



S.E.N.D. POLICY

Context

The SEND policy is informed by the requirements of:

- Children and Families Act 2014
- SEN Code of Practice 2014
- The Equalities Act 2010
- Schools Admissions Code, DfE 1 Feb 2012

LSS takes SEND Policy takes into to account the following advice as given in The Children and Families Act 2014

“The assessment and planning process should enable parents, children and young people to express their views, wishes and feelings, and to be part of the decision-making process:

- Focus on the child or young person as an individual
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon
- Highlight the child's or young person's strengths and capacities
- Enable the child or young person, and those who know them best, to say what they done and is interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss and agree together the overall approach
- Deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents “

LSS aims to meet the needs of individual pupils as best as possible taking into consideration the pupil's age, developmental stage and other circumstances. The LSS Special Educational Needs & Disability (SEND) Policy ensures that the needs of all pupils enrolled at the school are met within allocated and available resources and by making reasonable adjustments.

SENDCO for EYFS

Ms. Paula Tuns

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Definition of SEND

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age;

or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions. SEN Code of Practice (2014 p4)

Refer to four broad areas of need from the Code of Practice

Definition of Disability

Many children and young people who have SEN may also have a disability as defined under the Equality Act 2010 that is '... 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'. 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'. SEN Code of Practice (2014 p5)

Objectives

The specific objectives of the SEND policy are as follows:

- To identify children and pupils with special educational needs and disabilities and ensure that their needs are met.

- To ensure that we provide differentiation within our balanced and broadly based Steiner Waldorf curriculum, in a way that supports children with SEND.
- To ensure that all learners make the best possible progress.
- To ensure that there is effective communication between parents and school.
- To ensure that learners views are heard and taken into account in devising an education plan.
- To promote effective partnership and involve outside agencies when appropriate.

The kinds of special educational need for which provision is made at the school

At LSS we strive to be fully inclusive, making provision for every kind of frequently occurring SEN with or without an Education, Health and Care Plan.

Our Pedagogical methods place a great importance on movement, balance and coordination as a precursor to later academic achievement. We monitor children's progress in movement, balance and coordination by formative assessment procedures on a daily basis in the movement part of the main lesson.

Identification and Assessment

This takes the following steps:

1. An assessment framework that is designed to identify and record initial difficulties in all subjects but with particular focus on Maths, English and Movement.
2. In class 2 a formal Movement Screening takes place.
3. In classes 4 and 6 WRAT Screening takes place.
4. Weekly pedagogical meetings (include the SENDCO and all other teachers, many who have further trainings) to review assessments and flag up children struggling. **At this point, in working with the whole child, it may become clear that there are factors in the home life (eg parents splitting up, moving, a death in the family) that need to be taken into account.**

Action (Intervention)

The Pedagogical meeting may lead to the following outcomes:

- Advice from the experienced body of teachers and the SENDCO may result in an intervention that is documented in a Learning Action Plan.. The class teacher is responsible for monitoring the LAP. It is reviewed in

the pedagogical meetings at the end of a main lesson block. The LAP will be recorded and filed within the assessment framework documents.

- A referral may be made to the School Doctor, with the consent of parents. The School Doctor gives verbal feedback to the Class Teacher who takes a written report. The report is read in the pedagogical meeting and informs the next stage of the process.
- The Educationalist may be consulted if there are learning differences. This process follows the same as the school doctor.
- A referral may be made to The Eurythmy (specialised movement) therapist or the Art Therapist. The class teacher is responsible for liaising with the therapeutic professional and keeping all teachers informed of progress. A written report results from the consultations. Sometimes further referrals are made.
- A referral may be made to an outside specialist such as The GP, the Optometrist or the audiologist. The class teacher is responsible for reporting back to the pedagogical meeting where a review can take place.
- A referral may be made to The SENDCO for further assessments and the child will be added to the SEND register. Once a child has been put onto the SEND register the Class Teacher with the SENDCO will write a Support Plan which may include seeking help and advice from outside agencies.
- If appropriate, actions will be discussed with the child and their views taken into account.

It is the responsibility of the Class Teacher to ensure all processes are documented and filed and that all relevant teachers are informed of actions taken.

Interventions

Interventions link closely to the learning objectives documented in the assessment framework.

Following identification and assessment, small classes means that teacher intervention may effectively take place in the classroom or may be specifically targeted for individual children in the form of specialised one to one lessons.

Intervention includes movement, coordination and balance exercises, memory games and literacy and numeracy designed to meet the individual child's learning difficulty or learning style.

The SEND Register

Children will be placed on the SEND register as follows:

- Children with identified extra educational needs

- Children that score below 75 Standardised Score on WRAT and those that score above 130 will be assessed for G&T)
- Children with diagnosed or suspected syndromes such as ASD etc
- Pupils with diagnosed medical needs that affect their learning
- Children who have undergone Trauma that has adversely affected their ability to learn and progress.

English as an Additional Language

Children with English as additional language will be given support in their English Language skills. In a small class this will be given by the class teacher. If other needs have been identified, the process above will be followed.

Arrangements for consulting parents of children with Special Educational Needs

At LSS communication with parents is considered vital. In the event of a concern being flagged up parents will be kept informed of all steps by the Class Teacher. If referrals are necessary a meeting will be arranged between the Class Teacher and Parents with the SENDCO. In some cases another member of staff may be present eg the mentor of the Class Teacher or if necessary, the Safeguarding Officer.

Both Learning Action Plans and Support Plans are shared with parents and, in some cases, the pupil. Lesson planning provides opportunities for the child to work on the targets set and achievement acknowledged and celebrated.

The Support Plans devised by the SENDCO are evaluated three times a year and a written report provided.

If, despite significant support and intervention the pupil's progress is still of concern, and with the parent's agreement, outside agencies will be contacted and their advice will be used to support the child.

“Where a request for an EHC Plan is made by the school or the parents, the child will have demonstrated significant cause for concern. The LEA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred.”

If a child has an EHC Plan targets must be reviewed annually. The Annual Review will be chaired by the SENCO and all adults involved with the child will be invited to attend.

EYFS Summary

Please see Kindergarten SEND Policy

Children are assessed regularly through observations which are reported to the parents in the Kindergarten.

In the term before a child reaches Statutory School Age, Parents of a child who has been identified with needs that the Main School may not be able to cater for, will meet with the kg teachers to discuss the way forward.

When entering the Main School all children are further assessed for general development, balance and coordination by the School Doctor

Children with other needs

Some children have social needs as well as educational needs. These children have been identified by the SEN Code of practice 2014 as being children who :

- Are looked-after or care leavers
- Have social care needs, including those who are 'children in need'
- Are educated out of area, in alternative provision, in hospital or at home
- Are the children of service personnel
- Are in youth custody

The School must work closely with The Designated Teacher for looked after children in these instances.

Helen Fraser

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Complaints from parents of pupils with special educational needs

Please see LSS Complaints Procedure. In the case of SEND pupils, the SENDCO will be consulted and the Safeguarding officer kept informed by the Complaints Officer.

Helen Kinsey

Email: complaints@londonsteinerschool.org

Arrangements for supporting SEND pupils transferring between phases of education

Every effort is made to contact previous educational establishments of prospective pupils with SEN before entering the school. As stated in our Admissions Policy we require copies of pupil's reports before application will be considered and a telephone conversation arranged with the Class Teacher, SENDCo or Head Teacher so that information concerning the educational needs of pupils transferring can be discussed.

LSS will fully support the transfer of all SEND pupils moving on to other Educational Establishments by writing reports and engaging in relevant telephone conversations with authorised staff from other Schools.

Related Policies:

Safe guarding

Admissions

Promotion of Good Behaviour

Anti-Bullying

Kg SEND

