



About this document:

At Wren Spinney School we aim to create an environment where pupils learn best and love to do so. As a special school everyone is committed to achieving a constant learning environment that is focussed on 'Routine and Processes' and that is delivered an appropriate level considering the pupils' cognitive age and needs. However, we have high expectations for our pupils but understand the importance on regulation and communication in relation to engagement and learning

Purpose

To provide a high-quality provision that meets the individual needs of the students.

Building relationships which enable the learning of skills for life.

Complied by: Mike Tebbutt	Date: October 2024
Committee:	Date agreed by Trustees:
Review Cycle: 2 years	Review Date: October 26

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

Wren Spinney Vision & Values

Educating for the future; Step by step

To provide a high-quality provision that meets the needs of individual students.

Building relationships which enable the learning of skills for life.



Contents

Item	Contents	Page
1	Title Page	1
2	Wellbeing in our Trust/Vision & Values	2
3	Contents	3
4	Wren Spinney Offer	3
5	Curriculum	4
6	Learning Environment	5
7	School Organisation & Planning	6
8	Assessment & Quality Assurance	7
9	Communication	8
10	Roles & Responsibilities	8
11	Other relevant information	9

Wren Spinney Offer

Wren Spinney School caters for 80 pupils aged 11-18 years, and is part of the Creating Tomorrow Trust.

The pupils at Wren Spinney School have:

- Cognition and Learning Needs
 - Severe Learning Disabilities (SLD)
 - Profound Multiple Learning Disabilities (PMLD)

They may also have:

- Communication and Interaction Needs
 - Autistic Spectrum Disorder
 - Speech, Language and Communication Need
- Sensory and/or Physical Needs
 - Cerebral Palsy
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability
 - Vision Impairment

Admission Criteria and Arrangements:

- All pupils will have an Education, Health and Care Plan (EHC) Plan. The Local Authority will have identified their needs as requiring placement at Wren Spinney School.
- The Local Authority will determine admission to the school. It will consider parental preference and consult with the governing body and headteacher. It will follow the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015).
- Placements are made throughout the year, although most occur at the start of the academic year.
- Staff will liaise with any previous or future education settings to enable a smooth transition.

Wren Levels

- Wren Levels act as a baseline for our pupils cognitive working level.
 - Pupils who attend the school are working within the relative age range of 0 – 60 months.
 - Therefore, in line with pre-school we **do not teach discrete English and maths lessons**; but for those who are able we have applicable reading interventions.

Curriculum

We want our curriculum to be:

- To provide a high-quality provision that meets the holistic individual needs of students.
- We will do this by developing a total **communication** environment whereby all students and staff are able to build positive and trusting relationships.
- High levels of **engagement** will provide the **opportunities** for **learning** skills for now and the future.

However, it is important to take into account that the majority of our students have **Severe Learning Difficulties (SLD) or Complex Learning Difficulties (CLD)**. Pupils with SLD will have one or more of the difficulties listed below; pupils with CLD will exhibit the majority of the issues listed below.

Severe Learning Difficulties (Imray and Colley, 2017):

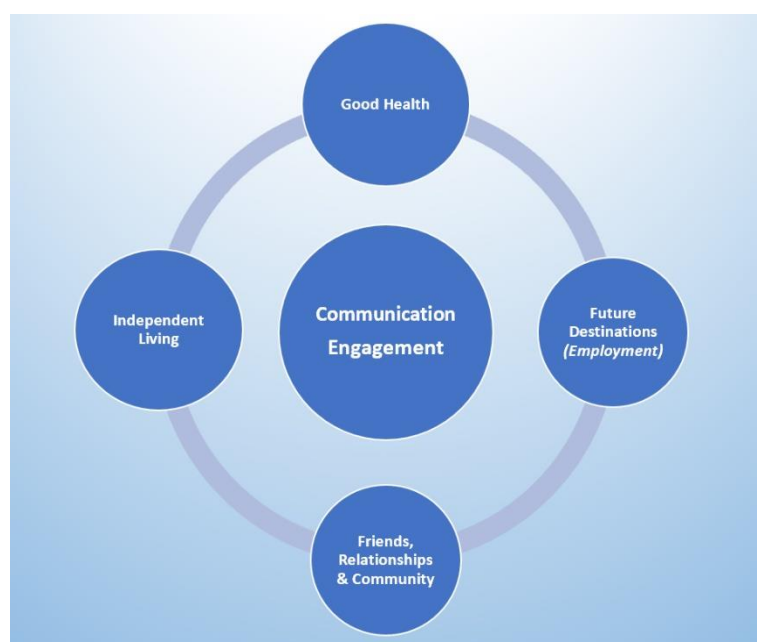
- Consistently and over time working at or below the starting levels of the National Curriculum
- Difficulties with communication
- Difficulties with concentration and attention
- Difficulties with abstract concepts
- Difficulties with short-term and long-term memory
- Difficulties with sequential memory
- Limited working memory
- Poor general knowledge
- Difficulties with problem solving
- Difficulties with generalising understanding.

The delivery of the curriculum is based on Communication and the 4 areas of Preparing for Adulthood (PfA). Please refer to the **Curriculum Policy** for more detail.

The curriculum at Wren is tailored to our pupils' needs and learning levels; this means it will look different from a curriculum delivered in a mainstream setting.

In order to make the curriculum meaningful and memorable for our students, off-site visits will be made whenever appropriate to support a particular curriculum area. This enables our students to apply their learning and demonstrate their developing skills.

Learning & teaching will be a priority focus for training days, staff courses, for teacher meetings and whole staff INSET.



At Wren Spinney the responsibility for Learning and Teaching, including subject responsibilities ultimately lies with the Headteacher, however, to manage this staff may be assigned to quality assurance teams led and supported by the DHT/AHT.

Learning Environment

We acknowledge that learning takes place in a variety of environments within our school and in the wider community. For example, specialist areas in school such as the sensory room, food technology room, outside area, local community sports and leisure facilities and the wider community.

The learning environments and resources reflect the needs of the student groups and from necessity will vary in their structural organisation, presentation and locations.

Students' access to our school's curriculum is supported by a broad range of people. These will include:

- Their peers
- Teachers and teaching assistants
- Trainee / apprentice teaching assistants
- Pastoral Support
- School nurse and health care professionals
- Occupational therapists
- Speech and language therapists
- Educational Psychologist
- Physiotherapists
- Careers Service
- Enrichment visits

Effective Learning

The organisation of the learning environments should ensure that students have opportunities to:

- be included and take part as independently as possible in a wide range of educational experiences
- communicate effectively
- engage in active learning experiences
- work independently; in small groups and as a whole class
- develop and extend their individual social skills
- develop their problem solving and thinking skills
- develop their creative potential
- regulate their emotions and sensory needs

Active learning is an essential part of the curriculum for all our students whether at a very simple exploratory, sensory level or through shared activities. For example, students may:

- find out how a noise maker works through shaking or banging during a music lesson
- visit local play areas and experience being pushed on a swing to support science work linked to forces and motion
- work together to make a class African poster as part of Black History Month to promote the development of key skills such as problem solving and working with others

Resources are purchased specifically with our curriculum in mind; these will look very different to resources used in a mainstream setting.

Wren Spinney School

Teaching & Learning

Homework is not set at Wren Spinney School; this is reflective of our pupils' cognitive ability. Support is offered to parents in relation to the needs of the child. The Pastoral team offer help and signposting to families.

School Organisation – Provisions

Wren Spinney is split into 3 Provisions: **SENSORY, STRUCTURED AND COLLABORATIVE**

To meet the needs of our students, Wren Spinney make use of the **Equals Curriculum**; **ASDAN** accreditation (Personal Progress) and the **Wren Offer** (specific activities delivered for our students).

Delivery is Provision specific and are based around Pupil Led Long Term Plans.

Planning

Long Term Plan

Each provision has a long-term plan showing the Aspirations for our pupils under the 5 areas of the curriculum; the pupils are not limited to these aspirations but they act as a guide and also a focus for the prior learning that takes place incorporating ASDAN, Equals and the Wren Offer.

We are primarily an Equals based school. Pupils do not have to cover everything on the long-term plan as teaching is based around where the pupil is cognitively, their needs and what they need to learn next.

Wren Spinney Collaborative Provision (Semi-Formal) – Pupil Led Long Term Plan

COLLABORATIVE	Communication	Good Health	Friends, Relationships & Community	Independent Living	Future Destinations (Employment)
Wren Spinney Aspirations	<ul style="list-style-type: none"> I am learning to communicate my needs, wants, thoughts, preferences, opinions and experiences. I am learning to understand what people say to me and follow instructions. I am learning to participate in conversations. 	<ul style="list-style-type: none"> I am learning to understand and manage my own body. I am learning to manage my own mental physical and sexual health. I am learning to manage and meet my own hygiene needs including toileting. 	<ul style="list-style-type: none"> I am learning to develop and maintain relationships and friendships. I am learning to access my community safely and confidently. 	<ul style="list-style-type: none"> I am learning to live as independently as I can and take part in household tasks. I am learning to meet my own basic needs such as hunger, thirst etc. I am learning to make choices and discover my preferences. 	<ul style="list-style-type: none"> I am developing skills that I will be able to use in the future. I have experience in going to places that I may visit Post 18.
ASDAN (Accreditation Group)	<ul style="list-style-type: none"> Engaging with the world around you: Sensory story. Developing communication skills 	<ul style="list-style-type: none"> Encountering experiences: creativity Engaging in new creative activities Independent Living Skills: being healthy. Independent Living Skills: personal care Independent Living Skills: personal presentation 	<ul style="list-style-type: none"> Engaging with the world of work: exploring work Engaging with the world of work: work experience Encountering experiences: being a part of things Engaging with the world around you: objects Engaging with the world around you: the natural environment Engaging with the world around you: therapies Getting on with other people 	<ul style="list-style-type: none"> Engaging with self-help and independence skills: eating or drinking Preparing drinks and snacks Planning and preparing food for an event. Understanding what money is used for. Travel within the community: going places. Developing Independent Living Skills: having your say 	<ul style="list-style-type: none"> Developing skills for the workplace: growing and caring for plants Developing skills for the workplace: looking and caring for animals. Developing skills for the workplace: Health & Safety
EQUALS	My Communication (Ea) <ul style="list-style-type: none"> Call and Response Greeting someone new Narratives/ Sensory Story Sensory Room – Sensory processing / story 	My Play (Ea) <ul style="list-style-type: none"> Free Play Structured Play Exploratory Play Soft Play / Ball Pit Free Choice Free Play (Careers) Break My Physical Well-Being/Mental health (Ea) <ul style="list-style-type: none"> PE Relaxation / Chill Out Zone Sensory Room Interventions Soft play – Physical health/free play Dance Horse Riding Interoception 	Outdoor Learning <ul style="list-style-type: none"> RSE – External Body Parts 	My Independence (Ea) <ul style="list-style-type: none"> Travel Training (Road Safety) The World Around Me: Seasons Recycling Photography Food Food Tech – Health living 	My Art
WREN OFFER	<ul style="list-style-type: none"> Circle Time Story Time and reading interventions Attention Autism Music 		<ul style="list-style-type: none"> Playground Structured Play 	<ul style="list-style-type: none"> Swimming Snack Lunch Personal Care 	<ul style="list-style-type: none"> Skills for Life Assembly Personal Development and Celebration Days Community Inclusion Creative Experiences

Medium Term Plans are created for each provision prior to the term taking place; 'How can we know where the child needs to go next until they have got there!'

Short Term Plan

The teachers produce a '1st Lesson Plan' for the term, which is annotated and updated as necessary. It is important to note that due to the levels of our pupils learning is lateral with very small step linear development taking place.

Lesson planning is provision specific but includes the following information: Class; Term; Day(s) taught; Provision; Lesson; Teacher; Lesson Overview (from Curriculum linkage); Learning overview; Activity/links; Resources; Staffing and notes as well as Pupil learning intentions and next steps. Teachers can add any other information to the plans that they deem necessary

WREN LEVELS			
Communication Circle time/Reflection Peer to Peer Assembly Signing Choir	Travel training Preparing to go out Crossing Roads Building Stamina Local Community visits	Free Play Stages of play	Independence Travel Training Shopping My Cooking Enterprise Group
Outdoor Learning Preparing to go out Outdoor Environment Playground	Collaborative Provision Autumn term 2024		My Physical Well-Being Relaxation RSE - My Body Physio Healthy Eating Games
Dance Wren Offer	Sensory story/Reading Interventions	Art My Art	The World Around Me Photography Recycling Life Cycles

Assessment

Assessment → Sequencing

SENSORY

- EHCPs (in Evidence for Learning)
- Speech and Language Targets
- Pen Portraits (previous learning)
- Engagement Model
- Routes for Learning
- ASDAN Tracker

STRUCTURED

- EHCPs (in Evidence for Learning)
- Speech and Language Targets
- Pen Portraits (previous learning)
- Engagement Model
- Task Analysis
- ASAP (Play)
- Attention Autism Targets
- ASDAN Tracker

COLLABORATIVE

- EHCPs
- Individual Learning Objectives
- ASDAN Tracker
- Compass +
- RSE Framework

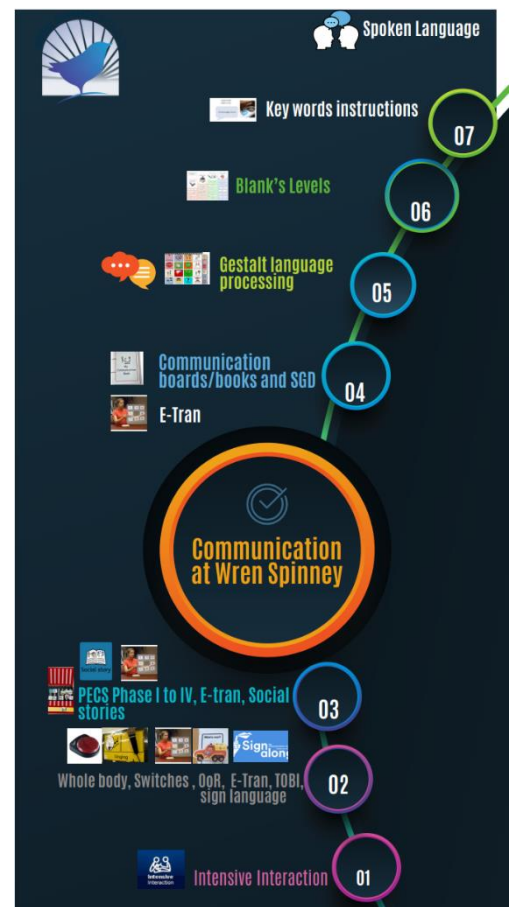
MAPP - Assessment of Learning will be by using MAPP and captured within Evidence for Learning, quantifying success:

- **INDEPENDENCE:** Learners complete tasks independently
 - Can they do it on their own?
- **FLUENCY:** Learners reach a level of mastery combining speed and accuracy
 - Are they getting better at it?
- **MAINTENANCE:** Learners maintain competency over time through repetition. They remember after a break.
 - Can they do it more often? Are they more reliable?
- **GENERALISATION** - Learners achieve mastery in different settings or contexts, with different stimuli or with different staff.
 - Can they do it with different people or in in different places?

Monitoring and Evaluation

The following Quality Assurance takes place at Wren Spinney:

- Internal Moderation
- External Input
- Planning Collaboration & Reflection
- Pupil Progress – Whole Class
- Pupil Progress – Individual Pupil
- Learning Walks
- Self-Videos



Communication

Wren Spinney understands the importance of communication for our pupils. The communication methods are shown in the diagram opposite; these are directly linked with the W-Levels to aid staff understanding in our aim of constantly working towards a 'Total communication' environment. Please see the **Communication Policy** for more information.

Roles and responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play. These will include: Teachers and Teaching Assistants; Their peers; Apprentice Teaching Assistants; Pastoral Support Team; School Nurse and Health Care Professionals; Occupational Therapists; Speech and Language Therapists and Physiotherapists.

Teachers at our school will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards
- Actively engage and update parents/carers in their child's learning.
- Meet the expectations set out in curriculum policy; teaching and learning policy, your curriculum policy, teaching and learning policy, relationship policy, communication policy.

Support staff will:

- Know pupils well and adapt support to meet their individual learning needs
- Support teaching and learning with flexibility and resourcefulness
- Use agreed assessment for learning strategies
- Engage in providing inspiring lessons and learning opportunities
- Feedback observations of pupils to teachers
- Identify and use resources to support learning
- Have high expectations and celebrate achievement
- Meet the expectations set out in curriculum policy; teaching and learning policy; [insert relevant policies – for example, your curriculum policy, teaching and learning policy, relationship policy, communication policy.

Senior leaders will:

- Have a clear and ambitious vision for providing high-quality, inclusive education to all
- Celebrate achievement and have high expectations for everyone
- Plan and evaluate strategies to secure high-quality teaching and learning across the school
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring
- Input and monitor the impact of continuing professional development (CPD) opportunities for staff
- Address underachievement and intervene promptly

The role of Parents and Carers

- We believe that Parents/Carers have a key role in helping their children to learn and it is essential to establish good relationships with parents and carers. Information related to their children's learning is given through: Annual Review meetings; Parent and carer evenings; End of Year and Mid-Year School reports; Class Dojo; Phone calls; Texts and Email.

The role of Governors

- Governors play an important role in the learning and teaching of the school, promoting the beliefs, aims and values of the school. In terms of Curriculum, they are responsible for:

- Reviewing of curriculum and related policies and recommending agreed policies;
- Receiving reports from the headteacher and Curriculum Coordinators
- Reviewing outcomes and the achievement of targets

Visitors

- Visitors to the school play a key role in supporting our curriculum and the key learning experiences on offer.

Equal Opportunities

All students regardless of age, ethnicity, gender, disability, religion and belief or sexual identity will have equal access to appropriate resources. Please refer to the Single Equality Duty for further details.

Throughout the curriculum and during specific lessons, where appropriate, students will have the opportunity to:

- Explore resources from different cultures
- Experience positive role models through books and text used
- Experience positive role models from staff, governors, parents and local contacts within the community.

Wren Spinney makes every possible effort to use local contacts within the community to share their expertise, skills and experiences within different cultures.

Health & Safety

Teachers and support staff should exercise professional judgement with regard to the range of tools, equipment and materials used.

It is the responsibility of all staff to be aware of possible health and safety issues.

Any specific issues relating to health and safety which need immediate attention should be brought to the attention of the appropriate personnel.

Refer to the school's Health and Safety Policy for further details.

Some subjects may also have specific health and safety requirements, for example science please also refer Health and Safety Policy which details the specific health and safety needs for the teaching of science and refers to relevant COSHH regulations and guidance.

Other documents that support this policy include:

- Curriculum Policy
- SEN policy
- Health and Safety Policy
- Communication policy
- Careers (Post 16) Curriculum Intent Statement