

Special Educational Needs and Disability Policy

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Some correction of language and typos by Marcus Link, March 2018.
Major review carried out by Jeremy Nowell (SendCo), November 2018

Date for next review: April 2019

Policy Statement

South Devon Steiner School considers all children as having individual learning needs and styles and the school aims to meet these needs where possible taking into consideration the pupils' age, development and any other relevant circumstances as well as the school's available resources and ability to make adjustments.

The SEND policy ensures that the needs of all pupils enrolled in the school are met within allocated resources through exercising best endeavour and quality differentiation. As an independent Steiner school, our policy adheres to the DfE SEND Code of Practice 2015 where this is statutory and accommodates the Steiner curriculum where possible.

Definition of Special Educational Needs and Disability

We define pupils as having Special Educational Needs when there is a need for support beyond, or significantly different to, that normally provided in our school.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything additional to or different from what is normally available in school.

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

- Communication/interaction – for example speech and language delay, hearing impairment, dyslexia, dyspraxia and autistic spectrum disorder
- Cognitive/learning – for example dyslexia

- Physical/sensory – for example visual/hearing impairments, medical and physical difficulties, dyspraxia
- Behavioural/emotional/social/mental health issues – for example hyperactivity, anorexia, depression

The school has a separate policy for the support of children for whom English is an additional language.

Policy Aims and Objectives

The school aims to ensure that:

- Pupils with SEND are identified as early as possible and that their needs are met effectively
- Admission of new children with SEND into existing classes takes account of the constellation of the class to avoid disproportionately weighting a class towards children with additional needs to the detriment of other pupils including gifted and talented
- Interviews and individual assessments are carried out at the important transition points between Kindergarten and Class 1 as well as between Class 8 and Class 9. These are the transition points between Kindergarten and Lower School and between Lower School and Upper School where the environments and learning styles are very different. A pupil that may not have displayed obvious learning needs in one area of the school might need extra support in another.
- Parents and teachers communicate in a way which supports the effective implementation of the SEND policy
- Appropriate resources are developed or obtained for supporting children with SEND, as budgetary resources allow
- As far as possible, pupils with SEND are able to access the curriculum, in the classroom, through a focus on developing inclusive, high quality teaching (HQT)
- When appropriate, full use is made of supporting agencies outside the school
- Teachers differentiate for all abilities, including gifted and talented learners (see separate Gifted and Talented Policy)

Responsibilities and Coordination of the School's SEND Provision

- Jeremy Nowell – SendCo
- Jeff Van Zyl – Education Manager

Rudolf Steiner envisaged the faculty of teachers as a learning community. Through an ongoing process of careful observation, where all aspects of the pupil – mind, body and spirit – are considered, the pupil becomes the teacher's teacher. The SEN Code of Practice 2015 embodies this idea, and points to the special role that the pupil with additional learning needs plays in ongoing teacher learning and development:

“Outstanding teachers continually reflect on where pupils are in their learning, where they are going and how best to enable them to get there. For pupils with SEN the reflective process can be especially important because they can be the most challenging children to teach. Ensuring that there is a high level of pedagogical discussion around how pupils' day-to-day learning is developing is crucial to moving the skills of teachers and support staff on in a process of continual refinement and response to what is happening in the classroom.” NASEN Guide: “SEN Support and the Graduated Approach.”

The SendCo and Education Manager are responsible for ensuring the implementation of the SEND policy, including:

- Ensuring that all teachers are aware of the SEN policy, including the relevant sections of the SEN Code of Practice 2015. Key points:
 - Teachers maintain overall responsibility for the progress of children in their class.
 - All teachers understand that they are teachers of SEN.
 - Teacher development is inextricably linked to working with SEN, through:
 - Building observation skills
 - Developing whole-class HQT
 - Using the Graduated Approach as a means of developing effective review, planning and assessment techniques

The policy requires that the Education Manager and SendCo are proactive in ensuring that teachers are supported in developing effective whole-class teaching, as well as differentiated teaching for smaller groups or individuals. Regular teacher observation and feedback are essential aspects of this support.

They will ensure that the Graduated Approach is used effectively, so that children who need additional support are identified in a timely manner, and that the level of this support is determined through an incremental assessment and review process, as outlined by the Graduated Approach (see below).

In addition, the SendCo carries responsibility for:

- Admissions of any child to Kindergarten or school who may have been flagged as possibly having educational needs and/or a disability

- Class 1 readiness screening and involvement in coordination and liaison between Kindergarten and school, where the child concerned is currently in Kindergarten and will be moving up to lower school in September
- Supporting teachers in liaising with parents
- Providing the teachers with the appropriate SEN record keeping forms, as well as training in how to use them effectively.
- Maintaining the school's central SEND register
- Contributing to EHCPs and 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, as well as attending any appropriate meetings as and when necessary
- Liaising with local authorities and holding EHCP consultations and reviews
- Identifying need and provision of in-house training to colleagues, in consultation with the Education Manager.

Procedures

Admissions

As part of the admissions process, any new pupil (Class 1 to 12) will be admitted for a trial period during which staff will consider whether this setting is sufficiently resourced to cater for a pupil's requirements positively and fully, and whether the applicant will or will not detract from the existing learning community.

KG applicants will be invited to interview only, no trial period.

A pupil will not be accepted if the school does not have the resources to meet the pupil's needs, if the pupil's attendance would be incompatible with the efficient education of the rest of the class or if there are already a disproportionately high level of SEND pupils within that class.

Class 1 & School Readiness Assessment (SRA)

This takes place in the summer term for all children who may go from Kindergarten to Class 1 in September and for all external applicants to Class 1. The SRA is undertaken to determine the applicant's readiness to begin their formal education and to determine those applicants who may need formal support.

Admission to one part (department) of the school does not guarantee admission to another. A pupil initially entering Kindergarten will undergo a SRA before being granted entry to Class 1.

Classes 9-12

The school recognises a transition point from Class 8 to Class 9 and entry to Class 9 is not guaranteed. Instead, students will undergo a third admission process including an interview before being offered a place in Class 9.

In classes 9-12, students will be assessed to determine whether they need extra support for any learning outcomes which come with the school's choice of qualification, the NZCSE. This might take

the form of being allowed extra time to complete a task, needing regular breaks or being able to use a computer both in the classroom and for assessments. All such assessments are carried out by the SendCo, at the request of teachers.

Response to Special Educational Needs

In line with the **DfE SEND Code of Practice 2015**, South Devon Steiner School uses a graduated approach for pupils with additional learning needs, the emphasis being on early identification of the need for intervention.

The Graduated Approach is underpinned by the four pillars: Do, Review, Assess, Plan. These are implemented in a cyclic manner, ensuring that the level of support is reviewed at the end of each rotation. The implementation of this process is the responsibility of the teacher, and is another way to promote High Quality Teaching (HQT), and that the teacher has every opportunity to develop his or her own practice.

Within the Graduated Approach, we identify four key stages:

1 Good teaching practice

Teachers assess the effectiveness of their teaching by observing the progress of pupils in their classes. HQT is developed in an age appropriate way – for example, by giving the children timely and effective feedback about their work.

Where a pupil is not progressing as expected, the teacher has the opportunity to review teaching methods, and to develop more effective strategies for whole-class teaching.

Out of this, the teacher may choose to differentiate in certain parts of the lesson, either by group, or for an individual pupil.

Observation is a key aspect of this early stage. Teachers will be encouraged to value and act upon their own observations and assessment of the children, which should always be starting point for any further steps.

The questions that the pupil poses lead to the focus, at this stage, being on the teaching practice and the teacher. With this in mind, peer observation and mentoring should also be used as a means of developing teaching practice, as well as helping to understand the needs of individual children.

When a child continues not to make expected progress, the teacher may wish to seek assistance from the SendCo in determining whether he/she may need further differentiated support. This can be done by using the *Initial Concerns Form*. The *Initial Concerns Form* ensures that the concerns of either teachers and/or parents are taken into a process. It also ensure that the teacher has followed his/her own review process, and these preliminary steps have been carried out:

- A pupil profile has been put together, which has drawn on conversations with the pupil, parents and other members of staff
- HQT methods have been developed and implemented, including whole-class teaching

strategies, effective feedback, observation and monitoring of progress, and assessment of learning.

- Any interventions that have been used have been properly monitored and their effectiveness assessed.
- Evidence for the above has been collated and placed in the students (electronic) file.
- The teacher has considered what the next steps should be in supporting the student.

2 Wave 1

As a result of the completion of the *Initial Concerns Form*, the teacher may decide to continue to develop whole-class and differentiated strategies to meet the pupil's needs, and will continue to monitor and assess progress.

Where the process of completing the *Initial Concerns Form* has highlighted potential additional learning needs, the teacher, in consultation with the SendCo, may request that the pupil is raised to the next level of the Graduated Approach: Wave 1. At this point, the child is placed on the schools SEN Register.

Wave 1 requires that the teacher follows the **Do Review Assess Plan (DRAP)** cycle as outlined in the Graduated Approach. Depending of the types of intervention/strategies being used, a cycle will normally be completed within a half-term period, and will take no longer than a term.

The teacher may also ask the SendCo to observe the child and to assist him/her in developing strategies. The SendCo may carry out normative assessments to establish literacy and numeracy levels.

At this stage, the emphasis is still very much on high quality, inclusive teaching. Each cycle must be properly recorded by the teacher, using the school's DRAP Form. This form must be filed at the end of each completed cycle, and forms the basis for and decisions made about further action.

3 Wave 2

Although the normal Wave 1 process will follow complete review cycles, the teacher and SendCo may decide at any point that additional interventions are required. These might include:

- More differentiated tasks
- Additional small group or targeted 1:1 support in classroom

This level of intervention raises the child to Wave 2. The same cyclic process of Plan Do Assess Review is undertaken, within the suggested time frames, and the DRAP form is used as before to evidence the process, and to ensure that the Graduated Approach is followed.

4 Wave 3

The next stage, where the interventions of Wave 2 are found not to be sufficiently effective, is Wave 3. This may include specialist, in-depth assessment, and the use of outside agencies and experts.

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 Welfare Officer
- The Devon Assessment Framework
- Other

The Graduated Approach allows the teacher to develop high quality, inclusive teaching. Differentiation forms an important part of the planning process. Where the curriculum is no longer accessible to a child through the process of increasingly extended differentiation, an Individual Education Plan (IEP) may be introduced.

An IEP will identify clear and achievable steps towards specified learning goals. This may include aspects of timetabling specifically designed around the child. An IEP will be drawn up by the teachers working with the child, in consultation with the child, the parents and the SendCo.

Where an IEP is in place, it will be reviewed at least within a 6 week / ½ term period. The IEP is in addition to, not as a replacement for, the DRAP process.

An aspect of Wave 3 may be that the school recognises that a pupil is not able to access certain areas of the curriculum. It is the school's responsibility to raise this with the parents and the pupil, and to agree an appropriate learning strategy.

Screenings

Effective use of the Graduated Approach ensures that the progress of all children is monitored effectively, all of the time. The school does not carry out whole class screenings, as child assessment is taken care of dynamically, as required.

Compliance

- DfE SEND Code of Practice 2015
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Education (Independent School Standards) Regulations 2014
https://www.legislation.gov.uk/uksi/2014/3283/pdfs/uksi_20143283_en.pdf
- Equal Opportunities Act 2010
http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Related policies & references

- EAL (English as an Additional Language) Policy
- Gifted and Talented Policy
- Admissions Policy
- Equal Opportunities for Pupils Policy
- Safeguarding and Child Protection Policy