



CVSE Special Educational Needs and Disabilities Policy

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Special Educational Needs and Disabilities Policy

This policy is embedded in the teaching and learning frameworks of the Kindergarten and complies with statutory requirements. It has been written with reference to the following guidance:

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 0 – 25 (2014)*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on supporting pupils at school with medical conditions April 2014*
- *Safeguarding Policy*

Introduction

This policy is an integral part of the Kindergarten's curriculum policy and describes the way we meet the needs of pupils who experience barriers to their learning and development, whether physical, emotional or social barriers. CVSE believes that all children can benefit from access to the Steiner Waldorf curriculum and is committed to providing a Waldorf education that is inclusive and of a high quality to all of our pupils, whatever their needs and abilities, in line with the SEND Code of Practice 2014 (DFE & DoH). Additionally, the CVSE is required to ensure that both the Special Educational Needs and Disability Act (SENDA), and the relevant Codes of Practice and Guidance (including Schedule 10 of the Equality Act 2010), are implemented effectively across the Kindergarten.

CVSE welcomes pupils with special educational needs providing that the Kindergarten, with its limited resources, can offer them the support that they require. It is essential that parents of children with special educational needs or physical or mental difficulties and challenges discuss their child's requirements with CVSE before the child comes for an admissions interview, so that the Kindergarten can advise whether it can make reasonable adjustments in order to provide adequately for him/her.

CVSE has a named trustee for SEND – Ingrid Lihou.
The Kindergarten keeps a SEND register.

Aims

- * To support pupils' learning and access to the education on offer at CVSE, including participation in ring time and regular routines and activities of their class, though these may be modified to meet their individual needs.
- * To identify as early as possible any pupil with SEND.
- * To follow the SEND Code of Practice guidelines to ensure a graduated response to identification and assessment of children with SEND and to work in partnership with parents to provide an Individual Education Plan, or individual Behaviour Plan which is reviewed three times a year.

Definition of Special Educational Needs

*A pupil has special educational needs if they have a **learning difficulty or are exceptionally gifted and able**, which calls for **special educational provision** to be made for them.*

There are four areas of SEND, some children may have needs in one or more of these areas.

These are: - Communication and Interaction - Cognition and Learning - Social, Emotional and Mental Health Difficulties - Sensory and/or Physical Difficulties

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. 'Children have a learning difficulty if they: - Have a significantly greater difficulty in learning than the majority of children of the same age.

Policy/SEND

Have a disability that prevents or hinders them from making use of our educational facilities

Additional factors.

There are occasions when progress and attainment are affected by factors other than special educational needs for example:

- Having a disability

- Attendance and punctuality
- Health and welfare
- Using English as an additional language (EAL)
- Being a looked after child

Where this is the case appropriate provision will be made but this does not automatically necessitate the child receiving SEP.

Special educational provision means:

Educational provision, which is additional to, or otherwise different from, the educational provision generally made for other pupils of the same age.

Inclusion and Access

CVSE will have regard to the statutory framework for 'inclusion and anti-discrimination identification and assessment'. The Kindergarten also understands the importance of early identification and assessment of children with SEN. In practice the precise cause of special needs may be varied, multiple and in some cases hard to identify. Assessment can be difficult regarding Specific Learning Difficulty (SpLD), emotional and behavioural difficulties, physical difficulties and challenges, sensory impairments and medical disorders.

All pupils may have special needs at different times; including being gifted and talented. It is the intention of CVSE that all pupils be valued and respected irrespective of academic ability or any particular physical or emotional attributes, gender or cultural, religious, ethnic or socio-economic background. We aim to meet the needs of all pupils including those with difficulties and challenges, those with special educational needs wherever possible, as well as pupils with English as an additional language.

The amount of support that the Kindergarten can offer is limited and parents may wish to make alternative or additional arrangements for extra support outside of setting. The Kindergarten will assess whether a child:

- Can access the curriculum, learn and make good progress, within the composition of the class.
- Can be supported adequately by the Kindergarten staff (teacher and assistants) within the limits of what is available at any time.
- Will impede other children from accessing the curriculum and making progress due to their specific learning needs.

SEND Support – A Graduated Response

In line with the DfE SEND code of practice for school age children when a pupil is identified with SEND, the Kindergarten uses a four-part cycle – known as the graduated approach. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review

This enables decisions and actions to be revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and seeing good outcomes.

The graduated approach starts at whole organisational level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified this cyclical process becomes increasingly personalised.

- Individual assessment leads to a growing understanding of the barriers to and gaps in the pupils learning.
- Continued reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress.

The triggers for using the four-part cycle could be:

- A teacher's concern about a pupil's behaviour or learning abilities
- Parent(s) concerns about a pupil's behaviour or learning abilities.
- The results of specific in-class screening.

As a result of the four-part cycle it may be recommended that a pupil be seen by a specialist outside the setting. Usually this will come into place at the review stage and after a child study. It may be that more expert help is needed and this may involve one or more of the following outside agencies:

- GP
- Educational Psychologist
- Child Psychiatrist
- Social Services
- CAMHS
- LEA (e.g. in the case of a school or parental referral/request for an Educational and Health Care Plan)
- External special needs expert or therapist e.g. Speech therapist
- Other

CVSE considers all children to have individual needs and aims to meet these needs as far as is possible taking into consideration the child's age, developmental stage and other circumstances.

The Admissions policy ensures children with SEND are/will be accepted provided that:

1. The Kindergarten is suitable for a child's age, ability or special educational needs.
2. The child's attendance would not prejudice the efficient education of the children already placed in our Kindergarten.
3. The Kindergarten has or can provide the resources to meet their needs.

Statutory Assessment – Education, Health and Care Plan

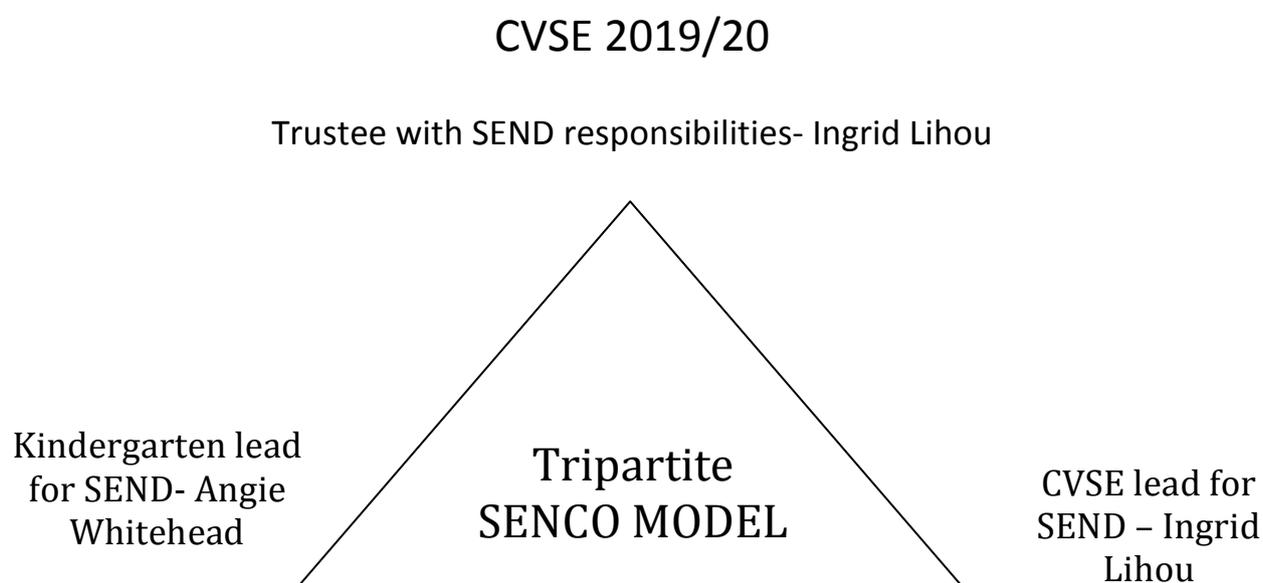
A child with an EHC Plan may be admitted to the Kindergarten if the LEA continues to support the placement and if the Setting (initially) agrees

that resources will be in place to enable the EHC Plan to be complied with effectively. Compliance with the Equality Act will be met, and reasonable adjustments made.

Review

Progress of a student will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with parents will at least termly.

Each SENDCO will be responsible for:



- The day to day operation of the SEND policy
- Liaising with, and advising, all members of staff
- Co-ordinating provision for children with SEND
- Maintaining a SEND register and overseeing records on children with SEND
- Liaising with external agencies
- Overseeing and co-ordinating provision for children with EAL in conjunction with the Teacher.

Complaints Procedure

If a parent or carer has a complaint related to Special Educational Needs, the CVSE complaints procedure should be followed, with involvement from the SENDCO.

Transfer Arrangements

With parental permission relevant information will be sent from CVSE to the new setting which the child will be attending. With parental permission the new setting's staff are welcome to visit and observe a session and discuss the child.

Training and Resources

The Trustees will ensure that appropriately experience individuals will coordinate SEND provision for children within the Kindergarten using the tripartite model described earlier in this document.

Related Policies

Safeguarding policy

Access Policy

Behaviour Policy

Bullying Policy

Monitoring Compliance

- This policy will be adhered to by all staff
- This policy will be reviewed every year as required or as new legislation or policy is published by the DfE