

Wyvern Academy SEN Report December 2020

<p>What types of SEN do we provide for?</p>	<p>Wyvern is an all age special school (2-19) designated to meet the needs of pupils with severe, complex and profound learning difficulties and ASD.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p><i>(Mainstream schools only)</i></p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Lisa White. lwhite@wyvern.dorset.sch.uk</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>We adopt the five principles of Voice, Choice, Ability, Independence and Purpose in everything we do at Wyvern, and these principles determine our approach at every stage of a pupil's pathway at the school.</p> <p>The pupils are taught in small groups of between 4 and 8 pupils with a teacher, a senior or higher level teaching assistant and a number of further teaching assistants. Staffing ratios depend on the level of need of the pupils in each class so pupils with higher needs are in smaller groups with a higher staff ratio. We believe in a very person centred approach to teaching so all activities are highly differentiated and adapted to meet each individual's needs. In particular we use a range of strategies to meet children's communication, sensory, therapeutic and medical needs.</p> <p>In our sixth form students follow a life skills based curriculum which supports them in developing confidence and independence by developing their functional skills in real situations for the majority of their day, often in the local community.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>The curriculum at Wyvern consists of the EYFS curriculum, bespoke Wyvern schemes of work for pupils in KS1-4 and OCR Life and Living Skills in the Sixth Form. Through the school there is an increasing focus on functional skills and work related learning whilst ensuring that all pupils receive a broad and balanced curriculum offer which meets their needs.</p> <p>We provide a total communication learning environment to enable pupils to have every opportunity to communicate and understand the world around them, including signing, AAC (e.g. iPads), visual prompts, objects of reference, photographs, symbols and words.</p> <p>For pupils requiring a sensory curriculum we have dedicated resources such as the hydrotherapy pool and sensory rooms and we track progress using the MAPP (Mapping and Assessing Pupil Progress) approach which is a personalised approach to setting curriculum goals.</p> <p>For pupils with additional significant ASD needs we provide a learning environment which follows the TEACCH philosophy of schedules and a highly structured environment.</p> <p>For pupils with specific mobility issues we follow the MOVE programme which aims to help such pupils access their learning and their environment by setting very specific goals and targets.</p> <p>The building is totally compliant with all the requirements of the Equality Act 2010.</p>

<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>The school has links with the neighbouring mainstream schools with which it shares a campus, which enables some shared classroom activities, use of bespoke facilities such as exercise gyms as well as opportunities for social interaction, such as a shared prom night and music events. We also have students from the secondary school coming into Wyvern to work with specific classes to build their confidence and social skills, as well as providing a valuable contribution to the socialisation of our pupils.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Parents/carers are heavily involved with their child's education through all the usual channels including:</p> <ul style="list-style-type: none"> • Home/school diary for day-day communication, to keep parents/carers informed of activities experienced during the school as well as any other important information that needs passing on in either direction • Parents' evening every term which provide an opportunity to discuss progress or any concerns, and specifically to review IEPs • The annual Person Centred Review which is to formally review the Education Health and Care Plan • Any necessary professionals' meetings, LAC reviews, etc. • All necessary electronic systems including SMS, email and school website <p>Ultimately the school operates an open door policy which enables parents to come into the school once an appointment has been made to share any concerns.</p> <p>Parents/carers are regularly canvassed for their opinions using the Voice, Choice, Ability, Independence and Purpose headings as the guiding principles.</p> <p>Any pupils requiring specific programmes or plans will have these shared with parents/carers in order to both develop a consistent approach and provide consent for the interventions planned</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>All pupils have continuous opportunities to voice their feelings, choices and opinions through the total communication approach in place at Wyvern. In particular, views are canvassed regularly using the same Voice, Choice, Ability, Independence and Purpose principles adopted for parents.</p> <p>There is a school council which meets regularly to discuss and contribute ideas and suggestions for school improvement.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>The school uses a variety of assessment processes as relevant to different key stages and pupil learning programme. These are documented in our assessment policy.</p> <p>We review progress daily in lessons which informs our planning, IEP targets are reviewed at least half termly and there is an annual report to parents on their child's progress. In addition, parents also receive detailed progress information regarding communication, reading/writing and maths three times a year. Progress on other programmes such as MOVE is also reported at regular intervals.</p> <p>The IEP targets are derived from the action points identified in the PCRs so often relate to personal development, and social and emotional aspects, as well as academic progress. Pupils are involved in these reviews wherever possible.</p> <p>There are many opportunities for pupils to reflect on their progress in lessons and they are encouraged to consider next steps and or what they might do differently.</p>

<p>How do we support pupils preparing for adulthood?</p>	<p>Pupils throughout the school are encouraged to be as independent as possible, developing all the necessary skills through the programmes we offer and working specifically towards the four Preparing for Adulthood outcomes, Employment, Independent Living, Community Inclusion and Health. These include aspects such as personal care, personal organisation, reducing prompt dependency, travel training and much more.</p> <p>During KS4 and the sixth form students have the opportunity to try out work related learning, both in the school and in other settings where appropriate.</p> <p>Sixth form students also experience college life at local providers, developing the skills necessary for further education and enabling them to make an informed choice.</p> <p>A detailed transition into adulthood begins with the transition review in Y9 and continues to be coordinated throughout the sixth form to ensure that the EHCP continues if appropriate and that a suitable placement is secured as early as possible, with input from the student, parents/carers, school and other professionals</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The school views relationships and emotional wellbeing as vital to learning and wellbeing as well as being a human right. There are appropriate ratios of staff to pupils throughout the school so that they can feel nurtured, valued and have their needs met. We support pupils with behaviour management plans where necessary and staff meet regularly to review these as well as maintain levels of awareness and training. The PSHE curriculum has been written in-house to ensure that all aspects of social and emotional wellbeing are met throughout the school.</p> <p>There is a significant focus on communication as many situations arise out of frustration at not being able to speak or express feelings.</p> <p>The school provides specific intervention through bespoke 1:1 sessions including opportunities to engage drama therapy and we continue to develop new measures to meet the identified need for mental health support.</p> <p>The school has a robust behaviour management policy which incorporates procedures for dealing with cases of bullying should they arise.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>This begins with a detailed and extensive induction programme which all new staff follow immediately upon arrival in the school.</p> <p>The highly skilled workforce consists of a range of practitioners including teachers, higher level teaching assistants, senior teaching assistants, teaching assistants, and a nurse. Some staff are qualified trainers so that the school can provide an in-house training programme to ensure that all staff have basic skills in aspects such as signing, behaviour management, total communication, tube feeding, and managing epilepsy. Other staff will have received training in PECS, PCRs and MOVE.</p> <p>There is a detailed and costed CPD programme of twilight meetings, training days and competency training designed to ensure that all staff develop a deep understanding of various aspects of SEN, including visual/hearing impairment, physiotherapy, occupational therapy, etc. Staff appraisal also features professional development and specific targets relating to improving knowledge and skills.</p> <p>There are trained designated safeguarding leads to ensure that pupils are kept safe at all times. These staff provide all other staff with the knowledge and skills to remain aware of their duty of care to keep children safe.</p> <p>Wyvern work closely with the other special schools as part of TADSS which ensures that we keep up to date with all local initiatives and developments.</p>

<p>How will we secure specialist expertise?</p>	<p>Some specialist expertise is provided through commissioned services e.g. physiotherapy, some is funded by the school, e.g. the school nurse and some is joint funded, e.g. speech and language therapy. Other professionals and experts are bought in by the school as and when they are required. We also grow our own expertise by capitalising on the passion, skills and knowledge of our own workforce.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>The school uses its own budget to provide the majority of resources and facilities that are needed to provide for the pupils as many services have now been delegated to the school via its budget. These resources include equipment, for example, such as standing or walking frames to support those with significant physical difficulties. Sometimes the school will secure resources through making applications to charitable organisations or signposting parents to do so.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school is well supported by the Children With a Disability team, the VI and HI services and the Dorset Children's Safeguarding Board to meet pupils' needs. Some of these services, in particular Ansbury, attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school.</p> <p>The school employs a Parent Support Adviser who provides bespoke 1-1 support for families.</p> <p>The school signposts parents/carers and families to other local services which can provide guidance and support, such as the Dorset Parent Carer Council and SENDIASS. Links are provided on the school's website.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>The school evaluates its own effectiveness through rigorous monitoring and review processes. The headteacher reports on all aspects of the school to trustees who monitor and test out the information they have been given. The school buys external monitoring and financial auditing to provide trustees with an independent view of the school and the headteacher's performance.</p> <p>The school was inspected by Ofsted in July 2019 and was judged to remain Good in all areas. The school received a very positive report, a link to which can be found on the website.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>There is an opportunity for all parents to raise concerns about their child's provision at any time through contact with either the classteacher, head of department or the headteacher. A parent/carer might also contact a trustee if they were not satisfied with the outcome of other approaches. If a concern is more formal then the parent/carer would be directed to the Complaints procedure which is found on the school's website. We would always hope, of course, that through early intervention any complaints would be resolved without the need for this.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Pupils may raise a concern with any adult that they choose, whether their teacher, a teaching assistant or anyone with whom they may have a good relationship. Parents/carers may wish to address the classteacher directly or take their concern directly to the head of the department their child is in, or other leader within the school.</p>
<p>What support services are available to parents?</p>	<p>The school has provided training for parents, for example Signalong and behaviour management and guidance is provided for e-safety. As a special school, everything we do provides a high level of support. We listen very much to parents' concerns and needs, especially through the Parent Support Adviser, providing a signposting service and making referrals if required.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>A link to the LA's local offer is to be found on the school's website. The school contributed to the local offer by providing all the necessary information about its provision.</p>

