

SEN Information Report

Grace Garden School

In accordance with section 65(3) of the Students and Families Act



The purpose of this SEND Information Report is to ensure stakeholders and prospective stakeholders have the following information clearly explained:

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Special educational needs (SEN) that the school supports

Grace Garden School was opened by Ruskin Mill Trust in May 2021. It is an innovative and exciting school, offering a holistic curriculum, The School is set in 18 acres of cultivated landscape on the outskirts of Bristol. It offers an education to young people between the ages of 9 - 16 with complex social, emotional and behavioural difficulties including Autism Spectrum conditions.

Grace Garden School provides a contemporary outdoor learning approach, with the focus on experiential learning. This programme of study is interwoven with the mandatory outcomes of the National Schools Curriculum. Our young people engage with learning and development through a whole-person approach to education that draws on the insights of Rudolf Steiner, John Ruskin and William Morris. The curriculum focuses on making, doing and creating, taking part in meaningful activities that engage hand, head and heart.

Students that join us have previously struggled to cope in a range of settings and many have been school refusers prior to joining us. Their placements are funded by Local Authorities.

Arrangements for consulting young people and parents of students with SEN and involving them in their child's education

All students, regardless of their SEN, are involved in understanding next steps to their learning and experience. Students have targets that are shared, discussed and worked through with members of staff providing the additional support. All students are invited to give their feelings about their progress in the review meetings which are held throughout the school year. Student targets are written in their Individual Learning Plans (ILPs). Students also have the opportunity to comment throughout their learning experiences through student voice, on aspects of their learning. Do they find work challenging? Do they know their targets? Are they given the opportunity to learn independently?

We report on progress three times per year to parents and through the annual review process, when targets for learning and the EHCP are reflected in the discussion about success and further developments to support the student to develop.

Parents are very welcome to come in to school by prior arrangement.

Arrangements for assessing and reviewing students' progress towards outcomes

There are reviews of progress that take place formally, through assessing student development in the seven measures:

- Attendance
- EHCP targets and Socio-emotional profile (SEP)
- Engagement in sessions (craft, land, outdoor, 'academic', etc.)
- Behaviour
- Skills for life
- Academic progress
- Qualifications and progress toward these

At the end of each term, class teachers collect information from all session leads, including therapists, craft, land and outdoor teachers and tutors, adding it to their own direct information in the measures. Soon after this, class teachers meet and discuss progress and next steps with either the head teacher or assistant headteacher in student progress meetings.

Opportunities available to work with parents and young people as part of both assessment and review

Class teachers are in contact throughout the school year with parents, sharing progress through discussion and written communication, inviting feedback to improve the provision for the child.

At appropriate times, e.g. annual reviews, parents' evenings, meetings when necessary, these discussions continue.

Open house and coffee mornings, with a variety of themes will be arranged throughout the year and invitations sent to all parents.

Arrangements for supporting students making the transition into Grace

In between assessment and admission to the school, the following form the process to ensure a smooth transition:

- Visits to the school and by staff to the student in their current home/school
- Visit by parent / carer / social worker to the school
- Analysis of consultation information
- Detailed impact risk assessment
- Detailed discussion transition timetable planning with the student and parent / carer, including drawing out their wider interests
- Provision of information about the residential home (as appropriate) and education

Arrangements for supporting students moving between phases of education and preparing for adulthood

We begin at an early age with independent careers advice discussions, coupled with our pastoral curriculum supporting discussions that allow students to reflect on their future plans.

We consult with parents/carers and the staff team on how we can best meet the emotional needs of the child to be able to thrive in the world beyond Grace's provision.

Working with the teaching staff, support staff and other lead professionals, we consider how best to support the academic, medical and social needs of the child to work toward their future plans, while continuing to work closely within the Trust's method.

During the lead up to their next placement of education (whether it be new class, new educational placement, we facilitate visits to potential new provisions, capturing student voice to assess the likelihood of success at the possible, future placements.

A transition timetable is drawn up and shared between parents / carers and student to include: opportunities for the parents/carers to meet with the staff at the provision that the student is moving to and opportunities for the student to have several supported visits to the new placement.

Our approach to teaching students with SEN

We are a fully inclusive school and strive to ensure that all students achieve their full potential. All sessions are differentiated to meet the needs of each student within the class. Our class sizes are particularly conducive to providing fully individualised learning programmes. Students are able to benefit from our high staff : student ratio and where required can often be taught in a 1:1 situation, meaning their SEN can be addressed more

specifically, either alongside students in their class or through specified withdrawal arrangements with, a therapist, or the Class Team, (depending on the need), so that interventions are carefully chosen and matched to the students' needs and the effectiveness of these is monitored through daily feedback and weekly feedback.

Using our craft, land and outdoor curriculum (Practical Skills Therapeutic Education), we successfully support students to re-engage with education and as a result of this support, they can re-imagine and realise their potential.

At the heart of the school's offer is the understanding of human phasic development that underpins the Waldorf curriculum that is used in Rudolf Steiner schools across the world. Our core approach is the Practical Skills Therapeutic Education method, using natural materials and meaningful learning opportunities. Young people learn from skilled craft tutors to create products of purpose, value and beauty.

How we secure and adapt our curriculum, equipment and learning environments for students with SEN

The curriculum planning is thematically based to take account of the child's current chronological phase of development. Our teaching sequences are adapted to meet the needs of the individual child and their different learning styles. The school takes all reasonable steps to adapt the learning environment to meet the individual needs of the students e.g. displaying visual timetables, targets written with and for the student, and independent working visual resources. At Grace Garden School we try to create an environment that is immersive, but recognise that some students work better in an environment that is not as visually busy; this is considered based upon the needs of the class.

Additional support for learning that is available for students with SEN

The school provides various interventions/support that meet the individual needs of the students. Students who may require higher levels of support have access to appropriately trained support staff and individual plans. The school works closely with a range of therapists that attend the school on set days throughout the week. These include:

- Occupational Therapist
- Speech and Language Therapist
- Massage Therapy
- Art Therapist
- Eurythmy Therapy
- Colour Light Therapy

The school also works closely with other outside agencies such as CAMHS, the Early Help Team, Family Support Workers, Social Workers, members of the Children's Disability Team.

The expertise and training of staff to support students with SEN, including how specialist expertise will be secured

Prior to a student starting at the school we endeavour to ensure that all staff have up to date training for the specific needs of the student, including medical requirements. Our inhouse training team, HEaRT provide a wide range of training opportunities both internally and externally. Staff have had up to date Safeguarding training including Keeping Children Safe in Education and Early Help Training and therefore know exactly what to do if they have any concerns about the welfare of a child.

The school also has access to support and guidance from the aforementioned therapy team, and from external agencies, such as LADO, local authorities' MASH teams, CAHM's team, Social Workers and Children's Disability Teams. We retain Trust wide support, such as our

Consultant Child and Adolescent Psychiatrist to provide specialist advice and training for a range of needs. In addition, we work with the placing authorities or organisations for continuity of provision for needs the school may not support prior to placement.

How we evaluate the effectiveness of the provision made for students with SEN

All students coming into Grace have an Educational Health and Care Plan. Those students identified as benefiting from intervention and support are monitored against the progress they are making (see above); students identified as requiring further intervention are given extra support in the area identified and a timetable of study is set out to support individuals. Where a child faces additional barriers, due to other impacts such as social and emotional issues, or difficulties away from the school setting, the therapeutic timetable is reviewed between our Therapies, Student Engagement and Senior Leadership Teams. Specific therapies above and beyond their current therapeutic provision can be provided, and this is re-evaluated after a given time scale. Parents and carers are kept informed of actions taken, and timescales and progress are monitored in order for the child to move to next identified point of progress and is working towards expectation again.

For all students requiring further support, such as a higher staff ratio, we work directly with the placing authority and ensure that the provision is based on need and that a review of this new provision has a clear timescale attached.

Support for improving emotional and social development

The emotional and social development of all students is very important to us at Grace Garden School. The students access the Preparation for Adulthood curriculum, which can address well-being topics holistically through the teaching of PSHE, RSHE, SMSC, E&D, FBV and CEIAG.

Through contact with the class teachers and other staff at the beginning and end of the school day and throughout, we constantly monitor the well-being of our students, responding accordingly. This includes listening for signs concerning safeguarding issues and whether there are factors, such as interactions with other young people, recording and responding to needs as they arise. Through this, we seek to ensure that issues such as bullying have a decreased impact on the well-being of the child. When situations and issues arise, we respond by ensuring that one-page profiles, risk assessments and positive behaviour support plans are updated and shared with all staff supporting the student.

When it is thought that a student needs additional support with their social and/or emotional development, then additional expert advice would be sought in order to ensure those needs are met through referral to our Therapies Team, where further intervention would be timetabled to address these needs. (As set out above).

How the school involves other bodies in meeting students' SEN and supporting their families is described above in "The expertise and training of staff to support students with SEN, including how specialist expertise will be secured"

Arrangements for handling complaints from parents of students with SEN about the provision made at the school (see <https://www.rmt.org/grace-garden/complaints/>)

At Grace we very much value the relationship with our stakeholders. We would hope that all of our staff are able to be approached to address any concerns that you may have, both professionally and courteously.

Should you feel that your concern has not been addressed we would ask that you speak to our concerns and complaints officer. If you are not satisfied that your concern has been resolved the school has a [complaints policy](#) for you to follow.

The complaints procedure is not limited to parents or carers of students that are registered at the school. Any person, including members of the public, may lodge a complaint to Grace about any provision of facilities or services that we provide. Unless complaints are dealt with under separate statutory procedures (such as appeals relating to exclusions or admissions), we will use this complaints procedure.

Please note the difference between a concern and a complaint. A concern may be defined as ‘an expression of worry or doubt over an issue considered to be important for which reassurances are sought’. A complaint may be defined as ‘an expression of dissatisfaction however made, about actions taken or a lack of action’. It is in everyone’s interest that concerns and complaints are resolved at the earliest possible stage. Many issues can be resolved informally, without the need to use the formal stages of the complaint’s procedure. Grace take concerns seriously and will make every effort to resolve the matter as quickly as possible.

If there is difficulty discussing a concern with a particular member of staff, we respect your views. In these cases, Grace’s concerns and complaints officer will refer you to another staff member. Similarly, if the member of staff directly involved feels unable to deal with a concern, the concerns and complaints officer will refer you to another staff member. The member of staff may be more senior but does not have to be. The ability to consider the concern objectively and impartially is first and foremost in our approach.

We understand, however, that there are occasions when people would like to raise their concerns formally. In this case, Grace will attempt to resolve the issue internally, through the stages outlined within this complaint’s procedure.

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

The concerns or complaint should be raised with the concerns and complaints officer. If the issue remains unresolved, the next step is to make a formal complaint. We would very much hope that any concerns or complaints can be resolved quickly and are working to ensure that communication with our stakeholders is a priority for the school.

Concerns and Complaints Officer: Edwin Rhodes

[The school's contribution to the local offer and where the LA local offer is published](#)

Local offer for (please click on the linked text below):

- [Grace Garden School](#)

[Arrangements for the admission of students with disabilities](#)

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons’ ability to carry out normal day-to-day activities. Most students with SEN will not be disabled within the meaning of the Act. The admission of students with disabilities is considered in the first instance in the same way as non-disabled students. Further considerations are made in the light of need and accessibility. It is the Trustees’ Policy to accommodate students with disabilities where appropriate. Steps are taken to prevent any students being treated less favourably than other students. In practice we ensure that classroom and extra-curricular activities encourage the participation of all students, including those categorised

as having SEN. Staff organise human and physical resources within the school to increase access to learning and participation by all students.

We aim to include all students, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- holding high aspirations for all students
- finding ways in which all students can take part in the full curriculum
- planning out-of-school activities including all excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies, removing barriers to learning for students with disabilities
- planning the physical environment of the school to cater for students with disabilities
- raising awareness of disability amongst all staff through training
- providing written information for students with disabilities in a user-friendly form
- using language which does not offend in all its literature and make staff and students aware of the importance of language
- examining our library and reading books to ensure that there are examples of positive images of disabled people

General adjustments

- Access to relevant school documents in preferred formats. For example, equal opportunities policy, evacuation and safety procedures
- Disability equality and impairment specific awareness training for staff
- Staff and students who know about specific impairment should have sufficient information and awareness about the adjustments required
- Staff act as role models for students in treating others with respect and implementing the equal opportunities policy
- Adequate financial support to cover any costs associated with a disability
- Access to all school and school site facilities is planned
- Support and information before and during the admissions process
- Additional time to complete coursework, with pre-defined curricula
- Support accessing appropriate additional materials, media
- Ensuring access arrangements are in place for externally set examinations and non-examined assessment

Impairment specific adjustments are considered and implemented pre-admission and throughout a placement of a young person with our school.

Our accessibility plan

Grace Specialist School Accessibility Plan covers:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled students

Named contacts within the school

Role	Name	e-mail Address
Executive Principal	Francesca Meynell	Francesca.meynell@rmt.org
Deputy Provision Lead	Edwin Rhodes	Edwin.rhodes@rmt.org
Designated Safeguarding Lead	Edwin Rhodes	Edwin.rhodes@rmt.org
Complaints Officer	Edwin Rhodes	Edwin.rhodes@rmt.org

All of the above staff may be reached on our school number 0117 2033722

Address:

Canford Lane Bristol BS9 3PE

Email: enquiries@rmt.org