



Special Educational Needs and Disabilities Policy

Approved by:	Governors	Date Approved:	19/02/2023
Frequency of Review:	Annually	Next Review Due:	January 2024
Date Published:	19/02/2023	Last Update:	February 2023
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Special Educational Needs and Disability (SEND) Policy

Waldorf educational provision differs from a mainstream provision. Children at our school benefit from extended learning through play in the early years and a longer early years' provision. The children remain with their Kindergarten teacher for three years and therefore the teachers get to know the children well during this time and form a good bond with them. The children benefit from a developmentally focused curriculum, smaller classes and additional skills-based programmes such as artistic, musical, movement and handwork.

Within the kindergarten a rich curriculum of child led play and teacher led, structured activities promote the development of foundational skills in literacy and numeracy. Alongside learning through imaginative play, there is a focus on preparing children for academic learning in Class 1. For example, activities such as baking and woodwork introduce shape, space, measure and sequencing whilst also developing fine and gross motor skills. Oral storytelling introduces recall, listening and attention, literacy, sequencing and

creativity. Giving the children the space and time to embrace free, imaginative play, promotes the development of essential interpersonal skills such as turn taking, negotiation, compromise, empathy, leadership and team working skills. Play also enhances the development of creativity, problem solving skills and fine and gross motor skills.

Through the structured early years curriculum and close communication with parents/carers, children are observed and progress is monitored and measured to enable early identification of SEND.

Kindergarten practitioners are experienced in the early identification of developmental delays, however, some children's learning difficulties, (in particular specific literacy or numeracy learning difficulties) may become evident later than they would in mainstream education due to formal education starting later.

Waldorf schools start formal education in Class 1, the academic year (1st September to 31st August) the child becomes seven years old.

Introduction

Learning is not rushed at this school. It is experienced and explored and in that way we hope all children develop a love of learning in order to establish a stable foundation of emotional, social and academic skills. This will ensure that children reach their potential and consolidate skills to prepare them for life after Greenwich Waldorf School (GWS).

Every child is an individual with his or her own individual needs. Greenwich Waldorf School is committed to supporting every student to develop into a confident and independent person. During their school career, some students encounter significant and substantive barriers to learning, Special Educational Needs. GWS embraces a consistent, holistic, evidence based approach to identify Special Educational Needs and Disabilities (SEND) at an early stage. GWS endeavors to empower students to develop strategies to overcome learning difficulties. Guidance is sought from the Equality Act (2010), the Children and Families Act (2014) and Department for Education's SEN Code of Practice 2015.

The long term relationship between the student and the teacher in GWS extends through all years of schooling. This develops a deeper understanding of the child and their learning style, personality and emotional resilience than is possible to develop over a one year teaching relationship between a teacher and student.

The long term teacher is in a unique position to notice difficult, even subtle changes in behavior at an earlier stage than a teacher who has not known the child over a longer period.

The SEND policy was developed in consultation with the SENCo and Executive Principal. The SENCo maintains responsibility for implementation and embedding of this policy throughout GWS.

The Governor for SEN monitors implementation and embedding throughout the school through termly visits, review of SEND Department documentation and termly meetings with the SEND team.

Safeguarding and SEND

Staff at Greenwich Waldorf School are aware that children and young people with special educational needs could be more vulnerable to abuse or are less able to speak out if something isn't right (NSPCC 2022).

This could be because they have additional communication needs, that they do not understand that what is happening to them is abuse, that they are isolated from others or are dependent on adults in their one to one care.

All staff log their safeguarding concerns regarding children on the school's CPOMS system, for the DSL to have an overview and instigate appropriate action regarding each child.

Part A. Definition of Special Educational Needs and Disability (SEND)

The SEND Code of Practice, 2015 states that:

A child or young person has SEND if he/she has a learning difficulty or disability, which calls for special educational provision to be made for them.

A child or young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age, or,
- Has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

Section 20 of the Children and Families Act 2014 states:

A child who is under compulsory school age has a special educational need if they are likely to have a learning difficulty or disability that calls for special educational provision when they reach compulsory school age or they would do, if special educational provision were not made for them.

GWS embraces the Assess, Plan, Do, Review cycle as advised in the SEND Code of Practice 2015. This is a graduated response to special educational needs. GWS understands that this approach is essential to successful work with children with special educational needs or possible special needs at all stages of the SEND process from raising concerns to EHCP.

1. Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

2. Definition of Special Educational Provision

For children aged two or more, special educational provision is education that is additional to or different from that made generally for other children and young people of the same age in the school (SEND Code of Practice 2015).

3. SEND Categories of Need

The SEND Code of Practice, 2015 outlines four broad categories of SEND need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

Part B: Aims and Principles

1. Aims

- To ensure that students with SEND achieve their full potential in all areas.
- To ensure that students with SEND become confident, independent students prepared for study and life beyond school.
- To provide support and advice on SEND to teachers, parents and other relevant stakeholders.
- To promote equal opportunities for all students.

2. Principles

To operate a consistent approach to the management and provision of support for SEND students, in Kindergarten, Lower, Middle and Upper Schools.

- Provision for students with SEND is a shared responsibility between teaching staff and the Learning Support team who work collaboratively to best meet the needs of each individual.
- To collaborate closely with parents throughout the process, from identification to provision.
- To enable a student centered approach where students participate in the process regarding their support needs.
- To follow the principles of the Code of Practice 2015 and make decisions about support in relation to current and complete information for each student.
- For GWS to make reasonable adjustments to allow for the inclusion of all students.

Part C: Identification of SEND

Early Identification of additional needs (Assess)

GWS follows the processes of Assess, Plan, Do and Review in a cyclical way in order to monitor students' progress in response to teaching provision.

Teachers, support staff and parents or carers may be the first to notice a difficulty with learning. At GWS we ensure that assessment of educational needs directly involves all stakeholders: students, parents and teachers.

The Learning Support Team, led by the SENCO, will also support the identification of barriers to learning. The school actively promotes the early identification of SEND. This begins before the child enters kindergarten, during the admissions process. Information is obtained from parents and carers, previous settings and reports from other professionals as appropriate. During the admissions interview an informal baseline assessment is made of the child with the parents. A teacher will also observe the child's behavior and speech during the interview and note any areas which may cause concern.

The School uses the Wave model of three waves of support depending on needs identified.

Wave 1: Pupils who are "not on track" according to the child's half termly Point In Time Assessments (PITA). These pupils are supported and monitored in the classroom by all teachers.

Wave 2: An intervention of a timed, short (half term duration), frequent intervention delivered by teacher or SEND team. This support is with clear targets, evaluation against expected outcomes and RAG rating of progress.

Wave 2 intervention can then either continue for another half a term, or in consultation with parents, to seek further internal or external assessment to identify the child's barriers to learning.

We use the following process to identify any students that may require support:

- Progress against milestones as set out in the Early Years Foundation Stage Curriculum and later the GWS Curriculum.
- Feedback from parents in regular parent meetings.
- Feedback from teachers and teaching staff.
- Feedback from the child.

Students may present with barriers to their learning at different times in their school career in any of the four areas of need: Physical or Sensory, Emotional, Social and Mental Health Difficulties, Cognition and Learning and Communication and Interaction.

At GWS, we use the SEND definition as stated in the SEND Code of Practice 2015 (see section A1). Teachers are supported to be alert to emerging difficulties and to respond early. We listen and pay attention when parents express concerns about their child's development. We also listen to and address any concerns raised by the children themselves.

We place children and parents at the center of any provision and decision making and we promote strong bonds between teachers, the child and their families.

We monitor children's progress against developmental milestones and curricular outcomes as set out in the Early Years Foundation Stage (EYFS) and GWS curriculum.

Regular meetings with parents are used as an opportunity to share progress and highlight any areas of concern.

A delay in learning or development does not necessarily mean that a child has SEND. Some children need more time and practice to gain proficiency in their skills. However, if parents or teachers have concerns, further investigation and discussions will be initiated to determine whether there are factors in any of the SEND Code of Practice categories of need.

Following discussions with parents, next steps may include:

- Liaison with the professional team of teachers.
- Request to parents for observation from the school's SEND experts.
- School referral to external professionals.
- Internal assessments.

If parents obtain an external report through an assessment of their child, they are encouraged to share the report and meet with the class teacher and SENCO to discuss the outcomes and the next steps in supporting the child at school.

When a child's progress raises cause for concern, teachers will consider all available information about the child's learning from within and beyond the school.

2. Identification process in the Lower, Middle and Upper School.

We use the following process to identify any students that may require support:

- The monitoring of students' progress with reference to GWS curricular outcomes.
- Reflection on students' work samples.
- Point-In-Time Assessments (PITA) are made termly by the teachers, and scores given are based on progress.
- Close observation including social and emotional interaction during lessons and in the playground, during transitions.
- Regular parent liaison.
- Feedback from the child.

Particular consideration is given to the progress made by children in Class 1, their first year of academic learning, to ensure early identification of possible barriers in literacy and/or numeracy. At any time, should a teacher notice that a student is not making expected progress, this will be raised first with the parents/carers and agreement made for the next step.

The options for the next step could include:

- Further observations and in-class support.
- Internal assessments, such as for working memory or speed of processing.

- Referral to external assessment, such as a vision test, hearing test or other.
- Internal referral to SPLd teacher.

Part D: Provision

1. Plan and Do

The timely action taken to ensure that children get the right support when they need it including preventative work, working alongside other agencies. The SEND Code of Practice, 2015 states that:

High quality teaching differentiated for individual students, is the first step in responding to students who may have or have had SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

- Ensure that the high quality teaching delivered to all children includes teaching and work that is differentiated to support individual children.
- Review the child's individual plan to ensure it accurately reflects that child. Moderate if necessary.
- Ensure the learning environment including social, physical and teaching aspects are meeting the needs of the child.

2. Provision of SEND Support in the School

When a child continues to make less than expected progress then a specific intervention or range of interventions will be implemented following the Plan and Do part of the SEN cycle of provision. All interventions will be recorded and evaluated on the class provision map.

- The provision map will be written by the class teacher, the Learning Support team and, where appropriate, in consultation with the student and the parents.
- The provision map will state the provision, frequency, ratio and timeframes, as well as smart targets and expected outcomes. Provision maps will be shared with all relevant staff to ensure a cohesive approach.
- The provision map is reviewed, evaluated and updated termly (3 times per year).

Targets are generated from a combination of sources:

- Observations by Class Teachers.
- Diagnostic assessments and recommendations (internal and external reports).
- Discussions with parents.
- The child.

The provision will be designed for each student and tailored to their specific needs. It may take the form of a small group or one-to-one lesson led by a Learning Support teacher. Occasionally, it may take the form of short term in-class support. The length of the additional support will vary depending on the needs of the child.

Carryover strategies are actioned by class and subject teachers and classroom assistants. Where relevant and in collaboration with parents, opportunities for repetition and consolidation are provided regularly for the child to complete at home. Reading with parents at home is encouraged.

If involved, the SpLD teacher generates a series of targets that are specific, measurable, attainable and timed (SMART). The student's support is logged termly on the provision map and during the SEND support period the child's name is added to the SEND Register.

Part E: Review

Each term, the progress of the student is reviewed and the provision map updated. This involves the participation of class teachers, the Learning Support teacher, the SENCO and, where appropriate, students and parents. Progress, participation and barriers to learning experienced by students are raised and discussed.

Class teachers and SENCO/Assistant SENCO meet regularly to discuss PITA scores and updates on needs and next steps.

All the subject teachers meet with the class teacher termly and feedback about students with SEN and their needs are shared.

The provision map will be updated accordingly and new targets will be set for the next term. The school works closely with external professionals, and incorporates SMART targets, findings and recommendations from any internal and external assessments in the plan.

If a lack of progress is identified at the termly provision review, a formal meeting with the parents, class teacher and SENCO will be called to identify next steps. During this meeting, GWS will explain the concerns and actions that have been implemented including the child's response to these.

Suggested further action may include:

- Referral for vision and hearing tests.
- Referral to external professionals or GP (if the residential location of health care services do not accept GWS referral). GWS is located within the Royal Borough of Greenwich. The NHS services within Greenwich do not offer provision to students who reside in a different Borough. GWS will provide referral evidence for services within the child's residential NHS. It is the experience of GWS that NHS from differing boroughs do not provide input to GWS.
- Discussion with parents to seek further assessment via independent professionals.
- Initiation of application for statutory assessment (for Education, Health and Care Plan).
- Referral for support from residential social services and safeguarding team.
- Implementation of health or care risk assessments.

GWS endeavors to meet the needs of all students and feels strongly that the inclusion of students with SEND compliments our diverse student population. However, the best interest of the child is at the forefront of every decision we make.

If a student's needs cannot be met through our reasonable adjustment from within the expertise and resources of the school and external support cannot enhance this; the SENCO with the class teacher will collaborate with the child's parents to put together an application for an Education and Health Care Plan (EHCP) to seek funding from the local authority to support the child's needs at school. The first stage of this process is the application for a needs assessment, which then goes to a council led panel. If a needs assessment is agreed by council, they will then do their own assessments, which goes to a second panel. If the child's needs meet their criteria, the child will receive an EHCP.

As all children have a right to be educated, if the child's needs are found to be beyond what the school can reasonably provide, the senior management team will make the difficult decision to inform parents that we cannot meet their child's needs and will support them to find a suitable provision that can meet their needs. This process will include meeting and sharing provision and interventions to date and the impact of input provided.

Part F: Access to the Curriculum

This section should be read alongside the Curriculum Policies for Lower, Middle and Upper School.

1. Classroom Teaching for SEND Students

We endeavor to support students at GWS to successfully engage in the full curriculum. Schemes of work, across the curriculum, will reflect inclusive approaches for teaching and learning and will take account of the needs of students with SEND within the four categories of need.

GWS is committed to upholding legislation set out in the Equality Act, 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimize a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day-to-day activities" Section 1 (1) Disability Discrimination Act, 1995 . This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Therefore, where a disabled student requires special educational provision they will also be covered by the SEND definition. Dyslexia for example is a pervasive and lifelong condition as is therefore seen under the act as a disability.

This section should be read alongside the Equal Opportunities Policy and Accessibility Plan.

2. Students with Education, Health and Care Plans (EHCP)

On receipt of an EHCP, or admission of a new student with EHCP, a Personalised Learning Plan (PLP) will be prepared for the child. Targets will be reviewed and updated on a termly basis. The status of each EHCP and the impact of provision provided is reviewed on an annual basis. During the review process the SENCO and the Learning Support team will liaise closely with the parents and a representative from the appropriate borough before submitting the updated profile and review.

Where a student has an EHCP the SENCO will arrange provision in accordance with the needs of these students and in line with the funding provided by the EHCP. This provision may involve a mixture of in-class support, additional therapy sessions, SpLD teaching, one to one support and external provision, depending on the needs of the child and the outcomes and provision as identified in sections E and F of the EHCP. This may be provided by an existing member of the Learning Support Team or external professionals.

3. Training and support for teachers

Improving and ensuring high quality teaching and learning lies at the heart of the school's work. Through continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all students. We aim to meet all students' needs within mixed ability inclusive classes.

In the school, we develop the expertise of staff to support students with SEND and provide regular training in and access to, but not limited to the following;

- Early and accurate identification of SEND criteria and strategies information.
- Training on classroom strategies for specific types of need. e.g. Dyslexia, sensory regulation, executive functioning, emotional regulation, motor skills.
- Training for key members of staff regarding a specific student's need. E.g. Class teacher, Subject teachers, Learning Support Assistant, SpLD Teacher, SENCO.
- Informal/formal opportunities to cascade information from courses attended to other staff.

4. Information for Staff

It is vital that teaching staff have access to clear and current information on students with SEND in order to plan effective personalized lessons. The school's SEND and Additional Needs registers are shared with all members of the GWS team, whilst class provision maps and class profiles of need are shared with all members of staff who would have contact with the class to promote consistency of practice. Information regarding updates in SEND about existing and new students is shared in weekly, confidential Teachers Meetings and in Subject Teachers Meetings throughout the year, in order to keep teaching staff updated on children's needs and provision required to meet these.

Part G: Communication with parents

GWS actively seeks the involvement of parents in the education of their children. It is recognized that it is particularly important with students who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Permission will be sought from parents to place their child on the SEND register and for interventions to be implemented. Parents of children with an EHCP will receive copies of the PLP for their child. They will also be invited to participate in the termly review of their child's progress, either in person, on line, via email or telephone conversation. However, parents are encouraged to make contact throughout the year with their Kindergarten/Class Teacher.

Part H: External Agencies

1. The Local Offer

Each borough in England publishes an information resource called the Local Offer on their website, as is expected from the Code of Practice 2015.

The Local Offer is for:

- children and young people with special educational needs and/or disabilities
- their parents or carers
- practitioners and professionals.

The Local Offer of Greenwich lists services for children and young people with special educational needs and disabilities in the borough of Greenwich.

Visit:

[https://www.royalgreenwich.gov.uk/info/200236/children with additional needs/1671/about the local offer](https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer)

2. Other external professionals

Where external tutors or other professionals are employed privately by parents, GWS will make reasonable efforts to liaise with them as deemed appropriate by the school. This will most likely take the form of a telephone call or email dialogue and may involve a face-to-face meeting. When required, school will facilitate external professionals observing and/or assessing the student in the school environment. External advice is appreciated and considered, and appropriate external agencies will be invited to review meetings.

Appendix 1.

Greenwich Waldorf School - SEN information report - September 2021

The environment at Greenwich Waldorf School is low arousal and aesthetically designed, with natural materials and colour schemes. This facilitates a calm, regulated and artistically nourishing environment in which to learn. Children are prepared for adulthood through our comprehensive education.

All teaching staff, teachers and teaching assistants, and internal specialists (SENCO, Specific Learning Difficulties teacher) attend regular continuous professional development and keep up to date with new developments in teaching practice and provision for children with SEND as well as new developments in best practice and changes in legislation.

In Greenwich Waldorf School we provide for the education of children with mild special educational needs. We are able to meet the needs of children with mild physical disabilities. The main building of the school is a Grade II* listed building, which only allows wheelchair users access to the ground floor. We have an accessible toilet on the ground floor.

We involve parents from the outset regarding any concerns regarding their child's development and educational progress and parents should contact their child's teacher in the first instance with any questions. This is done through regular meetings between parents and class teacher and the facility to meet with the child's teacher when requested, including the SENCO as needed.

The child's opinion is sought as is appropriate, and when older they contribute to personal learning plans as well as being encouraged to develop their interests and preferences and to incorporate these into their school projects.

Pupil progress is reviewed continuously and is recorded each term. These are called Point In Time Assessments (PITA) which give a score from 1-6. These scores are given in all academic subjects as well as in interpersonal skills, presentation and care taken when doing their work. In Kindergarten the PITA scores are given termly and indicate the child's progress and if additional help is needed by the child in order to progress in their learning or if the impact of this additional support is limited. These are scored within each of the four categories of SEND need:

- Physical and Medical
- Communication and Interaction
- Social, Emotional and Mental Health
- Cognition and Learning

Parents are contacted when a barrier or issue arises, so the child can be supported in a consistent manner by school and home. Parent and pupil voice is an important part of the conversation from the outset.

Our school provides education from the age of 3 to the age of 18. When parents decide that their child will move to another school or a different form of education, we support the parents in finding suitable schools and the child and parents with the transition.

The approach to teaching pupils with SEND is to facilitate their engagement, participation and learning and success within the classroom through inclusive teaching practices from the outset. Wave 1 provision is a part of quality teaching and provided by the class teacher. Wave 2 provision is additional to this and is provided by SEN staff providing timed and targeted group interventions. Wave 3 provision is an individual provision provided by SpLD Teacher.

When children are not making expected progress, teachers consult with parents and then with the SENCO. This will result in a Wave 2 provision, a focused, time bound intervention to address the skills that are to be strengthened. This will be recorded and the class provision map.

If this provision does not have the impact of expected progress, parents are consulted again. In collaboration with parents a plan is made to further assess the child's barriers to learning. The results of these assessments then feed into a more targeted provision for the child both within the classroom and, if required, a small group and/or individual provision within the area of need. This could be within the school (learning support, SpLD sessions or therapy dog) or through referrals to local services and provision. SENCO will refer to local services as needed. If parents wish to fund private therapy or learning support, GWS will liaise with these professionals and endeavor to implement recommendations within the child's school provision.

Our curriculum is taught through multisensory and creative ways, enabling each child to engage with their learning and expression as best fits their needs.

Should a child require a laptop due to issues with processing, SpLD, mobility or fine motor skills, the school will endeavour to provide these for school use. Technologies are incorporated in the classroom as defined by the children's needs. Additional technologies the school is able to facilitate may include resources for visual impairment, hearing impairment, Auditory Processing Disorder, FM radio/ hearing loop system, dictation software. This list is not exhaustive and the school will strive to implement advice from appropriate professionals.

Sensory circuits are embedded within the curriculum if advised by a professional. Sensory tools are available to aid concentration and engagement. Resources such as sloped writing boards, pencil grips, fiddle toys and other aids are provided for as appropriate.

The effectiveness of SEN provision is evaluated through the pupils' progress expressed by teachers through the termly PITA scores, the targets reached on the child's PLP, pupil feedback, parent feedback and standardized and non-standardized assessments (as appropriate) in reading, spelling and maths.

Emotional and social well-being and mental health is considered an essential foundation for learning and the relationship between the class teacher and the pupil is an integral foundation of our school. We aim for the child to have the same teacher for three years in Kindergarten and the same teacher from Class 1 through to Class 8. Children also have the same subject teachers throughout Class 1 to Class 8.

Each class in the Upper School, has a consistent class guardian who acts as a form tutor providing

pastoral care from Class 9 - 12.

Pupils are encouraged to share their experiences within the school, in class, assemblies and through the Student Council. Their views and ideas are sought to ensure they feel safe and well supported within the school.

The Zones of Regulation is a model embedded to stimulate conversations about emotional and social development and mental health in classrooms, play ground and support sessions. Giving a name to feelings and being aware of their changing nature has been shown to have a positive impact on emotional well being. This can give a sense of stability to a child and skills in managing emotional states and wellbeing in the classroom and playground. Conversations are had with children about friendly and unfriendly behaviours and the effects of their behaviour on others. Ideas from pupils are sought and integrated into practice.

The school has a therapy school dog in-training, River. River attends some lessons and the children who have needs that may benefit from this model of therapy, can be referred.

All the children in the school spend their every playtime surrounded by nature. Ancient trees and the ever changing nature of the woodlands brings its soothing, strengthening and inspiring effects on the children.

The School involves other bodies such as health and social care and local authority support in meeting the needs of SEN pupils and supporting their families. The School does this through working closely with parents, sharing available resources and referring them to The Local Offer. This includes referral to the child's local NHS services. Greenwich and Lewisham provide assessments by Occupational Therapist, Speech and Language Therapist, Physiotherapist and other professionals, from the age of 3.

The School will refer, in collaboration with parents, to the Integrated Therapies Services and CAMHS for further assessment and support as needed.

Please refer to our SEND Policy and Assessment Policy for our procedures for identifying special educational needs.

Complaints regarding SEN issues or provision can be addressed through our Complaints Policy.

Babiche Deysel is the SENCO and any concerns regarding SEN provision from parents or pupils should be addressed to her via senco@greenichwaldorfschool.com

The Greenwich Local Offer information of a range of support services for children and young people and families can be found at:

https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer