



SPECIAL EDUCATIONAL NEEDS POLICY

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The revised SEND Code of Practice 0 – 25 years requires schools to provide ‘high quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and Colleges must use their best endeavours to ensure that such provision is made for those who need it.’ Code of Practice 1.24 2.

Aims And Objectives

- to ensure that any pupils with Special Educational Needs are helped and supported in accessing the curriculum, in accordance with their needs, to achieve their potential as far as is possible.
- to identify pupils who have Special Educational Needs (SEN) and provide appropriately for them, within the framework of the SEND Code of Practice 0 – 25 (2014)
- to provide support and advice for all staff working with pupils with SEN.

Identification Of Special Educational Needs

Definition of SEN

‘A young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children and young people who have SEN may also have a disability under the Equality Act 2010. Where a young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN planning and review.’ CoP 2014

A pupil has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age/class; or
- b) have a disability which prevents or hinders the pupil from making use of educational facilities provided for pupils in that age group in the school.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision generally made for other pupils of the same age.

Disability is defined as :

‘a physical or mental impairment which has a long-term and substantial effect on a person’s ability to carry out normal day to day activities’
(including sensory impairments and long-term conditions)

A Graduated Response

SEN Support

SEN support is offered to pupils with substantial special educational needs that may be within one or more of four broad areas of need:

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

These broad areas are to enable the school to consider what action needs to be taken rather than fitting a pupil into a category. We aim to take a holistic view of the child when considering any specific need.

1. Initial support for the child will be by the Class Teacher, in consultation with colleagues including the SENCo.

Identifying/assessing the need is followed by planned differentiation of work/expectations of behaviour. This is then implemented for a period before being reviewed to see if the changes in provision have had an effect.

The cycle of 'Assess, Plan, Do, Review' will then be repeated, stepping up or altering the goals at each review in order to more accurately meet the child's needs.

2. If further support is needed, this is offered by the Learning Support Team, who may withdraw the child from class for specific, targeted work, or offer support in the child's class to help them access more fully the work of their class group. The child is placed on the school's SEN Register.
3. If difficulties remain unresolved after a range of support strategies have been tried, and sufficient progress is still not being made, external support may be sought, in consultation with the child's parents. For example, parents might be advised to seek advice from a dyslexia specialist, a behavioural optometrist, an educational psychologist, a speech therapist or an occupational therapist. Any resulting recommendations will inform the next cycle of 'Assess, Plan, Do, Review'.

Education, Health and Care Plan (EHC Plan)

If a pupil continues to make less than expected progress despite targeted interventions and involvement of specialist services where those are available, the school and parents may consider referral for a statutory assessment of education, health and care needs. This may lead to an Education, Health and Care (EHC) Plan which will describe the needs and the provision required to meet those needs. An EHC Plan is reviewed annually by all agencies and specialists involved to ensure that resources are being used effectively to help the child, and to review progress made. EHC Plans are put in place for only a minority of children with SEN/D.

If a child no longer needs specific support from the Learning Support Team, they may be removed from the SEN Register, in consultation with parents. Class Teachers will continue to monitor the child's progress using Assess, Plan, Do, Review to ensure progress is maintained.

York Steiner School considers all children as having individual needs and aims to meet these needs as well as possible taking into consideration the child's age, developmental stage and other circumstances.

The Admissions policy ensures children with SEN are/will be accepted provided that

1. The school is suitable for a child's age, ability or special educational needs.
2. The child's attendance would not prejudice the efficient education of the children already placed in our school.
3. The school has or can provide the resources to meet their needs.

Role of the SENCo

The SENCo will be responsible for:

- The day to day operation of the SEN policy
- Liaising with, and advising, all members of staff
- Coordinating provision for children with SEN
- Maintaining a SEN register and overseeing records on children with SEN
- Liaising with parents of children with SEN or ensuring that the class teachers do so
- Contributing to training and keeping all members of staff informed of new developments and issues
- Liaising with external agencies as needed
- Overseeing and coordinating provision for children with EAL in conjunction with the Class Teacher.

The SENCo is Annabel Gibb

Review

Policy review date:

December 2020