

AFNORTH International School - British Section

Special Educational Needs and Disabilities Policy

We celebrate the fact that all children are different and have diverse learning needs. We are focused in meeting these needs by working inclusively and tailoring learning opportunities. We are committed to narrowing the attainment gap for SEND. We do this through a range of support and short-term intervention programmes, developed on an individual needs basis. This is in compliance with the Statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015).

The **British Section of AFNORTH International School** is fully committed to provide learning that seeks to promote a sense of community and belonging for all children. We positively endorse the principle that an educationally inclusive school is one in which the personal, social and emotional development and growth of every pupil matters.

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her”. This provision is “additional to and different from that made generally for other children or young people of the same age.” (Code of Practice 2015 p.4)

This biannually reviewed policy takes into account the Statutory Guidance and Code of Practice 2015, as well as specific guidance from MOD Schools (DCYP and Targeted Services), relating to our particular circumstances in supporting the education and well-being of our children in an overseas setting.

Equality Act 2010: advice for school DfE Feb 2013

SEND Code of Practice 0-25 (Jan 2015)

Schools SEND Information Report Regulations (2015)

DCYP / MOD SEND Procedures (Nov 2014)

Statutory Guidance on supporting pupils at school with medical conditions (Apr 2014)

The National Curriculum in England Key Stage 1 and 2 Framework document (Dec 2014)

Safeguarding Policy

School Accessibility Plan

Teachers Standards 2012

AFNORTH International School is a well-resourced school, meeting the needs of a diverse international range of pupils; the majority of whom are ‘service children’. This means that many pupils experience frequent moves and may be with us for as little as one or two years. This makes it especially important that pupils’ individual needs are identified and met as soon as possible.

International sponsored children receive class-based support and intervention, following the UK guidelines as closely as possible. Targeted services and additional support will need to be sort from external sources.

Aims for supporting SEND pupils

- We aim to **raise the aspirations of and expectations** for all pupils and particularly for those with SEND.
- We aim to **work collaboratively** with all partners (e.g. parents, pupils, teachers and outside agencies) to achieve the best outcomes for our pupils.
- We aim for all children to have **access to a broad, balanced curriculum** and to participate in all experiences and activities provided by the school.
- We aim to **identify and celebrate the strengths** of all children and use sensitive support where appropriate to aid inclusion and progress.
- We aim to **raise the self-esteem** of all children, especially those who come to us with negative feelings about themselves and their abilities.

Objectives for supporting SEND pupils

- To identify and support pupils requiring SEND provision as early as possible.
- To provide a differentiated curriculum appropriate to the individual.
- To involve parents and pupils in decision making and to keep parents fully informed of their child's progress and attainment
- To involve children as much as possible in evaluating their own progress; setting objectives, and making decisions about their future SEND provision
- To provide support and advice for all staff working with children who have special educational needs and disabilities
- To ensure all pupils receive Quality First Teaching and are able to develop their individual learning strengths and preferences within an enriched learning environment
- To enable teachers to work in partnership with parents and carers to achieve the best outcomes for all children
- To work within the guidance of the SEND Code of Practice 2015, taking into account the guidance provided by MOD Schools.

Admissions Procedures for children with SEND

The **British Section at AFNORTH International School** and the agencies working with children make every effort to ensure that support and assistance is transparent and sensitively handled. It is important to note that it may not be possible to meet the needs of children with specific Special Educational Needs and especially those with more complex educational needs at the school. The school is restricted on inclusion of some pupils with specific or complex needs by the availability of some services/resources in the locality. Further information on this can be found within the School SEND Offer.

Where there is prior knowledge of a pupil with SEND, this is done prior to the family being posted through a MASO process for UK families. This replaces the SEND Enquiry process as an Educational Clearance needs to be granted before a pupil can be admitted to an MOD school. Further information on this can be found in the following leaflet: 'MOD ASSESSMENT OF SUPPORTABILITY OVERSEAS (MASO) – Information for parents.'

For international children, the Admissions Policy states that parents/carers must declare prior knowledge of a pupil with SEND. This will then be reviewed by the Head Teacher on a case by case basis depending upon need.

It is expected that school, children and families as well as outside agencies work together in the identification and provision relating to SEND. This offers the best opportunity for accurate and early identification to allow a timely and appropriate intervention. It is our commitment to ensure that all voices are listened to throughout the process. Please refer to the MOD Schools Admissions Statement and the school website for more details in The School SEND Information Report.'

Identification of SEND

The **British Section at AFNORTH International School** use a variety of methods to identify SEND. These methods cover all four categories outlined in the Special Educational Needs Code of Practice 2015

- Communication and interaction
- Cognition and learning
- Social emotional and mental health issues
- Sensory and/or physical needs.

Whilst these four categories broadly identify the primary areas of need, we acknowledge the importance of taking a holistic approach to identifying children's individual educational needs. It needs to be considered that there are other factors which may impact on a child's progress whilst at AFNORTH. These may including: English as an Additional Language; attendance; health and welfare; previous schooling or educational experience as well as the implications of our schools' population consisting principally of Service Children. These methods are outlined on the School SEND Offer'.

For UK and International children we use a Record of Identification, Assessment and Intervention for pupils with Special Educational Needs form (RIASEN) to document any SEND concerns. This will be treated confidentially and kept on the file of the pupil, as appropriate. The RIAISEN has three stages of escalation and at each stage the level of provision is determined.

A graduated approach to SEND support

High quality teaching, differentiated for individual pupils is the first step in providing for all pupils, including those who may have SEND.

There is one category of support known as SEND Support. Pupils and parents are fully involved at every stage of the Graduated Response of this support. The Assess-Plan-Do Review cycle is essential to the process of SEND support at all stages of the graduated response.

If a pupil is experiencing difficulties in class that are not being addressed by normal differentiation then the class teacher will look to identify interventions and support to enable the

children to achieve. This will be co-constructed by the class teacher, parents and the pupil as well as the SENDCO. This is based on an Assess, Plan, Do and Review (APDR) model.



SEND Support

This is MOD Schools framework for recording and supporting additional needs for pupils:

- **Universal Class based Support** – Where initial concerns are raised and discussed between the class teacher and parents; contributory factors and a course of action is agreed. Class based interventions are planned and put in place to help a pupil to make sufficient progress. These are reviewed termly.
- **Targeted School based Support** – The class teacher, parent/carer, pupil, SENDCo, LSA and other staff members will support an agreed intervention plan and come together to review the outcome. This is completed between the class teacher, SENDCO and parents and is again reviewed on a termly basis.
- **Specialist External Support** – Where pupils and families are referred to outside agencies for professional advice/support. This support can be via training and guidance for staff on appropriate interventions or working with a child and family directly. This is reviewed on a termly basis.
- **Service Children’s Assessment of Need (SCAN)**. - Specified Individual support for children (British Forces Children) with high level individual needs.

In the rare case that a child continues to struggle then review at Specialist level could lead to a Service Children’s Assessment of Needs (SCAN) which is the MOD Schools equivalent of an Education Health & Care Plan. The MOD observes processes and procedures which follow the guidance in the 2015 Code of Practice (CoP) on Special Educational Needs and Disability (SEND) but due to different legal and financial and commissioning arrangements overseas, MOD services cannot produce Education, Health and Care Plans (EHCPs). In MOD Schools this is referred to as a Service Children’s Assessment of Need (SCAN) and is analogous to an EHCP. In accordance with Section 10.57 of the Special Educational Needs Code of Practice (2015): “Local authorities should, when considering provision for Service children with SEN or disabilities use all relevant evidence, including...Service Children’s Assessment of Need (SCAN)”

The SCAN outlines the support received from school and how this is used and what strategies must be put in place.

Within this process consideration is made to other areas that may impact on progress. These may include:

- EAL
- Mobility
- Attendance and Punctuality
- Health and Welfare
- Parental deployment

Core to this process is the importance placed on class teachers. Keeping this process evidenced and up to date is the responsibility of teachers and SENCO. This will be co-constructed with parents/carers and outside agencies where applicable.

Pupils' individual targets, outcomes and interventions are identified and reviewed as well as recorded on the relevant SEND forms (at targeted or specialist stages). This is used in addition to a pupil passport (a summary of SEND support) which the pupil creates with the class teacher, parents and SENDCo. This passport describes any additional information which will enhance the learning and well-being of the child.

The SEND support for pupils is outlined in 'The SEND Information Report', available on the website. The level of provision is decided primarily according to pupil need.

Medical Issues

The school has access to the AFNORTH International School Nurses Office which works in conjunction with the wider school to create Health Care Plans (HCP) - should they be required. It is the responsibility of all staff to ensure that they are aware of the relevant information within the HCPs. The International School Nurse along with the parents and the school will formulate the HCP.

Training and Resources

SEND Training needs for staff are discussed in Staff Meetings and Performance Management Meetings and are identified through school development planning. This aims to ensure that quality-first teaching is achieved and maintained. The SEND procedures are included in the induction of new staff. MOD School SENCOs meet regularly to ensure consistency and keep up to date with new developments. Training is provided both in-house and externally through DCYP and MOD Schools. Educational Psychology & Advisory Specialists (EPAS) provide training and support for the SENCO, teachers and LSA staff and offer opportunities for parents and the wider community

Roles and Responsibilities

The Head Teacher has overall responsibility for management of the policy, line management of the SENCO, for assessment and provision for pupils with special educational needs and for keeping the School Governing Committee (SGC) informed as appropriate.

The SENCO is responsible for overseeing the day-to-day operation of this policy and co-ordinating provision. A key feature of the SENCO's role is to liaise with: parents of pupils with SEND; a range of external agencies and other schools; and with potential next providers of education to facilitate a smooth transition. The SENCO monitors how LSA staff are used in supported children's needs and is also a named person for Child Protection/Safeguarding.

Class teachers are responsible for the progress of all pupils in their care including those with SEND and for implementing the first steps of the Graduated Response.

SEND Inclusion Governors monitors the implementation of the policy and have an overview of the provision offered by the school. This will include contributing to the review of the SEND policy; discussions with key staff, parents, carers and pupils; observations of provision and feedback to pupils, parents and staff.

Parents are responsible for working in partnership with the school to help meet their child's needs. The British Section of AFNORTH International School has a policy of active engagement

with parents to ensure that they are aware of the pivotal role they also have in relation to meeting their child's needs.

Equal Opportunities

All staff at AFNORTH International School have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered throughout the school. All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have opportunities to experience a challenging and enjoyable programme of learning and development within AFNORTH International School.

Storing and Managing Information

All sensitive pupil data is kept in individual pupil files in a locked cabinet to which the SENCO and Headteacher have access. Key Relevant information is passed on to new schools when children leave AFNORTH International School in the form of a Transition Pack. Personal/sensitive computer data is restricted or stored within secure data systems on the school's drive. All data kept on pupils is discussed with parents and available to them, upon written request.

Dealing with Complaints

Any complaints about general or specific provision will be referred to the Class Teacher or SENCO in the first instance. If the issue remains unresolved, the complaint is referred to the Headteacher. If there is still an issue, the next stage is to follow the MOD complaints procedure.

Evaluating the success of provision

SEND provision is evaluated against the stated objectives on this policy. Staff, parents/carers and children are all involved in the evaluation process. Evaluation is ongoing which means that the SEND provision is always the subject of continuous assessment and review. The SENDCo reports regularly to the School Governing Committee (SGC).

Reviewing the Policy

The SEND policy will be reviewed annually, considering feedback and comments from pupils, parents/carers, staff, SGC and outside agencies. Pupils' comments are obtained through Pupil Voice in meetings and questionnaires; parents views are gathered in the same way.

Contacts

Should there be any time that you need to contact school regarding any SEND matter your first point of contact should be the Assistant Headteacher / SENDCO – Peter Brown.

Contact: 0031 455278241 or by email at british.office@afnorth-is.com

Last Reviewed in:	December 2019
Next review due by:	December 2021