

# SEND Offer

**MOD Schools** is committed to inclusion and aims to ensure the identified needs of children and young people with Special Educational Needs and Disabilities (SEND) are met within Foundation Stage 1 settings and mainstream schools overseas. In all settings and schools, ensuring provision to meet the identified needs and enable the individual child or young person to reach his/her educational potential is paramount.

At **King's School** we share in MOD Schools' commitment to ensure that young people with an identified Special Educational Need and Disability can meet their potential. This means that we are passionate about young people making progress at the same rate as their peers, whatever their starting point. We also want our young people to flourish from the range of extracurricular opportunities and enrichment that exist within school. We want to work in partnership with parents and young people to guarantee success. We embrace the vision statement from MOD Schools below:

Our motto is '*Working Together for Success*' and this underpins everything that we do. We hope that by working closely with young people and their parents we will secure enjoyment and allow students to reach their personal and academic potential.

## **Admission-How can parents help us?**

It is important that we find out as much as possible about your son/ daughter, so that the transition into King's is as smooth as possible. Therefore, we ask parents to bring copies of the following with them to the admissions appointment:

- Reports (school reports, and mid- year reports)
- Assessments (test results, examinations already undertaken)
- Progress Files or any work books
- Individual Educational Plans (or any SEN plans that have been drafted at previous schools)

This will ensure we can meet your child's needs as soon as they arrive at school.

For some children with additional needs to process admission may take slightly longer. If your child has **any** involvement from outside agencies such as; Health Care Professionals, CAMHS, Social services or an Educational Health Care Plan, a Statement of Educational Need or a Co-ordinated support Plan or speech and language therapy an MOD Assessment of Suitability Overseas (MASO) will need to be completed. If you are not already registered with Children's Education and Advice service (CEAS) you will need to do so immediately. A leaflet explaining the MASO process can be found in the admissions tab.

***This process may take 6 -8 weeks and a place cannot be allocated until it has been completed;*** hence the need to contact the school as soon as you know about your posting.

## Information the school requires

- Permission to contact current schools- confirmed by e-mail to [kcn.admissions@modschools.org](mailto:kcn.admissions@modschools.org)
- MOD application form
- Pupil Information Profile (PIP)
- Information concerning SEN or additional support for a disability
- Information concerning any health care plan
- Social services involvement

- CAMHS involvement

### **Special Educational Needs Stages**

We follow national guidance and provide a staggered approach when catering for children with difficulties. As such King's School uses the RIAISEN stages that can be found across all other SCE schools. We believe this is an important aspect of our provision as it has allowed us to design our support across key stages two and three in a joined- up way with our primary colleagues across British Forces Germany.

#### **RIAISEN 1**

The first stage of intervention is administered by the pastoral team. Subject teachers or subject leaders will raise a concern with the pastoral office who will then investigate to see if the child is finding learning a challenge elsewhere in the curriculum. If there are immediately specific issues that can be resolved through targeted teacher intervention, a RIAISEN 1 intervention plan will be devised that offers information and support to all class teachers on how to use teaching strategies to allow the student to improve their learning. This plan is reviewed in short time, normally over the course of a half term. All subject teachers will be canvassed for their opinions on the progress of the student since the intervention was put in place. Parents will also be invited for a meeting with a member of the pastoral team.

#### **RIAISEN 2**

Of course, some learning challenges may prove to be more intractable. Where a student requires more support a RIAISEN 2 will be written. This is a more wide- ranging plan for support and will often include input from *outside* the classroom. This could take the form of:

- Targeted withdrawal from MFL or Arts lessons for literacy support
- SALT intervention
- EAL intervention
- Curriculum support

This will be reviewed at least once a term by the SENCO and will involve canvassing opinions from all teachers and support staff who are involved in the delivery of the RIAISEN 2 support plan. The opinions of parents and the child will also be given fair weight in the review process.

#### **RIAISEN 3**

Where a child requires specific strategies in school and help from outside agencies too, it may be apparent to design a RIAISEN 3 support plan to provide greater assistance and support for the child concerned. RIAISEN 3 also allows all professionals both within and outside the school to gain an oversight into the support being offered.

The review process for this level of provision will be conducted through a full review meeting in which all professionals, carers plus appropriate representatives from the school will be present.

### **Educational Health Care Plan / Statement**

If your child has an EHC or statement you must contact CEAS prior to coming to Germany as, due to our context, we must ensure that we have the resources available to support your child in working towards achieving their individual objectives and reaching their full potential. This will also involve consulting with additional agencies that support children within our school. (Please see contact information)

### **How we will support your child and you:**

- Early identification – we believe this is extremely important and aim to assess individual needs quickly.
- We follow a staged approach in line with national guidelines
- Class teachers address individual difficulties as they arise, and the needs of many children will be catered for by appropriate grouping and planning and high quality teaching and learning.
- When difficulties persist additional help may be given by the teacher, their Learning Support Assistant (LSA) or the Special Educational Needs LSA.
- Expert advice from outside agencies can be sought where appropriate and with your consent.
- We use materials and learning aids from a bank of special resources.
- As part of quality first teaching we continuously set and review challenging targets for all children which enable them to make progress in their learning.
- We have an open door policy to encourage parents to share their concerns or questions regarding their child's learning
- We all believe in positive praise and encouragement in order to maintain each child's self-esteem which underpins their learning and understanding.

### **How you can support your child**

- Stay in contact with school. We want to work in partnership with you to ensure your child makes the best possible progress
- Attend all parents' afternoons and other progress meetings when invited
- By following tasks or practices advised by school
- By encouraging your child at all times
- By praising your child, however small his or her success may be and passing on the news of this achievement to school.
- Advising school of any difficulties or concerns you have regarding your child's learning.
- Advising school of your next move as early as possible so that the Special Educational Needs Coordinator can work with you and your child to ensure a smooth transition

