



Review date June 2018

Nant-y-Cwm Steiner School

Special Educational Needs Policy

At Nant-y-Cwm Steiner school all children are viewed as individuals with specific learning needs. As teachers we are dedicated to understanding and serving the personal, social, spiritual and educational needs of all children with loving respect and the highest of care and consideration. Steiner Waldorf Education focuses on the healthy development of the whole child in line with his or her potential and capabilities.

Within the context of our own capabilities as a small school, all children are differentiated for on a daily basis. Teachers adjust the potentiality of all questions, tasks and content to suit each individual learner. However, the social emphasis of teaching and learning that exists within the Steiner Waldorf setting maintains an overall togetherness whereby all children are taking part in the same lessons and have access to the same materials. Children's learning is periodically measured against criteria. Children do not compete against one another within the context of their own class groups. It is the responsibility of teachers to ensure that each child is assured of their own strengths and capabilities, and where there is actual or perceived difficulty, children are assured that the process of learning is a worthwhile one that often takes much time and dedication.

Partnership between parents and teachers is seen as essential to ensuring that children are enabled in reaching their all round potential. Key to this, in the first instance, is the commitment to ensuring that children attend school regularly (see attendance policy).

Learning Difficulties

If a child has a ***learning difficulty*** special educational provision should be made.

According to the SEN Code of Practice 2004, a child has a ***learning difficulty*** if they:

- a) *have a significantly greater difficulty in learning than the majority of pupils of the same age; or*
- b) *have a disability which prevents or hinders them from making use of educational facilities provided for pupils of the same age in school*

Procedures

All children are observed closely, on a daily basis, by their class teacher. Therefore class teachers are best placed to assess levels of progress, strength and difficulty across the spectrum of areas relevant to holistic development within school. Class teachers can raise a concern regarding any child through the school's SEN referral process. This helps teachers, together with the visiting SENCO (currently Ann Swain), to identify which children require further support or extended work.

When a concern is raised a SENCO observation of the child can be arranged where necessary to inform strategies to support the children. An IEP will be made for the child by the class teacher and will be supported by recommendation from the visiting SENCO. All concerns and the details of the IEP will be shared with the child's parents (and with the child, if over the age of 12) to assure that all are working together to help overcome or alleviate difficulties. The effectiveness of the IEP strategies will be assessed at the review point detailed in the IEP.



In agreement with parents, and after specific time-frames for school intervention have passed, this may include specialist intervention from one or more of the following:

- GP/Medical
- Educational Psychologist
- Child Psychologist
- Child Psychiatrist
- Social Services
- Speech Therapist
- LEA (e.g. in the case of a school or parental referral/request for statutory assessment)
- External Special Needs expert or Therapist
- Other

In line with the Inclusion and Admissions Policy, Nant-y-Cwm School ensures that Children with SEN are accepted when:

- a) the child's needs can be met and
- b) Their acceptance to the school does not adversely affect the education of the pupils already in our care.