



Wren Spinney Community School

SEN Policy

Approved by:

LGB

Date:

September 2023

Last reviewed on: September 2022

Next review due by: September 2024

LGB

Wellbeing in our Trust

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
 - Health Assure (confidential counselling support available through Perkbox account).
 - Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

Aims

At Wren Spinney School our aim is to develop the independence of students with complex needs, to equip them with the skills and confidence and preparing for adulthood.

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.

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

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.

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. ASC
4. Sensory and/or physical needs

Guiding Principles

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

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.

Roles and responsibilities of the SENCO

As a special school, all teachers have responsibilities to work alongside the appointed SENCO, however for the purpose of overseeing the provision for SEND there are specific roles that the Headteacher and Deputy Headteacher will take responsibility for:

- 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 coordination 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

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.

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 and setting appropriate annual and termly Personalised Learning Goals using Education For Learning and their progress towards these goals
- Ensuring they follow this SEN policy

SEN information report

All students at Wren Spinney School have severe or profound 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,
- ASC
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy

Identifying students with additional needs and assessing their needs

All students at Wren Spinney School 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 with our Wren Levels 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.

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 consider 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.

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 goals and incorporated into their Personalised Learning Goals

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.

Supporting students moving between key stages 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 student's 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:

- Have a successful start at Wren Spinney School
- move through the key stages, and then
- onto future destinations either at 16 or 18

A member of the Pastoral team and the Post 16 Teacher has specific responsibility for transitions of our Post 16 students on to their future destinations, 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 Pastoral team work 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.

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 will work alongside the SENCo for their students, and they are responsible for delivering personalised activities and accountable for the progress and development of all the students in their class.

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

Wren Spinney School 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 above, we make the following adaptations to ensure all students' needs are met:

- Our Equals based curriculum is set to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. The school is set out into three pathways with Collaborative using Semi-Formal, Structured using Informal and Sensory using Pre-Formal.
- 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.

Additional support for learning

Due to the nature of the students' needs at Wren Spinney School class sizes are kept small with a high student: staff ratio will range depending on need of learners.

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
- Speech and Language Team

Expertise and training of staff

We have a continuous professional development plan for all staff using School iP.

Training is identified in performance management and throughout the year.

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

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.

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 Personalised Learning Goals 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

Enabling students with SEN to engage in activities

All 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 these policies can be found on our website.

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.

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.

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

Contact details for raising concerns

Headteacher – Joshua Gershwin-Williams can be contacted by calling the school 01536 481939

The local authority local officer

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

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 and will be approved by the governing board.

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