

The British Section
SHAPE International School
Special Educational Needs and Disabilities
Policy

'Be incredible:

Use your learning powers and show your character!'



The British Section, SHAPE International School, is an MOD school, part of MOD's Directorate Children and Young People.



Definition of Special Educational Needs and Disabilities (SEND) as stated in the Code of Practice

A child or young person has SEND, if they have a learning difficulty or disability which calls for special educational needs to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definitions above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill).

Our School :

Vision: To inspire children to enjoy learning enriched by an international context. To become successful learners, happy and confident individuals and responsible, compassionate citizens who will make a positive contribution in our rapidly changing world.



1.1 Key Aims and Objectives of the SEN Policy

To ensure that The British Section of SHAPE International School provides children with the opportunity to access a broad, balanced and relevant curriculum, which is differentiated to meet individual needs by:

- providing clear systems of planning, assessment, intervention and review
- closely tracking progress through formative and summative assessments
- managing resources efficiently and effectively
- working collaboratively with pupils, parents and outside agencies
- adapting and improving SEND provision in line with each child's requirements

1.2 Roles and Responsibilities

School Governance Committee

The Governors have a statutory duty to have regard to the Code of Practice when carrying out their duties towards all pupils with SEND. The SGC should make sure that:

- all governors have a general understanding of the school's SEND policy. The SGC will be involved in monitoring the policy and the quality of SEND provision.
- A named governor has specific responsibilities for SEND and SEND provision

Special Educational Needs Co-ordinator (SENCO)

Miss Elaine Briers is the SENCO at The British Section and is responsible for the day-to-day operation of the SEND policy under the guidance of the Acting Headteacher Mr Jens Niedzwiedzki.

The SENCO's duties include:

- Planning and co-ordinating the School's SEND arrangements and strategies for identifying pupils with special educational needs and monitoring their progress.
- Liaising with, and providing help and advice to staff and parents as appropriate.
- Ensuring that parents of children with SEND are kept up-to-date on their child's progress.
- Keeping the school's SEND register up to date and tracking provision for pupils with SEND.
- Monitoring and supporting teachers in the writing of RIASENS
- Ensuring effective deployment of SENLSAs and LSAs to support SEN interventions.
- Monitoring the progress of interventions and evidence collection.
- Liaising with outside agencies.
- Liaising with the SGC.
- Ensuring smooth transitions to the next school (where appropriate).
- Managing paperwork linked with SEND.
- Organising and attending multi-agency meetings, annual review meetings for SCANs, when required.
- Contributing to the in-service training of members of the SEND team.

1.3 Identification, Assessment and Provision

The school has robust assessment and tracking systems in place for the assessment of learning of all pupils. We are committed to ensuring that all children are given the full entitlement to a broad and balanced curriculum, suitably matched to their needs, whatever their age, ability or specific circumstances.

Pupils are assessed very early on when arriving at our school. They are assessed against the Learning Ladders system which is relevant to the school's curriculum. Additionally summative assessments are made by staff members. Your child may be identified as having Special Educational Needs if they are identified as performing below age expected levels. We will always have direct communication with parents regarding any concerns and any outside agencies or other professionals' views will also be taken into account.

1.4 Admission Arrangements

The British Section, SHAPE International School is an MOD school working under DCYP and fully recognises its responsibility towards children with SEND. DCYP 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 settings and mainstream schools overseas.

In all settings, we recognise that it is important to meet the identified needs of the individual and we are committed to ensuring that each child fulfils their academic potential. All parents applying for a place at The British Section will be required to ask their child's current school to complete a PIP form. Parents must forward this to us before a school place can be offered. Depending on the needs of the child, there may be a requirement to carry out a MASO (MOD Assessment of Supportability Overseas).

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 asked to register with and seek advice from Children's Education Advisory Service (CEAS) on notification of and before accepting an overseas assignment.

1.5 Arrangements for Co-ordinating Educational Provision

Classroom practice:

Usually the needs of children with SEND are met within the normal class setting through high quality teaching. Teachers plan for the needs of all pupils ensuring that tasks are appropriately differentiated so that all children of all abilities can make good progress. The school encourages the use of Learning Powers and Character Virtues to encourage all pupils to understand building blocks for success and develop positive attitudes towards learning.

RIASEN (Record of Identification Assessment and Intervention for pupils with SEN)

This is our paperwork system for recording and supporting any additional needs for pupils:

- RIAISEN 1 – where initial concerns are raised and discussed between the class teacher and parents. These are reviewed termly.
- RIAISEN 2 – this is completed between the class teacher, SENCO and parents and is again reviewed on a termly basis.
- RIAISEN 3 – where pupils are referred to outside agencies for professional advice/support. Again this is reviewed on a termly basis.

SEN Learning Support Assistants/Learning Support Assistants:

Our SENLSA team work closely with pupils with SEND, supporting them in achieving their targets, either within the classroom setting or through an identified intervention program. Pupils are encouraged to have good levels of independence and opportunities to apply the skills they have learnt wherever possible.

1.6 Facilities within the school

Speech and Language Support

Children who are working with the Speech and Language Therapy team receive weekly session/sessions. These are worked upon by a member of the SEND team who has responsibility for Speech and Language.

Emotional Literacy Support

The school has a designated ELSA member of the SEN team who is able to support pupils who have been identified as needing further help to develop their social skills or support with emotions and feelings. Additionally the SENCO is also ELSA trained.

Special Needs Learning Support Assistants

There are additional members of the SEN team who provide in class support, as well as working upon 1:1 individual programmes/ interventions as outlined in pupils' RIASENS.

1.7 Training and Partnership with Outside Agencies

The school will provide or access:

- In-house training to ensure that all staff have a knowledge of a range of SEN needs.
- Liaison with outside agencies to enhance support for specific individuals.
- Support from the Educational Psychologist.
- Support from the Educational Social Worker.
- Support from health professionals e.g. Speech and Language/ Occupational Therapists/ Paediatricians/ CAMHS.

As an isolated school, it should be noted that there are geographical challenges associated with ensuring quick access to outside agencies support such as an EP or ESW; this can impact upon the availability of support.

1.8 Links with other schools

Secondary Links

During the Summer term, the teachers of Y6 and the SENCO meet with members of The British School of Brussels, to discuss the needs of individual pupils and to pass on details of pupils' special educational needs.

In addition, pupils who are transferring to The British School of Brussels visit for a day to familiarise themselves with the setting. We also link with a number of boarding schools and other secondary school providers to ensure high quality transition.

Moving Schools mid-year

When pupils move school mid-year, SEN documentation is passed on to the new receiving school. The SENCO will contact/ liaise with the new receiving SENCO where appropriate.

1.9 Liaison with parents of children with SEND

The school liaises closely with parents through:

- Regular informal meetings and/or telephone conversations.
- RIAISEN review meetings.
- Parent consultation meetings.
- Annual Review Meetings.
- Multi-Agency Meetings.

1.10 Complaints Procedure

The British Section has an open door policy and we encourage parents to share all concerns. Please call to make an appointment with your child's teacher/the SENCO. Additionally, the Headteacher and Deputy Headteacher can usually meet with parents at short notice. It is our policy to deal with concerns as quickly as possible.

Approved September 2017

Review Date: September 2020