



Case Study: *How we use STEER to inform SEND identification, diagnosis and support*

About our school

- 11-16 Academy in Portsmouth
- 762 students on roll

We are currently in our second year using STEER Tracking

What we noticed

Like many schools, we've seen a rise in the number of students showing symptoms of neurodiversity, in particular Autism and ADHD. We've also had more parents in touch who believe their child to be neurodiverse. Whilst Portsmouth has a Neurodiversity Pathway for diagnosis, there's a long backlog, and our students wait many months to see a clinician. Using STEER to assess all students aged 11-16 three times a year, we have noticed a correlation between students flagged as possibly neurodiverse by parents or teachers, and students flagged by STEER. We particularly saw a link between Autism and low Self Disclosure, high Trust of Self, low Trust of Others and low Seeking Change.

What we did

- Looking closely at STEER data alongside parent and teacher observations has given us a much deeper understanding of a student and their specific needs.
- We have been more proactive in flagging students who may have undiagnosed Autism and ADHD; students who may previously have gone under the radar.
- Before accelerating a diagnosis referral we have used the STEER action planning toolkit to resource and upskill parents and teachers. We have selected strategies that can be used at home and school to help a student steer more effectively in their learning, relationship and mental health.
- When making a referral we have used STEER data and commentary to inform our supporting evidence.

What impact it had

- Teachers feel more confident identifying specific challenges and risks for an individual student.
- They feel equipped with a practical toolkit, giving them new ideas to tailor support for students with possible Autism whilst they explore a clinical route.
- The interventions have been simple to implement within the school day and haven't added extra work.
- Parents are reassured that their concerns are being listened to, and encouraged teachers are using personalised strategies to support their child in school. They are grateful for ideas they can use to support their child in the home and community.

What next?

Assessing students three times a year enables us to measure whether our interventions are helping students to self regulate or steer the four factors more effectively, reducing their risks at school and at home.

Although only in our second year using STEER, we are confident the data can help us identify areas of risk for particular students and provide targeted interventions that may reduce the need to be placed on the Neuro Diversity pathway.