



British Forces School Naples

SEND Information Report

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Aims

At British Forces School Naples (BFS Naples) we aim to provide an inclusive education in which all children and young people are encouraged to flourish and achieve their full potential.

Quality first teaching and high-quality universal support is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimize barriers to learning and maximize progress.

The progress of all children is the responsibility of the class teacher; with the support of the SENDCo and Senior Leadership Team.

The kinds of SEND (Special Educational Need and Disability) that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, supporting speech and language difficulties
- Cognition and learning, for example, dyslexia friendly approaches
- Social, emotional and mental health difficulties, for example, PSHE lessons and attention difficulties support strategies
- Sensory and/or physical needs, for example, visual impairments, hearing impairments

The types of SEND Provision at British Forces School Naples:

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

- Quality First Teaching
- Small group in-class support
- Specific interventions tailored to individual needs (1:1 or in small groups) led by either a teacher, learning support assistant, specialist teacher or other outside agencies
- Adaptations to the learning environment
- Access arrangements for exams (when a specialist report identifies a need)
- For children with additional medical needs, a care plan is drawn up in consultation with parents/carers, the child and appropriate medical professionals

Identifying pupils with SEND and assessing their needs:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal support, or whether something different or additional is needed.

Consulting and involving pupils and parents:

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes:

We follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO (Special Educational Needs and Disability Coordinator) to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood:

We use our best endeavours to ensure all relevant information is passed between schools as quickly as possible.

- When needed, staff from the previous or following provider are contacted so that key information can be shared.
- A transition form is sent to all pre-schools and other schools for them to complete and return prior to children transferring to BFS Naples. The teachers have this information prior to the child starting in the class.
- Additional transition days may be set, dependent on individual circumstances.
- Additional emotional support may be provided where appropriate.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher

Adaptations to the curriculum and learning environment:

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, additional adult support, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning:

Additional adult support will be provided in classrooms dependent on the needs of individuals or groups of children. The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc. as required.

We have Learning Supports Assistants who are supported to deliver interventions such as: Read, Write Inc phonics, Speech and Language interventions, Emotional Literacy sessions etc.

Although not located in Naples, we work with the following agencies to provide support for pupils with SEND:

- Educational Psychology and Advisory Services (EPAS): Schools and settings can draw upon support and advice from the EPAS team which comprises of: Educational Psychology, Speech and Language Therapist and a SEND Lead. This service is available to all MOD schools and settings, although face to face work is limited in remote service locations.
- Speech and language Therapy: Speech therapy techniques are used to improve communication. These can include articulation therapy, language intervention activities, and other support depending on the type of speech or language disorder. This service is available to all MOD schools and settings, although face to face work is limited in our remote service location.

Expertise and training of staff:

- Our SENDCo and teachers all have experience of working with and supporting children with SEND
- Our LSAs are all supported to deliver specific support programmes and work under the guidance of the SENDCo and support services
- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND

Facilities:

The school buildings are currently spread across two sites. The classrooms are located in a modular build and additional facilities are located in an adjacent Villa.

- Disabled toilet facilities - these are available in the modular build but are not available in Villa V.
- There is a disabled parking space in the main school car park.
- As a need arises, the school will always investigate the possibility of reasonable adjustments to facilitate inclusion and, when viable, implement them. (For more information please refer to our School Accessibility Plan on our website)

Evaluating the effectiveness of SEND provision:

We evaluate the effectiveness of provision for pupils with SEND by following the graduated response Assess, Plan, Do, Review cycle:

- Using provision maps to monitor impact
- Using in-school progress data to monitor progress
- Looking at SEND pupils' individual progress towards their goals each term
- Using pupil questionnaires/pupil voice
- Asking for parental views during ILP reviews
- Monitoring by the SENDCO and Senior Leadership Team (SLT)
- Reviewing the impact of interventions after an agreed number of weeks

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:

- All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND

Support for improving emotional and social development:

We provide support for pupils to improve their emotional and social development in the following ways:

- We are an inclusive school that holds a child's development as a rounded individual as a priority
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- We listen to the views and opinions of pupils with SEND through a variety of ways e.g. school council
- Our Anti-Bullying Policy clearly sets out our objectives for dealing with bullying, including strategies for the preventing of bullying, the roles of staff and the recording of incidences in the school log
- We currently have one trained W+ELSA (Wellbeing and Emotional Literacy Learning Support Assistant)

Complaints about SEND provision:

Complaints about SEND provision in our school should be made to the SENDCO or Headteacher in the first instance. They will then be referred to the school's complaints policy. The complaints procedure is available on the school website.

Contact details for raising concerns:

SENDCO and Headteacher: Mrs Leanne Wortley Leanne.wortley@modschoools.org

Monitoring arrangements

This information report will be reviewed by the SENDCO/SLT and SGC (School Governance Committee) **every year**. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to our policies on:

- Special Educational Needs and Disability
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints

SENDCO: Leanne Wortley

Headteacher: Leanne Wortley

SEND Governor: Dr Calum Lamont