



LISAL

LANCASTER INDEPENDENT SCHOOL
FOR ALTERNATIVE LEARNING

SEND and Inclusion Policy

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Inclusion Policy

Philosophy

At LISAL, we strive to foster a warm and supportive community where every child is valued as an individual with unique needs. Our Inclusion Policy is designed to ensure that all children and young people are supported to reach their full potential, with particular emphasis on those facing specific obstacles. We maintain high expectations for all our pupils and provide them with the necessary skills to succeed. By closely monitoring both ability and achievement, we aim to ensure that each child reaches their full potential.

Our approach to meeting individual needs is rooted in the Steiner ethos, which focuses on educating the whole child. We are committed to inclusivity, guided by the following core principles of Steiner education:

- Pupils work in mixed-ability, age-group classes for all lessons, not streamed by ability.
- All students are encouraged to participate in the class's academic and social activities, supported by the class teacher and peers.
- Pupils are motivated to perform to the best of their personal ability and work towards their own goals, creating an environment where students with diverse needs can succeed and progress.
- Teachers develop close, long-term relationships with their pupils, with the same class teacher in the Lower School for the duration of their time at LISAL.

Objectives

This policy addresses children with Special Educational Needs and Disabilities (SEND), Gifts and Talents (G&T), Additional Educational Needs (AEN), and Social, Emotional, and Pastoral Needs (SEPN). Our primary aim is to identify each child's educational needs, whether related to disabilities, talents, or other factors, as early as possible. We are committed to providing the appropriate support for both the child and their family.

All pupils are included in lessons, routines, and activities, though adaptations may be made to meet individual needs. We regularly assess progress across the four broad categories defined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning



- Social, Emotional and Mental Health
- Sensory and/or Physical Impairment

Cognition and Learning Needs: Children with learning needs may progress at a slower pace or struggle with literacy, numeracy, or concept development. These needs may occur in addition to other special educational needs. Specific learning difficulties (SpLD) include challenges with reading (dyslexia), math (dyscalculia), coordination (dyspraxia), and writing (dysgraphia). These can range from moderate learning difficulties (MLD) to severe (SLD) or profound and multiple learning difficulties (PMLD).

Social, Emotional and Mental Health Needs: Children experiencing social and emotional challenges may become withdrawn, isolated, or display disruptive behaviors. These behaviors may stem from mental health issues such as anxiety, depression, self-harm, or disorders like ADHD, or attachment disorder.

Communication and Interaction Needs: Children with speech, language, and communication needs (SLCN) may struggle to express themselves, understand others, or follow social communication rules. This may include autistic children who face particular difficulties in social interaction and communication.

Sensory and/or Physical Needs Some children require specialised educational provisions due to disabilities that hinder their ability to fully access the learning environment. This includes children with visual disabilities, who are Deaf or hard of hearing, have combined sensory disabilities, or physical disabilities who may need additional support or equipment to participate fully in school activities.

Key Aims of This Policy

- Early identification of each child's educational needs through close collaboration with families and regular observation and assessment.
- A streamlined, non-burdensome SEND assessment process that ensures quick implementation of necessary support.
- Staff training and development to ensure effective support for students with SEND and other needs.
- Clear communication with parents about the support their child is receiving.
- Maintaining up-to-date records to support transitions to other schools.

Relationship to Other Policies

This policy should be read alongside the Safeguarding, Curriculum, Assessment, Admissions, and Transition policies.



Implementation

To implement this policy, we will ensure:

- The policy is accessible to all staff.
- Key inclusion principles are highlighted in staff training.
- Inclusion is a standing agenda item in staff meetings and INSET days.
- New staff receive induction training on inclusion.

Responsibilities

- **SENDCo (Elspeth Mukerji)** is responsible for:
 - Keeping Trustees informed on SEND issues.
 - Supporting staff in identifying and assisting SEND/G&T pupils.
 - Coordinating assessments, devising strategies, and drawing up Individual Pupil Plans (IPPs).
 - Liaising with outside agencies and maintaining inclusion records.
 - Monitoring pupil progress and contributing to staff training.
- **Trustees** will ensure:
 - SEND is an integral part of the school's development plan.
 - They are fully informed and regularly monitor SEND provision.
 - They ensure appropriate staffing and funding arrangements for SEND pupils.
 - SEND provision is implemented in line with the SEND Code of Practice.
- **Class Teachers** will:
 - Keep the SENDCo informed about pupils' progress.
 - Collaborate with parents and staff to develop and review provision maps and IPPs.



- Differentiate the curriculum to meet the needs of pupils with SEND/G&T.
- Regularly update and evaluate IPPs in consultation with the SENDCo and parents.
- **Learning Support Staff will:**
 - Be fully informed about this policy and relevant procedures.
 - Collaborate with teachers to implement IPPs.
 - Attend staff meetings and training as required.

Inclusion Trustee

The Trustee responsible for Inclusion is Hannah MacLlure.

Special Educational Needs and Disabilities (SEND)

A child is considered to have SEND if they:

- Experience significant learning difficulties compared to peers of the same age.
- Have a disability that hinders access to educational facilities.

Children with language differences due to home language variations are not considered to have a learning difficulty unless they also meet the criteria above.

Early Identification and Assessment

To identify SEND early, we:

- Use information from the Early Years Foundation Stage (Development Matters) to support early intervention.
- Undertake regular formative assessments as part of routine classroom practice.
- Ensure staff are trained to recognise and address learning barriers, manage challenging behavior, and intervene early when needed.



SEND Provision

- **Wave 1:** All pupils receive differentiated instruction. Progress is regularly monitored.
- **Wave 2:** If concerns about a child's progress arise, further observation and differentiation are implemented, and an Individual Pupil Plan (IPP) is created in consultation with parents.
- **Wave 3:** If necessary, children are placed on the SEND Register, and additional support or external advice is sought. This may include an Education, Health, and Care Plan (EHCP).

For more information on these stages, refer to Appendix 1.

Additional Educational Needs Policy

1. Definition of Additional Educational Needs

Children with circumstances that impact their ability to fully engage with the curriculum, such as those with English as an additional language (EAL), healthcare needs, or those who are carers or looked after.

2. Looked After Children (CLA)

Definition

Looked After Children (CLA) are among the most vulnerable groups, with educational underachievement being a national concern. Under the Children Act 1989, a child is considered "looked after" if they are in the care of, or provided accommodation by, the local authority for more than 24 hours.

Provision

- **Monitoring Progress**
 - CLA's progress is continuously assessed, with their social worker initiating a Personal Education Plan (PEP) within 20 days of school entry or care placement. The school will regularly track and monitor their achievement in line with the school's assessment policy.
 - PEPs are reviewed by the child's social worker, SENDCo, class teacher, and the child.
- **Record Keeping**
 - The SENDCo maintains up-to-date contact details for CLA, including parents, carers, and social workers.



- **External Support Services**

- The school collaborates with agencies such as CLA teams, educational psychologists, medical officers, CAMHS, social workers, and others to provide comprehensive support for CLA.

- **SENDCo Responsibilities**

- Ensure CLA are welcomed and receive any necessary pre-entry support.
 - Ensure all CLA have a PEP within 20 days and are involved in its development.
 - Review PEPs every six months and at school transfers.
 - Convene multi-agency meetings if a CLA faces difficulties or risks exclusion.
 - Ensure confidentiality is maintained, sharing information only on a need-to-know basis.
 - Act as the key adviser on CLA-related matters for staff and governors.
 - Promote extracurricular opportunities for CLA.
 - Facilitate swift transfer of records if CLA transfers to another school.
 - Report to trustees on CLA attendance, attainment, exclusions, and destinations after leaving.
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3. Children Who Are Carers

Definition

Young carers are children who take on practical or emotional responsibilities for a family member, which would normally fall to an adult. These children may need additional support to achieve their potential.

Provision

- LISAL will respect the privacy of young carers, sharing information only with those who need to know.
- A key person, typically the class teacher, will be available for young carers to discuss issues from home.



- The SENDCo will liaise with families and, if necessary, social services, and facilitate contact for families facing mobility or communication challenges.
 - Resources and support are provided as needed to help young carers navigate school life while managing their responsibilities at home.
 - Additional support may include referrals to external services like Carers Trust.
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4. Children with English as an Additional Language (EAL)

Definition

Pupils learning English as an additional language may have skills beyond their ability to communicate in English. Language learning is integrated into the Steiner curriculum, with tailored approaches depending on the child's age and stage in the school.

Provision

- **Bridge Class:** EAL pupils between ages 5-6 benefit from a play-based learning environment. Staff will incorporate the child's home language, where possible, and support integration by using key vocabulary and promoting family involvement.
 - **Lower School:** The curriculum balances language and creative learning, with physical and artistic activities accessible to EAL pupils. Group work and mentoring foster language skills. Teachers use dual-language books, dictionaries, and home languages to support learning.
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5. Social, Emotional, and Pastoral Needs

Definition

Some children experience emotional or social difficulties that may impair their educational engagement, due to factors such as difficult home circumstances or mental health challenges. These concerns fall under safeguarding procedures.

Provision



- A stable social and emotional environment is maintained to help pupils feel safe and supported.
 - Strong relationships between teachers, pupils, and parents are encouraged.
 - Children with emotional or social needs will have an Individual Pupil Plan (IPP), which includes tailored support strategies. If further support is needed, external services may be consulted.
 - Multi-agency support and referrals are available as necessary.
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6. Gifted Students

Definition

We use 'Renzuli's model of giftedness' (see Appendix 2) to define children's giftedness. This involves children being creative (heart), committed to a task (hands) and of above average ability (head).

Provision

- Teachers identify gifted pupils and create personalised targets for them.
 - These children are included in a register, reviewed annually, and their learning plans are integrated into class activities.
 - Teachers will encourage development through extracurricular activities such as clubs or classes outside of school.
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7. Working in Partnership with Parents and Care Workers

Provision

LISAL fosters positive, respectful relationships with parents and care workers, ensuring communication is clear, accessible, and responsive to individual needs. Key points include:

- Acknowledging the validity of differing perspectives and respecting parents' insights into their child's needs.
 - Providing information in an accessible manner, considering any communication barriers.
 - Gaining parental consent before referring children for additional support.
 - Parents are encouraged to be actively involved in their child's educational experience, and their views are central to decision-making.
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8. Transition Arrangements

Provision

When a child transitions to another school, the SENDCo ensures that necessary information is shared with the new setting. This includes arranging visits, meetings, and transferring records, all while ensuring confidentiality and smooth continuity of support.

9. Disputes

Provision

In the event of a dispute, parents are encouraged to refer to the school's complaints policy. Initial concerns should be discussed with the class teacher and SENDCo. If unresolved, the school trustee responsible for SEND and G&T will be involved. Should the dispute persist, parents can consult the Steiner Waldorf Schools Federation Advisory Service or OFSTED.

10. Indicators of Success

- Early identification of individual needs.
- Regular review of interventions.
- Pupils with SEND make good progress.
- Satisfaction from parents and children with the provided support.
- The school uses best practices and seeks external advice when needed.

Inclusion Policy Appendix 1 SEND Assessment Process

SEN Support

When a class teacher identifies a pupil with special educational needs (SEN), they, in consultation with the child's parents and the SENDCo, will develop targeted interventions. These interventions will go beyond the school's usual differentiated curriculum and may be documented on Provision Maps or an Individual Pupil Plan (IPP). IPPs are particularly useful when additional support or guidance may be required and are created in close communication with parents and the SENDCo. IPPs are reviewed at least once a term. The



class teacher remains responsible for implementing the interventions and working with the child on a daily basis.

If differentiation alone is insufficient to meet the child's needs, the SENDCo will become involved, and the pupil's name will be added to the SEN Register.

Criteria for Inclusion on the SEN Register

A pupil will be included on the SEN Register for one of the following reasons:

- A support program is implemented following difficulties identified through the EYFS assessment process.
- A support program is implemented following difficulties identified by the pupil's teacher and agreed upon with the SENDCo.
- An IPP is created based on class assessments and observations, with input from the SENDCo.
- A formal diagnosis (e.g., physical, sensory, emotional, social, learning, or health difficulties) by a qualified professional impacts the pupil's ability to fully benefit from the education provided by LISAL.

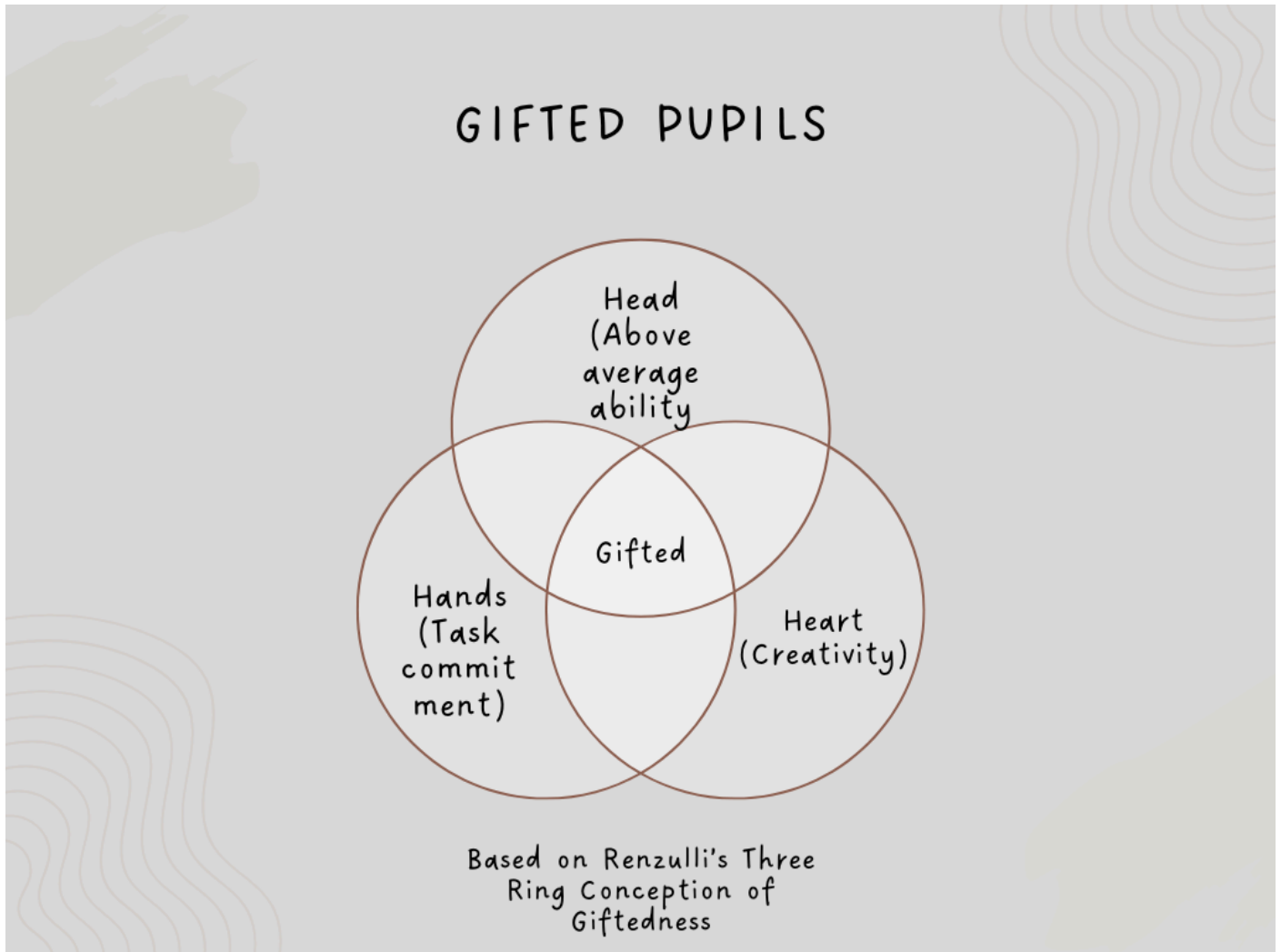
If, after several review periods, a pupil on SEN Support is not making progress, the school may recommend that parents consult external specialists, such as a GP, educational psychologist, child psychologist, or speech and language therapist. Please note that some services, like speech therapy and occupational therapy, are free, while others, such as private assessments or Local Authority advisory visits, may require financial contribution from the family.

Education, Health, and Care Plan (EHCP)

If a pupil continues to struggle despite external specialist support, the school or parents may apply for an Education, Health, and Care Plan (EHCP). This application will include reports from professionals involved in the child's care, evidence of strategies implemented, and their impact. A team at the County Council will review the application and decide if an EHCP is appropriate to support the child's learning and development.



Inclusion Policy Appendix 2 - Gifted Pupils



SEND FLOWCHART

For pupils already in school

