



Policy Number / Ref	EQ 2	
Version	1.2	
Reviewed by / Date	LT/CR	June 2022
Approved by / Date	LW	30.11.2017
Review Cycle	Biennial	

## **Special Educational Needs and Disability Policy (SEND)**

### **1. Aims**

That all children of the school receive the necessary support to access successfully all areas of the Waldorf curriculum and their needs for literacy/numeracy are achieved.

### **2. Identification of Needs**

For the child who has attended school since Kindergarten a full family history will have been taken. They will have been observed in play, social interaction, the skills they possess/lack, both physical and cognitive and Class 1 readiness will have been assessed via checklists. A plan will be drawn up by KG teachers, Class 1 teacher, parents and SENDCo. to move forward. Continuation to the Lower School may not best serve the child's needs.

Children who enrol in the school after kindergarten may bring other school records with them plus specialists' reports but regardless of this ALL children will be assessed by the SENDCo. with age appropriate tests. Prior to admission, if felt necessary, a specialist's report may be requested for example Educational Psychologist. This cost would be met by the parents.

### **3. Ongoing Screening**

Throughout the school years age appropriate test batteries will be run in Classes 2, 4, 6, and 8 for all pupils of the school. From these results further plans may be drawn up by Class Teachers and SENDCo.

### **4. Admission of SEND children**

At the point of application parents/carers are asked to disclose any pre-existing educational needs or behaviour issues diagnosed or otherwise.

It may be that the school is unable to admit a particular child for the following reasons: -

- The child requires a high level of support with a one to one assistant. The school is not in a position to finance this. In certain circumstances should the parents be able to fund an assistant this may prove possible.
- The child requires more in the way of Learning Support than the school's resources can effectively provide.
- The child's behaviour is of such a nature as to seriously disturb the balance of the class.
- The Waldorf curriculum is not suited to the child's needs.

(This list is not exhaustive – see Admissions Policy)

## **5. SEND register**

Not all children with learning difficulties will appear on the SEND register.

This is reserved for those with longer term, complex needs. These have usually been diagnosed professionally over a period of time.

Children requiring a learning boost or with, for example, mild dyslexia will often be given short term help with the main care being through differentiation via the class teacher.

For those on the SEND register pupils will receive as much support as the school's resources will allow. This could include periods of one to one tuition from a Learning Support teacher or assistant throughout the week. A suitable therapy, e.g art, eurythmy paid for by parents. Reduced homework load, differentiation of material and extra time to complete work are among other methods employed.

## **6. Staffing of Learning Support**

At the present time the staffing is as follows.

The SENDCo who is responsible for the whole school from Kindergarten to Upper School. (Formal help would not begin until the child has entered lower school.)

The SENDCo has a large teaching load in addition to administration work.

The second member of staff is a part-time teacher for two mornings per week working with individual children on set programmes.

All learning support assistants are part of the SEND team.

## **7. Parents**

Most parents will be aware of their child's needs and are informed by the school of the decision to place them on a learning support programme. A meeting will be arranged if necessary and a plan set out to move forward. Parents will be kept informed of progress or invited in from time to time. For those on the SEND register there will be an opportunity to meet formally twice a year.

## **8. English as a second Language**

This is not a special educational need; however, it may have an impact on their progress and attainment, therefore adjustments and differentiation will be provided. It may be requested that a child receives ESL lessons funded by the family.