



## **British Forces School Naples SEND offer**

At British Forces School Naples, we strive to ensure that all pupils, regardless of their specific needs, make the best possible progress. We work in partnership with parents, pupils and outside professionals.

We endeavour to meet all our children's needs. This is in compliance with the Statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015). However, British Forces School Naples is a very small 'Rest of World' school and does not have ready access to support for children with Special Educational Needs or Medical Needs. Therefore it is very important to consider carefully your child's needs before considering a move to BFS Naples.

If your child has special educational needs or disabilities, please read the SEND offer carefully.

### **BEFORE MY CHILD STARTS**

When a family wish to pursue a posting overseas, the special needs of their child should be declared to CEAS when the posting is offered if the child is not already registered with CEAS. For parents of such children it is therefore vital that they liaise with CEAS before any posting action involving being accompanied by the child / children.

The role of CEAS, based at Upavon, is to support Service families in obtaining appropriate educational facilities for their children, and to provide high quality information and impartial advice on all aspects of education world-wide, including advice upon special educational needs / additional educational needs.

CEAS's website is:

[www.gov.uk/childrens-education-advisory-service](http://www.gov.uk/childrens-education-advisory-service)

It can provide invaluable support with looking at schools and about admission and is able to liaise with schools and local authorities.

We strongly recommend that you register your child with CEAS and utilise their services.

<http://www.mod.uk/defenceinternet/defencefor/servicecommunity/education/childrenseducationadvisoryservice.htm>

The MoD has developed the **Pupil Information Profile (PIP)** for **all** Service children, including those with SEN, to support the sharing and transfer of information. MoD schools are advised to use the PIP for all pupils who are leaving and to request that UK schools also use the PIP to share information about pupils moving overseas.

Parents assigned overseas will be advised to contact the receiving MoD school, in the first instance, as soon as they are notified of their assignment. Whenever parents contact an MoD school to request admission for their child/ren, they should be asked to give consent for the school to contact the UK school to obtain current school records, ideally the PIP.

We know that children's needs vary from one child to another. Most needs can be dealt with by the school and parents will always be fully involved. We believe, that it



is much better, where possible, to help any child with difficulties within the context of the classroom. There may be times, however, when children may need to be withdrawn from the classroom for individual learning to take place.

If it is felt that outside advice is necessary, from outside agencies this will only be done with the approval and consent from parents.

### **Multi-agency Assessment of Supportability Overseas (MASO)**

If the PIP, conversations with parents or other paperwork received by the School indicate a high level of need and multi-agency involvement, the school will request a MASO to check that needs can be met overseas. This is conducted by an SCE Educational Psychologist in conjunction with any other relevant agencies. Prior to the MASO starting, School will seek parental permission to share information about your child through the MASO process. Advice is given to local Command who will then make a decision on whether needs can be met overseas.

### **The RIAISEN process (Record of Identification and Intervention for SEND)**

#### **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making expected progress, the school will set up a meeting with you to discuss this in more detail and to:

- listen to any concerns that you may have
- plan any additional support your child may receive
- discuss any outside referrals to outside agencies to support your child's learning.

The school uses a Record of Identification, Assessment and Intervention for pupils with Special Educational Needs form (RIASEN) to document any SEN concerns. This will be treated confidentially and kept on the file of the pupil as appropriate. The RIAISEN has three stages of escalation and at each stage the level of provision is determined.

The RIAISEN 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 address through quality 1st wave teaching then the teacher would complete a RIAISEN 1. This is co-constructed by the teacher, parents and where applicable the child. This is based on an Assess, Plan, Do and Review (APDR) model. After implementation of the agreed actions the plan is reviewed termly where a decision is made regarding next steps in the graduated response process.

RIASEN 2 would indicate that further support is necessary and at this stage the SENCO would work with the teacher, parents and pupil to co-construct a plan to set new targets and may involve use of specific intervention programmes. This would again work on an APDR model.

If support from outside agencies is required then a RIAISEN 3 is completed, Review at RIAISEN 3 could lead to a Service Children's Assessment of Needs (SCAN). The SCAN is specific to service children and is set out in Section 10 of the SEN Code of Practice January 2015. SCAN

#### **Who should I talk to about my child's difficulties with learning/Special Educational Needs/ or Disability? (SEND)**



## **1. Class teacher**

BFS Naples operates an 'open- door' policy. If you have any concerns about your child's learning, we recommend that you discuss them with the class teacher in the first instance. Generally speaking, the start of the day is very busy and whilst teachers will be available, it may not be the best time for a detailed discussion.

Parents are encouraged to make an after school appointment when the matter can receive the undivided attention of the teacher.

The class teacher is responsible for:

- Checking the progress of all children. Identifying, planning and delivering any additional help a child may need and letting the AHT/SENCO know as necessary.
- To document concerns and actions using the RIAISEN process. Sharing and reviewing these with parents at least once a term.
- Ensuring that all staff working with children helped to deliver the planned work/programmes, so that they can achieve the best possible outcome. This may involve the use of outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND policy is followed in the classroom and for all the pupils they teach with SEND.

## **2. SENCO (Special Needs Co-ordinator)**

If your child has identified learning needs or requires additional support then the best person to talk to is the Assistant Headteacher who is also the designated SENCO at our school. The SENCO is responsible for:

- co-ordinating and reviewing SEND support across the school, ensuring that all children get a consistent, high quality response to meeting their needs in school.
- 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 specialist support for teachers and support staff in the school so that they can help children with SEND achieve the best possible progress

At the BFS Naples, parents are kept fully informed of their child's support and progress in SEND. We involve parents in supporting their child with their learning and reviewing of progress and targets on IEP's.

## **3. The Headteacher**

The head teacher of the school is responsible for:

- The management of all aspects of the school, this includes the support for children with SEND.

They will give responsibility for the day to day management of SEND to the SENCO and class teachers but has overall responsibility for ensuring that your child's needs are met.



## TYPES OF PROVISION AND SUPPORT

### **What types of provision and support are provided for children at British Forces School Naples?**

#### **Quality first teaching**

Children's learning needs are met in the classroom through carefully planned lessons and activities where teaching and learning is carefully differentiated and supported.

For your child this means:

The teacher has the highest possible expectations for you child and all pupils in their class.

All teaching is based upon what you child already knows, can do and understand. Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using practical learning.

Specific strategies (which may be suggested by the SENCO or outside agencies) or minor adaptations are in place to support your child to learn.

Your child's teacher carefully checks on your child's progress. They collect evidence and identify any gaps in understanding/learning. Then they can assess if any additional support is needed for your child to make the best possible progress.

#### **Specific group work (intervention groups) within the classroom amongst a smaller group of pupils**

Children's learning needs are met through regular targeted activities. These can be:

- Completed inside or outside of the classroom.
- Overseen by a teacher, or learning support assistant who is supported by the class teacher/SENCO.

For your child this would mean:

- They will engage in regular group sessions with specific targets to help them to make progress.
- A learning support assistant may these small group sessions supported by the class teacher/SENCO.

This type of support is available for any child who has specific gaps in their understanding of a subject/ learning. Evidence from regular assessments helps us to quickly identify and support children who are not making expected progress. This type of support is usually short term planned over a few weeks and is carefully monitored.

#### **Individual support for your child**

Often this support is planned by outside agencies, for example, speech and language therapists and takes place over a longer period of time.

For your child this would mean:

- Your child will have been identified by the class teacher (or you will have raised your worries) as needing more specialist input instead of, or in addition to, quality first teaching and intervention groups.

You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.

You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or an Educational



Psychologist. This will help the school and you, understand your child's particular needs and will enable all parties to support the child at home and at school. The specialist professional will work with your child to understand their needs and make recommendations which may include:

- Making changes to the way your child is supported in class e.g. including some individual support.
- Support the setting of focused targets using their specific expertise.
- Group or individual work, run by school staff under the guidance of the outside professional e.g. a social skills group.

This type of support is available to children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.

### **How will BFS Naples keep me informed?**

Parent Consultations are planned meetings in Term 1 and Term 2 to discuss individual pupil progress. Additionally an annual report will be written on the progress of your child during the academic year. This is an opportunity for all parents to meet class teachers, and parents of children receiving additional support also meet with the SENCO and class teacher to review progress and identify next steps through additional support and strategies. Additionally, parents can request a meeting with their class teacher to discuss any concerns that they may have. Please contact the individual class teacher to set up a meeting.

Support for additional needs is included in the "Record of Identification, Assessment and Intervention of SEN" (RIAISEN). This plan is in place for up to one term and is then reviewed and replaced (if appropriate) with a new RIAISEN. RIAISEN are clearly linked to progress and focus on small step targets with measurable outcomes. You will be asked to contribute to the development of your child's and to sign it to show that you understand and support the school's provision for your child. RIAISEN are important documents on transfer to another school as they inform the new setting about your child's needs and provision.

### **How will we measure the progress of your child in school?**

Your child's progress is continually monitored by the class teacher through on going observations and assessments using our school assessment tool Target Tracker. Progress is regularly reviewed and all pupils are set targets by their class teachers. These targets identify next steps in learning and are regularly reviewed. In addition, children in FS2, Year 2 and Year 6 are assessed in accordance with statutory assessments which are reported to parents. In FS2 this is the completion of the Early Years Foundation Stage Profile (EYFSP). In Y2 this is through using some standard assessment tests/tasks (SATs) to inform teacher assessment while in Y6 the children undertake national test papers (SATs). Other year groups are assessed by teachers who may use school based assessments to support the teacher judgements made. Teacher assessments are shared with respective parents during parent consultation meetings and through the end of year written reports to parents.

The class teacher and SENCO / school Senior Leadership Team review the effectiveness of the intervention and support and the progress each child makes. This evidence is then used to plan future provision.



### **How are the staff at BFS Naples supported, to work with children, with an SEND and what training do they have?**

The SENCO supports class teachers and learning support assistants in planning for children with SEND.

Training is needs led and aimed at improving the teaching and learning of children including those with SEND. This involves whole school training on SEND issues such as behaviour management and Speech and Language difficulties as appropriate.

Outside Agencies may lead training and /or work with staff.

### **How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. This adaptation is called differentiation.

Support staff follow the teacher's planning to support the needs of your child. They may make use of specific resources (where necessary) and strategies identified in the planning.

### **How will we support your child when they are leaving this school, or moving on to another class?**

As soon as you know that you are leaving, please inform the school office in writing by email or letter. This gives us time to complete the necessary transfer documentation. All school documents, including reports and records of work, will be given to you to take to your child's new school, and must be signed for in the school office. Please take this with you in your hand luggage rather than your boxes so that you can pass it on to the new school as soon as possible. This will ensure a smooth transfer for your child as the new school will be able to immediately set work at the appropriate level of attainment. Please note admission procedures in UK schools vary and are localised. Parents are advised to make enquiries well in advance as to the availability of places in schools and contact CEAS to aid admission (see details above).

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We are happy to contact your child's new school and speak to the Inclusion Manager/SENCO and ensure that they know about any special arrangements or support needed for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance, ensuring that class teachers are fully informed of your child's needs. All RIAISEN documents/IEP's will be shared with the new teacher.
- Your child will also visit their new class and class teacher to ensure that their transition is as smooth and reassuring as possible.

During Year 6 we recommend that:

- you register your child with CEAS (see details above)
- you and your child visit your child's new secondary school early in year 6.

