



SEND POLICY

Approved:

Awaiting, due for review T&L Committee TBC, ratification Board of Trustees TBC

Date of next review:

Due for review T&L Committee 17th June 2021, ratification Board of Trustees 1st July 2021

This policy will be reviewed every year by the Principal and the Teaching and Learning Committee. At every review, the policy will be shared with the full Board of Trustees.

1. Aims

Our SEND policy and information report aims to:

- Set out how our School will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

The School seeks to provide a welcoming atmosphere where all individuals feel valued and can make the most of their abilities, including those with learning difficulties and disabilities.

The School operates a fluid SEND register, in order to ensure appropriate and real-time support for each student; to ensure timely and supportive identification of needs; and to avoid stigmatisation of diagnostic or descriptive labels. The School will use the Wave model to ensure progress and interventions are aligned.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (Inclusion Managers) and the SEND information report
- The Equality Act (2010)

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Disability is defined by the Equality Act (2010) as:

'...A physical or mental Impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' Where, 'long-term' is described as 'more than one year' and 'substantial' is defined as 'more than minor or trivial'.

4. Roles and responsibilities

4.1 The Inclusion Manager

The Inclusion Manager is a member of both the Executive Team and Senior Leadership Team.

They will:

- Serve as the ongoing architect and champion of the School's inclusion strategy, critically integrating the insights of Steiner Waldorf education into holistic child development with up-to-date evidence-based practice and expertise and a progressive agenda.
- Fulfil the professional responsibilities and standards of the School's *SENDCo*, managing needs-assessment at admissions, overseeing all student inductions and assessing required examination concessions. The Inclusion Manager will be up to date in their training in Exam Access Arrangements and complete all forms for relevant applications.
- Maintain a fluid **SEND register** through screenings developed by the School, building on the SWASEND protocol and timings for early and accurate identification of need.
- Work with the Kindergarten Lead and Lower School Lead in developing and delivering the School's **Sensory-Motor Integration Curriculum** (previously 'Class 1 readiness' and the 'Class 2 Development, Assessment & Observation').
- Support Class and Subject Teachers in generating, maintaining and monitoring **Individual Development Plans** for all students.
- Work with the Vice Principal (safeguarding & wellbeing), in leading the **Behaviour Policy** and engaging the whole community, students, staff and parents, in understanding neurodiversity and supporting a cohesive community approach to inclusion.
- Manage **Specialized Educational Provision** for those students who require it, liaising with the Director of Finance and Resources over appropriate fee structures, and with parents over required provision including termly progress and review of needs.
- Contribute to an integrated ecosystem of education, care and support in a collaborative partnership with parents and other agencies and services.
- Participate in weekly whole school **Collegiate** meetings that contribute to the School's focus on holistic child development and wellbeing, on high quality safeguarding compliance and culture, and on collaborative school improvement.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the School's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the School meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the School keeps the records of all students with SEND up to date
- Monitoring and tracking of pupil progress to evaluate how additional support and interventions have been effective (on progress and attainment) and / or achieved impact, for example on self-esteem and wellbeing.

The Inclusion Manager, under the direction of the Principal, will:

- Lead the School's commitment to equality, diversity and inclusion in all areas of its provision and practice
- Fulfil the duties of a SENCo, in addition to related provision for students with medical needs, and development and provision of the School's sensory-motor integration curriculum
- Determine the strategic development of special educational needs (SEN) policy and provision in the School
- Be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual students with SEND or a disability
- Provide professional guidance to colleagues, working closely with staff, parents and other agencies
- Liaise fully and professionally with external professionals and agencies, especially Allied Health Professionals, for the support of students' needs, including the application for EHCPs
- Act as specialist assessor for determining concessions for students for external examinations / tests.
- Complete application forms (Form 8s) for external examination concessions for GCSE and liaise with external agencies for students with medical and/or physical needs
- Liaison with the Exams Officer and teachers over the implementation of examinations with regards to Exam Access Arrangements
- Liaise with the Trustee who has responsibility for SEND and report to the Board of Trustees on a termly basis
- The Inclusion Manager will also be expected to fulfil the professional responsibilities of a teacher, liaising with the Vice Principal (Safeguarding and Wellbeing) and the teaching team on the design and delivery of the inclusion and diversity aspects of the SES curriculum.

Strategic development and provision of Wynstones' sensory-motor integration curriculum

- Develop and oversee the delivery of the School's sensory-motor integration curriculum
- Ensure all children achieve sensory-motor integration typically by Class 2 - 8 years of age (+1 year for premature children / those with significant ACEs)
- Ensure all children entering school after Class 2 achieve sensory-motor integration typically within 12 months (potentially longer, but more closely tracked for premature children / those with significant ACEs)
- Sensory-motor integration to include:
 - Being able to see and cognitively process patterns that they can see (eg times tables, 3D, relevant from irrelevant comprehension)
 - Being able to process sound so that they can make sense of speech and music and copy patterns of speech and music
 - Have a whole body sense of proprioception and spatial understanding.
 - Using their senses together in order to solve problems, self-regulate and behave calmly.
- Develop, map and resource an ongoing sensory-motor integration curriculum through integrated sensory problem solving through physical activities including games and puzzles, drama and music, including representations of those concepts.

Strategic development of SEND policy and provision

- Have a strategic overview of provision for students with SEN or a disability across the School, monitoring and reviewing the quality of provision
- Contribute to school self-evaluation, particularly with respect to provision for students with SEND or a disability
- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the School improvement plan
- Maintain an up-to-date knowledge of national and local initiatives which may affect the School's policy and practice
- Evaluate whether funding is being used effectively, and propose changes to make use of funding more effective
- Evaluate the effectiveness of additional support and intervention

Operation of the SEND policy and co-ordination of provision

- Maintain an accurate SEND register and provision map
- Update the SEND policy annually
- Liaise with parents in updating the SEND Information Report annually
- Provide guidance to colleagues on teaching students with SEND or a disability, advise on the graduated approach to SEND support, and devise and maintain a SEND Handbook for all staff
- Advise on the use of the School's budget and other resources to meet students' needs effectively, including staff deployment
- Be aware of the provision in the local offer
- Work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies
- Be a key point of contact for external agencies, especially the local authority
- Analyse assessment data for all students on a termly basis, in order to identify potentially unmet SEND
- Analyse assessment data for students with SEND on a termly basis
- Implement and lead intervention groups for students with SEN, and evaluate their effectiveness

Support for students with SEND

- Identify a student's SEND in liaison with teachers and parents
- Co-ordinate provision that meets the student's needs, and monitor its impact and effectiveness
- Secure relevant services for the student
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the student
- Communicate regularly with parents or carers
- Ensure that if the student transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the student

- Promote the student's inclusion in the School community and access to the curriculum, facilities and extra-curricular activities
- Work with the designated teacher for looked-after children, where a looked-after student has SEN or a disability

Leadership and management

- Work with the Principal and Trustees to ensure the School meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Prepare and review information the Board of Trustees is required to publish
- Contribute to the School improvement plan and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the School's SEND
- Lead and manage teaching assistants working with students with SEND
- Lead staff appraisals and produce appraisal reports
- Review staff performance on an ongoing basis

4.2 The designated SEND Trustee (link governor)

The designated SEND Trustee will:

- Help to raise awareness of SEND issues at meetings of the Board of Trustees
- Monitor the quality and effectiveness of SEND provision within the School and update the governing board on this
- Work with the Principal and Inclusion Manager to determine the strategic development of the SEND policy and provision in the School

4.3 The Principal

The Principal will:

- Work with the Inclusion Manager and SEND Trustee to determine the strategic development of the SEND policy and provision within the School
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Teachers

Each teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Manager to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- Identification of a need at the earliest opportunity
- working with the Inclusion Manager for obtaining evidence of need and normal way of working for application for exam access arrangements

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, High Functioning Autism, Speech and Language Impairment
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties, for example attachment difficulties, anxiety, adverse childhood experiences (ACEs)

5.2 Identifying students with SEND and assessing their needs

On admission:

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings.

Parents of a child who has any known learning need or disability must provide the School with full written details at registration before accepting the offer of a place. The School needs this information so that, in the case of any child with particular needs, we can assess those needs and consult with parents over any reasonable adjustments that need to be made to cater adequately and safely for the child. Similarly, if a learning difficulty or disability becomes apparent after admission, the School will consult with the parents about reasonable adjustments that may allow the child to continue at the School.

Ongoing identification:

Teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the INCLUSION MANAGER to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

The School will use the Wave model to ensure progress and interventions are aligned.

Wave I – Teachers will be trained and expected to use robust practice of early and accurate identification, effective differentiation (High Quality Teaching) and objective review of efficacy.

The Inclusion Manager will be key to supporting the teachers to effectively assess and teach. She/he will be part of the cycle of **Assess/Do/Plan/Review** along with class and subject teachers. This process will be thoroughly undertaken before the child is referred for additional support, intervention or assessment.

Wave II – if, after well executed and recorded **Assess/Do/Plan/Review** cycles the child is seen not to be making the progress of which he/she is deemed capable the Inclusion Manager will arrange a school-based assessment and intervention which may include small group work (movement, social/behavioural skills, reading, numeracy, in-class support or school-based anthroposophical therapy for example). A student working at Wave II will be placed on the SEND register, and their **Individual Development Plan** will be monitored closely each week by the Class Teacher / Guardian. The Inclusion Manager will arrange IDP reviews to include relevant parties.

Specialised Educational Provision may be recommended at this stage.

Wave III – where school-based interventions are not having sufficient positive effect, outside professional advice, assessment or interventions will be sought. This may also include application via the Local Authority for an Educational Health Care Plan (EHCP).

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this. This will include provision for specific taster days and the preparation of a Learning Passport developed with the student and parents and based upon the students' **Individual Development Plan**,

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students.

The School's Sensory-Motor Integration Curriculum is a foundation and context for students' integrated development and all interventions across all subjects and year groups.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have four Learning Support Tutors (LSTs) who are trained to deliver interventions in literacy and numeracy. Learning Support Tutors will support students on a 1:1 and small group basis as directed by the Inclusion Manager, but in a 'floating' manner. LSTs who are allocated to work predominantly with one child, and are funded as such, will not be 'velcroed' to a child as this can limit independence. As such, any allocated LSTs are funded by the School's general funds for 25%.

1:1 support will be individually timetabled in discussion with students and parents and will depend on the relevant curriculum for that year group.

5.9 Expertise and training of staff

NB – As of February 2021 we are in the process of recruiting a range of staff with specific qualifications and training, including:

- Vice-Principal (Safeguarding and Wellbeing) - *Designated Safeguarding Lead training*
- Inclusion Manager – *National Award for SEND Co-ordination*

In addition to the recruitment of specialist staff including Vice-Principal (Safeguarding and Wellbeing), Inclusion Manager, Learning Support Tutors (LSTs) and Higher Learning Support Tutors (HLSTs), all school staff receive training in inclusion and diversity, through INSET days, daily standing student support updates and weekly whole school Collegiate meetings that all contribute to the School's focus on holistic child development and wellbeing, on high quality safeguarding compliance and culture, and on inclusion. All staff are trained in the School's restorative justice led Behaviour Policy, cultivating a strong collective commitment to supporting high levels of behaviour for learning and attendance whilst including diversity of need and communication as a central thread of that policy.

5.10 Securing equipment and facilities

The School's Inclusion Manager is responsible for securing equipment and facilities to support students with SEND. A general level of provision accessible to all students includes:

- Writing slopes
- Foot rests
- Pen grips of various sizes
- Pencils/pens with various grips
- Visual stress coloured overlays
- Visual timers
- Privacy partition
- Visual communication pack
- Motor skills development pack: e.g. Write from the Start, Write Dance, Move to Learn
- Tactile resources, such as foam letters
- Numicon
- Dycem
- Resources to aid concentration
- Literacy resources to aid phonological awareness, such as:
 - Toe by Toe

- Word Shark
- Alpha and Omega: workbooks
- Smart Kids: Phonics stages 1-6: activities and resources
- Literacy resources to aid reading, including:
 - Reading pen
 - Text-to-speak software
 - Reading comprehension activities
- Activities to aid language, communication and interaction
 - Vocabulary Enrichment programme
- Narrative intervention programme
- Talk and Share
- Time to Talk
- Socially Speaking
- Visual timetable/schedule
- PECS (Picture exchange communication)

Resources to support with Social Skills includes:

- Time to Talk – KS1: book of lesson plans and activities
- Socially Speaking: KS2-3: book of lesson plans and activities
- Social and Emotional aspects of Learning (SEAL)
- Social Skills Improvement Programme (SSIP) KS3-4
- Listening Skills: KS1, KS2, KS3 and KS4

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using student questionnaires
- Monitoring by the Inclusion Manager
- Using Individual Development Plans to measure progress
- Holding annual reviews for students with EHC plans

5.12 Enabling students with SEND to engage in activities available to those in the School who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged and supported to go on our residential trips as described in our **Festivals and Visits** programme.

No student is ever excluded from taking part in these activities because of their SEND.

5.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the Student Council
- The School's **Vice-Principal (Safeguarding and Wellbeing)** leads all staff in supporting students' growth and development through effective pastoral and wellbeing programmes in *Social and Emotional Skills (SES)*, *Personal, Social, Health and Economic Education (PSHE)* and *Spiritual, Moral, Social and Cultural Education (SMSC)*, fully curated and integrated into the developmental focus of the curriculum challenges for each year group, and dovetailing with the School's **Futures and Horizons** careers programme.

We have a zero-tolerance approach to bullying. Please see **W003 Responding to Bullying Policy**.

5.14 Working with other agencies

We will have a range of its own specialist staff including Speech and Language Therapists, Occupational Therapists and Behavioural Specialists, and will access other services through key relationships with placing Local Authorities where relevant.

We will cooperate closely with social care colleagues who support families, arrange respite care and also help in the transition from School. We will also work with local community Commissioning Groups in Health where appropriate and other community agencies who offer support and expertise to enrich our provision for students.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Inclusion Manager in the first instance. They will then be referred to the School's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- exclusions;
- provision of education and associated services;
- making reasonable adjustments, including the provision of auxiliary aids and services.

5.16 Contact details of support services for parents of students with SEND

In-school support for parents of students with SEND within the School will involve 1:1 meetings with the Inclusion Manager, as well as informal coffee mornings and support groups, convened in response to the need identified in the School. The Principal and Vice-Principal will also attend a number of such coffee mornings.

The School's local authority is Gloucestershire, and details of support for families of children with SEND can be found [here](#).

5.17 Contact details for raising concerns

Concerns over SEND provision should be raised in the first instance with the Inclusion Manager, and thereafter in line with the **W011 Complaints Policy**.

5.18 The local authority local offer

Our local authority's local offer is published [here](#).

Our contribution to the local offer is described in our **SEND Information Report and Core Offer W057**.

6. Monitoring arrangements

This policy and information report will be reviewed by the School's Inclusion Manager **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies, documents and practices

This policy links with several School policies, practices and action plans including:

- **W057 SEND Information Report (Core Offer)**
- **W001 Accessibility Plan**
- **W002 Admissions Policy**
- **W003 Responding to Bullying Policy**

- [W007 Behaviour Policy \(Kindergarten\)](#)
- [W057 Behaviour Policy](#)
- [W016 Equity & Diversity](#)
- [W020 Health & Safety](#)
- [W059 Administration of Medicines Policy](#)
- [W062 Educational and Off-site Visits Policy](#)
- [W060 Exam Access Arrangements Policy \(June 2022\)](#)
- [W061 Use of Laptop Policy \(June 2022\)](#)