



Ministry
of Defence

Anna Vrahimi

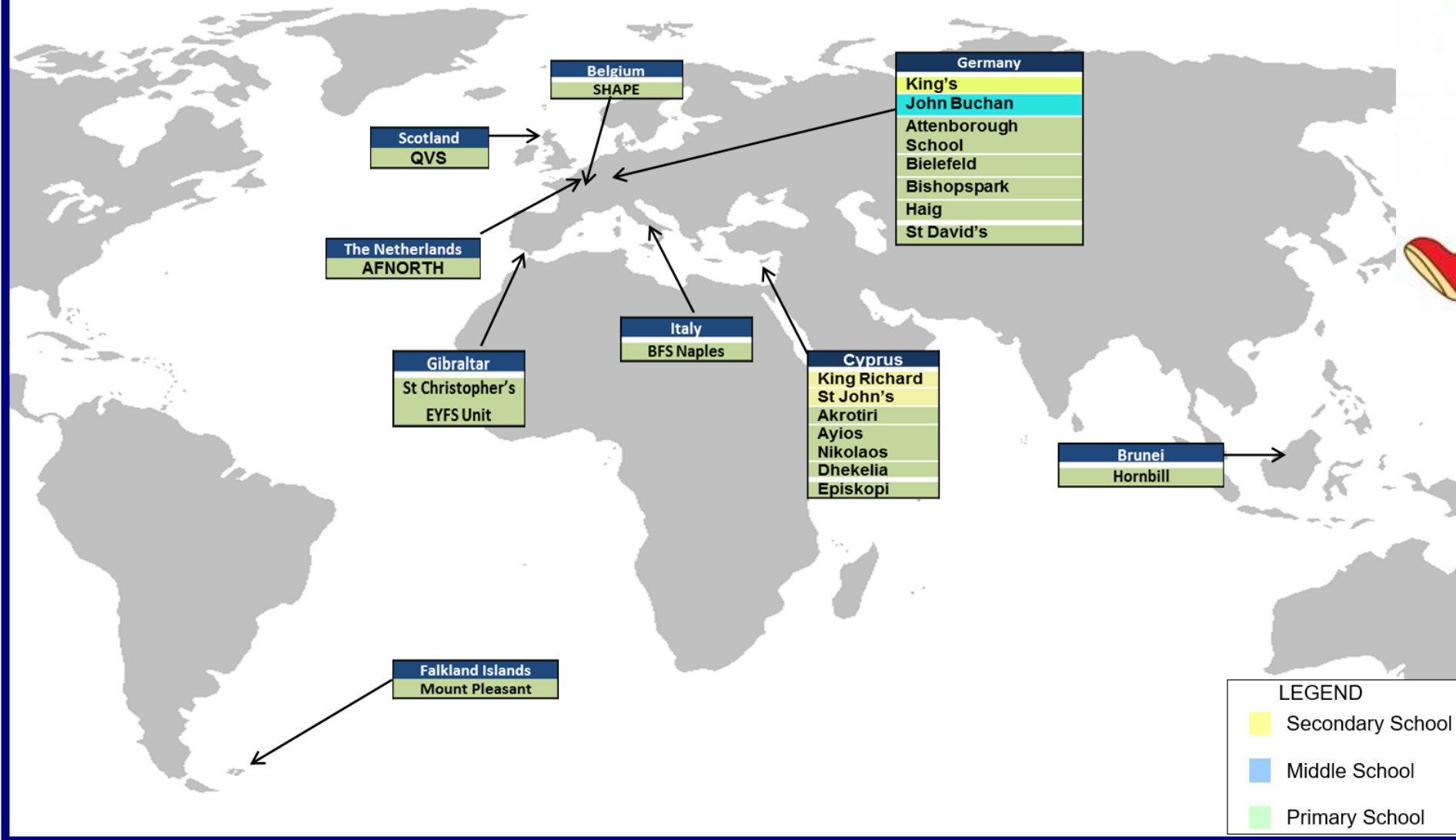
**Special Educational Needs and Disabilities Leader
DCYP / Ministry of Defence Schools**



Annabel Hall

**Service Pupils' Champion
North Yorkshire County Council**

Ministry of Defence Schools Locations Worldwide 2017



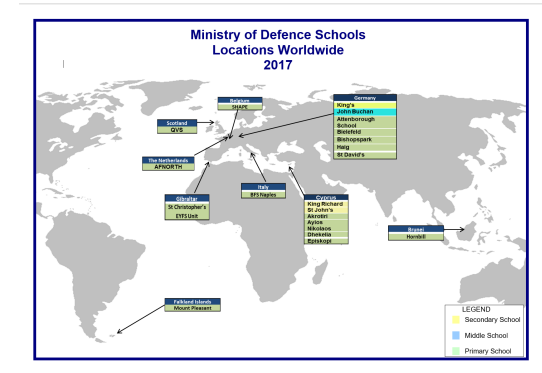
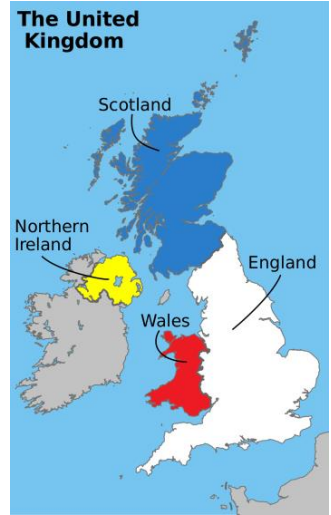
1. Between schools in England



2. Between wider UK schools, i.e. Scotland, Wales, NI etc

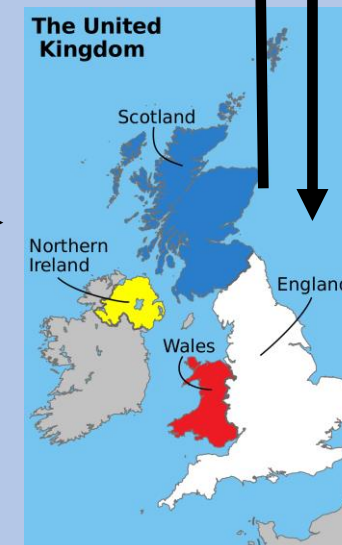
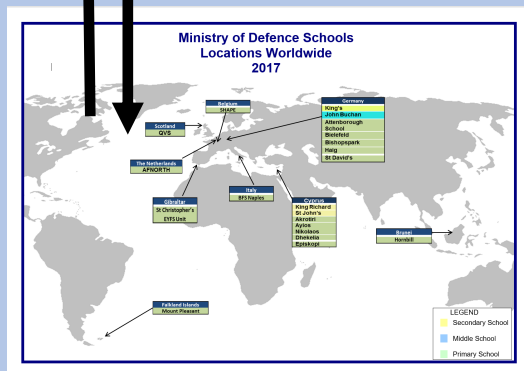


3. Between MOD Schools overseas and England



4. Between Non-MOD overseas and England





No learning time is lost

No teaching time is lost

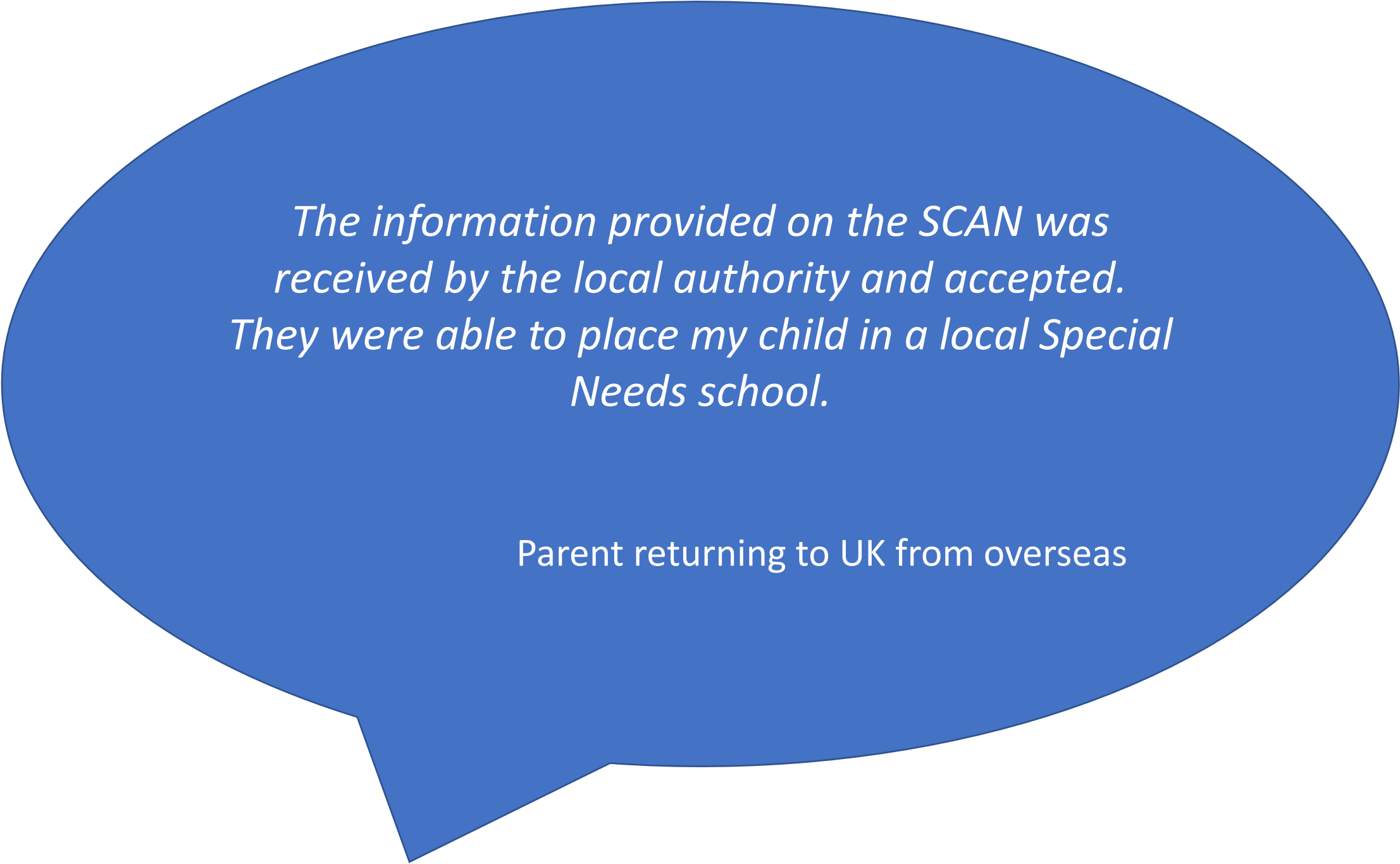
*Know the child before they even
arrive to your school*



Scenarios

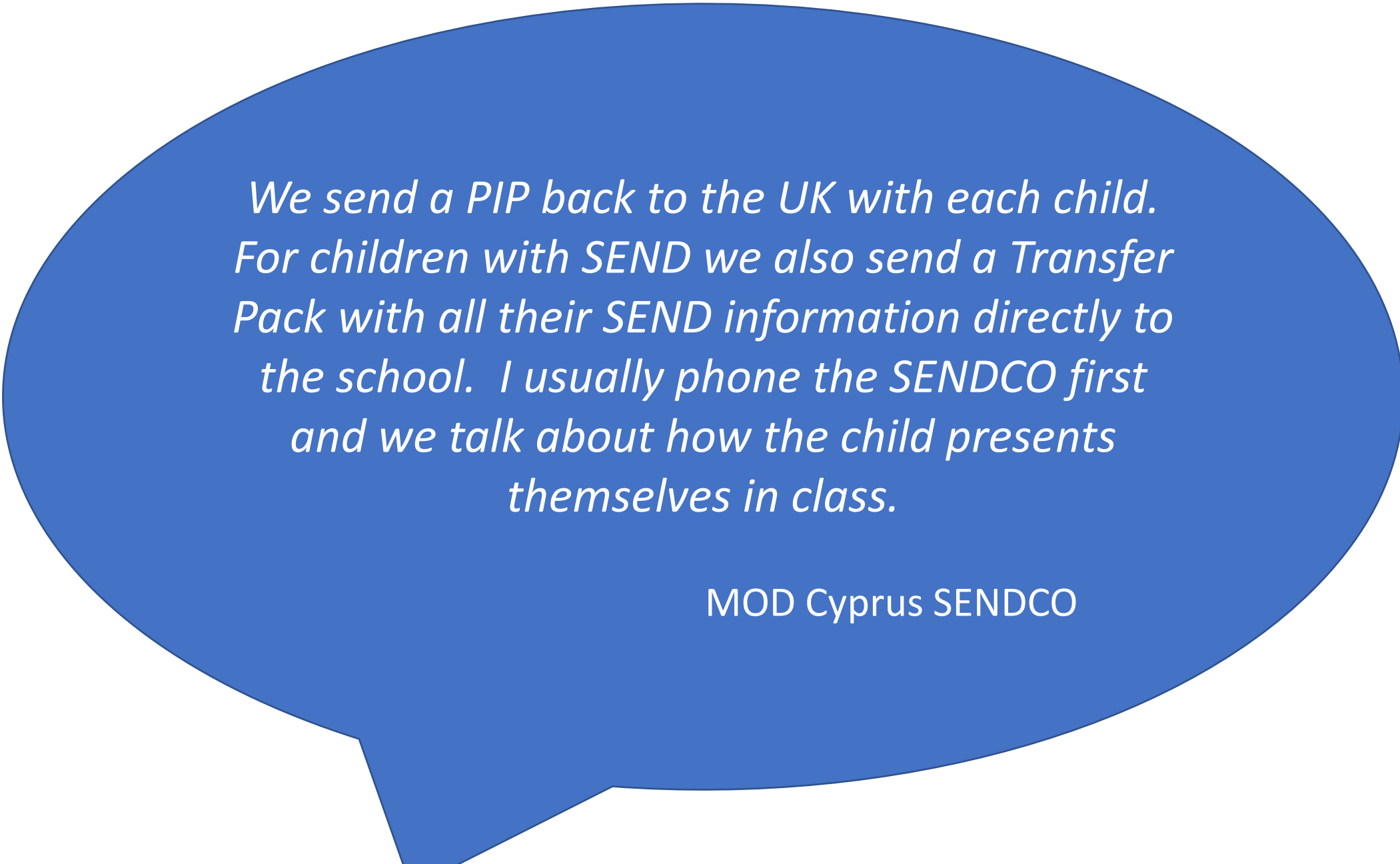
What can **schools** do to support Service children with SEND?

What can **local authorities** do to support Service children with SEND?



The information provided on the SCAN was received by the local authority and accepted. They were able to place my child in a local Special Needs school.

Parent returning to UK from overseas



We send a PIP back to the UK with each child. For children with SEND we also send a Transfer Pack with all their SEND information directly to the school. I usually phone the SENDCO first and we talk about how the child presents themselves in class.

MOD Cyprus SENDCO



OFFICIAL SENSITIVE - PERSONAL (when complete)
Handling Instruction – Not to be distributed across the internet

Pupil Information Profile (Service Children)

The Pupil Information Profile contains core information that supports a young person's future learning as s/he moves to a new school. It also signposts the receiving school to any further additional, significant information about the young person.

A Personal details

UPN:

England/Wales: XXXXXXXXXX

N Ireland:

PIN: Scotland:

Surname:

XXXXXXXXXXXXXX

Gender:

Female

Date of Birth:

XX/XX/2008

Year Group:

4

Siblings (Number and Ages):

Attendance: Cause for concern?
If yes, why?

Current Year: 93.61%

Language spoken at home:

English

Ethnicity:

White - British

Religion:

Christian

Previous schools attended with dates (1 – Current school):

1. Current School: From 03/06/2014 to 14/12/2016

2. XXXXX Primary School

3.

4.

B Persons with parental responsibility

Name:

XXXXXXXXXXXXXX

Address:

XXXXXXXXXXXXXX

Relation to Learner:

Father

Army/RN/RM/RAF/TA (Unit if known)

XXXX

ALERT Key contact – Name & Number:

C Brief description of any significant health/medical/care issues

HISTORIC – XXXXX was born very prematurely

D Key Document(s)

E Agency Involvement

Current/Recent/Significant Past

LA Agency:

Service Agency:

Contact name:

Contact No:

Current

XXXXXX

Educational Psychologist

XXXXXX

Current

XXXXXX

Special Advisory Teacher

XXXXXX

Recent

XXXXXX

Family Support Worker

XXXXXX

F Health & Wellbeing Profile

How has the learner reacted to moving school in the past/now, parental deployment and/or other significant events?

On transition, there may be a deterioration in XXXXXX's behaviour. During this period, XXXXXX needs firm boundary setting.

OFFICIAL SENSITIVE - PERSONAL (when complete)
Handling Instruction – Not to be distributed across the internet

G Learning Profile

Motivated and enthusiastic to learn

Always/Mostly/Sometimes

Works co-operatively with others

Sometimes

Understands thoughts & feelings of others

Sometimes

Exercises self-control

Sometimes

Organises own learning

Sometimes

Solves problems and takes decisions

Sometimes

Achievements / Out of School interests

Taekwondo

H Parental Partnership in Supporting Learning

J Learner Voice

Parents are very supportive when discussing XXXXX's needs but often work is not followed up at home.

I like playing with my friends. I find learning hard. Especially writing. I need help from my teacher

K Identified Learning Needs: (SEN Support)

L Interventions and their impact – Current/Recent/Significant Past

Acquisition of Literacy

RWI & FFT – one to one – Current – small step consistent progress

M Assessment information: Current performance – against national age-related expectations

Well Above/Above/At/ Below/Well Below

N Key Strengths & Development Needs

Reading

Well below

Writing

Well below

Mathematics

Well below

P Assessment Information:

Most recent teacher assessments/Most recent statutory assessment results and/or Standardised test scores

XXXXXX was disapplied from her KS1 SATS. Currently working within the Y1 curriculum. B squared assessments included.

Q Assessment Information: Next Learning Steps

Current rate of progress (Better than/Expected/Less than)

Reading

XXXXX is currently using the Read Write Inc Phonics programme for accelerated phonics work. She is working well but can often become distracted very easily. XXXX must practice her speed sounds and read on a daily basis.

Less than

Writing

XXXXXX's writing demonstrates a variety of simple sentences. Her writing shows use of simple punctuation but XXXXX needs to be reminded to use commas for lists.

Less than

Mathematics

XXXXX must recall and use multiplication and division facts for the 2, 3, 5 & 10 times tables fluently.

Less than

Date:

07.12.17

Completed by:

XXXXXXX

Role in School:

Class Teacher

OFFICIAL SENSITIVE - PERSONAL

SEND TRANSFER OF INFORMATION PACK

This transfer document has been prepared by staff working in the Ministry of Defence (MOD) for a pupil who attends a MOD school overseas. (Prior to 2017 these schools were referred to as Service Children's Education (SCE) schools) This pack holds information that must be considered by a new school and Local Authority, ideally before a Service Child arrives.

Local Authorities are required by the 2015 Code of Practice (CoP) on Special Educational Needs and Disability (SEND) to use all relevant evidence, including MOD SCANs, when considering provision for Service children.

"When considering provision for Service children with SEN or disabilities, (a local authority should) use all relevant evidence, including statements made for Service children in Wales and Northern Ireland, as well as Co-ordinated Support Plans made for them in Scotland and the Service Children's Assessment of Need (SCAN) completed for them by SCE."

(Code of Practice on SEND 2015, Page 219, 10.104, para 5)

Information about MOD SEND Processes

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.

SEN support is provided through 3 levels of graduated response, which is consistent with practice in the UK. Each level is recorded in the format of a Record of Identification, Assessment and Intervention (RIASEN):

- RIAISEN 1 – this involves the class teacher responding to Initial Concerns
- RIAISEN 2 – at this level the class teacher involves the SENCO
- RIAISEN 3* – at this level external consultants support the process offering assessment and advice as appropriate.

*A number of children will have support planned through the Early Help process, which involves agencies external to school. This process is often equivalent to the RIAISEN 3.

Some schools may also use a Provision Plan to show what works well for a child who may not require specific interventions.

A very small number of children in MOD schools have long term/complex special educational needs and are likely to require a high level of support or special educational provision. These children may require an integrated assessment, similar to that carried out in the UK and referred to as an EHCP. In MOD schools this is referred to as a SCAN (Service Children's Assessment of Need).

- SCAN – analogous to an EHCP

My son has ASD. The move to an overseas schools was a huge transition for him. The SENDCO put together a simple Powerpoint with pictures of the school, a map and photos of teachers. We visited the school a few days before it opened and he was able to walk around and familiarise himself before his first day.

Parent of a Y5 child moving overseas

No learning time is lost

No teaching time is lost

*Know the child before they even
arrive to your school*

