



## Special Educational Needs and Disability Policy

### Rationale

Steiner Academy Bristol is committed to ensuring that the necessary provision is made for every pupil in the schools' communities. The Trust is passionate about Inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all young people from 4-16 with a learning difficulty, disability, disadvantage or special educational needs.

The new Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

We believe that all children with a Special Educational Need and Disabilities (SEND) must have their needs recognized and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The Trust strives to deliver appropriate curriculum to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove the barriers to assessment and learning

### Context

SEND stands for Special Educational Needs and Disability. Children have additional educational needs if they have a learning difficulty that calls for additional educational provision to be made for them. 'Children have a *learning difficulty if they:*

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.' (Code of Practice September 2014)

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- *Sensory and/or Physical Difficulties*

Some children may have needs in one or more of these areas and the purpose of identification is to work out what action the school needs to take to support children well.

## Implementing the Policy

At Steiner Academy Bristol we follow a graduated support procedure. This consists of:

1. Assess
2. Plan
3. Do
4. Review

**The following the implementation process and the core offer to children with special educational needs and/or disabilities:**

<b>Principal</b>	Ms Angie Browne
<b>SENCO</b>	Ms Regan Crum
<b>SEND Governor</b>	Mr Paul Beckley
<b>How do we make sure that all children reach their potential?</b>	<ul style="list-style-type: none"> <li>• Access to a broad, balanced Steiner curriculum which is well differentiated and takes account of different learning styles and the children's interest.</li> <li>• Detailed planned lessons that follow the National Curriculum statutory requirements, enhanced with our long-term curriculum plans.</li> <li>• Rigorous tracking system in place to monitor progress and set targets.</li> <li>• Well-staffed classrooms KG and Lower School: One Class Teacher and one full-time Class Assistant. Middle School: One Class Teacher and the equivalent of one full time Learning Support Assistant.</li> <li>• Dedicated full time SENCO</li> <li>• A well qualified and dedicated team of staff. Courses attended include: Positive Handling, Sign Language and specific needs amongst others.</li> <li>• Effective liaison methods with a range of external agencies who provide support and advice to staff and families, observe children in the school setting and signpost other support services and programmes. These services include: Behaviour and Attendance; Children and Adult Mental Health Service; Counselling; Education Welfare; Occupational Therapy; Physiotherapy; School Nursing Service and Speech and Language Therapy.</li> <li>• Detailed programmes of reviews with parents and professionals including termly progress meetings for children on the SEN</li> </ul>

	<p>register and, where required, Common Assessment Framework (CAF) meetings and Team Around the Child (TAC) meetings.</p> <ul style="list-style-type: none"> <li>• Staff updates on changes in SEND and the management of SEND within school.</li> <li>• A celebrated ethos of inclusion and equality.</li> </ul>
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<p><b>What do we do if we believe that children have additional educational needs?</b></p>	<ol style="list-style-type: none"> <li>1. Inform parents.</li> <li>2. Create a Pupil Passport</li> <li>3. Class Teacher and SENCO to discuss options.</li> <li>4. Add to the SEND Register, observations, tracking documents and all relevant paperwork</li> <li>5. Put strategies in place to aim for SMART targets and effective provision and interventions.</li> <li>6. Review at least three times per term. Review targets termly.</li> <li>7. If the concern is addressed the child can be taken off of the SEND Register and monitored. If concerns remain, review next steps.</li> <li>8. Record concerns on a Referral Form.</li> <li>9. SENCO observes the child in their classroom surroundings and at playtime</li> </ol>
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<p><b>How do we help a child with physical needs?</b></p>	<ul style="list-style-type: none"> <li>• Our full site is being refurbished and will be completed in 2016. This work is being managed by the Education Funding Agency under the provisions of the Disability Discrimination Act. This work will hugely improve the current state of accessibility across the site although as a listed building there are limits on what can be achieved.</li> <li>• All specialist teaching spaces will be fully accessible for wheelchair users.</li> <li>• At least one of the two home classrooms for every year group will be fully accessible for wheelchair users.</li> <li>• Disabled toilets will be available across the site with specialist adaptations to facilitate independent toileting where possible</li> <li>• Shower facilities are available in various areas on site.</li> <li>• School bank of equipment including sloping boards, pencil grips, banana boards, and a range of ICT equipment.</li> <li>• Putty for daily muscle building and strengthening of the hands.</li> <li>• Access to Physiotherapists and Occupational Therapists for advice, guidance and direction regarding exercise and activities.</li> <li>• Use of differentiated sports equipment, including specialist balls and balance boards.</li> <li>• Individualised Fire Evacuation Plans</li> </ul>
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<p><b>How do we help a child with speech and language needs?</b></p>	<ul style="list-style-type: none"> <li>• The SENCO has been on speech and language training sessions and workshops, which in turn has enabled our pupil's access to speech and language identification tools.</li> <li>• Delivery of programmes devised by Speech and Language Therapists.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Access to Speech and Language Therapists for advice, guidance and assessments.</li> </ul>
<b>How do we help a child with sensory impairments?</b>	<ul style="list-style-type: none"> <li>• Specialist rooms for focused work</li> <li>• KG staff have attended introduction to British Sign Language (BSL) Level 2</li> <li>• Completed Disability Audit</li> <li>• Clear signage</li> </ul>
<b>How do we help a child with social and emotional difficulties?</b>	<ul style="list-style-type: none"> <li>• The new build will allow for access to a pupil support room and resources</li> <li>• Anger and behaviour management programmes led by school staff</li> <li>• Access to external counselling services</li> <li>• Cause for concern form to inform management of issues.</li> <li>• A range of roles and responsibilities within school to celebrate strengths in individuals and create a focus.</li> </ul>
<b>How do we help a child with behavioural difficulties?</b>	<ul style="list-style-type: none"> <li>• Established behaviour ethos</li> <li>• Established school rules, presented in a child-friendly format. These are reinforced verbally regularly.</li> <li>• Class Contracts - Each class designs a contract focused on their beliefs and expectations of themselves, their peers and staff. These are then signed and followed by the class members.</li> <li>• Behaviour policy</li> <li>• Class Behaviour and Rewards System</li> <li>• Variety of in-school and after-school clubs to promote self-control, focus and self-esteem.</li> <li>• Access to Behaviour and Attendance external service. We work with the specialists to create programmes and resources to support children.</li> </ul>
<b>How do we help a child who needs support with literacy?</b>	<ul style="list-style-type: none"> <li>• A range of interventions to develop/consolidate/reinforce key skills. For writing these include: Additional Literacy Support, Further Literacy Support, writing programmes designed by teaching staff, phonic-based interventions and catch-up writing programmes. For reading these include: Toe-by-Toe, Precision Teaching for sounds, flashcards, additional guided reading sessions, one-to-one reading sessions.</li> <li>• Access to a bank of guided reading and independent reading texts. In addition, we have reluctant reader texts that can be incorporated into curriculum topics as well as shared reading.</li> <li>• Dyslexic-friendly classroom equipment: alphabet arcs, foam letters, etc.</li> <li>• Specific and Targeted Phonics Tracking System</li> <li>• Practise writing equipment: glitter boards, sand trays, foam trays, etc.</li> <li>• Pencil grips</li> </ul>
<b>How do we help a child who needs support with numeracy?</b>	<ul style="list-style-type: none"> <li>• A range of interventions and strategies to develop/consolidate/reinforce key skills. These include:</li> </ul>

	<p>Springboard, numeracy programmes designed by teaching staff and catch-up maths.</p> <ul style="list-style-type: none"> <li>• Pupils have access to a variety of specialist numeracy resources and equipment.</li> <li>• Access to member only online games, activities and tasks to target specific areas.</li> </ul>
<b>How do we support a child who has medical needs?</b>	<ul style="list-style-type: none"> <li>• Medical policy</li> <li>• Should your child need access to specified medicine during the school day, please see the administrators for the appropriate form. We are unable to administer any medicine unless the appropriate forms are completed. Please do not put medicine in your child's bag.</li> <li>• Individualised medical/health care plans created during a Team Around the Child meeting. These meetings will include the child, parents and school staff. The school nurse may also attend.</li> <li>• Team of 5 trained first-aiders.</li> <li>• Access to medical room, which includes: bed, fridge, medical cold compression packs and the medical file.</li> </ul>
<b>How do we help a child who has English as an Additional Language (EAL)?</b>	<ul style="list-style-type: none"> <li>• We celebrate language and culture. These may be in the form of class or whole school activities, workshops or special days.</li> <li>• We have a welcoming environment in which language and culture is embraced.</li> <li>• Time allowances.</li> </ul>

## Linked Documents

[Steiner Academy Bristol Accessibility Statement and Plan 2016 - 2019](#)

<b>Linked Policies</b>	Prevention of Bullying
	Behaviour
	Safeguarding
	Health and Safety
	Child Protection
	Exclusion

<b>Designated Governor (role)</b>	Paul Beckley
<b>Designated Staff member</b>	Regan Crum
<b>Governor committee</b>	Teaching and Learning
<b>Date approved by Governors</b>	April 2016
<b>Review date</b>	April 2017