



DANESMEAD, FULFORD CROSS, YORK YO10 4PB
TEL: (01904) 654983

YORK STEINER SCHOOL

SPECIAL EDUCATIONAL NEEDS DISABILITIES POLICY

Approved by:	Board of Trustees	Date: October 3rd 2023
Last reviewed on:	September 2023 by Kirsty Mills	
Next review due by:	September 2024	

CONTENTS

Vision for SEN

- 1. Legal framework**
- 2. Identifying SEND**
- 3. Definitions**
- 4. Objectives**
- 5. Roles and responsibilities**
- 6. Children with specific circumstances**
- 7. Admissions**
- 8. Involving pupils and parents in decision-making**
- 9. Joint commissioning, planning and delivery**
- 10. Funding**
- 11. Local Offer**
- 12. Graduated approach**
- 13. Assessment**
- 14. Training**
- 15. Promoting mental health and wellbeing**
- 16. EHC plans**
- 17. Reviewing EHC plans**
- 18. Access to Public Examinations/Exam Access Arrangements**
- 19. Use of a Laptops and Chromebooks**
- 20. Safeguarding**
- 21. Transferring between different phases of education**
- 22. SEND tribunal**
- 23. Supporting successful preparation for adulthood**
- 24. Data and record keeping**
- 25. Confidentiality**
- 26. Resolving disagreements**
- 27. Publishing information**
- 28. Monitoring and review**

Our Vision for SEN Provision

At York Steiner School, we respect and value every child and acknowledge that all our children have unique contributions to make to this community.

Our curriculum is holistic. We provide opportunities to enable children to build strong foundations for learning and development. In Kindergarten, we allow children to learn through play and through activities which are accessible for all children. In the classes, children learn actively through creative activities, structured to reflect their developmental stage and accessible for children of all abilities and interests.

The school's education is based on Rudolf Steiner's educational philosophy; on the basis that all aspects of a child must be nurtured (the head, the heart, the hands). In line with our Waldorf Steiner vision and values, we wish for all our pupils regardless of background or ability to be able to experience 'life in all its fullness' (John 10:10) and to thrive in all areas of

their physical, emotional, spiritual and intellectual development. Assessment of a child's needs is undertaken holistically using movement and art observations as well more traditional academic assessments. We aim to ensure that any barriers to inclusion that might limit the life chances of pupils are significantly reduced, to treat all pupils with dignity and respect and that all pupils feel part of a hospitable Steiner community, where they are encouraged to grow, thrive and reach their potential.

This policy outlines the framework for the school to meet its duty, obligation, and principal equality values to provide a high-quality education to all of its pupils, including pupils with SEND, and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- Value each individual's contribution to the class;
- Nurture creativity;
- Develop social skills and encourage independence and responsibility;
- Assist and support where necessary;
- Provide a secure, homely environment in Kindergarten and allow time for children to learn through play, open-ended, hands-on activities, and through imitation and responsibility;
- Provide support and advice for all staff working with pupils with SEND;
- Have due regard to current legislation relating to SEND;
- Eliminate discrimination;
- Promote equal opportunities.;
- Foster good relationships between pupils with SEND and pupils without SEND.

The school will work with all key internal and external stakeholders, within the following principles, which underpin this policy:

- The involvement of pupils and their parents in decision-making
- The identification of pupils' needs
- Collaboration between education, health, and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents over their support
- Successful preparation for adulthood, including independent living and employment

1. Legal framework

1.1. This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986

- Data Protection Act 2018
- The UK General Data Protection Regulation

1.2. This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2021) 'Keeping children safe in education (2020)'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2014) 'School Admissions Code'

1.3. This policy operates in conjunction with the following school policies:

- Accessibility Plan
- Admissions Policy
- Behavioural Policy
- Careers, Education Information, Advice and Guidance Policy
- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Data Protection Policy
- Exclusion Policy
- Inclusion, Equality and Diversity Policy
- Medical Conditions Policy
- Mental Health and Well Being Policy
- Privacy Notice (pupils)

2. Identifying SEND

2.1. The school has a clear approach to identifying and responding to SEND and recognises that early identification and effective provision improves long-term outcomes for the pupils.

2.2. With the support of the headteacher and EMG, classroom teachers will conduct regular progress assessments for all pupils, with the aim of identifying pupils who are making less than expected progress.

2.3. 'Less than expected progress' will be characterised using the following stipulations:

- Progress is significantly slower than the class average, from the same baseline
- Progress does not match or better the pupil's previous rate of progress
- Progress fails to close the attainment gap within the class
- The attainment gap is widened by the plateauing of progress

3. Definitions

For this policy, a pupil is defined as having SEND as identified by the SEN Code of

Conduct. The Code of Practice 2015 defines SEND as:

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer

pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable. Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. "

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

3.1. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

3.2. The school reviews how well-equipped we are to provide support across the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional, and Mental health difficulties
- Sensory and Physical needs

Communication and Interaction

3.3. Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

3.4. The school recognises that:

- Pupils with Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, can have particular difficulties with social interaction.
- The profile for every pupil with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

3.5. The SENDCo will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and Learning

3.6. The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD), and profound and multiple learning disabilities (PMLD). The SENDCo will ensure that any provision offered will be suitable to the needs of the pupil.

3.7. Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, emotional and Mental health (SEMH) difficulties

3.8. Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour across a variety of settings. The school recognises that these

behaviours may reflect underlying mental health difficulties such as anxiety or depression, and the school will implement a Mental Health and Well Being Policy to support pupils with these difficulties.

3.9. The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

3.10. Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

3.11. Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism

3.12. The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCo will ensure that their support needs are being met.

4. Objectives

4.1. The school will meet the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the DfE's 'Special educational needs and disability code of practice: 0 to 25 years'
- To monitor the progress of all pupils to aid the earliest possible identification of SEND

5. Roles and responsibilities

5.1. The Trust Board will be responsible for:

Consulting with pupils with SEND and their parents when reviewing policies that affect them for the co-production of policies.

Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an EHC plan.

- Securing the special educational provision called for by a pupil's SEND.
- Designating an appropriate member of staff to be the SENDCO and having responsibility for coordinating provision for pupils with SEND.

- Ensuring that reasonable adjustments are made for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Taking necessary steps to ensure that pupils with disabilities are not discriminated against, harassed, or victimised, e.g. in line with the Inclusion, Equality and Diversity Policy.
- Preparing the arrangements for the admission of pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.
- Regularly monitoring the school's policies and procedures, to review their impact on pupils with SEND, including on their mental health and wellbeing.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Developing complaints procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Providing suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensuring arrangements are in place to support pupils at school with medical conditions, in line with the school's Medical Policy.
- Cooperating with the LA in drawing up and reviewing the Local Offer.

5.2. The headteacher will be responsible for:

- Ensuring the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establishing and sustaining culture and practices that enable pupils to access the curriculum and learn effectively
- Ensuring the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensuring the school fulfils its statutory duties with regard to the SEND code of practice
- Ensuring that those who are teaching or working with pupils with SEND are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' progress during the academic year.
- Cooperating with the LA during annual EHC plan reviews.
- Ensuring that the SENDCo has sufficient time and resources to carry out their functions.
- Providing the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that teachers understand the strategies to identify and support vulnerable pupils.
- Ensuring teachers have an established understanding of different types of SEND.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Ensuring that pupils with SEND and their parents are actively supported in contributing to needs assessments and developing and reviewing EHC plans.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the approach to the curriculum includes how it is made accessible for pupils with SEND.
- Consulting health and social care professionals, pupils, and parents to ensure the needs of

pupils with medical conditions are effectively supported.

- Keeping parents and relevant teachers up to date with any changes or concerns involving a pupil, considering the school's Privacy Notice and Data Protection Policy.
- Identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Reporting to the governing board on the impact of SEND policies and procedures, including on pupils' mental health and wellbeing.
- Ensuring that the SENDCo is provided with training, with an emphasis on mental health, on a regular basis.

5.3. The SENDCo will be responsible for:

- Collaborating with the headteacher, and EMG, to determine the strategic development of the SEND policy and provision in the school.
- Working with the relevant trustee and headteacher, to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- The day-to-day operation and implementation of the SEND policy.
- Coordinating the specific provision made to support individual pupils with SEND, including those with EHC plans.
- Liaising with the relevant, designated teachers where CLA has SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with the parents of pupils with SEND.
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services. ● Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options and a smooth transition is planned.
- Providing professional guidance to colleagues and working closely with staff members, parents, and other agencies, including SEND charities.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.
- Ensuring, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.
- Informing the parents of pupils with SEND, who do not have an EHC plan, that SEND provision is being made.
- In collaboration with the headteacher, identifying any patterns in the identification of SEND within the school and comparing these with national data.
- Participating in training and CPD opportunities, some of which emphasise mental health to a greater extent. Providing training to relevant class teachers.
- Supporting teachers in the further assessment of a pupil's particular strengths and weaknesses and advising on effective implementation of support.

5.4. Teachers will be responsible for:

Maintaining teachers' standards in line with the definition from the Code of Practice 2015. Quality First teaching is impactful, and every teacher is responsible for children with SEND.

Teachers will:

- Know when and how to differentiate appropriately, using approaches that enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Teachers will be responsible for:

- Planning and reviewing support for pupils with SEND on a graduated basis, in collaboration with parents, the SENDCo, and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- Ensuring every pupil with SEND is able to study the full curriculum appropriate to their special education need and/or disability.
- Being accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable pupils with the support of the SENDCo.
- Keeping the relevant figures of authority up to date with any changes in behaviour, academic developments, and causes of concern. The relevant figures of authority include the headteacher.

6. Children with specific circumstances

CLA

6.1. Pupils at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA.

6.2. The school recognises that pupils that have SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

6.3. The school has a designated member of staff (The DSL) for coordinating the support for CLA.

6.4. Where that role is carried out by a person other than the SENDCO, designated teachers with work closely with the SENDCO, to ensure that the implications of a child being both looked after and having SEND are fully understood by relevant school staff.

EAL

6.4. The school will give particular care to the identification and assessment of the SEND of pupils whose first language is not English.

6.5. The school will consider the pupil within the context of their home, culture and community.

6.6. Where there is uncertainty about an individual pupil, the school will make full use of any local sources of advice relevant to the language group concerned, drawing on community liaison arrangements wherever they exist.

6.7. The school appreciates having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

6.8. The school will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Admissions

7.1. The school will ensure it meets its duties set under the 'School Admissions Policy':

7.2. The criteria for admission are as follows:

- i. The availability of a place in the class appropriate to the applicant's age
- ii. The capacity of the School to meet the applicant's educational needs, considering its responsibility to the children already in the class and the distinctive nature of the curriculum (see further notes below)
- iii. The ability of the applicant's family or guardian(s) to meet their voluntary commitment and financial payment requirements.

Point 2 of the admission criteria is taken from the school's admission policy:

The School operates a unique volunteer commitment and financial payments structure designed to be as inclusive as possible to people from all backgrounds. As a result of this, there are some constraints on the resources available to support pupils requiring additional learning support and/or having special educational needs. Each class is, however, able to accept some children with specific learning needs. Extra help for these children is available from the dedicated Learning Support Department.

When the School considers that an applicant may have special educational needs, these needs will be assessed with regard to:

- i. The child's own needs;
- ii. The resources available in the Learning Support Department to meet those needs;
- iii. The make-up and balance of the class they joining.

This assessment will be made by the Headteacher, Class teacher, and SENDco then reviewed by the Education Mandate Group. If, following the assessment, the School considers that it cannot meet the applicant's educational needs, it will write to the applicant explaining the reasons for this

conclusion. In some cases, places may be offered subject to conditions requiring, for example, extra tuition. Any such conditions will be clearly set out when offering a place.

When the School considers that it can meet an applicant's educational needs in Early Years (Kindergarten), it does not automatically follow that it will be able to do so in Classes 1 to 8. The progression from Early Years to Class 1 is therefore subject to an individual assessment of the School's capacity to meet the child's continuing educational needs. If concerns are identified, this will form part of an ongoing dialogue between teachers and parents and a final assessment will be made during the child's final year in Kindergarten.

7.3 Students with a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP)

The school may agree to admit a student who is supported by an Education, Health and Care Plan (EHCP). The approach to the school may come from the Local Authority or from the student's parents. Careful discussion will be necessary to determine whether the school can reasonably meet the provision required by the EHCP. Where admission to York Steiner is deemed appropriate, the SENDCo will be responsible for monitoring that the student's requirements under the EHC plan are being met, and for complying with other requirements of the EHCP, including the annual review of the Education Health and Care Plan.

8. Involving pupils and parents in decision-making

8.1. Parents of pupils with SEND will be encouraged to share their knowledge of their child; the Headteacher and SENDCo, will aim to give them the confidence that their views and contributions are valued and will be acted upon.

8.2. Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved.

8.3. Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

8.4. The planning that the school implements will help parents and pupils with SEND express their needs, wishes, and goals, and will:

- Focus on the pupil as an individual, not allowing their SEND to become a label.
- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are 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 parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

8.5. The class teacher (s) supported by the SENDCO- when appropriate, will gather pupil voice and meet with parents regularly throughout the academic year to set clear outcomes, review progress, discuss activities and support, and identify parental responsibilities.

9. Joint commissioning, planning and delivery

9.1. The school is committed to ensuring that pupils with SEND can achieve their ambitions and the best possible educational outcomes, as well as other opportunities, such as securing employment and living as independently as possible.

9.2. The school will work closely with local education, health and social care services to ensure pupils get the right support.

9.3. The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's well-being or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

9.4. The school will draw on the wide range of local data sets about the likely educational needs of pupils with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate pupils with SEND.
- An analysis of local challenges or sources of health inequalities.

9.5. The school's Data Protection Policy will be adhered to at all times.

9.6. The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for pupils with SEND.
- Increasing the identification of pupils with SEND prior to school entry.

9.7. Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

9.8. SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

10. Funding

10.1. The school will allocate the appropriate amount of core per-pupil funding for the SEND provision of its pupils within the limitations of the school's budget.

10.2. The school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan; within the limitations of the school's budget.

11. Local Offer

11.1. The school's trustees will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in

developing and reviewing the Local Offer. The school will also cooperate with those providing services.

- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well signposted and publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up to date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

12. Graduated approach

12.1. Once a pupil with SEND has been identified, the school will employ a graduated approach to meet the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development, and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENDCo.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

13. Assessment

The school will, in consultation with the pupil's parents, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

13.1. Consideration of whether SEND provision is required, and thus an EHC plan, will start with the desired outcomes and the views of the parents and pupil.

13.2. The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

13.3. The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

13.4. In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insights of the pupil and their parents.
- Set pupils challenging targets.
- Track pupils' progress towards these goals.
- Review additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the

required impact on progress.

13.5. Detailed assessments will identify the full range of the individual's needs, not just the primary need.

13.6. Where possible, pupils' needs will be defined under the 'Special educational needs and disability code of practice: 0 to 25 years' broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

13.7. Where a pupil continually makes little or no progress or is working substantially below expected levels, the school will consult with parents before involving specialists.

14. Training

14.1. Relevant staff members will keep up-to-date with any necessary training, which will be provided by the SENDCO, as well as external agencies, where appropriate.

14.2. Training will cover both the mental and physical needs of pupils with SEND.

14.3. The training offered will be delivered to ensure equality, diversity, understanding and tolerance.

14.4. Mental health will be a key consideration for all training that the SENDCo, participates in, along with any training that staff are given.

14.5. During staff induction, all staff will receive SEND training.

14.6. Training will cover the following:

- Identifying SEND in pupils
- Liaising with the school's SENDCo
- Implementing support measures
- Monitoring the success of those support measures
- De-escalation techniques
- How to develop lessons so they are engaging for pupils with varying forms of SEND
- Reasonable adjustments
- How to help with emotional development

15. Promoting mental health and wellbeing

15.1. The school will implement a Mental Health and Well-Being Policy.

15.2. The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

15.3. Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development, and high self-esteem.

15.4. Specialist services may be available where a pupil requires such services if behaviours are prevalent across a variety of settings.

15.5. Where appropriate, the school will support parents in the management and development of their child by signposting to local services e.g. Early Help.

15.6. Peer mentoring will be used to encourage and support pupils suffering with SEMH difficulties. Mentors will act as a confidant with the aim of easing the pupil's worries.

15.7. When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

15.8. For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- When appropriate one-to-one therapeutic work with the pupil, delivered by mental health specialists.

All schools must comply with the statutory duty of caring for pupils with medical needs.

- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

15.9. The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

15.10. The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

16. EHC plans

16.1. The school will fully cooperate with the LA when research about the pupil is being conducted.

16.2. The school will provide the LA with any information or evidence needed.

16.3. All relevant teachers will be involved in contributing information to the LA.

16.4. Where the LA provides a pupil with an EHC plan, the school will involve the parents and the pupil in discussions surrounding how the school can best implement the plan's provisions to help the pupil thrive in their education, and will discern the expected impact of the provision on the pupil's progress.

16.5. The school will meet its duty to provide views on a draft EHC plan within 15 days

16.6. If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

16.7. If the LA decides not to issue an EHC plan, the parents of the pupil, or the pupil themselves,

will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

16.8. The school will consider admitting any pupil that names the school in an EHC plan or EHC needs assessment process; however careful assessment will take place ensure the school can meet needs before a place is offered.

16.9. The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

16.10. All reasonable provisions will be taken by the school to provide a high standard of education.

16.11. Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

16.12. The school will specify short-term targets sought for a pupil in terms of specific, measurable, achievable, realistic and time-bound (SMART) outcomes.

16.13. The school will review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

16.14. If a pupil's needs significantly change, the school SENDCo will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the headteacher in consultation with the SENDCo will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary. Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

16.15. The school will ensure that any EHC plan information is kept confidential and disclosed on a need-to-know basis.

16.16. Information regarding a pupil's EHC plan will only be shared with other educational settings if the pupil is transferring there, for the setting to develop an individual learning plan.

16.17. The school will take steps to ensure that pupils and parents are actively supported in developing and reviewing EHC plans.

16.18. Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

16.19. The school will ensure that parents are consistently kept involved throughout the implementation of an EHC plan.

16.20. The LA with the support of the school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

17. Reviewing the EHC plan

17.1. The school will:

- Cooperate with the relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting. Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their parents.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks after the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regard to the EHC plan.
-

18. Access to Public Examinations/Exam Access Arrangements

- The SENDCo is responsible for ensuring that students with learning differences have appropriate access arrangements for public examinations. These are described in publications by the examinations boards.
- The responsibility for arrangements lies with the school.
- There must be evidence of need that is ongoing and persistent in order to have a clear case for an exam access arrangement.
- Whilst students may be identified in years 1-8, formal assessment for exam considerations usually take place in class 8 or 9 (Year 9 or Year 10) by a qualified exam access arrangements assessor.
- Initial assessments scores identify whether extra time may be needed and this process is accompanied by a systematic procedure for referral which is followed by further testing if appropriate.
- It is important to note that a learning difference does not automatically warrant exam considerations and the evidence gathered must be substantial and illustrate a clear profile of need.
- Parents are invited to discuss arrangements with the SENDCo.

19. Use of a Laptops and Chromebooks

Students at York Steiner School with Specific learning differences may require the use of a Chromebook or other device to support the organisation and presentation of work. Students may be allowed to use a device in school as their normal way of working where a need has been established via:

- An ongoing concern raised by staff, parents/carers or the Learning Support department.

- Recommendations and assessment results that relate to speed of writing or other area of need where a device will significantly support the production of work.
- Assessment reports from in-house testing or an assessment conducted by an outside professional or specialist may support the use of a laptop or other device in school.

Use of a Laptop/chromebook: Conditions

In order to use a laptop in lessons as their normal way of working, the following conditions apply:

- A Specific Learning Difficulty (SPLD) has been identified and use of a laptop/chromebooks is recommended by the school and/or outside professionals.
- The student feels fully confident in using a laptop /chromebook for day-to-day activities and is confident with basic, operational features such as using software, saving and organising work electronically and emailing work to staff where appropriate.
- The Learning Support Department approves the use of a laptop/chromebook as the normal way of working.
- A subject teacher has the right to veto the use of a laptop/chromebook in lessons where specific situations apply such as during practical work or where its use may be problematic, i.e. during experiments.
- If a student is using a laptop/chromebook in a way that is causing a distraction, or appears not to fully require it any more, the necessity of laptop/chromebook use will be reviewed.
- Students will need to print their work out, share via doogle docs or email their work to teaching staff, depending on the preference of subject teachers.
- Students should use a plain font and allow for teachers' comments.
- If there are problems in lessons with their laptop/chromebook, the student should try and switch to pen and paper unless there is a specified medical need.
- Students should ensure their work is saved in subject folders on the device and on the google drive.
- The school recognises that a laptop/chromebook or other device may be an appropriate way of working but please note this is on an individual case by case basis.
- In class 1-4 the emphasis will be to support differentiated writing activities in classes 1-4 so as to avoid the use of a laptop as an immediate, default option.
- While the school accedes to JCQ's recommendation (section 5.8 in the Joint Council for Qualifications booklet on Access Arrangements) the complexities outlined above mean that it will be unrealistic for our students to use a laptop in an examination unless they have been using it as their routine, normal way of working throughout their examination years at least. The use of word processors in examinations (section 5.8) must be viewed within the school's position on word processor/laptop use for general lessons.

20. Safeguarding (Refer to Child Protection and Safeguarding Policy)

20.1. The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, neglect and sexual violence or harassment.

20.2. The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to, any communication difficulties the pupil may experience, and the common assumption that indicators of possible abuse are related

to the pupil's complex needs or disability without further exploration, e.g. peer group isolation, injury, and changes to behaviour and mood.

20.3. The headteacher and trust board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

20.4. Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes in behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

21. Transferring between different phases of education

21.1. EHC plans will be reviewed and amended in sufficient time prior to a pupil moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new phase.

21.2. The key transfers are as follows:

- Kindergarten to class 1
- Class 8 to secondary school/upper school

22. SEND tribunal

22.1. All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

22.2. In all cases, the school's written Complaints Procedures Policy will be followed first, allowing for a complaint to be considered informally at first.

22.3. Following a parent's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the headteacher will make the relevant parties aware of the disagreement resolution service.
- Parents are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

22.4. The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

22.5. Following the use of informal resolutions, the case will be heard in front of three people, one of whom must be independent of the management and running of the school.

22.6. If disagreements are not resolved at a local level, the case will be referred to the DfE.

22.7. The school will fully cooperate with the LA by providing any evidence or information that is relevant.

22.8. All staff involved in the care of the pupil will cooperate with parents to provide the pupil with the

highest standard of support and education.

23. Supporting successful preparation for adulthood

23.1. The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to secondary education.

23.2. The school will engage with secondary schools, as necessary, to help plan for any transitions.

23.3. The school will transfer all relevant information about pupils to any educational setting that they are transferring to.

23.4. If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary, in accordance with the school's Exclusion Policy.

23.5. If it is in the best interest of the pupil, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

23.6. The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of secondary school, HE, FE or employment, taking responsibility for their health, their relationships, their finances, social integration and independence:

- Discussing preparation for adulthood in planning meetings with pupils and parents in Class 8.
- Ensuring that careers advice and information provides high aspirations and a wide range of options for pupils with SEND
- Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.
- Securing access to independent, face-to-face support for pupils with SEND to make successful transitions.

23.7. The school's Careers, Education Information Advice and Guidance Policy will include details on how the school will work with pupils with SEND to ensure they are prepared for the workplace.

24. Data and record keeping

24.1. The school's records will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provisions the school makes which is different or additional to that offered through the school curriculum on a provision map.

24.2. The school keeps data on the levels and types of need within the school and makes this available to the LA.

24.3. All information will be kept in accordance with the school's Privacy Notice and the Data Protection Policy.

25. Confidentiality

25.1. The school will not disclose any EHC plan without the consent of the pupil's parents, except for disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

26. Resolving disagreements

26.1. The school is committed to resolving disagreements between pupils and the school.

26.2. In carrying out of duties, the school:

- Supports early resolution of disagreements at the local level.
- Explains the independent disagreement resolution arrangements in our Complaints Procedures Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

26.3. The school's Complaints Procedures Policy will be published on the school website; additionally, the school will publish details regarding how complaints from parents of children with SEND will be handled.

27. Publishing information

27.1. The school will publish information on the school website about the implementation of this policy.

27.2. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

28. Monitoring and review

28.1. The policy is reviewed on an annual basis by the school and trust board; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

28.2. All members of staff are required to familiarise themselves with this policy as part of their induction programme.