



## SEN POLICY & LOCAL OFFER

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## Introduction

The Education Act 1996 says that a young person has Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. A learning difficulty means that the young person either:

- a) Has significantly greater difficulty in learning than the majority of young people of the same age;
- b) Has a disability, which either prevents or hinders the young person from making use of the educational facilities, which are provided for young people of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for young people of the same age in a mainstream school. Everyone at The Wenlock School is committed to providing the conditions and opportunities to enable any young person with SEN to be included fully in all aspects of school life.

The Special Needs policy at The Wenlock School supports the stated ethos of the school that:

*The Wenlock School adopts a holistic, person centered approach to the development of our young people, taking into account current theories and methods of teaching. Many of our pupils have significant barriers to learning due to their complex needs and challenging behaviour where it arises out of these needs. Our role is to help and support our young people to come to terms with, and overcome, these difficulties. The social, emotional, communication and behavioural needs require specific attention if appropriate learning and educational progress is to occur. Specialist support for the children and young people, through both the delivery of the programs of study and personalised learning programs, will be integrated into the curriculum and into teaching and learning. Support may be in the form of Speech and Language Therapy, Occupational Therapy or Psychotherapy.*

## Aims

In order to meet the special educational needs of our young people at The Wenlock School, our aims are:

- Ensure that all pupils and students have access to a broad and balanced curriculum appropriate to their individual needs;
- Ensure the curriculum is successfully designed, adapted and developed to be ambitious to meet the needs of all pupils who have SEND
- Ensure all staff have a clear understanding of the needs of all pupils;
- Provide a differentiated curriculum appropriate to the individual needs, ability and interests of each pupil;
- Ensure that all pupils take as full a part as possible in all school activities;
- Ensure that parents/carers of all pupils are kept fully informed of their child's progress and attainment;
- Ensure that all pupils and students are involved, where practicable, in decisions affecting their future provision;
- Ensure that all pupils are prepared for life beyond Wenlock and their future aspirations;
- Ensure all pupils who have SEND achieve their best possible outcomes;
- Develop pupils' knowledge, skills and abilities to apply what they know and can do with increased fluency and independence;
- Provide pupils with the knowledge and cultural capital they need to succeed in British Society;
- Develop, implement and monitor appropriate programmes for young people;

- Provide intervention at a suitable level when a young person is identified as not making sufficient progress;
- Provide additional therapeutic support based on individual needs;
- Work with outside agencies who provide specialist support and teaching for young people with SEN;
- Inform and involve the parents/carers of young people with SEN so that we can work together to support our young people;
- Encourage active involvement by the young people themselves in meeting their needs;
- Provide on-going training for all staff working with young people with SEN.

### **Roles & Responsibilities**

The School has two named SENCOs and Designated Teachers (Simon Smith and Rachel Deeley). Their role is to ensure that The Wenlock School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2015).

The SENCO is fully supported by a wider education and therapeutic team, including speech and language therapists, occupational therapists, psychotherapists and a regional clinical team.

Provision for the students is a matter for the school as a whole. The Head teacher and all other members of staff have important day-to-day responsibilities. The Head teacher has responsibility for the day to day management of all aspects of the school's work.

All education staff are involved in the development of the school's policy and are aware of the school's procedures for making SEN provision, and monitoring and reviewing that provision in line with the guidance in the Code of Practice.

The SENCO is responsible for the arrangements for SEN provision throughout the school, that includes:

- Responsibility for the day to day operation of the SEN policy;
- Maintaining a register of young people with SEN and ensures that the records on young people with SEN are up-to-date and supports the school's clinical team in conducting assessments for young people with SEN;
- Working closely with the Headteacher, the Senior Leadership Team and the teaching and support staff in co-ordinating provision for our young people;
- Liaising with the staff in school who have responsibility for Child Protection;
- Working closely with the parents/carers of young people with SEN;
- Liaising with outside agencies, following consultation with the Headteacher to gain advice and support for young people with SEN;
- Contributes to in-service training for staff on SEN issues and training and development needs.

### **Access to the Curriculum**

The provision at The Wenlock School encompasses:

- Setting suitable learning targets;
- Responding to young people's diverse learning needs;
- Overcoming potential barriers to learning.

All Class Teachers, the SENCO and other internal professionals take part in an on-going process of assessment, planning and review that recognises each young person's strengths as well as areas for

improvement. A rigorous tracking system is in place to identify young people who are not making the required level of progress. Strategies which are used to enable access for all young people to the curriculum are:

- Differentiation of the curriculum to match tasks to ability;
- Support for communication;
- Support for accessibility;
- Ensuring tasks are differentiated according to pupil need as laid out in the pupil's profile;
- Use of Support Staff to provide additional support;
- Small group and 1:1 teaching;
- Accessibility to resources;
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment;
- Use of positive behaviour strategies within the classroom and as part of the whole school Promoting Positive Behaviour Policy;
- Access to the social life of the school;
- Access to the school's Therapy team;
- In-Service training for all staff on the needs of young people with SEN.

### **Identification and Assessment**

All young people who attend The Wenlock School have SEN. Their needs are assessed on admission and on an on-going basis as detailed in the school's assessment policy. All pupils hold an EHCP (Education and Health Care Plan).

### **Admissions**

The Wenlock School is set up to meet the specific needs of learners with Autism, SEMH, Complex Needs and children who have experienced early childhood trauma. The Wenlock School believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that all schools should admit students with already identified special educational needs. Please refer to our Admissions Policy for more information.

### **Access to Information**

Information about the school and its various activities can be provided in a range of formats, on request, for pupils and prospective pupils who may have problems accessing it in written form, e.g. by reading aloud, overhead projections and use of symbols, signing, photographs, diagrams and pictures. Information about the school is available to all on the school's own website.

### **Liaison within the School**

The SENCO shares information about pupils with SEND with:

- Education Team as appropriate;
- The Senior Leadership Team;
- Subject Leaders and Subject Teachers;
- The member of staff responsible for Child Protection (Safeguarding Officer).

### **INSET Arrangements**

Within school, there is an on-going programme of INSET training for all members of staff. The SENCO regularly attends courses on SEN issues. They also attend school INSET sessions about other areas of

the curriculum so that they are aware of current practices in these areas and any future developments which may affect young people with SEN. Staff twilight and INSET sessions are planned by the Senior Leadership Team to best compliment and support the specific needs of pupils within our school. Staff members with specialist knowledge, SENCO, clinical team and external providers, then deliver this training.

### **Partnership with Parents and Carers**

The Wenlock School firmly believes that partnership with parents plays a key role in promoting a culture of cooperation between parents, schools, Local Authorities and others. This is important in enabling our pupils to achieve their potential. Parents should be supported so as to be able and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- Have knowledge of their child's entitlement within the SEN framework;
- Make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision.

Parents/carers of young people are kept fully informed of the provision that is being made for their children and young people. Parents/carers are invited to review progress towards their young person's targets at the parental meetings as required but primarily at annual review and educational progress meetings.

### **Monitoring the Success of the SEN Policy**

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for young people with SEN will be shown by:

- On-going staff observations of the young person in the school setting;
- Differentiated planning by the Teacher to meet the young person's needs;
- Records and evidence of the young person's work showing progress towards curriculum objectives;
- Evidence of progress towards targets at pupil progress reviews;
- Autism Education Framework;
- Developing age-appropriate scoring on standardised assessments;
- Records and evidence of the young person's progress towards improving behaviour and working towards personal development targets;
- Discussion at an appropriate level with the young person about their progress;
- Discussion with parents about the young person's progress;
- Discussion with outside agencies about the young person's progress;
- Successful requests for additional funding at EHC plan level.

### **Evaluating the Success of the SEN Policy**

The success of the policy will result in the needs of all young people with SEN being met by:

- Having the systems in place to identify young people with SEN as early as possible;
- Making use of good practice in planning for, teaching and assessing young people with SEN;
- Regularly reviewing of the young person's progress against targets set within the EHC;

- Providing additional intervention if progress is not adequate;
- Considering the wishes of the young person at an appropriate level;
- Having a positive and effective partnership with parents/carers;
- Encouraging a multi-disciplinary approach whenever possible.

### **Annual Review**

All Education Health and Care Plans (EHC plans) are reviewed at least annually. These reviews focus on what the pupil has achieved as well as on any difficulties that need to be resolved. The Annual Review aims are to:

- assess progress towards meeting the objectives specified in the EHCP;
- review any special provision;
- provide a profile of current steps of attainment in English, Maths and a summary of progress achieved in other areas of the curriculum;
- consider the continuing appropriateness of the EHCP;
- set new targets for the coming year.

The Head teacher and/or SENCO initiates the review process upon receipt of the termly list of annual reviews for the Local Authority. The Head teacher can delegate to a qualified teacher at the school any or all of the duties and functions given to them in the regulations.

In preparing for the review meeting, the Head teacher must request written advice from:

- Pupil parents/carers;
- Anyone specified by the authorities;
- Anyone else the Head teacher considers appropriate.

The Head teacher or SENCo must also circulate a copy of all advice received to all those invited to the review meeting at least two weeks before the date of the meeting, inviting additional comments, including comments from those unable to attend the review meeting. The Annual Review meeting is chaired by the Head teacher or SENCO (Designated Teacher.).

The Head teacher or SENCo provides the Local Authority with a report following each Annual Review meeting before the end of the term, or 10 school days after the meeting takes place if that is any earlier. The report summarises the outcome of the review meeting, setting out the assessment of the main issues discussed at the meeting, the recommendations about educational targets for the coming year and any other steps that ought to be taken.

## **SEN Local Offer**

### **How does the school know that young people need extra help? What should I do if I think that my young person may have special needs?**

The Wenlock School is an independent special school. We provide specialist day education for young people aged 7 to 18, including children in care, who have a range of social, emotional and mental health needs and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. Our pupils, who may also have a range of complex learning needs and or communication difficulties, and whose local authority is unable to provide specifically for their Education, Health and Care Plan (EHCP), require specialist support and intervention. Before joining our school and as a result of their specific learning needs many of our young people will have been unable to access an educational curriculum effectively. The Wenlock School is committed to raising achievement and enabling pupils to recognise their potential and supporting them through a personalised, engaging curriculum. Our priority is to develop the foundation knowledge and skills required to make a manageable and smooth transition to the next life stage. We will offer a supportive environment where our young people accept responsibility for their actions, make positive decisions and display pro-social behaviour.

All pupils who attend The Wenlock School have an EHCP which identifies the school as the most appropriate provision for the young person. The EHCP will identify the young person's primary and additional needs. These needs are reviewed annually through the Annual Review of the EHCP.

The academic progress together with the progress made against the pupils' individual objectives written into the EHCP, is monitored regularly by the Headteacher and the Deputy Headteacher / SENCO. Where pupils are not making expected progress, staff work together to design, implement and evaluate specific, personalised interventions to remedy the situation. The school will communicate with parents/carers and placing authorities about interventions, and will work collaboratively with parents/carers to enable them to support learning at home. The Wenlock School is committed to providing an appropriate and high quality education for children and young people with special educational needs. We believe that all our pupils, have a common entitlement to a broad and ambitious education, which is accessible to them, and fully includes all aspects of school life. We believe that all our pupils should be equally valued in school and we strive to eliminate prejudice and discrimination, and to develop an environment where all our pupils can flourish and feel safe.

At The Wenlock School we are committed to inclusion. We aim to improve and develop cultures, policies and practices that include all of our pupils. We aim to engender a sense of community and belonging, and to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean that we treat all pupils in the same way, but that we respond to pupils in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all pupils, whatever their age, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of pupils:

- Pupils from minority ethnic and faith groups, Travellers, asylum seekers and refugees;

- Pupils who need support to learn English as an additional language (EAL);
- Pupils with special educational needs;
- Pupils with physical disabilities;
- Pupils who are looked after by the local authority;
- Pupils who have significant gaps in their education and learning experiences as a result of disrupted schooling;
- Pupils who are young carers and those who are in families under stress;
- Pupils who are at risk of disaffection and exclusion.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of a nurture group, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At The Wenlock School, we aim to address and meet the EHCP objectives and provide teaching and learning contexts, which enable every pupil to achieve their full potential.

### **How will school staff support my young person?**

All pupils at The Wenlock School have an EHCP. This document outlines the needs of each child and recommends the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the EHCP are broken down into smaller targets on the young person's Individual Education Plan (IEP). Individual Education Plans are drawn up each term by the child's Education Key Worker/Form Tutor. Targets are set and the progress made is reviewed each term. All subject staff who teach your child are working on enabling your child to meet their IEP targets. These are regularly reviewed and all evidence is recorded.

We use continual teacher assessment to identify how well pupils are making in both their personal development and academic progress. We use this information to tailor learning to any identified areas of development. At The Wenlock School, we work closely with other professionals wherever possible to ensure that all of the needs outlined in the EHCP are met.

Pupils have daily contact with their form tutor; this is the first point of contact for parents and carers through **daily/weekly** email or phone contact. The Regional Director for Education/Chair of Governors, holds responsibility to ensure that all procedures and school systems are robust, and that policies are in place, and are working effectively.

Skilled staff will be able to use individual pupil documentation and differentiation in a variety of ways to support the individual needs of each pupil. This practice may involve modifying the learning



environment, learning objectives, teaching styles and access strategies. The needs of each individual will be provided within the whole class planning frameworks and individual target setting.

Monitoring of progress will be carried out by the form/subject teacher and used to inform future planning within whole class planning. Pupil progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

### **How will the curriculum be matched to my young person's needs?**

All pupils at The Wenlock School have access to a broad and ambitious curriculum. At the School, we believe that the word 'curriculum' should be interpreted in its widest meaning. It is every planned learning experience the pupils have as a member of the school, both learnt formally within a lesson or informally outside the classroom throughout the whole School day. It is all the planned activities that we organise in order to promote learning, personal growth and development. Teachers, support staff and instructors structure these experiences to ensure that they have the most positive effect on the attainment, progress and personal development of all pupils.

The overall aim of the curriculum is to enable all the young people at The Wenlock School to become **Successful Learners, Confident Individuals** and **Responsible Citizens**. We aim to achieve this by supporting the following key principles:

### **Commitment to National Curriculum**

While independent school regulations do not require National Curriculum coverage, The Wenlock School is committed to covering the National Curriculum wherever possible and its programmes of study. This commitment must however be consistent with any EHCP for any young person which may well prioritise particular subjects or key areas of learning.

### **Pupil Entitlement**

As a Special Needs School, providing for the needs of boys and girls with a range of social, emotional and mental health needs and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism, we are committed to the principle that all pupils, regardless of ability, race, cultural background or gender, have a right to the highest quality of education we can provide. This means that we seek to ensure; breadth and balance for all; appropriate levels of expectation and genuine challenge and relevance; continuity and progression in learning.

### **Addressing Special Educational Needs**

As part of the admissions process and after a place has been confirmed, a range of data and information is forwarded to education staff prior to the young person arriving. This information will include education, social and medical history, attendance, safeguarding issues and involvement of

other agencies. The EHCP will provide further information relating to current attainment as a minimum in core subjects.

### **Personalised to meet Individual Needs**

On admission to the school each young person will complete a full baseline assessment. Data from this assessment will be distributed to education staff and will reflect current cognitive ability. Where the EHCP indicates, or where the generic baseline assessment indicates, there will be further targeted screening, where necessary with specialist and therapeutic support. The baseline data is used to set realistic targets for progress across the curriculum and in relation to the key learning needs of the individual. The targets form a key part of individual plans including education plans, behaviour plans, positive handling plans and individual risk assessments. Pupils start to make choices about their learning in Key Stage 3 where we introduce an options programme to support learning in the core subject areas, this follows into Key Stage 4/5 to allow every opportunity for pupils to further personalise their learning and their timetable.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. Staff will work in a way to avoid the isolation of pupils, and will encourage peer working and collaborative learning. Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording are planned for where this is appropriate. For example, in nurture group teaching, targets are observed, recorded on 'post its' and immediately placed in pupil folders as an aid memoir.

Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the curriculum and extracurricular activities are barrier free and do not exclude any pupils.

### **How will both you and I know how my young person is doing and how will you help me to support my young person's needs?**

All pupils at The Wenlock School have an EHCP. This document outlines the needs of your child and recommend the provision, resources, approaches and multi-agency involvement required to meet those needs. The overall objectives of the EHCP are broken down into smaller targets on the young person's Individual Education Plan (IEP). Individual Education Plans are drawn up each term by your child's class teacher. Individual targets are set and the progress made is reviewed each term. All subject staff who teach your child are working on enabling your child to meet their IEP targets. These are reviewed regularly and parents/carers are regularly informed of any progress against these.

We also set and review subject targets each term that outline specific subject based targets for your child to work on. These targets are linked to National Curriculum areas of progress, vocational accreditation or GCSE grades to show your child exactly what they need to do next to improve and

make progress. These targets are clearly displayed in our three full education reports (Christmas, Summer and Annual Review).

Pupils at The Wenlock School are given opportunities to complete homework and we fully encourage parents and carers to support their children in completing this at home. However, The Wenlock School does not want this to be a barrier to learning and cause health and well-being concerns away from the School environment. Annual Review meetings are held once a year and parents/carers are invited to attend these. We also hold an end of year Celebration assembly, again there is a full invitation for all parents and carers to attend to help celebrate the wide range of success and achievements of our pupils.

If you are at all worried about your child's progress, then please do contact their Form Tutor in the first instance or feel free to make an appointment to come and talk to the Headteacher.

### **What support will there be for a young person's overall well-being?**

We are committed to multi agency working to ensure that the needs of the young person are met. Our work with other agencies is frequent, sustained and responsive to pupil and family needs. Professionals from other agencies such as Speech and Language Therapy; Occupational Therapy, Psychotherapy, Education Psychologist, CAMHS, Social Care, Connexions (or equivalent) and Health support the work of the school on a regular basis. These agencies work with us to support pupils, to devise strategies and offer training and advice whenever necessary.

The multi-disciplinary Pastoral team, chaired by the Deputy Headteacher/SENCO, meet weekly to discuss pastoral issues across the school and this includes representation from the therapy team in school.

We offer access to a number of interventions including inclusion groups that focus on reducing anxiety and promoting positive self-esteem and body image, these specialist sessions are planned and led by our therapy team. We also work closely with West Midlands Police around issues of sexual exploitation, staying safe, appropriate use of the internet and anti-bullying. Family support sessions are also run by the therapy team where pupils and family members are provided with the opportunity to work through specific issues and difficulties in a controlled and safe, professionally managed environment.

We encourage pupils to use their pupil voice to raise any concerns or issues that they have through the School Council, which meet regularly and brings any issues to the fore. Pupils are also involved in planning for their individual targets through IEPs, Annual Reviews and in selecting their individual learning targets.

The primary aim of the curriculum that is offered at The Wenlock School is to maximise the personal development and well-being of each individual, to become Successful Learners, Confident Individuals and Responsible Citizens with a fundamental understanding of British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. The two areas of Education and Therapy work holistically to support the individual needs and well-being of each pupil. Personal and social development is at the centre of a therapeutic community in all settings. In all that the school offers, the key is to provide for the support and

challenge that meet individual interests and aspirations. In terms of delivery, the key features of personal and social development are covered in the Key Stage 2 curriculum through elements of the PSHE curriculum. In the Key Stage 3 and 4 curriculum through both timetabled Citizenship, PSHE including Sex and Relationship and Citizenship lessons to reflect statutory requirements of the National Curriculum with a clear focus on the development of Life Skills. The School strives to ensure that young people leave equipped with the knowledge, understanding, skills and attitudes to cope with life in the wider world. In particular, to establish positive relationships, meet the demands of employers and to be able to live safe and healthy lifestyles. Delivery of the Core 14 – 18 Curriculum provides for pupil personal development through, ASDAN, Careers Education and Guidance and a Tutor support programme. These planned tutorials take place regularly and include input from all staff who work alongside the pupils.

### **What specialist services and expertise are available at or accessed by the school?**

All of our educational staff have undertaken specialist training and have access to a full professional development programme. All staff follow an in depth, tailored induction program when they join The Wenlock School.

Many of our teachers have, in addition to their teaching qualifications, further qualifications in Education, SEN including Post Graduate Certificates in autism, speech language and communication needs, behaviour needs and Dyslexia. In addition to teachers on site, we also have instructors, support staff, pastoral workers, family support workers, therapists and an administration and facilities team.

We also work closely with other agencies to meet pupils' needs:

- Social Workers
- Wider CAMHS professionals
- Professionals from the Autism Support Services
- Services for Children and Young People - Children's Social Work
- Education Welfare Service
- Pupil's GP
- Speech Therapy
- Art Therapy
- Music Therapy
- Dance and Movement Therapy
- Education Psychologist

### **What training are the staff supporting children and young people with SEND had or are having?**

All education staff receive a wide range of SEN specific training delivered by our wider group, in-house by specialists, clinicians and the wider therapeutic team and external providers. As part of our on-going continued professional development programme, we have worked with and receive regular

training from professionals, including therapeutic parenting, anxiety and Autism; Autism, sensory needs and our environment; Safeguarding, ADHD, Attachment Disorders and other specific/relevant needs and disorders.

The Deputy Headteacher with SENCO responsibilities holds regular meetings to update and revise developments in Special Needs Education and Inclusion. Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan along with In-Service training and individual professional development.

All staff have access to professional development opportunities and can apply for SEN or Inclusion training where a need is identified. Support staff, such as TA's are encouraged to extend their own professional development and the Senior Leadership Team will ensure training is offered where this is appropriate.

We also have a daily staff de-brief meeting for all staff where we discuss best approaches and strategies for meeting the needs of the pupils. We invite professionals such as Speech and Language Therapists and Education Psychologists to attend these meetings to share advice.

Designated Senior Staff (Headteacher and Deputy Headteachers) receive regular, statutory training (Level 2) regarding safeguarding, and all school staff receive Safeguarding (Level 1/Intermediate) refresher training every year.

### **How will my young person be included in the activities outside the classroom including school trips?**

Our off site visits are designed to enhance curricular and recreational opportunities for all of our pupils. Off site visits are also designed to create opportunities for developing independence, communication and self-management skills, and to promote positive self-esteem. We have a rigorous in-house health and safety screening for all of our offsite education and work placements. This will involve working with each placement to make them aware of individual pupil needs and targets for the duration of the work placement and ensuring that those involved in teaching our pupils offsite are also aware of specific SEN, through detailed pupil profiles and lesson visits.. All visits and off site activities are risk assessed to ensure they are appropriate and can be managed to suit individual needs.

Planned, structured experiences for learners outside of the classroom (including Forest Schools) and school environment add to each individual's overall learning experience. Intrinsic to these opportunities will be a thoughtful focus on personal development and are considered to be a very important area of the whole school curriculum. Examples of these additional learning experiences include; Outdoor Educational trips and also Curriculum related visits and activities. These also feature as part of the educational experience through all learning phases and are supported by English, History, Science and Geography departments and also through the delivery of Life Skills and the vocational programme.

## **Outdoor Learning**

It is our belief at The Wenlock School that there should be ample opportunity to take learning outside of the classroom. When this takes place, our pupils may attain higher levels of knowledge and skills, improve their physical health and increase their motor abilities, socialise and interact in new and different ways with their peers and adults, show improved attention and enhanced self-concept, self-esteem and mental health and change their environmental behaviours and their values and attitudes. The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All pupils have the right to experience the unique and special nature of being outdoors. At The Wenlock School, we feel it is important to enable children to use the outside environment as a context for learning and to this end an outdoor learning scheme of work (based on the Forest Schools programme) has been developed.

## **Forest Schools Curriculum**

The Forest School curriculum is an innovative and inspiring approach to learning and development which offers our pupils opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences. Forest School provides opportunities for our pupils to grow in confidence, self-esteem and independence in special woodland setting, where they are supported in their development by qualified FS Practitioners. What makes Forest School distinct from other education approaches is its focus on repeat visits to the same woodland site, and focus on small achievable tasks to ensure that the experience is enabling. Sessions are flexible and user-led, and with a high leader-to-participant ratio individual learning styles can be fully supported. Pupils build up relationships with staff and with peers, exploration and play are encouraged, and teamwork and co-operation are nurtured. Pupils develop and nurture respect and responsibility for themselves, other people and the environment in a truly empowering experience, which is also exciting, healthy and fun.

The ethos of Forest School is based on a fundamental respect for young people and for their capacity to instigate, test and maintain curiosity in the world around them. It believes in pupil's right to play; the right to access the outdoors (and in particular a woodland environment); the right to access risk and the vibrant reality of the natural world; and the right to experience a healthy range of emotions, through all the challenges of social interaction, to build a resilience that will enable continued and creative engagement with their peers and their potential. It is an approach to education that makes use of the outdoor environment to create a unique learning vehicle. In the sessions, pupils are given appropriately challenging and achievable tasks that build their confidence, skills and independence, and are given the time to thoroughly explore their thoughts, feelings and relationships. This time and reflective practice develops inter and intrapersonal skills, which are well documented as being directly linked to learning skills.

## **How accessible is the school environment?**

The Wenlock School is a single site school; the main school is built on two levels with stairs from ground floor to the first floor. Entrance to the building is through the main lobby and there is an additional entrance for pupil access to the Key Stage 3 learning area, all are suitable for wheelchair

access. Classrooms are accessed by corridors; most ground floor classrooms can be modified for wheel chair access. There are currently clearly identified male and female toilets for pupils and adults.

We have made sure that there is good lighting and safety arrangements (for example, markings on steps) for all. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, curtains, and quiet areas).

Reserved parking for pre booked visitors and disabled visitors has been made at the front of the school. We will incorporate all other issues into our repairs and maintenance programme.

Pupils requiring equipment due to impairment will be provided with equipment recommended from the SEN and will be continually assessed in order to gain any extra support that they require. A number of the classrooms and other learning areas are wheelchair accessible as they are situated on the ground floor of the main building. Outside learning and recreational areas outside are also wheelchair accessible including the outside playing area. Disabled visitors would be able to access the building through the main and Key Stage 3 entrance.

### **How will the school prepare and support my young person to join the school, transfer to college or the next stage of education and life?**

We work closely with your Local Authority to ensure that the child is offered provision that can meet their needs. As part of our admissions process, prospective parents can meet the Headteacher and see the school in action. Parents and carers can express a preference for The Wenlock School and this is usually through close working partnership with SENDIASS and placing officers working for the local authority. All places are decided at a LA panel comprising of Headteacher's, Educational Psychologists and Local Authority Officers.

At the early stages of the admissions process we work closely with parents and carers, children and their current schools (if currently attending) throughout the transition stage to create bespoke transition packages that meet individual needs. This will involve an initial school visit, a taster day then a planned transition usually starting with half days building to full days depending on individual need.

Careers Education and transition planning is an important part of the Annual Review process from Year 7 onwards. Pupils meet with their LA designated careers advisor regularly from Year 9 to discuss ideas about college training or employment choices. Transition plans, where necessary, are completed for all pupils and this process starts in year 10.

### **Vocational and Careers Guidance**

The Wenlock School endeavours to provide all pupils with a range of opportunities to participate in a vocational environment. A clear vocational philosophy exists at Key Stage 4 as careers and guidance is encouraged as part of a whole school approach from Y7. Emphasis on vocational opportunities are being developed in Key Stage 4 with the planned inclusion of construction, home cooking skills and Duke of Edinburgh. Enterprise is encouraged in all areas of the curriculum and is taught discretely as

an option and through whole school charity events and charity activities planned and led by KS4 pupils. Careers education and guidance are taught through timetabled Careers Lessons, ICT based careers information programme, Citizenship and Life Skills.

In Key Stage 4 and beyond, an emphasis is placed on the world of work, opportunity awareness, college and work experience. All 14+ pupils are interviewed by Local Authority support services to give guidance and encourage participation in College programmes. This process also provides the specific information required to create individual transition plans. Pupils who are ready for work experience are supported with a suitable work placement as guided through appropriate outside agencies.

Personalised learning is supported by Individual Personal Profiles to encourage pupils to pursue areas of interest and gain experience. Teachers, instructors and learning support staff provide valuable support and guidance as they support the individual pupil needs. Further extensive careers support and guidance are available through: planned visits and discussions and advice from Local Authority support services (school and personal), outside agencies and parent/carer involvement as opportunities are provided for pupils' individual needs and future transitions.

It is the aim of the school that all pupils should leave the school with a suitable placement matching the individual's ability and aspirations. The aim is for all Year 11 pupils to actively apply for sixth form, college placements, apprenticeships or jobs whilst in their final year. The rationale for college placements is to provide extended learning opportunities and personal development, to encourage new relationships and friendships, to experience new learning environments, to gain appropriate learning for individual needs and to encourage lifelong learning. All KS4 pupils have further opportunities to develop personal interest through college placements according to personal maturity and individual chosen pathways. We work closely with a number of colleges across the county and neighbouring Local Authorities, regularly discussing courses on offer and respective entry requirements. Pupils in Year 10 and 11 have the opportunity to study vocational courses at a local college each week, to familiarise themselves with a college setting. We work closely with other providers to ensure that the transition to post 16 is as smooth as possible.

### **How is the school's learning environment and resources matched to young people's special educational needs?**

The school is aware that a purposeful and structured learning environment is essential in promoting high standards and good working practices. Displays of pupils' work, stimulus materials and appropriate resources are very important in setting standards, raising expectations and also play a key role in effective behaviour management. All departments, class teachers and tutors are expected to manage their display areas effectively and to contribute to displays in public areas of the school. The structure and organisation of the classroom is also an important factor in developing effective working methods and a positive ethos. Whilst this is left to individual teachers and departments, it is expected that classrooms and learning areas are orderly environments where pupils can work effectively, comfortably and most importantly of all – safely. It is crucial that adequate resources are provided and are accessible, and that pupils treat classrooms, workshops and any other learning environments with respect.



At The Wenlock School, we believe that the development of capability in the safe use of ICT is an essential requirement of the pupils' education and that they have an entitlement to IT resources and teaching of the highest possible quality development of ICT. The School is guided by the following principles:

- All pupils have an entitlement to the safe use of ICT throughout all Key Stages. They are expected to develop both understanding and practical expertise. Pupils develop their skills through specific teaching in ICT/Computing lessons, and as a result of the use of ICT in subject areas. All pupils will be taught how to use the internet safely and will be expected to follow the schools safety guidelines;
- ICT resources are planned and deployed within the context of The Wenlock School as a therapeutic community. We seek to ensure that resources of the highest quality, and an appropriate type are provided to meet the needs of all users;
- Staff are encouraged to make full use of opportunities for professional development in ICT. Practical workshops are to be held on a regular basis as part of the school-based INSET programme, and there are also opportunities to attend external courses.

All of our classrooms are provided with resources to ensure the delivery of a personalised curriculum. Where additional resources are required to enable a pupil to fully access the curriculum, advice is provided by appropriate professionals including the therapy team, consultants and educational psychologists.

### **How is the decision made about what type and how much support my child will receive?**

Your child's EHCP identifies the level of support required to meet your child's needs. This is agreed through discussion between the School and your Local Authority. We plan provision to achieve the objectives outlined in the EHCP for each individual pupil.

Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, targeted intervention may need to be made. This extra provision would be indicated where there is evidence usually through baseline assessment that:

- There has been little or no progress made with existing interventions;
- Additional support is required to develop literacy or numeracy skills;
- Additional support is required for emotional, behavioural or social development;
- Additional support is required for sensory or physical impairments;
- Additional support is required for communication or interaction needs.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, each pupil will retain individual targets. Both groups of children will have provision for their common needs in a small group as well as some individualised support for their

more unique needs. Provision will run concurrently with differentiated curriculum support. The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these pupils remains with the class teacher, in consultation with the Deputy Headteacher with responsibility for SENCO. Individual Education Plans will be reviewed termly, although some pupils may need more frequent reviews. The class tutor will take the lead in the review process. Parents/carers and wherever possible, the pupil, will be informed and will be consulted about any further action.

### **How are parents involved in the school? How can I be involved?**

At The Wenlock School we believe in working in partnership with parents and carers to achieve the very best outcomes for pupils. We communicate regularly with parents/carers, through daily phone calls/emails from each Class Teacher; face to face meetings, educational progress meetings and Annual Reviews. We also communicate with parents and carers via termly reports and news updates.

It is our hope that parents/carers can be actively involved at all stages of the education planning process. At Annual Review meetings with parents/carers we aim to ensure that the pupil's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Parents/carers are always invited to contribute their views to the review process. All reviews will be copied and sent to parents/carers after meetings. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

As a school we welcome contact from parents/carers and would encourage parents to contact us, via the school office, if there are any questions or concerns.

### **Who can I contact for further information?**

Gemma Mann (Headteacher): [gemma.mann@wenlockschool.co.uk](mailto:gemma.mann@wenlockschool.co.uk)

Simon Smith (Deputy Headteacher & SENCO): [simon.smith@wenlockschool.co.uk](mailto:simon.smith@wenlockschool.co.uk)

Rachel Deeley (SENCO & Head of Autism Practice & Support): [rachel.deeley@wenlockschool.co.uk](mailto:rachel.deeley@wenlockschool.co.uk)

Lynette Edwards (Regional Director): [lynette.edwards@ofgl.uk](mailto:lynette.edwards@ofgl.uk)

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