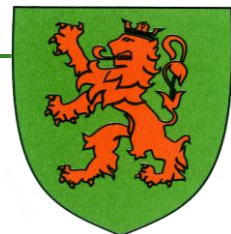


# AFNORTH International School

## SEND Information Report



### Aims

At AFNORTH we aim to provide an inclusive education in which all children are encouraged to flourish and achieve their full potential. Please find further information within the SEN Policy.

Quality first teaching and high-quality universal support is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimise barriers to learning and maximize progress.

The school's Special Educational Needs and Disability (SEND) Policy can be found on the school website.

- The progress of all children is the responsibility of the class teacher; with the support of the SENDCo and Senior Leadership Team.
- The progress of children with SEND is carefully monitored through termly pupil progress meetings. The SENDCo holds termly meetings, with all who work with the children, to review provision and targets.
- Underpinning ALL our provision in the school is the graduated approach. Our children are supported through the graduated approach as follows:



### The kinds of SEND (Special Educational Need and Disability) that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, supporting speech and language difficulties
- Cognition and learning, for example, dyslexia friendly approaches
- Social, emotional and mental health difficulties, for example, PSHE lessons and attention difficulties support strategies. Wellbeing, Emotional Literacy (WELSA) support is also available.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments. Occupational therapy and physiotherapy are available through Host Nation medical services.

At AFNORTH there is currently limited DCS Specialist Services available; there no DCS Specialist face to face support /therapy.

### The types of SEND Provision at AFNORTH:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

- Quality First Teaching
- Small group in-class support
- Specific interventions tailored to individual needs (1:1 or in small groups) led by either a teacher or learning support assistant.

- Adaptations to the learning environment
- Access arrangements (when a specialist report identifies a need)
- For children with additional medical needs, a care plan is drawn up in consultation with parents/carers, the child and appropriate medical professionals including the AFNORTH School Nursing Team.

### **Identifying pupils with SEND and assessing their needs:**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

**Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.**

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our Universal Support, or whether something different or additional is needed.

### **Consulting and involving pupils and parents:**

We will have an early discussion with the pupil (where appropriate) and parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

### **Assessing and reviewing pupils' progress towards outcomes:**

**We follow the graduated approach and the four-part cycle of assess, plan, do, review.**

The class or subject teacher/keyworker will work with the SENDCo (Special Educational Needs and Disability Coordinator) to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher/keyworker's assessment and experience of the pupil
- The pupil's previous progress and attainment and behaviour
- Other teacher/keyworkers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views (where appropriate)
- Advice from external support services, if relevant and available.

The assessment will be reviewed termly.

All teachers and other staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting pupils moving between phases and schools:**

We will share all relevant information with the setting or school as a pupil moves on. We will agree with parents and pupils which information will be shared as part of this.

- When needed, staff from the previous or following provider are contacted (with parental permission) so that key information can be shared.
- A transition form (EOS Education Overseas Suitability form) is sent to all pre-schools and other schools for them to complete and return prior to children transferring to AFNORTH. The teachers have this information prior to a child starting in the class.
- Additional transition days may be set, dependent on individual circumstances.
- Additional emotional support may be provided where appropriate.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.

### **Adaptations to the curriculum and learning environment:**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiation/adaptation to our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as Surface Pros, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching and consolidating key information, etc.

### **Additional support for learning:**

Additional adult support will be provided in classrooms dependent on the needs of individuals or groups of children. The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.

We have teaching assistants/keyworkers who are trained to deliver interventions such as: Emotional Literacy sessions and ELKLAN.

### **Expertise and training of staff:**

- Our SENDCo and teachers all have experience of working with and supporting children with SEND
- Our LSAs are all supported to deliver specific support programmes or interventions and work under the guidance of the SENDCo and teachers.
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND

### **Facilities:**

The school buildings are in a large campus with classes spread across different Pods. Year group classes share their Pod with children in classes from the other National Sections at AFNORTH. The EYFS setting has a dedicated outdoor learning area. Forest School, Sports gyms and outdoor

sports facilities, IT suite, a large library and dedicated music, art, Host Nation and language rooms enable all children to access the curriculum.

- Disabled toilet facilities: These are accessed on the group floor. A lift enables access to all floors of the school.
- There is disabled parking space in the main school car park.
- As a need arises, the school will always investigate the possibility of reasonable adjustments to facilitate inclusion and, when viable, implement them. (For more information please refer to our School Accessibility Plan).

### **Evaluating the effectiveness of SEND provision:**

We evaluate the effectiveness of provision for pupils with SEND by following the graduated response Assess, Plan, Do, Review cycle:

- Reviewing SEND pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after an agreed timescale
- Using pupil passports as pupil voice
- Asking for parental views
- Monitoring by the SENDCo and Senior Leadership Team (SLT)
- Using a Provision Map to monitor impact
- Using in-school progress data to monitor progress
- Holding annual reviews for pupils with SCANs

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:**

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs
- All pupils are encouraged to take part in sports day/ school productions/ workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND

### **Support for improving emotional and social development:**

We provide support for pupils to improve their emotional and social development in the following ways:

- We are an inclusive school that holds a child's development as a rounded individual as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- We listen to the views and opinions of pupils with SEND through a variety of ways e.g. school council and ELSA
- Our Anti-Bullying Policy clearly sets out our objectives for dealing with bullying, including strategies for the preventing of bullying, the roles of staff and the recording of incidences.
- We currently have trained staff for W+ELSA (Wellbeing and Emotional Literacy Learning Support Assistance)

### **Working with other agencies:**

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: partner support services including Educational Welfare Officers; GPs, School nurses, Health Visitor and Host Nation Occupational Therapist/Physiotherapist.

**Contact details for raising concerns:**

Headteacher: Sheena Macleod sheena.macleod@modschoools.org

SENDco: Peter Brown peter.brown@modschoools.org

**Monitoring arrangements**

This Information Report will be reviewed by the SENDco/SLT and SGC (School Governance Committee) every year. It will also be updated if any changes to the information are made during the year.

**Contact details of support services for parents of pupils with SEND:**

- *DCS Educational Psychology, Speech and Language Therapy and SEND – advice and support around special needs services*

[RC-DCS-HQ-EPSL@mod.gov.uk](mailto:RC-DCS-HQ-EPSL@mod.gov.uk)

- *Overseas Education and Supportability Team – advice and support around supportability and issues related to education overseas*

[RC-DCS-HQ-OES@mod.gov.uk](mailto:RC-DCS-HQ-OES@mod.gov.uk)

- *Education Supportability Team (UK) – advice and support around education issues related to the UK*

[RC-DCS-HQ-EAT@mod.gov.uk](mailto:RC-DCS-HQ-EAT@mod.gov.uk)

**Headteacher: Sheena Macleod**

**SENDco: Peter Brown**

**SEND Governor: Astrid Espenes**

**Date: January 2024**

**Date of next review: January 2025**