

Special Educational Needs and Disability Policy

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' and SEND Code of Practice 0-25 years, 2014.

The Iona School is compliant with the duties of the Disability Equality Duty. The school keeps a SEND register and a concern register.

The school will have regards to the SEND Code of Practice 2014 when considering making a provision for any pupil with SEND and will ensure that parents and carers are notified of a decision by the school that SEND 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. As a school, we are passionate about inclusive education for all and promote equality and understanding of protected characteristics. We strive to meet the needs of all our children from 0-11/12 years, including those with a learning difference. 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 further or higher education or training
- Make successful transition to adulthood, whether into employment, further or higher education or training.
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Defining SEND

Definitions of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Areas of Need

The Code of Practice outlines 4 broad areas of need; with individual diagnosis falling in one of these categories:

Communication and Interaction – this includes speech, language and communication needs, Autism. Please note, pupils with English as an additional language should not be recorded as having SLCN and there is a separate school policy for EAL.

Cognition and Learning – this includes moderate learning difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulty (PMLD), Specific Learning Difficulty (SpLD) (including Down Syndrome), Dyslexia, Dyspraxia, Dyscalculia.

Social, Emotional, Mental Health (SEMH) - Children and young people 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 and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or Physical Needs – this includes Visual impairment (VI), Hearing impairment (HI), Multi-sensory impairment (MSI) and physical disability (PD).

Provision

Our provision is based on the following fundamental principles:

Identify the needs of pupils with SEND as early as possible by gathering information from parents/ carers, education, health and care services and any previous schools or settings attended prior to the child's entry into Iona. Children with SEND should have their needs identified and assessed and support/ provision should be provided as early as possible, linked to their developmental needs. The aim of the school is to work in close partnership with parents and carers to ensure that a child's needs are met wherever reasonably possible. Parents and carers are encouraged to contribute adequate information to ensure that school are fully informed and able to access support where needed.

Inclusion is a priority. A child with SEND or learning difference (including those with an EHCP Plan) will be included in all aspects of school routines and activities.

Access to a broad, balanced and relevant education. 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 will have full access to an education based on educational principles set out by Rudolf Steiner.

Collaboration with parents and carers to gain a better understanding of their child and involve them in all stages of their child's education is of high importance to us. This includes supporting them in terms of understanding SEND procedures and practices, as well as meeting regularly with teaching staff and/ or SENDCO. We recognise the fact that parents/ carers have a vital role to play in supporting the education of children.

Create a school environment where pupils feel safe to voice their opinions of their own needs. This means that the student voice is sought when appropriate to do so. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Assessment

Through the assessment process, the class teacher and SENDCO 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 SENDCO 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 a child be formally assessed by an appropriate professional at the expense of parents/ carers (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.

Identification of Needs – A graduated Approach

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 SENDCO and parents, will monitor progress at each level identified below.

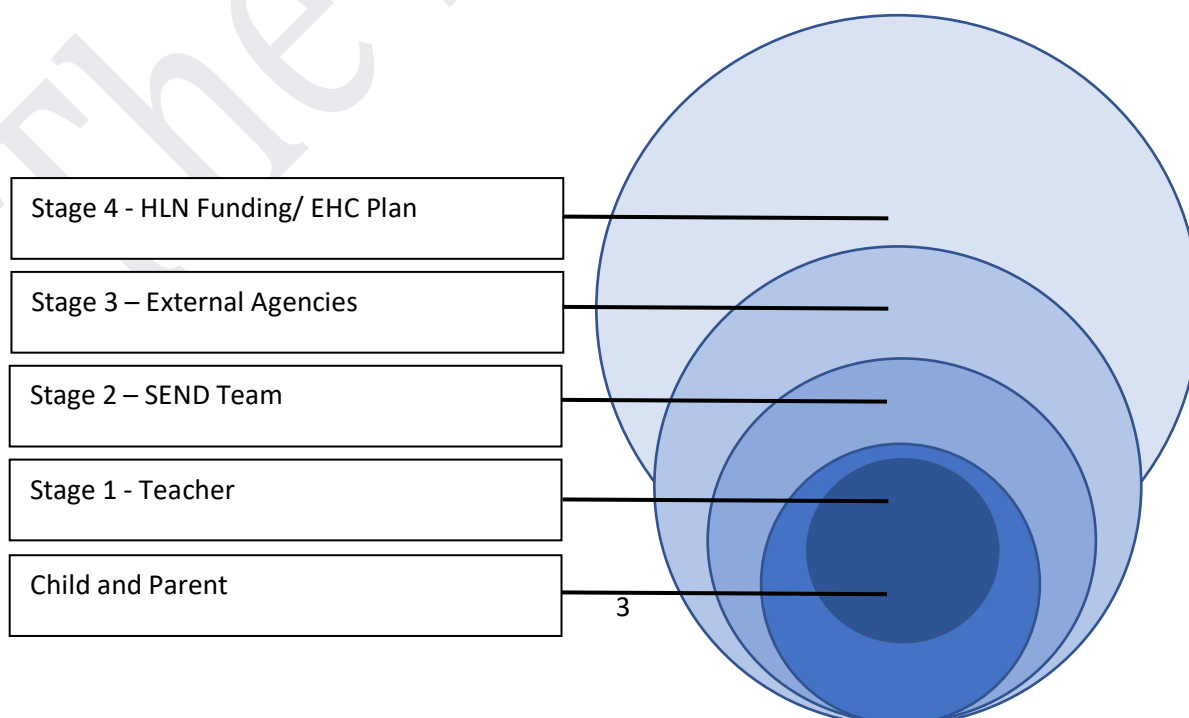
We follow the graduated approach. This consists of cycles of Assess-Plan-Do-Review:

Fig. 1



This process is implemented through 4 stages of increasing support:

Fig 2.



Stage 1

The foundation for meeting the educational needs of all children is to provide high Quality First Teaching. Teachers provide rich and diverse educational experiences that meet the needs of the whole child and take different learning styles into consideration. In this way, many individuals' needs can be met, with the belief that what is beneficial for one, may be beneficial for all.

The spectrum of individual need is met through differentiation. The class teacher may recognise that some children would benefit from 1:1 work with a teacher or teaching assistant and the class teacher is responsible for managing this level of provision. Parents are informed of progress through parents' discussions.

The Iona school is committed to early identification of special educational needs and to meet this aim, Kindergarten teachers monitor children through assessment based on indicators for Retained Primary Reflexes and Developmental Milestones. At the universal level, as part of a rich Kindergarten curriculum and Quality First Teaching, children use movements, designed to integrate retained primary reflexes. The aim of this is to bring each child to a harmonious whole of head, heart and hands to enable them to embark upon formal learning in a classroom setting, thus reducing the need for additional support later in school. Kindergarten teachers follow the Graduated Response and cycle of Assess-Plan-Do-Review 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, inside or outside the classroom. This could be 1:1 or in a small group with an additional adult. Parents will be informed; teacher assessment and other assessments will take place and the pupil may be placed on the SEND register. If placed on the SEND register, there will be a termly review meeting between SENDCo/ class teacher and parents/ carers. Parents/carers of SEND registered pupils can request a meeting with the SENDCo at any time.

Stage 3

If, despite stage 2 intervention, the child does not make sufficient progress then advice and support from outside agencies will be sought and advice will be implemented and progress monitored through termly review meetings.

This may involve one of the following pathways (but is not limited to):

- A consultation with James Dyson, a retired GP and anthroposophical child development specialist. This is usually funded through charitable funds, raised through donations from those attending talks by James Dyson. Class teachers are responsible for writing a follow up report for the pupils file.
- Nottingham City Learning Support Team, Inclusive Education Service. This is funded by the parent/ carer.
- Nottingham City Educational Psychology Team. This is funded by the parents/ carers.

There may be further assessments and tests required, such as Hearing, Sight, Occupational Therapy, Speech and Language Therapy. These are carried out by the NHS and must be arranged by parents.

Therapeutic Eurythmy, if deemed useful, must be paid for in full by the pupils' parents/ carers.

Stage 4

If, despite intervention at stage 3, the child still does not make progress, then an application will be made for High Level Needs funding (HLN) or an Education, health and Care Plan application made with the pupils residing authority. A termly review system with the class teacher will be in place and other supporting professionals, as well as the SENDCO who will attend meetings and provide information.

Education, Health and Care Plans

If a child has lifelong or significant difficulties or a complex combination of Education, Health and Care needs, parents/ carers or school can request an EHCP Assessment. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources including: parents/ carers, teachers, SENDCo, Social Care and health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a panel of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against the decision made by the panel.

Following Statutory Assessment, an EHC Plan may be provided by the pupils' residing authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

If an EHCP is agreed at panel, parents have the right to appeal against the content of the EHC Plan and make amendments whilst it is at the draft stage. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been finalised, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, as stated in the plan.

Primary Reflexes and Rhythmic Movement Therapy (RMT)

Working with retained Primary reflexes is fundamental to our approach to Special Education Needs at Iona. Experience with some very positive results make us excited to be able to offer this innovative approach to SEND provision.

Primary Reflexes are unconscious movement patterns present in the young infant. For example, the Infant Startle Reflex is more widely known with parents and carers of young children. All of the primary reflexes should be integrated by the time a child has turned 1. Many factors contribute to why a child may retain some of these movement patterns beyond the age 1. Research has demonstrated that retained reflexes can be concurrent with difficulties with motor, cognition, ADHD, Autism and sensory processing, amongst others.

Fig 3.

Reading		Writing		Maths	
Visual Skills					
Auditory Skills					
Oral Language			Conceptual and Directional Language		
Fine Motor	Spatial Awareness	Directionality	Midline	Integration L&R Brain Hemispheres	
Gross Motor	Body Awareness Image Rhythm	Eye-Hand Eye-Foot Coordination	Smell Touch Taste	Proprioception Kinaesthetic	
Primary Reflexes			Postural Reflexes		

All developmental skills needed for formal learning are built upon these foundational skills. A difficulty in the foundation can have an impact on everything that is built upon it. Fig. 2 demonstrates the developmental progression from primary reflexes to formal learning. A difficulty at any point can have an impact on formal learning as well as other categories of SEND.

Through specific movement patterns, retained reflexes, if identified, can integrate at a later than typical point in a child's development via RMT. This integration has the positive result of making improvements in the developmental skills that build upon them.

Further information can be found through the following links:

<https://ryhtmicmovement.co.uk>

<https://www.primarymovement.org>

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

Our reflex assessment and movement programmes are based on Rhythmic Movement Training.

We draw upon the work of Special Educational Needs anthroposophist Audrey McAllen, The Extra Lesson.

We support Literacy difficulties through Phonics intervention.

Inclusion of pupils with SEND

Everyone is a teacher of SEND and all pupils, regardless of SEND, have an entitlement to Quality First Teaching. Their class teacher is responsible for assessment and progress reporting and the day-to-day adaptations required by any pupil.

The person responsible for overseeing the provision for children with SEND is the SENDCO. The SENDCO monitors the day-to-day provision of education for pupils with SEND. This includes EHCP provision and assessments.

The SENDCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

Contacts:

SEBD Team

SENCO – Andrea O'Grady – senco@theionaschool.org.uk

RMT Practitioner - Alyson Spry

Trustee SEND link – Terri Gilbertson

Please contact the school office on 0115 9415295 to speak with a member of the SEND team.