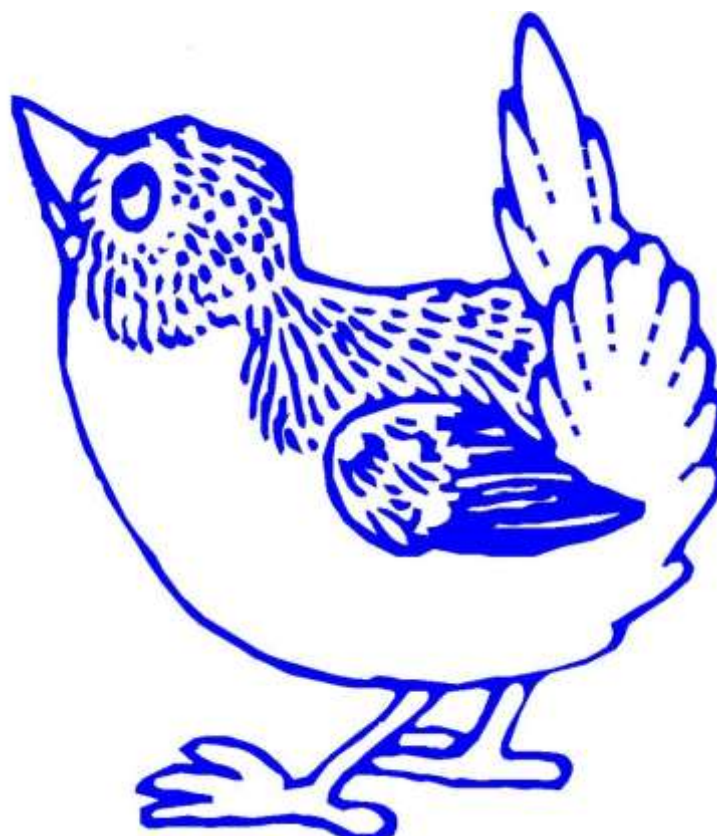


Wren Spinney Special School

SEN Policy and Information Report



Last reviewed on: March 2020

Next review due by: March 2021

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Wellbeing in our Trust

Supporting young people with special educational needs and disabilities, and their families, can be challenging and so this document aims to set out procedures to be followed to minimize what can be difficult process.

We are all affected by poor physical and mental health at times during our lives and it is important the appropriate support is available in a timely manner.

Health and wellbeing is everyone's responsibility and we encourage an open and honest culture whereby anyone can discuss any issues they may have.

The Trustees of Creating Tomorrow take the health and wellbeing of all employees seriously and are committed to supporting our staff. The Trustees ensure that support for staff is available through:

- Effective line management
- Commitment to reducing workload
- Supportive and professional working environments
- Employee support programs
 - CIC (confidential counselling support available through Perkbox account).
 - The Teacher Support Line telephone number 08000 562561

1.Aims

At Wren Spinney our aim is to develop the independence of students with complex needs, to equip them with the skills and confidence to face future challenges.

We will do this by:

- using individualised approaches in a safe environment;
- liaising with parents, carers and other agencies to give students support;
- making sure students feel safe and confident to express their personality and develop their potential;
- working as a team;
- learning from each other and trying new ideas to improve what we do; and
- being passionate advocates for inclusion at all times.

We will ensure our students:

- feel safe;
- are listened to;
- feel good about themselves;
- try their best;
- respect others; and
- are extended mentally, physically and spiritually.

Our SEN policy and information report aims to:

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

2. Legislation and guidance

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 students 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 coordinators (SENCOs) and the SEN information report

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

3. Definitions

Wren Spinney School identifies students as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEN) Code of Practice (DfE, July 2014).

This defines SEN as:

- A student or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A student of compulsory college age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream colleges or mainstream post-16 institutions
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Wren Spinney School provides special educational provision for students who require “*Special educational provision, that is provision different from or additional to that normally available to students of the same age*” (Code of Practice, July 2014).

The school provides for students whose special educational needs broadly fall into the 4 areas of educational need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Guiding principles

At Wren Spinney we believe that all of our students, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All students are entitled to an education that enables them to:

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

We endeavour to achieve maximum inclusion of all students (including the most vulnerable learners) whilst meeting their individual needs and focusing on individual progress as one of the main indicators of success. Teachers provide differentiated and personalised learning opportunities for all the students within the school and provide materials appropriate to their interests and abilities. This ensures that all students have a full access to the school curriculum.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students who are learning EAL as part of our provision for vulnerable learners.

Special Educational Need might be an explanation for delayed or slower progress but is not used as an excuse for individuals not to maximise their ability and skills and take full advantage of the opportunities available to them. We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

- Some students in our school may be underachieving. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these students reach their potential.
- It is our responsibility to ensure that students with special educational needs have the maximum opportunity to attain and make progress. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty are essential ingredients of success for these students.

4. Roles and responsibilities

4.1 The SENCO / Headteacher

As a special school, all teachers have responsibilities associated with the role of a SENCO, however for the purpose of overseeing the provision for SEND there are specific roles that the headteacher will take responsibility for:

They will:

- Work with the governors 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 students with SEN, including those who have EHC plans
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet students' 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 students and their parents are informed about options and a smooth transition is planned
- Work with the 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 keeps the records of all students with SEN up to date

4.2 The SEN governor

As a special school, all governors have responsibilities with the role of SEN Governor and as such responsibilities of those in a mainstream school are different

All governors 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
- Work with the headteacher to determine the strategic development of the SEN policy and provision in the school

4.3 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each student's progress and development and decide on any changes to provision
- Have responsibility for each student's Educational Health Care Plan (EHCP), in particular:
 - Section F - Provision within the class
 - Section E – Progress towards the objectives as set out for end of the next key stage
 - Compiling reports for the annual review of the EHCP
 - Suggesting annual targets and subsequently having responsibility for each student's Individual Education Plan (IEP) and progress towards these targets
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

All students at Wren Spinney have severe or profound and multiple learning difficulties

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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy

5.2 Identifying students with additional needs and assessing their needs

All students at Wren Spinney will be working significantly below age related expectations, however it is important that we identify any student who may not be making expected progress from their starting point. We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students 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 progress will include in areas other than attainment, for example, independence skills, social needs.

5.3 Consulting and involving students and parents

We will have an early discussion with the student (as appropriate) and their parents when identifying whether they need additional provision. These conversations will make sure that:

- Everyone develops a good understanding of the student'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

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

We will formally notify parents when it is decided that a student will receive additional support.

5.4 Assessing and reviewing students' progress towards outcomes

Outcomes for our students are based on the agreed objectives in their EHCPs, which are then broken into annual targets and incorporated into their IEP.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with SLT and multi agency professionals to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- 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 student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made 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 student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

Managing change is an important skill to develop and so lots of thought and support is put in place for our students to:

- Start Wren Spinney
- move through the phases, and then
- onto destinations either at 16 or 18

A member of the teaching staff has specific responsibility for transitions of new starters, and they liaise closely with the family and the present school.

The curriculum is carefully managed and class groupings managed year on year, to give opportunities for students to move around the school, whilst also striking a balance with consistency and stability so that learning can take place.

Our Family Support Worker works with families and the students (as appropriate) to identify positive destinations for further education or community packages, liaising with the local authority to secure placements and funding.

5.6 Our approach to teaching students with SEN (please see our Learning and Teaching Policy)

As a school for young people with severe, complex and profound learning difficulties our curriculum is carefully designed to offer a broad and rich experience of sequenced learning opportunities so that skills are developed and built upon over time.

The class teacher is the SENCo for their own students and they are responsible for delivering personalised activities and accountable for the progress and development of all the students in their class.

5.7 Adaptations to the curriculum and learning environment (please see our Accessibility Policy)

Wren Spinney is a purpose built school for young people with a range of learning and physical difficulties, and as such the environment is fully accessible.

As stated in 5.6 above, we make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, communication devices, visual timetables, larger font, etc.
- Personalisation of our teaching, for example, using individual motivators, planning activities based on preferences or individuals' skills etc.

5.8 Additional support for learning

Due to the nature of the students' needs at Wren Spinney class sizes are kept small with a high student/staff ratio. Classes have, on average, 7 students with 1 teacher and 3 teaching assistants.

Teaching assistants will support students on a 1:1 basis when identified through the RAS or the school identifies a change in need that warrants the additional support

There are instances when a student may require 2 or 3 members of staff to support emotional regulation and provide a secure and consistent learning environment. In these circumstances the school will work closely with the local authority to ensure appropriate funding.

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

- School Nursing Team
- Children's, and Disabilities, Social Care
- Community Team for People with Learning Difficulties

- Child and Adolescents Mental Health Service
- NHS – Physiotherapy, Occupational Therapy

5.9 Expertise and training of staff

We have a professional development plan for all staff.

Training is identified in performance management and through the year.

We work with a range of professionals to ensure best outcomes for all learners.

5.10 Securing equipment and facilities

The school has a detailed Accessibility Plan which aims to improve the school environment and identifies key priorities; as well as indicative priorities on the school development plan which reflects the intent and implementation of key areas of school improvement which have identified impacts for student outcomes for all the young people at Wren Spinney School.

5.11 Evaluating the effectiveness of SEN provision

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

- Reviewing students' progress towards their EHCP outcomes on a yearly basis as part of the Annual Review process/
- Reviewing students' individual progress towards their individualised targets each term using MAPP/
- Reviewing the impact of interventions and record these centrally.
- Using student voice through school council.
- Monitoring by the SENCO
- Using provision maps to measure progress

5.12 Enabling students 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 students.

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

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

Admission arrangements for all our students are indicated on our website. Steps taken to ensure an inclusive environment are reflected in Single Equality Duty Policy, Accessibility Plan, Equality Information and Objectives; along with reflected in our Teaching and Learning and Curriculum Policy. All of these policies can be found on our website.

5.13 Support for improving emotional and social development

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

- Students with SEN are encouraged to be part of the school council
- We have a zero tolerance approach to bullying.
- We are building a Total Communication environment to ensure all students can communicate and develop their own well-being.

5.14 Working with other agencies

The school works proactively with a wide range of stakeholders; parents/carers, social care, NHS professionals, local authority support services and the voluntary sector organisations to meet the needs of all our **students** and support their families.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. If this cannot be resolved, then the Headteacher is available. The school complaints policy can be viewed on our website also.

The parents of students 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 for raising concerns

Headteacher – Jo Cliffe can be contacted by calling the school 01536 481939

5.17 The local authority local offer

Our local authority's local offer is available on our school website.

6. Monitoring arrangements

This policy and information report will be reviewed by the Local Governing Body **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
- Single Equality Duty
- Equality information and objectives
- Supporting students with medical conditions
- Teaching and Learning Policy
- Curriculum Policy