

Special Educational Needs and Disability Policy

OVERARCHING AIM:

All children should receive appropriate support in order to facilitate access to every area of the Waldorf curriculum.

Children who display higher than average aptitude/s should be set challenges according to their best interests.

Elmfield School has a commitment to identifying children's learning needs at different points in their schooling. Information regarding a child's individual needs and acquisition of skills is gathered through the following processes:

- admission (see below)
- screening (see below)
- admission to Upper School
- on-going observation, recording and assessment by teachers

Admission

Elmfield's admission procedure includes in depth discussion with parents and reference to work, documents and reports presented by previous schools, Early Years settings or other professionals where appropriate.

Screening and assessment

- prior to Class 1: kindergarten teacher's observation checklist of social and developmental skills and summary of child's development. The views of a doctor, employed by Elmfield, may be available to contribute to a picture of the child at this stage.
- Class 2: class teacher observation and assessment of skills e.g. movement, co-ordination, dominance, letter and sound recognition, pencil control. Reading assessment.
- Class 3: class maths and spelling tests. Additional assessment, with parental consent, of those children who, at the end of Class 2, had lower than expected reading scores.
- Class 4: class reading and spelling tests.
- Class 5: class maths test.
- Class 6: class spelling test with a reading test for children whose progress is causing concern.
- Class 7: class maths test.
- Class 8: class spelling test and interview with parents and student to make expectations for Upper School clear on both sides.

At the discretion of the teachers, further class assessments (e.g. reading comprehension, informal movement tasks) may sometimes be administered.

- Limited specialist testing for specific learning difficulties by the learning support team is also

undertaken where appropriate.

The school S.E.N. register operates as follows

The initial responsibility for a child in need of extra help lies with the class teacher or guardian or the teacher of the subject where the difficulty is being experienced. Support might be provided individually or in small groups, in class time, at breaks, through differentiated planning and teaching and/or through individualised homework. This will be recorded in the teacher's records and communicated to parents. If concern regarding progress continues, the teacher will liaise with the learning support department for further advice. At this stage, specialist assessments and observations of the learner's needs may be conducted if parental consent is obtained. Specialist learning support may be arranged with a member of the learning support team and the child will then be entered on the school's Learning Support Register. Parents will be kept informed of details of support provided.

Some children receive additional specialist input from agencies outside school, such as Speech and Language Therapy, Occupational Therapy. A few children may have a Statement of Special Educational Needs (if in place prior to September 2014) or an EHCP (Education, Health and Care Plan) from their Local Authority. The school will make reasonable adjustments within its capacity to best address the pupil's identified needs, in conjunction with the school's admissions policy. (Refer to Admissions Policy and Procedure) The progress of such these pupils will be reviewed annually, as required by legislation.

The progress of children on the Learning Support Register is reviewed by the Learning Support Department at least twice per year.

Elmfield School has a commitment to providing appropriate learning support within the constraints of the school's resources.

The Elmfield Learning Support Department has the equivalent of 5 days a week specialist teacher time available. Specialist support does not usually begin before Class 1. Time constraints on the department may mean prioritising which children receive help or limiting the help to less than might be ideal. The approach taken to group or individual support is informed by the specialist training and experience of the Learning Support Teachers. For those children who need more support than the school can provide, the parents would need to fund this privately. Admission to Elmfield takes into account the needs of other pupils in the class as well as the child's own needs.

Support for the overall health and development of the child

The work of the school's therapists aims to support the child's development and education in close co-operation with teachers and parents. A decision to commence a therapeutic activity may be reached through discussion between teachers and parents and/or by the recommendation of a school doctor. The cost of eurythmy therapy is included in the school fees. The cost of other available therapies such as therapeutic speech, art therapy and rhythmical massage will need to be met by the family. A teacher or school doctor may also suggest referrals to outside agencies e.g. occupational therapy or speech and language services.

Pupils with English as an Additional Language

Whereas a pupil with English as an Additional Language is not deemed to have a Special Educational Need or Disability on these grounds alone, this may impact on their progress and attainment and reasonable adjustments will be made within the constraints of resources available in school.