

SEND Policy

Akrotiri Primary School



Akrotiri School

Approved by:	Ben Turner	Date: 09.09.2022
Last reviewed on:	09.09.2022	
Next review due by:	09.09.2023	

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1. Introduction

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 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 documents found at the end of this policy.

This policy has been created by the school's SENDCO in liaison with the SEND Governor, the school's Senior Leadership Team and all staff.

2. Identifying children with SEN

The Special Educational Needs and Disabilities (SEND) code of practice (2014) identifies that there are 4 broad areas of Special Education Need and support. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and or Sensory (including Visual & Hearing impairment)

At Akrotiri School, we are able to support most children who have mild to moderate Special Educational Needs. Each child's needs are considered on an individual basis. Akrotiri Primary School is restricted on the inclusion of some pupils with specific or complex needs due to the availability of some services and resources that are available within British Forces Cyprus. Further information on this can be found within the 'MOD & School SEND Offer', located on the school website.

'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 them.' 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 2014 as well as specific guidance from DCS 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. SEND is funded from within our school budget.

We are fully committed to provide learning that is inclusive, and seek 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.

DCS 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 our Early Years settings and mainstream schools overseas.

3. Support available

There are a range of types of support available for children who attend Akrotiri Primary School. These include:

- Class teacher delivering whole class, high quality teaching.
- Targeted group work with a small group of children.
- Specific group/1 to1 intervention
- Targeted support from Outside agencies

4. Identifying SEND

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 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 the pupil and parents/carers voice is part of the co-construction process.

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 progress and to identify where a pupil may experience difficulties.

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 access to outside agency support from the **Educational Psychology & Speech and Language Team (EPSL) SSAFA Speech and Language Therapists (SLT) and other medical services through SSAFA**. If your child would benefit from these, then a referral can be raised by the parents/carers or through the SENDCO. If the SENDCO does consider this relevant then it will be discussed with the pupil and parent/carer. An agreement to work with the appropriate agency will be sought prior to referral and before appointments are arranged. Each agency will ask for signed parental permission, before they agree to support a child.

SENDCO

Throughout the identification process the SENDCO 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 SEND then it is important you contact the SENDCO as soon as possible.

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, 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.

5. The Individual Support Plan (ISP) process

The ISP process is a graduated approach that offers pupils the best opportunity of ensuring that their needs are met.

Stage 1

If a pupil is experiencing difficulties in class then the class teacher will identify specific gaps or needs completing baseline assessments. Teachers use the Universal Checklist (for the specific area of need), to identify teaching methods and or strategies needed to be put in place to support a child. This would be based on the Assess, Plan, Do and Review (APDR) model. Teachers will use assessment data, evidence from a child's book and observation of the child to show progress.

Stage 2

If this does not address the pupil's needs, then the teacher will complete an SEN or Pastoral referral to the SENDCO & Learning Mentor. Collaboratively they will decide if a child requires additional 'Targeted Support'. This will then be recorded on an Individual Support Plan (ISP) completed by the class teacher, SENDCO, Learning mentor (when appropriate) and parents and then shared and agreed with the child. This would again work on an APDR model, with regular review meetings to discuss progress.

Stage 3

If the pupil's needs are still not being met and limited progress made, then a Specialist Level ISP would be completed. At this stage external agencies e.g. Senior Educational Psychologist (SEP) may become involved in the planning and intervention.

Stage 4

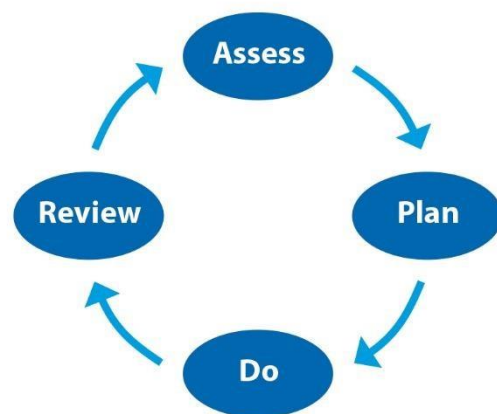
If a Specialist level ISP does not address the pupil's needs, then a Service Children's Assessment of Needs (SCAN) would be initiated, in agreement with Parents, Outside agencies and the Overseas Supportability team. The SCAN is specific to service children and is set out in Section 10 of the SEND Code of Practice January 2015. A very small number of children in MOD schools have a 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 EHCP. A SCAN document does not hold the same legal waiting as an EHCP.

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 an Educational Health Care Plan (EHCP) may require this to transfer to a SCAN as outlined in paragraph xi of the current SEND code of practice.

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

Akrotiri School can also request involvement of an: Educational Psychologist, Speech and Language Therapist (SLT) and Child and Adolescent Mental Health Service (CAMHS).

Keeping this process evidenced and up to date is the responsibility of teachers, LSAs and when appropriate, the SENDCO. 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.



6. Admissions procedures for children with SEND

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 an ISP, then this information will be identified on the EOS form. Our mobility staff will be in contact with your child's previous school, prior to their arrival, to have any documents sent to us. These can then be shared with the new class teacher, SENDCo & Learning Mentor, when appropriate. If a child has an Educational Health Care Plan, then there will be a need for a MOD ASSESSMENT OF SUPPORTABILITY OVERSEAS (MASO). This is to ensure that the child's needs can be met in Cyprus.

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.**

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, as they make the final decision of 'supportability'.

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 and your child has received educational clearance..**

7. Services available overseas

School staff's social media profiles should not be available to pupils. If they have a personal profile on social media sites, they should not use their full name, as pupils may be able to find them. Staff should consider using a first and middle name instead, and set public profiles to private.

Staff should not attempt to contact pupils or their parents via social media, or any other means outside school, in order to develop any sort of relationship. They will not make any efforts to find pupils' or parents' social media profiles.

Staff will ensure that they do not post any images online that identify children who are pupils at the school without their consent.

Staff should be aware of the school's online safety policy.

8. Medical issues

Akrotiri School adheres to and follows the guidelines laid down in DCS Policy Directives.

If necessary, an Individual Healthcare Plan is drawn to enable staff at school to support the pupil in education. IHCP are drawn with co-operation between parents/ carers, school staff and SSAFA who provide School and Children's Community Nursing services within BFC.

Further information can be found in the SHEF Policy located on the school website.

9. Roles and Responsibilities

The Headteacher has overall responsibility for management of the policy, line management of the SENDCO, for assessment and provision for pupils with special educational needs and for keeping the School Governing Committee (SGC) informed. Mrs Rosie Hebden is the Governor responsible for SEND/Inclusion.

The SENDCO is responsible for overseeing the day-to-day operation of this policy and coordinating provision. A key feature of the SENDCO'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 SENDCO line manages the support staff and provides necessary training.

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 (Stage 1).

The 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.

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.

10. Storing and managing information

All sensitive pupil data is kept in individual pupil files in a locked cabinet to which the SENDCO 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. Pupil data is retained for 25 years.

11. 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 SENDCO (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.

12. Contacts

Should there be any time that you need to contact school regarding any SEND matter, your first point of contact should be **Lindsay Winslade (SENDCO)**, contactable at Lindsay.winslade@modschoools.org

13. Links with other policies

This policy has been created utilising information from the following guidance:

- 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
- 20160921-DCYP_Interim_Pol_Dir-3 2 4-Supporting_Pupils_with_Medical_Conditions-V2 1-Sep_16
- 20170316-DCS_Directive_3.2.12_Restrictive_Physical_Intervention-o
- 20180924-DCS_School Accessibility Strategy-o
- 20190509-DCS_Directive_7.1.2_Records Management-o
- 20191122-DCS_Directive_7.1.1_Data Protection within DCS-o
- 20200723-DCS_Directive_3.2.16_Managing Personal Intimate Care in MOD schools and settings-o
- 20220112-DCS_Directive_MOD_Schools_Admissions-o
- 20220909_Accessibility_Policy
- 20220909_Equal_Opportunities_APS
- JSP 834 - Safeguarding
- 20220909_Safeguarding_APS
- Teachers Standards 2021
- JSP 342 - Education of service children and young children
- 20220930_APS_SHEF_Policy
- Keeping Children Safe In Education 2022