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| **School name** | **Attenborough School** | |
| **Address** | Normandy Barracks  Sennelager  BFPO 16 | |
| **Type of school** | First School, including FS1 settings – MOD Schools | |
| **Number on roll** | 285 (FS2 – Year 4)  67 (FS1) | |
| **Contact details** | **Headteacher** | Mrs. Alex Thorp |
| **SENCo** | Mrs. Michelle Hill |
| **Chair of governors** | Col. Nick Cowley |
| **Telephone(s)** | From UK - 0049 5254 982 2698  From Germany - 05254 982 2698  Mil: 2698 |
| **Email** | Attenborough.SENCO@modschools.org |
| **Website** | Attenborough.school |
| **Information about Attenborough school** | Attenborough school is a very inclusive school, striving to support all children to develop academic and life long skills.  Staff deliver quality first teaching through a differentiated curriculum for all pupils, including supporting pupils with special educational needs and disabilities. We are using co-operative learning strategies to further develop the inclusive classroom.  Attenborough school supports children with a range of needs including children on the Autistic Spectrum, children with ADHD, Speech and Language Difficulties, children with general and specific cognition and learning difficulties.  Attenborough school prides itself in supporting the whole child. Therefore, we have a School Council and a Learning Council that consist of children from Year 1 to Year 4, core ‘WE CARE’ values which everyone at the school adhere to, adult led structured play activities during the lunch break, after school clubs, and a strong staff who are constantly adapting to the needs of the children. | |
| **Specialist provision to ensure inclusion at Attenborough School?** | Full-time, non-class based SENCo;  Trained ELSAs (Emotional Literacy Support Assistant);  SEN Learning Support Assistants;  Excellent knowledge and understanding of SEN Code of Practice and how it meets the needs of Service Children;  An excellent understanding of mobility and how to support children with family members serving in the Armed Forces;  Access to specialist services including, Speech and Language Therapist, Educational Psychologist, and CAMHS.  We consult with parents when planning any activities differing to the usual daily routine; particularly when this may affect the participation of their child. Where there are concerns of safety or access, further thought and consideration is put in place to ensure needs are met. We also consult with outside agencies and take on board their advice to ensure inclusion for all. | |
| **What training have staff had in the last year?** | During the academic year 2016-2017 teaching staff had regular training linked to the School Improvement Plan. This included Olevi training, development of the use of Learning Ladder Assessment System, mastery in maths and Concrete, Pictorial Abstract teaching, Talk For Write and Talk For Reading. Alongside this, training for teaching staff on the specifics of SEN have included: Dyslexia; relating RIAISENs to Learning Ladder; linking SEN, Learning Ladders and planning; Project X Reading support, autism awareness, and use of strategies to support high quality teaching within the classroom for children with SEN.  During the last academic year we have invested heavily in the training for LSAs. Regular training continued throughout the year. This included developing understanding of whole school initiatives, phonics, use of resources in maths, Learning Ladders assessment and aspects of SEN. 5 SEN LSAs achieved ELKLAN award to support children with language development.  Medical training has been carried out to ensure coverage of staff with Paediatric First Aid qualification.  This academic year (2017-2018) staff have already had training on the new Behaviour Policy and the Jigsaw PSHE curriculum which encourages a Mindfulness approach. Teaching staff have had INSET on the new approach to Learning Ladders assessment, reading, and reasoning and problem solving in maths. | |
| **How does Attenborough know if my child might need extra help?** | When children arrive at Attenborough we liaise with the previous school to transfer information regarding your child. We will look at national assessments which your child has completed as well as assessing them once they have arrived and settled into school life.  The school regularly monitors progress through use of the Learning Ladder assessments. In writing, progress is also monitored through each unit by comparison of ‘cold’ and ‘hot’ writes and the learning that has taken place between these. Teachers also use daily, formative assessment to develop each child’s learning.  Open communications between all parties involved with a child are important to ensure early identification and extra support is in place. An open door policy is carried out at Attenborough school, if a member of staff is not available at the time, appointments are quickly arranged.  Where necessary the school has also purchased assessments materials which can provide more focused analysis of a child’s needs. | |
| **How will information be transferred if my child has SEN?** | If your child has SEN and you are preparing to journey overseas to Germany, you are advised to register with CEAS (Children’s Education Advisory Service). CEAS will need to be contacted if you are being posted to Germany and your child has SEN.  Attenborough school works with other professionals to carry out the MASO (MOD assessment of supportability overseas) process when required. If a child’s needs require the school to go through the process, it will be carried out before acceptance to the school. The MASO process is to ensure that a child’s needs can be met overseas by all services involved.  <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/505892/20160303-ADR005563_DCYP_MASO_Leaflet_Final_v4a.pdf>  Please see the link above for more information about the MASO process.  Once Attenborough school’s SENCo knows your child is attending the school, she will contact the SENCo at the previous school to gather information before your child’s arrival. This is to ensure accurate support is in place. However, please ensure all records are brought with you and a meeting is arranged at the earliest opportunity. | |
| **What should I do if I think my child has SEN?** | If you think your child is struggling and may have a Special Educational Need, please talk to your child’s teacher in the first instance, who will meet with the SENCo as necessary. | |
| **How will Attenborough school prepare and support my child when joining or transferring to a new school?** | There are a number of ways to support a child, depending on their specific needs. Some of the strategies used at Attenborough are shown below.  As mentioned above, Attenborough’s SENCo, when able to, will have contacted the previous school’s SENCo and relayed the information to their new class teacher before the child’s arrival.  If a child requires extra emotional support on arrival, above that in place for the majority of children joining school, an ELSA (emotional literacy support assistant) will be assigned to your child for a few introductory sessions to enable the settling in process to be tailored to your child’s needs.  A child with SEN who joins Attenborough school will be allowed to have a settling in process before a meeting is arranged with parents, the class teacher and, usually, the SENCo. This meeting will usually take place within the first month of arrival. However, if parents wish to organise this meeting sooner, please inform the SENCo.  When the family of a child with SEN knows that they will be transferring to a new school, it is important that the parents inform Attenborough school. The SENCo will arrange a meeting with parents, if required. The type of support will be discussed with parents, but may involve extra ELSA sessions with the child to discuss concerns about the new school, creating a book about themselves to take with them and contacting the new class teacher, if possible. The SENCo will contact the new school prior to the child’s move to provide key information to ensure accurate preparations are in place.  Once the new school place has been confirmed, all SEN documents will be collated using the MOD Transition Pack and posted by recorded delivery to the new school’s SENCo. Please ensure you have kept the RIAISENs or SCANs from Attenborough school, and any other agency paperwork. Only give copies to the new school, as Attenborough school will post everything to the new school. | |
| **How will I know how well my child is doing and how will you help me to support my child’s learning and development?** | Attenborough school has an open door policy. However, teachers are preparing for your child in the morning and welcoming each child into the classroom, so unless it is urgent to relay a message to your child’s class teacher in the morning, please visit the teacher at the end of the day after the buses have been dispersed.  Attenborough school has two excellent home school link services, Remind Messaging and Learning Ladders at Home.  The Remind system is a way to communicate how well your child is upholding the values of the school. It is also a good messaging service to provide up to date communications about the activities of the week. You can also arrange to meet the class teacher using this system.  The website is used by each year group to demonstrate the learning that has taken place.  Learning Ladders at Home provides parents with an indication as to how well your child is performing in academic learning. It also provides valuable links to how you can support your child at home. A parent meeting on how to use this service is provided at the beginning of the year, but please contact Mr. Chris McCarthy, Deputy Head Teacher, for information throughout the year.  As well as the online home school link services, there are three parent meeting evenings held throughout the year. Each term you will be provided with an up-to-date report of your child’s progress. Alongside this, if your child has SEN, there may be more regular meetings with the class teacher and, when required, SENCo, to discuss progress and the support provided at school and at home. | |
| **Accessibility of School** | We do our best to meet the accessibility needs of all children. | |

For further information on SEN, please refer to the SEN pages on Attenborough’s website.

Dated: November 2017

Review: September 2018