

iSEND Information Statement

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Endorsement: Full endorsement to this policy is given by:

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Position: Brighton Waldorf School Trustee

Signed: 

Date: 25/02/2019

What kinds of SEND are provided for at the Brighton Waldorf School?

At the Brighton Waldorf School it is fully recognised that all class teachers are the teachers of children with Special Educational Needs and disabilities (iSEND). The kinds of iSEND that are provided for are categorised into four broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs.

In January 2019 there are the following numbers of pupils with SEND at the Brighton Waldorf School:

	Sept 18		Jan 19		Jan 2018	
	EHCP	SEND (not including EHCP)	EHCP	SEND (not including EHCP)	EHCP	SEND (not including EHCP)
Communication and Interaction	1	3	1	3	1	3
Cognition and Learning	2	22	2	19	2	22
Social, Emotional and Mental Health	1	3	1	3	1	3
Sensory/and or physical needs	2	1	2	1	2	1
TOTAL SEND	6	29	6	26	6	29
% of the School	4.87	23.58	5.31	23.0	4.65	22.48

Policies and Responsibilities:

This report includes details of the processes in place to identify children with iSEND and for assessing their needs. Other policies that are useful are the school Accessibility Plan, Pupil Behaviour & Relationships Policy, Equalities Statement, Safeguarding and Child Protection Policy, Admissions policy, Supporting Children with Medical Conditions, EYFS, Curriculum Policy and Health and Safety.

The Board of Trustees have a iSEND governor to work closely with the Inclusion (SENCo) Manager. At November 2018 this Trustee Governor is Renee Belart. She liaises with the SENDCO/Inclusion Manager and the School Senior Leadership Team of the school to keep up-to-date with, and monitor the school's iSEND provision to ensure that the school is compliant with its statutory responsibilities as indicated in the SEND Code of Practice.

The iSEND Information Report is updated annually and published on the school website.

The Trustees ensure that the Inclusion Manager/SENDCO, the person responsible for coordinating SEND (SENDCO/Inclusion Manager) provision and offering guidance to teachers at Brighton Waldorf School is a qualified person (or undertaking relevant training) working at the school and that if not already qualified has achieved the National Award in Special Educational Needs within 3 years of being in post. Trustees regularly monitor the DfE Code of Practice to ensure the school is compliant with its statutory responsibilities.

The Inclusion Manager (SENDCO) from September is Hannah Joel and she is available on a Monday, Wednesday, Thursday and Fridays.

The role of the iSENDCO:

The SENDCO/Inclusion Manager has responsibility for the day to day operation of the iSEND policy including:

- The responsibility for the day to day operation of the iSEND policy
- In conjunction with the School Director to plan and co-ordinate the school's strategies for identifying children with iSEND; in addition to advising on the deployment of the delegated budget to effectively meet needs, and ensuring the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- to co-ordinate provision and manage an effective provision monitoring system, outlining additional provision throughout the school including liaising with the Designated Safeguarding Lead where a Child Looked After has SEN;
- to oversee an efficient system for monitoring, recording and tracking progress of children with iSEND, including maintaining a register of such children and keeping records updated;

- to advise on, and where appropriate carry out, more detailed assessment;
- to advise teachers on the graduated response and appropriate teaching arrangements for children with iSEND and to assist with the planning and implementation of individual and group learning programmes;
- being the contact for and to liaise closely with and develop good relationships with outside agencies and ensure their advice is used appropriately;
- to ensure continuity for children with iSEND from class to class and school to school;
- in conjunction with the SLT, to use information and communications technology to help pupils gain access to the curriculum as an aid to teaching and learning;
- to identify and make provision for training needs; school-based or on courses; involving teaching staff and /or Teaching Assistants (TAs) and Individual Needs Assistants (INA's);
- to liaise with parents of children with iSEND and ensure that regular discussion takes place with them;
- to seek the views of children with iSEND, and to take them into account when planning;
- to link with feeder and secondary schools and colleges to ensure smooth transition and to liaise with schools during mid-year admissions where appropriate;
- To use self-review tools as appropriate for reflection and self- evaluation, to form a basis for future development.

The approach to teaching children with iSEND

- At the Brighton Waldorf School we want all children to become life-long learners, confident in themselves, aware of their strengths and to be responsible citizens. We recognise each child's uniqueness and strengths and endeavour to utilise these strengths and widen the horizons of everyone in our school community. All children should be provided with a broad and balanced curriculum that will meet their individual development needs.
- All class teachers are the teachers of children with Special Educational Needs and disabilities (iSEND), and the majority of support wherever possible takes place in class. Our aim is to identify any strengths or barriers to learning as soon as possible, so that intervention can be given at the earliest opportunity to improve the long term outcomes for the child
- An 'assess, plan, do and review' approach is taken and a plan is put in place for these children (Access, Plan, Do and Review (APDOR))(sometimes alongside a pupil Individual Support Plan ((ISP) and Individual Behaviour Plan (IBP Plan)) and this is then reviewed at least 3 times a year with parents in a structured conversation. The plan may include strategies, interventions or suggestions for seeking additional advice from outside agencies.
- Everyone at the Brighton Waldorf School is committed to providing the conditions

and opportunities to enable any child with iSEND to be included fully in all aspects of school life. Our aim is to identify any strengths or barriers to learning as soon as possible, so that intervention can be given at the earliest opportunity to improve the long term outcomes for the child.

- Effective inclusion results in happy pupils who make good progress; show improvement in their independence, social, communication, English, Maths, ICT and self-help skills; are helped to access the wider curriculum; are motivated to learn and develop their strengths, self-esteem and confidence in their ability as learners; all of which contribute to increasing the positive long term outcomes for children.
- Staff awareness - The Inclusion (SENDCo) Manager will liaise with the School Director and SLT to ensure that systems are in place to ensure that all staff working with pupils have an awareness of any iSEND.
- The sharing of Medical Health Plans and individual conversations will vary as necessary and depending on need. Where possible all staff working with the child will be involved in the review process.
- Staff will work in a way to avoid isolation of the children they are supporting and to develop their strengths, and reasonable adjustments will be made to ensure full access and well being
- Broad and balanced curriculum - The school will ensure that all children have access to a balanced and broadly based curriculum (no child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads to inclusion) and endeavour to utilise all children's strengths.

Identifying children and assessing their needs:

The SEND Code of Practice identifies children as having a special education need when 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 (Code of Practice 6.15). The Brighton Waldorf School also considers whether a pupil may have a disability under the Equality Act and if so what reasonable adjustments may need to be made for them (COP 6.16). Children identified as having SEND under the above definition are included on the schools inclusion register under the category of SEND.

At the Brighton Waldorf School we are keen to identify barriers to learning as early as possible.

Children new to the school undergo a Baseline assessment on entry, and Language Link assessments that review levels of receptive language. These feed into the progress discussions.

In addition a child may have an identified need on arrival from another school/setting and support is put in place following close liaison with parents, any involved professionals and the previous school/setting.

Each term teachers meet with the Inclusion Manager (who reports to the School Leadership Team and College of Teachers) and discuss the progress and strengths of all children, known as Pupil Progress Meetings.

Discussion includes analysis of data from within the schools data wall and tracking system, attendance, response to day to day classroom work and routines, additional assessments that may have taken place, observations and analysis of the playground and behaviour logs and any conversations with parents. Children making less than expected progress given their age and individual circumstances are identified. This enables children to be identified early as soon as there is a concern about their learning. Less than expected progress can be considered as; progress which is significantly slower than that of their peers starting from the same baseline, failing to match or better the child's previous rate of progress, failing to close the attainment gap between the child and their peers, or widening of the attainment gap.

Discussion at pupil progress meetings and the review of class and playground behaviour log, also allows identification of those children experiencing difficulty with social interaction or emotional responses. Both barriers and strengths are identified to support successful interventions.

Differentiated Curriculum:

At this point the class teacher will adapt teaching in attempts to use children's strengths and reduce the barriers to learning. This may include increasing the levels of differentiation used to support the pupil, adapting learning objectives and teaching styles, access strategies, using pre-teaching, small group work, some individual supports, mentoring, peer support, or alternative methods of recording and assessment. Additional support maybe sought such as advice from the SENDCO or outside agencies (in agreement with parents). At this point a summary of the concerns, the children's attainment levels and strengths will be generated by the class teacher including a review of strategies that have been tried already. This can be recorded on a Record of Concern available from the SENCO. There may be agreement to make additional assessments.

The needs of the child will be provided for within the whole class planning frameworks and individual target setting. These supports would be discussed with parents/carers. An Individual Support Plan (ISP) may be used to share access arrangements and preferred teaching styles with all staff (including supply staff). Pupils are invited to contribute to this indicating what they want to learn, what is difficult for them and what helps them.

Ongoing Monitoring:

The pupil would continue to be monitored by the class teacher, the Inclusion (SENCo) Manager and the School Leadership Team at the termly progress meetings. Some children continue to make inadequate progress despite high quality teaching and support targeted at their areas of weakness.

Identifying a child as iSEND:

Children highlighted may already have additional class based intervention as identified and if their progress continues to be a concern following this period of increased focus then individual provision that is additional and different to that available to other pupils may be deemed necessary. This would result in discussion with parents and categorisation as SEND. It is the aim that Differentiated Teaching will result in few children requiring such support (see the SEN Code of Practice). At this stage, advice from outside professionals may be used to extend the teaching provision and the child's strengths are identified to build on.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

In the situation as stated above parents would be invited in to discuss the pupil's progress and barriers to learning usually with the class teacher and sometimes the SENDCO/Inclusion Manager. More detailed assessments and advice from outside agencies may be used to understand what additional resources and approaches are required to enable the pupil to make better progress. A plan for this and the identification of desired outcomes would be developed and recorded on an (APDOR) Access, Plan, Do and Review Plan or the ISP. At this point we have identified that the pupil has a Special Educational Need because the school is making additional and different provision to what is normally available from high quality teaching and the pupil would be categorised as SEND. This is always shared with parents.

If the pupil is able to make progress using this additional and different resource (but not without it) they will continue to be identified as SEND. If as a result of additional short term support the pupil is able to maintain progress without the additional and different resource, he or she will no longer be identified as SEND.

Any changes of categorisation will be discussed with parents and they will be formally notified.

Medical Needs:

Children with iSEND may also have medical needs but not all children with medical needs have iSEND. A child with medical needs will have a Health Care Plan in place in line with the Medical Conditions in School Policy.

Additional and Different Resources:

The school will seek to source resources that are required to support a child as advised by professionals in order to make reasonable adjustments for them to access the curriculum.

Arrangements for Assessing and Reviewing Pupils' Progress towards Outcomes:

The Brighton Waldorf School uses an assessment system to monitor progress within the curriculum. This information feeds into pupil progress meetings and the three times a year structured conversations for iSEND children with parents as described above. In addition the individual outcomes are discussed as these may help identify a wider developmental or social need to support the pupil in making a successful transition into the next stage of their education.

Educational Health Care Plans (EHCP:)

If the child continues not to make progress despite vigorous additional and different resources being utilised, the school in liaison with the parents can request the Local Education Authority to make a statutory assessment of the child's SEN. If the LEA agrees, it collects information from all the people who have been involved with the child. From this the LEA Special Needs Officer decides whether the child needs a Educational Health Care Plan to meet their needs. The SEND Matrix gives an indication of the level of need that allows schools and parents to evaluate whether a request for statutory assessment might be appropriate.

For children with an EHCP each year the school must hold an Annual Review of the Educational Health Care Plan with the parents and inviting all the outside agencies involved with the child to assess the child's progress. A representative from the LEA may attend these reviews.

Arrangements for Consulting with Parents of Children with SEND and involving them in their Children's Education:

Parents of children categorised as SEND will be invited to review the provision for their child with the class teacher (and sometimes the Inclusion Manager) at least 3 times a year. We call these meetings structured conversations. The previous provision will be reviewed, any

new information shared, considered and new outcomes agreed together. Parents will be encouraged to contribute to supporting their child's learning throughout their time at the Brighton Waldorf School. The appropriate format for recording the new provision will also be considered (usually an APDOR (Access, Plan, Do and Review) perhaps with ISP).

For children with an EHC plan one of these meetings will be the Annual Review of the Plan and all the relevant professionals will be invited to contribute.

Good partnerships with parents and the involvement of the pupil are vital to ensuring that all aspects of a child's wellbeing and development are taken into consideration when establishing possible outcomes and the Brighton Waldorf School strives to ensure parents are involved at every stage of support.

Arrangements for consulting young people with SEND and involving them in their education:

At the Brighton Waldorf School we are formalising the way that children are involved in planning for their learning. Some children have a 'pupil focus book' included in their APDOR plan that indicates what helps them succeed in class, identifying what is difficult and how others can help them be successful. This also indicates what they want to learn/achieve next.

Children can contribute to their plan by using having a 'pupil voice' conversation with a key member of staff or an informal 'chat' may take place. A pupil voice questionnaire can also be used to identify likes/dislikes and what makes things hard for them. This information is then used to consider support strategies. In addition, children from the school council have regular discussions with the School Director and Other Staff. All children are encouraged to talk with their teacher to share a worry.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood:

Prior to starting school and where appropriate, the class teacher makes home visits and where possible visits schools and settings to see the children in their current provision.

Children with SEND identified at this point usually have additional transition meeting involving the transitioning school, parents and school in order to plan and prepare for a successful start to their time at the Brighton Waldorf School.

EHC Annual Reviews for a child will be planned so that plans for transition can be discussed in detail well in advance.

How adaptations are made to the curriculum and the learning environment of pupils with SEND:

Class teachers understand that they are responsible for the teaching of SEN children. Lessons are planned to address potential areas of difficulty, remove barriers to learning and to utilise children's strengths so enabling all pupils' full access to the curriculum. This will include differentiation for all children.

Consideration will be given to the adaption of the verbal and body language used, arrangement of the classroom and learning space, additional materials and equipment, children's strengths and use a range of learning style. For those with iSEND, additional and different provision than that which is available to everyone, is implemented, taking into account advice from outside agencies and any other needs as identified as part of the desired pupil's outcomes. This may involve input from outside agencies, individual teaching programmes and individual strategies. It is anticipated that the majority of support takes place within class and Reasonable adaptations will be taken in line with the SEND Code of Practice.

Children with additional medical needs have a health care support plan in place. If necessary additional SEND support will be recorded in the ways indicated above.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

The SENDCO/Inclusion Manager has time allocated to allow liaison with teaching staff, parents and outside agencies and offer guidance and advice to staff regarding SEND.

The School Director and SLT regularly consider the training needs of staff in relation to the current iSEND need. Issues raised following the appraisal process and structured conversations are discussed with the School Director and SLT.

New staff training needs are considered during induction. The SENDCO is able to provide advice and training for staff via staff meetings, TA meetings and individual meetings. In addition, training for staff is reviewed by the School Director during the appraisal process for both teaching staff and teaching assistants. Any training identified as a need following school based plan reviews or on the arrival of a new child is raised with the School Director and SLT by the SENDCO. The Brighton Waldorf School welcomes input from external professionals such as speech and language therapists/Physio Therapists and will facilitate training for staff via these professionals as necessary.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children's iSEND and supporting their families:

The Inclusion Manager/SENDCO is responsible for ensuring that there is good liaison and information sharing with outside agencies as is required and agreed with parents. Where

recent information is not available outside agencies involved with a child will be invited to contribute to reviews wherever possible.

A multiagency meeting maybe convened to bring together families and all professionals working with a family to provide a coordinated and joined up support plan.

For children with EHC plans all involved agencies will be invited to contribute to the annual review. Seeking support for families is also part of this role and information regarding parent support services is shared with all SEND parents at various intervals, but particularly when a child is placed on the SEND register, an EHC plan is being sought or the parents are expressing concern over the support in place.

The SENDCO/Inclusion Manager is able to share a list of supports for parents on request, this is also available by the office in school and includes:

- Amaze SENDIASS Special Educational Needs and Disability Information, Advice and Support Service for families
01273 772289
www.amazebrighton.org.uk
- Parenting Advice Line
Triple P parenting support
01424 725800
www.openforparents.org.uk
- Family Lives website
Offers parenting advice in a range of areas – toddlers/preschool, primary, bullying, divorce and separation. Confidential helpline, parenting videos, forums, online parenting courses, leaflets include: Moving to secondary school, discipline, stepfamilies, bullying, starting school and lots more
<http://www.familylives.org.uk/>
0808 8002222
- Autism/Social Communication Support for parents and carers of children/young people with Autism/Social Communication difficulties
CLASS@eastsussex.gov.uk
- NSPCC helpline professional counsellors available 24/7 for help, advice and support
0808 800 5000

Evaluation of the effectiveness of the provision made for pupils with iSEND:

The Trustees, School Director and SENDCO/Inclusion manager use a range of strategies to review the effectiveness of SEN provision. The Quality of Teaching is monitored throughout the year. Parental comments from meeting feedback are also used to inform our action planning.

Budget allocation

The notional SEND budget is used to provide teaching assistant support across the school and to provide some additional resources and training. For 2018-19 this amount was: £25,506.

	2018-19	2017-18	
Notional SEND budget	£80,211	£60,029	

Resource Allocation:

- Each teacher is responsible for delivering high quality teaching that takes into account the needs and strengths of all the children within their class. Differentiation, groupings, consideration of the environment and learning styles is available to all children as a part of quality first teaching.
- Each year SLT consider how the allocation of additional human resources to each year group. This is reviewed throughout the year as necessary when children arrive/leave the school or as differing needs arise.
- Additional support may take the form of the class teacher adapting their usual style/mode of teaching, support from a Teaching Assistant (TA) in focused intervention in groups or for individuals, personalised resources, or personalised advice from outside agencies.
- Where necessary and as recommended by professionals specialist equipment, books or other resources that may help the child are sought.

How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND:

The expectation is that all children engage fully in all aspects of school life. The majority of SEND provision takes place in class and all children are expected to access the full range of education activities offered including after school clubs and trips. Teachers take this into account in their daily planning. Where necessary additional risk assessments will take place and reasonable adjustments will take place in order for full participation alongside the peer group. For example following risk assessments additional adults may be allocated to a school trip ensuring higher ratios. Wherever possible, with parental consent, outside providers (of after school clubs for example) are provided with information as necessary to ensure full access is possible.

Support for improving Emotional and Social Development:

The school has a number of pastoral support systems in place that allow for the opportunity to listen to the views of children with (and without) SEND and aim to prevent bullying. The school has a Citizenship (PHSE & SMSC) curriculum in place.

Admission Arrangements:

The school Admissions Policy takes into consideration the duties required under the Equalities, SEN, Disability and discrimination legislation. Children with an Educational Health Care Plan can name Brighton Waldorf School as their preferred school. For all other SEND children the same criteria apply as is stated in the Admissions Policy.

The school environment:

The classrooms at Brighton Waldorf School are in a two floor building with dedicated easy access areas, both inside and outside. The children's entrance to the school is via a sloped at the side of the school. There is an accessible toilet. There are no other specialist facilities.

The accessibility plan indicates future plans for improving our school environment.

Arrangements for handling complaints from parents of children with SEND about the provision made in school.

For concerns about the provision in an EHC plan parents have the statutory right to appeal against the decision of the local authority. Complaints that fall into this category cannot be investigated by the school.

Any concerns regarding the day to day running of the school, interpretation of policies, the actions/inactions of the staff at school, the SEND policy as determined by the Board of Trustees, educational provision for children should be considered in line with the school complaints policy. This refers parents to the class teacher in the first instance, and then to the SENDCO/Inclusion Manager and School Director in progression if the concern is continues.