English		English		English		Spanish
Moustaka Nicholas	7C		English		English		English		Greek
Mukhtar Ali	7C		Arabic		Arabic		English		Egyptian
Srishankat Saatujan	7C		Tamil		Tamil		English		Indian
Suchindra Samaild	7C		English		English		English		Indian
Naidoo Naveen	7S		English		English		English		Indian
Al Nasir Muhammad	7St		English & Arabic		English & some Arabic		English		African
Banerjee Swagato	7St		Bengali (Bangla)		Bengali (Bangla)		English		India
Belloso Eduard	7St		Catalan		Catalan		English		Catalunya
Enkhee Temuulen	7St		Monogolian		Monogolian		English		Mongolia
Khan Aneeq	7St		Urdu		English		English		Pakistani

SEND Policy

Name	Class		Col A		Col B		Col C		Nationality
Premakantha Varun	7St		Tamil		Tamil		English & Tamil		Sri Lankan
Chaudary Faris	8C		Urdu, Punjabi, English, Pashto		Urdu & Eng.		English		Afghanistan b...
McDonald Daniel	8C		Chinese		Chinese		English		Chinese
Yang Wesley	8C		Chinese Cantonese		Chinese		English		British
Cakir Nail	8Cu		Turkish		Turkish		English		Turkey
Yasen Ali	8Cu		Arabic		English		English		Iraqi
Abdullateef Abdullahi	8R		Yaruba		Yaruba		English		Nigerian
Dalton Ben	8R		German		German		German		German
Ghaly Ryan	8R		French & Arabic		French & Arabic		French		French
Khanel Ansil	8R		Nepalese		Nepalese		English		Nepal
Pullagura Shripad	8R		Telegu		Telegu		English		Indian
Baig Usman	8Y		English		English		English		Pakistani
Dinh Vandam	8Y		Eng. & Vietnamese		English		English		Vietnamese
Naguib Daniel	8Y		Englsih		Arabic		English		Egyptian
Xu David	8Y		Mandarin		English		English		Chinese
Hamid Hamzah	9C		English		Bengali		English		Bangladesh
Ahilen Dylen	9S		English		English		English		Sri Lankan
Elshowsh Anas	9S		English		Arabic		English		Libyan
Gonzalez-Dominguez	9S		Spanish		Spanish		English		Spanish

SEND Policy

Oscar									
Ly Kee Hau	9S		Chinese		Chinese		English		Malaysian
Politis George	9S		English		Enlish		English		English
Singh Rananjay	9S		English		English		English		Indian
Barker-Weinberg Alexander	9W		Eng. & German		English		English		English
Chan Tim	9W		English		English		English		Chinese
Eldeen Ali	9W		English		Arabic		English		Iraqi
Manickam Eashvar	9W		Tamil		Tamil		English		Tamil
Ratnasingh Athithyan	9W		Tamil & Eng.		English		English		Sri Lankan
Saeed Umer	9W		Urdu & Eng.		Urdu		English		Pakistani
Jingree Sharvesh	L6B		English		English		English		Mauritian
Khahil Muhammed	L6Bu		English		English		English		English
Yifan Shen	L6C		Mandarin		Mandarin		Eng. & Mandarin		China
Khan Hamees	L6Cl		English		Urdu		English		Pakistani
Xu Carlo	L6Cl		Chinese		Chinese		Chinese		China
Mao Lewis	L6P		Chinese		Chinese		Chinese		Chinese
Singh Anand	L6P		English		English		English		Indian
Fitzpatrick Ivan	L6R		English		Russian		English		Ukranian
Chitgoper Kanaad	L6Sp		Marathi		English		English		Indian
Poli Giacomo	L6St		English		English		English		English
Raja Jamaal	L6St		English		English		English		Pakistani
Gram Augstin	L6Th		Romanian		English		English		Romanian

SEND Policy

Lam Timothy	L6To		Mandarin		Mandarin		English	Chinese
Zhou Shenghao	L6To		Chinese		Chinese		English	Chinese
Cheung Daniel	U6B		English		English		English	English
Zaidi Adam	U6B		Arabic		Arabic		English	Libyan
Behl Raghav	U6Cl		English		English		English	Indian
Zaki Murtaza	U6HO		English		English		English	Pakistani
Behrens Justus	U6T		German		German		Eng. & German	German

SEND Policy