



Wren Spinney Community School

Annual SEND Report for Parents

Approved by: LGB

Date: Feb 2022

Next review due
Feb 2023 by: LGB

Annual SEND Report for Parents, Carers and Governors 2017-2018
and Governors 2017-2018

Wren Spinney Community School is a Secondary Special School for pupils aged 11-18 years. All pupils have a Statement of Special Educational Need or an Education, Health and Care (EHC) plan that identifies severe or profound learning difficulties. About 40% of the pupil population are autistic. Many of the pupils have additional physical disabilities and/or complex medical needs.

This SEND Information Report outlines the ways in which we provide support for all our pupils in order for them to thrive and fulfil their individual potential; we aim always to offer a 'Can do' environment where teaching staff, pupils and parents work together to provide the best possible learning opportunities based on students, individual start points. Our aim is to see pupils living happy and fulfilled lives.

The information required to be included in the SEND Information Report is stated in the Special Educational Needs and Disability Regulations 2014 Schedule 1: Information to be included in the SEN information report. This can be found at:
<http://www.legislation.gov.uk/ukxi/2014/1530/schedule1/made>

1. What kinds of Special Educational Needs does the school provide for?

Wren Spinney Community School provides education for pupils aged 11-18. All pupils have a Statement of Special Educational Needs or an Education, Health and Care (EHC) Plan. Pupils have Severe or Profound learning disabilities and many are diagnosed as having ASD. Many pupils at Wren Spinney have significant physical disabilities and/or complex medical needs (a nurse is on site to support with medical needs).

2. How will I know how the school supports my child?

During the first six weeks of a pupil coming to Wren Spinney, staff use a variety of assessment tools to ascertain the pupil's strengths and needs. Individual care/support plans are written for each pupil, together with feeding plans, transport plans, communication profiles, and where appropriate behaviour management plans. Pupils have a baseline assessment in the main curriculum areas, from which all future progress is measured. Individual targets are set and shared with the pupil and parents/carers at a 6-week review meeting. Throughout the year, every pupil's progress is carefully tracked to ensure that any underachievement is quickly noticed and put right.

All Statements of Special Educational Needs or Educational, Health and Care (EHC) Plans are reviewed at least annually. This gives the opportunity to consider whether the Statement or EHC Plan is still appropriate and to review the progress the pupil has made over the previous period. Other relevant professionals will be invited to these meetings to provide an external view on a pupil's progress and to provide advice and guidance if necessary.

A home-school communication book is used on a daily basis to facilitate the exchange of important/useful information between school/home. Besides the annual review the

school hosts two parents' evenings (one in the autumn term; one in the summer term) and the school provides a written report at the end of the academic year. In-between times the school welcomes visit or telephone calls from parents/carers to discuss any issues. In the autumn term the school offers a 'What Next After Wren Spinney?' information evening to support parents in thinking about options for their child when they leave Wren Spinney Community School. The school is also subject to the Ofsted framework.

3. How will the curriculum be matched to my child's needs?

The National Curriculum is used as a reference point but teachers adapt this to meet the needs of our pupil cohort. Teachers plan lessons according to their individual knowledge of each pupil and according to each pupil's current assessed levels of achievement, differentiating work and expectations to suit each pupil. Wherever possible, pupils' individual interests, needs and abilities are taken account of in the planning of their work. As appropriate, additional communication support will be offered to pupils to facilitate their learning, whether through sign language, objects of reference, picture symbols, photographs, switches or voice output communication aids (VOCA's).

4. How will I know how my child is doing?

Your child's progress and attainment are shared with you in a variety of ways, including:

- The home/school diary
- Annual reviews for Statements and EHC plan
- PEP meetings for Looked After Children
- Parent evenings
- Annual report
- Informal contact with staff

5. What support will there be for my child's overall well-being?

The school has a variety of ways of supporting your child's wellbeing. They include:

- A high ratio of adults to children
- The provision of quiet, safe spaces
- A safe and calm environment with structured and organised learning opportunities
- A differentiated curriculum to meet the needs of our individual pupils
- High aspirations of all staff for every pupil
- Team Teach to support behaviour and promote positive relationships
- Access to a range of intervention programmes to develop skills and knowledge with regard to individual well-being
- Opportunities for the pupil voice to be heard via the School Council
- On-site nurse
- Parent support worker

6. Students with medical needs

Staff who administer medicine complete training provided by our school nurses and follow DfE guidelines included within 'Supporting pupils at school with medical conditions' Statutory guidance for governing bodies of maintained schools and proprietors of academies in England February 2014. A nurse is almost always on site to support staff with training and to be a first point of call if there are any concerns regarding any child's health or well-being.

7. What training are the staff supporting children with SEND given?

Staff receive the following training as required:

- Child protection and safeguarding
- Inclusion and differentiation
- Augmentative and Alternative Communication (AAC)
- Team Teach
- TEACCH (staff supporting pupils with autism)
- Manual handling
- Accessibility
- Data protection

In addition, all staff receive ongoing training to help them meet the varying and complex needs of the individual pupils. This training uses both internal expertise and external providers and also the opportunity for on-line (webinar) training. *(Our comprehensive Staff Development (CPD) policy states our commitment to ensuring all Wren Spinney staff are trained and confident to meet the needs of our pupils).*

As a member of the Maplefields Teaching School Alliance, the school is able to access ongoing professional learning/professional development opportunities and school to school support.

8. How will my child be included in activities outside the classroom, including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities as much as is reasonably practicable to do so (overseen by the school's Educational Visits Coordinator).

Our ethos is one of inclusion so we will always endeavour to make whatever adaptations are necessary to enable pupils to be included in all educational opportunities, including school trips.

9. How accessible is the school environment?

Our school is a safe and fully accessible building. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help our students, staff and visitors throughout our school including wheelchair accessible toilets, wide corridors and clear signage. A wide range of assistive technology is in place to support with reading and writing and all forms of communication.

10. How will the school support my child when joining Wren Spinney or transferring to a new school?

A number of strategies are in place to enable effective student's transition. These include:

The Key Stage 3 Transitions Coordinator liaises with each prospective new child's class teacher at their primary school and with their parents/carers to build up a comprehensive picture of the child. This information will include:

- Assessment data
- Individual Learning Plans
- Annual Review/EHCP Report and Targets
- Individual care plans and/or Behaviour Support Plans
- Communication profiles
- End of year school report
- Details of any special arrangements to meet the needs of the child

The transition process may include all or some of the following actions:

- Staff undertake visits to the current school
- School staff attend Annual Review meetings when invited
- Staff attend other multi-agency meetings when invited such as CAF meetings
- Prospective pupils and their parents/carers visit Wren Spinney at least once
- Plans are drawn up to ensure the child is placed where their range of needs can best be met

In the autumn term we invite any prospective parents to visit Wren Spinney for an Open Evening. In addition, the Transitions Coordinator and Pupil Administrator visit various schools where there may be prospective pupils.

For pupils transitioning out of Wren Spinney to other school placements, close liaison is established between staff in both schools and opportunities are put in place for both the child and their parents/carers to visit and get to know the new school.

11. How are decisions made about how much support my child will receive?

All Wren Spinney pupils will have either a Statement of Special Educational Need or an Education Health and Care Plan; the decision regarding the support required will be reached and agreed when the EHC Plan is being produced or at an annual review of a statement and recommendations have been accepted by the ECHP Team. Parents/carers, school staff and any other relevant professionals will be able to contribute to this decision-making process.

For pupils who are also looked after by the Local Authority (LAC pupils), further decisions about the amount of support they will receive will be discussed and agreed at Personal Education Plan (PEP) meetings. The decisions will then be recorded in the PEPs and reviewed three times a year.

Parents/carers are welcome to talk with their child's class teacher at any time if they have any questions or concerns regarding their child's support. If they do not receive a satisfactory outcome then the issue should be taken up with the headteacher.

12. How will I be involved in discussions about and planning for my child's education?

This may be done in a variety of ways, including:

- discussions with the class teacher, either in person or via telephone; ongoing communication via the home-school book
- during Education, Health and Care Plan (EHCP) and/Statement review meetings or (for new pupils) at the 6-week review meeting
- during other meetings with school staff such as PEP meetings or other multi-agency meetings
- through discussions with a member of the Senior Leadership Team

13. Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or have concerns about something regarding your child's schooling please contact one of the following in the first instance:

- Your child's class teacher
- The head of your child's key stage
- Head teacher, Simon Bishop
- Chair of Governors (Jeanette Payne) via the school office

The School Office can be contacted at any time on 01536 481939

14. What specialist services and expertise are available at or accessed by the school?

As a school we can refer to a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; Educational Psychology Service; Prospects (transition and careers); Speech and Language Service; Occupational Therapy; Physiotherapy; Education Entitlement.

These services will be contacted when necessary and appropriate, according to your child's needs. The school uses the Early Help Assessment (EHA) process when appropriate to do so, through the Family Support Workers.

Further advice and support are offered through our Parent Support Worker, Cindy Baylis (contact via the school office).

Headteacher:

Chair of Governors:

Dated: Feb 2022

Review due: October 2018

The following services may be of assistance to you:

Special Educational Needs:

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/special-educational-needsdisability-support/pages/default.aspx>

Education Entitlement Service:

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/EducationEntitlement-Service.aspx>

Early Help Assessment (EHA):

http://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help-assessment.aspx#_ga=1.117067462.1585983690.1450269909

Child and Adolescent Mental Health Service:

<http://www.nht.nhs.uk/main.cfm?type=CONTENTCAMHS>

Special Needs Index (SNIX):

<http://www.northamptonshire.gov.uk/en/councilservices/children/disabled-children/Pages/snix.aspx>

Northampton Parents Forum Group:

<http://www.northantspfg.co.uk/>

FACT Northampton (support group for ASD & ADHD):

<http://www.factnorthants.org.uk/>

Young Minds:

<http://www.youngminds.org.uk/>

Links to the Local Authority Local Offers:

For parents/carers of pupils living in Northamptonshire, the link to their local offer is:

<http://www3.northamptonshire.gov.uk/councilservices/educationandlearning/send/local-offer/Pages/default.aspx>

For parents/carers of pupils living in Leicestershire, the link to their local offer is:

<http://ris.rutland.gov.uk/kb5/rutland/directory/localoffer.page?localofferchannel=0>

For parents/carers of pupils living in Leicestershire, the link to their local offer is:

http://www.leics.gov.uk/local_offer

