



Ministry  
of Defence

## DCS Directive 3.2.2

# Supporting Children with Special Educational Needs and Disability in DCS Schools and Settings

DCS Jul 24 v1.0

## General

<b>Authorisation</b>	Head DCS
<b>Senior Responsible Owner</b>	Assistant Head Specialist Support Service
<b>Point of Contact</b>	POLRA
<b>Review Date</b>	Jul 2025
<b>Related Policy/Guidance</b>	JSP 342 Education of Service Children Overseas
	JSP 834 Safeguarding
	Equality Act 2010: Advice for Schools DfE (2014)
	SEND Code of Practice 0-25 (2015)
	Statutory Guidance on Supporting Pupils at School with Medical Conditions (2017)
	The National Curriculum in England Key Stage 1 and 2 framework document (2014)
	DCS Policy Directive 3.2.1 Safeguarding
	DCYP Interim Policy Directive 3.2.4 2016 Supporting Pupils with Medical Conditions in MOD Schools
	DCS Directive School Complaints 3.2.8
	DCS Directive Data Protection 7.1.1
	DCS Directive Records Management 7.1.2
	DCS Directive Admissions for MOD Schools 3.2.23

## Introduction

1. To enable Defence Children Service (DCS) to fulfil its obligation to meet special needs and to support (and respond effectively to) all pupils with Special Educational Needs and/or Disability (SEND), DCS offers supported access to a broad, balanced and relevant curriculum. DCS Schools and Settings are fully committed to having high aspirations and expectations for children and young people with SEND. MOD policy is that education should reflect statutory entitlement in England where possible. This Policy

Directive complies with English statutory requirements (and guidance) where reasonably practicable.<sup>1 2</sup>

## Aim

2. This Policy Directive sets out the key components and procedures of DCS SEND service. It outlines the roles and responsibilities of DCS personnel and details how DCS Schools and Settings will provide for and support pupils with SEND.

## Scope

3. This Policy Directive applies to all DCS employees in overseas Schools and Settings. The Queen Victoria School (Dunblane) will follow Scottish National statutory requirements<sup>3</sup> for the provision of additional educational needs and support for learning.

## Roles and responsibilities

4. **SEND Co-ordinators (SENDCo):** Oversee and manage the strategic provision of SEND within a School or Setting. They are responsible for overseeing the day-to-day operation of this policy and coordinating provision. A key feature of the SENDCo's role is to consult with: parents of pupils with SEND; a range of external agencies and other schools; and with potential next providers of education to facilitate a smooth transition. The individual roles of learning support staff are coordinated, timetabled, and managed by the SENDCo.
5. **Class Teachers:** Teachers and Room Leaders are responsible and accountable for the academic progress and development of all pupils in their class/setting including those who access support from a teaching assistant or specialist staff<sup>4</sup>. They will provide pre-determined differentiated learning opportunities, which will enable them to better understand the provision and the teaching style that needs to be applied. Additionally, they may offer adaptive teaching, making real-time adjustments to meet learners' needs at the point of delivery.
6. **SEND Leads:** Responsible for SEND across DCS Schools and Settings, ensuring the high-quality provision, standards, progress and attainment of learners with SEND. They oversee the continuous improvement in the SEND provision across DCS Schools and Settings. They also ensure and report on compliance.
7. **Head Teachers and Setting Managers:** Overall responsibility for policy management, line management of the SENDCo, assessment and provision for pupils with SEND and for keeping the School Governing Committee (SGC) informed as appropriate.
8. **School Improvement Team:** Responsible for assessing the quality of provision for pupils with SEND during the Core Visit meetings. This could involve meetings with the

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<sup>1</sup> England follows the Education, Health and Care Statutory plan [The SEND Code of Practice 2015](#)

<sup>2</sup> Consideration has been given as to whether this Policy Directive complies with the Public Sector Equality Duty, and it has been concluded that the duty has been complied with.

<sup>3</sup> Co-ordinated Support Plan [Additional Support for Learning Statutory Guidance 2017](#), England. Wales follows the Individual Development Plan (school maintained or LA maintained dependent on need). [Additional Learning Needs Code for Wales 2021](#). Northern Ireland follows the Statement of SEN statutory plan. [Code of Practice on the Identification and Assessment of Special Educational Needs 1998](#)

<sup>4</sup> SEND Code of Practice 2015 section 6.36

SENDCo and class teachers, reviewing associated paperwork, learning walks, scrutinising pupils' work and talking to pupils.

## Policy

9. Service Children experience frequent moves and placings, often of a short duration. DCS Schools and Settings work quickly to identify and meet individual needs in a supportive and caring environment.
10. DCS expects the special educational provision to be:
  - Based on the SEND Processes and Toolkit for MOD Schools and Settings
  - Evidence-based
  - Relevant to the type of identified SEND
  - Proportionate to the severity of SEND
  - Have high expectations for all children and young people
  - Seeking to promote the independence of all children and young people
11. A pupil with SEND<sup>5</sup> has a learning difficulty and/or disability that makes it harder for them to access the provision normally provided for others of the same age in a mainstream School or Setting or for those under compulsory school age. Such an effect is likely when they reach that age or would be likely if no special education provision<sup>6</sup> is made for them. In this Policy Directive, SEND refers to a learning difficulty or disability<sup>7</sup> that requires special educational provision to be made for them. A child under compulsory school age has SEN if they fall within the definition or would do so if special educational provision were not made for them.

## Legal definition of disability

12. Many children and young people who have SEN may have a disability under the Equality Act 2010<sup>8</sup>, however this definition provides a relatively low threshold and includes more children than many realise. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. Sensory impairments are also included, such as those affecting sight or hearing, long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.
13. A child of compulsory school age or a young person has a learning need or disability if they have significantly greater difficulty in learning than most of their peers or, a disability which prevents or hinders them from using facilities generally provided for their peers in mainstream schools or mainstream post 16 institutions.<sup>9</sup>

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<sup>5</sup> As defined by Section 20 of the Children and Families Act 2014

<sup>6</sup> This provision is 'additional to and different from that made generally for other children or young people of the same age.' (SEND Code of Practice 0-25 years p.4).

<sup>7</sup> As defined by the Equality Act 2010

<sup>8</sup> Defined as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

<sup>9</sup> SEND Code of Practice 0-25 years 2015 p15-16

## Aims and objectives

14. The Aims and objectives for supporting learners with SEND are:

- to raise the aspirations of, and expectations for all pupils, and particularly for those with SEND
- to collaborate with all partners (e.g., parents or carers, pupils, staff, and outside agencies including medical, health visitors and educational support partners) to achieve the best outcomes for our learners
- to have access to a broad, balanced curriculum and to participate in all experiences and activities provided by the School or Setting (where practicable)
- to identify and celebrate the strengths of all pupils and use sensitive support where appropriate to aid inclusion
- to identify and quickly support the range of different individual needs and starting points on entry
- to raise the self-esteem of all pupils, especially those with negative feelings about themselves and their abilities
- to involve parents/carers and learners in decision making, and to keep parents/carers fully informed of their provision, progress and attainment
- to involve learners as much as possible in evaluating their own progress, including them in setting targets for successful outcomes, and in making decisions about their future SEND provision, aspirations and destinations
- to provide support and advice for all staff working with pupils with SEND
- to ensure all learners can develop their individual learning strengths within an enriching and encouraging learning environment

## Inclusion of learners with SEND

15. All learners should have access to a broad and balanced curriculum. The English National Curriculum Inclusion Statement confirms that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed as early as possible. Lessons are planned to target potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full National Curriculum<sup>10</sup>. Schools do not offer learners with SEND a reduced curriculum or disproportionately narrowed curriculum within any key stage.

16. In each DCS School and Setting, the SENDCo and Senior Leadership Team are responsible for inclusion and ensuring that inclusive practices are implemented effectively throughout. DCS Schools and Settings aim to optimise opportunities for participation and achievement across all areas of the School or Setting activity (e.g., social, emotional, curricular, or physical) by:

- providing a broad and balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to additional activities before or after school, school day trips and residential visits

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<sup>10</sup> SEND Code of Practice 0-25 Years 2015 section 6.12

- practicing teaching methods that suit the needs of individual pupils e.g., breaking content down into smaller sequential chunks or components
- promoting an inclusive culture throughout our schools and encouraging social responsibility and understanding amongst all our pupils

## **The Range and management of provision**

17. Children and young people may have needs in more than one area. The broad areas of need described in the SEND Code of Practice 2015 are:

- Cognition and Learning (C&L)
- Social and Emotional Mental Health (SEMH)
- Communication and Interaction (C&I)
- Sensory and/or Physical (S&P)

18. These categories identify the primary areas of need; however, a holistic approach must be adopted to identify children's individual educational needs. Other factors must be considered which may impact on a child's progress including disability, attendance, punctuality, health and welfare, English as an Additional Language (EAL), being a looked-after child or previously looked-after child, as well as the implications of our schools' population consisting principally of Service Children.

19. Schools and Settings use provision mapping to show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. This enables SENDCOs to maintain an overview of the programmes and interventions used with different groups of pupils and provides a basis for monitoring the levels of intervention<sup>11</sup>.

20. Senior leaders use provision maps strategically to develop a range of special educational provision that matches the assessed needs of pupils across the school, and to evaluate the impact of that provision on pupil progress. This also contributes to school improvement by identifying patterns of need and potential areas of development.

21. DCS Schools and Settings cannot meet the requirements of children with severe levels of need. Overseas locations are limited in the range of specialist support available. The areas of SEND that can be supported are detailed in the SEND Information Report on individual School or Settings tabs on the DCS website.

## **Admissions procedures for children with SEND**

22. The admission arrangements for all pupils comply with legislation, where possible, including the Equality Act 2010. This encompasses children with any level of SEND; those with or without an Education Health and Care Plan (EHC plan) (or equivalent).<sup>12</sup>

To ensure that a child's needs can be met in an overseas location, all children must undergo an assessment of support needs before arrival<sup>13</sup>.

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<sup>11</sup> SEND Code of Practice 2015 section 6.76

<sup>12</sup> Further admission information is available on the School and Setting websites.

<sup>13</sup> See DCS Policy Directive 3.3.26 Assessment of Support Needs for Accompanied Assignments Overseas for further details.

## Identifying and assessing pupils with SEND.

23. Each pupil's current skills and levels of attainment will be assessed on entry. Teachers or key workers will make regular assessments of progress and attainment 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

24. Slow progress and low attainment do not automatically indicate that a pupil has SEND. When deciding if special educational provision is required, DCS Schools and Settings start with the desired outcomes. They consider expected progress and attainment, and the views and wishes of the pupil and parents. This information is used to determine the support needed.

## Consulting and involving pupils and parents.

25. DCS Schools and Settings believe that the pupil is central to everything we do, and their 'voice' is vital to ensure:

- Improved pupil engagement and positive impact on their well-being, behaviour and learning
- Improved pupil-staff and pupil-pupil relationships
- That practice is based on meeting the needs and reflecting the thoughts of pupils
- A School or Setting, where all pupils are encouraged and supported to contribute
- Increased opportunity for pupils to develop personal, social and communication skills

26. A close working relationship with parents is important to ensure the early identification and accurate assessment of SEND, leading to the correct intervention and provision. It ensures the continuing social and academic progress of children with SEND so that personal and academic outcomes are set and met effectively.

27. The importance of parental involvement is highlighted in the principles underpinning the SEND Code of Practice 2015 which must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child's parents, to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

28. DCS Schools and Settings welcome feedback from parents who can make a confidential appointment to speak to the SENDCo or a senior member of staff throughout the year for any reason. Parents will be kept up to date with their child's progress through annual

progress reports, in parent consultation meetings, informal conversations with staff and at SEND review meetings.

## Teaching pupils with SEND

29. This is known as SEND Support. Pupils and parents/carers are fully involved at every stage of the Graduated Response (outlined below). The Graduated Response 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 High Needs support, at the other.

## The graduated response

30. The Assess, Plan, Do, Review cycle outlined below is essential to SEND Support at all stages whether at a whole School or Setting, class or individual level. Where an additional need has been identified, it will be applied at 'Universal,' 'Targeted' and/or 'Specialist' level and reviewed at least termly. The DCS SEND Process, including the Graduated Response, can be found on the SEND page of the DCS website.

## Assess

31. A clear analysis of need at 'Universal,' 'Targeted' and 'Specialist' can draw on:

- Views of the child and their family.
- Data on the child's current and previous progress (across all four broad areas of SEND)
- Teacher and/or SENDCo assessment, observation, and knowledge of the child
- Tracking of progress and comparisons with national data
- Where appropriate, consultation with specialists/subject matter experts

## Plan

32. Following careful analysis of the information gathered in the assessment phase, the teacher, SENDCo, parent/carer and child, agree on a plan of action (specialists can support this process, if appropriate). It is essential that all planning is child-centered, outcomes focused and documented. The plan should consider and determine:

- High quality class/subject teaching adjustments, modifications, and differentiation
- Additional targeted provision/intervention to be put in place
- Desired outcomes for the child (expressed as SMART targets)
- A date for review

Teachers are responsible for setting these targets and initial communications with parents.

## Do

33. Teachers continue to be responsible for implementing the agreed plan with support from the SENDCo. Where agreed, specialists/subject matter experts support the process. Teachers are responsible for:



- Adapting and personalising the curriculum
- Delivery of 'additional and different' provision for the child
- Planning, support and impact measurement of all group and individualised interventions delivered by support staff
- Linking interventions to classroom teaching.

## Review

34. Teachers are responsible for the ongoing monitoring of progress towards the agreed plan through continual assessment, with support from the SENDCo. SENDCos are responsible for holding review meetings (at least termly). The review meetings should:
- Explore the effectiveness of the interventions and support.
  - Explore the evidence of progress towards the desired outcomes.
  - Ensure collaborative discussion and information sharing with School or Setting staff, the child and family.
  - Ensure discussion and record keeping on how the plan must be revised based on progress and parental and child view.
35. If the child still requires 'additional and different' provision the cycle starts again at 'Assess' with the updated needs of the child being considered. SMART targets should be agreed before planning a continuation of, or a change to, provision.

## Universal support (all children)

36. Before considering Targeted Support, DCS Schools and Settings consider what is being offered through Universal Support, and what adaptations and modifications can be made through differentiation. Universal Support will meet the needs of most children. It should include (according to the age and level of development of the child):
- 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

37. Some children may require support that is additional to or different from that available at the Universal Support level and modifications may be required through specific Targeted Support. The SENDCo will become involved as part of the team within the School or Setting (always involving parents) to draw up an Individual Support Plan (ISP). Initial evidence-based interventions either 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. Individual Support Plans will be formally and reviewed on a regular basis (at least termly).

## Specialist support

38. A few children may have significant and persistent difficulties despite being given access to appropriate Universal and Targeted learning opportunities and support. The team working with the child in the School or Setting (led by the SENDCo) may require further advice, support or assessment and may request involvement from the Educational Psychology & Speech and Language (EPSL) team or appropriate external agencies, dependent on local services.
39. When specialists become involved, they will provide additional support to further develop what is already available at the Universal and Targeted level. Evidence-based interventions, either group or individual, may be identified and put in place to address the needs of the child. Careful monitoring will continue, to inform decisions such as whether the interventions and desired outcomes remain appropriate.

## Service children's assessment of need (SCAN)

40. Due to different legal and financial and commissioning arrangements overseas, MOD services cannot produce EHCPs (or the equivalent).
41. When a child in a DCS School or Setting
- a. has significant and/or complex SEND and/or
  - b. is not making progress, despite the sustained, consistent, regular, relevant and purposeful measures taken by educational professionals

Professionals may judge it appropriate to carry out a Service Child Assessment of Need (SCAN), with the view to putting a SCAN Support Plan in place.

42. 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. For a very small number of children being supported at 'Specialist' level, a SCAN may be required. They are not however a stand-alone document, nor are they a transition document for return to the UK. For further detail, please see the DCS SCAN Processes.
43. The SCAN is analogous to an EHCP<sup>14</sup>. However, a SCAN is not a legal document and not legally binding. It only describes the support a child is entitled to within a specific DCS School or Setting. Any EHCP a child has lapses when they move overseas and, while the SEND Code of Practice 2015 states that local authorities should take the SCAN into account upon a child's return to England, there is no mandatory requirement for them to do so. Outside DCS Schools and Settings, the SCAN is a document which summarises SEND, the provision a child has received, and the agencies that have been involved.

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<sup>14</sup> Please see SEND Code of Practice 2015 for further information on SCANS

## Additional support for learning

44. When considering provision for Service Children with SEND, use all relevant evidence, including Individual Development Plans (IDP) made for Service children in Wales, Statements of SEN made for Service Children in Northern Ireland, Co-ordinated Support Plans (CSP) made for Service Children in Scotland and EHC plans made for Service Children in England. These legal plans all cease when a Service Child goes overseas. While they can be used as a basis to consider provision for the child in a DCS School or Setting the plans themselves will cease and will have to be reapplied for on their return to the UK.
45. Very few children in Scotland have a CSP as they are not a prerequisite for a child to access highly personalised ASN provision nor are they required for admission to a special school. Children in Scotland are more likely to have a Child's Plan which is informed by a multi-agency body under the Getting It Right For Every Child (GIRFEC) framework.
46. These documents and supporting evidence will inform the planning of provision for Service Children in DCS Schools and Settings. All relevant evidence will be utilised by DCS when completing a SCAN for Service Children with SEND in a DCS School or Setting.
47. DCS Schools and Settings will, where possible, provide additional support staff. This can vary according to the overseas location. All support staff will receive training and development to meet the needs of their role, but the supply of training support staff can vary according to location and availability if suitable candidates for jobs.
48. DCS Schools and Settings have an amount identified within their overall budget, called the notional SEND budget. This is not a ring-fenced amount, and it is the responsibility of the School or Setting to provide high-quality appropriate support from the whole of its budget. As part of their normal budget planning, DCS Schools and Settings determine their approach to using their resources to support the progress of pupils with SEND.
49. The SENDCo, Head Teacher and SGC should establish a clear picture of the resources that are available to the School or Setting. They should consider their strategic approach to meeting SEND in the context of the total resources available<sup>15</sup>. Schools and Settings are not expected to meet the full costs of special educational provision that is more expensive than their core funding. Schools in England are expected to fund costs up to a nationally prescribed threshold per pupil per year (£6000)<sup>16</sup>. DCS allocates additional high needs funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold and where it can be practically provided<sup>17</sup>. Please see DCS High Needs Funding guidance for further details.

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<sup>15</sup> Send Code of Practice 2015 (0-25 years) section 6.96-7

<sup>16</sup> 'Para 132 of the High Needs Funding Guidance 2022/23 for schools in England: '*Top-up funding rates for individual placements should take into account both the costs to the school or college of offering overall provision for the pupils and students with high needs and the contribution made from other elements of funding. These include mainstream schools' notional SEN budget (for the costs of additional support up to £6,000 per annum)*'

<sup>17</sup> Send Code of Practice 2015 0-25 years section 6.99

50. External agency support depends on the specific overseas location. For pupils who need specialist support there is access to Educational Psychology staff employed by DCS, but speech therapy, occupational therapy and other specialist services vary across commands.

## **Securing equipment and facilities**

51. If a pupil requires specialist equipment or adaptation to facilities this will need to be agreed as part of the MASO process and ensures that equipment and facilities are available on arrival in the overseas location.

## **Emerging needs - concerns about supportability**

52. When the graduated response has been exhausted for a child and there are concerns about how their needs will be met, the School or Setting will follow the process set out in Paras 40 & 41 of the DCS Policy Directive 3.3.26 Assessment of Support Needs for Accompanied Assignments Overseas<sup>18</sup>.

53. The first step of this process is for the lead professional to call a multi-agency meeting, inviting parents and key professionals. The purpose of which is to explore the child's needs and establish whether support can be put in place to meet them. If there is concern either that supporting agencies may not be able to continue meeting the child's needs, or that the needs now meet the thresholds for a Multi-agency Assessment of Support Needs Overseas (MASO) set out in the DCS Policy Directive 3.3.26. The outcome of the multi-agency meeting is to raise a formal assessment of support needs through the ENMASO (Emerging Needs MASO) process.

## **Evaluating the effectiveness of SEND provision**

54. As part of the termly review process, outcomes will be discussed by all parties involved with the pupil. These will include the effectiveness of the support provided, the impact of teaching strategies or approaches that have been used and any factors that have accelerated or impeded progress.

## **Expertise and training of staff**

55. DCS Schools and Settings are committed to providing the relevant training, support and resources for children and young people with SEND. All SENDCos in DCS Schools have, or are working towards, the National Award for SEN Coordination (NASENCO) qualification. This is a statutory requirement for all new SENDCos. All SENDCos in DCS Settings have, or are working towards, a Level 3 or 4 qualification in Special Needs. Every SENDCo has access to induction training and annual targeted training based on personal development plans and the needs of pupils in DCS Settings.

## **Equality and inclusion**

56. DCS seeks to promote a sense of community and belonging for all pupils, DCS Schools and Settings, have adopted an inclusive approach to SEND and recognise the diversity

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<sup>18</sup> Link to Policy Directive [here](#)

of its pupils.<sup>19</sup> All effort will be made to ensure there are no barriers for pupils with SEND. Inclusive practice is based upon effective decision making and systematic approaches. This is achieved through teachers continually assessing, planning, implementing, and reviewing their approach to teaching all children. Adaptations might be made to ensure the safety of all children and adults.<sup>20</sup>

57. DCS Schools and Settings have duties under the Equality Act 2010 towards individual disabled children and young people. This includes reasonable adjustments, such as the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory and are implemented because of a supportable decision from the MASO process. Thought is given in advance to what disabled children and young people might require and what reasonable adjustments might be made to prevent disadvantage.

## **Support for improving emotional and social development**

58. DCS Schools and Settings support pupils to improve their emotional and social development. Access to external support agencies is variable in overseas locations, but all Schools and Settings have Personal, Social, Health and Economic (PSHE) curriculums and all DCS Schools aim to have trained Well-Being and Emotional Literacy support staff. We have a zero-tolerance approach to bullying.

## **Supporting pupils moving between phases and preparing for adulthood**

59. DCS Schools and Settings will share information (agreed by parents and pupils) with the school, college, or other setting that the pupil is moving to.

60. The Education Advisory Team (EAT UK) and Overseas Education Supportability (OEST) Team can advise parents, Schools and Settings around transitions. The SEND Lead can support the transfer of information to local authority SEND teams.

## **Transition out of DCS schools and settings to the UK**

61. Advice and support regarding this process for service personnel/parents can be sought from the SENDCo, the SEND Lead and EAT (UK). Schools, Settings, and other education providers should ensure that mechanisms are in place to enable effective and timely transition of relevant information and records alongside communication with the next educational establishment and/or local authority if necessary.

## **Local authorities in England and within the Devolved Administrations (DVA)**

62. A MOD SCAN cannot be transferred to an EHCP (England) or a DVA equivalent statutory plan. However, the SEN Code of Practice (England) states that SCANS are evidence when considering provision for Service Children with SEND. This also applies to DVA's.

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<sup>19</sup> This provision is 'additional to and different from that made generally for other children or young people of the same age.' (Code of Practice p.4).

<sup>20</sup> Further details are available on the website pages for DCS Schools and Settings.

## **Working with other agencies**

63. DCS Schools and Settings are committed to working collaboratively with all other agencies to improve outcomes for children and young people, with a range of services, advice, and support available and easily accessible, according to the overseas location. DCS Schools and Settings, and the agencies working with children and young people, make every effort to ensure that support and assistance for pupils and parents/carers is transparent and sensitively handled.