

*We Care about Excellence
We Care about each other, our
learning and our school.*

Inclusion at Attenborough School is based on the WE CARE attitude of all of colleagues. Our support is precise, based on research, reflected on, rapid but not rushed. Our support structures are organised but understand individualism. We aim to support all children to meet the expectations of our curriculum and our school ethos.



What kinds of special educational needs is provision made for at Attenborough School?

Attenborough School is a mainstream primary school which provides English National Curriculum education to children from Nursery age (two years old) up to Year 6 (end of primary education at eleven years old).

We provide for a wide range of special educational needs including communication and interaction (e.g. speech, language and social communication needs), cognition and learning (e.g. specific learning difficulties), social, emotional and mental health difficulties, and sensory and/or physical needs. We are an inclusive school that aims to meet individual needs through tailored support and high-quality teaching. Attenborough will always strive to meet the needs of all individuals however due to remote location at the school some specific needs cannot effectively met. Therefore, it is essential that all prospective parents are open and honest when enrolling their children at Attenborough.



How does Attenborough School identify special education needs?

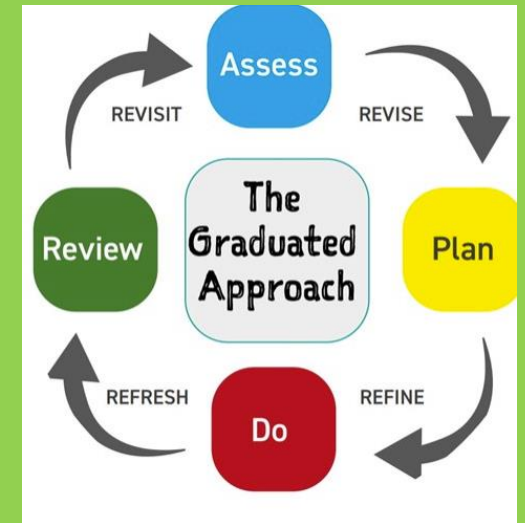
We use a combination of teacher observations, classroom assessments, standardised tests and input from parents and carers to identify potential SEND. Where appropriate, we involve external professionals. Early identification is key, and we follow a clear graduated approach to assess whether a child may have additional needs.

Parental view is always important so please do share any concerns with us.



What are Attenborough's policies for making provision for pupils with special educational needs?

Our SEND policy outlines a graduated approach of Assess, Plan, Do, Review. All staff have high expectations for every pupil, and we adapt teaching and provision accordingly. We aim to remove barriers to learning through differentiation, targeted support and specialist advice where needed, always involving parents in the process.





How does Attenborough School evaluate the effectiveness of its provision for children with special educational needs?

Provision is regularly reviewed through pupil progress meetings, SEND support plan reviews, and analysis of attainment and engagement data. We also gather feedback from pupils, parents and staff to ensure support is impactful. Adjustments are made in response to ongoing evaluation and evidence of progress.

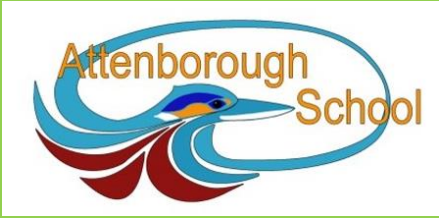




What are Attenborough School's arrangements for assessing and reviewing the progress of pupils with special educational needs?

We assess progress termly and review support plans at least three times a year, involving teachers, parents, and pupils. Assessment includes both academic and wider developmental outcomes, ensuring a holistic understanding of progress.





What is Attenborough School's approach to teaching pupils with special educational needs?

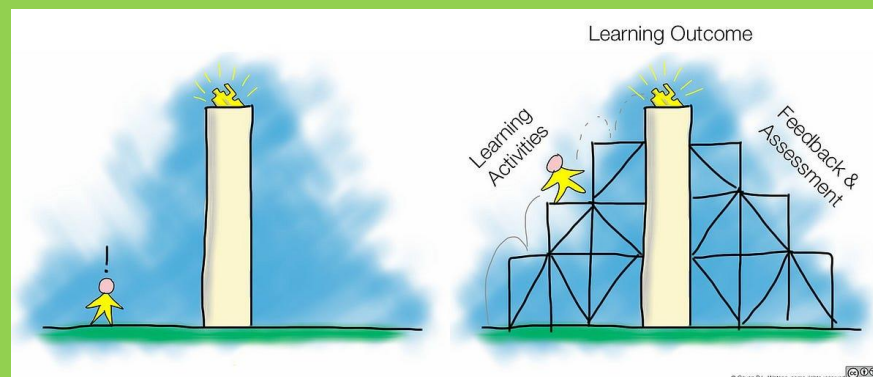
We believe in inclusive, high-quality teaching that is differentiated to meet diverse needs. Our teachers use a variety of approaches to engage all learners and support independence. Where needed, we supplement teaching with small group or individual interventions, delivered by trained staff.

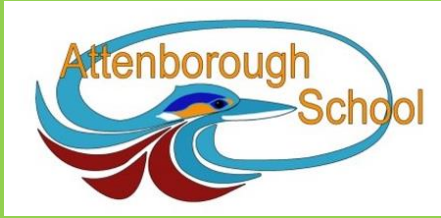




How does Attenborough School adapt the curriculum and learning environment for pupils with special educational needs?

We adapt lessons to suit different learning styles and abilities through differentiated tasks, visual supports, structured routines and scaffolds. Our learning environment is designed to be calm, accessible and predictable. We work to remove physical or sensory barriers as needed. Every child is different and we work to understand how each individual need can be supported.





What additional support for learning is available to pupils with special educational needs?

Core to all good teaching and learning is understanding what a child can achieve and what the next step is. Additional learning outside of the classroom is planned to be precise and time effective. The support is monitored by the SENDCo and carefully timetabled.

If adaption to learning in the class setting is required this is led by the class teacher alongside the SENDCo and possibly with consultation with an Educational Psychologist or a Speech and Language Therapist.

The school operates a philosophy of open reflection and other teachers who areas of expertise may be consulted with.



How does Attenborough School enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

We are committed to full inclusion, ensuring all pupils can take part in lessons, trips, clubs and events with appropriate support or reasonable adjustments. Risk assessments and planning ensure that activities are accessible and participation is encouraged and celebrated.





How is support made available for improving the emotional, mental and social development of pupils with special educational needs?

Social, emotional and mental health is taken very seriously at Attenborough. On a whole school level one of the units of the 'Global Curriculum' is entitled 'Health and Happiness' where mental health features significantly.

We provide a strong pastoral offer, including access to experienced. Interventions focus on emotional regulation, self-esteem, and social skills. We also work closely with external agencies where additional support is needed for mental health and wellbeing.



Who is the SENDCo (Special Educational Needs and Disabilities Coordinator)?

The point of contact is Andy Wallace and can be reached via the school office on 0049 (0)5254 982 2698 or andy.wallace@modschoools.org

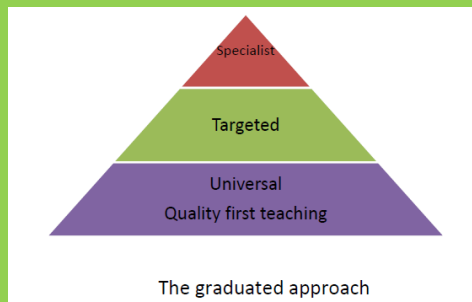




What relevant expertise and training do staff members have and how is further, specialist advice secured?

All teachers are teachers of children with special education needs and it is a key element of the teaching standards. In addition, the SENDCo has completed the national recognised qualification for SEND Leadership.

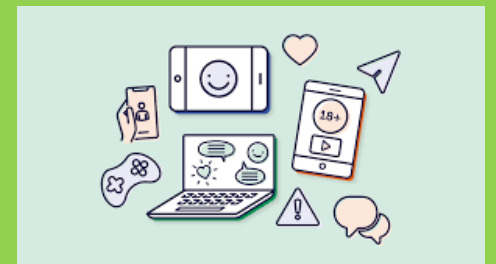
Through Defence Children's Services (DCS) Attenborough's specialist advisory service is 'Educational Psychology with Speech and Language' (EPSL). All DCS schools follow the graduated approach.





How will equipment and facilities to support children and young people with special educational needs will be secured?

Reasonable adaptation to the learning environment can be made and Attenborough will consider purchasing anything that aids learning and wellbeing of the children in our school. Naturally, this is all within reason and will be considered on a case by case basis. Should large items be needed then consultation with EPSL will take place. It needs to be noted that delivering items to the school can be problematic and not every purchase is practically attainable.





What are the arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child?

We hold regular review meetings, maintain open lines of communication and ensure parents are active partners in decision-making. We value parental insight and work collaboratively to set and review targets, share strategies and celebrate progress.





What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

We involve pupils through regular discussions about their learning, reviewing their support plans, and encouraging them to share what helps or hinders their progress. Where appropriate, their views are recorded in reviews and planning meetings.





What arrangements are made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

Our SEND policy outlines a clear process for complaints, in line with the school's overall complaints procedure. Parents are encouraged to raise concerns early and we aim to resolve issues through open dialogue. If needed, complaints can be escalated to the headteacher or governing committee .



How does the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

The SENDCo is the point of contact for referring to external bodies from the school. The principle points of contact are Defence Children's Service's (DCS) advisory team – Educational Psychology and Speech and Language (EPSL) team, SEND advisory teachers and the Health Visitor for Sennelager who can also be contacted through Sennelager medical centre.



Who are the key contacts for families?

- For most queries contact the school to talk to the SENDCo – Mr Wallace on attenborough.sbm@modschools.org
- For our Health Visitor, Kim Armon, please contact Sennelager Medical Centre on (0049) 05254 982 2414
- For SEND concerns and questions you can contact 'Educational Advisory Team' (EAT) and support in moving from overseas to the UK RC-DCS-HQ-EAT@mod.gov.uk
- For SEND concerns and questions about movement between schools please refer to 'Overseas Education and Supportability Team' on RC-DCS-HQ-OES@mod.gov.uk



What is the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education?



We understand moving school is a potentially challenging time for any child and family but moving when special education need is present can be particularly difficult.

In both cases, moving in or out Sennelager, the SENDCo will attempt to collaborate with the sending/receiving call. We have a transition plan that is based in the research from the Educational Endowment Foundation (EEF) and will attempt to enact this with the sending/receiving school.



If you would like to contact Attenborough School regarding any special needs and disabilities related matter your first point of contact should be:

Andy Wallace (SENDCo)

- *Tel: 0049 (0)5254 982 2698*
- *Email: andy.wallace@modschoools.org*

