

SEN Information Report: The Steiner Academy Exeter

1. The kinds of special educational needs for which provision is made at the school.

The Steiner Academy Exeter is an all through school from 4 – 16 years. Children start in kindergarten at 4 years old and remain there for two years. They then progress to the lower school where they stay with the same teacher from class 1 until class 8. GCSE's start in Year 9 and the students take their GCSE's at the end of year 11.

We are fully inclusive and believe that every child should be able to reach their full potential and should be given every opportunity to learn in accordance with the 2014 SEND Code of Practice. We take a holistic approach and take account of pupils' varied life experiences and vulnerability as well as any additional educational or physical needs they might have. All

If you want to know more about SEND at the Steiner Academy Exeter then please contact Sarah O'Neill, SEND Co-ordinator at Steiner Academy Exeter.

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

The SENDCo at Steiner Academy Exeter is Sarah O'Neill. She is part of the senior leadership team and works closely with all members of staff, in particular Clive Staples, Behaviour and Learning Support Coordinator (BLSCo). Together the SENDCo and BLSCo oversee the day to day running of SEND support across the school. The SEND team is supported by the SEND governor _____. The SENDCo is also responsible for EAL, PPF, G & T, LAC, PLAC and safeguarding across the school.

Children's progress within the Steiner curriculum is monitored on a regular basis through assessment, observations, TA and other teachers discussions and in conjunction with parents. The Principal 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 the teachers teach their students for many years and therefore get to know the children and their families exceptionally well. 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 concerns with parents should they arise. Concerns can range from lack of progress, eating issues, emotional needs, etc. If a concern is raised we will address it accordingly and if necessary refer the child on to professional services such as the school nursing team. If parents have a concern they should talk to the class teacher first.

Each term the SENDCo in conjunction with class teachers and the principal produces a SEND overview which acts as a monitoring tool. Through discussion barriers to learning can be identified and further assessment put in place if necessary.

There are four primary areas of need:

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

The overview has a graduated approach and has the following headings:

- **Watch** – teacher has initial concerns and monitors the child
- **Cause for Concern** – the child needs additional support and monitoring in class from the class teacher/ TA. Parents informed. If after a period of 6 months improvements have not been made the child moves onto SEN Support.
- **SEN Support** – additional targeted support, group work and if necessary the DAF process should be carried out with the parents if multi- agency support is needed, i.e. speech and language therapists, Educational psychologists, CAMHS, etc. Parents informed and child placed on the SEN Register.
- **Education health Care Plan (EHCP)/ Previously Statement of Special educational need** – Multi- agency support for additional and more complex needs.
- **Gifted and Talented** – Teachers to extend the learning experience but also be aware of any additional needs these students may present.
- **Sensory/ Therapy** – Some needs may be met through sensory programmes or breaks/ art therapy, drama therapy, Eurythmy, etc.

The views of the child and the parents are sought at the earliest opportunity to ensure that their voice is heard regarding any support for additional needs.

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 County termly.

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 childrens 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 and SENDCo monitor and evaluate SEND pupil progress through assessment, work analysis, pupil observations and termly teacher assessment meetings.

Our school improvement plan incorporates SEND provision.

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

The Principal and SENDCo regularly monitor the progress of our SEND children (see above).

The class teacher will know how your child is progressing and will be able to inform you about what is being done to support your child at the termly parent/ teacher meeting. Teachers and parents often share a home/ school book to communicate or it is often possible to speak directly to the teacher.

If the child needs additional support other than can be provided in the classroom the teacher will ask for support from the SENDCo. A meeting can be arranged with the parents and the SENDCo to discuss any concerns.

At this point the SENDCo may arrange additional support through targeted interventions or if necessary start the Devon Assessment Framework (DAF). The parents and SENDCo complete the paperwork together and then arrange a meeting to create a 'My Plan' for the child- this is used to identify all areas of need and to signpost the support that needs to be put in place, it also highlights if outside agencies such as the educational Psychologist, CAMHS, S & LT, etc. Where a DAF is in place parents can have termly review meetings if these are needed.

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

All teachers at SAE are teachers of SEND and use quality teaching first and the holistic Steiner curriculum to support SEND children well. Most children with SEND will be catered for by their class teacher in their classroom. Some, particularly those with EHCPs or statements, may need close additional support from a teaching 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.

We have well trained teaching and learning support assistants and by using a team approach, staff can support and advise each other on how best to meet an individual's needs. We seek advice from outside agencies or fellow Steiner schools if an additional area of training is needed.

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 and within reason we 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 for example. 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 land based curriculum which is fully inclusive. TAs and 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 quiet room where students can work if needed and a break out space for students who need time to unwind. Many classes have safe spaces. Some children have sensory breaks or interventions such as skipping, digging or sawing to ease them back into learning.

We have three trained Thrive practitioners and Thrive is in place to support some of our students. We also have a trained movement therapist who works with children on developing their neural pathways (this is not yet available for the kindergarten children).

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

Teachers differentiate their lessons to support all learners within the classroom. TAs are available in every classroom and additional support is deployed for those with SEND. This additional support is in proportion to their needs and focusses on instilling independence rather than dependence. In some lessons the teacher may choose to focus on the SEND children while the TA, under the teacher's direction, leads the class. Children with specific needs may be withdrawn from the class at certain times during the week for enhanced or targeted provision (e.g. Thrive, physiotherapy or movement work).

Sometimes a student's needs may warrant an individual 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 TA 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. For example with 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 TA support in PE, 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

We have a robust safeguarding policy and protocol in place. Medical needs are managed with support from the school nursing team, specialist nurses and advisors. The staff have recently had up to date first aid training. Children with severe medical needs have care plans which are made in conjunction with parents. 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 deep 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 advocate the Thrive approach to support the social and emotional needs of our students. This can be whole class, groups or individual sessions. Parental permission is sought for individual Thrive assessments and parents can support the programme at home alongside the work taking place in school.

We have a student welfare officer Sara Jarman and she supports Clive Staples in behaviour support.

Within the DAF process we may work alongside the behaviour support team, Devon inclusion officer- Marc Kastner, social care and the Child and Adolescent Mental Health Service (CAMHS).

We have had training for supporting Young Carers and Sarah Jarman is leading this. PSHE forms part of our curriculum.

If you have questions about your child's support or suggestions about how to meet their needs more effectively, please speak to the class teacher in the first instance, or contact the SENDCo.

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SENDCo-ordinator.

The SENDCo is Mrs Sarah O'Neill. She can be contacted via the school office or by telephoning 01392 757371 or by emailing sarah.oneill@steineracademyexeter.org.uk . If she is not available then please contact Mr Clive Staples Behaviour and Learning Support Co-ordinator (BLSCO) on the same number or clive.staples@steineracademyexeter.org.uk

5 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 and the BLSCo have both completed the National Award for Special Educational Needs. The SENDCo is continuing with her studies and keeps up-to-date with current initiatives, developments and legislation and appropriate training is undertaken. Staff are aware of the procedural changes and they are being developed 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.

All staff have recently had first aid training.

All staff have had safeguarding training and e-safety training.

Whole staff attachment training took place in September 2016.

Three members of staff are Thrive practitioners. Teachers and TAs have had Thrive awareness training.

We have a TA who is a movement specialist – whole staff have had movement training from Val Taylor.

Ongoing staff training and development is key in providing skilled and up to date support. Dyslexia is assessed and TA supported by a specialist teacher and QE outreach. We are in regular contact with Educational Psychologists, Speech and language therapists, Occupational therapists, physiotherapists, CAMHS, Integrated Children's Services, the Communication and Interaction team ASC, Vbranch House, EAL support, medical professionals, school nurse team, specialist ICT teacher, physical disabilities support team, Paediatricians and other school settings. Social services are also sometimes involved with cases.

It is important to mindful that many of the agencies mentioned have waiting lists and we cannot access them quickly.

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 school by telephone on 01392 757371 or safe@steineracademyexeter.org.uk or the Multi Agency Safeguarding hub (MASH) direct on 0345 155 1071.

6 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 mostly 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 TA 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.

7 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 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 more regular meetings if needed.

SEND children with DAFs will be reviewed every term if this is necessary. The DAF 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 as parents they know their child's needs. The plan, do review process is kept in mind so that the child's needs are met by the process.

Parents can also get involved through the Steiner themed lessons run by Alan Swindell (Principal).

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.

There are regular gardening days when parents can get involved with the ground work and enhance our site for the benefit of the children.

Volunteer- you will need to be DBS checked but your help will be gratefully received.

If you want to get more involved in your child's education and support, speak to their teacher in the first instance. For more information about the DAF process please contact the SENDCo.

8 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 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. Sara Jarman and Clive staples are available should a child need to talk in confidence to someone (children may choose another member of staff). Some SEND children have one page profiles 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 DAFs, Statements or EHCPs complete 'Listen to Me' information sheets with their parents or TA. 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/.../early-help-listen-to-me-and-my-family.

9 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 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/sae/wp-content/uploads/2015/07/Complaints-Policy.pdf>

10 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 DAF procedures and the 2014 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

11 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.

The Devon Local offer can be found at <https://new.devon.gov.uk/send>

12 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 they will have become familiar with the buildings and feel at home. The child now stays with the class teacher until the end of class 8 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 a DAF/ annual review meeting prior to the child joining so 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.

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 SENCo.](#)

13 Information on where the local authority's local offer is published.

Our school offer is built around the 2014 SEND code of Practice, and in particular the Devon Local Offer, which can be found at www.devon.gov.uk/send