



What is understood by Universal, Targeted and Specialist support?

All children are entitled to receive high quality, inclusive teaching. All teachers are teachers of children with SEN. Teachers should involve all children within their lessons. The graduated approach means that children's educational provision sits on a continuum between whole class Quality First Teaching (QFT), referred to as 'Universal' support, at one end and highly personalised support/provision, referred to as 'Specialist' support, at the other.

- **Universal:** Quality First Teaching (QFT)
- **Targeted:** Additional Interventions
- **Specialist:** Additional and Highly Personalised Interventions

Universal Support (all children)

Before considering targeted support, schools should consider what is being offered through Universal support, and what adaptations and modifications can be made through differentiation.

Universal Support, which includes QFT and differentiation, will meet the individual needs of the majority of children. National Strategies identified the following key characteristics of good quality teaching:

- High focused lesson design with sharp objectives.
- High demands of the child's involvement and engagement with their learning.
- High levels of interaction for *all* children.
- Appropriate use of teacher questioning modelling and explaining.
- An emphasis on learning through dialogue with regular opportunities for children to talk both individually and in groups.
- An expectation that children will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate children.

Targeted Support (some children)

Some children may require additional or different support to that available at the 'Universal' support level and modifications may be required through specific 'Targeted' support.

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Defence Children Services (DCS) SEND Process:
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The Special Educational Needs & Disabilities Co-ordinator (SENDCo) will become involved as part of the team within school (always involving parents) to draw up an Individual Support Plan – Initial (ISP-I). Evidence based interventions, group or individual, may be identified and put into place to specifically target the learning need.

Careful monitoring will take place to inform decisions about whether the targets/interventions remain appropriate. ISPs will be formally reviewed, at least termly using the Individual Support Plan review sections.

Specialist Support (few children)

A few children may have significant and persistent learning difficulties despite being given access to appropriate, universal and targeted learning opportunities and support.

The team working with the child in school (lead by the SENDCo) may require further advice, support or assessment and may request involvement from the Educational Psychology & Speech and Language Therapy and SEND (EPSL) team, Education Social Work, CAMHS (dependent on local services). EPSL is available in all DCS Schools' areas and comprises of Educational Psychologists, a Speech Therapist and a SEND Advisor who are experienced practitioners with specialist qualifications in their professional areas. An EPSL leaflet, explaining their services, is available from schools and settings.

When specialists become involved, they will provide additional support to further develop what is already available at the 'Universal' and 'Targeted' level alongside Individual Support Plans (ISP).

Evidence based interventions, group or individual, may be identified and put into place to address the needs of the child. Careful monitoring will continue to take place to inform decisions about whether the interventions and desired outcomes remain appropriate.

Children's Assessment of Need (SCAN)

The MOD observes processes and procedures which follow the guidance in the 2015 Code of Practice (CoP) on Special Educational Needs and Disability (SEND) but due to different legal and financial and commissioning arrangements overseas, MOD services cannot produce Education, Health and Care Plans (EHCPs). In DCS Schools this is referred to as a Service Children's Assessment of Need (SCAN) and is analogous to an EHCP.

For a very small number of children being supported at 'Specialist' a SCAN may be required. SCANS are used in very few situations and are reserved for children with the most complex and long term needs and/or potentially requiring specialist provision. They are not a stand-alone document, nor are they a transition document for return to the UK.

The SCAN is applied only where a child:

- Has SEND that are long term, significant and complex.

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- Has SEND that have not responded to sustained, consistent, regular, relevant and purposeful measures taken by the educational setting and specialist agencies.

The Special Educational Needs Code of Practice (2015) states:

“10.57 - Local authorities should, when considering provision for Service children with SEN or disabilities use all relevant evidence, including... and the Service Children’s Assessment of Need (SCAN)...”.

Specialist - Emergent Needs MOD Assessment of Supportability Overseas (ENMASO)

Over time, it may be identified that a child’s needs require an educational supportability assessment to determine whether their needs can be appropriately met in the overseas setting. This is referred to as ENMASO.

For more information on SCANs and MASOs please ask your SENDCo or school/setting.