



SteinerAcademyExeter



## 2019/2020 SEND information Report

## 2019/2020 SEND Information Report: The Steiner Academy Exeter

### 1. The kinds of special educational needs for which provision is made at Steiner Academy.

The Steiner Academy Exeter is an all through school from 4 – 16 years. Children start in Kindergarten from 4 years old and remain there for two years. They then progress to the Lower School where they should stay with the same teacher from class 1 (year 2) until class 6 (year 7). GCSE courses begin in Class 9 (year 10) and the students take their GCSE's at the end of Class 10 (year 11). We are fully inclusive and believe that every child should be given the opportunity to reach their full potential and be supported to access the whole of the curriculum on offer in accordance with the 2014 SEND Code of Practice. We have a holistic approach and take account of pupils' varied life experiences and vulnerability as well as any additional educational, emotional, mental or physical needs they might have.

If you want to know more about SEND at the Steiner Academy Exeter then please contact:

Claire Jefferies, SEND Co-ordinator at Steiner Academy Exeter.

There are four primary areas of need catered for at the Steiner Academy:

- Communication and interaction (C & I)
- Cognition and learning (C & L)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/ or physical needs (S & P)

The SENDCo is part of the extended leadership team and works closely with all members of staff, in particular the Vice Principal in charge of Pastoral Care – Lyndsey Kane, and the Designated Safeguarding Officer – Sara Stone. Together the Pastoral team oversee the day to day running of SEND and Pastoral support across the school. The SEND team is supported by the SEND

Trustee Paul Winterton.

The SENDCo is also responsible for Pupils who fall under the designations of:

- English as an Additional Language (EAL)
- Gifted and Talented (G&T)
- Looked After Children and Previously Looked After Children (LAC/PLAC)

### 2. Information about the academy's policies for the identification and assessment of pupils with special educational needs.

Children's progress within the Steiner curriculum is monitored on a regular basis through assessment, observations, LSA and teacher discussions' and in conjunction with parents. The Principal or the Phase Lead and SENDCo hold termly assessment meetings with the class teacher.

The Steiner curriculum is holistic and takes into account the needs of the whole child. It is unique in that it teaches content in line with the child's natural expected developmental stage, and formal learning does not begin until they reach Class1 in year 2. After that, we expect to see an accelerated level of progress so that the child has caught up to the same level as a child who has been following the National Curriculum by the end of year 8 ( Class 7). The same Teacher should take their class

through from Class 1 to Class 6, so that they become extremely knowledgeable about the child's abilities and can spot when progress is being made, or not, very easily. We recognise that sometimes circumstances change for families and this may have a direct effect on the child. Every child's welfare is very important to us and we will raise any concerns with parents should they arise.

If a concern is raised around progress by either a member of staff or parent, the SENDCo or a member of her team will observe the child and complete a screening for different potential needs. In the first instance, advice will be given to the class teacher and LSA on ways to support the child as part of their quality first teaching, and then in discussion with the class teacher and parent, if required, 'additional to' and 'different from' support in the form of additional interventions may be put in place to support progress. At this point the child will be placed on the SEN register, and their progress will be monitored, using the Assess, Plan, Do, Review model, and the Graduated response. This will be recorded in both an Individual Educational Plan, and an Intervention Progress Record so that any intervention can be assessed for its effectiveness, and adjusted to meet the needs of the pupil.

The IEP will be reviewed with the parents by the class teacher, and where it is felt that the additional support is not effective, the SENDCo will look to bring in additional professional services, as required, through referrals. Any advice given by these professionals will then be acted upon by the class teacher and overseen by the SENDCo.

The different professionals available for referral include:

- Educational Psychology
- Specialist teacher teams for the 4 primary areas of need
- Physiotherapy and Occupational Therapy
- Speech and Language Therapy
- School Nurse Team

Steiner Academy keeps information about each child with SEND on the SEND register. This register is linked to a Provision Map, which monitors the different interventions being offered to each pupil. There are 3 main categories to the SEND register, and only pupils not making progress through the Quality First Teaching and differentiation within the lesson are identified on it.

1. Targeted Provision– Quality First Teaching plus extra short-term support outside of the classroom, for those who are not making sufficient progress in line with the Steiner age related expectations. These are 'additional to' or 'different from' the support being given to the majority of the class. These are recorded on IEPs.
2. Specialist Provision - Children in the specialist provision category will have the interventions listed above, but their needs are complex enough to need additional professional support or advice, or they need a greater range of interventions and more time out of class being supported so that they can access the curriculum at their level. These interventions will also be recorded on an IEP, or in some cases could also need to be recorded on a relational support plan or an individual behaviour care plan. We also record some specific needs and actions on risk assessments.
3. Education Health Care Plan (EHCP). These were previously Statement of Special Educational Need – these documents are evidence of funding from the Local Authority and record the complex needs of the child, and the statutory expected provision the school is expected to make in order to meet these needs.

We also keep different records on pupils with additional needs not related to learning difficulties, for example:

- We monitor and support children who are classed as Gifted and Talented, making sure they are encouraged and stretched so that they achieve their potential;
- EAL students, who may need additional support with English language;
- Looked After Children who are currently in the Care System, and Previously Looked After Children who now are adopted or are under Special Guardianship Orders. These children may well need the support of mentors or a key person to make sure they are coping with the emotional difficulties that come with these special circumstances. Where appropriate, we use EPACs (Educational Plans for Adopted Children) when a child's educational needs are more complex.

Where a child transfers in or out of the Academy, records and information are requested or passed on to enable a smooth transition.

The SEND register is reviewed regularly and the register is submitted to the Local Authority as part of their Census.

If you think that your child may need SEN Support, please speak to their teacher in the first instance, who may then make a referral to the SENDCo.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans

The academy SEND policy is in accordance with the 2014 SEND Code of Practice.

a) How the school evaluates the effectiveness of its provision for such pupils

The teachers at the academy are at the centre of the children's learning whether or not they have SEND. The Principal, Vice Principal and SEND team regularly monitor the quality of teaching in each classroom. The observations are linked to staff appraisals and CPD. The Principal, Phase Leads and SENDCo monitor and evaluate SEND pupil progress through assessment, work analysis, pupil observations and termly pupil assessment meetings (PAMs).

Our school improvement plan incorporates SEND provision.

b) The school's arrangements for assessing and reviewing the progress of pupils with

SEND

The Principal, Phase Leads and SENDCo regularly monitor the progress of our SEND children (see above). Where concerns around progress or unmet needs are raised, we follow the process listed in section 2 above. Where an IEP is in place, a meeting will be held termly between the class teacher and the parents to review their child's progress.

If the child has made sufficient progress and no longer needs additional support, he or she can be taken off the SEND Register and supported solely through Quality First Teaching. The class teacher will continue to monitor their progress and report it to parents as necessary.

c) The school's approach to teaching pupils with SEND

All teachers at SAE are teachers of SEND and use Quality First Teaching and the holistic Steiner curriculum to support SEND children. Most children with SEND will be catered for by their class teacher and LSA in their classroom or in small break-away groups in the Learning Support Room. Some, particularly those with EHCPs or statements, may need close additional support from a Learning Support Assistant. However, we at SAE want to encourage and support our students to become independent learners who can make informed choices and take responsibility for their own learning whenever possible. Teachers and staff have regular CPD to enhance their teaching skills and know how to support children with SEND through effective differentiation. LSA's receive additional training on how to deliver specific interventions identified in the child's IEP and in how to record and monitor progress in the intervention. We seek advice from outside agencies or fellow Steiner schools if an additional area of training is identified.

d) How the school adapts the curriculum and learning environment for pupils with

SEND

The school buildings are well equipped and adapted to manage physical difficulties. Wherever possible we make reasonable adjustments to adapt the learning environment to suit the needs of our SEND students to ensure they are supported. This could be adaptations like their position in the classroom, visual timetables, wedge cushions, laptop use or sensory breaks. Where outside agencies provide advice and information for a child we ensure that this is followed so that the child is safe and well supported in their learning.

At SAE we have a landcraft curriculum which is fully inclusive. LSAs are available if necessary to support SEND children, i.e. those with visual impairment or mobility needs that may require a wheelchair. We have a learning support room where students can work in small groups or individually with LSAs if needed and a nurture base and sensory room for students who need time to regulate. Many classes have 'safe spaces'. Some children have sensory breaks or interventions such as skipping, or weighted exercises to ease them back into learning. We also have a trained movement therapist who works with children on developing their neurological pathways (this is not yet available for the kindergarten children).

e) Additional support for learning that is available to pupils with SEND

Teachers are expected to differentiate all learning activities in their lessons to support all learners within the classroom.

LSAs are deployed across the school to assist and provide support both within the classroom and to withdraw children from class in order to provide targeted intervention for individuals as well as small groups. In the classroom, they will be directed by the class teacher to work with children of different abilities, not just SEND, so that the class teacher can also work specifically with this group of children. This additional support is in proportion to pupils' needs and focuses on instilling independence and a positive attitude to their learning, rather than dependence and an expectation of failure.

Occasionally, a student's needs may warrant an individualised timetable and in some cases behaviour care plans or risk assessments may be required. The Principal and SENDCo along with the HR manager are responsible for overseeing LSA deployment.

f) How the school enables pupils with SEND to engage in the activities of the school (including physical activities and school trips) together with children who do not have SEND

Every child has the opportunity to access all educational activities both inside and outside the school including sporting events. Each activity or trip is risk assessed and managed by a member of staff to ensure safety and is adapted as necessary. Therefore, for a child with challenging behaviour a higher level of adult to child ratio may be put in place and an emergency back-up procedure available. In such cases parental engagement is sought as they may wish to join the group/ trip as part of the support plan.

Children with physical difficulties may need additional LSA support in PE, land based education (LBE), woodwork or other physically challenging activities as necessary.

g) Support that is available for improving the emotional, mental and social development of pupils with SEND

As a Steiner Academy, we understand that children need to develop socially, emotionally and mentally as well as academically and creatively. Pastoral care is provided in the first instance by the class teacher as they have a deeper understanding of each of the children in their classroom. Students also know they can choose to talk to any adult in the school if this is more appropriate.

We have 2 Learning Support Mentors, one based in the Primary phase and the other in Secondary, who support students who need additional SEMH support across the school Phases. We have good links with CAMHS and we currently employ 2 counsellors to provide Tier 2 and Tier 3 counselling to students over 5 days per week ( 1 FTE in total)

Anna Coleman is Behaviour Support Lead who along with her behaviour support assistant provides behaviour support and runs the Behaviour Hub. Anna is skilled in de-escalation for children with Attachment difficulties and is an attachment based mentor.

As a team, we work with the Babcock Behaviour Support Team, the Devon Inclusion Officers- Marc Kastner or Miranda Nicholson; Social Care and the Child and Adolescent Mental Health Service (CAMHS). We have had training for supporting Young Carers and our upper phase Learning Mentor is leading this.

PSHE forms part of our curriculum and is an integral part of the main lesson teaching where appropriate.

h) Support that is available for students with Medical needs

Medical needs are managed with support from the school nursing team, specialist nurses and advisors. Children with severe medical needs have medical care plans which are made in conjunction with parents. Staff are aware of children with medical plans/ conditions. The staff have regular first aid training and updates.

4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The SENDCo Claire Jefferies has been a SENDCo since 2007 and has completed specialist training, as well as being a qualified teacher. Over the past 12 years she has continued to complete training courses on SEND and has attended yearly conferences to keep abreast of all changes to SEND within Education. The Phase SENDCo for Lower school is Sarah Rangell, and she has the new Qualification for SENDCos. Sarah has lots of experience of working as a SENDCo at Primary school level and is a

qualified teacher. Our SEND Clerk is Beth Drew, she is a qualified teacher and is completing her MA in SEN.

Staff are aware of the SEN Code of Practice 2014 and they are being upskilled in all aspects of SEND, alongside the Steiner ethos to fully embrace best practice.

Staff have been trained in Prevention strategies (PIPs) training for safely supporting challenging students. There is a robust behaviour policy in place.

A number of Staff have had first aid training. All staff have had safeguarding training and e-safety training and have yearly updates on this. Whole staff attachment training took place in January 2018. A further refresher on Attachment Difficulties and on working with pupils with ASD was delivered in April 2019, and there has been a programme of training on SEND since that time, this will continue on a regular basis.

We have a Teacher and an LSA who are movement specialists. Ongoing staff training and development is key in providing skilled and up to date support. A range of screening assessments are completed in class 2 around physical development and sensory needs, and Dyslexia is screened for in Class 7. This academic year we will begin early years screening for Speech and Language needs.

We have a service level agreement with an Educational Psychologist to work assess children with more complex needs and we are in regular contact with the Local Authority designated Educational Psychologist. We work closely with Speech and language therapists, Occupational therapists, physiotherapists, CAMHS, Integrated Children's Services, the Communication and Interaction team (CIT) EAL support, medical professionals, the school nurse team, the specialist ICT support staff, physical disabilities support team, Paediatricians and other school settings. Social Services are involved with our LAC pupils and we have close links with the Virtual School.

When it becomes apparent that outside agency support is required to best meet the needs of a child, a referral is completed in a timely manner and once accepted by the service, the child is placed on a waiting list. Due to factors outside of our control, these waiting lists can be extremely long, but we will keep you informed as soon as we are aware of movement up the list and expected timeframes for the service to be able to see your child.

We have a robust safeguarding policy and have a duty of care to report any safeguarding concerns we might have to MASH (see below).

If you require more information about referrals to outside agencies please speak to the SENDCo, or in some instances your GP.

If you have a safeguarding concern about your child, you can contact the Designated Safeguarding Officer, Billy Lee, by telephone on 01392 757371 or [safe@steineracademyexeter.org.uk](mailto:safe@steineracademyexeter.org.uk) or the Multi Agency Safeguarding hub (MASH) direct on 0345 155 1071.

##### 5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

The Steiner Academy Exeter is fully equipped with lifts, slopes and disabled toilets. Steps are demarcated and pathways are clear. The woods and surrounding grounds are uneven and may present a problem for children with poor vision or physical difficulties. These can be overcome by

careful management, planning and additional LSA support. We liaise with the physical difficulties support team if necessary.

The site managers Alice Knight and Stuart Smales and the health and safety team are familiar with actions that need to be taken to make the site safe for students with SEND. Additional equipment can be acquired if it is needed i.e. writing slopes, pencil grips, foot rests, wedge cushions, laptops and specialist computer programs, listening aids, etc.

There is an intimate care policy in place. If you think you or your child requires additional adaptation to equipment or facilities, please let the SENDCo know, as we endeavour to overcome all potential barriers to learning.

6. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

It is important to us that you and your child feel welcome in the school from the moment you join us. The staff work hard to engage with parents in a positive way and are keen to support SEND children appropriately. This is best achieved by building a good home/ school relationship. There are opportunities for daily contact with the teacher plus class meetings and individual meetings. A home/ school book can be provided if necessary. Each class also has a parent class rep who can help support you. Supporting your child to learn spellings, read or do homework is really helpful and deepens parents understanding of Steiner education.

Children with statements or EHCPs have annual reviews and regular meetings as needed. SEND children with IEPs will have their progress reviewed every term. The IEP paperwork is discussed with the parent and checked before being distributed. The parents can request who should attend the meetings and their opinions are sought because they know their child's needs. The 'assess, plan, do review' process is used so that the child's needs are met and regularly reviewed.

Parents can also get involved through attending talks from guest speakers. There is an active PTFA at the school and you are encouraged to join this as it helps to build the community. They organise many fundraising events for the school including Christmas and Summer Fayres. The SENDCo hosts regular coffee mornings for parents of children with SEND, so that parents can get to know her in a relaxed, informal atmosphere and feel part of the community, as well as it being an opportunity to share experiences with other parents. There will be guest speakers attending some of these coffee mornings on a themed basis, and for those parents who work full time, the SENDCo has an evening each term where you can come for a themed talk on a range of different topics to help support your child. She is available for meetings on parents evenings and is happy to arrange meetings during two slots per week in school time. Appointments can be made via the SEN Clerk on the school number.

There are regular gardening / work days when parents can get involved with the ground work and enhance our site for the benefit of the children. Volunteers are welcome and your help will be gratefully received (following a DBS check).

If you want to get more involved in your child's education and support, speak to their teacher in the first instance.

7. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Pupil Voice is very important at SAE. We want to hear the views of our students and give them the confidence that what they tell us will be heard. Within the classroom students have news time when everyone listens to each other's news. We also have circle time to discuss wider issues such as problems in the playground. There is an active student council made up of children from each class. The reps then feedback to their class.

Students regularly go through their work with their teacher in order to have a feedback conversation about next steps. A child may approach any member of staff they feel comfortable with in order to talk to them about something they are worried about.

Some SEND children have pen portraits and they are encouraged to contribute to these as they are best placed to know what helps and what hinders their learning.

SEND children with EHCPs complete 'Listen to Me' information sheets with their parents or LSA. These are helpful in eliciting the views of the child so that these can be represented at multi-agency meetings.

If you would like to find out more about this please speak to your class teacher or the SENDCo. The 'Listen to me' document can be downloaded from [www.devonsafeguardingchildren.org/.../earlyhelp-listen-to-me-and-my-family](http://www.devonsafeguardingchildren.org/.../earlyhelp-listen-to-me-and-my-family).

8. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Concerns about SEND should be addressed to the class teacher and /or the phase lead, or SENDCo. Typically these concerns can be addressed and resolved through dialogue and the formation of a robust partnership between home and school. Good communication is key and consistent two way information sharing is essential.

SAE operates a complaints policy which is available to all parents.

The complaints policy is available from the School Office or on the school website.

<http://www.steineracademyexeter.org.uk/application/files/3214/8511/3929/Complaintspolicy-Nov2016-Governor-approved.pdf>

9. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

The Governing Body delegates all responsibility for multi-agency working to the SENDCo, who works within the 2014 0-25 SEND Code of Practice.

Health, Education or Care referrals are made to a specific agency or to the multi-agency Integrated Children's services, depending on the needs of each individual case. For parents with SEND children, we can signpost to other support services such as the Devon Information and Advice service (DIAS).

To find out more about DIAS, who are there to support parents and carers who have SEND children aged 0-25 please call 01392 383080 or go to their website [www.devonias.org.uk](http://www.devonias.org.uk)

10. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

Devon's Local Offer for SEND provides clear, up-to-date information on the services and support for children and young people with special educational needs and disabilities. The local offer covers provision for children and young people with SEND from birth to 25 and includes information on education, health and social care services and how to access them.

The Devon Local offer can be found at:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needsand-disability-send-localoffer>

11. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

Every effort is made to ensure that a smooth transition is made into SAE. In Kindergarten we have an individual settling in policy to follow. This allows the children and parents to feel comfortable about starting school. Where a child has SEND or has attended another setting the information is obtained and the SENDCo shares it with the kindergarten teacher. The kindergarten teacher usually arranges to meet with the parents and child prior to the child starting school.

When the child finishes in Kindergarten they transfer to the lower school. Prior to this point through transition work they will have become familiar with the buildings and feel at home. Children with SEND who struggle with change will have transition booklets made for them, so that they can keep in mind what their new classroom and teacher looks like. They will have spent a large portion of their days after summer half term with the other children in their new class, so that they are already gelled as a group. The child should now stay with the class teacher until the end of class 5 when they will transfer to upper school. Upper school is still on the same site and many of the staff will remain the same so this makes transitions smooth across the school.

When students start in year 7 they will have had opportunities to visit the school, records will have been shared from the feeder school and safeguarding or SEND records will have been passed on. The SENDCo arranges to visit the SENDCo in the feeder school and sometimes the SENDCo will be invited to attend an annual review meeting prior to the child joining. This ensures that the SENDCo and teacher are fully informed about additional needs and support can be organised. The SENDCo may also arrange to observe the student in class. Additional transfer taster days will be available for those children who are vulnerable or have SEND, and transition booklets can be provided so they can keep in mind who their new class teacher is and what their day might consist of.

If a student transfers out of SAE all relevant records are passed on to the new school. To discuss how we may tailor our transition arrangements to meet your child's needs, please contact the class teacher or SENDCo.