



SEN Information Report / Local Offer Submission 2022/23 (all schools)

Please submit your responses to 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

Address: 61-63 Bath Road, Reading, RG30 2BB

Telephone: 0118 9591868

Email: admin@wren.excalibur.org.uk

Website: www.wrenschool.org

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

Head teacher: Mr J Salberg

SENCo:

Name: Mr J Salberg

Contact: SEND@wren.excalibur.org.uk

Date of latest Accessibility Plan: September 2021

Date completed: September 2021

By whom:

Name: Mr J. Salberg

Role: Principal

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	<ul style="list-style-type: none"> • 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: <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.' (Code of Practice, 2015) • The types of SEN/D we provide for are: <ul style="list-style-type: none"> • Communication and Interaction needs (C&I) including Autistic Spectrum Condition • Cognition and Learning needs (C&L) such as processing, dyslexia, dyspraxia • Social, Emotional and Mental Health needs

		<p>(SEMH) such as AD(H)D, anxiety and depression.</p> <ul style="list-style-type: none"> • Sensory and/or Physical needs (S&P) including hearing impairment, visual impairment and physical impairment.
2	Information related to mainstream schools about the school's policies for the identification and assessment of pupils with SEND	<ul style="list-style-type: none"> • 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, the students' own observations or by external agencies including health, children's services, SEND advisers. • Areas of need are identified and prioritised and become the basis of the intervention. • The effectiveness of intervention will be reviewed on a regular basis • The review will involve the analysis of relevant progress data and discussion with relevant personnel – the student, teachers, parents / carers and or specialists. • The SEN/D team will further assess the student and support for the individual will be discussed and action taken, including external professionals whom the SENDCo will contact as appropriate.
3.	Information about the school's policies for making provision for pupils with SEND whether or not pupils have EHC plans	<ul style="list-style-type: none"> • The School's SEND policy is on the School website • We are committed to providing quality-first teaching to all of our students and a positive approach to Inclusive Classrooms. • Departments 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). • The school uses a graduated response to SEN/D. This approach has four stages: assess, plan, do review. • Where the school's resources have been exhausted, we will endeavour to gain access to further provision by considering making an application for an EHCP.
3a.	How the school evaluates the effectiveness of its provision for such schools	<ul style="list-style-type: none"> • Reporting and assessment data is scrutinised by SLT data leads, SENDCo, Middle Leaders during the academic year to monitor student progress • Regular feedback and discussions with parents/carers and students and any external advisers. • The SENDCo meets regularly with the Principal and is line managed by the Principal • Personal development of SEND students is considered via meetings with students, parents / carers / staff members
3b.	The school's arrangements for assessing and reviewing the progress of pupils with special educational needs	<ul style="list-style-type: none"> • At KS3, assessment formative assessment is used with a range of pieces of learning used to contribute to the teacher judgement of student progress. Subject leaders and teachers will be able to explain the range of low stakes assessments which contribute to an overall assessment of progress.

		<p>Teachers use frequent feedback to help students to understand what they should continue to do because it is going well and what they should improve because it can support progress and understanding.</p> <ul style="list-style-type: none"> • At KS4 & KS5 formative and summative assessments will be used to contribute to the teacher judgement of student progress. Feedback will be frequent, through many forms, and students will have opportunities to review & improve work often. • For all students in each academic year there will be at two reports sent home and one parent’s evening. • KS3 reports focus on: Expected Progress, Behaviour and Homework Expectations. • KS4 and KS5 student reports focus on ‘Most Likely Outcomes’ (MLO) alongside Expected Progress, and Behaviour and Homework Expectations. The MLO is the grade that the teachers consider the student is most likely to achieve in their final exams if their attitude, behaviour and progress remains the same. • Targets are not shared with students at KS4 and KS5. Targets set ceilings and we want each of our students to aspire to be their best without limitation. • The school also focuses on the student’s personal development and life skills which are considered in a student / parent / carer meeting with the school.
3c	The school’s approach to teaching pupils with SEND	<ul style="list-style-type: none"> • All teachers are teachers of SEN/D • Quality first teaching for all with a focus on developing Inclusive Classrooms • Students nurtured by appropriate support • The school follows a graduated response to students with SEND. The provision is managed and communicated by the SENDCo, but, on the whole provision will be planned and delivered by teaching staff and relevant support staff.
3d	How the school adapts the curriculum and learning environment for pupils with SEND	<ul style="list-style-type: none"> • The school buildings are maintained to a high and safe standard. • Individual students and their learning needs or disabilities will be considered by the school, and adaptations to the classrooms and/or school site will be made where needed and as much as is possible. • Teaching staff focus on quality first teaching and training e.g. differentiation and scaffolding. • The school will work with students, parents/carers and other relevant professionals to identify appropriate equipment and facilities to support students with SEN/D. • The school works with external professionals, students, parents / carers to ensure that the curriculum meets the needs of the students, for example via EHCPs.

3e	Additional support for learning that is available to pupils with SEND	<ul style="list-style-type: none"> • Additional provision for students is given in accordance to need after consultation between teaching staff, Progress Leaders, the student and parents / carers. • There is direct support from the Learning Mentor team which can support in the classroom, in small groups or 1:1 • The student will be consulted about what help they feel they require. Academic teachers are asked for their ideas and suggestions and to report on the success of interventions that they have implemented already. • The SENDCo will assess and then consult all parties involved and then make direct referral to the appropriate professional(s) if deemed necessary by the school. • The Inclusion Centre is an area of focus where students who have particular needs can be supported in a smaller, nurturing environment.
3f	Activities that are available for pupils with SEND in addition to those available in accordance with the curriculum	<ul style="list-style-type: none"> • The Wren is an inclusive school and aims to ensure that activities both within and beyond the classroom are accessible to all. • Enrichment activities are open to all SEND students. They may also be signposted to certain extra-curricular activities if they meet the student's needs or interests. • School considers any adaptations that may be required for school trips for individual students. Parents and carers would be involved in any planning and risk assessments.
3g	Support that is available for improving the emotional and social development of pupils with SEND	<ul style="list-style-type: none"> • Each student has an identified form tutor who monitors wellbeing and remains with the group as they progress through the school. • Student voice is an important part of the school's ethos and approach to individual student development and surveys are undertaken • Skills for learning, including resilience and independence, are actively taught across the curriculum. • The school is part of the Schools Mental Health Project which facilitates Emotional Mental Health Practitioners carrying out direct work with students • School counselling opportunities • ELSA training for Learning Mentors is in place • Working with external providers, such as the educational psychologist, family workers, specialist providers, youth workers
4.	In relation to mainstream schools, the name and contact	<ul style="list-style-type: none"> • SENDCo: Mr John Salberg • SEND@wren.excalibur.org.uk

	details of the SEN Co-ordinator	<ul style="list-style-type: none"> If parents/carers have concerns relating to their child's learning or inclusion, these may initially be discussed with the child's form tutor or Progress Leader. This may then result in a referral to the SENDCo who will arrange appropriate observations / feedback to consider learning challenges.
5.	Information about the 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"> Staff are regularly updated with SEN/D training from the SENDCo / the Trust SEND Lead and internal and external specialists. Recent subjects include: Vision impairment, explicit instructions, inclusive classrooms There are regular opportunities throughout the year for staff to engage with training opportunities.
6.	Information about how equipment and facilities to support children with SEND will be secured	<ul style="list-style-type: none"> There is a focused inclusion area which provides smaller and quieter spaces for additional support such as small-group interventions, 1:1 work. There is a new wellbeing centre (Oct 2022) which will enable space for the school counsellor, ELSA sessions and mental health workers. There is a lift for wheelchair access / those with physical or medical challenges Where specific equipment has been recommended by professionals, we will endeavour to secure this through the school's resources. Finances are monitored regularly and resources used to support the strategic aims of the school as well as individual student needs.
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"> The school has an open door approach to queries from parents / carers and welcomes engagement about the learning of their children. The school aims to have communication with parents/carers in a timely and appropriate manner with regard to any There are parents on the governing body of the school Parents/carers are kept updated about progress via reports, parent/carer evenings
8.	The arrangements for consulting young people with SEN about, and involving them in their education	<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. Students and their parents / carers are invited to co-construct their Individual Student Profile with their Lead Professional and meet annually to review progress and set targets.

		<ul style="list-style-type: none"> • There is an annual parent / teacher consultation meeting for each academic year group and there is a follow up meeting with the Lead Professional and student after the meeting.
9.	Any arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.	The school's complaints procedure can be found on the school website at https://www.excalibur.org.uk/concerns-and-complaints-procedure-2/
10.	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	<ul style="list-style-type: none"> • The school has access to a Local Authority Educational Psychologist who is able to offer support in assessing the needs of individuals • 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. • All staff hold appropriate qualifications for their role • If external support is deemed appropriate, the school discusses referrals with parents / carers before proceeding with a referral.
11.	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"> • Reading Families Forum (http://www.readingfamiliesforum.co.uk/) • Reading Information, Advice & Support Service for SEND (http://servicesguide.reading.gov.uk/kb5/reading/direct-ory/service.page?id=VqahHpIA19A) • The National Autistic Society (http://www.autism.org.uk/About/Family-life/Parents-carers) • EHC needs assessment in Reading http://servicesguide.reading.gov.uk/kb5/reading/directo-ry/advice.page?id=fT_TOTKeGMc • Contact a family (South east) (http://www.cafamily.org.uk/advice-and-support/in-yourarea/offices/south-east/?s=&t=rg&r=4332)
12.	The school's arrangements for supporting pupils with SEND in transferring between phases of education	<ul style="list-style-type: none"> • Positive relationships with local primary schools • Members of the Inclusion and Student Support Team visit primary schools to discuss students (both academically and emotionally). • Transition day at The Wren School to meet current students & staff during summer term of year 6. • Day 1 learner conference for Year 7 students only. • Additional visits to the school for students with SEN/D where appropriate.

		<ul style="list-style-type: none"> • Detailed support for students when choosing KS4/5 options. • Transfer of SEND records to support smooth transition for students
13.	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)	<p>Reading Family Information Service www.readingfis.org</p> <p>Reading Local Offer www.readingsendlocaloffer.org</p>
14.	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 assessment and review	<ul style="list-style-type: none"> • Parents and students who have SEND are invited to review progress with the child's Lead Professional on a regular basis • All students are invited into school for an annual Parents' Consultation Evening • Annual review meetings: Education, Health and Care Plans are used to monitor student progress towards agreed outcomes in the EHCP and future aspirations. They are reviewed as a minimum every 12 months. The review also considers whether these outcomes and supporting targets remain appropriate. Parents / Carers are an integral part of the Annual review process for EHCPs as well as any relevant professionals.

15	Who can I contact for further information?	Miss Rhian Williams send@wren.excalibur.org.uk
	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: https://www.excalibur.org.uk/concerns-and-complaints-procedure-2/</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)	
CAMHS	
Access Arrangements Advisor	

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

<p>Is there any additional provision you have developed during the year?</p>	
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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>https://servicesguide.reading.gov.uk/kb5/reading/directory/home.page</p> <p>http://www.wrenschool.org/pastoral-care-send/</p>
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