

Defence Children Services (DCS)

SEND Information Report

Queen Berengaria School



Dream, Believe, Achieve - Together

Approved by:	Julie Hemsley	Date: January 2024
Last reviewed on:	April 2025	
Next review due by:	April 2026	



At Queen Berengaria School, we are committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in all areas including personal, social and emotional. High quality first teaching and additional interventions are implemented across the school contributing to our inclusive planning approach. We regularly review and record what we offer for EVERY child in our care and what we offer additionally. This serves to imbed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss hopes and aspirations with all our pupils, who are fully included in all aspects of school life.

Underpinning ALL our provision in the school is the graduated approach. Our children are supported through the graduated approach as follows:



All teachers/practitioners are responsible for every child in their care, including those with special educational needs and disabilities.

What do we do Queen Berengaria School to make sure that all children feel welcome, feel included and achieve their potential?

- We take steps to ensure SEND pupils are not treated less favourably than other pupils. Please find further information within the SEND Policy.
- The Head Teachers and the SENDCO have overall responsibility for SEND and Inclusion.
- Inclusion issues are regularly discussed at Senior Leadership meetings. Provision for children with SEND is constantly under review and amended where and when necessary.
- We monitor the quality of our provision, together with the progress and well-being of children with SEND. This is through our monitoring cycle and consists of learning walks, observations, planning, case studies, book trawls, pupil interviews and discussions with teachers/keyworkers and support staff.
- The progress of children with SEND is carefully monitored through termly pupil progress meetings and half-termly reviews as well as observations by leaders to support staff. The SENDCO holds termly meetings, with all who work with the children, to review provision and set new Individual Learning targets for additionally funded pupils.
- We fully involve our Governors when the SEND policy is reviewed and revised.

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. In Cyprus the speech and language service is provided by SSAFA, this includes face to face therapy and in-school/setting support.
- Cognition and learning, for example, dyslexia friendly approaches. Educational Psychology support is available in DCS schools and settings.
- Social, emotional and mental health difficulties, for example, PSHE lessons and attention difficulties support strategies. Wellbeing, Emotional Literacy (WELSA) support is available in DCS schools. Child and Adolescent Mental Health Support (CAMHS) is available through the local MOD medical services in larger operational locations.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments. DCS provides access to Hearing and Visual Impairment specialists, this can be face to face or remotely for assessments and advice. Occupational therapy may be available through local MOD medical services in larger operational locations.

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/keyworkers 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 core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents:

We will have an early discussion with the pupil (where appropriate) 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/keyworker 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/keyworker's assessment and experience of the pupil
- The pupil's previous progress and attainment and behaviour
- Other teacher/keyworkers' 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 (where appropriate)
- Advice from external support services, if relevant

The assessment will be reviewed termly.

All teachers/keyworkers and other staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any 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 will share information with the setting, school, or college the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- When needed, staff from the previous or following school are contacted so that key information can be shared.
- Additional transition days may be set, dependent on individual circumstances.
- Additional emotional support may be provided where appropriate. Children are given the opportunity to make a memories book as well as researching information about their new school.

Our approach to teaching pupils with SEND:

Teachers/keyworkers 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.

We will also provide the following interventions:

- WELSA
- Read Write Inc Intervention
- Numicon
- Speech and Language Interventions

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.
- Using visual timetables to support routine.
- Quiet space within the classroom when needed.

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 teaching assistants/keyworkers who are trained to deliver interventions such as WELSA, Read Write Inc, Numicon.

We work with the following agencies to provide support for pupils with SEND:

- SSAFA Speech and Language Therapist
- School Nurse
- Community Children's Nurse
- Education Welfare Officer
- GP
- Paediatrician
- CAMHS
- Health Visitor
- British Forces Social Work Service

Expertise and training of staff:

- Our SENDCo and teachers/keyworkers all have experience of working with and supporting children with SEND
- Our TAs are all trained 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

Equipment and facilities:

- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, pencil grips, visuals, numicon, spelling mats, task bars.

Evaluating the effectiveness of SEND provision:

We evaluate the effectiveness of provision for pupils with SEND by:

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

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/setting visits are available to all our pupils, including our after-school clubs
- All pupils are encouraged to go on our residential trip(s)
- 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

Supporting pupils with disabilities:

- The school buildings are all on one level, with several gated access points.
- Disabled toilet facilities are located in each block of the school building.
- There are disabled parking spaces in the car park at the front of school.
- As a need arises, the school will always investigate the possibility of reasonable adjustments to facilitate inclusion and, when viable, implement them.

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/setting 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.
- Our pastoral care supports children with social, emotional & mental health needs. This may be through work in class, small groups or on an individual basis. They provide support with transition, detachments, bereavement and friendships.

Working with other agencies:

As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: an Educational Psychologist (where available), Speech and Language therapist, GPs, school nurse, health visitors, Paediatric nurses, CAMHS (Child and Adolescent Mental Health Service) and paediatricians.

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.

Contact details for raising concerns:

SENDCO: Miss Lisa Milner

lisa.milner@modschoools.org

Headteacher: Miss Julie Hemsley

julie.hemsley@modschoools.org

Contact details of support services for parents of pupils with SEND:

DCS Educational Psychology, Speech and Language Therapy and SEND – advice and support around special needs services

RC-DCS-HQ-EPSL@mod.gov.uk

Overseas Education and Supportability Team – advice and support around supportability and issues related to education overseas

RC-DCS-HQ-OES@mod.gov.uk

Education Supportability Team (UK) – advice and support around education issues related to the UK

RC-DCS-HQ-EAT@mod.gov.uk

Monitoring arrangements

This information report will be reviewed by the SENDCO/SLT and SGC (School/setting 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
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints