

<p>What types of Special Educational Needs and Disability (SEN/D) do we provide for?</p>	<p>A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person is considered to have a learning difficulty or disability if he or she:</p> <ul style="list-style-type: none"> • 'has a significantly greater difficulty in learning than the majority of others of the same age; or • has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for students of the same age in mainstream schools or mainstream post-16 institutions.' <p>(Code of Practice, 2015)</p> <p>The types of SEN/D we provide for are:</p> <ul style="list-style-type: none"> • Communication and Interaction needs (C&I) including Autistic Spectrum Condition, Attention Deficit Hyperactivity Disorder and Attention Deficit Disorder. • Cognition and Learning needs (C&L) including Specific Learning Difficulties such as Dyslexia, Dysgraphia and Dyscalculia. • Social, Emotional and Mental Health needs (SEMH) such as anxiety and depression. • Sensory and/or Physical needs (S&P) including hearing impairment, visual impairment and physical impairment.
<p>How do we identify and assess students with SEN/D?</p>	<ul style="list-style-type: none"> • SEN/D students may be identified through information provided by the student's previous school, teacher observations and assessment, progress checklists, target setting, parental/carers concerns or the students' own observations or by external agencies. • Areas of need are identified and prioritised and become the basis of the intervention. • The effectiveness of intervention will be reviewed at least 3 times per year. • The review will involve the analysis of relevant progress data and discussion with relevant staff such as Special Educational Needs and Disability Co-ordinator (SENDCo), teachers, parents/carers, student and or specialists.

	<ul style="list-style-type: none"> • In some cases outside professionals from health or children’s services may already be involved with the student. • Where these professionals are not already working with The Wren School, the SENDCo will contact them, having discussed the situation with the parents/carers. • The SEN/D team will further assess the student and support for the individual will be discussed and action taken.
<p>Who is our special educational needs co-ordinator (SENDCo) and how can he/she be contacted?</p>	<ul style="list-style-type: none"> • Mrs Jo Juster • jjuster@wrenschoo.org <p>If parents/carers have concerns relating to their child’s learning or inclusion, these may initially be discussed with the child’s form tutor. This may then result in a referral to Mrs Juster. Parents/carers may also contact the SENDCo or the headteacher directly if they feel this is more appropriate.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<ul style="list-style-type: none"> • The progress made by all students is regularly monitored and reviewed. • Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. • When a student is identified as having special educational needs, we will intervene initially to provide appropriate changes to the curriculum and or specialist intervention to narrow the gap and ensure expected progress is made. For example, we may utilise Individual Student Profiles, differentiation and intervention groups focused on developing social skills or literacy. • On identification, the SENDCo will work with teachers to ensure quality first teaching and training e.g. differentiation and small-group guided work. • The school will work with students, parents/carers and other relevant professionals to identify appropriate equipment and facilities to support students with SEN/D.

<p>What support is available for improving the emotional and social development of students with SEN/D?</p>	<ul style="list-style-type: none"> • The school has a clear pastoral support structure that is planned to grow as the school grows. • Each student has an identified form tutor who monitors wellbeing and remains with the group as they progress through the school. • The school employs a pastoral support mentor to whom students can go with their concerns • The school provides an Inclusion Room, where vulnerable students can go for additional support. • We have a school council to actively elicit the views of our students. • Skills for learning, including resilience and independence are actively taught across the curriculum. • We are part of the School Link Project and, as such, have mental health surgeries where school staff can discuss concerns regarding individual student mental health. Advice and signposting is given by the educational psychologist and the primary mental health worker who run the sessions.
<p>How do we enable students with SEN/D to engage in activities with other students who do not have SEN/D?</p>	<ul style="list-style-type: none"> • Ensure that all students are involved within the lesson in some form. • Provide equipment that assists that student in accessing the activity/ies being carried out. • Discussions with parents/carers and student regarding strategies for supporting engagement are carried out where and when necessary. • Teaching groups are made up of students with and without SEN/D. • Lessons are carefully planned in order to ensure access to all students. • Extra-curricular activities are carefully planned in order to ensure access to all students. • Engagement levels of students with and without SEN/D in lessons and extra curricular activities are monitored to ensure parity.
<p>How do we consult parents/carers of students with SEN/D and involve them in their child's education?</p>	<ul style="list-style-type: none"> • We carry out an annual review of the SEN/D information report, which is placed on our website. • Email, telephone calls and/or meetings between parents/carers and school staff including the form tutors, subject teachers and the SENDCo to address the needs of the student and to discuss strategies for moving forward, to enable maximum progress take place at least three times a year.

	<ul style="list-style-type: none"> • Parental/carer input into how we support a student is essential. Working in partnership with parents/carers is the key to success. • Planning and reviewing support. • Parents/carers are kept updated about progress via reports, parent/carer evenings & meet the tutor events. • All parents/carers will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.
<p>How do we consult with students with SEN/D and involve them in their education?</p>	<ul style="list-style-type: none"> • All students are encouraged to share their views about their learning through our regular student surveys and school council. • Form tutors, subject teachers and relevant members of support staff discuss next steps and targets with identified students, who are encouraged to take ownership of their learning and to aim high. • Students with SEND are active partners in reviewing their provision and progress. They are invited to attend review meetings with their parents.
<p>How do we support students moving between different phases of education?</p>	<ul style="list-style-type: none"> • Meetings with parents/carers and the SENDCo to discuss needs of the student and strategies that can be put in place to assist transition: <ul style="list-style-type: none"> ➤ Understanding the needs of the students ➤ Strategies that support and aid transition ➤ Strategies that support and aid academic achievement ➤ Friendship groups ➤ Emotional, social and mental information • Members of the senior leadership team and/or SENDCo visit primary school to discuss student (both academically and emotionally). Can start as early as year 5 for students with an EHCP. • Transition day at The Wren School to meet current students & staff during summer term of year 6. Additional visits to the school for students with SEN/D where necessary.

	<ul style="list-style-type: none"> • Regular discussion between student and form tutor/SENDCo to ensure transition is going smoothly. • Detailed support for students when choosing KS4/5 options. • Transition support when leaving school.
<p>How do we support students preparing for adulthood?</p>	<ul style="list-style-type: none"> • We will carry out work and discussions that include the following topics: <ul style="list-style-type: none"> ➤ Sex education; ➤ Drugs; ➤ Alcohol; ➤ Careers; ➤ Financial awareness. • We carry out this type of discussion based work via a variety of methods: <ul style="list-style-type: none"> ➤ Dynamic days where we discuss, e.g. diversity, empathy, British values; ➤ SMSC and Wellbeing lessons weekly; ➤ Daily reflection time; ➤ Wren Skills (e.g. resilience, teamwork, leadership); ➤ Careers/work experience.
<p>What expertise and training do our staff have to support students with SEN?</p>	<ul style="list-style-type: none"> • SENDCo with many years' experience. • Mr David Zell, (Assistant headteacher - Pastoral care) commenced the SENDCo accreditation course in 2016. • All staff are regularly updated with SEN/D training. In the past year, there has been training on: <ul style="list-style-type: none"> ➤ Autistic Spectrum Condition (ASC); ➤ Speech and Language Therapy; ➤ Literacy support for SEN/D students; ➤ Drawing and talking; ➤ Access arrangements;

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	<ul style="list-style-type: none"> ➤ Mental Health awareness; ➤ Mental health modules including: resilience, anxiety, attachment and trauma, challenging behaviour; ➤ Numicon (Subject Leader of Maths).
<p>How do we involve other organisations in meeting the needs of students with SEN/D and supporting their families?</p>	<p>If needs require, the SENDCo will make contact with relevant agencies to identify extra specialist provision that can help support students. This is often done through an EHCP, which can be applied for by both the school and parents/carers.</p> <p>The school has access to a Local Authority Educational Psychologist who is able to offer support in assessing the needs of individuals with SEN/D. Parents/carers are always involved in the decision to consult the E.P. and are included in a feedback meeting in which strategies for support are agreed.</p> <p>We are committed to 'joined up' working with other agencies such as Speech and Language Therapy, Visual Impairment Service, CAMHS and Social Care in order to fully meet the needs of our students.</p>
<p>How do we evaluate the effectiveness of our SEN/D provision?</p>	<p>The effectiveness of our SEN/D provision is evaluated by:</p> <ul style="list-style-type: none"> • Monitoring progress made both in the classroom and in any interventions that may be carried out. • Constant feedback and discussions with parents/carers and students. • Formal and informal assessments • Teaching and Learning observations
<p>How do we handle complaints from parents/carers of children with SEN/D about provision made at the school?</p>	<p>Parents/carers should follow The Wren School Complaints procedure</p>

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Who can young people and parents/carers contact if they have concerns?	SENDCo (Mrs Jo Juster) jjuster@wrenschoo.org
What support services are available to parents/carers?	<p>Reading Families Forum (http://www.readingfamiliesforum.co.uk/)</p> <p>Reading Information, Advice & Support Service for SEND (http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=VqahHpIA19A)</p> <p>The National Autistic Society (http://www.autism.org.uk/About/Family-life/Parents-carers)</p> <p>EHC needs assessment in Reading http://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=fT_TOtKeGMc</p> <p>Contact a family (South east) (http://www.cafamily.org.uk/advice-and-support/in-your-area/offices/south-east/?s=&t=rg&r=4332)</p>
Where can the LA's local offer be found?	<p>http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3</p> <p>Parents/carers can also email disc@reading.gov.uk for information and guidance.</p>

Management of statement

School	This statement is implemented and managed by the Headteacher, in consultation with the Assistant headteacher (Pastoral leader) and Special Educational Needs and Disability Co-ordinator (SENDCo)
Governing body	The Governors' Students and Community Committee approves and reviews this policy annually
Approval	Approved March 2018
Next review due	March 2019