

SEN and Disability is defined as a child having significantly greater difficulty in learning in one or more areas vs. the majority of children of the same age. SEN may not always be educational. We believe, absolutely, in the development of the whole person - emotionally, spiritually, socially, behavioural, physically and educationally. While all of these areas are equally important, we do recognise that needs may occur in any one or more areas.

Special Education Needs may manifest themselves in the following different ways:

- o Difficulties acquiring and using new knowledge, concepts and skills;
- o Specific Learning Difficulties (e.g. Dyslexia);
- o Extremely low levels of Self Discipline or Self-Esteem;
- o Difficulties with Emotional or Social Behaviours;
- o Physical Disabilities;
- o Sensory Impairments;
- o Speech, Language and Communication Difficulties.

As a Montessori school we aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential. We give high priority to the quality of care and we nurture attitudes of mutual respect and responsibility within the school community.

Policy Aims

- To create an environment that meets the individual educational needs of each child enabling them to reach their full potential;
- To ensure that the special educational needs of children are identified early, assessed regularly and provided for effectively;
- To include key partners in the support process, especially parents, having common expectations and approaches being adopted that result in measurable pupil outcomes;
- To identify roles and responsibilities of staff in providing for pupils' special educational needs - implementing innovative & effective intervention that maximises pupil impact.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. Children may have special educational needs either throughout, or at any time during their school career.

SEND Process at Kairos

Once the SEND need is identified and the teacher has collected relevant observations, the following process will be followed at Kairos Montessori:

- Compilation of all relevant reports - external and internal
- School SEND kick-off meeting (Core team: Lead teacher, Mel & Inês de la Mata)

- School - Parent connect (Lead teacher, Mel, Inês de la Mata and Parents)
- School takes responsibility for hiring and developing Special Needs in-class Assistant - someone who embodies the Kairos values whilst having a passion for Special Needs; this may be a new person or an existing staff member whose time is allocated (in part or in full) to the designated child
- Child-specific support programme shaped by child's lead teacher, leveraging reports - this will include pointers for in-class management of teachers and Special Needs Assistant
- Parents take responsibility for funding this bespoke support
- 1:1 meeting with lead teacher & Inês de la Mata once/every half term

Please note any 1:1 therapy should be carried out outside of school, under parent management. This is so for a variety of reasons, namely the need to:

- Protect school ethos, methodology and culture
- Successfully cater for the majority (whilst adjusting for bespoke needs)
- Face the reality of a small school where every classroom is used for multiple purposes