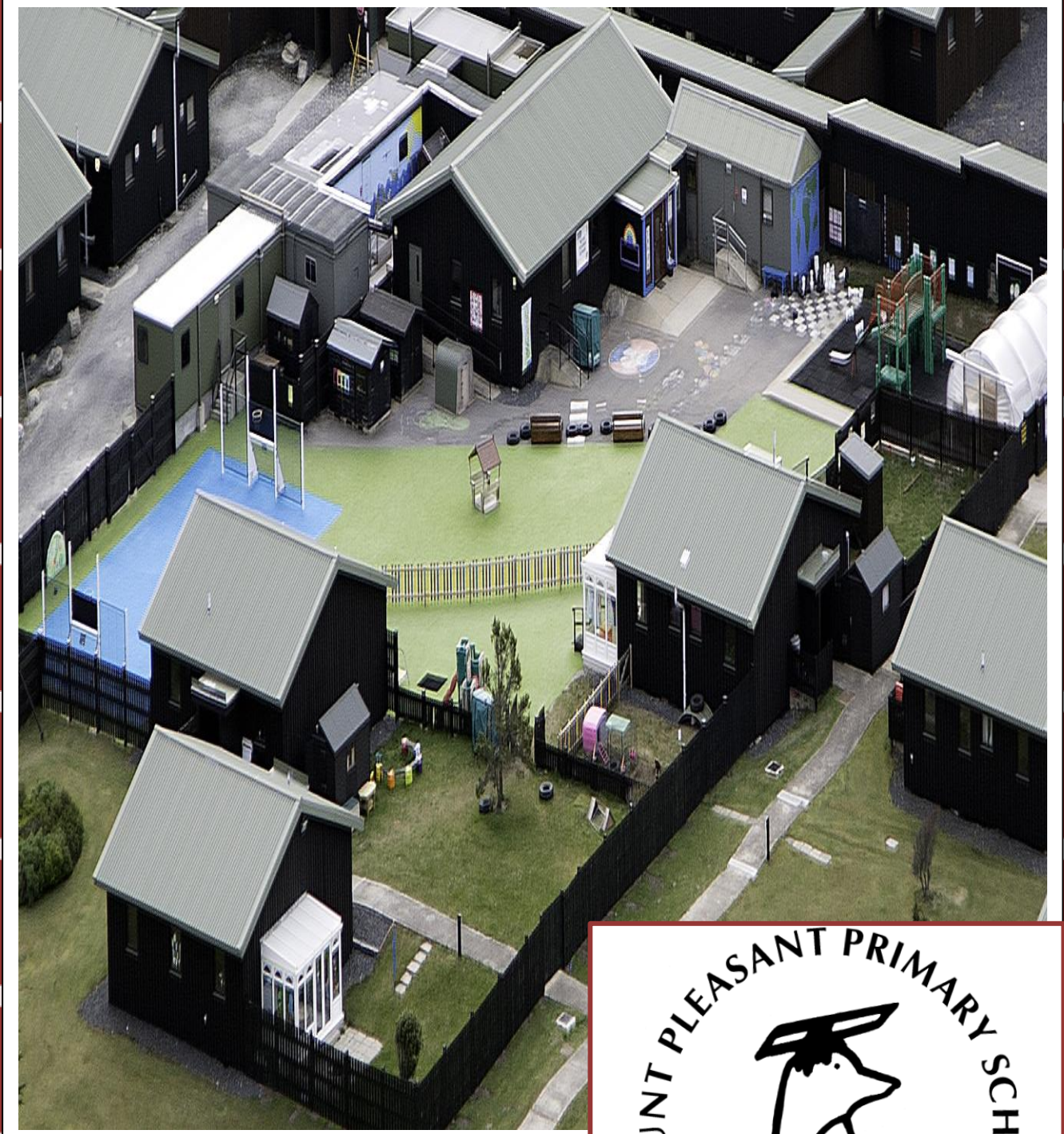


# Mount Pleasant Primary School

## SEN/D Offer



## Early Contact

- All parents must contact school in advance to advise of posting dates and inform the school of any Special Educational Needs or Disabilities (SEND)/ Gifted and Talented (G&T)/ Health Issues.
- Parents are asked to provide as much information about their child as possible including the contact details for their previous/current school.
- The Head Teacher will contact the previous school for further details and a Pupil Information Profile (PIP) form will be requested. This form will provide information about all child/children including any Special Educational Needs and interventions received.
- Mount Pleasant Primary School (MPPS) will need to provide a Certificate of Educational Clearance for all children before the family will be allowed to make travel arrangements.
- If a child is currently accessing external services, such as Speech & Language Therapy or has a statement of educational needs or a Health & Education Plan then the family must also register with Children's Educational Advisory Service (CEAS) in the UK. Families should not accept a posting until an MOD Assessment of Supportability Overseas (MASO) is complete. If your child has Special Educational Needs a MASO will be crucial in determining whether your family receive a Certificate of Educational Clearance.

## What is a MASO?

- The MASO was previously named the SEN enquiry. The aim of a MASO is to ensure schools can provide continuity, high quality education, ensure all pupils benefit from time spent overseas, and pupils' educational needs can be met within locally available resources.
- When parents contact MPPS they will be **informed that we will request (or asked to provide consent for)** a Pupil Information Profile (PIP) from the current school. This information will include any Special education needs that your child has and any interventions your child currently receives.
- The MASO is for any pupil who has any of the following:
  - Support in a school or setting because of special needs or a disability
  - Current involvement from other agencies such as health or social care.
  - An Educational Health Care (EHC) Plan, a Statement of Special Educational Needs or a Coordinated Support Plan.

- Following the initial information gathering, MPPS will determine either:
  - The pupil has no special educational needs, or some low level educational needs which can be met by the school and a certificate of educational clearance is issued.
  - The pupil has current involvement from other agencies/educational needs that **CAN NOT** be met by the school and a MASO will be required. **NO** certificate of educational clearance will be issued by the school.

### **School Tour and Completion of paperwork**

Prior to arrival in the Falklands and induction appointment will have been made to:

- Complete the Schools Admission Forms giving particulars of their child.
- Provide any records from previous schools, e.g. school reports, SAT scores and levels or Foundation Stage profile scores.
- When admission paperwork is completed, parents and children are taken on a tour of the school. This will include meeting the Head Teacher, class teacher and any learning support staff (if available) and the location of important areas within school such as classroom, hall/lunchroom, toilets, outside area including playground, etc.
- School jumpers, book bags, PE bags and water bottles are all available to buy from the office and parents will have an opportunity to buy these during this visit.

The paperwork needs to be completed and checked before a starting date can be issued.

### **Interventions/Support**

What types of Special Educational Needs Provision are

available for my child in the school?

**Class teacher input through quality first wave teaching.**

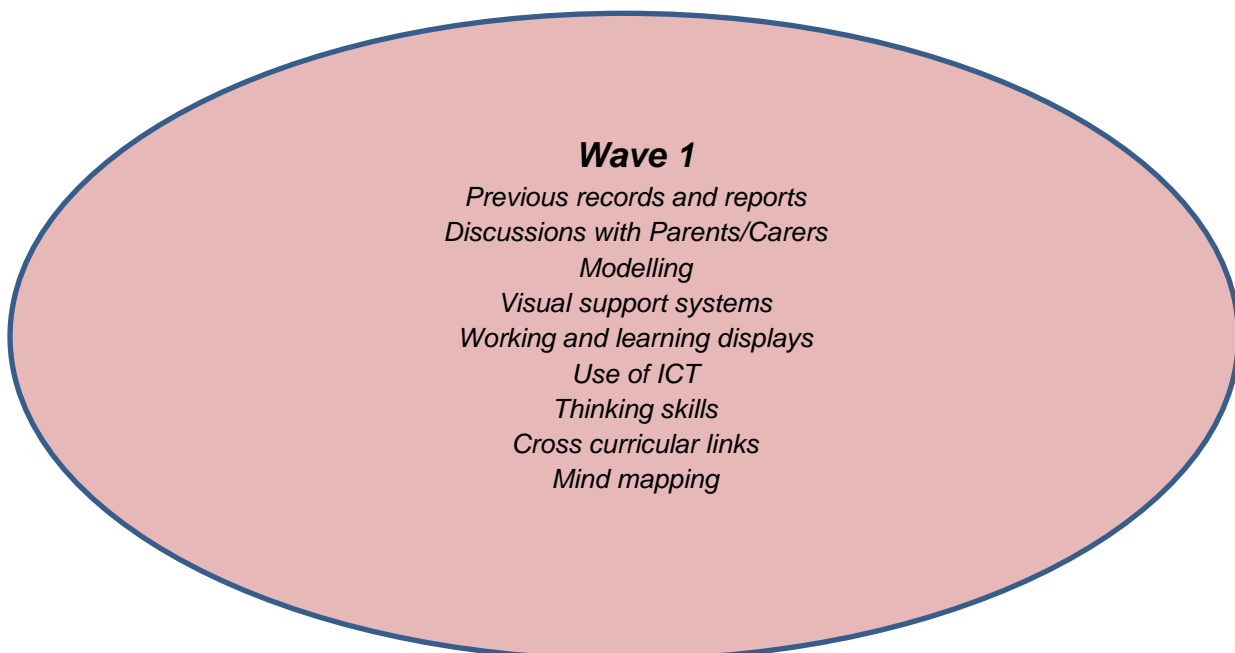
**Specific group work with a small group of children.**

**Specific group or 1:1 interventions – these may not be supported by external agencies.**

This is support for all children with all classes and year groups.

**Wave 1** is what is on offer for all children: effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example,

- be based on clear objectives that are shared with the children and returned to at the end of the lesson;
- carefully explain new vocabulary;
- use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.



This style of teaching enables children to achieve as it encompasses different learning styles and approaches. This ensures that however an individual child learns, the learning environment will support their attainment and achievement.

**Wave 2** is a targeted specific intervention provision for supporting literacy and numeracy. It is designed to identify specific areas that children are finding challenging, which have not been resolved with quality first wave teaching. Identification of wave 2 support will involve the class teacher/SENCo and Parents/Carers. Small class sizes within MPPS mean that children receiving wave 2 support work in very small groups or 1:1 with an adult.

## **Wave 2**

*Specific intervention usually via LSA  
Literacy based programmes may include:*

*Booster phonics sessions*

*Hand writing techniques*

*Reciprocal reading*

*Language support*

*In class support via LSA during some lessons  
and continued quality first wave 1 teaching.*

**Wave 3** is a deeper intervention offering more personalised solutions to be used if Wave 2 hasn't worked. **As we have very limited external support we may not be able to offer your child the necessary wave 3 intervention.**

### **Identification of Special Education Needs**

All SCE schools working with children with SEN make every effort to support and assistance for children is transparent and sensitively handled. Equally, it is encouraged that everybody involved with the child work together in the identification and other processes related to SEN. This offers the best opportunity for accurate and early identification to allow a timely and appropriate intervention or other for other arrangements to be made. It is our commitment to ensure that the pupil and parents/carers voice are listened to throughout the process.

### **Formation of Provision Maps**

A provision map is a document which details any additional provision provided for children with SEN. A provision map builds on the curriculum the child is following and sets out strategies being used to meet the child's specific needs.

### **Parents/Carers and Pupils**

We consider the voice of the child and the parents/carers essential in ensuring that the pupil maximises their potential. Parents/carers provide a unique view of their child and this input is encouraged. A process of working together allows us to put the pupil's needs first. Therefore parents/carers will be asked to contribute towards the formulation of provision maps and other SEN documents, such as a RIAISEN (Record of Identification, Assessment and Intervention for Special Educational Needs).

### **External Agencies**

During their time at school children can encounter a wide range of difficulties. These may include:

- Academic
- Social
- Emotional
- Behavioural

MPPS is a very small 'Rest of the World' (ROW) school and therefore has limited access to external agencies. The agencies we can currently access include:

- Educational Psychologist
- Educational Social Worker

Both of which are based in Germany so access is via email or Video Telephone Conference link and a minimum of an annual visit.

- SSAFA Social Worker Service

This service is based at Mount Pleasant Complex.

If an individual requires an intervention programme with one of our external agencies then written permission is sought from the parent/carer. The parent/carer is kept informed throughout this process.