



# LANCASTER STEINER SCHOOL SEND AND INCLUSION POLICY

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## Document control

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### Reviewers

Name	Role
L Duirwyn	Teacher Co-ordinator
E Mukerji	SEND Co-ordinator
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### Issue control

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## LANCASTER STEINER SCHOOL SEND AND INCLUSION POLICY

<b>Sign off Date</b>	10.10.2018
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# LANCASTER STEINER SCHOOL SEND AND INCLUSION POLICY

## PHILOSOPHY

Lancaster Steiner School promotes a warm and caring community where every child is valued as an individual, with unique needs. LSS Inclusion Policy has been written to ensure that every child and young person, is able to fulfil their full potential and those facing particular obstacles are supported to overcome them. LSS has high expectations for all its pupils and teaches the skills children need to help them to learn. We look closely at a child's ability as well as achievement to ensure that all pupils reach their full potential. The school's approach to pupils with individual needs is derived from the Steiner ethos of seeking to educate the whole child. We have a strong ethos of inclusivity which is shown through the following key principles of Steiner education:

- Pupils are not streamed according to ability but work in mixed ability age group classes for all lessons. All pupils are expected to participate in the work and social dynamic of the class in whatever way they can and are supported in doing so both by the class teacher and their fellow pupils.
- Pupils are encouraged to perform to the best of their personal ability and to work towards their own personal targets. This provides a framework within which pupils with differing educational needs can experience success and progress;
- The teachers have a close working relationship with their pupils; this is strengthened by having the same teacher for 3 years in Kindergarten and staying with class teachers in the Lower School for 2 or more years.

## OBJECTIVES

This policy contains provision for children with Special Educational Needs and Disabilities (SEND), Gifts and Talents (G&T), Additional Educational Needs (AEN) and Social, Emotional and Pastoral Needs (SEPN).

The heart of this policy is a commitment to identify a child's personal educational needs or disabilities, gifts and talents as early as possible and to provide appropriate support for that child and their family. All pupils participate in the lessons, regular routines and activities of their class, though these may be modified to meet individual needs. We monitor all pupils and identify those who are not making adequate progress in the four broad areas specified in the SEN Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Impairment.

These areas are defined as follows:

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## COGNITION AND LEARNING

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

## SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD

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- Attachment Disorder

### COMMUNICATION AND INTERACTION NEEDS

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

### SENSORY AND/OR PHYSICAL NEEDS

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

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This policy also aims to ensure that-

- Children's individual educational needs and disabilities are picked up early through a close relationship between child, their family and class teacher, observations and assessment;
- The SEND assessment process at LSS is quick, holistic and not burdensome for parents. Any necessary support will be put in place quickly;
- Staff have the knowledge, understanding and skills to provide the right support for children and young people who have SEND or other extra needs wherever they are;
- Parents will have the information they need about how the school is supporting their child;
- Records are kept up to date and used to support pupils in their transitions to other schools.

## RELATIONSHIP TO OTHER POLICIES

This policy should be read in conjunction with the policies on Child Protection, Curriculum Policy, Assessment Policy, Admissions Policy.

### Implementation:

Implementation of this policy will be achieved through the following mechanisms:

- policy available to all staff;
- inclusion principles and practices identified to all staff;
- inclusion to be a regular item on agendas for Kindergarten meetings, College of Teacher meetings, Lower school meetings, INSET days, and school council meetings on at least a termly basis;
- part of induction training for new members of staff.

## RESPONSIBILITIES

The SENDCo, **Elspeth Mukerji** is responsible for:

- keeping the Trustees informed about SEND issues;
- helping staff to identify SEND/Gifted and Talented pupils;
- ensuring that an agreed, consistent approach is adopted;
- coordinating detailed assessments and observations of pupils with specific learning problems;

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- advising class teachers on the provision for pupils with SEND/G&T;
- supporting teachers in devising strategies, drawing up Individual Pupil Plans (IPPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom;
- Supporting staff in relation to behaviour management and other issues for particular pupils;
  
- liaising with outside agencies, and providing a link between these agencies, class teachers and parents;
- maintaining the school's inclusion registers and records;
- assisting in the monitoring and evaluation of progress of identified pupils;
- contributing to and delivering the in-service training of staff;
- line management of learning support staff;
- liaising with the Inclusion Leaders/SENDco in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other;

The **Trustees** will ensure that:

- SEND provision is an integral part of the school improvement/development plan;
- they appoint a named Trustee with responsibility for monitoring SEND and gifted and talented provision;
- they are fully informed about SEND issues, so that they can play a major part in school self-review;
- the quality of SEND provision is regularly monitored; this will be done by the SENDco sharing of minutes of meetings with the named trustee and the SENDco writing a written report for the Trustee meetings. Any other monitoring will be done on a case-by-case basis.
- the necessary provision is made for any pupil with SEND within the capabilities of the school and acting on advice from SENDco, class teachers and other agencies;
- all staff are aware of the need to identify and provide for pupils with SEND;
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they report to parents on the implementation of the school's Inclusion Policy. The policy is available to read in school on request, available to download from the school website and information on this policy is included in the parent handbook;
- they have regard to the requirements of the SEND Code of Practice (2014)
- appropriate staffing and funding arrangements are negotiated with parents. They oversee the school's work for pupils with SEND;
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **class and kindergarten teacher** will ensure that they:

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- keeping the Trustees informed about SEND issues;
- regularly observe and assess their class, discussing any issues or concerns they may have about individuals, attainment or achievements with SENDCo, carrying out detailed assessments and observations of pupils with specific learning problems;
- write, monitor and update provision maps for the children in their class where necessary;
- Evaluate and update Individual Pupil Plans for children at least twice a year in consultation with SENDCo and the child's family;
- parents are notified if the school decides to make special educational provision for their child;
- ensuring that all staff, including supply teachers, are given any necessary information relating to the supervision of pupils
- liaising closely with parents of pupils with SEND/G&T, so that they are aware of the strategies that are being used and are involved as partners in the process;
- giving feedback to parents of pupils with SEND/G&T;
- arrange meetings with outside agencies and parents
- including pupils with SEND/G&T in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the Local Authority Inclusion Teacher for Early Years and from other SENDCos in Steiner schools for advice on assessment and strategies to support inclusion;
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND/G&T.

### **Learning support staff/teaching assistants/sessional teachers will:**

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND/G&T. They will read and sign the current inclusion policy, attend relevant staff meetings and attend INSET day training as requested;
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Work with teachers to implement IPPs

## **INCLUSION TRUSTEE**

The Trustee with responsibility for Inclusion is **Anne O'Connor**

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## SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

### DEFINITION

Children have SEND if they have a learning difficulty which calls for special education provision to be made for them. They may-

have a significantly greater difficulty in learning than the majority of children of the same age; or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

***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.***

### EARLY IDENTIFICATION AND ASSESSMENT

To identify children's needs early we

- Assess all kindergarten children in line with the Early Years Foundation Stage 2014. This helps to pick up problems early and provides support plans for tackling them;
- Have regular and rigorous formative assessment undertaken by the teacher, as an integral part of the everyday classroom routine. For more information on this read the school Assessment Policy;
- Have well qualified staff including a suitably qualified SENCo and support from an experienced trustee.
- Access resources and information via the SENDCo and where possible undertake relevant training to better understand these needs;
- Teachers and other staff in school are in the process of being trained to be confident to: identify and provide support to work with a range of barriers to learning; manage challenging behaviour; address bullying; deliver effective teaching leading to better outcomes; and intervene early when problems emerge.

## SEND PROVISION

### Wave 1

We provide for all pupils through differentiation of provision. The children's progress is tracked and monitored throughout the year by the class teacher.

### Wave 2

Concerns are identified relating to learning progress and/or behaviour of a pupil by teachers, parents or as a result of class assessments. The class teacher talks to colleagues, parents/carers and establishes any necessary differentiation and observation with the possibility of the college of teachers undertaking a child study. A targeted learning plan may be written for a child if it is felt necessary by the class teacher and SENDCo.

### Wave 3. Placing a child on the SEND Register

Our response to children with SEND (as indicated in this policy), is based on the 2014 SEND Code of Practice which uses a Graduated Approach model. The principles underlying this which are central to the Code of Practice are that:

- provision for SEND pupils should match the nature of their needs;
- there should be regular recording: Assess, Plan , Do, Review

The stages are:

- SEN support
- Education, Health and Care Plan

For more information on these stages, read Appendix 1.

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## ADDITIONAL EDUCATIONAL NEEDS

### Definition

Children who have circumstances that affect their ability to fully access the curriculum for example those with English as an additional language, some healthcare needs or children who are carers, or are looked after.

## LOOKED AFTER CHILDREN

### Definition

Children, looked after (CLA) are one of the most vulnerable groups in society and it is nationally recognised that there is considerable educational underachievement when compared to their peers. Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the local authority.

### Provision

#### Monitoring the progress of CLA

As well as on-going assessment for learning and summative assessments, the social worker for the CLA should initiate a PEP (Personal Education Plan) within 20 days of joining the school, or of entering care, and ensure that the young person is actively involved. The school will monitor and track the achievement and attainment of all pupils at regular intervals in line with the school assessment policy. PEPs will be reviewed by a child's social worker, with contributions made by the SENDCo, class teacher and child.

### Record Keeping

The SENDCo will know who all the CLA are in school and will have access to their relevant contact details including parents, carers and social worker

### Links with external agencies/organisations

We recognise the important contribution that external support services make in supporting CLA. Colleagues from the following support services may be involved with individual CLA:

- CLA teams
- Educational psychologists and others from Local Authority SEN services
- Medical officers

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- CAMHS (Children and Adolescent Mental Health Service)
- Education Welfare Officers
- Social care worker/ Community care worker/ Residential child care worker
- Youth Offending Service
- School age parents' officer.

## **In the case of Children Looked after, it is the role of the SENDCo to-**

- ensure that CLA receive a positive welcome on entering school, especially midyear and, if necessary, offer additional support and a pre-entry visit to help the new pupil settle.
- ensure that all CLA have an appropriate PEP that is completed within 20 days of joining the school or of entering care and ensure that the young person contributes to the plan
- keep PEPs and other records up to date and review PEPs at transfer and at six monthly intervals
- convene an urgent multi-agency meeting if a CLA is experiencing difficulties or is at risk of exclusion
- ensure confidentiality on individual children, sharing confidential and personal information on a need to know basis, bearing in mind the wishes of the individual pupil
- Act as the key adviser for staff and governors on issues relevant to CLA
- Ensure that care and school liaison is effective including invitations to meetings and other school events
- Actively encourage and promote out of hours learning and extracurricular activities for CLA
- Ensure a speedy transfer of information, records and coursework, where appropriate, when a CLA transfers to another educational placement
- Contribute information to CLA reviews when required
- Report to the Trustees on CLA in the school and inform of relevant policy and practice development
- Agree with the social worker the appropriate people to invite to parents' evenings etc
- prepare reports for school council meetings to include:
  - The number of CLA on roll and the confirmation that they have a Personal Education Plan.
  - Their attendance compared to other pupils.
  - Their attainment compared to other pupils.
  - The number, if any, of fixed term and permanent exclusions.
  - The destinations of pupils who leave the school.
- attend meetings as appropriate – such as the admission, disciplinary and exclusion of CLA.
- arrange a key person (adult and /or pupil) to whom the young person can talk
- ensure that any Special Educational Needs are addressed in accordance with the Code of Practice for SEND.

## CHILDREN WHO ARE CARERS

### Definition

Young carers are children who look after someone in their family, taking on practical and/or emotional caring responsibilities that would normally be expected of an adult. It is now widely recognised that in order to support young carers and their families most effectively, a whole family approach must be adopted, supporting both the individual needs within a family and the needs of the family as a whole. LSS provide appropriate support in individual circumstances to each child so that they gain maximum benefit from the provision that is available to them. When a young person looks after someone in their family, he or she may need extra support to achieve their potential.

### Provision

Lancaster Steiner School respects a young carer's right to privacy and will only share information with people who need to know to help the young carer. Each young carer will have a key person in school with whom they may talk to about issues from home. In the first instance this will usually be the class teacher.

### In terms of young carers, the SENDCo

- has special responsibility for young carers;
- will liaise with family members and if necessary social services on general or specific issues about young carers;
- can put families in touch with other support services;
- can make arrangements to facilitate contact with parents who have mobility or communication problems;
- addresses the challenges faced by young carers on a personal basis within the Steiner ethos of the school;

An online support group which can provide further support and advice on these issues-

**[http://www.youngcarers.net/interactive/register/?gclid=CNui-4W7\\_rMCFczHtAodBUwAWg](http://www.youngcarers.net/interactive/register/?gclid=CNui-4W7_rMCFczHtAodBUwAWg)**

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## CHILDREN WHO HAVE ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

### **Definition**

We recognise that pupils who are learning English as an additional language may well have an ability to participate in the curriculum which may well be in advance of their current ability to communicate in English. Language learning is a key part of the Steiner curriculum. The approach to working with EAL pupils depends upon the age of the pupil and stage within the school.

### **Provision**

In the Kindergarten the later introduction of formal learning means that EAL pupils between the ages of 3 and 6 can benefit from a play-based learning environment. Within the kindergarten there are many opportunities for social language learning through listening and conversation and play with their peers. Pupils in Kindergarten are free to develop at their own pace, and an unpressured learning environment for those new to English, allows them to encounter the language in a natural way. We are also committed to inclusivity and will incorporate a pupils' home language into the kindergarten as much as possible for example through inviting the family to share songs, poems or verse or key words with us. This helps with the integration between school and home life for those pupils. Sometimes, parents of children with EAL opt to stay in kindergarten for a longer period than is usual to ensure they are settled and feel fully confident. Children with EAL will be assessed in line with the EYFS profile and through assessment for learning.

In the Lower School the Steiner curriculum contains a balance of language-based and creative and physical learning, incorporating significant learning elements that are readily accessible to pupils with limited English language skills. As with all pupils, teachers set achievable writing and reading tasks, which build up gradually. Meanwhile, drawing and illustration, movement, games, art, crafts, handwork and even mathematics all provide routes to achievement and social integration. Pupils often work in groups, helping to ensure that the teacher's instructions are understood while providing opportunities to develop oral skills through listening and talking. The stable class group and the mentoring role of the class teacher also contributes to providing a safe environment in which EAL pupils can build confidence in expressing themselves. Strong links with families of children with EAL ensure that a child's needs are being met and understanding is developing. For more information about the ongoing assessments that are used to monitor progression in the classroom, see LSS Assessment Policy.

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## SOCIAL, EMOTIONAL AND PASTORAL NEEDS

### **Definition**

All children need to be supported in their emotional and social development, however some children may have circumstances in their lives that lead to emotional or social difficulties which may seriously impair their ability to engage effectively with their education, these may include difficult home life circumstances or mental health problems for example.

### **Provision**

The school provides a stable social and emotional environment, in which they feel safe and able to be themselves. For those pupils with additional social, emotional or pastoral needs it is important to establish strong relationships between class teacher and pupil and parents to help them feel settled in their school life. This will help those pupils to feel supported to express themselves and talk about their lives to their class teacher as needed. These children may have their own targeted learning plan. Where appropriate, advice in assisting these children may be sought from the relevant authorities. Children with SEP/N may be offered extra support outside the classroom in line with the school's child protection policy. In any case, children with SEP/N will be given specific one to one time to talk with their key worker in school which in the first instance will usually be the class teacher.

Lancaster Steiner School has a strong ethos for encouraging the involvement of the whole family in the school and can offer support to pupils and families in this way.

## GIFTED AND TALENTED

### **Definition**

Children with one or more abilities developed to a level significantly ahead of their class, or with the potential to develop those abilities. Pupils who are able, gifted and talented do not always show their ability. This register refers only to LSS pupils and not national averages.

- 'Gifted' learners are those who have abilities in one or more subjects in the curriculum other than art and design, music and PE;
- 'Talented' learners are those who have abilities in art and design, music, PE or performing arts

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Class teachers identify gifted and talented pupils throughout the year, recording those who are achieving highly or have the potential to do so. These children are recorded on a register compiled by the College of Teachers. This list is updated at least annually. Personal targets for these children may be written for these children and/ or specific learning intentions into the planning for the whole class. Teachers may feel it is appropriate to recommend children develop their skills further at clubs outside of school, joining a choir or gymnastics class for example.

### WORKING IN PARTNERSHIP WITH PARENTS AND CARE WORKERS

LSS promotes the following:

- Having positive attitudes towards parents, respecting the validity of differing perspectives
- Providing user-friendly information and procedures, and being aware of needs parents might have in respect of a disability or communication and linguistic
- Recognising the pressures a parent may be under due to their child's needs
- Acknowledging the importance of parental knowledge and expertise in relation to their own child
- Gaining parental permission before referring them to others for support

**Part of our admissions process involves an educational interview. Parents are asked whether their child has any known SEND. The inclusion policy is shared with parents regardless of whether their child has any known SEND. Particular attention is drawn to the flowchart Appendix 2. As LSS is a not-for-profit independent school there may be some situations when parents may have to contribute financially if it seems that certain external advice may be necessary.**

Views and needs of the child are held centrally to any provision made for them so that they are 'authors of their own life stories'. It is essential for the views of parents and the child to be central to assessment, planning and policy development and the family and child are always a part of the processes outlined in this policy. The views of the child are ascertained in a way consistent with the Steiner approach and may come from recording observations and comments made by a child in a child study. LSS will allocate a key worker to each family to provide a single point of contact to guide parents through the assessment processes in school. Usually this will be the class teacher.

Parents are kept well informed about assessments and provision for their children. When parents have concerns about their child's development and learning, LSS will offer time for discussion, assessment and additional support. Where appropriate, families may be recommended to speak a health professional such as

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a speech and language therapist or a paediatrician. This will be particularly important in identifying children's support needs.

### TRANSITION ARRANGEMENTS FROM AND TO OTHER SCHOOLS

Once it is known which school a pupil will transfer to, the SENDCo will contact the SENDCo of transition schools to share any necessary information about a child and make arrangements for any additional meetings or visits that may be required. We welcome visits from the new setting's staff to observe a session in school and meet the pupil.

School records are kept up to date and alongside professional conversations, are used to inform pupils' transitions to other schools. The records are stored centrally in the locked cabinet in the staff room. Relevant information will be sent from LSS to the new setting which a child will be attending as soon as possible for any child with SEND, but no longer than 2 school weeks after their departure.

### DISPUTES

Parents are advised to refer to the school's complaints policy, the policy supports parents through any problems with school in a non-adversarial way. Any child and their family will have the right to appeal decisions made about provision made for them. In the first instance, any disputes should be discussed with the class teacher and SENDCo.

If parents are not satisfied by the outcome of these discussions, the school trustee with responsibility for SEND and G&T should be involved and the disputes discussed with the SENDCo, class teacher, family and school trustees.

Any unresolved disputes at this stage should be taken to Steiner Waldorf Schools Federation Advisory Service

<http://www.steinerwaldorf.org.uk/advisoryservice.html>

Serious concerns about the provision at Lancaster Steiner School may be reported to OFSTED.

<http://www.ofsted.gov.uk/resources/complaints-ofsted-about-schools-guidance-for-parents>

### INDICATORS OF SUCCESS

- Any pupil's individual needs are identified early
- Interventions for each pupil are reviewed regularly

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- All pupils at LSS make good progress to achieve their full potential
- Parents and Children are happy with the service we provide
- Best practice is used when devising interventions. Advice is sought by the school from outside agencies as appropriate.

## INCLUSION POLICY APPENDIX 1

### Further information about the SEND assessment process

#### **SEN support**

When a class teacher identifies that a pupil has a special educational need – the class teacher, in consultation with the child’s parents and SENDCo, devises interventions additional to or different from, those provided by the school’s usual differentiated curriculum. Interventions in place for such children will be shown on Provision Maps and some may have an IPP (Individual Pupil Plan). IPPs are used particularly if it is considered likely that additional guidance and/or support may need to be sought. IPPs are always created in close communication with parents and with the involvement of the SENDCo, and are reviewed at least once a term. The class teacher remains responsible for working with a child on a daily basis and for planning and delivering an individualised programme.

Where differentiation alone is not deemed adequate to meet the child’s needs the SENDCo will become involved and the pupil’s name will be entered on the SEN Register.

Pupils are included on the SEN Register for the following reasons:

- A programme of support has been put in place as a result of difficulties identified by the EYFS assessment process
- A programme of support has been put in place as a result of difficulties identified by the pupil’s teacher and agreed by the SENDCo.
- A programme of support (IPP) has been put in place as a result of difficulties identified through Class assessments and observations and these have been discussed with the SENDCo
- The pupil has been diagnosed by a suitably qualified professional to have physical, sensory, emotional, social, learning or health difficulties which impact upon their ability to reap the full benefit of the education offered by Lancaster Steiner School.

If despite several review periods at SEN Support, it is felt that the child is not making progress, we would consider recommending to parents the involvement of specialists from outside the school, e.g. G.P, educational psychologist, child psychologist or speech and language therapists. Parents should be aware that this may involve financial commitment from the family.

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## **Education, Health and Care Plan**

- If a child does not make progress after seeking and implementing external specialist advice, it might be necessary to apply for an Education, Health and Care Plan. This process involves the school (or parent) making an application for assessment for an EHCP. This application makes reference to reports by any professionals involved in the care of the child, evidence of strategies put into place and their impact. A team at the County Council then decide whether an EHCP is appropriate to support learning and development.

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