



**British Forces School Naples**  
**SEND Policy and Guidance**  
*October 2020*

**SLT Lead: LW**

Date for Review: October 2021

At British Forces School Naples (BFS), we are determined to meet the educational needs of all our pupils by working inclusively. We strongly believe that every teacher is a teacher of every pupil within our school, including those with SEND (Special Educational Needs and Disability). This provision is “additional to and different from that made generally for other children or young people of the same age.” (Code of Practice p.4). BFS is a well-resourced school meeting the needs of a diverse range of pupils: the majority of whom are service children. This means that many pupils experience frequent moves and may be with us for only one or two years. This makes it especially important that pupils’ individual needs are identified and met as soon as possible.

The SEND Code of Practice (updated May 2015) says: A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEND Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- School Safeguarding policy
- School Accessibility Plan

This policy was created by the school’s SENDCO with the SEND Governor in agreement with staff and representatives of parents of pupils with SEND and reflects the SEND code of practice 0-25 guidance.

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The SENDCO is part of the SLT (Senior Leadership Team).

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At British Forces School Naples we are fully committed to provide learning that is inclusive, and seek to promote a sense of community and belonging for all pupils. We positively endorse the principle that an educationally inclusive school is one in which the personal development and growth of every young person matters. This SEND policy details how British Forces School Naples will do its best to ensure that the necessary provision is made for all pupils to achieve.

**Aims for supporting SEND pupils:**

- We aim to raise the aspirations of, and expectations for all pupils, and particularly for those with SEND
- We aim to work collaboratively with all partners (e.g. keyworkers, parents, carers, pupils, teachers and outside agencies including medical, health visitors and educational support partners) to achieve the best outcomes for our pupils
- We aim for all children to have access to a broad, balanced curriculum and to participate in all experiences and activities provided by the school
- We aim to create an environment that meets the individual needs of all pupils
- We aim to identify and celebrate the strengths of all pupils and use sensitive support where appropriate to aid inclusion
- We aim to raise the self-esteem of all pupils, especially those who come to us with negative feelings about themselves and their abilities

**Objectives for supporting SEND pupils:**

- to identify and support pupils requiring SEND provision as early as possible on entry to our school
- to provide a differentiated curriculum appropriate to the individual
- to involve parents/carers and pupils in decision making, and to keep parents/carers fully informed of their child's progress and attainment
- to involve children as much as possible in evaluating their own progress; setting objectives, and making decisions about their future SEND provision
- to provide support and advice for all staff working with pupils who have special educational needs and disabilities

- to ensure all pupils are able to develop their individual learning strengths and preferences (visual, auditory, kinaesthetic) within an enriched learning environment
- to enable teachers to work in partnership with parents and carers to achieve the best outcomes for all pupils
- to work within the guidance of the SEND (Special Educational Needs and Disability) Code of Practice 2014, considering the guidance provided by MOD Schools

### **Inclusion of pupils with SEND**

The SENDCo (Special Educational Needs and Disability Coordinator) and Senior Leadership Team oversee inclusion and are responsible for ensuring that inclusive practices are implemented effectively throughout the school. We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical) by:

- providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits
- practicing teaching methods that suit the needs of individual pupils
- promoting an inclusive culture throughout our school and encouraging social responsibility and understanding amongst all our pupils

### **Working in partnership with parents**

British Forces school believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND
- Personal and academic outcomes are set and met effectively

The importance of parental involvement is highlighted in the principles underpinning the Special Educational Needs and Disability Code of Practice 2014 (updated May 2015), which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The school welcomes feedback from parents all year round and parents can make a confidential appointment to speak to any member of staff including the Headteacher, Deputy Head teacher, SENDCo throughout the year for any reason.

Parents will be kept up to date with their child's progress through annual progress reports, during parent consultation meetings, informal conversations with staff and at SEND review meetings. Parents will always be able to speak to school staff privately about confidential issues.

### **Identifying Special Educational Needs Support**

There are four broad categories of need described in the 2014 Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Whilst these four categories broadly identify the primary areas of need, we acknowledge the importance of taking a holistic approach to identifying children's individual educational needs. It needs to be considered that there are other factors which may impact on a child's progress including: disability; attendance and punctuality; health and welfare; English as an Additional Language; being a looked-after child as well as the implications of our schools' population consisting principally of service children.

## **The Graduated Approach**

A graduated approach to SEND support is embedded in our school/setting. The Assess-Plan-Do review cycle (see Appendix 1) is essential to the process of SEND support at all stages of the graduated response. The graduated approach starts at whole-school level. High quality teaching, differentiated for individual pupils is the first step in providing for all pupils, including those who may have SEND. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching children. However, where a potential special educational need has been identified this cyclical process becomes increasingly personalised. Core to this process is the importance placed on class teachers. Keeping this process evidenced and up to date is the responsibility of teachers and is monitored and supported by the SENDCo. The leadership team monitors the quality of teaching and learning for all pupils on a regular basis.

## **Universal support**

Having followed the schools/settings assessment, planning and teaching process a class teacher and parents may have emerging concerns about the progress of a pupil. The class teacher will identify using the Universal Checklist, any teaching methods and or strategies needed to be put in place to support a child. A meeting should be arranged with the parents so that their views can be sought, contributory factors identified and a course of action agreed. The documentation used for this is the Individual Learning Plan of SEND - Initial (ILP) supported by the Universal Support Checklists. The class teacher and parent should arrange a date when they will meet to review the success of the agreed actions (the timescale of this should not exceed one term). The class teacher should meet again with the parents and the pupil (where appropriate) to review the outcomes in light of the agreed actions taken. In many instances the actions which have been put in place will help the pupil to make sufficient progress and there will be no need to move further through the process. However, if there has not been enough progress, it may be decided that a further term of action is necessary or it may be decided to involve the SENDCo at the review meeting and consider moving to targeted support.

## **Targeted support**

The class teacher will identify using the Targeted Support Checklist, any teaching methods and or strategies needed to be put in place to support a child and an ILP will be completed by the class teacher, reviewed and contributed to by the SENDCO and parents and then shared and agreed with the child. A maximum of three SMART targets will be set based on the review of the Initial ILP.

The SENDCo will be able to support the process of the Assess, Plan, Do, Review cycle in a variety of ways including:

- reviewing the interventions to date and identifying next steps
- carrying out further observations or assessments which will inform further planning
- advising about suitable additional intervention programmes
- providing guidance around the development of the Individual Learning plan

The class teacher, parent/carer, pupil, SENDCo, LSA and other staff members will all carry out their parts of the agreed intervention plan and come together to review the outcome at the agreed date. At the review there are three possible outcomes:

1. There has been sufficient progress so that involvement of the SENDCo is no longer required and an agreement that the pupil's needs can be met by the class teacher
2. Current interventions may need to continue or be adapted and a further review date agreed
3. If the teacher, pupil, parents/carers and SENDCo remain concerned about a pupil's progress following one or more of the above cycles it may be appropriate to consult with specialist agencies about the pupil. This next step should be discussed with the parents/carers and their consent for this gained

### **Specialist support**

At this stage external agencies e.g. Senior Educational Psychologist (SEP), Speech and Language Therapist (SaLT) or Senior Educational Social Worker (SESW) would be involved in and a Specialist Support ILP would be completed. The SENDCo should complete the relevant consent forms with the parent. Specialist support professionals will provide advice and support as appropriate. They may provide training or guidance for staff on appropriate interventions and in some cases, this can involve working with the child directly. The Assess, Plan, Do, Review cycle should be followed using the additional advice and expertise from the specialist and the impact of this will be assessed at a review meeting with the SENDCo, parents, teacher and the specialist. At the review there are three possible outcomes:

1. There has been sufficient progress so that involvement of the specialist is no longer required and an agreement that the pupil's needs can be met using in-school expertise
2. It may be that the current interventions need to continue or be adapted and a further review date agreed



3. If the teacher, pupil, parents/carers, teacher, SENDCo and specialist remain concerned about a pupil's progress following one or more of the Assess, Plan, Do, Review cycles it may be felt useful to involve other professionals e.g. a paediatrician or Child and Adolescent Mental Health Services (CAMHS).
4. It may be felt that the pupil's needs are long term and likely to require a continuing high level of additional support in school or possibly special educational provision. A very small number of children in MOD schools may be found to have long term/complex special educational needs and are likely to require a high level of support or special educational provision. These children may require an integrated assessment, similar to that carried out in the UK and referred to as an Education Health and Care Plan (EHCP). In MOD schools this is referred to as a SCAN (Service Children's Assessment of Need). It may also be felt that the provision in the overseas location is not sufficient to meet the needs of the child and an Emergent Needs MOD Assessment of Supportability Overseas (MASO) needs to take place.

### **Managing pupils' needs**

There is one single category of support which is known as SEND Support. Pupils and parents/carers are fully involved at every stage of the Graduated Response (as described above). At the level of Targeted support in the Graduated Response the decision is made to place the name of the pupil on a SEND support list so that it is clear that the provision for these pupils is "additional to or different from" that made generally for other children or young people of the same age in a similar setting.

- If at any stage the involvement of the SENDCo is no longer required and this is agreed in the review meeting, the pupil's name is then removed from the list
- Provision is recorded on a provision map, which is reviewed termly. The effectiveness of provision is regularly reviewed both in terms of outcomes for individual pupils and groups
- The Graduated Response described in the previous section is run alongside the school's standard assessment and tracking
- Pupils' individual outcomes and targets are discussed in the meetings (as described above) and recorded on the relevant SEND forms (at targeted or specialist stages).
- There are also records of individual interventions kept by the teacher at all stages which are regularly updated and the outcomes of which are also referenced on the SEND forms when needed (and discussed in the review meetings.)

- The SEND support for pupils is outlined in the SEND Information Report, available on the website. The level of provision is decided primarily according to pupil need. This is determined by teacher/key worker assessment and discussed in the pupil progress meetings with the SENDCo and the Senior Leadership Team, bearing in mind what is possible in terms of resource availability
- Relevant information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

### **Admissions Procedures for children with SEND**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with an Education, Health and Care plan (or equivalent) and those without. Where there is a child identified with SEND, decisions are made prior to the family being posted through a MASO process. The MASO is a process for assessing whether all the help required for a child with additional needs is available in an overseas command. Further information on this can be found in the following leaflet: *'MOD ASSESSMENT OF SUPPORTABILITY OVERSEAS (MASO) – Information for parents.'*

British Forces School Naples and the agencies working with young people make every effort to ensure that support and assistance for pupils and parents/carers is transparent and sensitively handled. All SEND paperwork should be passed to the SENDCo by the previous school or setting/parents as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeder school and the receiving school's SENDCo to aid the smooth transition of the pupil, and discuss arrangements. Equally, it is encouraged that all partners work together in the identification and other processes relating to SEND. This offers the best opportunity for accurate and early identification to allow a timely and appropriate intervention. It is our commitment to ensuring that all voices are listened to throughout the process.

### **Training and Resources**

Training needs for staff are discussed in staff meetings and Performance Management meetings and are identified through school development planning /observations etc. Training is provided both in-house and externally through MOD Schools. Our specialist support services provide training and support to the SENDCo. Teachers and LSA staff also

access courses which are centrally run with visiting trainers. Teaching staff can also access training in UK.

### **Roles and Responsibilities**

- **The Headteacher** has overall responsibility for management of the policy, line management of the SENDCo, for assessment and provision for pupils with special educational needs and for keeping the School Governing Committee (SGC) informed as appropriate
- **The SENDCo** is responsible for overseeing the day-to-day operation of this policy and coordinating provision. A key feature of the SENDCo's role is to liaise with: parents of pupils with SEND; a range of external agencies and other schools; and with potential next providers of education to facilitate a smooth transition. The individual roles of learning support staff are coordinated, timetabled and managed by the SENDCo
- **Teachers** are responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Teachers work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Teachers are responsible for implementing this policy; creating, updating and carrying out the actions on the ILP; keeping on-going records and working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- **The SEND Governor** contributes towards monitoring the implementation of the policy and has an overview of the provision offered by the school. This may include contributing to the review of the SEND policy; discussions with key staff, parents, carers and pupils; working with the headteacher and SENDCo
- **Parents** are responsible for working in partnership with the school to help meet their child's needs. British Forces School has a policy of active engagement with parents and carers to ensure that they are aware of the pivotal role they also have in relation to meeting their child's needs.

### **Equal Opportunities**

All practitioners at British Forces School Naples have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered throughout the school. All children, irrespective of gender, ability, ethnicity, culture or religion, and

social circumstances, have opportunities to experience a challenging and enjoyable programme of learning and development within our school.

### **Storing and Managing Data**

All sensitive pupil data is kept in individual pupil files in a locked cabinet to which the SENDCo and Headteacher have access. These are passed on to the new schools (via the parents/carers) when children leave British Forces School Naples. Personal/sensitive computer data is encrypted or stored within secure data systems on the school's MOD Schools drive. All data kept on pupils is discussed with parents/carers and available to them.

### **Managing Complaints**

Any complaints about general or specific provision will be referred to the SENDCo (Mrs Leanne Wortley) in the first instance. If the issue remains unresolved, the complaint is referred to the Headteacher (Mrs Rebecca Robinson). If there is still an issue, the next stage is to follow the MOD complaints procedure.

### **Evaluating the success of provision**

SEND provision at British Forces School Naples is evaluated against the stated objectives on this policy. Staff, parents/carers and children are all involved in the evaluation process. Evaluation is ongoing which means that the SEND provision is always the subject of continuous assessment and review.

### **Reviewing the Policy**

The SEND policy will be reviewed annually, considering feedback and comments from pupils, parents/carers, staff, SGC and outside agencies. Pupils' comments are obtained through Pupil Voice in meetings and questionnaires where appropriate; parents views are gathered in the same way. The policy itself is contributed to in staff meetings, and ratified by the SGC. This policy should be used in conjunction with all other school policies.

SENDCO: Mrs Leanne Wortley  
SEND Governor: currently being recruited

Headteacher: Mrs Rebecca Robinson





Dated: 10<sup>th</sup> October 2020

## Appendix 1

## Phases of the Graduated Response

### Assess – Plan – Do – Review

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching children. However, where a potential special educational need has been identified this cyclical process becomes increasingly personalised.

<u>Assess</u>	
<p>A clear analysis of need is based on:</p> <ul style="list-style-type: none"> <li>• Views of the pupil and their family.</li> <li>• Teacher assessment/observation and knowledge of the pupil.</li> <li>• Data on the pupil's progress, attainment and behaviour.</li> <li>• Pupil's previous progress and attainment as well as information from the school's core approach to pupil progress and attainment.</li> <li>• Tracking of progress and comparisons with national data.</li> <li>• Standardised tests carried out by SENDCo, if appropriate.</li> <li>• Assessments observations advice from external agencies, if appropriate.</li> </ul>	
<u>Plan</u>	
<p><i>Following careful analysis of assessment, the teacher, SENDCo, parent or carer and pupil, agree on a plan of action (this process can be supported by outside agencies if appropriate).</i></p> <ul style="list-style-type: none"> <li>• Consider high quality class/subject teaching adjustments and modifications.</li> <li>• Targeted provision/intervention to be put in place.</li> <li>• Outcomes for the pupil must be expressed as SMART targets.</li> <li>• A date for review.</li> </ul> <p>It is essential that all planning is pupil centred, outcomes focussed and recorded.</p>	
<u>Do</u>	
<p><i>The SENDCo supports the teachers in the effective implementation of the provision and assessment. The class or subject teacher/tutor remains responsible for working with the pupil on a daily basis. Outside agencies support the process as appropriate.</i></p> <p>Teachers are responsible for:</p> <ul style="list-style-type: none"> <li>• Differentiating and personalising the curriculum.</li> <li>• Delivery of 'additional and different' provision for the pupil.</li> <li>• Planning, support and impact measurement of all group and one to one interventions delivered by support staff.</li> <li>• Linking interventions to classroom teaching.</li> </ul>	
<u>Review</u>	
<p>The review should explore:</p> <ul style="list-style-type: none"> <li>• The effectiveness of the interventions and support, impact evidence is considered in conjunction with planned outcomes.</li> <li>• Everyone involved share their evidence on progress.</li> <li>• Information is shared with the pupil and family.</li> <li>• Discussion and record keeping on how the plan should be revised in light of progress and parental and pupil view.</li> </ul> <p>If the pupil still requires 'additional and different' provision the cycle starts again at assess with the updated needs of the pupil being considered. The SMART outcomes should be agreed before planning a continuation of or a change to provision.</p>	

Appendix 2 **OFFICIAL SENSITIVE – PERSONAL****Individual Learning Plan – Initial**Pupil Details

<b>Name:</b>		<b>Date of Birth:</b>	
<b>Preferred name (known as):</b>		<b>Gender:</b>	
<b>School:</b>		<b>Year Group:</b>	
<b>Individual Learning Plan Start Date:</b>		<b>Review Date:</b>	

Specialist involvement

<b>Name:</b>	<b>Role:</b>

Background Information

<b>Areas of concern:</b>
<b>Assessment Information:</b>
<b>Strengths:</b>
<b>Record of Pupil View:</b>
<b>Record of Parental View:</b>

Appendix 3 **OFFICIAL SENSITIVE – PERSONAL**

## Individual Learning Plan – Review No:

### Pupil Details

<b>Name:</b>		<b>Date of Birth:</b>	
<b>Preferred name (known as):</b>		<b>Gender:</b>	
<b>School:</b>		<b>Year Group:</b>	
<b>Individual Learning Plan Review Date:</b>		<b>Next Review Date:</b>	

### Present at Review Meeting:

<b>Name:</b>	<b>Role:</b>

### General Attitudes to Learning

<b>Learning Behaviours:</b>

