



Wren Spinney School

SEN Policy



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SEN Policy

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About this document:

SEN Policy

Purpose

This policy sets out the approach that Wren Spinney School takes to supporting SEN within the setting. It will also explain the roles and responsibilities of everyone involved in providing for students with SEN. The aim is to develop the independence of students with complex needs, to equip them with the skills and confidence. “Educating for the future: step by step”.

Context

Wren Spinney School is a Secondary Provision for pupils with a range of complex needs, in particular:

- Cognition and Learning Difficulties: Significant, Severe or Profound and Multiple Learning Difficulties.
- Communication and interaction
- Sensory and/or physical needs

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1. Intent and Aims

“Educating for the future: step by step”

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

We will do this by:

- Using individualised approaches in a safe environment
- Liaising with parents, carers and other agencies to provide appropriate support to students
- Making sure students feel safe and confident to express their personality and develop their potential
- Valuing student voice
- 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
- Have self confidence
- Are resilient and 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.

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.

2. Legislation and Guidance

This policy complies with the statutory requirements laid out in the [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 pupils 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.

The school monitors the updates via:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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

3. Definitions

Wren Spinney Community 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'.

4. Roles and responsibilities

4.1 SENCo

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, Deputy Headteacher and Assistant Head (SENCo) 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 co-ordination of specific provision made to support individual students with SEN, including 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.

Inline with the requirements of the code of practice, the Assistant Headteacher is the "named" person.

Assistant Headteacher: Daniel Mulchrone dmulchrone@wrenspinney.co.uk

4.2 Governors

As a special school, all Governors have responsibilities and oversight of, the work of the school.

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.

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- 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.

4.4 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 the next steps.

Notes of these early discussions will be added to the student's record and given to their parents. The school will also formally notify parents when it is decided that a student will receive additional support.

4.5 Working with other agencies

The school proactively works 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. The school employs its own speech and language therapist as well as working with NHFT.

5. Assessment and Monitoring

SEN information report

All students at Wren Spinney Community 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
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, cerebral palsy

Assessing and reviewing students' progress towards outcomes

In common with all LAs, North Northamptonshire follows the Code of Practice that has a staged approach to meeting special needs. The LA requires that any pupil entering one of its special schools has an Education, Health and Care Plan (EHCP), having received advice from a range of professionals. Once an EHCP has been written, it is reviewed annually and revised if appropriate. Parents/carers are fully involved, in line with the LA guidelines and the Code of Practice and other relevant professionals are invited, when

appropriate, to attend or contribute reports. Annual individual outcomes (short steps) are kept under continuous review and are discussed with parents/carers as part of the annual review process.

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

When assessing these needs 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, attainment and behaviour
- Other teachers' assessments, where relevant
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

6. Provision and implementation

6.1 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 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:

- Starting at Wren Spinney School
- Moving through the phases
- Moving onto future destinations either at 16 or 18

A member of the Pastoral team has specific responsibility for the transition of new starters, and they liaise closely with the family and the present school.

Both the curriculum and class groupings are carefully managed year on year. This ensures 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 will 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.

6.2 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 specialist 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. They are supported by their Provision Leads who are experts in their provision's curriculum and SENCo to support with highly specialised needs.

6.3 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:

- Differentiating our curriculum to ensure all students can access it, for example, through class groupings, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as communication iPads, visual timetables, larger font, walkers, wheelchairs, etc.
- Personalisation of our teaching, for example, using individual motivators, planning activities based on preferences or individuals' skills etc.

6.4 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 which will vary 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

6.5 Expertise and training of staff

High aspirations by all staff for all pupils is essential and this is supported with the aspirations for the staff and their practice. Our model for continuing professional development across the school is underpinned by the action research model with a focus on developing best practice by all staff. We conduct annual appraisal reviews for all staff within the school, run regular training sessions and have a formal induction process in place for new staff. There is targeted whole school training which is directed to meet specific needs within the school. There are weekly formal meetings involving the entire staff team with the explicit aim of monitoring and developing the quality of education provided by school. Staff are encouraged to attend external training, where appropriate. There are formal structures in place to meet the training needs of both newly qualified and newly appointed teachers.

6.6 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.

6.7 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
- Analysing behaviour records

7. Equal Opportunities and Procedures

7.1 Equal Opportunities

We are firmly committed to the principles of equal opportunities. We believe that all pupils are entitled to learning experiences, which will enable them to achieve their potential and enrich their lives. We place great value on diversity and treat every member of the school as an individual. This means we value equally the unique qualities of each individual.

This means that:

- 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.

This is also addressed through the schools Single Equality Duty Policy, Accessibility Plan, Equality Information and Objectives; along with our Teaching and Learning and Curriculum Policy. All these policies can be found on our website.

7.2 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 the schools website.

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

7.3 The local authority local officer

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

8. Monitoring

8.1 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.

8.2 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