



*Inspiring learning for life*

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## **SHAPE International School, British Section** **Special Educational Needs and Disabilities (SEND) Offer**

The British Section of SHAPE International School is an inclusive school where every child matters. We value the contribution that all children make, and our aim is to support and inspire them all to learn and develop academically and socially to the very best of their abilities. We encourage our pupils to develop as resilient, caring and responsible citizens, following and developing in our school character virtues. We work in close partnership with parents, pupils and outside professionals. Miss E Briers is our SENDCo and is responsible for organising individual support for children Special Educational Needs and Disabilities (SEND).

MOD Schools are committed to inclusion and aim to ensure the identified needs of children and young people with Special Educational Needs and Disabilities (SEND) are met within Foundation Settings and mainstream schools overseas. In all settings and schools, we ensure that necessary provision is in place to meet the identified needs of the individual child to enable them to reach their individual potential.

Please note: In order to ensure continued progression and continuity for a child/young person with identified special educational needs or disabilities, all parents are requested to register and seek advice from Children's Education Advisory Service (CEAS) on notification of and before accepting an overseas assignment <https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas>

### **How does the school identify and assess children with SEN?**

In partnership with our outside agencies, we make every effort to ensure that support and assistance for children and parents/carers is transparent and sensitively handled.

The pupil and parent/carer's thoughts and opinions form an integral part, both of the process of identification of any additional needs and the subsequent support given.

If you feel that your child is beginning to find things particularly challenging in school, then the class teacher will be happy to meet with you. At this meeting the class teacher would listen to any concerns that you may have regarding your child's progress and establish a clear analysis of need. This information would then be passed to the SENDCo and appropriate support would be put in place.

Our teaching and learning staff play a key role in the identification of SEND. They have a range of tools to assist them in this process, including:

- Baseline assessments
- Teacher/Learning Support Assistant (LSA) observations
- On-going classroom assessments
- Regular data reviews/pupil progress meetings

Outside agencies for MOD schools are able to help us accurately identify any issues that pupils may be experiencing and can provide advice and support with interventions. Most specialists visit SHAPE once a term, where they can observe the child in class, carry out further individual assessments and meet with parents. Referrals can only be completed with parental permission.

Specialist support services currently include:

- Senior Educational Psychologist
- Senior Educational Social Worker
- Speech and Language Therapist
- Physiotherapist/Occupational Therapist
- Health Visitor and British Medical Centre

It is the SENDCo's role to arrange any necessary liaison with outside agencies. If you feel that there has been a problem with the identification process or any other issue relating to your child with SEND, then you should contact the SENDCo as soon as possible.

### **How are targets set/planned for children requiring additional or different learning experiences?**

In line with other MOD schools, we use Individual Learning Plans (ILP) for pupils with SEND. This will enable us to plan the best possible programme of support, together with the parents and child. The SENDCo and/or class teacher will meet with parents to discuss barriers to learning and the best ways to overcome these barriers. We will then agree targets which are recorded onto the ILP. Additionally, regular and ongoing evidence/assessment is recorded onto the ILP to show how the pupil is progressing towards their targets and allows us to monitor how successful the strategies have been. (This process follows a cycle of 'assess, plan, do and review').

### **What types of special needs support are available for your child?**

Tailored class teacher input through high quality classroom teaching (**Universal**)  
Specific group work (with a small group of children) (**Targeted**)  
Specific/tailored one to one and group interventions (**Specialist**)  
Support from DCYP and MOD Support Agencies

### **What is quality tailored classroom teaching?**

This is support for all children within all classes and year groups. It is teaching that allows all children to achieve as it encompasses different learning styles and approaches.

## **The Individual Learning Plan (ILP)**

The ILP process is a graduated approach that offers pupils the best opportunity of ensuring that their needs are met. If a pupil is experiencing difficulties in class that are not being addressed through quality 'first wave' teaching, then the teacher would aim to meet their needs using universal interventions and support. This is constructed by the teacher and will be discussed with parents, but we also believe that the pupil has an important part to play in this process and we ensure that their voice is heard.

This is based on an 'Assess, Plan, Do and Review' (APDR) model. After implementation of the agreed actions the support is reviewed termly with parents, where a decision is jointly made regarding next steps in the graduated response process.

### **What extra help might your child receive within Universal Intervention and Support level?**

This could include:

- Extra differentiation (beyond that already available to the rest of the class) to ensure that the pupil can be successful
- Extra, targeted teaching around specific areas
- Additional support from learning support staff, usually taking place within the classroom
- Assessments to show areas of need and identify gaps in knowledge or skills
- Pre-teaching of new, tricky vocabulary
- Modelling of tasks and use of visual and practical support systems (e.g. visual timetables and prompts, Numicon maths materials etc)
- Use of technology to offer a range of means of recording

### **What happens if my child is not making progress?**

For the majority of pupils, a little extra support at Universal Level is often sufficient to enable them to progress. However, if, on reviewing with parents it is felt that a greater level of support is needed, then we would follow the graduated response and move to targeted support. At this stage the SENDCO would work with the class teacher, parents and pupil to construct an Individual Learning Plan and to set targets. Support at this stage could involve the use of specific intervention programmes, which can often be delivered within small groups, inside or outside of the classroom, for example, by a specially trained LSA under the supervision of the class teacher and SENDCO.

### **What extra help might your child receive at the Targeted Intervention and Support level?**

This may include:

- Observation and assessment by the SENDCO
- Interventions with phonics
- Daily reading/spelling with an LSA
- Handwriting programmes
- Developing sight vocabulary
- Fine motor skills programme
- Reading intervention programme
- Basic maths skills intervention programme
- Sentence writing intervention

## **What if pupils are still not progressing as expected? – Specialist Stage**

If, following a review with parents, the class teacher and SENDCo, it is felt that your child is experiencing persistent difficulties in their learning or development then DCYP and MOD Support Agencies can be contacted. When any of the team are consulted then an Individual Learning Plan is completed. An additional consent form for Specialist Intervention and Support is also required to be agreed and signed by parents.

This may be for difficulties with:

### **Communication and Interaction**

In discussion with the Speech and Language Therapist (who will assess the level of need), we work upon set speech and language targets, using a range of resources. Some children find it difficult to understand what others are saying or they may have fluency difficulties. Some pupils have difficulties forming sounds, words or sentences. Additionally, we are able to make provision for children who have social communication and social interaction needs.

### **Cognition and Learning**

Children are supported through high quality teaching and effective differentiation. This could include pupils with learning difficulties such as dyslexia (specific difficulties with reading, writing/spelling), dyscalculia (specific difficulties with mathematics) or dyspraxia (specific difficulties with Speech and Language/co-ordination and motor skills). We also support children with moderate/multiple learning difficulties using a variety of interventions tailored to suit individual needs.

### **Social, Mental and Emotional Wellbeing**

We are supportive and aware of the fact that some of our pupils may face problems and worries such as anxiety. This can be due to a variety of reasons such as living overseas, being away from extended family and constantly losing and making new friends. There are many factors that can contribute to the social, mental and emotional wellbeing of individuals in our care. Our support agencies, Educational Psychologists, Educational Social Workers and Paediatricians can advise families and schools.

### **Sensory/Physical Needs**

We support children with mild to moderate physical difficulties. This could include the following areas:

- Physical disability
- Hearing Impairment
- Visual Impairment
- Multi-Sensory Impairment

Reasonable adjustments can be made to ensure full inclusion in the school community. Please refer to the Accessibility Plan.

### **Medical**

We support children with mild to moderate medical difficulties.

Children are supported with an Individual Healthcare Plan. This is a record of your child's medical needs at school and how they are going to be fulfilled. It is important that everyone is involved in writing this – parents, the pupil (if appropriate), school staff, the school nurse and medical centre staff. The plan should be reviewed at least annually as treatment or needs change.

Individual Health care plans are usually drawn up for conditions such as:

- Epilepsy
- Anaphylaxis (allergies)
- Diabetes

Service Children's Assessment of Need (SCAN) – Specified Individual support for your child

On occasions where a child continues to find learning difficult following these support stages, a review at Specialist level could lead to a Service Children's Assessment of Needs (SCAN) which is the MOD Schools equivalent of an Education Health and Care Plan. The MOD observes processes and procedures which follow the guidance in the 2015 Code of Practice (CoP) on Special Educational Needs and Disability (SEND). However, due to different legal and financial and commissioning arrangements overseas, MOD services cannot produce Education, Health and Care Plans (EHCPs). In MOD Schools this is referred to as a Service Children's Assessment of Need (SCAN) which is comparable to an EHCP. Please refer to Section 10.57 of the SEN Code of Practice (2015).

The child will have been identified (by the class teacher/SENDCo), as needing a particularly high level of individual teaching using specialist support from an outside professional. The SCAN will outline the support your child will receive from the school and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child. An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

### **What if my child has difficulties with social, emotional well-being or behaviour?**

At SHAPE, we are always committed to providing full support to all areas of a child's development, not only academic. We have a positive ethos where pupils are respectful and take care of one another, fostered through our Character Education approach. We have staff who are trained as Emotional Literacy Support Assistants (ELSAs), who are available to work with your child if they have difficulty coping emotionally or socially. The ELSA begins with building a bond of trust with the child and then moves on to other areas such as checking self-esteem, managing emotions, friendships or social skills.

In addition to this we have:

- A whole school reward system
- Buddy system
- School council – Pupil voice
- Visual timetables and prompts to support behaviour
- Nurture groups – Circle of friends
- Support available from an Educational Social Worker

## **Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs/ or Disability? (SEND)**

Class teachers are responsible for:

- The overall progress of your child and identifying, planning and delivering any additional help and support your child may need, (such as targeted work, additional support) and letting the SENDCo know as necessary
- Using an ILP (Individual Learning Plan) when planning for your child's lessons
- Ensuring that all members of staff working with your child in school are supported to deliver the planned work/ interventions for your child so that they can achieve the best possible progress. This could involve the use of additional adults, outside specialist help or specially planned work and resources
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND through the use of Quality First Teaching.

## **2. Special Educational Needs and Disability Co-ordinator (SENDCo)**

If your child has identified learning needs or requires additional support, then the best person to talk to is Miss E Briers (SENDCo) at the school.

The SENDCo is responsible for:

- Co-ordinating all the support for children with special educational needs and disabilities (SEND) throughout the school
- Developing the school's SEND Policy, ensuring that all pupils receive a consistent, high quality response to meet their needs in school
- Ensuring that parents are involved in supporting their child's learning, kept informed about the support their child is receiving and involved in reviewing their progress
- Leading and co-ordinating a trained LSA(SEN) member of staff who supports some pupils with SEND
- Liaising with outside agencies who may come into school to support your child's learning e.g. Speech and Language therapist, Educational Psychologist etc
- Updating the school's SEND register (a system that reflects the needs of individual pupils with SEND)
- Providing a provision map to show how resources are deployed
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND achieve the best possible progress

### **3. The Headteacher**

The headteacher of the school is responsible for:

The management of all aspects of the school, including the support for children with SEND.

They will give responsibility for the day to day management of SEND to the SENDCo and class teachers, but they have overall responsibility for ensuring that children's needs are met. They ensure that the Governing Body is kept up to date with any issues in the school relating to SEND.

#### **What do I do, if I am still unsure if my child's needs can be met in a MOD school?**

All children coming to a MOD school have a Pupil Information Profile (PIP) that is filled out and sent to us by the previous school. This should highlight any identified Special Educational Needs and Disabilities (SEND), which then informs us as to whether we can meet those special needs effectively at SHAPE. When you have submitted the PIP alongside your child's 'application for admission form,' a Certificate of Educational Clearance is usually then issued.

There are some cases where the right support for a child's needs cannot be provided at SHAPE. If there is any doubt as to whether a child's needs can be met at SHAPE, we may seek additional information from the parents and the current school and conduct a MOD Assessment of Supportability Overseas (MASO).

#### **MOD Assessment of Supportability Overseas (MASO)**

##### **What is a MASO?**

A MASO is a process for assessing whether all of the help required for a child with additional needs is available at SHAPE International School. Before the process starts, parents must give permission to share information and reports about their child.

##### **Who is the MASO for?**

The MASO is for any child who:

- has support in a school or setting because of special needs or a disability
- has current involvement from other agencies such as health or social care
- has an Educational Health Care Plan (EHIC), a Statement of Special Educational Needs or a Co-ordinated Support Plan

##### **Who is involved in the MASO?**

Apart from the overseas school, the MASO will involve professionals from education, health and social care with similar responsibilities to those working with your child in the UK. This will usually include:

- Education staff: Head of the school or setting; the Educational Psychologist
- Health services: GP, Child Health team, Child and Adolescent Mental Health; Speech and Language Therapy, Social care: if they are currently involved with your child.
- The Chain of Command.

### **Who makes the decision about the MASO?**

The professionals overseas will consider the reports you have provided about your child and advise the Chain of Command whether his/her specific individual needs can be met overseas. The Chain of Command will notify you of the outcome of the process.

### **How long will the MASO take?**

A MASO can take up to 9 weeks to complete so it is important to begin the process as soon as you know that you may be posted. Please note: You should not proceed with your posting until you have heard the outcome of the process.

### **How can I find out what services are available overseas?**

Each overseas command will publish a command offer which describes the range of services available in each command for children with special needs or disabilities. Additionally, DCYP MOD Schools publish their SEND offer on their individual websites.

### **What if the right help is not available?**

You will be informed if any services needed by your child are not available overseas and advised whether you should proceed with your posting.

### **What if I am not happy with the decision?**

You have the right to appeal the decision of any individual service (health, education or social care) that is unable to provide support from within its locally available resources. This should be pursued through the individual service's complaints procedure.

### **Are many families advised not to move overseas?**

Although some families do get a positive outcome from the MASO process, some are informed their child cannot get the help they need through the overseas school and services. Early knowledge of your child's specific individual needs will help services to prepare for your child's arrival overseas and ensure continuity of education, health and social care provision. You will only be advised not to take up an overseas posting when there is clear evidence that the resources to meet your child's essential needs cannot be made available overseas.

### **Further support and information**

UK Support Unit, EJSU SHAPE

HIVE

Children's Education Advisory Service (CEAS)

### **School Contact**

If you need to contact the school regarding any SEND matter your first point of contact should be the SENDCO – Elaine Briers on 0032 65 44 5283 (school office) or email at [shape.admin@modschoools.org](mailto:shape.admin@modschoools.org)

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