



Ayios Nikolaos Special Education Needs and Disabilities (SEN/D) Policy

Review Date: September 2020

Date of Next Review: September 2021

Head Teacher: Mrs Sarah Baillie
SGC Chair: Lt Col S Clifford

At Ayios Nikolaos Primary School, we meet the educational needs of all our pupils by working inclusively with all children. This is in compliance with the Statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015).

This policy has been written with particular reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (January 2015)
- Schools SEN Information Report Regulations (2015)
- Statutory guidance on supporting pupils at school with medical conditions April 2014
- The national Curriculum in England Key Stage 1 and 2 framework document July 2104
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

It has been created by the school's SENDCO with the SEN/D Governor in liaison with SLT, all staff and parents/carers of pupils with SEN/D. Co-production/consultation is at the heart of our inclusive practice.

All teachers have responsibility for every pupil within our school, including those with SEND. "A child or young person has SEN/D if they have a learning difficulty or disability which calls for special educational provision to be made for him or her". 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)

This reviewed policy takes into account the new Statutory Guidance and Code of Practice 2015 as well as specific guidance from MOD Schools (Pupil and Family Services/Educational Psychology Advisory Specialists EPAS), relating to our particular circumstances in supporting the education and well-being of our pupils.

This SEN policy provides guidance to meeting the needs of all pupils with SEND.

Admissions Procedures to MOD Schools for Children with SEND

This guidance is part of the guidance on admissions and transitions for all pupils moving overseas to areas where there are MOD schools. The aim is to provide continuity, high quality education, ensure all pupils benefit from time spent overseas, and pupils' educational needs are met within locally available resources.

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 MOD school to contact the UK school to obtain current school records, ideally the PIP.

MOD Assessment of Supportability Overseas (MASO)

The Special Educational Needs and Disability Code of Practice 0-25 years (2014) Para 10.94 states:

In respect of Service children schools and other education providers should:-

- 'Ensure mechanisms are in place to enable effective and timely receipt and dispatch of all relevant records for Service children with SEN when moving between schools in the UK and overseas, to enable effective planning, ideally in advance of the child's arrival in school. Maintained schools MUST transfer information including SEN information, about pupils to other schools in the UK in accordance with (Pupil Information) (England) Regulations 2005.'

The MASO is for any pupil who has any of the following:

- Support in a school or setting because of special needs or a disability.
- Current involvement from other agencies such as health or social care.
- An Education Health Care (EHC) Plan, a Statement of Special Educational Needs or a Coordinated Support Plan.

Responses to initial contact from parents

Following initial information gathering, the school will determine either:

- The pupil has no special needs and a certificate of educational clearance is issued with letter A.
- The pupil has some low level special needs which can be met by the school and local partners. In this case a certificate of educational clearance is issued with letter B.
- The pupil has a significant level of special needs/has current involvement from other agencies/there are potential resources and a MASO is required. No certificate of educational clearance is issued; letter C is sent to parents and the case is referred to the local Pupil & Family Services/EPAS office.
- If a MASO is required the SENDCO should send all documentation they have for the pupil to the local Pupil & Family Services/EPAS office with letter D.

A Graduated Approach to SEND Support

There is one single category of support which is known as SEN Support. Pupils and parents/carers are fully involved at every stage of the Graduated Response. The Assess-Plan-Do review cycle is essential to the process of SEN support at all stages of the graduated response. High quality teaching, differentiated for individual pupils is the first step in providing for all pupils, including those who may have SEN. The leadership team will monitor the quality of teaching and learning for all pupils on a regular basis.

Identification of SEND

Ayios Nikolaos Primary School uses a variety of methods to identify SEND. These methods cover all four categories outlined in the Special Educational Needs code of practice 2015

- Communication and interaction
- Cognition and learning
- Social emotional and mental health issues
- 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.

These methods are outlined on the "School SEND Offer" that can be found on the school website. Amongst these are:

Previous school or educational establishment e.g. Pupil Information Profile

- Pupils
- Parents
- Teaching staff
- Classroom assessment
- Learning Support Assistant
- External Agencies
- SENDCO

The school uses a Record of Identification, Assessment and Intervention for pupils with Special Educational Needs form (RIAISEN) 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 (Record of Identification and Intervention for SEND)

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 first wave teaching then the teacher would complete a RIAISEN 1. This is constructed by the teacher, parents and where applicable the pupil.

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.

RIAISEN 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 the family require any additional support or advice this can be accessed via the Pupil & Family Services/EPAS team based on island. The team members include an Advisory teacher for SEND, Senior Educational Psychologist and a Senior Educational Social Worker.

When any of the P & FS/EPAS team are consulted then a RIAISEN 3 is completed which includes the actions to be completed by the designated member of the team. An additional consent form is also required to be agreed and signed by parents.

Review at RIAISEN 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



Termly planning meetings are scheduled with Pupil & Family Services/EPAS and include:

- Senior Educational Psychologist SEP
- Senior Educational Social Worker (SESW)
- Special Advisory Teacher (SAT)

At these meetings the agenda covers:

- MASO
- SCAN
- RIAISEN 3 pupils
- Training & support for staff
- Review meeting dates
- Safeguarding

In addition to this the school can also request involvement of a Speech and Language Therapist (SALT) and Child and Adolescent Mental Health Service (CAMHS).

Within this process school will also consider other areas that may impact on progress. These may include:

- Mobility – transition of pupils from other schools to Ayios Nikolaos Primary School and pupils departing Ayios Nikolaos Primary School
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Parental deployment

Transition between MOD schools or UK Local Authority Schools

Families of children with SEND records or support at RIAISEN 3 or SCAN on receipt of posting ensure that they are registered with CEAS (Children's Education Advisory Service). This can be done with the assistance of the Specialist Advisory Teacher who has responsibility for transition.

The role of CEAS is to provide advice and support for families in choosing a school that will meet the needs of the children and may be able to offer some assistance with quartering and other queries. Again the SAT can also offer support during the transition period.

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 Headteacher is also the named person for Child Protection and Safeguarding (DSL).

The SENDCo is responsible for overseeing the day-to-day operation of this policy and co-ordinating provision. A key feature of the SENDCo's role is to liaise with: parents of pupils with SEN; 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 for the progress of all pupils in their care including those with SEND and for implementing the first steps of the Graduated Response.

The school has an agreed response to supporting dyslexic learners and those with literacy difficulties. Class teachers will adhere to the agreed 'list of pre-requisites for an inclusive classroom' and seek to provide suitable adjustments for these learners, with the support of the SENDCO and SAT.

The SEN/Inclusion Governor will monitor the implementation of the policy and has an overview of the provision offered by the school. This will include contributing to the review of the SEND policy;

discussions with key staff, parents, carers and pupils; observations of provision and feedback to pupils, parents and staff.

Equal Opportunities

All practitioners at Ayios Nikolaos Primary School 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 Ayios Nikolaos Primary School.

Complaints Procedures

Any complaints about general or specific provision will be referred to the SENDCO/Inclusion Leader (Mrs Charlotte Campbell) in the first instance. If the issue remains unresolved, the complaint is referred to the Head Teacher (Mrs Sarah Baillie). If there is still an issue parents should contact the Principal Education Officer for SCE – Mr Colin Fleetwood at SCE HQ Upavon UK.

Reviewing the Policy

The SEND policy will be reviewed at least annually, taking into account feedback and comments from pupils, parents/carers, staff, SGC and outside agencies. Pupils' comments are obtained through pupil voice in meetings and questionnaires; parental views are gathered in the same way.

The policy itself is contributed to in staff meetings, and ratified by the SGC at a time when as many members as possible of the governing body can attend. This policy should be used in conjunction with all other school policies.

Bullying

We take all steps to mitigate the risk of bullying in our school. Further information on the policy regarding Anti-Bullying can be found on the school website.

Contacts

Should there be any time that you need to contact school regarding any SEN/D matter your first point of contact should be Mrs Charlotte Campbell (Inclusion Leader/SENCO) or the Head Teacher Mrs Sarah Baillie both of whom are available on 00357 23957548. Further information can be found on the school website.

GLOSSARY

CEAS	Children's Education Advisory Service
EPAS	Education Psychology Advisory Specialists
ELSA	Emotional Literacy Support Assistant
LSA	Learning Support Assistant
MASO	MOD Assessment of Supportability Overseas
RIAISEN	Record of Identification, Assessment and Intervention for Special Educational
SAT	Needs
SCAN	Specialist Advisory Teacher
SENDCo	Service Children's Assessment of Need
SENLSA	Special Needs and Disabilities Co-ordinator
SEP	Special Needs Learning Support Assistant
SLT	Senior Education Psychologist
SESW	Senior Leadership Team
TAC	Senior Education Social Worker
	Team Around the Child