

# SHAPE International School

## British Section



### Strategy to Support Service Children at SHAPE International School British Section

#### Our Aims

To ensure that Supreme Headquarters Allied Powers Europe (SHAPE) International School British Section (The British School) provides world-class education for the children in our care.

To promote inclusivity, welcoming international children from across NATO countries, supporting the development of friendship and partnership across the Alliance and Partner Nations.

To support the UK military capability in NATO: The provision of a strong educational offer is essential to incentivise accompanied military service overseas and to attract personnel, at optimum points in their careers, to support the UK's commitment to NATO.

To provide the opportunity for NATO allies to have their children educated together with access to world-class education.

To ensure that the British School is held in high regard increasing the UK's reputation in NATO.

The school staffing strategy supports, and is directly linked to the achievement of, these aims.

#### Our Vision

At the British Section we strive to empower all children to be **incredible, inspiring** and **international**.

- Being **incredible** supports the children to foster their Learning Powers and Character Virtues, enabling everyone to fulfil their potential and truly flourish.
- Being **inspiring** flows from the nurturing of life-long learning, which brings joy, excitement and energy as children are inspired and learn to inspire others.
- Being **international** is a celebration of our international identity, and seeks to cultivate a shared belonging from within our diverse community, preparing all of the children to be global citizens for a connected world.

## **Our Support to Service Children**

The British School provides education for Service families and their children aged from 3 – 11. The school serves exists to serve the UK MOD Supported personnel assigned to SHAPE Garrison NATO HQ. It is optimised for 150 children across all year groups.

At the British School the majority of our pupils (aged 3 – 11) meet this definition of Service Children and as such we strive to go above and beyond our statutory duty to pay due regard to their needs, challenges and barriers. This is crucial to attracting Serving Personnel and their families to SHAPE.

At stages in their educational life, children may experience:

- Separation and worry when parents are away for longer periods;
- Missing their friends and family from UK or other countries as they arrive in SHAPE;
- Missing their friends who move on whilst they remain at the British Section.

The Duty of Care of British School children is paramount, and provision of additional Learning Support Assistant (LSA) and School Support Assistant (SSA) support enables our children to overcome the many challenges facing them.

### **The statutory guidance identifies the following education-related disadvantages that can arise for Service children:**

- An interrupted education. The British School minimises the stress of change through its overall approach and staffing structure.
- Disrupted social experience. The British School fosters a friendly learning environment enabling enduring friendships to be made, and recognises the cohort of children remaining in school requiring additional support as old friends move away and new friendships are established.
- Negative impact on mental wellbeing. The British School stresses the importance of well-being, and provides LSAs and SSAs to aid the children with being open about their mental and physical well-being.
- Difficult or longer journey times to school. The British School works with the SHAPE International School to provide a range of travel methods and to minimise travel time.
- Being unable to take holidays with parents during normal school holiday periods. The British School works, pragmatically and where appropriate, to meet the requirements of Service Personnel.
- Delays relating to support for Service children with additional needs. The British School places particular emphasis on child supportability whilst overseas and has a dedicated SEND Team to provide appropriate interventions for those children who require it without it negatively impacting the remainder of the class.

### **Some of the specific concerns voiced by pupils include:**

- Being worried when one of their parents is deployed, with associated uncertainty.
- Having lots of feelings that they don't know how to deal with.
- Trying to concentrate on homework when they're worried about their parent.
- Moving schools, moving house and sometimes moving to a different country.
- Having to leave their friends and make new friends at a new school.
- Feeling that they have to look after the family when their parent is away.

## **Our School Offer**

- The British Section offers single year group classes.
- In EYFS there is a Key Worker in each class.
- In KS1 there is an LSA in each class.
- In KS2 an LSA supports in each class each morning.
- A dedicated SEND Team, led by a qualified teacher and supported by a team of LSAs, work across the school providing to provide essential intervention for pupils each afternoon.
- The British School provides additional LSA support to children with language development issues.
- The British School welcomes children from across NATO countries, supporting children with EAL. Additional LSA support is required to support children with language development.
- The British School runs after school clubs to further develop children's interests and skills.

## **Our Admission process**

Defence Child Services supportability requirements govern the admissions process at the British Section. This ensures that the school is best prepared to deliver a tailored transition process to maximise individual attainment. To do this The British School provides:

- New-joiner leaflets for arriving children (as suggested by recent Y6 pupil)
- An Arrival Brief and school tour to all parents and new children.
- Allocates a buddy for when they start school

## **Our Emotional Support**

At the British Section, children arrive throughout the year, in differing circumstances. The majority of children settle into school quickly, but some require additional support with making friendships or accessing the curriculum.

The British Section has three trained ELSAs within the LSA staff who work to provide essential emotional support for highlighted children.

## **Our Curriculum Support**

The British School provides intervention sessions or precision teaching for children arriving at the British Section from other schools or countries who might have gaps in their learning. The provision of small group support in the classroom enables accelerated progress.

The British Section School currently has an LSA team of seven. This is essential to enable our children to access the curriculum and make accelerated progress from their starting points.

## **Our English as an Additional Language (EAL) Support**

International families make up a significant proportion of the British Section. Support is provided for pupils new to English to access the curriculum through use of Widget, developing language sessions, and vocabulary enrichment sessions.

## **Our Support to Children Returning to the UK**

The British School provides children returning to the UK with:

- Use of Overseas Educational Support (OES) Team.
- Enhanced transition including video links.
- The British Section supports family visits to new schools.
- The British Section supports assessments required by the receiving school

## **Our Support to Children Transitioning to British School Brussels (BSB) for Secondary Education in Belgium**

The British School provides children transitioning to BSB with:

- A visit from children returning to the British Section to support children transitioning to Y7
- A visit from the BSB admissions to the British Section
- The Y7 Lead Teacher Interviews each child moving to BSB
- Teachers visit and talk about transition to BSB
- A Year 6 day visit to BSB during the summer term

## **Our Intent**

This strategy sets out the aims of The British School to support service children. It articulates how this is delivered and underlines the importance of its function in the overall offer to Service Personnel. Having a clear, publicly available strategy informs all stakeholders of the schools' intent and sets the framework that it requires to deliver it.

The three signatories have signed this strategy to demonstrate the importance of the overall offer and the unity of the SHAPE UK leadership in delivering it.

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