



# SAE NEWSLETTER

ISSUE NO 104 8<sup>TH</sup> FEB 2019

## DATES FOR YOUR DIARY

Mon 11 <sup>th</sup> and Tues 12 <sup>th</sup> Feb	Kindergarten 1-1 parent meetings, main hall. Book on Arbor.
Thurs 14 <sup>th</sup> Feb 09.45	Class 4 play parents invited
Mon 18 <sup>th</sup> - Fri 22 <sup>nd</sup> Feb	Half term
Tues 26 <sup>th</sup> Feb	Theatre trip - Sign of four - Class 10 and Eng Lit Class 9. Book on Arbor.
Sat 9 <sup>th</sup> March	Community work day

Thurs 28 <sup>th</sup> March 17.30 - 18.30	Class 8 options evening
Thurs 28 <sup>th</sup> March	Music concert for pupils during the school day
Thurs 4 <sup>th</sup> April	Steiner's got Talent - more info to follow
Mon 8 <sup>th</sup> - Tues 24 <sup>th</sup> April	Easter holidays including - training day on Tues 24 <sup>th</sup>

## OUR WEEK IN PHOTOS



## INSPIRING POETRY FROM CLASS 7

### The Dance of Magic

A butterfly's wing thumps to your heart  
and your feet lift off the ground and into the air.

The dragon roars a strong cry that rumbles into  
silence  
and the earth around you rises to the clouds  
where nothing can hold you back.

A phoenix rises from the ashes  
and screeches till its flames become a shining star,  
and your wings set alight like the phoenix.

The gift of magic is beautiful dance made by your  
will,  
It is your power for the world to see,  
and can not take.  
Let it shine like your smile.

### Kama

#### The Sad Story of Trees

The tree stood  
The lumberjack took its wood  
It tried to let out a cry  
But nobody could hear  
It shed a tear  
As the lumberjack shouted, "TIMBER".  
The final tree in the forest stood  
It was tall, mighty, old and wise as a tree should be  
But then it was cut for charcoal  
The trees should stand mighty  
Not cut down for humans

Keep the forest how they should be

### Dylan

#### The Pain of Hunters

The lion roars in pain  
The hunter strikes again  
The birds drop from the sky  
I just don't know why  
The tiger's skin  
The hunters win  
The frogs leap  
As the birds weep  
Orcas get caught  
Whales get beached  
Sharks get finned  
Their lives go in the bin  
The hunters must be STOPPED  
They must hear the cries  
I really do try.

### Dylan



### **Humans Don't Just Bully Animals**

Humans don't just bully animals  
They bully their own species  
Making people cry  
Some even die  
The world's lost its mind  
Wars going off  
Bombs exploding  
Forests burning  
Habitats going  
Ocean pollution  
Everything's going  
They must be stopped  
The ocean, the ground, the sky - it's all going.

**Dylan**

### **Away From Home**

Forests burning  
Birds aren't chirping  
Trees being cut  
Wild lives dying  
I don't know why  
I just don't know why  
Animals going extinct  
Cities taking over  
It's sad  
It's really sad  
Foxes crying  
Others dying  
Animals' families fading away  
Their homes are going  
Just why, why, why?

**Dylan**

### **Earth**

Long ago, skies bright blue  
Clouds raced above the heavens  
Nowadays, skies so grey  
Clouds all dark and dead end  
Tigers raced through jungles  
Birds screeched in the trees  
Now it's all long gone.

**Anthony**

### **The War**

He ran  
ran from the guns  
sinking into his own world,  
his own safe haven  
the dark lights  
following, following  
as he runs,  
runs far.

**Anthony**

## **KINDERGARTEN NEWS**



We made beautiful beeswax candles in Cherry Tree. The children (and adults!) enjoyed the process of

seeing the candles grow each day, until they were ready to take home.



We have found delight in discovering spring colours in our paintings this week, to match the emerging spring around us. This week has been full of wonderful moments in Elmwood. The children were filled with wonder when we celebrated Candlemas and watched our Earth candle drying in the raised bed. It was beautiful for the children to watch the wax slowly cooling and changing from a liquid into a candle.



As a teacher, I have also been inspired by the older children of Elmwood who today spontaneously led our circle time including singing our verse, then following with all of the correct rhymes and songs- it was a special moment which will stay with me for a very long time.

## VOLUNTEER UPDATE

SAE have always been keen to encourage a vibrant Volunteer community. However, various issues have been hampering this process for a long while, and recently we have been unable to progress people

through the system as was at all.

Today Chloe Wilson, on behalf of the Moving Forward Campaign and myself, Helen Jacoby, who was previously acting as the Volunteer Co-ordinator had a regroup meeting with Adrian Hilliard, Sarah Stone and Kneace Kelly. The outcome is that, while work on the new system is actively in progress, it will be some time yet before the Volunteer intake programme can be fully launched again.

Since inspection it has become apparent that a much more rigorous and clear process will need to be applied to prepare school to welcome Volunteers once more.

This is of course to ensure the safety of pupils and Volunteers and, at this crucial time, to enable staff to focus on the many other changes which are necessary within school, to improve rigour and meet the required standards. The aim is ultimately to forge a strong, safe and supportive community of verified and trained Volunteers to nourish the school community.

Until the whole procedure is mapped out and officially approved however, we will have to focus our energies on the Volunteer Days, social events and various parent groups.

In the meantime if you know that you would like to volunteer, and haven't done so recently, please email Kneace Kelly on [volunteer@steineracademyexeter.org.uk](mailto:volunteer@steineracademyexeter.org.uk) to confirm and she will make contact as soon as things are in place to relaunch the new and improved Volunteer Programme!

Thanks to all those who have volunteered in the last couple of years, all those who bore patiently thorough the uncertainties of progression, and all those who are planning to volunteer at a future date. It really has been such an inspiration to connect with the passionate and supportive community around our school!

Best wishes Helen & Chloe

## WATER IN BOTTLES

In Upper School we want to encourage healthy practices and could we ask that only water is brought in bottles into school to drink during the day please. Also we have had some sticky spills from sugary drinks in water bottles in school, which has made the environment not as clean as we'd like. Thank you so much for your cooperation in this matter in advance. **Tracy Adams Upper School Lead**

## SEND and Inclusion Team Update

**Samantha Chapman, Strategic Lead for Effective Learning, Babcock LDP**

I have been supporting the school since mid-December 2018 in terms of offering some initial advice guidance and support to act on the concerns raised by Ofsted and subsequently the new leadership of the school.

It is readily recognised that the school was failing in its duties to meet the needs of children with SEND and that there was a significant and almost overwhelming journey needed to improve this situation. It is also recognised that some of the improvements have been too slow in having the desired impact on children's experiences.

Since mid-December the school has made progress in working towards addressing these issues. The school has now appointed a full team to support the whole spectrum of inclusion across all age ranges. This has been in place in its entirety since January and the team is now rapidly taking action to address the issues that have been identified. The team are led by our Vice Principal (Pastoral), and include a Designated Safeguarding Lead, a Lead SENDCo, an 'assistant' SENDCo, a KG SENDCo, and a Behaviour Support Officer. They are also supported by Phase Leads in each part of the school.

Each role is intertwined and mutually supportive and parents should begin to benefit from a seamless response to their children's needs. There is an absolute commitment and every effort is being made to ensure that all children can come to school and learn. All children who need to be supported by the SEND and Inclusion team will have a named key person who will co-ordinate all aspects of their support and provision so that there is less opportunity for families to feel like they are being passed from person to person.

In addition to the appointment of these staff the school is addressing the improvements needed through three key strategies:

- **Building capacity of all staff to meet the needs of children** in their classes through effective teaching and learning strategies, effective classroom management and improving understanding of specific types of need such as autism and how to meet the needs of children in the classroom.
- **A root and branch review of the provision for all children who have an Education, Health and Care Plan (EHCP)** and how the school is providing effective provision for these children as well as identifying children who have significant levels of need and would benefit from an EHCP being put in place.
- **Working with individual families and children** where they have particular needs and require individualised packages of support to ensure that children are receiving an education that is improving their learning and development. This approach is supported by the *Reintegration Roadmap* planning process and the school is engaging an external facilitator to support meetings to ensure that both parents and the school can work in partnership to create a plan that will result in children being back in their classrooms with their peers on a full time basis.
- **The KG action plan** has significantly improved provision across a range of areas.

In terms of progress to date a substantial and in depth training programme for staff has been undertaken and ongoing support from both external experts and the SEND and Inclusion team is being provided for staff. This is having a clear impact on the day to day classroom practice and provision.

Many families have met with a member of the team, class teachers and support staff to review the provision that is in place and ensure this is appropriate to meet the needs of children with EHCPs and plans are being put in place to support children to access their education and make progress. We are aware that there is still a lot more work to do here.

Every effort is being made to address parents' concerns but the school is still aware that there is a lot of frustration and dissatisfaction. As we have identified, the progress has been too slow for many parents and the hard work and commitment from the SEND team and all the staff in the school is still not

creating enough visible improvements for many families.

In light of this we would like to invite parents to work with us in a programme to improve the relationships and general sense of engagement between parents and school which we continue to feel has not been addressed. This process will aim to create a balanced and meaningful partnerships across the family of the school and re-establish the principles of the parent body/school affiliation that is built on mutual respect and an understanding of everyone's rights and responsibilities.



Lead SENDCo - Claire Jefferies

## THE INCLUSION TEAM



Vice Principal - Lyndsey Kane



'Assistant' SENDCo - Sarah Rangel



Designated Safeguarding Lead - Sara Stone



KG SENDCo - Tamsin Robertson



Behaviour Support Officer - Anna Coleman

## MESSAGE FROM THE PRINCIPAL

Dear Parents,

There is no new news regarding our re-brokering process, I will update you as and when I am able.

I have been hearing a wide range of parent feedback over the course of this past week, and in that context, need to be clear about my dialogue with the parent body and my attempts to formalise that dialogue. The Friday morning meetings I have been having have been intended, from my point of view, to ensure a formal route for effective and regular communications, and I understand that there has been confusion and concern over the distinction between the *Moving Forward* campaign and the parent body as a whole. Whilst I fully support the *Moving Forward* campaign, my primary responsibility is the day to day running of the school, and my initial request in December, to formally meet each week with a formally constituted and fairly represented PTFA body, remains.

Provision across the school continues to improve, and the experience of the speed and nature of this change across the community is varied.

The *Reintegration Roadmaps* developed by the Wellbeing Team since December are a comprehensive approach to supporting children who are currently not accessing school for a variety of reasons. This process is being scrutinised by Samantha Chapman, Strategic Lead for Effective Learning, Babcock LDP as part of the school's Service Level Agreement with the

Ted Wragg Trust. Samantha Chapman gives a fuller report above, but an essential part of her recommendations have been to seek external mediation support for families who feel let down by the school's SEND provision. Sam has asked Jane Collings, Learning and Development Adviser, and Graham Fisher from the Communication and Interactions team to participate in such facilitation. It is a clear priority for me that we are able, as a school, to offer sustainable, appropriate and effective education for all children on roll.

In that context, I also need to acknowledge a dropping of numbers, with 379 on roll, from the 442 in October. Despite the improvements we are making, the provision and uncertainty is such that some families have off-rolled their children, and along with wishing those children and families well in their ongoing journeys, I recognise it has a significant effect on classes and morale. Colleagues from Ted Wragg and Babcock continue to comment that not as many families have left the school than might have been expected from a school in special measures, such as ours.

Alongside the challenges, there are ongoing improvements to classroom provision and staff training, with the snow-postponed training on the Main Lesson in Steiner Waldorf education taking place this afternoon. This session, whilst aimed at teachers, will be videoed and posted as part of our work to celebrate and share Steiner Waldorf pedagogy. Ongoing CPD is taking place throughout each week, and so far this term staff have attended trainings on:

- how to write and implement an individual behaviour care plan
- how to support children with self-regulation including the use of five point scales
- the role of the Learning Support Assistant
- positive behaviour management and strategies
- how to write an individual education plan
- what *quality first teaching for all* looks like
- differentiation and meeting the needs of all learners
- intimate care training (for all KG and lower school)
- autism education training for KG

Sincerely, Paul Hougham Acting Principal