



Local SEND Offer

Policy Owner:	Principal/INCo
Formally Endorsed By:	Board of Trustees
Endorsement Date:	November 2024
Next Review Date:	November 2025

Human *Connection* in all we do

Rationale

Michael Hall School is an inclusive setting where, alongside Quality First Teaching and a broad and rich Waldorf curriculum, we may offer the following additional and different support for children with SEND.

There are four recognised categories of SEND:

Communication and Interaction

- Pre-teaching of new concepts and vocabulary to enhance learning in language groups overseen by the school's INCO and/or an external speech and language therapist.
- Provision of individually tailored visual support, including individual timetables and behavioural cue cards.
- Some pre-learning activities and resources provided where most appropriate, including subject specific vocabulary to support Upper School subject understanding.
- Provision of small group speaking and listening skills delivered by Learning Support Assistants.
- Delivery of individual SALT programmes, where identified as part of a student's EHCP.

Cognition and Learning

- ICT and Assistive technology from Class 6 upwards, including regular access to computers using specific SEND programmes.
- Educational Psychologists work closely with referred children and their parents/carers and provide support in the form of school-based assessments and meetings.
- Specific Learning Difficulties advisor support and assessment, where necessary.
- Use of support programmes and materials for Maths, English and Science.

Social, Emotional and Mental Health

- Pastoral team highly effective in supporting a range of welfare and wellbeing issues across the school.
- Mentor support focusing on social and emotional development and promoting positive peer interaction delivered 1:1
- Outreach support targeting those pupils who have emotional/behavioural needs that affect their learning.
- Intervention and training workshops for children and their families both in school and in the home from practitioners across the national and global Steiner Waldorf movement.
- Intervention from the child and adolescent mental health service (CAMHS) for children and their parents/carers on referral.
- Regular personalised Art Therapy programmes for children who need additional help to support their emotional and learning needs.
- Use of resources to promote positive peer interaction e.g. Circle of Friends.
- Personalised behaviour support programme and associated plans and interventions.
- A range of CPD targeted to support ongoing mental health and welfare issues, such as use of outdoor learning spaces, cross-phase buddy mentoring schemes, Mental Health First Aider training.
- The Principal and DSL both hold the national School Mental Health Lead accreditation.

Sensory and Physical

- Targeted Eurythmy Therapy for identified individual children from Kindergarten
- Provision of resources to enhance independent learning, including: easy-grip scissors and rulers, coloured overlays, use of dyslexia-friendly coloured paper and font, non-fidget cushions, ear defenders, privacy screens and writing slopes. This is not an exhaustive list and additional resources are supplied as and when they are required to meet specific needs.
- Assessment by and intervention from an occupational therapist (OT), on referral. The implementation of individual O.T. programmes when recommended.
- Liaison with medical professionals and medical care plan assistance via School Nurse.

In addition to the four categories of support outlined above, we also provide the following:

Access to a supportive environment

- Robust safeguarding procedures in place
- Support for families struggling with attendance and/or punctuality issues
- Accessibility plan in place
- Compliance with Disability Discrimination Act
- School website
- Exam Access Arrangements (EAA) are in place for all students sitting their external examinations at both GCSE and A-level

Universal Parent Liaison Offering

- Open days for parents and prospective parents
- Consideration of any identified additional need/EHCP requirements by both the INCo and the Principal as part of a child's application process
- Parent evenings and specified learning targets through Setting-based Support Plans (formerly Pupil Passports)
- Setting-based Support Plans include teacher, INCo, parent and pupil's voices. These are updated and redistributed to parents termly.
- Meetings with INCo/Early Childhood SENCo at least three times a year to monitor individual progress against targets and impact of interventions
- Contact books for some children
- Parent Workshops
- End of Year reports

Preparing our students with SEND for further education, training and employment

We are mindful that, without appropriate, additional support, some of our students may find the transition to the next phase of their lives beyond education to be overwhelming and inaccessible. We do not believe this should be the experience for any of our students and work hard with parents and young people to ensure that they feel as supported, prepared and enthusiastic as their peers about the world beyond Michael Hall and what this has to offer.

As part of the DfE project, "Employment is Everyone's Business", the National Development Team for inclusion (NDTi) and the British Association for Supported Employment (BASE) published a "planning guide for schools, colleges and careers advisers on how to work

with young people from Class 8 onwards to understand the world of work and to think about their skills, interests and work aspirations".

The key considerations outlined in the guide include:

Raising aspirations: Consider introducing conversations with young people with SEND about careers. Partake in activities that can boost a belief that paid work is possible, including hosting annual events that provide young people and their families with information, advice and guidance, whilst also highlighting positive case studies. In addition, the guide recommends displaying images of people with SEND in employment around the building, using video testimonials, and engaging with local supported employment agencies.

Vocational profiles: Create vocational profiles to "understand an individual's experience, skills, abilities, interests, aspirations and needs in relation to employment". This will help to determine suitable job matches or work experience placements. "It provides a picture of the ideal conditions needed in a workplace for the student to be successful," the guide states. This profile can be fed into the young person's Education, Health and Care (EHC) Plan.

Work experience: Any work experience programme should be based on "in-depth knowledge of the student", "have clear educational and vocational goals" and "involve on the job learning". It is important to ensure that support and feedback is provided.

Our staff are committed to ensuring that no student is limited in their opportunities by having additional learning differences, and this is a central aspect of our local offer.