POLICY: SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

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INTRODUCTION

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 the needs of all pupils enrolled in the school are identified and met within allocated and available resources exercising high quality teaching and adaptive teaching.

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

NORWICH STEINER SCHOOL'S OBLIGATION WITHIN THE LAW

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

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

Aspects of the DfE'S 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 endeavours are made

to meet their needs and ensure they benefit from full access to the curriculum. This must consider the constraints of the physical building, staffing resources, training and expertise of staff. Where a potential SEND need is identified staff will signpost parents to the relevant professionals for formal diagnosis if this is desired.

Definition of Special Needs & Disability

According to the definitions set out in the Children's and Families Act 2014 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:	AND/OR	Disability:
A child or young person is considered to have a learning difficulty if they have significantly greater difficulty in learning than the majority of others of the same age.		A physical, cognitive or mental impairment which has a long-term and substantial adverse effect on a child or young person's ability to carry out normal day-to-day activities. **Long term** is defined as a year or more and **substantial** is defined as "more than minor or trivial".

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

- Communication/Interaction
- Cognition/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 special educational need, but managing the child's health is key to allowing that child to access the curriculum.

Aims and Objectives of School's SEND Policy:

This policy aims to support all members of staff in providing a positive, whole-class approach towards 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 potential SEND are identified as early as possible and support is put in place to enable the child to access the curriculum.
- Admissions of new children with SEND into existing classes takes account the existing needs of that class, so that no 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 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 the SEND Local Offer is called upon where appropriate and available.
- 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 educational need may also present as being gifted or more able. Differentiation will be incorporated into planning, delivery and assessment to accommodate for this.
- Regular staff training is delivered around specific special educational needs to support teaching staff in their differentiation.

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 Assess/Plan/Do/Review/*** for pupils with additional learning needs.

The Code advocates a sliding scale of support and intervention with differentiation within the classroom, followed by development of individual development plans and then multiagency and local authority support when necessary.

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 Inclusion Coordinator will support an ethos of quality differentiation.

In some cases, a pupil may demonstrate 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 beyond that which is covered by a differentiated approach.
- Results of classroom observations that highlight low or discrepant literacy, numeracy, coordination or language that have not shown sufficient improvement.

As a result of one or more of the above being identified, the school will carry out the following actions, as deemed appropriate by the relevant teacher/s and Inclusion Coordinator:

1. Develop a picture of how the pupil is in all different subjects by consulting with all their teachers, their parents/carers and the pupil themselves where appropriate, in the form of child study or through wishes and feelings, for example.
2. Discussion within the faculty meeting where strategies and/or suggestions for actions may be identified.
3. Where the trigger may be based around social, emotional, behavioural interaction difficulties, the school will arrange for either the Inclusion Coordinator 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. Draw up an Individual Development Plan (IDP) and notify parents/carers and the pupil themselves. This will be posted on CPOMS and shared in an appropriate staff meeting.
6. After an agreed time, reviewing and updating the IDP and communicating the modifications with the parents/carers, subject teachers and pupil, where appropriate.

Due to the resources of the school and staffing demands school-based support is delivered within classrooms in line with our inclusion-based approach which supports children to learn together within their peer group and to access the full scope of the rich and varied curriculum on offer. All reasonable adjustments will be made to allow access to the curriculum.

If after this insufficient progress is being made by the child and there are still concerns around their ability to access the curriculum. 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.

Specialist support 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 Inclusion Coordinator 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 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.

Provision of SEND Support within the School

Learners with identified learning difficulties who seem unable to make the expected progress without extra and individual or small group tuition, may require extra learning support. Due to the small team of staff at the school, it is often not possible to provide 1:1 provision within the classroom, the school aims to make the most of smaller class sizes an close pupil-teacher relationships to ensure that quality support is provided within the classroom, allowing all students to feel included. Where this is not sufficient, support from the external agencies mentioned above will be sought to support in school provision.

Coordination of SEND Provision

The school's Inclusion Coordinator is **Caitlin Gull** and the designated Trustee for SEND is **Lucy Parker**.

The role of the Inclusion Coordinator 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 to SEND.
- Advising and supporting class teachers, TA's and LSA's (where applicable) to deliver high quality intervention
- 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 the admissions of any child to kindergarten or the school who may have special educational needs and/ or a disability.
- Involvement in the coordination and liaison between kindergarten and school, where the child concerned is currently in kindergarten but 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 are implemented following the screening process.

- Maintaining appropriate records in collaboration with teachers including relevant IDPs, updating the SEND register and maintaining 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 EHCP 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 required. The register includes diagnostic information and areas of need.

Admissions

The Admissions Policy ensures that children and young people with SEND receive the appropriate education. We will **not** currently accept pupils when:

- Norwich Steiner School is deemed 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 as well as access.
- The class into which the new applicant would be placed has either a volume or complexity of existing need such that education for the new applicant – or existing students – could not be adequately provided

Complaints Procedure

If a parent/ carer 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 Inclusion Coordinator. If the matter is not resolved at this meeting, a second meeting, involving the parent(s)/ carer, class teacher, and Inclusion Coordinator will be arranged. For this meeting, the Inclusion

Coordinator 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)/carer 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

Monitoring, audit and governance

This policy belongs to Norwich Steiner School, which is the operational name for the Charity the Norfolk Initiative Steiner School, registered charity number 1099377, company number 4815492

Compliance is monitored through internal audits, policy review as part of self-evaluation, and annual reporting to Trustees on concessions awarded, value, and any compliance issues.