

LEARNING SUPPORT 5 - SPECIAL EDUCATION NEEDS POLICY (SEN)

This policy should be read in conjunction with the Learning Support Policy as well as other relevant schools policies such as the Disability Policy, Equal Opportunities Policy, Therapy Policy and so on.

Pupils have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

RWS considers all children as individuals with each having particular learning needs. The school aims to meet these needs as best as it is able taking into consideration the child's age, the developmental stage and any other circumstances.

The Admissions Policy and the Admission Selection Criteria Policy ensure that children with SEN will not be accepted when:

- RWS is deemed unsuitable for a child's age, ability or special educational needs.
- The child's attendance would be incompatible with the effective education of the children already placed in the school and the particular class they would enter.
- The school does not have the resources to meet their needs.
- The Class Teacher is unable to accept further children with special educational needs into the class

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of pupils in their peer group
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in the school.

There are three educational stages at RWS each with its own SENCO:

- The Kindergartens (Early years)
- The Lower School (ages 6 to 14) (KS1 KS2 KS3) & Middle School
- Upper School

The overall SENCO for the school is the Lower School SENCO.

Special Education responsibility is delegated from the College of Teachers (College) to the Learning Support Group which is facilitated by the Lower, Middle and Upper School SENCO with the Kindergarten SENCO being a member of the group representing the Kindergartens.

The current Kindergarten SENCO is Fran Crichton

The current Main School SENCO is Louise Tiley

Each SENCO is responsible for:

- The day to day operation of the SEN and Learning Support Policies
- Liaising with, and advising, all members of staff and the Learning Support Group
- Co-ordinating the provision of learning support for children with SEN
- Maintaining the SEN Register and overseeing the records in accordance with other relevant school policies.
- Liaising with parents in conjunction with class and subject teachers
- Contributing to training of staff
- Supervision of learning Support Assistants
- Management of the SEN Budget

- Preparation of the SEN Annual Plan (Learning objectives)
- Overseeing whole class screenings
- Liaising with other educational professionals and statutory authorities such as Social Services
- Preparing annual educational reports for children with statements.
- Preparation and overseeing of Individual Education Plans
- Contributing to areas of curriculum development
- Facilitating or conducting in depth assessments where indicated
- Liaising with approved therapists
- Participating and forming part of the admissions interview team when required.

Note: The processes for accessing SEN are contained in the Learning Support Policy which also contains the College mandate to the Learning Support Group. The processes for accessing therapies is contained in the Therapies Policy which also contains the College mandate to the Learning Support Group

The following elements will form part of any assessment:

- The pupil's learning characteristics
- The learning environment
- The task
- The teaching style including differentiation and the materials used

Note: Waldorf pedagogy uses differentiation in the planning of lessons and in many cases a whole lesson could be structured around an individual child as could elements in the lesson. This is not always apparent to an observer.

The key method of instruction is through narrative and involves whole class teaching. There is no streaming and all classes are of mixed ability. Differentiation based on ability groups and the needs of individual pupils takes place during 'book work' and individual work as well as the primary learning style of pupils. This process recognises the needs of gifted pupils as well.

As well as formal assessments and class screening observation and monitoring includes:

- Child Points on every weekly Teachers Meeting where concerns and observations about a child can be shared with colleagues
- Child Studies which involves a three week study of a particular child and their needs by the whole faculty. The school doctor and the family are also involved in this process.
- Sharing between Class Teachers and Subject Teachers so that subject matter is relevant to the learning and to individual children.

TRIGGERS FOR ACTION

In line with the Dfes SEN Code of practice RWS uses a graduated and progressive approach to meeting needs of pupils that have been identified as needing learning support.

Referrals to the Learning Support Group could come from:

- A teacher's concern about a pupils behaviour or learning abilities
- A parent's concern about a pupil's behaviour or learning abilities
- The result of whole class screening
- The school doctor
- A child study

The Learning Support Group will decide on the appropriate response and the procedure for this is outlined in the Learning Support Policy.

As part of the support plan there may be a recommendation from the Learning Support Group for the pupil to be seen by a specialist outside the school. This could occur immediately or if sufficient progress is not being made by a pupil after learning support and/or remedial assistance.

This could involve one or more of the following:

- GP
- Educational Psychologist
- Child Psychologist
- Social Services

- LEA e.g. A request for a statutory assessment
- External special needs expert
- Therapist
- Other