



# SCHOOL PROSPECTUS 2023-24

EDUCATING FOR THE FUTURE  
STEP BY STEP



## WELCOME TO WREN SPINNEY

Thank you for taking the time to look at our prospectus — we hope you find it useful. Wren Spinney School primarily serves the welcoming community of Kettering and the surrounding areas in Northamptonshire. We are a coeducational Secondary school for students with cognition and learning difficulties.

Staff, Governors, parents, carers and the local community are all partners in helping our young people to access an education that is focused on improving independence and life chances. Having fun, being safe and feeling happy are key to everything we do.

At Wren Spinney, we aim to provide a developmental, relevant life skills curriculum, tailored to meet the individual needs of all of its students based on Preparation for Adulthood. Each stage of the curriculum focuses on preparing our students for the next stage, developing key skills while actively promoting fundamental British Values and the core values of our school.

We are committed to providing the best learning opportunities, including access to community resources and learning programmes that link classroom learning to life skills. We believe all children learn best from first-hand experiences. Students at Wren Spinney are grouped into one of three specialist provisions: Sensory, Structured and Collaborative.

If you have any questions regarding the school and what we do or would like to arrange a visit, we would be delighted to welcome you.

**Joshua Gershwin-Williams**  
Headteacher

# VISION AND VALUES

At Wren Spinney School, we have a clear vision: **to educate our students for the future; step by step.**

We meet the educational needs of pupils with Complex Needs, Learning Difficulties, Autism, Visual Impairment, and Multi-Sensory Impairment from 11-18 years of age.

Our Core Values which include **Wonder, Respect, Expectations, Community, Safe, Pride, Inspiring, Communication, Independence and Enrichment** are fundamental to our students, staff and curriculum.

We pride ourselves on providing high-quality provision that meets the needs of every student and building relationships which enable the learning skills for life.

Wren Spinney School is part of the Creating Tomorrow Multi-Academy Trust, an inclusive community and group of disability-confident schools that offer students the skills and confidence to succeed in an ever-changing world.





# SENSORY PROVISION

Here at Wren Spinney, we have three provisions that allow us to personalise every student's curriculum to ensure they are able to build their **Communication, Independence, Social and Self-Help** skills. All provisions are tailored to help the student achieve in their future destination once they have left Wren Spinney.

Our sensory provision is for our most challenged students with low cognitive ages in relation to their communication and language skills. They will experience full care throughout the day from our wonderful staff members inside and outside the classroom, and will learn through:

- Repetition
- Learning through Play
- Sensory Process Learning
- Real Life Experiences

A typical day for a student in the Sensory Provision will consist of lessons and periods that focus on five key elements to their growth:

- **Communication** - Circle Time, Sensory Stories, Music & Interaction
- **Good Health** - Physio/Mobility Sensory Integration, Ball Games, Swimming, Relaxation
- **Relationships & Community** - Play & Leisure, Community Visits, Massage
- **Independent Living** - Personal Care, Snack & Lunch Times. Learning Through Choice
- **Future Destinations** - Morning Routine, Art Sessions, Sensory Cooking, Assembly

The Sensory Provision has a large focus on therapies that are offered at Wren Spinney in order to grow and develop the students' physical and non-physical skills. Students in this provision will often work towards a social care setting after school.

# STRUCTURED PROVISION

Our structured provision is for students with the potential to work at a higher cognitive age than in our sensory provision and are able to focus more on building independent skills. They will experience a mix of care through their learning and more independence being encouraged through their structure and routine. The structured provision focuses on:

- Sensory stories and activities
- Social stories
- Attention Autism
- Practical situations
- Interest centred work
- Backward chaining
- Problem-solving & Memory Building
- Modelling
- Use of “now and next” schedules
- Use of SCERTS boards

A typical day for a student in the Structured Provision will consist of lessons and periods that focus on five key elements to their growth:

- **Communication** - Structured Play, Sensory Sessions, Call & Response
- **Good Health** - Physical Wellbeing Sessions, Sensory Circuits, Ball Games, Creative Music Sessions, Free Choice Allocations
- **Relationships & Community** - Free Play & Playground Time
- **Independent Living** - Personal Care, Food Tech, Tidying and Washing Up, Thinking Skills
- **Future Destinations** - Attention Autism Sessions, Assembly

Students in this provision will often work towards a social care setting or other to continue their education after school.





## COLLABORATIVE PROVISION

Our collaborative provision is for our most advanced students working at a higher cognitive age and are able to work towards building employable skills. They will experience further independence through the curriculum as they build communication and language skills with real life experiences. The collaborative provision focuses on:

- Sensory stories and activities
- Repetition
- Practical Activities – ‘doing’
- Real Life Experiences
- Modelling
- Scaffolded Tasks
- Working with Peers



A typical day for a student in the Structured Provision will consist of lessons and periods that focus on five key elements to their growth:

- **Communication** - Circle Time, Attention Autism Sessions, Sensory Stories
- **Good Health** - Art, Dance, Outdoor Learning, PE, Sensory Circuits, Physical and Mental Wellbeing Sessions, Soft Play, Exploratory Play
- **Relationships & Community** - Personal Development and Social Skills
- **Independent Living** - Travel Training, Snack and Lunch Times
- **Future Destinations** - Personal Development Sessions, Assembly

Students in this provision will often work towards a social care setting, educational setting (College), Day Services, Volunteering, Supported Internships, Employment.

# COMMUNICATION

At Wren Spinney we are committed to a Total Communication Policy. This means that we are using the following strategies to enhance communication:

- Gestures, such as pointing, body movements and facial expressions
- Pointing to objects, photos, pictures or written words.
- Sign Language
- E-Tran frames
- Eye gaze
- Go talk, BIGmacks, talk buttons and frames.
- Objects of Reference
- Photographs
- Symbols (which include PECS, communication boards, communication books)
- SGD
- Writing
- Drawing
- Spoken language

Our students have personalized schedules to inform them of what is going to happen during the school day. These schedules include OBRs, photos, symbols or just words, depending on the ability of the individual student. Our Intensive interaction and Attention Autism sessions also contribute in helping to support language development.

Charlotte, our Speech and Language therapist, works closely with our teachers and TAs in order to assess and support our students' communication needs.





## SENSORY LEARNING

Sensory learning is essential in supporting children with SEND and we have state-of-the-art sensory rooms to enhance our learning experience.

Sensory learning improves pupils' engagement, wellbeing and behaviour, therefore our curriculum involves the use of our sensory rooms throughout all age groups and provisions.

Inside our rooms, we offer the following:

**Sensory Stories** - provide the learner with a rich sensory experience.

**Sensory Play Activities** - a great opportunity for our pupils to learn about the world around them.

**Sensory Circuits** - a form of sensory integration intervention.

**Relaxation & Massage Sessions** - helps pupils mental and emotional health and wellbeing through a variety of relaxation techniques. These are based on pupils responses to tactile stimulation.

**Cookery sessions** - hands-on sensory experiences, which develop the wellbeing of our pupils.

The five senses of hearing, smell, sight, taste and touch along with the senses of proprioception, vestibular sense and interoception have a significant impact on pupils' achievement.



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