

Norwich Steiner School

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Special Educational Needs and Disability (SEND) Policy

Revised January 2018

Context:

The Norwich Steiner School considers all learners to have individual strengths, challenges and styles of learning. Furthermore, the school considers that all teachers are teachers of learners with special educational needs. The school, for the most part, employs whole class, mixed ability teaching, placing explicit responsibility on all teachers to use high quality differentiation in their planning, implementing and assessing the learners' progress and development.

The school SEND Policy has as its objective that all needs of all pupils enrolled in the school are identified and met within allocated and available resources exercising high quality teaching and differentiation.

The governing bodies of Schools are required to publish information about their SEND policy. The relevant and current legislation relating to Special Educational Needs and Disability is as listed below and makes reference to preceding legislation which is taken into account.

- Children and Families Act 2014
- Equality Act 2010
- The Equality Act 2010 and Schools 2014 (non-statutory advice for schools from the DfES)
- SEND Code of Practice 2014

1 Norwich Steiner School's obligation within the Law

As an independent school Norwich Steiner School is under no obligation to follow the DfES Code of Practice for Special Educational Needs other than in the matters of placement and providing suitably for pupils with Education and Health Care Plans (EHCP).

However, our SEND Policy will, as far as possible, respect its recommendations for the following reasons for Common Good Practice:

The Code identifies the importance of differentiation in the classroom. It endorses the principles of inclusion and equality and the responsibility of all teachers to do their best to provide for the individual and/or additional needs of the children they teach and assess.

However, aspects of the DfES Code of Practice which require schools to ensure children with Education and Health Care Plans (EHCP) have full access to the National Curriculum are not relevant as the school explicitly does not follow the National Curriculum.

The School values diversity and inclusion and will work to ensure that those applying to and enrolled within the school have any SEND identified as early as possible and best endeavours made to meet their needs to ensure they benefit from full access to the curriculum.

2 Definition of Special Needs & Disability

According to those definitions set out in the Education Act 1996 children have special educational needs if they have a learning difficulty that calls for additional provision to be made for them to make the progress of which they are capable.

Children have a learning difficulty if they:

- Have significantly greater difficulty learning than the majority of children of the same age or group.
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided at Norwich Steiner School for children of the same age group.
- Children have a disability if they have a physical, cognitive or mental impairment with an adverse effect on the person's ability to carry out normal day to day activities. Effect must be substantial (more than minor or trivial) and long term, (more than 1 year in duration).

Areas of learning which may be affected by either a difficulty or disability could be:

- Communication/Interaction
- Cognitive/Learning
- Emotional/Social/Behavioural
- Sensory/Physical

Children must not be regarded as having a learning difficulty solely because the language or form of language in their home is different to the language in which they will be taught.

A medical condition does not necessarily mean a child has a learning difference.

3 Aims and Objectives of Norwich Steiner School's SEND policy

This policy aims to support all members of staff in providing a positive, whole-class approach toward the learning and progress of all pupils including those pupils with SEND

The school aims to ensure that:

- Pupils with SEND are identified as early as possible and that their needs are met effectively.
- Admissions of new children with SEND into existing classes takes account the existing constellation of that class, so that no one class is disproportionately loaded with children with learning difficulties and/or behavioural challenges.
- Procedures are in place to ensure the SEND policy is followed and that parents and teachers communicate in a way which supports effective implementation of that policy
- Appropriate resources are developed or obtained for supporting children with SEND, as budgetary resources allow.
- Pupils with SEND are integrated as fully as possible into school's' curriculum delivery.
- Wherever possible, full use is made of supporting agencies outside the school.
- Children with special educational needs will be supported in such a way that their self-esteem and self-confidence will be fostered or restored.
- Learning needs are identified in a way which benefits the development of the whole child,
- Additional learning needs takes into account consideration and identification of Gifted and More Able learners and the school recognises the need to differentiate for these learners as well.
- A learner with a Special Education Need may also qualify as being Gifted and/or More able and differentiation will be incorporated into planning, delivery and assessment to accommodate for both.

4 A Graduated response to Special Educational Needs

In line with the DfE SEND Code of Practice 2014, Norwich Steiner School uses a *graduated approach* for pupils with additional learning needs, the emphasis being on early identification of need and intervention in order to prevent more impacting difficulties developing later.

The Code advocates a sliding scale of support and intervention, starting with classroom

differentiation in Wave I followed by increasingly individualised intervention by the school by way of Wave II school implemented support and then Wave III, utilizing the resources of the County Council, external professionals and clinical specialists, etc.

WAVE I

Involves all teachers planning for effective differentiation in their presentation of material to the class and in how they ask the pupils to demonstrate their learning and understanding. Resources and guidance for creative and effective differentiation will be part of faculty meetings and the role of the SENDCo to support an ethos of quality differentiation.

WAVE II

The triggers for WAVE II Planning include:

- A pupil working at levels significantly below others in their class or below what would be reasonable to expect.
- Persistent emotional/behavioural difficulties,
- There are communication or interaction difficulties that require an individualised and specific intervention in order to achieve access to learning for the pupil.
- The results of a class screening that highlight low or discrepant literacy, numeracy, co-ordination, language or behavioural scores that have not shown sufficient improvement with Wave I differentiation.

Procedures for WAVE II Intervention

As a result of one or more of the above triggers, the school will carry out the following actions, in an order deemed appropriate by the relevant teacher and SENDCo:

1. Develop a picture of how the child/pupil is in all different disciplines by consulting individually with all his/her teachers and parents/carers and the pupil him/herself where appropriate.
2. Discussion within the faculty meeting where strategies and/or suggestions for actions may be identified
3. Where the trigger may be based around emotional, behavioural or social interaction difficulties, the school will arrange for either the SENDCo or another teacher to observe the child during a series of lessons and playtimes and suggest means of managing those triggers,
4. Liaison with parents
5. Drawing up an Individual Development Plan and notifying teachers, parents/carers and the pupil him/herself
6. Implement any other agreed actions to support the child
7. And after an agreed time, reviewing and updating the IDP and communicating the modifications with the parents/carers, subject teachers and pupil, where appropriate.

b) WAVE III

Usually pupils will be moved to WAVE III when, as a result of WAVE II being implemented and reviewed, that insufficient progress has been made and therefore, more expertise is required. At this stage, external support services become involved to bring in additional advice, strategies and resources. In some cases more specialist assessment and support may be needed and parental agreement will be required for this to take place.

Wave III intervention may involve seeking advice from one or more of the following:

- GP
- Educational Psychologist

- Local Authority Support services
- External Special Needs expert or therapist
- Education Welfare officer
- The Common Assessment Framework
- Other

The SENDCo and the class teacher/class guardian will note in the pupil's records what further advice is being sought and what support is being provided in the meantime. When the additional advice is received a new individual development plan (IDP) will be drawn up to reflect the recommendations. The IDP continues to be implemented and, when appropriate, the external agencies should be involved with the review process.

5 Coordination of SEND Provision

The school's special educational needs coordinator (SENDCO) is **Ann Swain** and the designated Trustee for SEND is Rachel Hales.

The role of the SENDCo is to be responsible for ensuring implementation of the Special Educational Needs policy including:

- Coordination of staff involved with key roles in SEND provision and support;
- Involvement in admissions of any child to kindergarten or school who may have special educational needs and/or a disability.
- Involvement in coordination and liaison between kindergarten & school, where the child concerned is currently in kindergarten will be moving up into the lower school in September
- Overseeing identification through screening procedures in place.
- Ensuring appropriate and efficient follow-up of recommendations stemming from the screening process
- Being involved with parent liaison.
- Maintaining appropriate child records including relevant IDPs
- Ensuring the day-to-day operation of the SEND policy.
- Reviewing and updating the SEND policy as and when needed.
- Coordinating liaison between external agencies and the teaching staff.
- Overseeing collation of the appropriate paperwork for EHC requests and reviews.
- Identifying need and provision of in-house and extranal training to colleagues.

6 Provision of SEND within the School

The school SENDCO is able to provide, at the request or with the agreement of parents, a wide-ranging evaluation and assessment programme if a child or adolescent shows signs of possible learning difficulties. This assessment is able to highlight areas where the child or adolescent may need additional support and provides indicators as to when it might be advisable to seek external professional assessment.

Learners with identified learning difficulties who seem unable to make good progress and keep pace with their peers without extra and individual or small group tuition may require extra Learning Support. Currently the school's resources are inadequate to provide additional one to

one lesson unless parents are able to pay a contribution in addition to the standard school fees towards the extra cost.

The School recognises that this could discriminate against children from poorer families. If a family agrees to the need for their child to have one to one but can demonstrate lack of funds to contribute to the cost, our concessions policy applies so that children are not discriminated against because of socio-economic standing.

Learning Support lessons offered are to a high quality of teaching by experienced and committed members of staff. Regular review meetings are held with the parents to keep them informed and the learning support teacher takes the lead in developing the Individual Development Plans with the Class Teacher to ensure effective continuation and integration of support in line with the child's needs and abilities.

7 Admissions policy

Norwich Steiner School considers all children as having individual strengths, challenges and learning styles to meet these needs as best as possible taking into consideration the child's age, developmental stage, home language, physical disability and any other circumstances.

As part of the Admissions Process any new child will be admitted for a trial period during which staff will consider whether this setting is best placed to cater for a child's requirements positively and fully and whether the applicant will or will not interfere with the existing learning community.

The Admissions policy ensures children with SEND will not currently be accepted when:

1. Norwich Steiner School is unsuitable for a child's age, ability or special educational needs.
2. The child's attendance would be incompatible with the efficient education of the children already placed in our school.
3. The school does not have the resources to meet their need and parents are unable to resource outside support. This includes considerations of health and safety and access.
4. the constellation of the class into which the new applicant would be placed, is already disproportionately overstretched with SEND.

8. Complaints procedure

If a parent has a concern about the SEND provision for a child, they should, in the first instance, ask for an initial meeting with the child's class teacher who will consult the SENDCO.

If the matter is not resolved at this meeting, a second meeting, involving the parent(s), class teacher, and SENDCO will be arranged. For this meeting, the SENDCO will consult the child's other teachers and may decide to observe the child in the classroom. At this point it may also be decided to seek external advice (ie GP's report) relating to a specific learning difficulty. In this case, a subsequent meeting will be held to take account of such advice. In the event that a concern remains unresolved after these meetings, the parent(s) will be referred to the school's standard complaints procedure.

Ann Swain, January 2018

To be reviewed Spring 2019