

SEN policy and information report

Steiner Academy Bristol

Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Definitions.....	3
4. Roles and responsibilities.....	4
5. SEN information report.....	5
6. Monitoring arrangements.....	8
7. Links with other policies and documents.....	8

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Steiner Academy Bristol (SAB) we believe that all pupils should be valued and respected. We believe it is our responsibility to purposefully create a safe, secure and regulated environment, where all young people are encouraged to powerfully participate in learning that will enable them to meet their full potential and give them better life outcomes. We believe we have a shared responsibility to ensure that all children are appreciated and nurtured in order to attain the best they can.

We place a high priority on British Values and an embedded approach to Personal, Social, Health (PSHE) Education to maximize opportunities for personal autonomy and to enhance quality of life. We believe that structure and positive intervention with built-in opportunities for change and risk-taking achieve the best results for our pupils. We believe pupils learn best when teaching approaches are clear, concise and have a grounding in real life experience, where appropriate. We recognise that significant number of our pupils have difficulties but believe that compassion, respect and positive intervention effect change. The culture and ethos of our school is open and non-judgmental and nurturing to support all pupils to make the best possible progress.

2. Legislation and guidance

All schools insert:

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sophie Barlow

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school continually monitor the effectiveness of the policy, SEN budget and staffing
- line manage the SEN support staff
- provide and monitor the effectiveness of ongoing and specific training for all staff and designated SEN staff
- monitor outcomes for children and effectiveness of provision in closing the gap in attainment
- report accurate progress regularly to the Principal and Governors

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Principal

The Principal will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any Learning Support Assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- implement strategies and approaches advised by the SENCO
- differentiate clearly and appropriately in their class planning
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, insecure attachment, ADHD
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

All teaching will be well planned and differentiated, using a range of approaches and learning styles, in order for children to fully show their potential, strengths and difficulties. We will assess each pupil's current skills and levels of attainment regularly, which will build on previous age related expectations, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Delayed progress and low attainment will not automatically mean a pupil is recorded as having SEN, however, a child displaying delayed progress and low attainment would attract further support from the Class Teacher in the first instance, who may work with the teaching team to help bridge the gap.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

The class teacher will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- A review date is set

Notes of these early discussions will be added to the pupil's record and given to their parents.

The SENCO will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SEN Team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment, teaching strategies and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

Class Teachers will make all teachers and support staff who work with the pupil aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

There are three key transition points for students in SAB, kindi to class 1, Class 8 to Class 9, and C10 to the college/sixth form. We prepare students with social stories, meet and greets, tours and trial days.

We urge new pupils to have a trial session with us, and in cases where a student has profound and multiple SEN we will request to meet with the parent and student to put a support plan in place to ease transition into SAB.

If a student decides to leave SAB we will share information with the school, college, or other setting the pupil is moving to.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

If a child is not making progress in the main classroom we may offer intervention to bridge the learning gap. We offer:

- Hegarty Maths- (Screen based and not available to C3 and below)
- GCSE booster and stretch groups
- Nessy, (Screen based and not available to C3 and below)
- Read Write Inc,
- Social detective (For Lower School ASC students)
- Exams Skills
- Thrive (Whole school Social emotional wellbeing support)
- SEAL (Social Emotional Attitude to Learning)
- Reading partners
- IMPP
- Eurythmy
- Sensory Diets
- A variety of outdoors craft based activities such as gardening with a therapeutic focus.

*Please contact the SENCO Sophie Barlow sophie.barlow@steineracademybristol.org.uk to find out about the interventions on offer or to see the school SEN provision map.

We also work in partnership with universities offering Art and Music psychotherapy and offer placements to students who may be able to offer additional support.

At all times the aim is to support the child to learn effectively in the classroom.

5.7 Adaptations to the curriculum and learning environment

Teachers are provided with toolkit differentiation strategies to use in their classrooms. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum and approaches ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, scaffolded tasks (now and next)
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have a number of learning support assistants who are trained to deliver interventions such as Thrive and Read Write Inc ect.

Learning Support Assistants will support pupils on a 1:1 basis when they have been highlighted as needing targeted and intensive tutoring to bridge a learning gap, or when there are significant social needs that inhibit them in the classroom.

Learning Support Assistants will support pupils in small groups when they have been highlighted as needing additional support to bridge a learning gap, or when they would benefit from small group social skills work.

We work with the following agencies to provide support for pupils with SEN:

- Bristol Healthy Schools Award.
- Bristol's local offer- Findability
- Speech And Language Team
- Educational Psychologist
- Occupational Therapy
- Child and Adolescent Mental Health.
- The Hope School
- The Local Authority SEND departments
- Education Welfare
- First Response
- Social Services
- Youth Offending Teams
- The police

5.9 Expertise and training of staff

Our SENDCO is currently working towards achieving the National Award for SENDco. She has had experience in this role and has worked as an Art curriculum manager and Class Teacher. Previous to this she worked as a Special Effects and Prosthetics artist and as a Trustee for the educational charity Stand Against Violence.

The SENDCO is a full time role, however she currently retains her duties as a Class Guardian and Art Teacher.

We have a team of Learning Support Assistants, including two higher level Learning Support Assistants (HLSAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Thrive, the graduated response, quality first teaching and safeguarding.

We use specialist staff for Thrive and student welfare, small group interventions and one to one support.

5.10 Securing equipment and facilities

Class teachers have budgets for classroom equipment, any teaching aids will be purchased from this budget at the start of the year or throughout the year as appropriate.

The school runs a variety of intervention spaces including wellbeing rooms in Kindi, movement and small group teaching spaces in Lower School and a computer suite and small group teaching room in the Upper School.

Students have access to computer software in upper school.

The school is disability friendly and disabled students have full access to the school site.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions every short term (6 weeks)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) as planned by their class teachers.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school community
- Pupils with SEN are also encouraged to be part of our range of clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

The school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils SEN and supporting their families. We may advise parents to seek advice or support from their GP in referring to Occupational Therapy or Child Adolescent Mental Health Services.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Class Teacher in the first instance, who may seek advice and support from the SENCO. If the complaint is not resolved satisfactorily, the schools complaints procedure will be started. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Outside agencies that may be able to support children and their families further can be contacted via the main school reception. These agencies can include LA specific support teams that may include Educational Psychology, LA SEND and Social Care.

The Local Authorities also provide local support for families which can be found on the following websites: <http://www.supportiveparents.org.uk/> In addition, please check the website for useful local links for parents and carers at: <https://www.ipsea.org.uk/> or <http://ias-rbwm.co.uk/> or www.bristolparentcarers.org.uk and also <http://cyp.iasnetwork.org.uk/>

5.17 Contact details for raising concerns

In the first instance please contact your child's Class Teacher

firstname.lastname@steineracademybristol.org.uk

Or, if you do not feel it is appropriate to contact your Class Teacher please email the SENCO

sophie.barlow@steineracademybristol.org.uk

5.18 The local authority local offer

Parents and families can access the LA local offers and Steiner Academy Bristol School Report on the school website: <http://steineracademybristol.org.uk> or Bristol City Council Local Offer:

<http://www.findabilitybristol.org.uk/> or South Gloucester Local Offer:

<http://www.southglos.gov.uk/> There is also a School SEN Information Report available on the school website. A paper copy can be requested from the Principal.

6. Monitoring arrangements

This policy and information report will be reviewed by Paul Beckley- SEN governor **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Pupil Premium
- Safeguarding
- Supporting pupils with medical conditions

Designated Governor (role)	Dr Paul Beckley
Designated Staff member	Sophie Barlow (SENCo)
Governor committee	TLC
Date approved by Governors	12.04.18
Review date	April 2019