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Special Educational Needs and Disability Policy (SEND)

1. Ringwood Waldorf School SEN Aims

- 1.1. The SEN provision at Ringwood Waldorf School (RWS) works towards ensuring that all children enrolled at the school receive the necessary support to successfully access all areas of the Waldorf curriculum and that their needs are effectively met to enable them to develop into the best that they can be. Children are encouraged to be independent learners and partake in all aspects of the school and class community.
- 1.2. At RWS we aim to provide the foundation for the children to develop a relationship with the world, which is one of reverence, tolerance, and imagination. Alongside this we encourage children to be caring towards others; aware of their responsibilities and encouraged to make considered choices to promote their own and the community's well-being.
- 1.3. As an independent school, we are currently under no statutory obligation to follow the DofE [Special Educational Needs and Disability Code of Practice 2015](#). However, we recognise its importance and our SEND Policy respects its recommendations for good practice and works to integrate them with the aims of our Waldorf Curriculum.

2. Definitions

- 2.1. This policy accepts the definition of SEND (as set out below) in the SEND Code of Practice 2015.
- 2.2. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - a. has a significantly greater difficulty in learning than the majority of others of the same age.
 - or
 - b. has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age.
- 2.3. The duty to make reasonable adjustments is owed to disabled people only

3. Areas of need

- 3.1. The broad areas of need for which we may need to plan intervention are:
 - a. Communication and interaction
 - b. Cognition and learning

- c. Social, emotional and mental health difficulties
 - d. Sensory and/or physical needs
- 3.2. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.
 - 3.3. No pupil should be discriminated against, harassed or victimised due to their disability. The school will make reasonable adjustments to meet the needs of disabled children, to prevent them being put at substantial disadvantage.
 - 3.4. All Teaching staff will do their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs or disability, and ensure that those needs will be made known to all who are likely to teach them in a confidential way that maintains the pupils dignity.

4. Individual Learning Plans

- 4.1. Individual Learning Plans (ILPs) are stored on the Teachers Shared drive as read only documents.
- 4.2. ILPs will be reviewed termly by the SENDCo, Class teacher and where appropriate subject teachers. The parents and child will be consulted at an annual review and invited to contribute to the plan.

5. Roles and Responsibilities

- 5.1. The SENDCo will report to SMT weekly and to The Board of Trustees.
- 5.2. All teaching staff will do their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs or disability, including children with an EHCP, and ensure that those needs will be made known to all who are likely to teach them.

6. Identification of Needs

- 6.1. 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.
- 6.2. Each year Pupil Progress Meetings (PPMs) take place with the Class Teacher/guardian/subject teachers, School/Phase lead and SENDCo. Each child's progress is measured against the outcomes laid out in the RWS Curriculum, assessments, the child's work and observations.
- 6.3. The PPMs for lower middle school will take place termly and inform the ILP.

- 6.4. In the Upper School PPMs take place after the Spring and Summer Term reports. Progress is measured against grades, credits, assessments, observations and prior knowledge.
- 6.5. The PPMs will be used to inform ILPs and as evidence for applying for Exam Access Arrangement Assessments (EAs) progress is measured against grades, credits, assessments and observations.
- 6.6. Children who enrol in the school after kindergarten may bring other school records with them plus specialists' reports but regardless of this children will be assessed by the SENDCo., with age appropriate tests.
- 6.7. Prior to admission, if felt necessary, a specialist's report may be recommended for example, an Educational Psychologist assessment. This cost would be met by the parents.

7. Recognising Special Educational Needs

- 7.1. A concern can be raised and registered with the SENDCo as a result of:
 - a. A parent or teacher's concern about a child's behaviour, attention or learning difference
 - b. Class observation or screening
- 7.2. SENDCo and Class Teacher meet to make a plan for differentiation in the class and support at home. Parents are informed.
- 7.3. If differentiation in class is not successful, the Class Teacher, SENDCo and the parents meet to draw up an ILP for learning support. The child will then be entered on the SEND register for monitoring.
- 7.4. Children who show signs of possible SEND may be recommended for further assessment by an appropriate specialist in order to determine their learning needs. Any external assessment must be paid for by parents.
- 7.5. If no progress is made, advice will be sought to access external specialist
- 7.6. If progress is still not achieved a meeting between the Class Teacher, SENDCo and parents will be arranged to agree a plan which will then be closely monitored and regularly reviewed over an agreed amount of time. During the review meeting progress will be evaluated and it will be decided if RWS has the resources to meet the child's needs. It may be recommended that a request for an Education Health Care Plan (EHCP) Needs Assessment by their Local Authority is initiated by parents.
- 7.7. Reviews take place half termly then termly in meetings with SENDCo, parents and relevant teachers. At this time it will be decided if sufficient progress has been made or if further intervention is required.
- 7.8. Children with SEND who transfer to another setting have a transition plan drawn up by the class teacher, SENDCo and parents. Confidential information will be shared on a need to know basis with parental consent.
- 7.9. The SENDCo will keep files and make Trustees aware of any potential difficulties with transfer.

8. Ongoing Screening

- 8.1. Throughout the school years age appropriate test batteries will be run in Classes 4, 5, 6, 7, 8, 9 and 10 for all pupils of the school.
- 8.2. Along with other assessments, Pupil Progress Meetings, 'Book Looks', Classroom visits and Learning Walks further plans and interventions may be drawn up by Class Teachers and SENDCo.

9. Admission of SEND children

- 9.1. At the point of application parents/carers are asked to disclose any pre-existing educational needs or behaviour issues diagnosed or otherwise.
- 9.2. It may be that the school is unable to admit a particular child for the following reasons:
 - a. 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.
 - b. The child requires more in the way of Learning Support than the school's resources can effectively provide
 - c. The child's behaviour is of such a nature as to seriously disturb the balance of the class.
 - d. The Waldorf curriculum is not suited to the child's needs.(This list is not exhaustive – see Admissions Policy)

10. SEND register

- 10.1. Not all children with learning difficulties will appear on the SEND register.
- 10.2. This is reserved for those with longer term, complex needs. These have usually been diagnosed professionally over a period of time.
- 10.3. 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.
- 10.4. 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.

11. Provision

- 11.1. At RWS we aim for every child to become an independent learner who is fully integrated into their class and the school community we therefore encourage needs to be met through classroom differentiation.

- 11.2. If the needs of the child require one to one intervention the child will receive a minimum of twenty minutes per week and a maximum of 120 minutes depending on the need, assessment and recommendation.
- 11.3. Children may be allocated small group sessions for a minimum of 20 minutes and a maximum of 80 minutes.
- 11.4. Children may be allocated classroom learning support assistance.
- 11.5. The decision to allocate support is the responsibility and task of the SENDCo.
- 11.6. It may be that the SENDCo recommends that the family engage external intervention if the provision available at RWS does not adequately meet the learning or emotional needs of the child. If necessary a flexi schooling.
- 11.7. agreement may be agreed to accommodate the alternative provision.

12. Staffing of Learning Support

- 12.1. The SENDCo is responsible for:
 - a. the whole school from Kindergarten to Upper School. (Formal help begins in lower school.)
 - b. The day to day implantation of the SEND policy
 - c. Liaising with and advising members of staff about children with SEN
 - d. Carrying out Pupil Progress Meetings
 - e. Advising on the graduated approach to providing SEN
 - f. Advising on Classroom differentiation
 - g. Coordinating provision for children with SEN
 - h. Supporting the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.
 - i. Maintaining the SEND register and overseeing records, including ILPs, minutes of meetings and reviews and discussions with parents, teachers, outside agencies, therapeutic interventions and alternative provision
 - j. Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - k. Liaising with parents of children with SEND or arranging that Class Teachers do so
 - l. Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
 - m. Being a key point of contact with external agencies, especially the local authority.
 - n. Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
 - o. Organising and implementing SEN CPD for Teachers
 - p. Writing Learning Support teachers/assistants timetables
 - q. administration work.
- 12.2. Learning Support Assistants are based in:

- a. 1 Learning Support Assistant based in Upper School but not exclusive
 - b. 1 Learning Support Assistant to administer support sessions to pupils throughout the school
 - c. 1 Learning Support Assistant based in Classes 3 and 5 but not exclusive
 - d. 2 Classroom Learning support assistants
 - e. 2 part time one to one learning Support teachers
- 12.3. All Learning Support Assistants work with individual children or small groups in or outside of the Classroom following set programmes agreed in the ILPs and overseen by the SENDCo.
- 12.4. All learning support assistants are part of the SEND team and take direction solely from the SENDCo who works in consultation with SMT, Class Teachers, subject teachers and where appropriate, parents and children.

13. Reasonable Adjustments

- 13.1. Independent Schools cannot charge for reasonable adjustments under the Equality Act 2010. The school will give careful consideration as to whether an adjustment or auxiliary aid or service sought for a disabled pupil is a reasonable adjustment.
- 13.2. The school is entitled to consider cost as a factor when determining whether the auxiliary aid or service or reasonable adjustment is reasonable.
- 13.3. The school will apply the Equality and Human Rights Guidance entitled: Reasonable Adjustment for Disabled Pupils, which can be found at the EHRC website.

14. Exams Access Arrangements

- 14.1. The SENDCo will recommend pupils to be assessed for Exam Access Arrangements based on their normal way of work and following JCQ requirements

15. Evaluation

- 15.1. This school policy will be kept under regular review.
- 15.2. The SENDCo will gather evidence regarding:
- a. Staff awareness of individual pupil need
 - b. Success of the identification process
 - c. Progress of pupils with special educational needs measured against the ILP
 - d. Improved behaviour of the children, where this is appropriate

16. Concerns and Complaints

- 16.1. If you have a concern or complaint, please refer to the school's Complaints and Concerns Policy.