

Special Education Needs (SEN) Information report 2016-17

This report aims to be an informative and concise outline of current ethos and practice at King Richard School regarding Special Educational Needs. It will outline the process of entry, identification, communication and co-construction, teaching and learning, opportunities, academic and emotional support and the use of external agencies. The inclusive ethos of the school is at the very core of the school's core values and is an intrinsic part of the school's strategic plan.

Prior to starting school initial contact should be made with our mobility clerk. Admission paperwork will be completed at this time. Should your child have SEN then it is important that you inform CEAS of your intention to gain admission to King Richard School. The information you give will help us ascertain whether or not King Richard School can meet your child's needs. This process may involve a MOD Assessment of Supportability Overseas (MASO). Details of the MASO and process can be found by following the links:

[MOD Assessment of Supportability Overseas \(MASO\)](#)
[Additional Information on gov.uk](#)

Day 1 – Completion of paperwork

When parents and child arrive in Cyprus, they visit the school at their earliest convenience to: complete the School Admission Form giving particulars of their child, prior schools, contact details, SEN/G&T and health issues.

- provide any records from previous schools eg school report, recent SAT scores and levels or Foundation Stage Profile scores where available.
- complete the SSAFA Forces Help School Health Record and Medical information form which is passed on to the School Nurse.
- complete baseline assessment as deemed necessary.
- collect a School information pack which includes:
 - Full version of School Prospectus
 - Diary
 - School Calendar
 - School Bus Information
 - Fact File
 - Absence reporting details

School tour

When admission paperwork is completed and checked, parents and children are taken for a school tour which includes:

- a meeting with the HT, or an available member of the SLT.
- the location of important areas within the school such as the main hall, ICT room, toilets, playgrounds, water fountains, library, staff room, first aid, lost property etc.

Parents and new children are sold school uniform, PE kits.

Day Two – First full day in school

Meet tutor, Associate Learning Leader/Assistant Principal Pupil Support

Be appointed a year group buddy where appropriate

Complete baseline assessment if not completed on Day 1

Types of support available for pupils with SEN.

A number of support mechanisms are available to help children with SEN fulfil their potential.

- Class teacher input through targeted quality first wave teaching.
- Specific group work with a small group of children.
- Specific group/ 1 to 1 interventions which may be run by outside agencies.

The school can meet a range of difficulties a pupil may have. These include:

- Language and Communication
- Literacy and Numeracy
- Behaviour and Social skills
- Physical
- Medical

Every child's needs are considered on an individual basis.

How will my child be supported on arrival at the school?

Early contact

Parents are encouraged to contact school in advance to advise arrival date and inform school of any Special Educational Needs or Disabilities (SEND) / Gifted and Talented (G&T) / Health issues.

- If the child is on the SEN register at SEN Support (accessing external services to school provision) or has a statement of special educational needs/Educational Health and Care Plan then the family must contact Children's Education Advisory Service (CEAS) in UK. Families should not accept a posting until an SEN enquiry is complete. They must then contact school as soon as possible.
- The SENCO will contact the previous school for further details.
- Parents are asked to bring in as much information about their child as possible.

Types of SEN support

What types of special needs support are available for my child in the school?

- Class teacher input through targeted quality first wave teaching.
- Specific group work with a small group of children.
- Specific group or 1-1 interventions- which may be supported by outside.

How does the school identify and assess children with SEN

All MOD schools in Cyprus and agencies working with young people with Special Educational Needs (SEN) make every effort to ensure that support and assistance for children and parents/carers is transparent and sensitively handled. Equally, it is encouraged that all stakeholders work together in the identification and other processes relating to SEN. This offers the best opportunity for accurate and early identification to allow a timely and appropriate intervention. It is our commitment to ensure that the pupil and parents/carers voice is part of the co-construction process.

Our specialist mobility staff will assist with the arrival procedure and will act as initial contact for parents/carers in the identification of a young person's SEN. At this point any concerns can be voiced by parents/carers with regard to SEN and this information can be passed to the SENCO so

adequate provision can be arranged quickly. Our staff will make relevant liaison with the young person's previous school to ensure that the transition process is as seamless as possible. Where appropriate CEAS advice may be necessary and you will be directed how to contact CEAS where appropriate. The previous school will send any relevant pupil data to us within 15 days of the pupil leaving, which will allow provision to be arranged quickly and appropriately.

Our teaching and learning support staff play an integral role in the identification process. They have a number of tools to assist in the identification process. Amongst these are:

As part of the identification process baseline assessment may also assist any specific areas of need. Other areas of assessment may include teacher observation, classroom assessment and professional development aimed at identifying need.

The initial strategy employed to support children with SEN is quality first wave teaching linking to Key Indicator of Performance (KIP) 2 on the School Improvement Plan (SIP) 2016-2018. This may involve a range of support that allows the school to maintain the keen inclusive focus that is in the heart of all we do and allows students with SEN to learn alongside young people who do not have SEN wherever possible. It may involve varying tasks and various study skills to aid with planning and recording of information. Our inclusive ethos is underpinned by the use of the Record of Identification Assessment and Intervention for pupils with Special Educational Needs (RIAISEN) process. Quality first wave teaching remains the central tenet but this may be supported by other interventions.

The Record of Identification Assessment and Intervention for pupils with Special Educational Needs (RIAISEN) process

The RIAISEN process is a graduated response to the needs of any student identified as having, or potentially having, a Special Educational Needs (SEN). It is based on the Assess, Plan, Do, Review model outlined in the SEN Code of Practice, July 2014. Brief details of how the system functions are outlined below:

RIAISEN 1

At this level all a student's needs are met in the classroom environment. This may or may not be with the support of a Learning Support Assistant. This could be achieved by a plethora of strategies including:

Differentiated curriculum planning

Use of monitoring tools

Pre-learning some topic information

Use of Assessment for Learning strategies

Literacy/numeracy based activities to strengthen skills in these fields and provide curriculum links

Use of ICT

Modelling

Memory recall practice

Working displays

Visually supportive strategies

Discussion with parents/carers

In-class support from a Learning Support Assistant

Should a student's needs not be met by the range of provision outlined above then the Assess, Plan, Do, Review model employed by the RIAISEN process would escalate the provision to RIAISEN 2.

RIAISEN 2

If the strategies employed at RIAISEN 1 are not leading to the desired progress then escalation of the model would move to RIAISEN 2. A judgement on this would usually be made after a school term. This will begin with a meeting involving parents, student (where appropriate), Special Educational Needs Coordinator and other appropriate school staff. At this point the stakeholders present at the meeting will co-construct an appropriate intervention that identifies the specific areas that children are finding challenging and have not been sufficiently improved by good quality first wave teaching. This could involve interventions targeting phonics, spelling, numeracy, comprehension, summarisation and may include the following packages amongst others:

Reciprocal Reading

Hi 5

Sound Discovery

Lexicon

Power of 2

Should the RIAISEN 2 intervention not promote adequate or sustained improvement as evidenced by the Assess, Plan Do, Review model then the process would move to RIAISEN 3.

RIAISEN 3

At this level the school would, after discussion and agreement with the student and parents the school would request the involvement of external agencies. Depending on need this could involve support from Specialist Advisory Teacher for Special Educational Needs, Disabilities and Transition (SATSENDaT), Educational Psychologist, Educational Social Worker, Speech and Language Therapist or other agencies depending on the particular issue. This is likely to include psychometric assessment followed up by a formal report and feedback. This would be used to formulate any future intervention. At RIAISEN 3 there is a termly meeting for all stakeholders to discuss progress and formulate a new plan based again on the Assess, Plan, Do, Review model. Should this fail to secure adequate progress then consideration will be given to the appropriateness of escalating to a Service Children's Assessment of Needs.

Service Children's Assessment of Needs (SCAN)

Should the RIAISEN process not be able to secure adequate progress to allow the student to access the curriculum appropriately then a SCAN can be formulated to ensure that a coherent and coordinated approach leads to provision that allows a student to maximise their potential. This shares some similarities with the previously used Statement of Special Educational Needs. Crucially however, it is co-constructed by the people who know the young person best. This would involve the student, parents, SENCO and other agencies who have been involved in working with the young person formulating and ensuring provision to allow the young person to maximise potential and thrive.

Support for Social Emotional and Mental Health

RIAISEN 1

- Whole school Rewards & Sanctions Policy
- Whole school systems & signals
- Theme of the week/Tutor time
- School Council – Pupil Voice
- Visual timetables and prompts
- Buddy System
- Worry Box

RIAISEN 2

- ELSA
- Nurture groups
- Pupil Mentor
- Behaviour Plan
- Friendship group

RIAISEN 3

- External Agencies
- Individual Therapy
- Family Therapy
- CAMHS

Parents/carers and Pupils

We consider the voice of the young person and parents/carers as critical in ensuring that the pupil maximise their potential. Parents/carers provide us with any initial requirements for their children through liaison with the mobility staff and their input is encouraged and sought throughout the identification process. Pupils are encouraged to inform staff should they be experiencing difficulties and this is an important part of the identification of any SEND. A process of co-construction between all stakeholders allows us to put the pupil's need first and the pupil to have a direct input into the service they receive. This will include:

- Termly meetings for students at RIAISEN 3
- Co-construction of RIAISEN paperwork
- Review of process prior to assessing and planning the next stage.

External Agencies

Students can encounter a wide range of difficulties during their time at school. These may include:

- Academic
- Social
- Emotional
- Mental Health

We are very fortunate to have a range of external agencies that we can call on during these times. These agencies include:

Pupil and family Services (PFS)
Educational Psychologist
Educational Social Worker
Specialist Advisory Teacher for SEND and Transition
Speech and Language Therapist (SALT)
SSAFA Social Worker Service

If an individual requires an intervention programme with one of our external agencies then, written permission is sought from the parent/carer. The parent/carer of the individual is kept informed throughout this process. The SENCO will be the conduit for external agency involvement.

SENCO

Throughout the identification process the Special Educational Needs Coordinator (SENCO) will be the focal point and arrange any liaison necessary. Our SENCO is fully qualified and has successfully completed the National Award for Special Educational Needs qualification. If you consider that there has been a problem in the identification process, or any other issue pertaining to the young person's SEND then it is important you contact the SENCO as soon as possible. The SENCO for King Richard School is:

Mr Chris Thomas

cthomas@kingrichardschoolcyprus.com

Moving on from King Richard School

Parents notify the school that their child will be leaving and:

Are asked to complete a Notification of Leaving which has a questionnaire attached.

Are informed that they need to:

Collect and sign for the Pupil Transfer Report folder from the office to pass on to their new school. (In some cases these records may be posted directly to the new school.)

When the Notification of Leaving form is received:

The office inputs child's date of leaving and new school details on SIMS.

The Headteacher records any parental comments from the questionnaire.

Comments are reviewed periodically for action.

A MOD School Pupil Transfer Report folder is compiled by the school secretary/mobility LSA which includes:

- a cover sheet listing the pupil's details
- copies of subject reports
- any previous records held by the school
- all subject transfer documents
- all relevant records from office file.

Final Day at School

Parents come to the school to pick up their child at the end of the final day and:

- Collect and sign for Pupil Transfer Report folder from the office.
- Collect any other books or school work, where required and say goodbye to staff.

Lists of schools we send pupils to are kept on SIMS together with a forwarding address.

Next Steps

A pupil may leave school for a number of reasons and it is important that they feel ready for the next stage of their learning or employment. The school has a range of resources and professionals able to make the transition to the next stage as smooth and fulfilling as possible. This can be done through the pastoral team, careers, external agencies or personalised curriculums that offer opportunities for all. We value all of our students and aim to ensure they are prepared and excited about the opportunities that lie ahead.

Special Educational Needs Policy

At King Richard School, we are determined to meet the educational needs of all our pupils by working inclusively with all children.

[Special Educational Needs Policy](#)

Who are the best people to talk to about my child's difficulties with learning/ special needs?

- Class teacher/Tutor
- SENCo/Inclusion Manager
- Head Teacher