



Akrotiri School

SEN 2019-2020

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SPECIAL EDUCATIONAL NEEDS AT AKROTIRI SCHOOL

Akrotiri School

Akrotiri School is a highly inclusive school where every child matters. We value the contribution that all children make and aim to support and inspire them all to learn and develop both academically and socially to the very best of their abilities. We encourage our children to develop as caring and responsible citizens, with a sense of belonging to our school community.

MOD Schools is committed to inclusion and aims to ensure the identified needs of children and young people with Special Educational Needs and Disabilities (SEND) are met within Foundation Stage 1 settings and mainstream schools overseas. In all settings and schools ensuring provision to meet the identified needs and enable the individual child or young person to reach his/her educational potential is paramount.

Please note: In order to ensure educational continuity and progression for a child/ young person with identified special educational needs and /or disabilities all parents are requested to register with and seek advice from Children's Education Advisory Service (CEAS) on notification of and before accepting an overseas assignment.

What types of special needs support are available for my child in the school?

- Class teacher input through targeted quality first wave teaching.
- Specific group work with a small group of children.
- Specific group/1 to 1 intervention programmes.

Can this school meet my child's needs?

We can support children with mild to moderate language and communication difficulties.

Pupils with speech, language and communication needs (SLCN) cover the whole ability range. Pupils with SLCN may have difficulty in:

- Understanding and/or making others understand information through spoken language.
- Learning of speech and language skills may be significantly behind their peers.
- Speaking – may be difficult for others to understand.
- Understanding and/or using words in context.
- Using words incorrectly – may have a reduced vocabulary or find it hard to recall words and express ideas.
- Understanding the meaning of a word, that they can hear and see (this may be a specific language and communication difficulty or linked to another need such as Autistic Spectrum Disorder).

English and mathematics

We support children with mild to moderate English and mathematics difficulties.

- They may have particular difficulties in learning to read, write, spell or use numbers.
- They may also have problems with short-term memory, with organisation skills and with co-ordination.
- They may have difficulty understanding basic number concepts, lack basic understanding about numbers and have problems learning number facts and procedures.
- There may be difficulties in mastering the sequence of muscle motor movements needed in writing letters and numbers.
- Writing may be distorted or in correct, they may also have sequencing problems. In their writing, letters and numbers may appear backwards and out of order.

Behaviour and Social Emotional skills

We support children with mild to moderate behaviour or social/emotional difficulties.

The special education needs (SEN) code of practice describes Social, Emotional, and Mental Health (SEMH) as a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as:

- Being withdrawn or isolated
- Displaying a disruptive and disturbing nature
- Being hyperactive and lacking concentration
- Having immature social skills

Physical

We support children with mild to moderate physical difficulties.

This could include the following areas:

- Physical Disability
- Hearing Impairment
- Visual Impairment
- Multi-Sensory Impairment

Reasonable adjustments can be made to ensure full inclusion in the school community.

Medical

We support children with mild to moderate medical difficulties.

Healthcare plans

A healthcare plan is a record of your child's medical needs at school and how they are going to be fulfilled. It's important that everyone is involved in drawing this up – you, your child (if appropriate), school staff and the school nurse. The plan should be reviewed at least annually as treatment or needs change.

Healthcare plans are usually drawn up for the following medical conditions:

- Asthma
- Cystic Fibrosis
- Epilepsy
- Anaphylaxis (allergies)

Every child's needs are considered on an individual basis

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS DIFFICULTIES WITH LEARNING IN AKROTIRI SCHOOL

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs (SEN)?

Class teachers are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Using RIAISENs when planning for your child's lessons.
- Ensuring that all staff working with your child in school are supported to deliver the planned work / programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

Special Educational Needs Co-ordinator (SENCO) is responsible for:

- Co-ordinating all the support for children with special education needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are; involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing, part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEN list (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing a Provision map to show how resources are deployed.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school.

Head teacher is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN.
- The head teacher will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- The head teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEN.

Where else can I find support and information?

DCYP Services Episkopi, HIVE, SSAFA, AWS, ETS, Youth Service.

HOW WILL MY CHILD BE SUPPORTED ON ARRIVAL AT AKROTIRI SCHOOL?

Early contact – all children coming to an MOD school have to have a Pupil Information Profile completed by their previous school. A Certificate of Educational Clearance is issued after the information has been processed, additional information may be sought from the school or yourself at this point. If your child has special needs there may be a need for a MOD ASSESSMENT OF SUPPORTABILITY OVERSEAS (MASO).

What is a MASO?

The MASO is a process for assessing whether all the help required for a child with additional needs is available in an overseas command. It also gives education, health and social care teams time to prepare for the child's arrival.

Who is the MASO for?

The MASO is for any child who:

- Has support in a school or setting because of special needs or a disability.
- Has current involvement from other agencies such as health or social care.
- Has an Education Health Care (EHC) Plan, a Statement of Special Educational Needs or a Coordinated Support Plan.

How do I start the MASO process?

You should contact the school about your child and give them permission to contact the current school and any agencies working with your child. If you have not done so already register your child with the Children's Education Advisory Service (CEAS).

Who is involved in the MASO?

Apart from the overseas school, the MASO will involve professionals from education, health and social care with similar responsibilities to those working with your child in the UK. This will usually include:

- **Education staff:** Head of the school or setting; the Educational Psychologist
- **Health services:** GP, Child Health team, Child and Adolescent Mental Health; Speech and Language Therapy, Social care: if they are currently involved with your child;
- **The Chain of Command.**

What information is needed to carry out the MASO?

School will request the most recent reports and assessments from your child's school and from any other professionals who are working with your child. If you know which school your child is likely to attend overseas you should also request that your child's current school sends a copy of the Pupil Information Profile (PIP) plus the most recent reports to the overseas school.

Who makes the decision about the MASO?

The professionals overseas will consider the reports you have provided about your child and advise the Chain of Command whether his/her specific individual needs can be met overseas. The Chain of Command will notify you of the outcome of the process.

How long will the MASO take?

A MASO can take up to 9 weeks to complete so it is important to begin the process as soon as you know that you may be posted. **Please note: You should not proceed with your posting until you have heard the outcome of the process.**

How can I find out what services are available overseas?

Each overseas command will publish a command offer which describes the range of services available in each command for children with special needs or disabilities. Additionally, Service Children's Education (SCE) schools publish their SEN offer on their individual websites.

What if the right help is not available?

You will be informed if any services needed by your child are not available overseas and advised whether you should proceed with your posting.

What if I am not happy with the decision?

You have the right to appeal the decision of any individual service (health, education or social care) that is unable to provide support from within its locally available resources. This should be pursued through the individual service's complaints procedure.

Are many families advised not to move overseas?

Most families will get a positive outcome from the MASO process. Early knowledge of your child's specific individual needs will help services to prepare for your child's arrival overseas and ensure continuity of education, health and social care provision. You will only be advised not to take up an overseas posting when there is clear evidence that the resources to meet your child's essential needs cannot be made available overseas.

Before you arrive at Akrotiri School

As soon as the Certificate of Educational Clearance has been sent to you, the school will:

- Inform the class teacher, who will inform the class that a new pupil is arriving, a 'buddy' is allocated, books, files, tray, coat hook etc. are all organised.

Day 1 – Completion of paperwork

When parents and child arrive in Akrotiri they visit the school at their pre-arranged appointment to:

- Complete the School Admission Form giving particulars of their child, prior schools, contact details, SEN/G&T and health issues.
- Provide any records from previous schools e.g. school report, the most recent assessment scores and levels or Foundation Stage Profile scores where available.
- Collect a School information pack.

School tour

When admission paperwork is completed and checked, parents and children are taken for a school tour which includes:

- Meeting with the HT, or a member of the SLT.
- The location of important areas within the school such as the main hall, ICT room, toilets, playgrounds, water fountains, library, etc.
- Visiting their new classroom and their meeting their new class teacher, classmates and buddies.

Day 2 – First full day in school

- Class teacher meets the child in the playground.
- Class teacher will have peg, tray, lesson timetable, homework timetable, weekly events timetable i.e. swimming, library, PE organised in advance.
- Class teacher introduces new child to the class and allocates a 'buddy' to provide personal support and help the new child understand school routines and a further "child's eye" tour of the school if required.

After three weeks – class teacher discussion with parents of new pupil

- Class teacher invites parents into school to discuss how the child is settling in.

Moving on - Notification of Leaving

Parents notify the school that their child will be leaving and:

- Are asked to come in to complete a Notification of Leaving which has a questionnaire attached.
- Are informed that they need to collect and sign for the Pupil Transfer Report folder from the office to pass on to their new school. However in some cases these records may be posted directly to the new school.
- A Pupil Information profile will be completed by the current teacher and sent in advance to the new school if requested or in the leaving pack given on the last day.

- The SENCO will liaise with the new school about any special needs

WHAT TYPES OF SPECIAL NEEDS SUPPORT ARE AVAILABLE FOR MY CHILD AT AKROTIRI SCHOOL?

What is targeted quality first wave teaching?

This is support for all children within all classes and year groups. It is teaching that allows for all children to achieve as it encompasses different learning styles and approaches.

English - Wave 1

- High quality teaching
- Previous records and reports
- Discussion with parents/carers
- Phonics assessment /targeted teaching to close identified gaps in knowledge – phonic group teaching
- Spelling – High frequency word assessment and targeted support – regular assessment of progress
- Monitoring of progress and attainment through school tracking system
- Home spellings
- Differentiated Curriculum Planning
- Modelling
- Visual support systems
- Working and Learning displays
- Use of ICT
- Thinking skills
- Memory Training
- Mind mapping
- Cross curricular links

Wave 2

Intervention programmes for supporting, reading, writing and spelling. These are designed to identify and support specific areas that children are finding challenging and have not been totally eradicated by the good quality first wave teaching. Identification of wave 2 support will involve the Class teacher/SENCO and Parents/Carers. Delivery of support programmes is completed by LSA in conjunction with the SENCO.

- Observation and assessment by SENCO
- Use of PIVATS to assess small steps progress
- Speech and Language Referral, assessment and therapy
- Sound Discovery – phonic support for children that may have missed some phonic work
- Catch-Up reading – accelerated targeted reading 1-1
- Reciprocal Reading
- Speed Up – support for handwriting

Wave 3

In conjunction with Class Teacher, SENCO and Parents/Carers further assessment may be sought from outside agencies on island, e.g. DCYP Services - Educational Psychologist and Specialist Advisory Teacher for SEND.

- FFT (Fischer Family Trust) screening and support programme for reading and writing. This is normally completed up to 4 x 20 minutes weekly for 22 weeks
- Individualised programme designed with the SAT

Mathematics - Wave 1

- High quality teaching
- Focused and targeted teaching to close the identified gaps
- Previous records and reports
- Pre-assessment of teaching units
- Discussion with parents/carers
- Observation of performance
- Monitoring of progress through school tracking system
- Pre teaching of mathematical vocabulary
- Super skills based teaching to address identified misconceptions
- Use of LSA to deliver additional intervention support
- Small group teaching

Wave 2

- Use of PIVATS to assess small steps progress
- Sandwell assessment of maths concepts
- Use of Numicon materials
- Intervention support group work

Wave 3

In conjunction with Class Teacher, SENCO and Parents/Carers further assessment may be sought from outside agencies on island, e.g. DCYP Services - Educational Psychologist and Specialist Advisory Teacher for SEND.

- Numicon Intervention Programme
- Power of 2

Support for Social Emotional and Mental Health - Wave 1

- Whole school reward system - Dojo
- Circle Time
- School Council – Pupil Voice
- Visual timetables and prompts
- Chill Out Room
- Buddy System

Wave 2

- ELSAs
- Nurture groups
- Behaviour Plan
- Circle of Friends

Wave 3

- External Agencies including the Educational Social Worker and Child and Adolescent Mental Health Services (CAMHS)
- Individual Therapy
- Family Therapy

HOW DOES THE SCHOOL IDENTIFY AND ASSESS CHILDREN WITH SEN?

All MOD schools in Cyprus and agencies working with young people with Special Educational Needs make every effort to ensure that support and assistance for children and parents/carers is transparent and sensitively handled. Equally, it is encouraged that all stakeholders work together in the identification and other processes relating to SEN. This offers the best opportunity for accurate and early identification to allow a timely and appropriate intervention. It is our commitment to ensure that the pupil and parents/carers voice is part of the co-construction process.

Our mobility staff will assist with the arrival procedure and will act as initial contact for parents/carers in the identification of a young person's SEN. At this point any concerns can be voiced by parents/carers with regard to SEN and this information can be passed to the SENCO so adequate provision can be arranged quickly. Our staff will make relevant liaison with the young person's previous school to ensure that the transition process is as seamless as possible. Where appropriate advice from CEAS may be necessary, in which case you will be directed to contact CEAS in this instance.

Teaching staff

Our teaching and learning support staff play an integral role in the identification process. They have a number of tools to assist in the identification process. Amongst these are:

Baseline Assessment

To assess the level of a pupil when they arrive at our school. This can help identify any specific areas of need.

Teacher Observations

This will help to identify any specific or general areas of difficulty a pupil may be experiencing.

Classroom Assessment

Pupils are assessed in a range of subjects/disciplines throughout the academic year to allow a constant reference to where a pupil may experience difficulties. This allows us to identify any new issues and prevent areas being overlooked.

Training

In Service training is provided for all staff to ensure we are able to identify pupil issues early and accurately.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parent/carers.

Outside Agencies

At MOD Cyprus we have a range of outside agencies at our disposal to allow us to accurately identify an issue a pupil may experience. Amongst these are **Educational Psychologists, Educational Social Workers, Specialist Advisory Teacher for SEND, Speech and Language Therapists and other services through SSAFA**. If your child would benefit from these a referral can be raised by the pupil,

parents/carers or through the SENCO. If the SENCO does consider this relevant then it will be discussed with pupil and parent/carer and agreement to work with the appropriate agency will be sought and received from pupil, parent/carer before appointments are arranged.

SENCO

Throughout the identification process the SENCO will be a focal point and arrange any liaison necessary. If you consider that there has been a problem in the identification process, or any other issue pertaining to the child with SEN then it is important you contact the SENCO as soon as possible.

Target Setting and tracking progress for SEN children - RIAISENs

These are a Record of Identification, Assessment and Intervention for Pupils with SEN (RIAISEN), you may know them by a more generic term such as Individual Education Plan (IEP). A RIAISEN is a plan or programme designed for children with SEN to help them to get the most out of their education. A RIAISEN builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs.

We consider the voice of the young person and parents/carers as critical in ensuring that the pupils maximise their potential. Parents/carers provide us with any initial requirements for their children through liaison with the mobility staff and their input is encouraged and sought throughout the identification process. Pupils are encouraged to inform staff should they be experiencing difficulties and this is an important part of the identification of any SEN.

A process of working together allows us to put the pupil's need first.

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Akrotiri School is a highly inclusive school where every child matters. We value the contribution that all children make and aim to support and inspire them all to learn and develop both academically and socially to the very best of their abilities. We encourage our children to develop as caring and responsible citizens, with a sense of belonging to our school community.

We are determined to meet the educational needs of all our pupils by working inclusively with all children. This is in compliance with the Statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015). This policy has been written with particular reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2015)
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENCO with the SEN Governor in liaison with SLT, all staff and parents/carers of pupils with SEN. Co-production/consultation is at the heart of our inclusive practice.

We strongly believe that every teacher is a teacher of every pupil within our school, including those with SEN.

'A child or young person has SEN 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, p.4)

This reviewed policy takes into account the new Statutory Guidance and Code of Practice 2015 as well as specific guidance from MOD Targeted Services relating to our particular circumstances in supporting the education and well-being of our pupils.

Akrotiri School is a large, well-resourced primary school meeting the needs of a diverse range of pupils: the majority of whom are service children. This means that many pupils experience frequent moves and may be with us for up to three years. This makes it especially important that pupils' individual needs are identified and met as soon as possible. SEN is funded from within our school budget.

We are fully committed to provide learning that is inclusive, and seeks to promote a sense of community and belonging for all pupils. We positively endorse the principle that an educationally inclusive school is one in which the personal development and growth of every young person matters.

This SEN policy details how Akrotiri School will do its best to ensure that the necessary provision is made for all pupils to achieve.

Aims for supporting SEN pupils

- We aim to raise the aspirations of, and expectations for all pupils, and particularly for those with SEN.
- We aim to work collaboratively with all partners (e.g. parents, carers, 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.
- 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 SEN pupils

- To identify and support pupils requiring SEN provision as early as possible on entry to our school.
- To provide a differentiated curriculum appropriate to the individual.
- To involve parents/carers and pupils in decision making, and to keep parents/carers 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 SEN provision.
- To provide support and advice for all staff working with children who have special educational needs and disabilities.
- To ensure all pupils 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.

A graduated approach to SEN support

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. There is one single category of support which is known as SEN Support. Pupils and parents/carers are fully involved at every stage of the Graduated Response. The Assess-Plan-Do review cycle as outlined in the SEN code of Practice is essential to the process of SEN 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 SEN. The leadership team will monitor the quality of teaching and learning for all pupils on a regular basis.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parent/carers. Additional assessments and observations may be completed by trained school staff and/or external services. Any parent/carer concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. Wherever possible the child's views will also be obtained, according to age and ability.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parent/carers.

Plan

Planning will involve consultation between the teacher, SENCO and parent/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parent/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home. This will be recorded as a RIAISEN.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parent/carers. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parent/carers and the pupil as appropriate.

The school uses a Record of identification, assessment and intervention for pupils with special educational needs form (RIAISEN) to document any SEN 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.

Identification of SEN/D

Akrotiri School uses a variety of methods to identify SEN/D. 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. Other factors which may impact on a child's progress including: 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 SEN/D Offer" that can be found on the school website. Amongst these are:

- Previous school or educational establishment, e.g. Pupil Information Profile.
- Pupils.
- Parents.
- Teaching staff.
- Classroom assessment.
- Learning Support Assistant.
- External agencies.
- SENCO.

The RIAISEN process

The RIAISEN process is a graduated approach that offers pupils the best opportunity of ensuring that their needs are met. If a pupil is experiencing difficulties in class that are not being addressed by quality Wave 1 teaching then the teacher would initiate a RIAISEN 1. This could be co-constructed by the member of staff initiating the RIAISEN, parents and pupil. This would be based on an Assess, Plan, Do and Review (APDR) model. If this does not address the pupil's needs then this would graduate to a RIAISEN 2. At this stage the SENCO would become involved with parents and pupil to co-construct a plan to address any issues. This would again work on an APDR model. If this fails to address the issue then a RIAISEN 3 would be completed. At this stage external agencies e.g. SEP, SAT, SESW would be involved in the planning and intervention. If this does not address the pupil's need then a Service Children's Assessment of Needs (SCAN) would be initiated. The SCAN is specific to service children and is set out in Section 10 of the SEN Code of Practice January 2015.

If the Graduated Response has led to desired outcome then it may facilitate the pupil being removed from the SEN list. This will always be in consultation with parents/carers and outside agencies when appropriate.

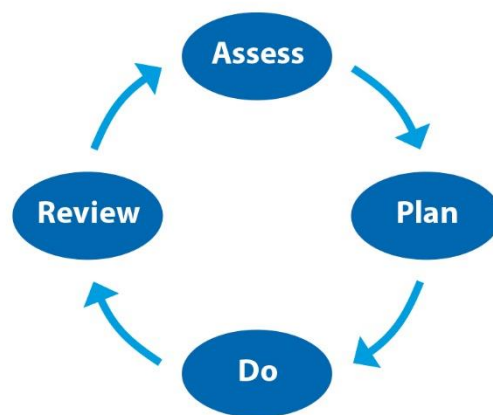
If this has not led to progress that all stakeholders are satisfied with then the SENCO would explore the possibility of a Service Children's Assessment of Needs (SCAN). Further details of the SCAN can be found at Section 10 paragraph 104 of the SEN code of practice 2014. Any pupil who arrives with a statement can expect this to transfer to a SCAN as outlined in paragraph xi of the current SEN code of practice. The school works closely with DCYP Services and can request involvement of the following services:

- Senior Educational Psychologist (SEP).
- Senior Educational Social Worker (SESW).
- Special Advisory Teacher (SAT).

In addition to this the school can also request involvement of a Speech and Language Therapist (SLT) and Child and Adolescent Mental Health Service (CAMHS).

Within this process school will also consider other areas that may impact on progress. These may include:

- Mobility – in or out of Akrotiri.
- Attendance and punctuality.



- Health and welfare.
- EAL.
- 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. This will be reviewed termly and level of provision will be determined.

Admissions Procedures for children with SEN

Akrotiri School and the agencies working with young people make every effort to ensure that support and assistance for children and parents/carers is transparent and sensitively handled. All service children coming to an overseas post have to have a Certificate of Education Clearance, if a child has special educational needs then the MASO process will be triggered to ensure their needs can be met in Cyprus. It is encouraged that all partners work together in the identification and other processes relating to SEN. 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.

Medical Issues

The school has access to a School Nurse who works in conjunction with school and parents/carers 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.

School is restricted on inclusion of some pupils with specific or complex needs by the availability of some services/resources within BFC. Further information on this can be found within the 'School SEN/D Offer' located on the school website.

Training and Resources

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. The SEN procedures are included in the induction of new staff. SENCOs across island meet at least termly to ensure consistency and keep up to date with new developments. Training is provided both in-house and externally through MOD. TDCYP Services provide training and support to the SENCO. Teachers and LSA staff also access courses which are centrally run with visiting trainers. Teaching staff can also access training in UK.

Roles and Responsibilities

The Headteacher 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. Mrs Victoria Critchley is the Governor responsible for SEN/Inclusion.

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 SEN; a range of external agencies and other schools; and with potential next providers of education to facilitate a smooth transition. The SENCO line manages the support staff and is also responsible for Child Protection/Safeguarding.

The individual roles of learning support staff are coordinated, timetabled and managed by the SENCO.

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

The SEN/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 SEN 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.

Akrotiri School has a policy of active engagement with parents and carers to ensure that they are aware of the pivotal role they also have in relation to meeting their child's needs.

Equal Opportunities

All practitioners at Akrotiri 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 Akrotiri 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. These are passed on to the new schools (via the parents/carers) when children leave Akrotiri School. Personal/sensitive computer data is encrypted or stored within secure data systems on the school's MOD drive. All data kept on pupils is discussed with parents/carers and available to them.

Dealing with complaints

It is in everyone's interests that complaints are resolved as quickly as possible and at as low a level as possible. Any complaints about general or specific provision will be referred to the SENCO (Mrs Lindsay Winslade) in the first instance. If the issue remains unresolved, the complaint is referred to the Headteacher (Mr Ben Turner). Please refer to our school complaints policy for more details.

Reviewing the Policy

The SEN policy will be reviewed annually, taking into account feedback and comments from pupils, parents/carers, staff, SGC and outside agencies. Pupils' comments are obtained through pupil voice in meetings and questionnaires; parent's views are gathered in the same way. The policy itself is contributed to in staff meetings, and ratified by the SGC. This policy should be used in conjunction with all other school policies.

Bullying

We take all steps to mitigate the risk of bullying in our school. Further information on the policy regarding bullying can be found on the school website.

Contacts

Should there be any time that you need to contact school regarding any SEND matter or complaint your first point of contact should be **Lindsay Winslade - She is available on 00357 25275755.**