

SEN Plan 2018-2019

The Steiner Academy Bristol aims to ensure that all pupils, including those with Special Educational Needs, have access to the Steiner Waldorf curriculum. It is committed to valuing all pupils, irrespective of academic ability, physical or emotional attributes, gender, culture, religious, ethnic or socio-economic background. It recognises that all children have individual needs and that at some point in his/her academy career any pupil may need additional support. The academy tries to meet these needs in a way appropriate to the child's age, stage of development and personal circumstances.

The academy employs whole -class, mixed ability teaching throughout, which means great emphasis is placed on the teacher's input being imaginative, engaging and inclusive of all abilities and learning styles.

Steiner Academy Bristol aims to provide a technology free environment for pupils in Kindergarten through to Class 3. In those years classrooms are not equipped with interactive whiteboards and pupils have no access to computers. ICT is introduced gradually from Class Six onwards, however, pupils with SEND may have access to assistive technology in the classroom and for interventions from Class 4

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The kinds of SEN that are provided for	<ul style="list-style-type: none"> • Support for all 4 main areas of SEND (Cognition and Learning, Communication and interaction, Social Emotional and Mental Health, Sensory and Physical) can be provided. Some of our pupils currently have a Statement of SEN or EHC Plan. • Our site meets basic accessibility requirements.
The name and contact details of the special educational needs co-ordinator (SENCO)	<p>The academy SENDCo is Sophie Barlow</p> <p>sophie.barlow@steineracademybristol.org.uk</p>
Policies for identifying pupils with SEN and	<p>Our SEND Policy 2018 sets out in detail the arrangements for assessing needs.</p>

<p>assessing their needs</p>	<p>Our SENCo, Sophie, works closely with the Safeguarding and Attendance officer, Rich Crossley, who takes responsibility for health, welfare and safeguarding issues, including CAF, and works with pupils who have Social Emotional and/or Mental Health difficulties.</p> <p>Pupils who are identified through teacher assessment, parental concerns or class screening, as likely to need additional support, are referred to the Learning Support Department for assessment. In the first instance, the SENCo will carry out an assessment and then, in conversation with the parent/carers and the Class Teacher or Guardian, decide on the next steps to take.</p>
<p>Arrangements for consulting parents of children with SEN and involving them in their child's education</p>	<p>Communication with parent/carers takes many forms (see SEND Policy). Of particular relevance to parents of children with SEND are:</p> <ul style="list-style-type: none"> ● Annual Review Meeting for pupils with Statements or EHC Plans ● Home/academy book looks ● Parents' Evenings ● Class Teacher's evenings ● Home Visits (by arrangement) ● Telephone communication as necessary ● Electronic communication – parents are encouraged to contact their child's Class Teacher/Guardian by email if they have questions regarding their progress. ● Meetings arranged by appointment with Class Teacher, SENCo and/or other relevant staff members. ● SEN coffee mornings.
<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>Pupils' views are taken into account, in an age appropriate manner, when organising support for their needs.</p> <p>Pupils are encouraged to share any concerns with their Class Teacher/Guardian, the Learning Support Staff or their SENCo</p>

	<p>The majority of the pupils on the SEND Register work regularly with a learning support teacher, which gives them ample opportunity to discuss their needs and difficulties.</p>
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes</p>	<p>Pupil progress is continually monitored by teachers and can be viewed by parents on our Parent Portal (Arbor)</p> <p>Pupils are screened annually for literacy and numeracy.</p> <p>Pupils receiving learning support interventions are continually monitored and are formally reviewed at least twice a year, by the Support Teacher with whom they work in consultation with the SENCo.</p> <p>In addition to the annual class screenings, from Class 4 onwards, pupils on the SEND Register, are assessed for progress in Reading, Spelling and Maths using CAT4, NGRT and MALT Tests in the autumn and spring.</p>
<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>	<p>Our SENCo, with support of the Admissions team, liaises with previous settings or receiving provider, ensuring that information is passed on. This includes pastoral needs, assessment data and access arrangements for exams.</p> <p>The academy organises visits to the local colleges for all Class 10 pupils.</p> <p>Further group visits are arranged following this and individual visits for pupils with SEND are arranged as necessary.</p> <p>The SENCo, along with the Kindergarten Lead plans transition support for KG students rising into Class 1</p>
<p>The approach to teaching pupils with SEN</p>	<p>It is anticipated that all pupils will be involved in all aspects of the work of their class, irrespective of SEND. This includes trips, seasonal festivals, plays, performances and</p>

	<p>assemblies, in addition to all lessons in arts, crafts and movement.</p> <p>Teachers use Quality First Teaching methods to ensure that work is differentiated to make it accessible to students.</p> <p>Teaching resources are routinely evaluated to ensure they are accessible to pupils with SEND.</p> <p>Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon pupils with SEND.</p> <p>Access to teaching and learning for pupils with SEND is monitored through the academy's quality assurance processes</p> <p>Non-structured times are supervised by teachers who are aware of possible difficulties with inclusion and prepared to circumvent them, intervening if necessary.</p>
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>All teachers are provided with information on the needs of individual pupils so that they can plan differentiated learning within our curriculum to ensure that all pupils are able to make progress and that the teaching is matched to meet the needs of every child.</p> <p>Pupil progress meetings are held with class teachers, at least 3 times per annum. A member of the leadership team supports analysis of attainment data for all pupils supporting and informing identification and next steps of SEN pupils.</p> <p>We make reasonable adjustments within the academy setting to meet the needs of pupils in line with the Equality Act 2010. If, for example, if a child has Speech, Language and Communication Needs teachers will use simplified language and non-verbal cues such as visual prompts. If a child has ASD (Autistic Spectrum Disorder) then teachers will use choice boards, simplified language and visual prompts to enable the child to access learning. We utilise the Bristol Autism Team teaching Resources for Primary and Secondary academies to help us make appropriate adaptations.</p>

	<p>The main academy and the kindergarten have disabled changing and toilet facilities on site. Our ground floor is fully accessible, however, the second floor is not fully accessible to wheelchair users. All specialist facilities are fully accessible.</p> <p>Parents are invited to visit the academy to discuss their child's needs and see our facilities, in order to support their decision regarding the suitability of the academy for their child.</p> <p>Where appropriate, adaptations are made to the curriculum so that pupils can have access a mainstream education.</p> <p>The academy liaises with the relevant outside agencies to secure the necessary resources for a range of physical conditions or special educational needs.</p>
<p>Additional support for learning that is available for pupils with SEN</p>	<p>We have a detailed provision map of Additional Support, this includes intervention packages, for example Third Space Learning, Nessy and Read Write Inc..</p>
<p>The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</p>	<ul style="list-style-type: none"> ● We employ a Maths and English specialist TA to run specific interventions in this area. ● We have a trained Thrive Practitioner and all staff have THRIVE awareness training. Class teachers are able to conduct whole class THRIVE screening. ● We work in partnership with the Educational Psychology service, SALT, the Bristol Autism Team and Occupational Therapy teams, to support delivery of high quality provision. ● The SENCO is participating in the National SENCo Award and works in liaison with other local SENCOs. <p>All staff are regularly trained and updated both in-house and through external providers to make sure that they are best able to provide quality first teaching experiences.</p>
<p>How equipment and facilities to support children and young people</p>	<p>We have designated Upper and Lower academy intervention rooms. These rooms are provided with Occupational Therapy sensory items, space for movement, THRIVE resources and quiet working spaces.</p>

<p>with SEN will be secured</p>	<p>The Upper academy intervention space has an IT equipped area, specifically designated for SEN students. We apply for Top Up Funding, where we can show that graduated response necessitates this.</p>
<p>How the effectiveness of the provision made for pupils with SEN is evaluated</p>	<p>Our quality assurance, development and review cycle, includes a strong focus on SEN provision.</p> <p>Data from screening test results and teacher assessment is used to evaluate the effectiveness of the provision for all pupils with SEND.</p> <p>The SENCo, Safeguarding and Attendance and Learning Support Teachers meet weekly to discuss, plan, review and evaluate the SEND provision within the academy. This is shared with the wider Academy Leadership Team, which is fully involved with this process.</p> <p>The SENCo regularly attends and updates the governors at the Teaching and Learning Committee, to ensure that high quality SEND provision remains one the Governors' priority objectives.</p>
<p>How pupils with SEN are enabled to engage in activities available with those in the academy who do not have SEN</p>	<p>Adaptations to the teaching and learning environment vary according the specific needs of the individual child.</p> <p>Communication and Interaction:</p> <ul style="list-style-type: none"> ● Planned seating arrangements are designed to support pupils' communication and interaction with one another, for both social and learning purposes. ● In the classroom pupils are encouraged to work with desk partners, in small peer groups or as members of the whole class – supported as necessary by Class Teacher. This ensures that communication and interaction takes place between pupils as well as with adults. ● Targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.

- Occasionally timetables may be adapted to allow for a child's specific needs.

Cognition and Learning :

- Targeted intervention programmes are delivered to pupils to improve skills in a variety of areas.
- Where needs warrant it, pupils may be withdrawn from class for one or two lessons a week to work one-to-one or in a small group with a Learning Support Teacher. Except in the rare occasions where a pupil is disapplied from a particular subject, this is done on a rolling rota so as to interfere as little as possible with the pupil's work as part of their class.

Social, Emotional and Mental Health:

- Social, Moral, Spiritual and Cultural development is intrinsic to all teaching and learning within our academy and as such the academy ethos values all pupils and their diverse abilities.
- The academy encourages peer friendships and aspires to ensure that no pupil feels isolated, we operate a restorative approach to negative behaviours.
- Risk assessments are used to ensure that action is taken to increase the safety and inclusion of all pupils in all activities.
- Behaviour management systems in academy are based upon encouraging pupils to make positive decisions about behavioural choices. A supervised quiet space for time out of lessons is available for pupils who need it.
- The academy provides personalised pastoral care for all its pupils, through our class teacher system, and every endeavour is made to know and support individual needs.
- External support is sought and any advice implemented to support individual pupils' needs.
- Small group targeted programmes, led by the Class Teacher, can be delivered to pupils to improve social skills and emotional resilience.

	<ul style="list-style-type: none"> ● The Steiner Curriculum provides many opportunities for outdoor learning, which supports pupils with social, emotional and behavioural needs. ● A “quiet space”, staffed by the TA team, is available at lunch times for those pupils who prefer less vigorous activity. ● The academy therapy dogs are used for proactive and reactive support. ● Occasionally timetables may be adapted to allow for a child’s specific needs. <p>Sensory and/or Physical Needs:</p> <ul style="list-style-type: none"> ● The academy ensures that parents/carers work in partnership with it to support pupils. ● Advice and guidance is sought from the Local Authority and implemented to ensure that barriers to success are reduced or removed. ● Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes, life limiting conditions. ● Staff understand and implement the medicine administration policy. ● Staff receive training to ensure understanding of the impact of a sensory need upon teaching and learning e.g. Hearing Impairment Awareness. ● Additional adults are deployed to increase pupil success and independence where necessary. The SENCo and/or Support staff complete any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils. ● The academy buildings are accessible to all, with all specialist classrooms fully accessible.
<p>Support for improving emotional and social development-</p>	<p>All teachers and support staff regard the emotional and social health of the pupils as their highest priority.</p>

<p>including extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying</p>	<p>Social and Emotional Intelligence is modelled by all staff and interwoven into the delivery of lessons, as it is integral to the Steiner Waldorf curriculum and teaching methods.</p> <p>The SENCo and the Attendance and Safeguarding lead teacher are trained and act as CAF lead professionals.</p> <p>We have experienced support staff who are trained in working with Social, Emotional and Mental Health Difficulties and is available to any child who may need their support, irrespective of identified SEND.</p> <p>We have a THRIVE practitioner, trained to deliver one to one and small group Thrive interventions.</p> <p>The academy works in partnership with training colleges and universities who supply the academy with trainee Art therapists and Music therapists.</p> <p>Pupils with complex emotional and mental health needs are referred to CAMHS.</p>
<p>How does the academy involve other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>	<p>We work with the following organisations:</p> <ul style="list-style-type: none"> ● Child and Adolescent Mental Health Services – CAMHS ● Educational Psychologists ● Occupational Therapy and Physiotherapy ● Speech and Language Therapy (SaLT) Service – ● Behaviour Support Team ● The HOPE academy for Children in Care ● Paediatricians and other Healthcare professionals ● SLCN Support Services (Speech Language and Communication Needs) ● Social Services ● The police <p>A full list of services available can be found on the Bristol Local offer website: http://www.findabilitybristol.org.uk/</p>

<p>Arrangements for handling complaints from parents of children with SEN about the provision made at the academy</p>	<p>In the first instance parents are encouraged to bring their concerns to their child's Class Teacher/Guardian and/or SENCo. A meeting can be arranged, during which their issues will be discussed and, it is hoped, resolved.</p> <p>In the event that there is not resolution, the matter can be referred to the Principal joss.hayes@steineracademybristol.org.uk</p> <p>Further information about making formal complaints can be found on the academy website</p>
<p>Contact details of support services for parents of pupils with SEN</p>	<p>http://www.findabilitybristol.org.uk/ Bristol's local offer</p> <p>https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs Information on Children and Adolescent Mental Health Services.</p> <p>http://www.otrbristol.org.uk/ A local support network for children and parents.</p> <p>https://www.kids.org.uk/ Support parents of disabled children.</p> <p>http://www.supportiveparents.org.uk/ Support and advice for parents of children with SEN.</p> <p>https://specialneedsjungle.com/ advice for parents and updates on SEN services</p>
<p>Named contacts within the academy for when young people or parents have concerns</p>	<p>In the first instance parents are encouraged to bring their concerns to their child's Class Teacher/Guardian and/or the relevant SENCo. A meeting may be arranged at which their issues will be discussed and, it is hoped, resolved.</p> <p>SENCO: sophie.barlow@steineracademybristol.org.uk</p>

	<p>Attendance welfare and Safeguarding: richard.crossley@steineracademybristol.org.uk</p> <p>Kindergarten and Lower academy Lead: TBC</p> <p>Middle and Upper academy Lead: kamar.finn@steineracademybristol.org.uk</p> <p>Principal: joss.hayes@steineracademybristol.org.uk</p>
The academy's contribution to the local offer and where the LA's local offer is published	www.findabilitybristol.org.uk