

## Special Educational Needs and Disability Policy January 2023

**Reviewed By:** Sarah Fox

**Reviewed on:** June 2023

**Next review:** June 2024

**Related Policies:** Admissions Policy & Procedure, Equal Opportunities & Inclusion Policy, Stretch and Challenge Policy, English as an Additional Language Policy

### Endorsement

Full endorsement is given to this policy by:

**Name:** Joel Chalfen

**Position:** Cambridge Steiner School Trustee

**Signed:**



**Date:** June 2023

### Introduction

At Cambridge Steiner School we value each child equally and believe that all children have individual needs. Our aim is to ensure that all pupils, including those with special educational needs and disabilities, are able to access the curriculum and achieve their full potential.

The SEND policy ensures that the needs of all pupils enrolled in the school are met within allocated resources through exercising best endeavor and quality differentiation. As an independent school, Cambridge Steiner School is under no obligation to follow the DfES Code of Practice for Special Educational Needs other than in the matters of placement and providing suitably for pupils with Education and Health Care Plans (EHCP). However, our SEND Policy will, as far as possible, respect its recommendations.

The Code identifies the importance of differentiation in the classroom. It endorses the principles of inclusion and equality and the responsibility of all teachers to do their best to provide for the individual and/or additional needs of the children they teach and assess.

### Inclusion and Access

In implementing this policy, the school will comply with its obligations under applicable equality legislation (the SEN and Disability Act 2001 and the Equality Act 2010), including the duty to make reasonable adjustments for children who have a disability (see also our Equal Opportunities and Inclusion Policy).

The school gives careful consideration as to whether an adjustment or auxiliary aid sought for a child is a reasonable adjustment. Independent schools cannot charge for reasonable adjustments (which

now include auxiliary aids and services) under the Equality Act 2010 (Section 4). Cost can be considered a factor in determining such provision.

As a small independent school, there are limitations to our provision, and there may be circumstances where, despite our best endeavor to make reasonable adjustments, we may have to take the difficult decision that we are not able to meet a child's particular needs within our school.

This Special Educational Needs and Disability [SEND] Policy is an integral part of our Equal Opportunities/Inclusion Policy.

### **Definition of Special Educational Needs and Disability**

According to those definitions set out in the Education Act 1996, children have special educational needs if they have a learning difficulty that calls for additional provision to be made for them to make the progress of which they are capable.

#### **A child has a learning difficulty if he or she:**

- Has a significantly greater difficulty in learning than the majority of pupils the same age.
- Has a disability which prevents or hinders the child from taking full advantage of the educational activities of a kind generally provided at Cambridge Steiner School for children of the same age.
- Children have a disability if they have a physical, cognitive or mental impairment with an adverse effect on their ability to carry out normal day to day activities. Effect must be substantial (more than minor or trivial) and long term, (more than 1 year in duration).

#### **Areas of need**

The SEND Code of Practice (2015) provides an overview of the range of needs, which is divided into 4 broad categories:

- 1) communication and interaction
- 2) cognition and learning
- 3) social, emotional and mental health
- 4) sensory and/or physical needs.

The school has separate policies for the support of pupils for whom English is an additional language and applying Stretch and Challenge.

#### **Special Education provision means:**

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

#### **Aims and Objectives of Cambridge Steiner School's SEND Policy**

This policy aims to support all members of staff in providing a positive, whole-class approach toward the learning and progress of all pupils including those with SEND.

The school aims to ensure that:

- Pupils with SEND are identified as early as possible and that their needs are met

effectively.

- Admission of new children with SEND into existing classes takes account of the constellation of the class to avoid disproportionately weighting a class towards children with additional needs to the detriment of other pupils.
- Procedures are in place to ensure the SEND policy is followed and that parents and teachers communicate in a way which supports effective implementation of that policy.
- Appropriate resources are developed or obtained for supporting children with SEND, as budgetary resources allow.
- As far as possible, pupils with SEND are able to access the curriculum, in the classroom, through a focus on developing inclusive, high quality teaching (HQT).
- Pupils with SEND are integrated as fully as possible into the school's curriculum delivery.
- When appropriate, full use is made of supporting agencies outside the school.

### **SEND provision - Roles and responsibilities**

The school's special educational needs coordinator (SENDCo) is **Anita Hempenius** and the designated Trustee for SEND is **Joel Chalfen**.

The Early Years, Lower and Upper School Coordinators in partnership with the SENDCo are responsible for the implementation of the SEND policy. In addition, the SENDCo has responsibility for;

- Keeping colleagues and Trustees fully informed about SEND provision at the School.
- Leading the strategic development of inclusive practice within the school and overseeing the day-to-day operation of the school's SEND policy.
- Involvement in admissions of any child to kindergarten or school who may have special educational needs and/or a disability.
- Class 1 readiness screening and involvement in coordination and liaison between Kindergarten and school, where the child concerned is currently in Kindergarten and will be moving up to lower school.
- Coordinating provision for children with SEN, working alongside class teachers to monitor and identify children who may need additional support.
- Advising class teachers on a graduated approach to providing SEN Support.
- Supporting Learning Support Assistants who work 1:1 with pupils.
- Supporting class teachers in liaising with parents.
- Maintaining the school's SEND register.
- Reviewing and updating the SEND policy as and when needed.
- Coordinating liaison between external agencies and the teaching staff, as well as attending any appropriate meetings as and when necessary.
- Liaising with local authorities and holding EHCP consultations and reviews.
- Identifying need and provision of training to colleagues, in consultation with the Early Years, Lower and Upper School Coordinators.

#### **Class Teachers:**

- Plan and implement clearly differentiated work to ensure inclusion across the curriculum for all children.
- Ensure that all pupils have a voice and that they understand their contributions are valued
- Actively celebrate and build on pupils' strengths and achievements.
- Are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

- Work in cooperation with the SENDCo to ensure early identification and intervention of children with SEN.
- Work in cooperation with the SENDCo, Learning Support Assistants and parents to provide, implement and review targets for pupils with SEN in their class.
- Track their progress towards these goals.
- Keep under review the additional or different provision that is made for pupils in their class.

**All teaching and non teaching staff:**

- Are involved in the development of the school’s Inclusion and SEN policy and should be fully aware of the school’s procedures for identifying, assessing and making provision for all pupils

**SEND Provision - The Graduated Approach**

In line with the DfE SEND Code of Practice 2015, Cambridge Steiner School uses a graduated approach for pupils with additional learning needs. The Graduated Approach is based on the following principles:

- All teachers are responsible and accountable for the learning development of all pupils in their care.
- A continuous cycle of Assess, Plan, Do, Review (APDR) is implemented to identify needs, plan support and evaluate the impact of interventions. Additional support increases over time and/or level of need.

**1) Universal Support (Wave 1)**

During this first cycle **teachers** provide a rich, supportive, differentiated and highly effective learning environment for *all* their pupils. **Teachers** lead the APDR cycles for individual pupils with learning needs enlisting support from the SENDco and other colleagues where necessary.

**Wave 1 Support is described in the Whole School Provision Map (Appendix 1).**

<b>Assess</b>	Learning needs are identified relating to progress and/or behaviour of a pupil through continuous and ongoing observations and assessment or as a result of class screening. Needs may be identified by the teacher, parents/carers, or colleague during class observations. Class teachers discuss areas of need with parents through parent consultations.
<b>Plan</b>	Differentiated lesson planning and whole class strategies is implemented to ensure the child is able to access the curriculum. Small group support may be used.  In Early Years or if the child is new to Lower School, a one-page profile may be developed by the teacher to generate ideas and facilitate a shared discussion between teacher, parent/carer, pupil and SENDco. One-page profiles are a child centred way of gathering information about what is important to and for a child.
<b>Do</b>	The teacher ensures regular communication with parents/carers, and shares information with relevant colleagues (e.g. subject teachers) to enable a consistent approach to meeting the child’s needs. A home/school book may be introduced.

	At this stage it is expected that teachers will use the standard school assessment and documentation strategies.
<b>Review</b>	Teachers continuously monitor the impact of strategies and class interventions. They may adapt and change these as part of their evaluation and repeat the cycle of APDR.  Individual pupil needs are discussed regularly during half termly pupil progress meetings involving the Class Teacher, Early Years or Lower/Upper School Coordinator and SENDCo.

## 2) Targeted Support (Wave II)

If, despite high quality teaching, the child does not make sufficient progress, the teacher will consult with the SENDCo to plan next steps. Progressing to this stage of planning may be triggered by;

- A pupil working at levels significantly below others in their class or below what would be reasonable to expect.
- Persistent emotional/behavioural difficulties.
- Communication or interaction difficulties that require an individualised and specific intervention in order to achieve access to learning for the pupil.

<b>Assess</b>	The teacher completes Part 1 of the concerns form (Appendix 2) and arranges a meeting with the SENDCo to discuss and agree action steps. This may include observation or assessment by the SENDCo. SENDCo completes Part 2 of the form with agreed actions.  The teacher will involve parents in identifying areas of need. The SENDCo or teacher may discuss appropriate external assessment via the GP, or Early Help route.
<b>Plan</b>	The teacher develops an Individual Education and/or Behaviour Plan with involvement from the SENDCo, teachers, parents/carers and the child as appropriate.  This will outline the child's strengths and challenges, areas of need, agreed SMART (Specific, Measurable, Achievable, Realistic, Time bound) outcomes and support strategies
<b>Do</b>	Support strategies are varied and tailored to the child's needs and may include; in class support, short term small group or 1:1 'catch up' support with a Teaching/Learning Support assistant or SENDCo, parent/carer support and/or successful strategies to manage behaviour.  The SENDCo will place the child on the SEND Register and begin a file for the child to monitor and maintain relevant records of review meetings.  The teacher remains responsible for the child's educational development. With support from the SENDCo, they should oversee the implementation of the interventions or programmes agreed as part of SEND support. This may include instructing and supporting the Learning Support Assistant in specific

	<p>strategies/interventions for 1:1 support in working towards the SMART targets in the IEP/IBP.</p> <p>The IEP/IBP is shared with relevant subject teachers by the Class Teacher.</p>
<b>Review</b>	<p>The SENDCo coordinates review meetings at least termly involving the teacher, parents and pupil if appropriate.</p> <p>Progress is monitored, and changes made to the IEP/IBP as necessary.</p>

This cycle of action should be revisited in increasing detail and with increasing frequency, if needed, to identify the best way of securing good progress.

### **3) Specialist Support (Wave III)**

Where there is little or no improvement in the child's progress, more specialist assessment and advice may be called for from specialist teachers or from health, social service or other agencies beyond our School. Where professionals are not already working with the setting, the SENDCo or parents should contact them, with the parents' agreement.

When considering the needs of the child involves additional assessment or support in the class, financial assistance may be possible from the Local Authority (LA) for children under 5 years (compulsory school age). Funding of specialist involvement through the LA after compulsory school age is not available to us as an independent school. As a small independent school, we have limited resources and any costs of further external assessments in this case should be met by parents.

### **Education, Health and Care Plans (Wave III)**

For a small minority of children with SEND, a request to the Local Authority (LA) for an Education, Health and Care Plan (EHCP) may be necessary. This replaces the former Statement of Special Educational Needs. The Assess, Plan, Do, Review cycle is continued through this process.

### **SEND Provision – Additional Information**

#### **Assessments**

As a small independent school, we have limited resources and any costs associated with external professional assessment at any stage of SEND support, if not provided by the NHS or Local Authority, may be required to be met by parents/carers.

#### **Parental Involvement**

The school expects the involvement of parents in the education of their children. It is recognised that this is even more important with pupils who have special educational needs or disabilities where the support and participation of parents is often a significant factor in achieving success. Parents are always kept informed about the needs of their children in accordance with the recommendations in the SEND Code of Practice (2015).

Parents are fully consulted before the involvement of local authority support agencies or other external specialist with their children, and are invited to attend any formal review meetings at any

stage. Equally, parents have a duty to share any up to date information, professional reports/recommendations in a timely manner in the best interests of their child and his/her education.

Parents/carers are encouraged to share their views about their child's progress at review meetings and contribute to planning. Plans may include things parents can do to support a child's learning outside of school to help their child make good progress and reach their full potential.

### **Complaints Procedure**

If a parent/guardian has a complaint related to special educational needs and disabilities, the Cambridge Steiner School Complaints and Concerns Policy and Procedure should be followed, with involvement from the SENDCo.

### **Admissions**

The SENDCo works with the Admissions Officer and class teachers during the admissions process. If an area of learning need is identified, either by parents, school reports from previous schools/settings, or throughout the admissions process, the SENDCo will support the process by gaining more information from parents and/or previous school setting.

The SENDCo, Admissions Officer and class teacher works closely with the parents to consider the needs of the child and whether any reasonable adjustments are needed, to meet their learning needs. Whilst we acknowledge the positive contributions and strengths of every child, as a small independent school, we have limited resources available to us. In making decisions regarding admissions we will consider;

- Whether the school has the resources to meet the child's needs, including considerations of health and safety and access.
- The current class size and existing SEND needs of the class into which the new applicant would be placed.
- Whether the child's attendance would be compatible with the efficient education of the children already placed in our school.

As part of the admissions process, and on an ongoing basis, parents are required to inform the school of any information relating to their child's needs, whether this is an identified special need, disability, or a general concern regarding the child. This enables us to work together to ensure a child's needs are met wherever reasonably possible, and so that they can settle in quickly and make good progress in our school. Without this information we may not be able to assess your child properly, with the result that the appropriate support may not be provided, and his/her needs will not be met.

Please also see our admissions policy.

### **Legislation and Guidance**

- The Statutory Framework for the Early Years Foundation Stage
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2015: 0 to 25yrs [SEND Code of Practice 2015] - available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Equality Act 2010

**Appendix 1  
Provision Map**

<b>Wave 1 Lower School</b> <b>High Quality Teaching - All children as appropriate</b>	<b>Wave 1 Early Years</b> <b>High Quality Teaching - All children as appropriate</b>
<ul style="list-style-type: none"> <li>- Specialist equipment</li> <li>- Multi-sensory approaches</li> <li>- Use of Teaching Assistants in class</li> <li>- Easy access to a wide range of resources</li> <li>- Individual child planning and differentiation led by the class teacher</li> <li>- A range of activities are used within each lesson: discussion, hands on activities, storytelling, focused individual work, group work and artistic elements.</li> <li>- Use of appropriate visual timetables</li> <li>- Pre-teaching of strategies and vocabulary</li> <li>- Peer to peer support for in class activities</li> <li>- Home-School Communication books</li> <li>- Small group literacy/numeracy support in class</li> <li>- Extra reading practice with parent helper</li> <li>- Mastery learning approach to teaching (depth rather than breadth)</li> <li>- Use of apparatus and other practical learning materials to support mathematical knowledge available for all children across all ages</li> <li>- Practical 'real life' maths and problem-solving activities provided within lessons and encouraged across the curriculum</li> <li>- Access to laptops/tablets (from Class 4)</li> <li>- Use of our positive behaviour policy</li> <li>- Use of 'Reflection Spaces'</li> <li>- Pastoral support</li> <li>- Material is presented in a variety of ways: auditory, visual and kinaesthetic</li> <li>- A variety of methods of recording work (including main lesson books, mind mapping, modelling)</li> <li>- Children are encouraged to explore different strategies for completing a task and to employ those that they feel most comfortable with.</li> <li>- Approaches may be used across the whole class, especially to stretch the high achievers without having to introduce new content.</li> </ul>	<p>Differentiated curriculum according to individual children's needs including;</p> <ul style="list-style-type: none"> <li>- Use of the environment, inside/outside space, quiet spaces</li> <li>- Use of high quality, natural materials integrating a sensory approach</li> <li>- Use of structure, rhythm of the day/week, repetition</li> <li>- Use of imitation, gesture, story and song, more/less verbal instruction according to need</li> <li>- Guided social interaction, balancing whole group dynamics and individual need</li> <li>- Targeted activities to develop particular skills e.g. fine/gross motor skills, attention span</li> <li>- Individual responses to behaviour according to the child's needs and age</li> <li>- Minimal transitions</li> <li>- Regular school to home communication of Learning Journey to share ideas, concerns and progress</li> <li>- One page profiles</li> </ul>
<b>Wave 2 – Lower School and Early Years</b>	



**Catch Up/SEN Support (SEN Register) - For some children**

Further assessment/observations by SENCO and other professionals as appropriate.

Discussion with parents/carers and child (if appropriate about their learning needs and development)

IEP/IBP developed by class teacher with input from SENDCo, assistants, parents and children where appropriate

SMART targets identified and additional strategies and/or SEN provision to achieve these. This could include short periods of 1:1 support with a learning support assistant for activities/times of the day to provide specific targeted activities to address gaps in learning.

Examples of specific targeted approaches include; Toe by Toe, Alpha to Omega for spelling, Kumon lessons for maths, Pebble maths to encourage basic sense of number, Phonics International, Numicon,

IEP/IBP's may include implementation/delivery of Speech and Language programmes by teaching staff in school

Termly monitoring by teacher – coordinated by the SENDCo

**Wave 3 - Lower School and Early Years  
SEN Support plus - For a few children**

Wave 3 intervention may involve seeking advice from one or more of the following:

- GP
- Educational Psychologist
- Local Authority Support services
- External Special Needs expert or therapist
- Speech and Language Therapist
- Occupational and Physio Therapist
- Other

Parents or School may request an assessment for an EHCP. Support identified through this plan, provided the outlined support can be accommodated within our offer, would be categorised as Wave 3 interventions. Funding from the local authority would be identified within the plan to pay for additional support and may include a 1:1 teaching assistant.

Any children entering the school with an EHCP are at Wave 3.

The EHCP is reviewed in line with statutory requirements.

**Appendix 2**

SEND Initial Concerns Form Part 1: Teacher to complete			
<b>Name of Pupil:</b>		<b>Date of referral:</b>	
<b>Class:</b>		<b>Attendance:</b>	

Pupil's strengths:	
<b>Assess: Concerns.</b> <i>(When did you first have concerns, any initial assessments done?)                      What are the pupil's needs/barriers to learning? What evidence is there? What is the view of the pupil/parents/teacher/TA?</i>	
<b>Plan:</b> <i>How have you adapted your planning to address these concerns? How have parent/carers been involved? Has the pupil involved in identifying and planning for their learning needs?</i>	
<b>Do: (High Quality Teaching)</b> <i>On a classroom level what strategies and intervention have you used to remove barriers/meet the child's learning needs?</i>	<b>Review:</b> <i>What was the impact?</i>
<b>Actions you have taken and date started:</b>	<b>Outcome/Impact</b>


(Add more rows as needed)

**Any other comments:**



