

# Special Educational Needs and Disability

## Episkopi Primary School

Episkopi Primary School is an inclusive school where every child matters. We value the contribution that all children make and aim to support and inspire them all to learn and develop both academically and socially to the very best of their abilities. We encourage our children to develop as caring and responsible citizens, with a sense of belonging to our school community. **Mrs Favis** is our SENDCO and is responsible for organising individual support for pupils.

**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 settings and mainstream schools overseas. In all settings and schools we ensure provision is in place to meet the identified needs of the individual child to enable them to reach their educational potential.

**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 requested to register with and seek advice from Children's Education Advisory Service (CEAS) on notification of and before accepting an overseas assignment. <https://www.gov.uk/guidance/childrens-education-advisory-service>

## 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/1 to 1 intervention programmes.

## What is targeted quality first wave teaching?

- This is support for all children within all classes and year groups. It is teaching that allows for all children to achieve as it encompasses different learning styles and approaches.

## 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 and Disabilities make every effort to ensure that support and assistance for children and parents/carers is transparent and sensitively handled. It is our commitment to ensure that the pupil and parents/carers voice is part of the co-construction process.
- Our 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 SEND. At this point any concerns can be voiced by parents/carers with regard to SEND and this information can be passed to the Special Educational Needs and Disability Coordinator (SENDCO) 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 advice from CEAS may be necessary, in which case you will be directed to contact CEAS in this instance.

## Teaching staff

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:

Baseline Assessment - to assess the level of a pupil when they arrive at our school. This can help identify any specific areas of need.

Teacher Observations - this will help to identify any specific or general areas of difficulty a pupil may be experiencing.

Classroom Assessment - pupils are assessed in a range of subjects/disciplines throughout the academic year to allow a constant reference to where a pupil may experience difficulties. This allows us to identify any new issues and prevent areas being overlooked.

Review - all pupils are regularly reviewed to ensure that support and interventions are matched to their needs, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Support - where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be consulted, or a referral may be made if this is felt to be appropriate, following discussion and agreement from SENDCO and parent/carers.

Training - training is provided for all staff to ensure we are able to identify pupil issues early and accurately.

### **Outside Agencies**

- At MOD Schools Cyprus we have a range of outside agencies at our disposal to allow us to accurately identify an issue a pupil may experience. Amongst these are **Educational Psychologists, Educational Social Workers, Specialist Advisory Teacher for SEND, Speech and Language Therapists and other services through SSAFA**. If your child would benefit from these a referral can be raised by the pupil, parents/carers or through the SENDCO. If the SENDCO does consider this relevant then it will be discussed with pupil and parent/carer and agreement to work with the appropriate agency will be sought and received from pupil, parent/carer before appointments are arranged.

### **Special Educational Needs and Disability Coordinator (SENDCO)**

- Throughout the identification process the SENDCO will be a focal point and arrange any liaison necessary. If you consider that there has been a problem in the identification process, or any other issue pertaining to the child with SEND then it is important you contact the SENDCO as soon as possible.

### **Target Setting and tracking progress for SEND children - ILPs**

- These are an Individual Learning Plan for Pupils with SEND (ILP), you may know them by a more generic term such as Individual Education Plan (IEP). An ILP is a plan or programme designed for children with SEND to help them to get the most out of their education. An ILP builds on the curriculum that a child with learning difficulties or disabilities is following and sets out the strategies being used to meet that child's specific needs.
- We consider the voice of the young person and parents/carers as critical in ensuring that the pupils 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 working together allows us to put the pupil's need first.

### **Can this school meet my child's needs?**

**We can support children with mild to moderate language and communication difficulties.**

Pupils with speech, language and communication needs (SLCN) cover the whole ability range. Pupils with SLCN may have difficulty in:

- Understanding and/or making others understand information through spoken language.
- Learning of speech and language skills may be significantly behind their peers.
- Speaking - may be difficult for others to understand.
- Understanding and/or using words in context.
- Using words incorrectly - may have a reduced vocabulary or find it hard to recall words and express ideas.
- Understanding the meaning of a word, that they can hear and see (this may be a specific language and communication difficulty or linked to another need such as Autistic Spectrum Disorder).

### **English and mathematics**

**We support children with mild to moderate English and mathematics difficulties.**

- They may have particular difficulties in learning to read, write, spell or use numbers.
- They may also have problems with short-term memory, with organisation skills and with coordination.
- They may have difficulty understanding basic number concepts, lack basic understanding about numbers and have problems learning number facts and procedures.
- There may be difficulties in mastering the sequence of muscle motor movements needed in writing letters and numbers.
- Writing may be distorted or in correct, they may also have sequencing problems. In their writing, letters and numbers may appear backwards and out of order.

### **English**

#### **Wave 1 - Classroom support**

- High quality teaching, monitoring of progress and attainment through school tracking system
- Previous records and reports reviewed, discussion with parents/carers
- Phonics assessment /targeted teaching to close identified gaps in knowledge - phonic group teaching
- Spelling - High frequency word assessment and targeted support - regular assessment of progress
- Handwriting - Speed Up programme, targeted individual support
- Differentiated curriculum planning as required, cross curricular links made
- Modelling, visual support systems, working walls and learning displays
- Thinking skills, memory training, mind mapping

- Use of technology as appropriate

### **Wave 2 - Interventions**

Intervention programmes for supporting, reading, writing and spelling. These are designed to identify and support specific areas that children are finding challenging and have not been totally eradicated by the good quality first wave teaching. Identification of Wave 2 support will involve the Class teacher/SENDCO and parents/carers. Delivery of support programmes is completed by LSA in conjunction with the SENDCO.

- Observation and assessment by SENDCO
- Speech and Language Referral, assessment and therapy
- Sound Discovery, Launch the Lifeboat - phonic support for children that may have missed some phonic work
- Reciprocal Reading, Hi 5
- Nessy Spelling, Touch, Type, Read and Spell (TTRS)

### **Wave 3 - Agency support**

In conjunction with Class Teacher, SENDCO and parents/carers further assessment may be sought from outside agencies on island, e.g. Support Services - Educational Psychologist, Educational Social Worker and Specialist Advisory Teacher for SEND.

- FFT (Fischer Family Trust) screening and support programme for reading and writing. This is normally completed up to 4 x 20 minutes weekly for 22 weeks
- Individualised programme designed with the Educational Psychologist, Educational Social Worker or Specialist Advisory Teacher for SEND

## **Mathematics**

### **Wave 1 - Classroom support**

- High quality teaching, monitoring of progress and attainment through school tracking system
- Previous records and reports reviewed, discussion with parents/carers
- Pre-assessment of teaching units, pre teaching of mathematical vocabulary
- Super skills based teaching to address identified misconceptions
- Use of LSA to deliver additional intervention support
- Small group teaching

### **Wave 2 - Interventions**

- Sandwell assessment of maths concepts
- Use of Numicon or other concrete materials
- Intervention support group work

### **Wave 3 - Agency support**

In conjunction with Class Teacher, SENDCO and parents/carers further assessment may be sought from outside agencies on island, e.g. Support Services - Educational Psychologist, Educational Social Worker and Specialist Advisory Teacher for SEND.

- Numicon Intervention Programme

## **Behaviour and Social Emotional skills**

**We support children with mild to moderate behaviour or social/emotional difficulties.**

The special education needs (SEND) code of practice describes Social, Emotional, and Mental Health (SEMH) as a learning difficulty where children and young people demonstrate features of emotional and behavioural difficulties such as:

- Being withdrawn or isolated
- Displaying a disruptive and disturbing nature
- Being hyperactive and lacking concentration
- Having immature social skills

## **Support for Social Emotional and Mental Health**

### **Wave 1 - School support**

- Whole school reward system - Smiley Face charts, Pride Points
- Jigsaw (PSHE programme)
- School Council - Pupil Voice
- Visual timetables and prompts
- Playtime play leaders
- Buddy System

### **Wave 2 - Interventions**

- ELSAs
- Nurture groups
- Behaviour Plan

### **Wave 3 - Agency support**

External Agencies including the Educational Social Worker and Child and Adolescent Mental Health Services (CAMHS)

- Individual Therapy
- Family Therapy

## **Physical**

**We support children with mild to moderate physical difficulties.**

This could include the following areas:

- Physical Disability
- Hearing Impairment
- Visual Impairment
- Multi-Sensory Impairment

Reasonable adjustments can be made to ensure full inclusion in the school community.

## **Medical**

**We support children with mild to moderate medical difficulties.**

### **Healthcare plans**

A healthcare plan is a record of your child's medical needs at school and how they are going to be fulfilled. It's important that everyone is involved in drawing this up - you, your child (if appropriate), school staff and the school nurse. The plan should be reviewed at least annually as treatment or needs change. Healthcare plans are usually drawn up for the following medical conditions:

- Asthma
- Cystic Fibrosis
- Epilepsy
- Anaphylaxis (allergies)

**Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs and Disabilities (SEND)?**

**Class teachers are responsible for:**

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Using an ILP of SEND (Individual Learning Plan) when planning for your child's lessons.
- Ensuring that all staff working with your child in school are supported to deliver the planned work / programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**Special Educational Needs and Disability Coordinator (SENDCO) is responsible for:**

- Coordinating all the support for children with special education needs (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are; involved in supporting your child's learning, kept informed about the support your child is getting, involved in reviewing how they are doing, part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND list (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing a Provision Map to show how resources are deployed.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school.

**Headteacher is responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- She will give responsibility to the SENDCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### Where else can I find support and information?

Targeted Services Episkopi, HIVE, SSAFA, AWS, ETS, Youth Service.

### How will my child be supported on arrival at Episkopi Primary School?

Early contact - all children coming to an MOD school have to have an Education Overseas Supportability form (EOS) completed by their previous school. A Certificate of Educational Clearance is issued after the information has been processed, additional information may be sought from the school or yourself at this point. If your child has special needs there may be a need for a MOD ASSESSMENT OF SUPPORTABILITY OVERSEAS (MASO).

### What is a MASO?

The MASO is a process for assessing whether all the help required for a child with additional needs is available in an overseas command. It also gives education, health and social care teams time to prepare for the child's arrival.

### Who is the MASO for?

The MASO is for any child who:

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

### How do I start the MASO process?

You should contact the school about your child and give them permission to contact the current school and any agencies working with your child. If you have not done so register your child with the Children's Education Advisory Service (CEAS).

### Who is involved in the MASO?

Apart from the overseas school, the MASO will involve professionals from education, health and social care with similar responsibilities to those working with your child in the UK. This will usually include:

- **Education staff:** Head of the school or setting; the Educational Psychologist
- **Health services:** GP, Child Health team, Child and Adolescent Mental Health; Speech and Language Therapy, Social care: if they are currently involved with your child; □ **The Chain of Command.**

## **What information is needed to carry out the MASO?**

School will request the most recent reports and assessments from your child's school and from any other professionals who are working with your child. If you know which school your child is likely to attend overseas you should also request that your child's current school sends a copy of the Education Overseas Supportability form (EOS) plus the most recent reports to the overseas school.

## **Who makes the decision about the MASO?**

The professionals overseas will consider the reports you have provided about your child and advise the Chain of Command whether his/her specific individual needs can be met overseas. The Chain of Command will notify you of the outcome of the process.

## **How long will the MASO take?**

A MASO can take up to 9 weeks to complete so it is important to begin the process as soon as you know that you may be posted. **Please note: You should not proceed with your posting until you have heard the outcome of the process.**

## **How can I find out what services are available overseas?**

Each overseas command will publish a command offer which describes the range of services available in each command for children with special needs or disabilities. Additionally, DCYP MOD Schools publish their SEND offer on their individual websites.

## **What if the right help is not available?**

You will be informed if any services needed by your child are not available overseas and advised whether you should proceed with your posting.

## **What if I am not happy with the decision?**

You have the right to appeal the decision of any individual service (health, education or social care) that is unable to provide support from within its locally available resources. This should be pursued through the individual service's complaints procedure.

## **Are many families advised not to move overseas?**

Most families will get a positive outcome from the MASO process. Early knowledge of your child's specific individual needs will help services to prepare for your child's arrival overseas and ensure continuity of education, health and social care provision. You will only be advised not to take up an overseas posting when there is clear evidence that the resources to meet your child's essential needs cannot be made available overseas.

## **Contacts**

Should there be any time that you need to contact school regarding any SEND matter your first point of contact should be **Karen Favis (Deputy Headteacher - Inclusion)**. She is available on 00357 25962215 or by email at [karen.favis@modschools.org](mailto:karen.favis@modschools.org)

## **Further Information**

MASO Leaflet (MOD Assessment of Supportability Overseas), Support Services Leaflets - available on request from the school office: [episkopi@modschools.org](mailto:episkopi@modschools.org)