

Special Educational Needs (SEN) and Disabilities Policy

Policy Owner	Senior Leadership Team
Formally endorsed by	Council of Trustees
Endorsement Date	December 2020
Next Review Date	December 2021

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.

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 need if they have a learning difference 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 by two members of the Learning Support Department each taking particular responsibility for certain areas (Kindergarten and Lower, Middle and Upper school) 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, MS, 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, Emotional and Mental 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, 6 and 8 all children are assessed by the Learning Support department
 - In Class 3, 4, 5 and 7 class teachers assess all children in Math, Spelling and Reading using standardised tests.
 - 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 - The Learning Support department meet with the class teachers to discuss need and provision from the results of the screenings and write a Pupil Passport for those children who require significant support either in class or withdrawn for 1:1 or small group intervention. Parents and where appropriate the child will also contribute to this document.
- c) Do - The learning Support Teachers are deployed to support children with SEN in the classroom. The class Teacher will deliver a differentiated curriculum, supported by the Pupil Passports. The learning Support Teachers also support children with significant need both for 1:1 and small group intervention.
- d) Review - progress is reviewed termly and Pupil Passports updated where necessary.

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 where appropriate, 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, Art Therapy, Counselling etc)
- In class support
- Educational provision is documented on Provision Plans.
- 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.
- Subject Teachers are kept abreast of these processes by accessing Pupil Passports, or discussions with the SENCO/Inclusion Team where 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 support in specific areas of learning.
- SENCO raises the SEN status registration from 'yellow' to 'red' flag on ISAMS.
- Possible 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

POLICY ISSUE DATE: 3/12/2020