



Special Educational Needs Policy

Review of Policy	Autumn 2025
Members of staff responsible	Head Teacher
Policy History	Ratified
People involved	Head Teacher LGB
Signed by Chair of LGB	Kevin Floyd
Date	13/11/25
Date for Review	Autumn 2028

Introduction

Wyvern Academy is committed to meeting the special educational needs of pupils and ensuring that they progress. In line with our vision and mission statement to provide a creative stimulating learning community which gives every young person the opportunity to develop their full potential through our knowledge, enthusiasm, guidance and care for each individual's learning pathway and achievement.

Aims of the SEN policy

- To practice what is reflected in our school vision and mission statement;
- That pupils receive the provision set out in their Education Health and Care Plan;
- To identify the changing needs of pupils and respond to their change needs

We aim to raise standards and develop pupil's potential as individuals by providing:-

- A culture where every young person has the skills to become independent learners;
- A high quality, relevant and individualised curriculum;
- Formal recognition of achievement for all learners;
- Promoting diversity, experience and opportunities;
- Offering specific/off site curriculum to meet each child's unique education and sensory needs.
- High quality inspirational teaching;
- Excellent, dedicated specialist staff through high quality professional development and careful recruitment;
- A multi-professional approach to learning through partnerships with other agencies.

Objectives

These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils needs;
- providing staff with regular professional development opportunities to expand their SEN Pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically through a detailed analysis of achievement and pupil progress;
- acting promptly on decisions made through target setting and analysis of pupil progress

Roles and Responsibilities

The Board of Governors has identified a Governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed

of how the school is meeting the statutory requirements. The Head is the school's "responsible person" and manages the school's special educational needs work. The Head Teacher will keep the governing body informed about the special educational needs provision made by the school.

All teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. All teachers who have responsibility for areas of the curriculum will review and monitor progress made by pupils in their subject area and the effectiveness of resources and other curriculum material. All staff will work closely with the Head Teacher.

New teaching staff as part of their induction are given training on specific aspects of teaching SEN pupils which include TEACCH, PECS, ProLoQuo2Go and other communication systems.

Admissions

All pupils admitted to Wyvern Academy have an Education, Health and Care Plan (EHCP). Pupils will be admitted in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain the level of support their child will require on entry and ensure that a plan of support is in place when they enter school.

The Annual Review procedure

Wyvern Academy is committed to a Person-Centred approach to annual reviews. A programme is set at the end of each academic year for the following year. All professionals involved with each individual pupil are informed and invited to attend the Person-Centred Review. If key people are unable to attend the review, then it will be re-arranged to ensure that key people attend. Wyvern follows the Helen Sanderson approach to Person Centred reviews and as part of the review an action plan is produced which forms the basis of each pupil's Individual Plan for the following year.

Partnership with other agencies

The co-ordination of work with agencies take place through the Head who has an oversight of a team working around the child.

Tracking and intervention of pupils' needs

- SMT meetings on a two weekly basis review 'pupil issues' and behaviour plans for relevant pupils;
- Pupils who are identified as needing additional support are referred to the relevant agency by the Head of Therapeutic Interventions/Deputy Head Teacher.
- The Head of Therapeutic Interventions/Assistant Head Teacher meets Educational Psychologists on a termly basis to discuss individual pupils and interventions

Speech and language therapy

Communication is an integral part of every pupil's learning. Speech and Language is delivered on an individual basis, in small groups or through class support. Therapy is delivered by a range of professionals overseen by the school's speech therapist. We believe that speech and language should be practised many times during the school day and all staff have a duty to implement programmes set by the Speech and Language therapist.

Additional Therapeutic Provision

Wyvern Academy is committed to the holistic approach to education and individual learning pathways for its pupils. We have a forest school provision, ELSA (emotional literacy support) and work with Open Orchestra to enhance music provision/experiences at the school. We provide a Parent Support Advisor (PSA) service for pupils and parents focusing on mentoring and mental well-being.

SEN Intervention Strategies

Wyvern Academy is committed to equipping staff with teaching and learning pedagogy to promote outstanding SEN provision. Staff receives regular professional development opportunities through individual, department and whole staff training.

Inclusion Pathways

All pupils are encouraged to integrate with their mainstream peers wherever possible. For those pupils who would benefit from specific subject teaching in a mainstream setting then it is arranged with one of our partner mainstream campus schools.

Supporting Pupils with Medical Conditions

Wyvern Academy has a number of pupils with complex medical conditions. As a school we recognise that these pupils should be properly supported so that they have full access to education. Staff working with children with medical needs have the appropriate training to manage their needs. We have a paediatric nurse in school Monday – Thursday to support children and the training of staff. When children are away from school because of their medical condition we endeavour to keep in touch with them and their families and support their education outside of the school setting.

College

Pupils in the 6th form have the opportunity to participate in transition activities at a range of Post 19 destinations. This allows them to make informed choices when they leave school.

The transition process

Pathways for pupils change as pupils make progress and grow and develop. The approach to pathways is flexible and is determined by all the factors affecting the child at the time. Decisions are made through consultation with teachers, specialists and parents as part of the Person-Centred Review process.

Access

To ensure access for pupils or parents, the school has an Equality and Diversity and Access Plan.

Resources

The Head will use the pupil's EHCP and locator information to identify the areas of pupil needs and make appropriate provision.

Time will be identified for staff to review pupil progress, discussion of pupil curriculum needs, and to transfer information between classes and phases.

The Governors will ensure that moneys are set aside to develop resources in curriculum area. In addition, the Governors will ensure that staff are kept fully up to date about SEN issues and undertake appropriate training.

Tracking Progress at Wyvern Academy

Wyvern uses Evidence for learning to track pupil progress. Each pupil has PLG targets (personal learning goals) set in relation to the priorities identified within their EHCPs.

Teachers assess pupil starting points assessments using engagement scale assessments (measuring pupil engagement and level of support).

Teachers then monitor progress over the term. Annotated engagement scoring sheets are used regularly to keep track of pupil progress, evidence can be submitted in a variety of forms. At the end of each term teachers submit new engagement scale scores, informed by engagement recording sheets and evidence submitted.

Evidence for learning has a data analysis function, called insights, that allows for the analysis of rates of progress across groups, and provides a pathway to dive into pupil data to review the scores and evidence that support progress judgements made.

We have our own curriculum and systems in place for measuring progress.

The Wyvern curriculum consists of a 3-year rolling programme of topics. Planning is drawn from a collaborative medium term planning document. Subject leads populate the plan and class teachers then adapt planning to the needs of their own class.

Regular teachers' meetings ensure dissemination of information and sharing and training in relation to key resources and approaches.

The key principles are as follows:

- Each stage of the planning, assessment, recording and reporting process must be informed by the others.
- Teacher planning time should be focussed on devising creative and engaging ways to teach content, not devising learning objectives and assessment outcomes.
- Pupil targets are effectively communicated to staff and pupils, with the goal of pupils knowing what they are working towards and being able to comment on their own progress.
- Assessment measures must be an accurate reflection of the taught curriculum.
- Learning progresses from a small range of core foundation learning, through to a broader range of early subject related content, with the breadth of content increasing level by level as pupils develop the skills that allow them to make progress into new areas of learning.

Target Setting

As stated above we have high aspirations for all pupils at Wyvern Academy. We acknowledge that all pupils need challenging targets to improve outcomes. We recognise that setting challenging targets is central to school improvement. All staff both teachers, support staff and anyone else working with individual pupils have a good understanding of pupil targets.

Curriculum

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with their parents. This may include children who have profound learning needs as well as those children on the MOVE programme or requiring specialist ASC provision and those who are gifted or talented in some way.

Wyvern Academy provides an PLG (personal learning goals) for each of the children. Targets correspond to the areas of the EHCP, “cognition and learning”, “communication and interaction”, “social, emotional and mental health” and “sensory and physical”. These are reviewed and monitored on a termly basis or sooner if targets have been achieved. These targets are drawn from the pupils EHCP and PCR reviews

Within our school we recognise that we have children who could be termed ‘gifted’ or ‘talented’. The term ‘gifted’ refers to a child who has a broad range of achievement at a very high level. The term ‘talented’ refers to a child who excels in one or more specific fields, such as art or dance or music, but who does not perform at a high level across all areas of learning. In our planning, however, we use the terms ‘more able’ for children who, at a national level, are referred to as ‘gifted’ and ‘talented’. In terms of provision for more able pupils, we give them the opportunity to show what they know, understand and can do, and we achieve this by providing:

- A common activity that allows the children to respond at their own level;
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for children to progress through their work at their own rate of learning;
- Withdrawing children to work with specialist teachers or on specialist programmes;
- A range of extra-curricular activities which offer more able children the opportunity to further extend their learning in a range of activities.

Access to the full life of the School

All pupils are encouraged to be fully involved in school life. This is achieved by ensuring that there are appropriate comparable activities to meet individual needs, for example: -

- Swimming at different locations depending on individual needs
- Ensuring inclusive activities are carefully differentiated

See the Equality Plan and Objectives.

Complaints

Should a parent or carer have a concern about the special provision made for their child, they should in the first instance discuss this with the class teacher. If the concern continues, then the Head of Department and class teacher will meet with the parent or carer to develop an action plan.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty, the parents' concerns should be put in writing to the SEN Governors. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

The school must also make provision to inform parents about SEND Information, Advice & Support Services, and how to make representations to the LA.

The SENCO and Deputy Head Teacher also write the 'Local Offer' which is published by the local authority on the Schools section of Dorset for You website.

Training

The Governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head Teacher.

All Senior Leaders and subject leaders will keep fully up to date about special educational needs issues through CPD, outside specialists, reading and subscription to professional bodies.

Teaching assistants have a wide range of curriculum and special education needs knowledge will be regularly updated by attending training on a regular basis.

Outside Agencies including Health Services

Wyvern Academy has good relationships with a range of outside agencies. These include:-

- Educational Psychologists who are attached to the school and have regular termly meetings with the Head Teacher, and other Senior members of staff
- Health
 - Wyvern employs a school nurse (2 nurses covering 4 days a week) as a result of a service level agreement with the NHS.
 - Pediatrician has regular clinics at school
 - Speech and Language therapist and assistant is in school regularly and sets and monitors programs for our communication teaching assistant to follow
 - Physiotherapist is regularly in school and works closely with our MOVE coordinator
 - Occupational therapist is regularly in school to support pupils on their caseload
 - ID CAMHS hold regular clinics in school and liaise closely with the Interventions Lead to support children and families of children who have 'behaviours that challenge'
- Social Care
 - We have regular contact with social workers
 - Transition social workers attend all Year 9 and above Person Centered Reviews
 - Short break and children's home leaders regularly keep in contact with key staff and senior leaders
- Parents / Carers regularly have meetings in school and the school is also involved with Parent Partnership
- Traveler services visit school on occasions for support and advice

Parents

Wyvern Academy believes that parents play an essential role in the work of the school. Parents are encouraged to come into school regularly for:-

- Parents evenings
- Coffee mornings
- Assemblies and other curriculum events
- PCRs
- Professional clinics
- Team around the family meetings
- Social events

Wyvern Academy employs two Parent Support Advisors who is in regular contact with parents and are there to support the whole family.

The school has regular contact with parents through:-

- Home / school contact book
- Email contact with school or teachers
- Monthly newsletters
- Website
- Person Centered Reviews
- Half termly parents meetings

Parents are asked their views on a variety of issues on an annual basis through the parent questionnaire.

Parents are fully involved through the Person Centered Reviews which action plans are developed and monitored by both the school, parents and pupils throughout the year. Pupils are encouraged to make simple choices as soon as they start school both within the way the curriculum is structured and the whole school commitment to Person Centered Planning. This encourages pupils to have the skills and confidence to take a meaningful part in the decision making process.

Links

Wyvern Academy has a range of well-developed partnerships both with other special schools within the area and our mainstream partner schools. This provides staff and pupils with a continuum of educational provision. The school has links with the following organisations:-

- The Southern Education Trust – Wyvern is a member of the trust and is committed to working collaboratively to support colleague schools within the Trust.
- TADSS (Teaching Alliance Dorset Special Schools) which provides a forum for all special schools in Dorset to share expertise and support each other.
- Westfield Arts College – pupils occasionally join pupils for curriculum activities such as sport and arts projects
- Outreach to other schools across South Dorset

Evaluation of the policy

The policy is reviewed on an annual basis as part of the school self-evaluation process. It is updated in conjunction with School Self Evaluation Form (SEF), Curriculum policy as well as taking account of the Single Equality Policy, Equality Information and Diversity, Equality and Access plan.