

Special Educational Needs and Disability Policy

Policy Reviewed: November 2021

Next Policy Review Date: November 2020

The Law

The governing bodies of county, voluntary and grant-maintained schools (including LEA-maintained and grant-maintained special schools) are required to publish information about their SEN policy.

Prepared using the DfE publication “Special educational needs and disability code of practice: 0 to 25 years” The SEND Code of Practice, Part 4 of the Disability Discrimination Act 1995 (DDA, as amended by the Special Educational Needs and Disability Act 2001).

MWS’ obligation

As an independent school we are currently under no obligation to follow the DfES Code of Practice for SEND. However, our SEND Policies will respect its recommendations where it does not conflict with the aims of the International Waldorf Curriculum for the following reasons:

- i. Common Good Practice
- ii. To make working with the LEA’s simpler (statementing procedures, etc.)
- iii. To simplify the transfer of pupils from MWS to other schools should that be required

Definition of Special Educational Needs

A pupil has special educational needs if they have a **learning difficulty**, which calls for **special educational provision** to be made for them.

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 Needs covers the following areas

- Cognition and learning: includes students with, general, moderate and specific difficulties including dyslexia;
- Physical and sensory: includes visual and hearing impairments, medical and physical mobility difficulties and co-ordination / dyspraxia difficulties;
- Communication and interaction difficulties: includes speech and/or language delay, specific language impairment, dyslexia, dyspraxia, hearing impairment and autistic spectrum disorder;
- Behavioural, emotional and social difficulties: includes immature social skills, withdrawn and isolating behaviours, vulnerability, hyperactivity and disruptive and disturbing behaviour;

A Graduated response

In line with the DfES SEN Code of Practice MWS uses a *graduated response* to pupils with SEN: a) **School Action Step 1** and b) **School Action Step 2**

School Action

The triggers for school action could be:

- A teacher's concern about a pupil's behaviour or learning abilities.
- Parent(s) concern about a pupil's behaviour or learning abilities
- The results of Class Study or Child Study.

(a) School Action Step 1

As consequence of these triggers a pupil may be referred to:

- The Learning Support team
- School doctor
- Relevant therapist

The SENCO will organise that records are kept based upon observation by all involved with the referred pupil, and that parents are informed.

(b) School Action Step 2.

The SENCO will organise the most effective intervention. In some cases there would have been an immediate move to School Action Step 2. In most cases the intervention would take the form of:

- A consistent approach by all staff involved – usually with significant input by the SENCO in the drawing up of individual plans of work and in the timing of reviews.
- Therapy and/or medicine and/or counselling.
- (Internal) assessment for Specific Learning Difficulties by the Learning Support Teachers, who might seek further advice e.g. from an Educational Psychologist.
- Learning Support Lessons (usually following the assessment mentioned above).
- Other Support e.g. an additional teacher in lessons.

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

The Admissions policy ensures children with SEN will not be accepted when

1. MWS is unsuitable for a child's age, ability or special educational needs.
2. The child's attendance would be incompatible with the efficient education of the children already placed in our school.
3. We do not have the resources to meet their needs.

The SENCO supported by other Learning Support staff and relevant teachers 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 internal specialists
- Liaising with external agencies

Staff are not qualified to make a professional diagnosis of a medical condition or officially recognised learning difficulty, for example dyslexia. Accordingly, the school may require that parents arrange that a child be formally assessed by an appropriate professional at their own expense (or via the local authority) to enable the school to understand the child's needs, and the adjustments which may be required in order to support those needs.

Response

Teachers raise concerns at the Teachers Meeting, drawing the attention of the wider teaching body to a particular child's possible needs. At this informal level, the whole teaching body will become involved with the monitoring process. The teaching body shares observations on a continuing basis within the Teachers Meetings.

Class teachers and the wider teaching body closely monitor and share observations to ascertain whether there is a natural delay in maturity or if there is a more specific learning difficulty.

It may be appropriate to put in place an IEP (Individual Education Program). The class teacher in consultation with the SENCo and parents prepares the IPM. Additional provision may take the form of additional small group work or one to one work either on a daily or weekly basis.

At this stage, external support may be sort. This may be in the form of therapists engaged by the school, or the school may recommend that parents seek external therapists.

If it is felt that expected progress has not been made it may be necessary to involve professionals, such as the child's GP, educational psychologists, child psychologist, etc.

Children with an Education, Health and Care Plan (EHC Plan)

A child with an Education, Health and Care Plan (EHC Plan) may be admitted to the school if:

1. the LEA continues to support the placement;
2. the school (i.e. Trustees as the legal representatives) formally agree that the requirements of the SEN or EHC Plan and related needs of the child can be properly and effectively met by the school;

If we feel that the school is unable to meet the needs of a child, we may have to refer onto other bodies. Our end goal is always that the needs of the child are met and the child feels safe, secure and included as part of the process.

Endorsement:

Name: Linda Parker

Position: Chair of ECT

Date: 28/11/18