



SEND Policy

Reviewed by: Anna Greatrex

Reviewed on: September 2025

Next review: September 2026

Endorsement

Full endorsement is given to this policy by:

Name: Joel Chalfen

Position: Cambridge Steiner School Trustee

1. Aims and Objectives

This policy sets out how Waldorf Cambridge meets its statutory duties under the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014, and the Equality Act 2010.

Our aims are to:

- Ensure every pupil, including those with SEND, can access a high-quality, inclusive education.
- Identify and meet the needs of pupils with SEND as early as possible.
- Involve pupils and parents fully in decisions affecting them, following the principle of co-production.
- Help pupils with SEND achieve their potential and make a successful transition to adulthood.
- Foster confidence, independence, and wellbeing for all pupils.
- Ensure compliance with all relevant legislation and guidance.

This policy aligns with:

- **SEND and Alternative Provision Improvement Plan (DfE, 2023)**

- **Keeping Children Safe in Education (DfE, 2024)**
- **Equality Act 2010 & Public Sector Equality Duty (s.149)**
- **School Admissions Code (2021)**
- **Governance Handbook (2023)**

2. Vision and Values

Our school, guided by Rudolf Steiner’s educational philosophy, nurtures the head, heart, and hands valuing the whole child. We believe inclusion begins with belonging, safety, and dignity. Every pupil contributes uniquely to our community.

We are committed to:

- A fully inclusive environment within the limits of our staffing and facilities.
- Recognising diversity, neurodiversity, and difference as strengths.
- Reducing barriers to learning and participation.
- Upholding equality and promoting positive relationships between all members of the school.

3. Legislation and Guidance

This policy complies with statutory guidance, including:

- **Children and Families Act 2014 (Part 3)**
- **Special Educational Needs and Disability Regulations 2014**
- **Equality Act 2010 (Schedule 10 – Accessibility)**
- **SEND Code of Practice (2015)**
- **SEND & AP Improvement Plan (DfE, 2023)**
- **School Admissions Code (2021)**
- **Public Sector Equality Duty (2010)**

We also reference the Cambridgeshire Local Offer, which outlines local SEND provision and services.

4. Definitions

A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability requiring special educational provision that is additional to, or different from, what is normally provided for others of the same age.

A pupil is considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal daily activities.

5. The Four Areas of Need

SEND is grouped into four broad categories:

1. Communication and Interaction – including speech and language needs and autism.
2. Cognition and Learning – including dyslexia, dyscalculia, dyspraxia, and general learning difficulties.
3. Social, Emotional, and Mental Health (SEMH) – including anxiety, ADHD, trauma, and attachment difficulties.

4. Sensory and/or Physical Needs – including hearing or visual impairments, and physical disabilities.

Pupils may have needs across multiple areas.

6. Roles and Responsibilities

The SENDCO:

- Lead professional for SEND: *Anna Greatrex* – anna.greatrex@waldorfcambridge.uk
- Oversees day-to-day operation of SEND provision.
- Liaises with staff, parents, and external professionals.
- Monitors and reviews provision and outcomes for pupils with SEND.
- Ensures compliance with statutory duties, record keeping, and reporting.
- Maintains a SEND register

The Teaching and Learning Lead:

- Oversees strategic development of SEND.
- Ensures the SENDCO has adequate time and resources.
- Monitors the SEND budget and ensures effective deployment.
- Supports early identification and quality-first teaching.

The Board of Trustees:

- Ensures compliance with SEND and equality legislation.
- Publishes and reviews the SEN Information Report and Accessibility Plan.
- Monitors the effectiveness of SEND provision.

The SEND Link Trustee:

- Monitors the quality and impact of SEND provision and reports to the Board.

Class Teachers:

- Are responsible for progress of all pupils in their class, including those with SEND.
- Deliver high-quality, differentiated teaching.
- Work collaboratively with the SENDCO and parents.

Parents and Carers:

- Are vital partners in identifying needs and shaping provision.
- Participate in termly reviews and annual reports.

Pupils:

- Are supported to share their views, strengths, and aspirations.
- Contribute to target setting and review discussions.

7. Identifying and Assessing SEND

We use a graduated approach in line with the Code of Practice (Assess–Plan–Do–Review):

1. Assess: Teachers and the SENDCO assess needs through observation, data, and consultation.
2. Plan: Interventions and strategies are agreed with parents and pupils.
3. Do: Teachers deliver support with guidance from the SENDCO.
4. Review: Impact is reviewed at least termly to inform next steps.

Early identification is prioritised through:

- Regular classroom assessment and observation.
- Early Years developmental screening.
- Liaison with parents, previous settings, and external agencies.

8. Levels of Support

- SEN Support (Code K): Provision within the school's delegated budget using the graduated approach.
- Education, Health and Care Plan (Code E): For pupils whose needs require provision beyond SEN Support. We work with the Local Authority to request EHC assessments when necessary.

9. Early Years and Transitions

We ensure smooth transitions:

- Between Kindergarten and Class 1, through joint planning and parental consultation.
- Between stages, through pupil and parent meetings.
- To new schools, by timely transfer of SEND records and liaison with receiving staff.

10. Expertise and Training

All staff receive ongoing SEND training appropriate to their role.

- The SENDCO maintains a training and competence log, reviewed yearly.
- Training covers identification, differentiation, and inclusive practice, in line with paragraph 6.23 of the Code of Practice.

11. Mental Health and Safeguarding

The school recognises that mental health difficulties can constitute a special educational need. Staff follow *Keeping Children Safe in Education (2024)* and *Mental Health in Education (DfE, 2021)* guidance. All concerns are recorded and addressed through our safeguarding policy and, where appropriate, through SEND support.

12. Working with External Agencies

We collaborate with:

- Educational Psychologists
- Speech and Language Therapists
- Occupational and Physiotherapists
- CAMHS and mental health professionals
- Social Services and Early Help teams

- Specialist Teachers and SEND advisory services

13. Accessibility and Admissions

Waldorf Cambridge welcomes all pupils, including those with SEND.

- Pupils with an EHC Plan naming the school will be admitted unless doing so would be incompatible with the efficient education of others or the efficient use of resources.
- The Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 and is reviewed annually.
- The school site is largely level, with widened doorways and accessible toilets.

14. Evaluating the Effectiveness of Provision

Effectiveness is reviewed through:

- Termly tracking of pupil progress.
- Review of Assess–Plan–Do–Review cycles.
- Parent and pupil feedback.
- Annual review of EHC Plans.
- SENDCO monitoring reports to trustees.

Ofsted's Education Inspection Framework (2024) standards on SEND will also inform evaluation.

15. Complaints

Concerns about SEND provision should be raised initially with the class teacher or SENDCO. Formal complaints follow the school's complaints policy. If unresolved, parents may contact the Cambridgeshire Local Authority SEND team for mediation or appeal to the First-tier Tribunal (Special Educational Needs and Disability). Parents may also contact the Department for Education School Complaints Unit if they believe statutory duties are not being met.

16. Monitoring and Review

This policy is reviewed annually by the SENDCO and approved by the Board of Trustees. It will also be updated immediately in response to any legislative changes.

The SEN Information Report is updated annually and published on the school website. This policy aligns with the school's Equality Objectives, reviewed annually under the Public Sector Equality Duty

17. Related Documents

- SEN Information Report
- Accessibility Plan
- Behaviour and Relationships Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

Further details of local SEND services can be found at:

 [Cambridgeshire Local Offer](#)