



Special Educational Needs and Disability (SEND) Policy

Reviewed by: Business Manager

Date: April 2018

Approved by the Board of Trustees on:

Review Date: April 2020

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Compliance

Bristol Steiner School adheres to national guidance on Special Educational Needs and Disability (SEND) set down in the Special Educational Needs and Disability Code of Practice 2014. Bristol Steiner School is compliant with the duties of the Equality Act 2010 and the Children and Families Action 2014 alongside the principles of Steiner's philosophies and work regarding pupils with SEND.

Ethos and policy aims

Bristol Steiner School believes that children can benefit from access to the Steiner Waldorf curriculum. As a school we take a holistic approach and aim to support children in a variety of ways, to respond to their social, emotional, behavioural, and physical as well as educational needs. It is our intention that all pupils are equally valued and respected.

Identifying Special Educational Needs and Disabilities

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

All children have individual needs, which may be ongoing or arise at particular times, and the school aims to meet these in a way appropriate to the child's age, stage of development and personal circumstances. We seek to identify those needs on an ongoing basis through our procedures, and to put in place support to meet those needs wherever reasonably possible.

At Bristol Steiner School we recognise five categories of need:

- a. Cognition and Learning
- b. Physical/Sensory needs
- c. Communication and interaction
- d. Behaviour, emotional and social needs
- e. Medical conditions

These needs may be long or short term and often a pupil may have difficulties in more than one area and may occur either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A

child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Procedures

Every school is required to identify and address the SEN of the pupils that they support. This sets out the school's procedures for identifying and supporting the needs of children at the school.

Implementing the Policy

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into the next stage of education

Where a pupil is identified as having SEN, the Bristol Steiner School will take action to remove barriers to learning. This SEN support takes the form of a graduated approach which consists of a four-part cycle of:

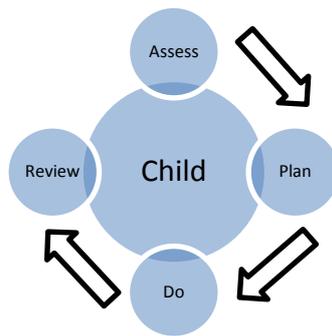
1. Assess
2. Plan
3. Do
4. Review

As part of our graduated response, this four-part cycle of 'Assess, Plan, Do, Review' should always be in evidence. In the first instance pupils are supported through in-class provision for all when teachers consider the individual need of children using the cycle described above. The benchmark for determining the need for additional or different support will be the child's progress relative to that of their peers and will consider the need to:

- close the attainment gap between the child and their peers
- prevent the attainment gap growing wider
- ensure access to the full curriculum
- demonstrate an improvement in self-help, social or personal skills
- demonstrate improvements in children's behaviour

If the pupil makes less progress than expected, they may receive in-class support. This may include literacy, numeracy, physical, anthropological and social inclusion initiatives to raise their achievement. The SENCO would be increasingly involved, consulting with the teachers and parents and which may culminate with the child's name being placed on the SEN register. The SEN register will enable staff to identify and focus on particular personalised targets. An 'Individual Development Plan' may be implemented. This can take many forms, for example extra movement breaks, teacher based small group work for literacy or

numeracy support, individual hearing support intervention, extra gross motor support that is delivered as part of a games lesson.



Training and Resources

Continuing Professional Development

Bristol Steiner School aims to provide continuous professional development for all paid members of our working community as an ongoing process and as needs arise. This may take the form of staff meetings, specific training meetings and courses run by external agencies.

Roles and Responsibilities

Role of the Special Educational Needs Coordinator (SENCO)

The role of the SENCO is to oversee the day-to-day operation of the school's SEN policy but specifically:

- co-ordinate provision for children with SEN
- liaise with the relevant Designated Teacher where a looked after pupil has SEN
- advise on the graduated approach to providing SEN support
- liaise with parents of pupils with SEN
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the headteacher and school trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the school keeps the records of all pupils with SEN up to date

Role of the Class Teachers and Subject Teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. In the first instance the class teacher will:

- set high expectations for all pupils appropriate to their stage of development and ability including the rules and routines of the class to enable all pupils to access the Steiner curriculum and to engender curiosity and a love of learning
- promote good progress and outcomes for all pupils through in-depth knowledge of the child built up over a period of time including how the pupil learns and identify any emerging barriers to learning an individual may face
- plan and teach well-structured lessons that take into account all pupils and their ability range through differentiation that promotes inclusion and care of each other
- adapt their teaching to respond to individual needs
- make use of their own professional assessments both formative and summative to enable constant monitoring of all pupils and to identify any pupils who may be experiencing difficulties
- manage the behaviour of all pupils and be aware that 'all behaviour is a form of communication' and respond appropriately
- liaise with other colleagues and parents to ensure that all pupils have their learning needs met

Parents

All parents of children with SEN/D will be treated as partners and supported to play an active and valued role in their children's education. This will happen through:

- teachers and SENCO clearly explaining all procedures to new families to ensure that the needs of their individual children can be met
- good communication including telephone, email, face-to-face conversations and annual review meetings where appropriate

Trustees

It is the responsibility of the named SEND Trustee to remain up-to-date and knowledgeable about the school's SEND provision, plus that of national and local practices that takes our Steiner approach into account.

Admissions

Admissions will be carried out in accordance with the school's Admissions Policy and Procedures.

The school is committed to inclusion and needs to balance this alongside the needs of the pupils already in school plus those wishing to attend our school. The school also needs to consider whether placing the child in the school would be in the best interests of that child balanced alongside the efficient education of other pupils or the efficient use of resources.

Where needs cannot be properly met at the school

Policies & Procedures: SEND Policy

If in an extremely rare situation, the school feels a child's needs cannot be met, parents will be kept fully informed at all stages. One term's notice may be given to the parents where progress is not being made so that a more suitable setting can be found. The school will discuss with parents their options regarding identifying a setting better suited to the child's needs.