



## SEN Information Report / Local Offer Submission 2021/2022 (all schools)

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Please submit your responses to [localoffer@reading.gov.uk](mailto:localoffer@reading.gov.uk)

This form has been designed to bring together the local authority's requirement for all settings/schools as well as give individual settings autonomy on how they deliver these expectations.

School Name: The Wren

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Website: [www.wrenschoool.org](http://www.wrenschoool.org)

Ofsted link: <https://reports.ofsted.gov.uk/provider/23/142121>

Head teacher: Mr J Salberg

SENCo:

Name: Mrs J Juster

Contact: [jjuster@wren.excalibur.org.uk](mailto:jjuster@wren.excalibur.org.uk)

Date of latest Accessibility Plan: November 2018

Date completed: November 2018

By whom:

Name: T. Lee  
Business Manager

Role:

Government Legislation requires all schools to publish the SEN Information Report / Local Offer (clause 65 of the Children’s Act). This report is co-produced by the Headteacher, Governor’s and parents. It is a lengthy document and its aim is to outline the provision that the school provides for children with SEND.

‘Each child, regardless of background will receive a world-class education and be nurtured, challenged and inspired to aim high.’

Every young person deserves access to an outstanding education. One that challenges, inspires and grows them as individuals. One that nurtures a love of learning and empowers students to achieve their best. One that ensures all students have the tools to be fully equipped for their future lives. Academic achievement is, of course, essential but is only part of the process. At The Wren we aim to create independent, creative and confident individuals who are skilled and ready for the world, and resilient to the challenges they face.

Our rich and purposeful curriculum offers a wide mix of academic and practical opportunities which challenge and inspire our students to explore, discover and learn new things. We have an unremitting focus on quality first teaching and learning, with an exceptional staff team who are committed to creating our ‘Wren Inspirational Classrooms’. We expect and encourage the highest standards of attitude, behaviour and commitment from staff and students alike.

As a school we value community cohesion and work closely in partnership with the Excalibur Academies Trust and its excellent network of schools. We encourage you, as parents, students and the local community, to fully invest in life at The Wren. Every one of us must be involved in the academic and personal growth of every student and this relies on the investment and commitment of all of us within this community.

	Regulations	School Response
1	The kinds of special educational needs for which provision is made at the school	<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"> <li>• 'has a significantly greater difficulty in learning than the majority of others of the same age; or</li> <li>• 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.' (Code of Practice, 2015)</li> </ul> <p>The types of SEN/D we provide for are:</p> <ul style="list-style-type: none"> <li>• Communication and Interaction needs (C&amp;I) including Autistic</li> </ul>

		<p>Spectrum Condition, Attention Deficit Hyperactivity Disorder and Attention Deficit Disorder.</p> <ul style="list-style-type: none"> <li>• Cognition and Learning needs (C&amp;L) including Specific Learning Difficulties such as Dyslexia, Dysgraphia and Dyscalculia.</li> <li>• Social, Emotional and Mental Health needs (SEMH) such as anxiety and depression.</li> <li>• Sensory and/or Physical needs (S&amp;P) including hearing impairment, visual impairment and physical impairment.</li> </ul>
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	<p>SEN/D may be identified through information provided by the student's previous school, teacher observations and assessment, progress checklists, target setting, parental/carer concerns or the students' own observations or by external agencies.</p> <ul style="list-style-type: none"> <li>• Areas of need are identified and prioritised and become the basis of the intervention.</li> <li>• The effectiveness of intervention will be reviewed 3 times per year.</li> <li>• The review will involve the analysis of relevant progress data and discussion with relevant staff such as Leader of Culture - Inclusion (Leader of Culture - Inclusion), teachers, parents/carers, student and or specialists.</li> <li>• In some cases outside professionals from health or children's services may already be involved with the student.</li> <li>• Where these professionals are not already working with The Wren School, the Leader of Culture - Inclusion will contact them, having discussed the situation with the parents/carers.</li> <li>• The SEN/D team will further assess the student and support for the individual will be discussed and action taken.</li> </ul>
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	<p>We are committed to providing quality-first teaching to all of our students. Teachers prepare Schemes of Learning and lessons which support the learning and progress of all students through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual Departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEN/D, in their classrooms (known as differentiation). Beyond this, we use a graduated response to SEN/D regardless of whether a student with SEN/D has an EHCP or not. This approach has four stages: assess, plan, do review. By following this process we are able to employ a range of resources to support progress. Where the school's resources have been exhausted, we will endeavour to gain access to further provision by making an application for an EHCP.</p>
3 a.	How the school evaluates the effectiveness of its provision for such schools	<p>The effectiveness of our SEN/D provision is evaluated by:</p> <ul style="list-style-type: none"> <li>• Monitoring progress made both in the classroom and in any interventions that may be carried out.</li> <li>• Evaluated provision mapping</li> <li>• Constant feedback and discussions with parents/carers and students.</li> </ul>

		<ul style="list-style-type: none"> <li>• Formal and informal assessments.</li> </ul>
3 b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<ul style="list-style-type: none"> <li>• At KS3 we will monitor behaviour and effort in class and rank order students in order to identify underachievement.</li> <li>• We will not cap student's ability by putting them on a flight path.</li> <li>• We believe all students can achieve and have the ability to excel.</li> <li>• By rank ordering students we are ensuring all departments are moderating and talking about the ability of their group.</li> <li>• It will also ensure consistency across departments and ensure all students are receiving the same curriculum.</li> <li>• A range of teachers including subject teachers, Subject Leaders, Progress Leaders, the Leader of Culture - Inclusion and the Assistant Head for Raising Standards, all have responsibilities to regularly review the progress of students with SEND.</li> </ul>
3c	The school's approach to teaching pupils with SEND	<ul style="list-style-type: none"> <li>• All teachers are teachers of SEN/D</li> <li>• Quality first teaching for all</li> <li>• Students are nurtured by appropriate support</li> <li>• All staff are aware of the needs of and support strategies for learners with SEND through our use of Individual Student Profiles which are reviewed with parents and students three times a year.</li> </ul>
3 d	How the school adapts the curriculum and learning environment for pupils with SEND	<ul style="list-style-type: none"> <li>• The progress made by all students is regularly monitored and reviewed.</li> <li>• 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.</li> <li>• 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.</li> <li>• On identification, the Leader of Culture - Inclusion will work with teachers to ensure quality first teaching and training e.g. differentiation and small-group guided work.</li> <li>• The school will work with students, parents/carers and other relevant professionals to identify appropriate equipment and facilities to support students with SEN/D.</li> </ul>
3	Additional	The additional support provided is based on need. Within the

e	support for learning that is available to pupils with SEND	school, examples of provision: Individual Student Profiles outlining student needs and strategies for teachers to use to support learners; regular (three times a year) review meetings with parents: small group work; in-class support; 1:1 work. External examples of provision: Educational Psychology, Speech Therapy.
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<p>We are an inclusive school and work hard to ensure that activities both within and beyond the classroom are accessible to all. SEND students and their families may be signposted to certain extra-curricular activities if they meet the student's needs or interests.</p> <p>Students are regularly informed about extra-curricular activities on offer at The Wren School via the school weekly bulletin and the timetable for activities is displayed in classrooms.</p>
3g	Support that is available for improving the emotional and social development of pupils with SEND	<ul style="list-style-type: none"> <li>• Each student has an identified form tutor who monitors wellbeing and remains with the group as they progress through the school.</li> <li>• The school employs a pastoral support mentor, a youth worker and two part-time counsellors to support individual needs.</li> <li>• The school provides two inclusion areas (Student Support Hubs), where identified, vulnerable students can go for additional support.</li> <li>• We have a school council to actively elicit the views of our students.</li> <li>• Skills for learning, including resilience and independence, are actively taught across the curriculum.</li> <li>• The school has been part of the Schools Mental Health Project since its inception. This allows us to access training on a variety of mental health issues for our staff and termly meetings with our Educational Psychologist and Primary Mental Health Worker who are able to offer advice on supporting individuals.</li> <li>• Our membership of the Mental Health School Teams Project allows us further training and access to Emotional Mental Health Practitioners who are able to carry out direct work with students experiencing difficulties with mental health.</li> </ul>
4.	In relation to mainstream schools, the name and contact details of the SEN Co-ordinator	<ul style="list-style-type: none"> <li>• Mrs Jo Juster (Leader of Culture - Inclusion) <a href="mailto:jjuster@wren.excalibur.org.uk">jjuster@wren.excalibur.org.uk</a></li> </ul> <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 Leader of Culture - Inclusion or the Principal directly if they feel this is more appropriate.</p>
5.	Information about the	<ul style="list-style-type: none"> <li>• Leader of Culture - Inclusion with 10 years' experience as a SENDCo across two secondary schools.</li> <li>• Assistant Leader of Culture - Inclusion, Miss Potts.</li> </ul>

	expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured	<ul style="list-style-type: none"> <li>• Ms Pike and Mrs Simmons are ELSA trained.</li> <li>• All staff are regularly updated with SEN/D training. Recent subjects include: ASD, literacy difficulties, attachment, structured conversation, speech and language difficulties, visual impairment and adolescent mental health.</li> <li>• We are able to offer some in-house training, but can also access training offered by the LA and private trainers.</li> </ul>
6.	Information about how equipment and facilities to support children with SEND will be secured	<p>The Key Stage 3 and 4 Hubs provide a smaller and quieter environment for additional support such as small-group interventions, 1:1 work, school counsellor, ELSA.</p> <p>We have a lift for wheelchair access.</p> <p>Where specific equipment has been recommended by professionals, we will endeavour to secure this through the school's resources.</p>
7.	The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child	<ul style="list-style-type: none"> <li>• We carry out an annual review of the SEN/D information report, which is placed on our website.</li> <li>• Email, telephone calls and/or meetings between parents/carers and school staff including the form tutors, subject teachers and the Leader of Culture - Inclusion 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.</li> <li>• Parental/carer input into how we support a student is essential. Working in partnership with parents/carers is the key to success.</li> <li>• Planning and reviewing support.</li> <li>• Parents/carers are kept updated about progress via reports, parent/carer evenings &amp; meet the tutor events and three-times-a-year SEN/D review meetings.</li> <li>• 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.</li> </ul>
8.	The arrangements for consulting young people with SEN about, and involving them in their education	<ul style="list-style-type: none"> <li>• All students are encouraged to share their views about their learning through our regular student surveys and school council.</li> <li>• 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 and their parents are invited to co-construct their Individual Student Profile with their Lead Professional and meet three times a year to review progress and set targets.</li> </ul>
9.	Any arrangements made by the	<p>The school's complaints procedure can be found on our website at: <a href="https://excalibur.org.uk/wp-content/uploads/2019/06/2019.06-Excalibur-concerns-and-complaints-procedure.pdf">https://excalibur.org.uk/wp-content/uploads/2019/06/2019.06-Excalibur-concerns-and-complaints-procedure.pdf</a></p>

	governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	If a parent/carer is unhappy about the SEN provision for their child please they should initially contact the Leader of Culture - Inclusion .
1 0.	How the governing body involves other bodies including health and social care, LA support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils	<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>
1 1.	The contact details of support services for the parents of pupils with SEND including those for arrangements made in accordance with clause 32.	<ul style="list-style-type: none"> <li>• Reading Families Forum (<a href="http://www.readingfamiliesforum.co.uk/">http://www.readingfamiliesforum.co.uk/</a>)</li> <li>• Reading Information, Advice &amp; Support Service for SEND (<a href="http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=VqahHplA19A">http://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=VqahHplA19A</a>)</li> <li>• The National Autistic Society (<a href="http://www.autism.org.uk/About/Family-life/Parents-carers">http://www.autism.org.uk/About/Family-life/Parents-carers</a> )</li> <li>• EHC needs assessment in Reading <a href="http://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=fT_TOtKeGMc">http://servicesguide.reading.gov.uk/kb5/reading/directory/advice.page?id=fT_TOtKeGMc</a></li> <li>• Contact a family (South east) (<a href="http://www.cafamily.org.uk/advice-and-support/in-yourarea/offices/south-east/?s=&amp;t=rg&amp;r=4332">http://www.cafamily.org.uk/advice-and-support/in-yourarea/offices/south-east/?s=&amp;t=rg&amp;r=4332</a> )</li> </ul>
1 2.	The school's arrangements for supporting pupils with SEND in transferring	<ul style="list-style-type: none"> <li>• Meetings with parents/carers and the Leader of Culture - Inclusion to discuss needs of the student and strategies that can be put in place to assist transition: <ul style="list-style-type: none"> <li>➤ Understanding the needs of the students</li> <li>➤ Strategies that support and aid transition</li> <li>➤ Strategies that support and aid academic achievement</li> <li>➤ Friendship groups</li> </ul> </li> </ul>

	between phases of education	<p>➤ Emotional, social and mental information</p> <ul style="list-style-type: none"> <li>• Members of the Student Support Team and/or Leader of Culture - Inclusion /Assistant Leader of Culture - Inclusion visit primary school to discuss student (both academically and emotionally). Can start as early as year 5 for students with an EHCP.</li> <li>• Transition day at The Wren School to meet current students &amp; staff during summer term of year 6. Additional visits to the school for students with SEN/D where necessary.</li> <li>• Regular discussion between student and form tutor/Leader of Culture - Inclusion to ensure transition is going smoothly.</li> <li>• Detailed support for students when choosing KS4/5 options.</li> </ul> <p>Transition support when leaving school.</p>
1 3.	Information on where the LA's SEN Information Report / Local Offer is published ORDINARILY AVAILABLE statement - Provision the local authority expects to be made available by schools, early years and post-16 providers)	<a href="http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3">http://servicesguide.reading.gov.uk/kb5/reading/directory/family.page?familychannel=3</a>
1 4.	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this	<ul style="list-style-type: none"> <li>• Parents and students who have SEND are invited to review progress with the child's Lead Professional at least three times a year.</li> <li>• All students are invited into school for an annual Parents' Consultation Evening and Year 7s have an additional 'Settling In' evening within the first term.</li> </ul> <p>Where there are concerns regarding progress, additional meetings may be scheduled.</p>

	assessment and review	

15	Who can I contact for further information?	
	What is the complaints procedure?	<p>Where there are concerns, which parents wish to share with the school, we expect them to get in touch with the school by email, letter or telephone. The school will seek to resolve any concerns raised promptly, fairly and if possible, informally in the first instance.</p> <p>The school's complaints procedure can be found on our website at:  <a href="https://excalibur.org.uk/wp-content/uploads/2019/06/2019.06-Excalibur-concerns-and-complaints-procedure.pdf">https://excalibur.org.uk/wp-content/uploads/2019/06/2019.06-Excalibur-concerns-and-complaints-procedure.pdf</a></p>

Our external partners are	
Educational Psychologist	
Speech & Language Therapist	
Social Care	
Primary Mental Health Worker	
Education Welfare Officer	
Berkshire Sensory Consortium (supporting students with visual and hearing impairment)	
Pets as Therapy	
No5 (counselling service)	
Cranbury College	

In the space below, include any additional provision/resources developed in the year (e.g. physical/environmental/training for staff etc.)

Is there any additional provision you have developed during the year?	
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<p>Has the school added a link to the SEN Information Report /Local Offer on the Reading Services Guide and a link to the SEN Information Report on the School's own website?</p>	<p>Please add the links</p>
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