



Special Educational Needs And Disabilities (SEND) Policy

Table of Contents

Policy Statement.....	2
Aims.....	2
Objectives.....	3
Identification Of Send	3
Definition of SEN/D:.....	3
A pupil has a learning difficulty if they:	3
Special educational provision means:.....	3
Disability definition:.....	3
A Graduated Response	4
SENDCo Responsibilities.....	5

Approval & Review

This policy has been approved by the Board of Trustees

January 2019

Policy review date:

January 2021

*This policy should be read in conjunction with the policy on:
Able Gifted and Talented, Inclusion, English as an Additional Language and Equal Opportunities*

Policy Statement

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

Throughout the school, we work closely with parents to support the physical, emotional, social, cognitive and spiritual needs of each child.

We work in accordance with the revised SEN/D Code of Practice 0 – 25 years which 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

- To value each individual's contribution to the class
- to nurture creativity
- to develop social skills and encourage independence and responsibility
- to assist and support where necessary
- In Kindergarten, to provide a secure, homely environment
- In Kindergarten, to allow plenty of time for children to learn through play, through open-ended, hands-on activities and through imitation and responsibility
- To provide support and advice for all staff working with pupils with SEN.
- To have due regard to current legislation relating to SEND.

Objectives

- To identify pupils who have Special Educational Needs/Disabilities (SEN/D) and provide appropriately for them, within the framework of the SEN/D Code of Practice 0 – 25 (2014)
- To ensure that any pupils with Special Educational Needs/Disabilities are helped and supported in accessing the curriculum, in accordance with their needs, to achieve their potential as far as is possible.
- Liaise effectively with parents and external professionals supporting the child, e.g. Speech and Language Therapy, Child and Adult Mental Health, Portage etc.

Identification Of Send

Definition of SEN/D:

‘A young person has SEN/D 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/D may also have a disability under the Equality Act 2010. Where a young person is covered by SEN/D and disability legislation, reasonable adjustments and access arrangements should be considered as part of the SEN/D 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 definition:

‘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/D 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.

Stage 1

Initial support for the child will be by the Kindergarten or Class Teacher, in consultation with colleagues including the SENDCo.

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.

Stage 2

If further support is needed, in Kindergarten, the teacher will plan and provide support within the kindergarten activities for individual children where a need has been identified.

In the classes, support 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/D Register.

Stage 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 and language therapist or an occupational therapist. Any resulting recommendations will inform the next cycle of 'Assess, Plan, Do, Review'.

Stage 4

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. All 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/D 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.

SENDCo Responsibilities

The SENDCo will be responsible for:

- The day to day operation of the SEN/D policy throughout the school
- Liaising with, and advising, all members of staff, including the Early Years SEN/D link
- Coordinating provision for children with SEN/D
- Maintaining a SEN/D register and overseeing records on children with SEN/D
- Liaising with parents of children with SEN/D 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 and Early Years staff.

The current SENDCo is Annabel Gibb