

AFNORTH International School

Special Educational Needs and Disability 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 policy takes into account the Statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents as well as 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 (updated June 2014)
- SEND Code of Practice 0-25 (May 2015)
- Schools SEND Information Report Regulations (2014)
- DCS / MOD SEND Procedures (Nov 2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2017)
- The National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2014)
- School Safeguarding Policy
- School Accessibility Plan
- Teachers Standards (Dec 2021)

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. Specialist 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 DCS Schools.

Admissions Procedures for children with SEND

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan (or equivalent) and those without. **Please refer to the Admissions Policy on the school website for more details about the MOD Assessment of Supportability Overseas (MASO) process.**

The **British Section at AFNORTH International School** and the agencies working with young people make every effort to ensure that support and assistance for pupils and parents/carers is transparent and sensitively handled. All SEND paperwork should be passed to the SENDCo by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school SENDCo and ourselves to aid the smooth transition of the pupil, and discuss arrangements. Equally, it is encouraged that all partners work together in the identification and other processes 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 ensuring that all voices are listened to throughout the process. 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. Further information on this can be found within the School SEND Offer.

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.

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 include: disability; attendance and punctuality; health and welfare; English as an Additional Language; being a looked-after child 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 an Individual Learning Plan to document any SEND concerns. This will be treated confidentially and used as a working document to support a child's needs. The ILP has three stages of escalation and at each stage the level of provision is determined.

A graduated approach to 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.

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

If a pupil is experiencing difficulties in class that are not being addressed by adaptation 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 the DCS 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 come together to support the process of the Assess, Plan, Do, Review cycle in a variety of ways including:

- reviewing the interventions to date and identifying next steps
- carrying out further observations or assessments which will inform further planning
- advising about suitable additional intervention programmes
- providing guidance around the development of the Individual Learning plan

Advice and support can be sought from the DCS SEND Advisor who is part of the EPSL (Educational Psychology, Speech and Language Therapy & SEND) team.

At an agreed point of review there are three possible outcomes:

- 1. There has been sufficient progress so that additional school involvement is no longer required and an agreement that the pupil's needs can be met within universal class-based support.
- 2. Current interventions may need to continue or be adapted and a further review date agreed
- 3. If the teacher, pupil, parents/carers and SENDCo remain concerned about a pupil's progress following one or more of the above cycles it may be appropriate to consult with specialist agencies about the pupil. This next step should be discussed with the parents/carers and their consent for this gained.

• 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. The Assess, Plan, Do, Review cycle should be followed using the additional advice and expertise from the specialist and the impact of this will be assessed at a review meeting with the SENDCo, parents, teacher and the Specialist. At the review there are possible outcomes:

- There has been sufficient progress so that involvement of a specialist is no longer required and an agreement that the pupil's needs can be met using in-school expertise.
- It may be that the current interventions need to continue or be adapted and a further review date agreed.
- If the teacher, pupil, parents/carers, teacher, SENDCo and Specialist remain concerned about a pupil's progress following one or more of the Assess, Plan, Do, Review cycles it may be felt useful to involve other professionals.
-

• Service Children's Assessment of Need (SCAN). - Specified Individual support for children (British Forces Children) with high level individual needs. It may be felt that the pupil's needs are long term and likely to require a continuing high level of additional support in school or possibly special educational provision. A very small number of children in DCS schools may be found to have long term/complex special educational needs and are likely to require a high level of support or special educational provision. These children may require an integrated assessment, similar to that carried out in the UK and referred to as an Education Health and Care Plan (EHCP). In DCS schools this is referred to as a SCAN (Service Children's Assessment of Need). This is in accordance with Section 10.57 of the Special Educational Needs Code of Practice (2015).

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

Keeping this process evidenced and up to date is the responsibility of teachers and SENDCO. This will be co-constructed with parents/carers and outside agencies where applicable. Pupils' individual targets, outcomes and interventions are identified and reviewed. These are used in addition to a pupil passport (a summary of SEND support by the pupil) which describes any additional information which will enhance the learning and well-being of the child.

It may also be felt that the provision in the overseas location is not sufficient to meet the needs of the child and an Emergent Needs DCS Assessment of Supportability Overseas (ENMASO) needs to take place.

Managing pupils' needs

There is one single category of support which is known as SEND Support. Pupils and parents/carers are fully involved at every stage of the Graduated Response (as described above). At the level of Targeted support in the Graduated Response the decision is made to place the name of the pupil on a SEND support list so that it is clear that the provision for these pupils is "additional to or different from" that made generally for other children of the same age in a similar setting.

- If at any stage the involvement of additional school support is no longer required and this is agreed in the review meeting, the pupil's name is then removed from the list.
- Provision is recorded on a Provision Map, which is reviewed termly. The effectiveness of provision is regularly reviewed both in terms of outcomes for individual pupils and groups.
- The Graduated Response described in the previous section is run alongside the school's Pupil assessment and tracking
- Pupils' individual outcomes and targets are discussed in the meetings (as described above) and recorded on the relevant SEND forms (at Targeted or Specialist stages). This is used in addition to a Pupil Passport (pupil voice) and a one-page Pupil Profile (a summary of SEND support). These describes any additional information which will enhance the learning and well-being of the child.
- There are also records of individual interventions kept by the teacher at all stages. At targeted and specialist levels these are recorded on an Individual Learning Plan (ILP). These are regularly updated and the outcomes of which are also referenced and discussed in the review meetings.
- The SEND support for pupils is outlined in the SEND School Offer, available on the website. The level of provision is decided primarily according to pupil need. This is determined by teacher/key worker assessment and discussed in the pupil progress meetings with the SENDCo and the Senior Leadership Team, bearing in mind what is possible in terms of resource availability
- Relevant information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Medical Issues

The AFNORTH International School Nurses Office 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 / observations etc. 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 SENDCO, teachers and support staff as well as 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 Governor monitors the implementation of the policy and has 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 and Data

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

Managing Complaints

Any complaints about general or specific provision will be referred to the Class Teacher or SENDCO 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 DCS 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. The policy is ratified by the SGC and used in conjunction with all other school policies.

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

Policy reviewed:	January 2023
Next review due by:	January 2024