



Ministry of Defence (MOD)



Special Educational Needs Policy

'Be your best self, show your incredible character and use your learning powers'



Bishopspark, is an MOD School, part of MOD's Directorate Children and Young People

Definition of Special Educational Needs (SEN) as stated in the Code of Practice

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0-25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Our School:

Vision: To inspire children to enjoy learning, nurturing independence and life-long learning skills, to allow all to become the successful global citizens of tomorrow.

“Be your best self, show your incredible character and use your Learning Powers.”



1.1 Key Aims and Objectives of the SEN Policy

To ensure that all children in the school are given the opportunity to access a broad, balanced and relevant curriculum, which is differentiated to meet individual needs, by:

- providing clear systems of identification, assessment, intervention and review
- managing resources efficiently and effectively
- fostering close links with parents, and working in partnership with them
- working collaboratively with outside agencies

1.2 Roles and Responsibilities

School Governance Committee

The Governors have a statutory duty to have regard to the Code of Practice when carrying out their duties towards all pupils with SEN. The SGC should make sure that:

- all governors have a general understanding of the school's SEN policy. The SGC will be involved in monitoring the policy and the quality of SEN provision.
- all governors have a general understanding about the school's SEN provision.
- The SGC governor with responsibility for SEN provision is

SEN Leader

The School's Special Educational Need Co-ordinator (SENCo) is Miss Christine Caulfield who is responsible for the day-to-day operation of the SEN Policy under the guidance of the Headteacher Mr Chapman.

Her duties include:

- planning and co-ordinating the School's SEN arrangements and strategies for identifying pupils with special educational needs and monitoring their progress
- liaising with, and providing help and advice to staff and parents as appropriate
- advise on the graduated approach
- advising on, and where appropriate, carrying out more detailed assessment of pupils as required
- keeping the School's SEN register up to date
- monitoring and supporting teachers in the writing of Individual Education Plans (IEP)
- liaising with outside agencies involved in the education of pupils at the School with special educational needs
- liaising with the SGC
- ensuring smooth transitions to the next school (when identified)
- managing paperwork linked with SEN
- organising and leading Annual Reviews for pupils with statements/Education, Health Care Plans
- organising and leading Early Help or Multi Agency meetings when required
- contribute to the in-service training of teaching and support staff

1.3 Identification, Assessment and Provision

The School has robust assessment and tracking systems in place for the assessment of learning of all pupils. We are committed to ensuring that all children are given the full entitlement to a broad and balanced curriculum, suitably matched to their needs, whatever their age, ability or specific circumstances.

At Bishopspark School your child may be identified as having Special Educational Needs (SEN) through a variety of ways. These include communicating with your child's previous school/ pre-school, identification that your child is performing below age expected levels, communication with you, concerns raised by teachers and communication with outside agencies or health professionals.

1.4 Admission Arrangements

Bishopspark School is an MOD school working under DCYP and fully recognises its responsibility towards children with SEN. DCYP 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. All Parents applying for a place at Bishopspark School will be required to ask their child's current school to complete a PIP form. Parents must forward this to us before a school place can be offered. Depending on the needs of the child there may be a requirement to carry out a MASO (MOD Assessment of Supportability Overseas). Please see attached leaflet.

Please note: In order to ensure educational continuity and progression for a child/ young person with identified special educational needs and /or disabilities all parents are asked to register with and seek advice from Children's Education Advisory Service (CEAS) on notification of and before accepting an overseas assignment.

1.5 Arrangements for Co-ordinating Educational Provision

Classroom practice:

Except in exceptional circumstances, the needs of pupils with SEN are met within the normal class setting through high quality teaching. Teachers plan for the needs of all pupils ensuring tasks are appropriately differentiated so that children of all abilities can make good progress. The school has embedded "Talk for Writing" and encourages the use of Learning Powers to encourage all pupils to be actively involved in their learning and to help support each other.

RIAISEN (Record of Identification Assessment and Intervention for pupils with SEN)

Teachers are responsible for identifying any additional needs and support for all children within their class. This is recorded using the RIAISEN paperwork.

One Page Profiles:

Teachers are responsible for writing the one page profiles for SEN pupils in their class, where possible, in collaboration with the pupils themselves and their parents. These are reviewed termly and monitored by the SENCo. Teachers/SENCo have termly meetings with parents in order to share progress.

SEN Learning Support Assistants / Learning Support Assistants:

All Learning Support Assistants work closely with pupils with SEN, supporting them in achieving their targets, either within the classroom setting or through an identified intervention program. Aside from the adult support provided, SEN pupils are encouraged to have good levels of independence and opportunities to apply the skills they have learnt whilst supported.

Statements/Education Health Care Plans for Individual Pupils:

If pupils with an Education, Health Care Plan (EHCP) is entitled to a specific number of hours support, as identified in their statement/ EHCP, the School ensures that this support is put in place.

1.6 Facilities within the School

Speech and Language Support

Children who are working with the Speech and Language Therapy team will take part in weekly session/sessions.

Social and Emotional support

The school has a number of ELSA (Emotional Literacy Support Assistants) who will support children who have been identified as needing help to further develop their social skills or deal with their emotions and feelings.

The school will explore all means in the attempt to be accessible for all pupils with disabilities,

1.7 Training and Partnership with Outside Agencies

The School will provide or access:

- In house training to ensure all staff have a knowledge of a range of SEN needs
- Liaison with outside agencies to enhance support for specific individuals
- Seek support from the Educational Psychologist.
- Seek support from Health Professionals eg. Speech and Language, German based Physiotherapists, Mental Health Support and the School Nurse.
- Seek support from the Specialist Teacher Advisory Service
- Seek support from Mark Fraser children ‘Out of School Provision.’

1.8 Links with other schools

Secondary Links

All assessments and SEN documentation is passed on as our pupils transfer to John Buchan School. Teachers in year 4 meet in the Summer Term with members of the John Buchan staff to discuss the needs of individual pupils and the SENCoS from each school meet to ensure all pupil details are passed on.

In addition to the days in the Summer Term (where pupils visit the middle school), pupils in Year 4 have several occasions to visit John Buchan School to begin to familiarise themselves with the setting. Additional pupil visits can be arranged for pupils with complex needs, and/or staff from John Buchan School will visit the pupil in their current setting to build an understanding of needs.

Moving Schools mid-year

When pupils move school mid-year all assessments and SEN documentation is passed on to the next school and the SENCo will contact the receiving school to liaise with the new SENCo. This procedure is also used for Y4 pupils moving to a primary/middle school other than John Buchan.

Pre-School Links

Our Foundation Stage Leader fosters close links with our pre-school settings, and visits by their pupils and staff are arranged to ensure the continuity of provision.

1.9 Liaison with Parents of Children with SEN

The School Liaises closely with parents through:

- Regular informal meetings and/or telephone conversations
- RIAISEN review meetings
- Parent consultation meetings
- Annual Review Meetings
- Early Help/Multi Agency Meetings

1.10 Complaints Procedure

We encourage parents to share all concerns. Teachers and the SENCo are generally available at the beginning and end of the day, or an appointment can be made if an immediate meeting is not possible, or more time is required.

The Headteacher operates an ‘open door’ system, and can usually meet with parents at short notice. It is our policy to deal with concerns as quickly as possible.

Agreed by Staff:

Agreed by SGC: