

# BOTTON VILLAGE SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

## 1. The Law

The governing bodies of county, voluntary and grant-maintained schools (including LEA-maintained and grant-maintained special schools) are required to publish information about their SEN policy. The specific requirements on coverage are laid down in The Education (Special Educational Needs) (Information) Regulations 1994, and formal guidance was set out in circular 6/94.

## 2. Botton School's obligation

As an independent school we are currently under no obligation to follow the DfES Code of Practice for Special Educational Needs. However, our SEN Policies will respect its recommendations where it does not conflict with the aims of the International Waldorf Curriculum for the following reasons:

- i. Common Good Practice
- ii. To make working with the LEA's simpler (statementing procedures, etc.)
- iii. To simplify the transfer of pupils from Botton School to other schools should that be required

## 3. Definition of Special Educational Needs

*A pupil has special educational needs if they have a **learning difficulty**, which calls for **special educational provision** to be made for them.*

A pupil has a **learning difficulty** if they:

- a) Have a significantly greater difficulty in learning than the majority of pupils of the same age/class; or
- b) Have a disability which prevents or hinders the pupil from making use of educational facilities provided for pupils in that age group in the school

### ***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.

## 4. A Graduated response

In line with the DfES SEN Code of Practice Botton School uses a *graduated response* to pupils with SEN: a) **School Action Step 1** and b) **School Action Step 2**

### **School Action**

The triggers for school action could be:

- A teacher's concern about a pupil's behaviour or learning abilities.
- Parent(s) concern about a pupil's behaviour or learning abilities
- The results of Class Study or Child Study.

#### **(a) School Action Step 1.**

As consequence of these triggers a pupil may be referred to:

- The Learning Support team
- School doctor
- Relevant therapist

The SENCO (Special Educational Needs Coordinator) will organise that records are kept based upon observation by all involved with the referred pupil, and that parents are informed.

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## **(b) School Action Step 2.**

The SENCO will organise the most effective intervention. In some cases there would have been an immediate move to School Action Step 2. In most cases the intervention would take the form of:

- ◆ A consistent approach by all staff involved – usually with significant input by the SENCO in the drawing up of individual plans of work and in the timing of reviews.
- ◆ Therapy and/or medicine and/or counselling.
- ◆ (Internal) assessment for Specific Learning Difficulties by the Learning Support Teachers, who might seek further advice e.g from an Educational Psychologist.
- ◆ Learning Support Lessons (usually following the assessment mentioned above).
- ◆ Other Support eg an additional teacher in lessons.

**Botton Village School considers all children as having individual needs and aims to meet these needs as best as possible taking into consideration the child's age, developmental stage and other circumstances.**

The Admissions policy ensures children with SEN will not be accepted when

1. Botton School is unsuitable for a child's age, ability or special educational needs.
2. The child's attendance would be incompatible with the efficient education of the children already placed in our school.
3. We do not have the resources to meet their needs.

The SENCO supported by other Learning Support staff and relevant teachers will be responsible for:

- ⇒ The day to day operation of the SEN policy
- ⇒ Liaising with, and advising, all members of staff
- ⇒ Coordinating provision for children with SEN
- ⇒ Maintaining a SEN register and overseeing records on children with SEN
- ⇒ Liaising with parents of children with SEN or ensuring that the class teachers do so
- ⇒ Contributing to training and keeping all members of staff informed of new developments and issues
- ⇒ Liaising with internal specialists
- ⇒ Liaising with external agencies