

Special Educational Needs and Disability (SEND) Policy

Reviewed September 2023

Context:

Norwich Steiner School considers all learners to have individual strengths, challenges and readiness for learning. Furthermore, the school considers that all teachers are teachers of learners with special educational needs. The school, for the most part, uses 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 needs of all pupils enrolled in the school are identified and met within allocated and available resources exercising high quality teaching and differentiation.

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 revised in 2015

1 Norwich Steiner School's obligation within the Law

As an independent school, Norwich Steiner School is not under obligation to follow the DfES SEN Code of Practice 2015 other than in the matters of placement and providing suitably for pupils with Education and Health Care Plans (EHCP).

However, our SEND Policy will have regard for shared principles SEN Code of Practice and use definitions related to Special Educational and Disability as according to the SEN Code.

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 that best endeavors are made to meet their needs to ensure they benefit from full access to the curriculum. This must consider the constraints of the physical building, staffing resources, and training and expertise of staff.

2 Definition of Special Needs & Disability

According to those definitions set out in the Education Act 1996 and reiterated in the SEN Code of Practice 2015, children have special educational needs if they have a learning difficulty or a disability that calls for provision (additional or different) to be made in order for them to make the progress of which they are deemed capable.

Special Educational Need

Learning Difficulty

Greater difficulty learning than the majority of children of the same age or group.

AND/OR

Disability

A physical, cognitive or mental impairment with an adverse effect on their 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).

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

- Communication/Interaction
- Cognition/Learning
- Emotional/Social/Behavioral
- 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 difficulty, but managing the child's health is key to allowing that child to access the curriculum.

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 by identifying need, differentiating, assessing and providing quality teaching.

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 class is disproportionately loaded with children with learning difficulties and/or behavioral 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 to support 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 and Local Offer is called upon where appropriate.
- 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 teachers' planning to support the development of the whole child.
- A learner with a Special Education Need may also present as being gifted or more able. Differentiation will be incorporated into planning, delivery and assessment to accommodate for this.

4 A Graduated response to Special Educational Needs

In line with the DfE SEND Code of Practice 2015, Norwich Steiner School uses a *graduated approach of Plan/Do/Review/Assess* for pupils with additional learning needs.

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-based support, and then Wave III, utilising the resources of the Local Authority, external professionals and clinical specialists etc.

WAVE I (Universal Support)

High quality teaching at all three levels makes explicit that all teachers have high expectations of all learners. That they plan for effective differentiation in presentation of material and in how pupils are asked 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.

In some cases, a pupil may demonstrate the some or all of the following.

- Working at levels significantly below others in their class or below what would be reasonable to expect in spite of high-quality differentiation.
- Persistent emotional/behavioural difficulties.
- 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 that have not shown sufficient improvement with Wave I differentiation.

Procedures for WAVE II School-Based Intervention

As a result of one or more of the above triggers, the school will carry out the following actions, as 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, in the form of child study, for example.
2. Discussion within the faculty meeting where strategies and/or suggestions for actions may be identified.
3. A SEN assessment.
4. 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.
5. Liaison with parents.
6. Drawing up an Individual Development Plan and notifying teachers, parents/carers and the pupil him/herself. This will be posted on CPOMS and shared in an appropriate staff meeting.
7. Implement any other agreed actions to support the child.
8. After an agreed time, reviewing and updating the IDP and communicating the modifications with the parents/carers, subject teachers and pupil, where appropriate.

WAVE III (Specialist Support)

Usually, pupils will be moved to WAVE III when, as a result of WAVE II being implemented and reviewed, and where 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, Health and Care Plans (EHCPs). For a small number of children with SEND a request to the Local Authority for an EHCP may be necessary.

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 Provision of SEND within the School

The school SENDCO is able to provide, at the request and/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 or adolescent may need additional support and provides indicators as to when it might be advisable to seek further external professional assessment.

Learners with identified learning difficulties who seem unable to make good progress 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 lessons.

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 financial standing of their families.

6 Coordination of SEND Provision

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

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

- Ensuring all teachers understand their responsibilities to children with SEND and the school's approach SEND.
- Advising and supporting class teachers, TA and LSAs (where applicable) to deliver high quality instruction
- Being a focal point for concerns regarding children with possible or identified SEND
- 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 and school, where the child concerned is currently in kindergarten will be moving up into the lower school in September.
- Overseeing identification through screening and assessment procedures in place.
- Ensuring appropriate and efficient follow-up of recommendations stemming from the screening process.
- Maintaining appropriate records including relevant IDPs and SEND register and screening reports
- 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 external training to colleagues.

SEND Register

This provides a list of all children in the school who require and/or receive targeted, additional or different provision.

Children remain on the register for as long as they require such.

The register makes note of the "broad area of need" as defined by the SEN Code of Practice 2015 and where on the graduated approach the child's needs are being addressed.

7 Admissions

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

- Norwich Steiner School is unsuitable for a child's age, ability or special educational needs.
- The child's attendance would be incompatible with the efficient education of the children already placed in the school.
- 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.
- 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 provision for a child with identified SEND, 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. External advice relating to a specific learning difficulty may be obtained. 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 Parental complaints procedure.

If the concern relates to admission decisions, parents should use the steps laid out within the Admissions Procedure.

Related Policies:

Admissions Policy

Behaviour and Code of Conduct Policy

English as an Additional Language

Permanent Exclusion Procedure

Parent Complaints Procedure

September 2023

Ann Swain

SENDCO