

Elmfield Rudolf Steiner School

SEN and Disability Policy

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Ethos

We take a holistic approach and aim to support children in a variety of ways, to respond to their social, emotional, behavioural, physical as well as educational needs. It is our intention that all pupils are equally valued and respected.

Elmfield is an inclusive school and the Waldorf approach goes a long way to supporting individual needs. We are not a specialist provision and there are limitations to the special educational needs that we can support. There are instances where children with SEND are better supported in settings that are set up to cater specifically for certain needs in terms of their environment, training, and resources.

Aims

Our SEND policy and procedures aims to:

- Set out how our school will identify, support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Graduated Approach as per the SENDD code of practice

At Elmfield, we follow the model of a graduated approach to special educational needs or disabilities, as detailed in the SENDD Code of Practice 2015. This takes the form of a 'four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes' (SEND D Code of Practice 2015 6.44). This four-part cycle comprises the following steps: Assess, Plan, Do, Review. This may be repeated at different levels depending on the needs of the child. (See Levels of Support below and the flowchart at the end of this document.) We recognise the importance of early identification and assessment of children with special educational needs or disabilities. We also acknowledge that all 'teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' (SEND D Code of Practice 2015 6.36). Kindergarten, class and subject teachers know the pupils for whom they are responsible very well indeed. They constantly observe their successes and struggles and assess their progress, making adjustments to their teaching daily in order to meet individual needs. This routine monitoring and the continuous daily observations are referred to as 'Quality First Teaching.'

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will aim to make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents.
- The pupil's own views
- Advice from external agencies, if relevant

The assessment will be reviewed regularly.

Initially, a support plan will be devised to set targets for the term to address the assessed areas of need. This will be shared with parents.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required by sharing the support plan. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress by reviewing the support plan on a termly basis.

Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a specialist support teacher, teaching assistants and a number of learning support assistants.

Learning support assistants will support pupils on a 1:1 basis when this becomes needed
Teaching assistants will support pupils in small groups when appropriate.

We work with Local Authorities to provide support which requires additional funding for Pupils

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Additional support for learning

We have a specialist support teacher and a number of teaching assistants.

Teaching assistants will support pupils on a 1:1 basis when this becomes needed.

Teaching assistants will support pupils in small groups when appropriate.

We work with Local Authorities to provide support which requires additional funding for pupils

Expertise and training of staff

Our SENDCO has several years' experience in this role, they are allocated 3 days a week to manage SEND provision.

We have a team of teaching assistants and a higher-level support teacher trained to deliver SEND provision.

In the last academic year, staff have been trained in Attachment and Developmental Conditions.

We use specialist staff for Eurythmy Therapy, play therapy and self-regulation and drama

Evaluating the effectiveness of SEND provision

After specialist reports we evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions half-termly
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the School Council and be at the fore of Pupil voice
- Pupils with SEND are also encouraged to be part of all playtimes, physical and outdoor activities to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

Roles and responsibilities

The SENDCO

The SENDCO is Mags Davison

She will:

- Work with the School Lead and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those

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who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the School Leader and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND Council Member

The SEND Council member will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the School Lead and SENDCO to determine the strategic development of the SEND policy and provision in the school

The School Lead

The School Lead will:

- Work with the SENDCO and SEND Council member to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the School Lead in the first instance. They will be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEND

The SENDCO can provide contact details for local support services..

Contact details for raising concerns

The local authority local offer

Our local authority's local offer is published here:

[Dudley's Local Offer - Dudley Council](#)

Monitoring arrangements

This policy and information report will be reviewed by the school lead every year. It will also be updated if any changes to the information are made during the year. It will be approved by the School Council.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality Policy
- Supporting pupils with medical conditions