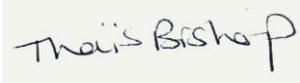


Special Educational Needs and Disability (SEND) Policy

Issue Date: October 2015, October 2016, October, 2017 and September 2018
Review Date: This policy will be reviewed and revised by the administration team on an annual basis.
Endorsement: Full endorsement to this policy is given by:

Name: Thais Bishop
Position: Brighton Waldorf School Trustee
Signed: 

Date: 5th September 2019

Brighton Waldorf School (BWS) considers all children as having individual needs and aims to meet those needs as best as possible, taking into consideration the child's age, developmental stage and other circumstances, in order to ensure that all pupils have access to our broad and balanced curriculum.

Any pupil may have a special educational need or disability at some point in their school career. It is the intention of the school that all pupils be valued, irrespective of academic ability or particular physical or emotional attributes, their gender, or religious, ethnic or socio-economic background.

BWS places a high priority on the access children should have to our curriculum. Consideration is given when organising additional support for children with SEND that they should still be able to access the full range of subjects on a regular basis. It is also considered important that full recognition is given to the achievements of children across the curriculum and not just in literacy and numeracy.

BWS aims to maintain high aspirations and expectations for pupils with SEND. This policy sets out the procedures for ensuring that pupils identified as having SEND have their needs met through supported access to the curriculum.

Hannah Joel is the appointed Special Educational Needs Coordinator (SENCO) for Classes 1-10 and for the Early Years Department.

The Aims of the Policy

The aims of the SEND policy are:

- to ensure that a SENCO is appointed to oversee the strategic implementation of the SEND policy and provision in the school
- to define the role of the SENCO
- to define the nature and level of school intervention
- to define the procedure for requesting an Education, Health and Care (EHC) Assessment
- to define the rights of pupils who are assessed as having a special education need
- to define the rights of the parents of pupils who are assessed as having a special educational or emotional need or disability.

This policy complies with the Department for Education's *Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities*. It also meets the requirements set out in the following sections of the Children and Families Act 2014:

- 29: Cooperating generally: governing body functions.
- 34: Children and young people with special educational needs but no EHC plan.
- 35: Children with SEND in maintained nurseries
- 66: Using best endeavours to secure special educational provision.
- 67: SEN co-ordinators.
- 68: Informing parents and young people.
- 69: SEND information report.
- 100: Duty to support pupils with medical conditions.

Other relevant legislation:

- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014.

This policy applies to any pupil who:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the pupil from making use of educational facilities of a kind generally provided for children of the same age.
- Has an emotional or behavioural difficulty which is acting as a barrier to learning.

Pupils with medical conditions

Individual healthcare plans will normally specify the type and level of support required to meet the needs of pupils with medical conditions. Where they also have SEND, their provision will be planned and delivered in a coordinated way with the healthcare plan.

Procedure

Appointment of the SENCO

The Trustees of the school, in consultation with the College of Teachers, will ensure that a SENCO is appointed and is a member of the School Leadership Team. Timetable allowances for undertaking this role will be made in the light of:

- the Code of Practice
- the number of pupils requiring support
- the resources available.

The SENCO will not be given other school wide responsibilities. However s/he will normally be a member of the School Leadership Team and will be expected to attend some College of Teacher and Pedagogical meetings. The cost of the SENCO will be set against the core budget of the school and not against additional funds delegated for the purposes of meeting the particular needs of individual pupils with SEND.

The role of the SENCO

The key responsibilities of the SENCO will include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the educational and support provision for pupils with special educational or emotional needs or disabilities
- liaising with and advising fellow teachers
- managing and advising a team of learning support assistants and individual needs assistants
- preparing and monitoring Individual Education Plans (IEPs) for pupils with SEND in conjunction with the class teacher or guardian
- preparing and monitoring Individual Behaviour Plans (IBPs) for children with emotional and behavioural needs in conjunction with the class teacher or guardian
- overseeing the maintenance of performance records for all pupils with special educational or emotional needs or disabilities; tracking the progress of children with SEND
- liaising with parents of pupils with special educational or emotional needs or disabilities

Also

- arranging the annual reviews
- contributing to the in-service training of staff
- liaising with feeder and/or receiving schools
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

The SENCO is the designated member of staff for any Child Looked After on the school roll who may need an IEP or an IBP

The Individual Education Plan (IEP) and the Individual Behaviour Plan (IBP)

The strategies employed to enable a pupil to progress will be recorded in an IEP or an IBP. The IEP or IBP will only record information which is additional to or different from the differentiated curriculum plan that is in place as part of the provision for all pupils.

The IEP/IBP will include:

- the short term targets set for or by the pupil (at least one target should be selected by the pupil, if this is appropriate)
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes — these will be recorded when the IEP/IBP is reviewed.

Further action: requesting an Education, Health and Care (EHC) Needs Assessment

Where a pupil does not make expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet their needs, the school or parents should consider requesting an EHC Needs Assessment. To inform its decision about this assessment, the LA will expect to see evidence of the action taken by the school as part of its support.

A request for an EHC assessment will be made where a pupil:

- Demonstrates significant causes for concern or has failed to respond to strategies developed by the SENCO.

- In order to apply for a statutory assessment the school will provide detailed written evidence and information on:
- the action taken in the pupil's IEP or IBP
- records of regular reviews and their outcomes
- the pupil's health and medical history
- attainments in literacy and mathematics, if appropriate
- educational and other assessments, eg from an advisory specialist, support teacher or an educational psychologist
- the views of the parents and the pupil
- involvement of other professionals
- any involvement by the social services or education welfare service.

The Rights of the Pupil

BWS recognises that pupils have a unique knowledge of their own needs and circumstances. They will be encouraged to fully participate, in an age appropriate manner, in all the decision-making processes that occur, including:

- the setting of learning targets
- contributing to their IEP or IBP
- the assessment of their needs
- their annual review.

The Rights of Parents

Parents and carers are vital partners in their children's education, and are encouraged to meet with teachers to discuss their child's progress. The school will always inform and involve parents where special educational provision is being arranged for their child, and will keep parents and carers informed about their child's targets and progress towards them. Parents are encouraged to participate in the reviews of IEPs / IBPs and will be strictly required to attend and participate in the statutory annual review.

The Annual Review

The annual review will be organised and managed by the SENCO. The annual review should be as close to the beginning of the school year as possible. At least two months' notice of an annual review must be given to parents and other professionals.

The SENCO will invite to the meeting:

- Parents and carers.

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- The child's class teacher and/or other member of the teaching staff with responsibility for the child.
 - Any other professional with close involvement.

Use of Data and Record Keeping

The provision made for pupils with SEND will be recorded accurately and in detail, kept up to date and held in accordance with the Data (GDPR) Protection Policy. This information will form part of regular discussions with parents about the pupil's progress, expected outcomes from the support and planned next steps.

Dealing with Complaints

BWS values the input of parents and aims to maintain an effective partnership with frequent opportunities for communication and dialogue. However, should problems arise, please refer to the *Complaints policy*. In brief the procedures below should be followed:

- Parents should first approach the class teacher and/or SENCO.
- In the event that the complaint isn't rectified, parents should have opportunity to discuss their concerns with the School Director and College of Teachers.
- If parents are still not satisfied, then a letter of concern should be addressed to the Chair of Trustees.

Linked policies

- Pupils with English as an Additional language
- Concerns and Problems - Complaints
- Data Protection
- Pupil Equality
- Supporting Pupils with Medical Conditions