



Wren Spinney School

Annual SEN Report for Parents 24-25



About this document:

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Purpose

This SEND Information Report outlines how we provide support for all our pupils for them to thrive and fulfil their 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. We aim 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: [The Special Educational Needs and Disability Regulations 2014](#)

Complied by: Daniel Mulchrone (SENCo)	Date: June 2025
Committee:	Date agreed by Trustees:
Review Cycle: Annually	Review Date: July 2026

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Wren Spinney School
“Educating for the future: step by step”

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
- o Education Support: telephone number 08000 562561 or website www.educationsupport.org.uk

Context

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 is autistic. Many of the pupils have additional physical disabilities and/or complex medical needs.

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

Wren Spinney School provides education for pupils aged 11-18. All pupils have 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 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.

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All Education, Health and Care (EHC) Plans are reviewed at least annually. This allows considering whether the 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 of a pupil's progress and to provide advice and guidance if necessary.

Class Dojo is used to facilitate the regular exchange of important/useful information between school/and 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 visits or telephone calls from parents/carers to discuss any issues. In the autumn term the school's Pastoral Team facilitate Transitions coffee mornings to support parents/carers to think about options for their child when they leave Wren Spinney School. The school is also subject to the Ofsted framework.

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

Our curriculum revolves around communication and preparing for adulthood, utilising 'Equals' schemes of work, the 'Wren' offer and ASDAN Accreditation.
Teachers plan lessons according to their knowledge of each pupil and according to each pupil's

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current levels, differentiating work and expectations to suit each pupil. Wherever possible, pupils' interests, needs and abilities are taken into account in the planning of their work. The school develops a total communication environment, where all students and staff are able to build positive and trusting relationships which facilitate learning, whether through sign language, communication books, objects of reference, picture symbols, photographs, switches or AAC.

We don't offer conventional Maths and English lessons. Instead, our students learn essential English (Communication) and Maths skills within the framework of our curriculum, tailored to their individual cognitive levels.

The school is organised into three provisions:

- Sensory
- Structured
- Collaborative

In the Sensory provision students are grouped by need rather than key stage. Students experience sessions and activities repeated over time to build Exploration, Realisation, Anticipation, Persistence, and Initiation.

In the Structured provision students are grouped by key stage and will likely have a diagnosis of Autism. At the heart of the Structured curriculum is the teacher having the knowledge of each individual student. Sensory regulation, emotional regulation and transactional support are taken into considerations when planning.

In the Collaborative provision students are also grouped by key stage and the value of social capital for a successful life is a focus. Through the promotion of self-regulation and communication skills pupils will develop the skills required to make links and use these links to build positive relationships.

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 communication through Class Dojo
- Annual reviews for Statements and EHC plan
- PEP/CiC meetings for Children in Care
- 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 ratio of adults to children
- A safe and calm environment with structured and organised learning opportunities.
- A differentiated curriculum to meet the needs of our pupils.
- High aspirations of all staff and for every pupil
- All staff to receive appropriate training, including team teach, so they are able to appropriately support pupils when in crisis.
- Access to a range of intervention programmes to develop skills and knowledge with regard to individual well-being.
- Opportunities for the pupil's voice to be heard in a range of ways, eg. via the School Council, EHCP review process

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- On-site school nurse
- Family Support Worker
- Wellbeing Officer

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. For those pupils who require specific medical interventions, specialist training is given by our School Nurse to ensure correct procedures are followed. This includes working with Physiotherapists and other visiting specialists.

Individual medical care plans are developed in conjunction with parents and carers, as well as medical professionals. These are reviewed regularly.

A nurse is regularly on-site to support staff with training and to be the 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
 - Behaviour and Relationships
 - Communication and Sign A Long
 - Inclusion and differentiation
 - Augmentative and Alternative Communication (AAC)
 - Team Teach
 - Manual handling
 - EQUALS curriculum training
 - Accessibility
 - Data protection
 - School preferred teaching strategies such as Attention Autism, Interoception, Sensory Integration.
- 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 online (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).*

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.

The school has a named Educational Visits Coordinator, who undertakes regular training in the

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management of visits. There are stringent procedures in place relating to the planning and preparation for any trip or event.

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 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?

Several strategies are in place to enable effective student 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
- EHCP review process
- Individual Relationship Plans (behaviour plans)
- Communication profiles
- Independence support needs
- End of year reports
- 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 EHCP review meetings
- Staff attend other multi-agency meetings when invited, such as CiC meetings.
- Prospective pupils and their parents/carers visit Wren Spinney School 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.

All Wren Spinney pupils will have an Education Health and Care Plan; the decision regarding the support required will be reached and agreed upon 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

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decision-making process.

For pupils who are also looked after by the Local Authority (Child in Care), further decisions about the amount of support they will receive will be discussed and agreed upon 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.

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

All Wren Spinney pupils will have an Education Health and Care Plan; the decision regarding the support required will be reached and agreed upon when the EHC Plan is being produced or at an annual review 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 upon 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) 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 Teacher (Joshua Gershwin-Williams)
 - Chair of Governors (Jeannette 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

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Family Support Worker.

Further advice and support are offered through our Pastoral Team, (contact via the school office).

Headteacher:

Date:

Chair of Governors:

Date:

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/>

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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