

# SEND information report

## [British Section

### SHAPE International School]



*International, Inspiring, Incredible*

**Approved by:** Mr Jens Niedzwiedzki

**Date:** November 2019

**Last reviewed on:** November 2019

**Next review due  
by:** November 2021

### **The kinds of SEND (Special Educational Need and Disability) that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction - supporting speech and language difficulties
- Cognition and learning - supporting difficulties in reading, writing and mathematics
- Social, emotional and mental health difficulties - Emotional Literacy sessions by trained ELSA's
- Sensory and/or physical needs - supporting physical movement activities

### **Identifying pupils with SEND and assessing their needs:**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment **will not automatically** mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving pupils and parents:**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

### **Assessing and reviewing pupils' progress towards outcomes:**

We follow the **graduated approach** and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO (Special Educational Needs and Disability Coordinator) to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress in RIAISEN review meetings.

### **Supporting pupils moving between phases and preparing for adulthood:**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Pupils who move onto secondary education at The British School of Brussels will attend an induction day during the summer term.

### **Our approach to teaching pupils with SEND:**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. Teaching will be differentiated or modified based on the individual pupils' needs.

We can also provide the following strategies:

- Dancing Bears reading program
- Apples and Pears spelling program
- Numicon, Plus 1, Power of 2, Perform with Time (mathematics 1:1 interventions)
- Precision teaching
- Emotional Literacy sessions
- Speech and Language sessions
- Pre-teaching

### **Adaptations to the curriculum and learning environment:**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by targeted adult and peer support
- Adapting our resources and staffing
- Using recommended aids, such as coloured overlays, visual timetables, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using modified questioning etc.

### **Additional support for learning:**

Additional adult support can be provided in classrooms dependent on the needs of individuals or groups of children. The environment is designed to support children with individual needs e.g. visual timetables, personal learning space etc. as required.

We have staff who are trained to deliver interventions such as: Dancing Bears reading program, Apples and Pears spelling program, Plus1, Power of 2, Perform with Time mathematics overlearning programs, ELSA sessions, Speech and Language sessions, Precision teaching.

We work with the following agencies to provide support for pupils with SEND:

- Speech and Language
- Educational Psychology
- Educational Social Workers
- CAMHS ( Child and Adolescent Mental Health Service)
- Occupational Therapy

### **Expertise and training of staff:**

- Our SENDCo and teachers all have experience of working with and supporting children with SEND
- Our LSAs are all trained to deliver specific support programmes and work under the guidance of the SENDCo and support services
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND
- Many staff members are trained ELSA's who are able to support with emotional and social issues
- Currently, two members of teaching staff and two LSA's are ELKLAN trained (Level 3)

### **Equipment and facilities:**

Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. coloured overlays, pencil grips etc.

### **Evaluating the effectiveness of SEND provision:**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing SEND pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after an agreed number of weeks
- Using pupil voice
- Asking for parental views
- Monitoring by the SENDCO and Senior Leadership Team (SLT)
- Using provision maps to monitor impact
- Using in-school progress data to monitor progress
- Holding annual reviews for pupils with SCANs

### **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:**

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs
- All pupils are encouraged to go on our residential trip(s)
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND
- Pupils with disabilities are supported at school. Information is gathered from the previous setting in order to ascertain that pupils' needs can be met. Pupils are then supported with a RIAISEN and LSA's help to facilitate the targets on the plan. We can support pupils with referrals to Occupational Therapy and the opportunity to practice their exercises within school time.
- Our Accessibility Policy is available on our school website.

### **Support for improving emotional and social development:**

We provide support for pupils to improve their emotional and social development in the following ways:

- We are an inclusive school that holds a child's development as a rounded individual as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- We have a large number of LSA's who have received the ELSA training. These LSA's are working in classrooms and supervising break times so are ideally placed to work with children to support social and emotional needs

- Our Anti-Bullying Policy clearly sets out our objectives for dealing with bullying, including strategies for the prevention of bullying, the roles of staff and the recording of incidences in the school log

### **Working with other agencies:**

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: EPAS (educational psychologists) DCYP - educational social workers; speech and language therapists, GP's, school nurse, health visitors, CAMHS (Child and Adolescent Mental Health Service) and paediatricians.

### **Complaints about SEND provision:**

Complaints about SEND provision in our school should be made to the SENDCO or Headteacher in the first instance. They will then be referred to the school's complaints policy.

Parents have the right to request reconsideration of a decision if they disagree with:

- the content of a MOD assessment of supportability overseas (MASO), including the specified special educational provision:
- the content or processes of a Service Child Assessment of Need (SCAN)
- There is no right of appeal to a UK of Tribunal for provision overseas SEND
- Parents also have the right to request reconsideration of a decision that a child cannot be admitted to an MOD school on the grounds that the child's special needs cannot be appropriately met in that school. Special needs admission reviews will be considered by a panel comprising two senior DCYP MOD Schools' officers and the head teacher of an MOD school in an area different from that under consideration for the child's admission
- Requests for the review of SEND decisions should be submitted in writing, stating the reasons for the request, to the Principal, DCYP Targeted Services, Trenchard Lines, Upavon, Wiltshire, SN9 6BE

### **Contact details for raising concerns:**

Mr Jens Niedzwiedzki (Headteacher) - British Section SHAPE International School telephone: 003265445283 (school office)

Mr Ian Radcliffe (Deputy Headteacher) - 003265445283 (school office)

Miss Elaine Briers (SENDCo) - 003265445283 (school office)

### **Contact details of support services for parents of pupils with SEND:**

- Dr Alex John, Speech and Language therapist - SHAPE medical centre 003265445824
- Kim Harrison (ESW)
- Educational psychologist TBC
- Dr Benoit Englebienne (OT) - contact via SHAPE medical centre - see above

### **Monitoring arrangements**

This information report will be reviewed by the SENDCO/SLT and SGC (School Governance Committee) **every year**. It will also be updated if any changes to the information are made during the year.

### **Links with other policies and documents**

This policy links to our policies on:

- Special Educational Needs and Disability
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions
- Complaints
- Pupil transfer policy
- Equal Opportunities policy
- Safeguarding policy
- Keeping children safe in education