

# Norwich Steiner School

## Special Educational Needs and Disability Policy

Revised November 2016

SEND policy-November 2016.doc

### Context:

Norwich Steiner School considers all children as having individual learning needs and styles and the school aims to meet these needs as best as possible taking into consideration the pupil's age, development and any other circumstances as well as the school's resources and ability to make adjustments. The school SEND Policy ensures that the needs of all pupils enrolled in the school are met within allocated and available resources and exercising best endeavour and quality differentiation.

The governing bodies of Schools are required to publish information about their SEND policy. The relevant legislation relating to Special Educational Needs and Disability is as listed below:

- Education (Special Educational Needs) (England) (Consolidation) Regulations 2001
- Special Educational Needs (Provision of Information by LEAs) (England) Regulations 2001
- Children's Act 2004
- Education Act 2002
- Special Educational Needs and Disability Act 2001
- Education Act 1996
- Equality Act 2010
- SEND Code of Practice 2014

### 2. 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.

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 and that children's progress should be evaluated against standards set out in that curriculum that are in direct conflict with the aims of the Steiner Waldorf curriculum offered at this school will not be incorporated into this policy.

### 3. 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.

#### **4. 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 progresss 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 of 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 the 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 maintained or restored;
- Learning needs are identified in a way which benefits the development of the whole child;
- Additional learning needs take into consideration the identification of Gifted and More Able learners and the school recognises the need to differentiate for these learners as well as for the less able.

#### **5. 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 the need for 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 way of Wave II school implemented support, and then Wave III, utilizing the resources of the County Council, external professionals and clinicians 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,
- When there are communication or interaction difficulties that require an individualised and specific intervention in order to achieve access to learning for the pupil.
- Results of a class screening that highlight low or discrepant literacy, numeracy, co-ordination, language or behavioural scores.

**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 experienced 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, 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.

## 6. Coordination of SEND Provision

The school's special educational needs coordinator (SENDCo) is **Ann Swain** and the designated Trustee for SEND is Roy Allen.

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 of SEND through ensuring screening procedures are 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
- Contributing to statements and 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 SEND statement requests and reviews
- Identifying need and provision of in-house training to colleagues

## 7. SEND provision 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 shows signs of possible learning difficulties. This assessment is able to highlight areas where the child may need additional support and provides indicators as to when it might be advisable to seek external professional assessment.

Children with genuine learning difficulties who seem unable to make good progress and keep pace with their peers without extra lessons separate to the whole class group may require extra Learning Support. Currently the school's resources are inadequate to provide additional one to one lessons unless parents are able to pay for or make a significant 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.

The School aims for Learning Support lessons offered to be of 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.

## **8. Admissions policy**

Norwich Steiner School considers all children as having individual needs and aims 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 needs, including 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 a meeting with the child's class teacher or one of the upper school guardians, who will consult the SENDCo.

If the matter is not resolved at this meeting, a second meeting, involving the parent(s), class teacher/guardian, 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.

To be reviewed Autumn 2017.