



## **SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND) POLICY**

### **Policy Review**

This policy will be reviewed in every two years.

The policy was last reviewed and agreed April 2015.

It is due for review in April 2017

## SPECIAL EDUCATIONAL NEEDS POLICY

### 1. The school's obligation

As an independent school, we are currently under no obligation to follow the DfE's Code of Practice for Special Educational Needs (except in our funded Early Years setting). However, our SEN Policies will respect its recommendations, where they do not conflict with the aims of the International Waldorf Curriculum, for the following reasons:

- Common Good Practice
- To make working with the LEAs simpler (statementing procedures, etc.)
- To simplify the transfer of children to other schools (including Special Schools) should that be required

### 2. Definition of Special Educational Needs (SEN)

In early years, where formal learning is not yet introduced, a child has SEN if they:

- Work at levels significantly below those expected for children of similar age
- Present significant emotional and/or behavioural difficulties
- Have sensory or physical problems
- Have communication and/or interaction difficulties

Children in the Lower, Middle or Upper school may be supported by the Learning Support Department if they have a need in one or more of the following areas: communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs.

Children have a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age or
- Have a disability, which prevents or hinders the child from making use of educational facilities provided for children in that age group in the school

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

**Special educational provision means:**

Educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age.

### 3. Admission of children to the school with known or suspected SEN

For admission to the Kindergarten, in **addition to** the initial interview, the parents of a **child with known or suspected SEN** are required to **provide information** about the child's needs (including reports from child care practitioners and/or other specialists.) A second interview may be requested to assess the levels of difficulties the child is experiencing and whether the Kindergarten can adequately meet the child's needs.

A place in Kindergarten does not mean that the child will automatically be offered a place in class 1 where more formal learning in larger groups starts.

For admission to the Lower, Middle or Upper school, in **addition to** the normal admission procedures, **a child with known or suspected SEN** will have an interview with one of the Learning Support Teachers. It will only be arranged, through the school office, once the Learning Support Department has received all relevant reports

The Learning Support staff will advise the Class Teacher or sponsor about the child's difficulties and probable levels of need. They will also help with interpretation of National Curriculum and Professional Educational reports.

The acceptance of a child will depend on:-

- Whether the school is suitable for his/her age.
- Whether the child's ability or special educational needs can be met.
- Whether the school feels that the acceptance will not adversely affect the education of pupils already in our care e.g on advice from the DfE we would not normally be able to accept additional children with special needs into a class which already has a proportion of children with special needs.
- Whether the school has the resources to meet his/her needs.

#### 4. **Observation procedures**

Regular and routine observation procedures will be appropriate and comparable for each class and will take place according to an established timetable. The results will provide an overview of the pattern of attainment in basic skills for each class and will give some diagnostic information for detecting the possible presence of Specific Learning Difficulties or other SEN. The results will be used internally for the benefit of Class and subject Teachers and Learning Support staff to enable appropriate planning, differentiation and support for individuals.

Children who show signs of possible SEN will be recommended to have a full individual assessment in order to decide on appropriate further action.

See appendix 1 for information on the rationale, procedure and schedule of the observations.

#### 5. **Identification of children with SEN within Rudolf Steiner School Kings Langley**

A trigger for school action could be:

- A teacher's concern about a child's behaviour, attention or learning abilities
- A parent's concern about a child's behaviour, attention or learning abilities
- The school doctor's concern about a child's behaviour, attention or learning abilities
- The result of a class observation

#### 6. **Levels of response**

##### **School Action 1**

As a consequence of these triggers a child may be referred to:

- The Learning Support Department, via an information form (see appendix 2), filled in by the Class Teacher or Sponsor
- The relevant departmental meeting (Kindergarten, Lower School, Upper School)
- The School Doctor

##### **School Action 2**

The above groups will decide upon the most effective intervention. In some cases this could be an immediate move to School Action 3. In most cases the intervention would take the form of one or more of the following:

- Placing the child on the SEN register for monitoring, assessment or lessons
- Consult with the Steiner Waldorf Schools Fellowship Early Years Advisors (if in Kindergarten)
- Assessment for Specific Learning Difficulties by the Learning Support Department

- Recommendations for strategies to support the child in the classroom
- Learning Support lessons (usually for children in classes 3-11)
- Remediation and/or medicine and/or counselling within school
- Recommendation that the child receives extra tuition outside school

### **School Action 3**

As part of School Action 1 or 2, the recommendation may be for a child to be seen by a specialist outside the school and thus go directly to School Action 3.

Usually, pupils will be placed on School Action 3 as a result of School Action 1 or 2, when it is clear at the child study or review stage that not enough progress is made – despite receiving an individualized programme – and more expert help is needed. School action 3 may involve one or more of the following:

- GP or paediatrician
- Educational Psychologist
- Child Psychologist
- Child Psychiatrist
- Social Services
- LEA (e.g. in the case of a school or parental referral/request for statutory assessment)
- External Special Needs expert or therapist
- Other

Parents are responsible for implementing the recommendation to involve an outside agency. A rare exception to this would be if the school considered the child to be at risk. The Learning Support Department or relevant Kindergarten Teacher, who act as SENCOs for their own Kindergarten group, will liaise with agencies where appropriate.

Following recommendations from outside agencies, the school would need to consider if they could be carried out in the context of the Educational Philosophy of the school and current resourcing levels.

## **7. The Learning Support staff**

The school employs Learning Support Teachers, who are experienced teachers of children with SEN, to assess and give lessons to children in the Lower, Middle and Upper Schools. The school also employs Learning Support Assistants and Classroom Assistants who work in collaboration with the Class Teachers and Learning Support Teachers. The school also has links with a range of therapists and external professionals, to whom children may be referred after consultation with parents.

The Learning Support Teachers, and Kindergarten Teachers, work co-operatively as Special Educational Needs Coordinators (SENCOs).

Each SENCO is responsible for:

- The day to day operation of the SEN policy
- Liaising with, and advising, members of staff about children with SEN
- Co-ordinating provision for children with SEN
- Maintaining an SEN register and overseeing records, including IEPs, reviews, discussions with parents, teachers or the school doctor and details of remedial interventions
- Liaising with parents of children with SEN or recommending that Class Teachers or sponsors do so
- Liaising with internal specialists (see School Action 1)
- Liaising with external agencies (see School Action 3)

In addition, an Upper School SENCO with the appropriate qualification will oversee examination arrangements for SEN pupils and assess and define their extra needs in order to issue extra examination time allowances or other access arrangements.

