



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy Review

This policy will be reviewed in every two years.

The policy was last reviewed in March 2017.

It is due for review in March 2019

SPECIAL EDUCATIONAL NEEDS POLICY

1. The school's obligation

As an independent school, this policy is set out with regard to relevant legislation including: The Children and Families Act 2014 Section 66; The Equality Act 2010 and The SEND Code of Practice 2015.

2. Definition of Special Educational Needs (SEND)

In early years, where formal learning is not yet introduced, a child has SEND 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 SEND

For admission to the Kindergarten, in **addition to** the initial interview, the parents of a **child with known or suspected SEND** 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.

Before moving from Kindergarten to Class 1, children are assessed for readiness for Class 1, where more formal learning in larger groups begins.

For external applicants, for admission to the Lower, Middle or Upper school, in **addition to** the normal admission procedures, a child 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 levels and professional educational reports.

The acceptance of a child will depend on:-

- a) Whether the school is suitable for the child's age and ability.
- b) Whether the child's special educational needs can be met with reasonable adjustments.

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 SEND. 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 SEND may be recommended to have a full individual assessment in order to decide on appropriate further action.

5. Identification of children with SEND within Rudolf Steiner School Kings Langley

A trigger for Wave 2 intervention 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

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

- The Learning Support Department
- The relevant departmental meeting (Kindergarten, Lower School, Upper School)
- The school doctor

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

- Placing the child on the SEND register
- Consulting with the Inclusion and Development Officer from the Local Authority
- Consult with the Steiner Waldorf Schools Fellowship Early Years Advisors (if in Kindergarten)
- Assessment 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)
- Other additional support
- Recommendation that the child receives extra tuition outside school

Wave 3 intervention

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

This may happen 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. Wave 3 intervention 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 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 has a whole school SENDCo who oversees provision from Kindergarten to Class 13. The school employs Learning Support Teachers, who are experienced teachers of children with SEND, to assess and give lessons to children in the Lower, Middle and Upper Schools; these teachers are operational SENDCos for their own areas of the school. 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 (SENDCos) work co-operatively with the school SENCo to be responsible for:

- The day to day operation of the SEND policy
- Liaising with, and advising, members of staff about children with SEND
- Co-ordinating provision for children with SEND
- Maintaining a SEND 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 SEND or recommending that Class Teachers or sponsors do so
- Liaising with internal specialists (Wave 2 intervention)
- Liaising with external agencies (Wave 3 intervention)

In addition, a SENDCo with the appropriate qualification will oversee examination arrangements for SEND pupils and assess and define their extra needs in order to issue extra examination time allowances or other access arrangements.