

## Compliance

This policy acts in accordance with the following legislation and guidance:

[The Education Act 1996 Part IV](#)

[Equality Act 2010](#)

[Children and Families Act 2014](#)

HM Government (DfE) '[The Equality Act 2010 and schools](#)'

DFE publication "Special educational needs and disability code of practice: 0 to 25 years" The SEND Code of Practice, Part 4 of the Disability Discrimination Act 1995 (DDA, as amended by the Special Educational Needs and Disability Act 2001).

The Iona School is compliant with the duties of the Disability Equality Duty, it keeps an SEN Register and has regard to the requirements of the SEN code of Practice of January 2002, and revisions thereto arising from the 2011 Green Paper, 'Support and Aspiration: A new approach to special educational needs and disability

The school will have regard to the Special Educational Needs and Disability Code of Practice 2014 when considering making a provision for any pupil with special educational needs and will ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

## Ethos and policy aims

The Iona School is committed to ensuring that provision is made for every child in our school community. The school is passionate about inclusive education for all and welcomes diversity of culture, religion, and ability. We strive to meet the needs of all our children from 0- 11/12 years, including those with a learning difficulty, disability or disadvantage.

The Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best
- become confident individual learners living fulfilling lives and
- make a successful transition to adulthood, whether into employment, further or higher education or training (SEND Code of Practice 2014).

## Our provision is based on the following fundamental principles:

- A child with SEND, EHC plans and disabilities will be included, according to ability, in all the activities in school;
- Children with SEND should have full access to a broad, balanced and relevant education based on educational principles set out by Rudolf Steiner.
- All children are entitled to high quality first teaching; this quality first teaching is likely to mean that fewer children will require additional support.
- Children with SEND should have their needs identified and assessed. Support/provision should be provided as early as possible.
- Where appropriate, the views of the pupils should be sought and considered.

- Parents should be fully informed and encouraged to engage and work in partnership to meet the needs of their child; we recognise the fact that parents have a vital role to play in supporting the education of their children.

### **The school has a separate policy for the support of children for whom English is an additional language**

#### **Defining SEND**

SEND stands for Special Educational Needs and Disability. Children have additional educational needs if they have a learning difficulty that calls for additional 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.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- Are under compulsory school age and fall within the definition of the above categories or would do so if special education was not made for them.

The Code of Practice provides an overview of the range of needs, which is divided into 4 broad categories:

- Communication and interaction; includes students with, general, moderate and specific difficulties including dyslexia
- Cognition and Learning; Physical and sensory: includes visual and hearing impairments, medical and physical mobility difficulties and co-ordination / dyspraxia difficulties
- Social, Emotional and Mental Health Difficulties; includes immature social skills, withdrawn and isolating behaviours, vulnerability, hyperactivity and disruptive and disturbing behaviour
- Sensory and/or Physical difficulties; : includes speech and/or language delay, specific language impairment, dyslexia, dyspraxia, hearing impairment and autistic spectrum disorder;

#### **Assesment (see Assessment policy for further information)**

Through the assessment process the SENCo, along with the class teacher, will consider whether a child:-

- can access the curriculum, learn and make good progress, within the composition of the class and this particular school environment;
- can be supported adequately by the school's SENCo and current therapists (both within the school and provided externally); and
- whether a child's apparent needs may require or benefit from further external expert assessment beyond that available at the school.

Staff are not qualified to make a professional diagnosis of a medical condition or officially recognised learning difficulty, for example dyslexia. Accordingly, the school may require that parents arrange that a child be formally assessed by an appropriate professional at their own expense (or via the local authority) to enable the school to understand the child's needs, and the adjustments which may be required in order to support those needs.

## Framework of SEN support

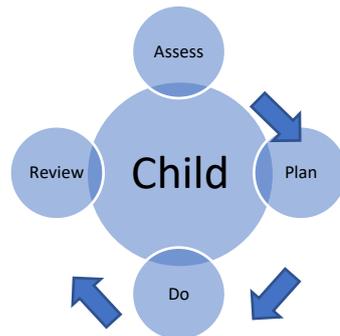
The framework through which SEN support is provided at the school comprises ongoing and formal assessment and a graduated response, as set out in more detail below.

The class or kindergarten teacher, working with the SENCo and parents, will monitor progress at each level identified below.

## Implementing the Policy

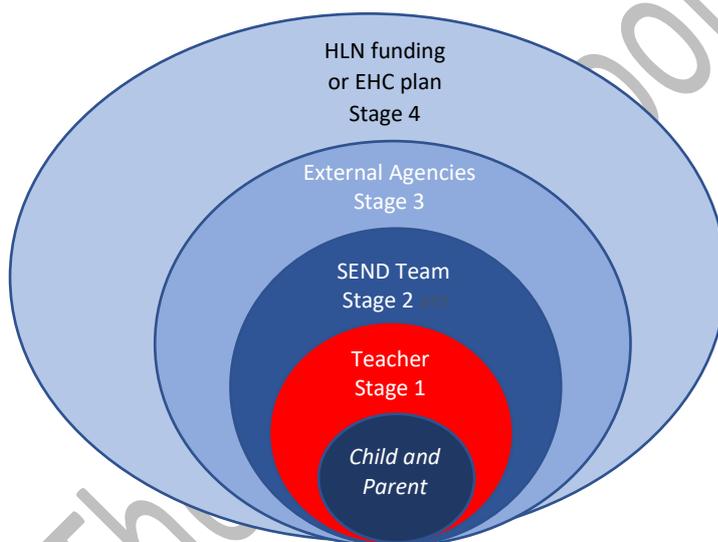
We follow the

1. Assess
2. Plan
3. Do
4. Review



Graduated Approach. This consists of:

The above process is implemented through 4 stages of increasing support:



### Stage 1

The foundation for meeting the educational needs of all children is to provide high quality first teaching. Our Education Provision Map demonstrates that teachers provide rich and diverse educational experiences that meet the need of the whole child and take different learning styles into consideration. In this way, many individual needs can be met universally within the whole class setting. The spectrum of individual learning need is met through differentiation. The teacher may recognise that some children would benefit from small group work or 1:1 work with the class teacher or teaching assistant. The class teacher manages this level of educational provision. Parents are informed of progress through parent interviews.

We are committed to the early identification of special educational needs. To meet this aim, kindergarten teachers monitor children through assessments based on indicators for Retained

Primary Reflexes (see below) and Developmental Milestones. At the universal level, as part of a rich kindergarten curriculum, kindergarten children participate in a movement programme designed to integrate Retained Primary Reflexes. The aim of this programme is to bring each child to a harmonious whole of head, heart and hands so that they have everything in place to embark upon formal learning when they move to the classroom setting; thus, reducing the need for additional support later in the child's school career. Kindergarten teachers follow the same Graduated Approach procedures where there are developmental concerns.

## **Stage 2**

If, despite high quality first teaching, the child does not make sufficient progress, the teacher will raise concerns at the weekly pedagogical meeting. As a result, additional support may be implemented involving targeted intervention outside of the classroom. This may be small group work or 1:1 work with a member of the SEND team or class Teaching Assistant. A child may need this level of intervention for a short time or it may be ongoing.

At this point, parents are informed, teacher assessments, SEND team assessments and observation records are placed in the SEND Register. The child's progress will be monitored carefully.

A termly review meeting will be held between parents and the class teacher. For children with more complex additional needs, a member of the SEND Team may also be present. Parents may request a meeting with a member of the SEND team at any time.

## **Stage 3**

If, despite stage 2 intervention, the child still does not make sufficient progress then advice and support from outside agencies will be sought.

This may involve one or more of the following pathways:

- A consultation with James Dyson, a retired GP and anthroposophical child development specialist. Advice will be implemented and progress monitored.
- Advice from a member of Nottingham City's Learning Support Team, Inclusive Education Service. Advice will be implemented and progress monitored.
- Advice from a member of Nottingham City's Educational Psychology department. Advice will be implemented and progress monitored.

### **Costs:**

A consultation with James Dyson is usually paid for by charitable funds raised through donations from those attending his evening talk.

The cost of consultation with a specialist SEND teacher from the Learning Support Team or an Educational Psychologist **must be paid for by the parent.**

Other forms of external assessments (hearing, sight, occupational therapist's assessment, speech and language assessment, assessments for Asperger's Syndrome, etc.) are carried out via the NHS and **must be arranged by the parents.**

Therapeutic Eurythmy sessions **must be paid for by parents.**

Children will be carefully monitored and there will be a termly review meeting involving parents, class teacher and SEND Team member.

## **Stage 4**

If, despite intervention at stage 3, the child still does not make progress, then an application will be made for either Higher Learning Needs funding: HLN (Nottingham City Council) or an Education, Health and Care plan: EHC plan (all other authorities). As well as a termly review meeting with the class teacher, SEND team member and other supporting professionals, an annual review meeting is necessary for continuing HLN/ EHC plan support. Team Around the Child (TAC) and Common Assessment Framework meetings (CAF) follow similar procedures.

### **Education Health and Care Plans (EHC)**

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

### **Early Support**

Early Support supports parents and carers of children. It brings together all the services and support available from different agencies. This makes it easier for families to co-ordinate their child's health, education and social care needs. The Senco will make a recommendation to the parents if they feel early support would be beneficial to the family, and then make a referral via the family support pathway.

### **Working with parents**

Parents are strongly encouraged to inform the school as part of the admissions process, and on an ongoing basis, of any information relating to their child's needs, whether this is an identified Special Educational Need, disability or simply a general concern regarding the child.

The aim of the school is to work in close partnership with parents to ensure that the child's needs are met wherever reasonably possible, ensuring the child settles quickly and makes good progress in our school. Without adequate information, we may not be able to assess your child accurately; consequently, appropriate support may not be provided, or we feel unable to meet fully a child's needs.

### **Primary Reflexes**

Working with Retained Primary Reflexes is foundational to our approach to Special Educational Needs and Disability. Experience with some very positive results makes us very excited to be able to offer this cutting-edge approach to Special Educational Needs.

Primary Reflexes are unconscious movement patterns present in the young infant. For example, you may have heard of the Infant Startle Reflex. Primary reflexes should be integrated by the time a child is one-year old. Many factors contribute to the child retaining these movement patterns beyond the age when they should have integrated. Research has demonstrated that retained Primary Reflexes can be concurrent with difficulties with motor, cognition, ADHD, autism, sensory processing etc.

## Formal Learning Skills

Reading

Writing

Maths

## Foundation skills

Visual Skills

Auditory Skills

Oral language

Conceptual & directional language

Fine motor

Spatial awareness

Directionality

Midline

Integration L&R brain hemispheres

Gross motor

Body awareness, image rhythm

Eye-hand, Eye-foot coordination

Laterality

Dominance

Vestibular (balance)

Vision

Hearing

Smell, taste, touch

Proprioception kinaesthetic

## Reflex Foundation

Primary reflexes

Postural reflexes

All developmental skills needed for formal learning are built upon these foundation skills. Rather like a house, a difficulty in the foundation can have an impact on everything that is built upon it. The graphic above shows the developmental progression from Primary Reflexes up to formal learning

skills. A difficulty at any point can have an impact on formal learning as well as other categories of special educational need.

Through specific movement programmes, Retained Reflexes can integrate at a later than typical point in a child's development. This integration has the positive result of making improvements in the developmental skills that build upon them.

If you are interested in researching Primary Reflexes further, then please look up the following links:

<https://rhythmicmovement.co.uk/>

<http://www.primarymovement.org/>

<http://www.inpp.org.uk/>

Our reflex assessment and movement programmes are based on *Rhythmic Movement Training*. The *Primary Movement* website has some excellent summaries of research in this field carried out at Queens University, Belfast.

### We augment our work with the following:

We draw upon the work of Special Educational Needs anthroposophist Audrey McAllen's work, known as *The Extra Lesson*.

Programmes used to support literacy difficulties include: *Toe by Toe*; *The Word Wasp* and *The Hornet*. These are supplemented with our own intervention methods.

Programmes to support numeracy difficulties include *Dyscalculia* by Ronit Bird, *Plus one* and *The Power of Two*.

Handwriting difficulties are addressed through the *Speed-Up programme* by Lois Addy.

### Contacts

SEND Team:

Delia Jones: Special Educational Needs Teacher

Eileen Hickman: Special Educational Needs Coordinator (SENCO) [eileen@theionaschool.org.uk](mailto:eileen@theionaschool.org.uk)

Louise Lipman: Trustee with SEND oversight

If you would like to speak to any of the above please contact the school office. Tel.: 0115 9415295

### Issue date

This policy takes effect from May 2011

### Review date

This policy will be reviewed and revised by the school manager on an annual basis.

### Endorsement

Full endorsement to this policy is given by:

Name: Mr Martin Taylor

Position: Iona School Trustee

Signed:



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Date:

16/08/18

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Related policies

- Assessment policy
- EAL policy
- AGT policy
- SEND Nursery

The Iona School & Nursery