Attenborough School

SEND Policy

Mission Statement

Attenborough School is dedicated to ensuring inclusion for all pupils, enabling all children to have full access to the school’s curriculum. We set high standards for our children, providing equal opportunities and support for each child to reach their goals.

Aim of SEND policy

The main aim is to ensure that Attenborough School provides children with the opportunity to access a broad, balanced and relevant curriculum, which is differentiated and supported to meet individual needs. This is carried out through:

* Providing clear systems of planning, identification, assessment, intervention and review
* Closely tracking progress through formative and summative assessments
* Managing resources efficiently and effectively
* Working in close partnership with pupils, parents, stakeholders and outside agencies
* Adapting and improving SEND provision in line with each child’s requirements

The key objective running alongside this aim is to ensure all children and parents feel confident and positive that Attenborough School supports them during what can be a difficult period of a child’s school career.

Roles and responsibilities

Special Educational Needs Co-ordinator - The SENCo for Attenborough School, who also covers Dempsey FS1 and Normandy FS1, is Mrs. Michelle Hill. The SENCo is a qualified, experienced teacher, responsible for the day-to-day operation of the SEND policy and provision under the guidance of the Head teacher and SGC.

Teachers – Responsible for the learning and progress of all children in their class.

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff”* (*CoP 2015, page 99 6.36*)

LSAs – Responsible for supporting teachers to enable all children to participate in lessons.

SGC - A SEND sub-committee has responsibility for reporting back to the School Governance Committee about aspects surrounding SEND at Attenborough School. Members of the committee meet with the SENCo once a term.

What is SEND (Special Educational Needs and/or disabilities)?

SEND is defined in the ‘Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities’ (DfE and DfH Jan 2015) as:

“*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.*

*xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*• has a significantly greater difficulty in learning than the majority of others of the same age, or*

*• has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

*xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

*xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them”.*

Admission and transition arrangements

Attenborough School is part of MOD schools and fully recognises its responsibility towards children with SEND. As such, Attenborough School acknowledges the MOD SEND policy, but adapts to meet the needs of children within the school.

Attenborough School follows the MOD MASO (Ministry of Defence Assessment of Supportability Overseas) guidance for any child with SEN arriving to British Forces Germany. This must be carried out before arriving in post.

When a child is due to leave Attenborough School and we know the school s/he is leaving for, the SENCo will contact the new SENCo in order to support transitions. Schools will be sent a MOD SEN Transition Pack. Parents should already have documents in relation to the child’s SEND requirements.

The identification and processes of SEND at Attenborough School

Attenborough School uses robust assessment and tracking systems. Children are assessed against the Learning Ladders system which is relevant to the school’s curriculum. All staff ensure summative assessments are made, through annotating planning, focused marking and strong communications with the children. Children are encouraged to know where they are at in their learning by using their own Learning Ladders booklet. Due to the high nature of transitions of children in MOD schools, assessments are made on children within the first two weeks on arrival.

Teachers set high expectations and plan a differentiated curriculum which is designed to support the needs of the children in their class. Because of the systems in place, teachers’ professionalism, experience and support of one another, early identification is made when a child is struggling to make progress. At this point the teacher will identify where the specific need is and will plan accordingly.

Attenborough School follows the graduated response approach taken from the Code of Practice 2015.

However, if over a short period of time progress is still not being seen, parents are advised by being invited to a RIAISEN 1 meeting (RIAISEN stands for Record of Identification, Assessment and Intervention of SEN). During this meeting the concerns are shared and a plan is put in place to show how the support in class will be provided. A review meeting date will be set and take place at an appropriate time to the child’s learning, usually a term after the initial RIAISEN meeting.

Usually the needs of children with SEND are met within the normal class setting through high quality teaching. However, there are times when extra interventions are required. At this stage the class teacher meets with the SENCo to discuss a way forward. This process continues the graduated approach and involves completing a RIAISEN 2 with parents. The plan is reviewed at an appropriate time to the child’s learning, usually a term after the meeting.

At any time during the graduated process, a child may have made enough progress for the RIAISENs to no longer be needed. Sometimes this is not the case, so usually after the second RIAISEN 2, it may be necessary to contact external agencies to discuss additional support. This will only be carried out with consent of parents. If this is the case either a RIAISEN 3, Early Help or Provision Plan will be put in place. This will be decided on an individual basis in the meeting by the SENCo.

Very occasionally a Service Children’s Assessment of Need (SCAN) is required. This is an integrated assessment of a child who has long term/complex special educational needs and is likely to require a high level of support or special educational provision. Attenborough School follow the revised SCAN process, and as such, children’s SCAN documents will gradually change to the new format. The SCAN targets are reviewed once a term. A full SCAN review, including whether the needs reflect SCAN level of involvement (this is determined by a separate moderation board) will be carried out annually. This reflects the processes of the EHC Plan in the UK. For each approach the plan, do and review system is used with parents and pupils are fully involved throughout.

If any professional involved with the child thinks the child’s needs can no longer be met in BFG, a MASO process will be triggered. The overall decision whether a child’s needs are supportable in BFG is made by the external G1 D &AN Panel, and not by school.

Interventions

It is important that the exact delivery of an intervention is adhered to in order for there to be success. An important requirement of children partaking in extra interventions is that each child is able to apply this, and given the chance to do so, in their daily lessons.

Attenborough School follows the guidance from the Code of Practice that states:

“*The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge*” (page 101 6.50)

Regular training sessions and meetings are organised for carrying out interventions and ensuring consistency. Interventions are either carried out by SEN LSAs or the class LSA.

A varied use of interventions is used in order to support the specific needs of children.

Where teachers or parents identify a screening requirement, following the Assessment policy, the SENCo will organise screening tests. Parents will be informed of the result by the class teacher. It is important to note that all screening tests provide an indication as to whether to ask for further advice, and not a diagnosis.

Outside agencies

Attenborough School works closely with the following agencies to support children with SEND:

* Speech and Language Therapist
* Educational Psychologist
* Educational Social Worker
* British Forces Social Work Services (BFSWS)
* Health
* Child and Adult Mental Health Services (CAMHS)

Complaints procedure

Attenborough School has an open door policy. We encourage parents to share all concerns. Please call to make an appointment with the SENCo or use the school dojo system to contact your child’s teacher. The Head teacher and Deputy Head teachers operate an open door policy. If an immediate meeting is not possible, or more time is required, please call for an appointment. It is our policy to deal with concerns as quickly as possible.

Written by M. Hill (SENCo)

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