

Michael Hall

a Steiner Waldorf School

Special Educational Needs (SEN) and Disabilities Policy

Policy Owner	SLT
Formally endorsed by	Council of Trustees
Endorsement Date	January 2019
Next Review Date	January 2020

Policy Statement

Michael Hall School considers all children as having individual needs and aims to meet these needs with 'Best Endeavor' (see DfE Code of Practice 2014), taking into consideration the child's age, developmental stage and other circumstances (see Admissions Policy).

As an independent school we are not bound to regard the 2014 Code of Practice for SEND. However, our policies respect its requirements where they do not conflict with the aims of the Waldorf Curriculum and in line with the granted exemptions for our funded Early Years children.

We aim:

- To meet children's needs with our best endeavour (which also incorporates our duties under the Equality Act 2010)
- To ensure ease of working with LEAs (Statutory Assessment procedures, etc.)
- To simplify the transfer of pupils from Michael Hall to an alternative School should that be required

Definition of Special Educational Needs (see also Inclusion Policy).

A pupil has special educational needs if they have a learning difference, including Gifted and Talented as well as those with 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. This may present in:
Literacy - Dyslexia, speech and language and processing
Movement - Dysgraphia/Dyspraxia
Maths - Dyscalculia
Socio-emotional - ADD, ADHD, ASD, school refuser
Medical - Epilepsy, Chronic Fatigue Syndrome

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.

For G&T pupils see our Gifted and Talented Policy and Procedure.

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

At Michael Hall the pupils are educated in three distinct phases:

- Early Years -Ages 0 -6
- Lower School -Ages 6 -14
- Upper School -Ages 14 -19

Responsibility for Special Educational Needs

The responsibility for the supervision of pupils with Special Educational Needs is held two members of the Learning Support Department each taking particular responsibility for certain areas (age ranges) of the school. The Council of Trustees, SLT and Faculty Chairs work together with the SENCO to determine the strategic development of our SEN provision including establishing a picture of the resources available in the School.

The SENCO's will be responsible for:

- The day to day operation of the SEND Policy
- Liaising with, and advising, all members of staff and the EY, LS, US Admissions Team in particular
- Coordinating provision for children with SEND
- Maintaining a SEN register and overseeing records on children with SEND
- Liaising with parents of children with SEND 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 external agencies

In addition to the above responsibilities the SENCO will assess SEN pupils and recommend an external assessment for access arrangements.

The Exams Officer implements and oversees the examination arrangements.

Special educational needs and provision can be considered as falling under 4 broad categories:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, mental and emotional health
- 4) Sensory and /or physical health

Procedure

In line with the DfE SEN Code of Practice 2014 Michael Hall uses The Graduated Approach to provide differentiated education for all pupils including those with SEND.

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.
- Education provision is grouped into 4 parts which make up a cycle of education procedure:
 - a) Assess
 - *In Class 2, 3, and 4 all children are assessed by the Learning Support department and feedback to parents, class teachers and co-ordinators.*
 - *In Class 5 and 7 class teachers assess all children in Math, Spelling and Reading.*
 - *In Class 6 and 8 the Learning Support department complete a full WRAT assessment assessing Maths, Spelling, Reading, WPM, comprehension and free writing.*
 - b) Plan
 - c) Do
 - d) Review

Each cycle lasts no longer than one term before being reviewed and is referred to as 'Waves'

'Wave 1'

During this first cycle Teachers provide a rich, supportive, differentiated and highly effective learning environment for all their pupils. They use their own means of assessment and documentation strategies.

Underachieving pupils may be flagged up by a Teacher despite in-class differentiation and support strategies.

Further triggers could be:

- Parent(s)' concern about a pupil's developmental/learning progress
- The results of the class screening
- A pupil's concern for his or her learning progress

Together with the SENCO and possibly other members of the Inclusion Team (see Inclusion Policy) the Teacher considers appropriate interventions and embarks on another cycle of education provision for the pupil:

'Wave 2'

Whilst the class/subject Teachers continue to be responsible for the daily education provision, the SENCO now shares this responsibility and supports the Teachers in the various parts of the cycle. Supportive action may consist of:

- Internal learning Support Assessment
- Short term 1:1 or small group support by a specialist Teacher (Learning Support, Eurythmy Therapy and counselling etc)
- In class support
- Education provision is documented with an Individual Education Plan for the pupil or other forms of provision mapping (e.g. Eurythmy report) which reflect the cycle of 'assess, plan, do, review'.
- The SENCO places the pupil on the SEN register with a 'Yellow Star' (ISAMS, 'Class Awareness')
- The learning progress is reviewed by the Teacher together with the SENCO and/ or other Inclusion Team members, at the designated date and a decision as to the next cycle is made.
- The pupil (if age appropriate) are included in this process.
- Subject Teachers are kept abreast of these processes by accessing IEPs, or discussions with the SENCO/Inclusion Team members if and when necessary.

If no significant progress can be registered at the end of the Wave 2 the following interventions may be considered for the next cycle:

'Wave 3'

- All Teachers continue to provide a differentiated supportive learning programme in class.
- The Teacher and SENCO/Inclusion Team together determine appropriate long term support in specific areas of learning.
- SENCO raises the SEN status registration from 'yellow' to 'red' flag on ISAMS.
- Referral to one or several of the following:

- 1) GP
- 2) Educational Psychologist
- 3) School Doctor

- 4) LEA (e.g. in the case of a school or parental referral/request for statutory assessment/
EHC plan)
- 5) External Agency (CDC/SALT)
- 6) Other

At any stage during the Three Wave process a child can be referred to the school doctor who may recommend specific strategies and therapies. These will be documented as described above.

Looked after children

Any 'Looked After Children' on the school role falls under the responsibility of the SENCOs and the designated member of staff for them, in association with the Pastoral Care Team (*please see Safeguarding for further information regarding the designated member of staff*).

Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents except for specified purposes or in the interests of the *child/young person*. See our Data Protection policy for more information.

School SENCOs:

Early Years SENCO:

Jenny Robertson jenny.robertson@michaelhall.co.uk

Lower, Middle and Upper School SENCO:

Jacqui Phillips Jacqui.phillips@michaelhall.co.uk

Related Policies:

Admissions Policy

Inclusion Policy

Safeguarding and Child Protection Policy

Gifted and Talented Policy

Data Protection Policy

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By Jacqui Phillips