Local offer, Worcestershire

What kinds of SEN do we provide for?

Wribbenhall School provides a safe, calm, nurturing and Enabling Environment for exclusively Primary aged pupils who are school phobic due to anxiety issues. We are committed to ensuring that all pupils achieve their potential, personally, socially, emotionally and academically across all areas of the curriculum, regardless of their gender, ethnicity, social background or religion. Please take a look at our SEN Policy which you can find on the School website.

What are our policies for identifying pupils with SEN and assessing their needs?

All teachers carefully monitor the progress of each student that they teach. This monitoring process takes place on a daily basis as part of the ongoing learning and teaching that happens in the classroom.

Ongoing formal and informal discussions take place enabling us to track and identify pupils learning and social and emotional needs. In conjunction with pupils and parents we develop strategies in order to enable our young people to positively move towards engaging with education at their expected levels.

Our SENCo and Designated Safeguarding Lead is Ellis Wells who can be contacted by email at ewells@wribbenhallschool.co.uk

What arrangements do we have for assessing and reviewing pupils’ progress towards identified outcomes?

Every student undergoes a full teaching and learning strategy assessment as well as undergoing a social, emotional and behaviour assessment before being accepted by the school. Pupil Profiles are created to reflect strategies to address the pupil’s learning and emotional needs. We use both formal and informal reviews of their progress and the success of each intervention to inform decisions about next steps. If a pupil’s progress is not as expected, then we may ask our specialist agencies to assess the needs of the student. That assessment will then provide us with expert recommendations for further support of the student, and the agency will be involved in closer monitoring of her/his progress.

We also conduct a second assessment biannually which highlights each pupils' perception of their self-worth.

What are our arrangements for involving parents of pupils with SEN in their child’s education/learning path?

At our school, parents are actively encouraged to be partners in their child’s education through informal discussions, telephone contact, by email, SEN progress reviews and teachers’ written yearly reports.

What are our arrangements for involving pupils with SEN in their own education and in the life of the school as a whole?

We recognise that it is important to involve all pupils, regardless of SEN, in their learning and in the decisions that are made about our school community and the educational experience we provide. We provide opportunities for pupils to develop the social and emotional confidence for their voices to be heard and views listened to. We have an active school council through which all pupils’ views are represented and therefore can inform decisions on key aspects of learning and teaching.

What are our arrangements for supporting pupils in moving between phases of education and in preparing for adulthood?

We consult with parents/carers as to a pupil’s hopes for the future, as well as their strengths, interests and preferences so that we are able to provide emotional as well as academic support throughout a pupil’s time with us and during their transition to other phases of education. We have an ongoing consultation with teaching staff, support staff and other lead professionals in order to provide the best possible academic, medical and social needs experience for each student. As a school, we actively consult with placing officers, previous schools, outside agencies, parents and the pupils themselves so that we are fully aware of the needs of the pupils who are hoping to join us. We also liaise with the chosen destinations of our pupils to ensure that transition is as positive and supportive as possible.

What is our approach to teaching pupils with SEN?

We are determined to enable each student to achieve their full potential. Pupils may be taught in a small group of up to four pupils or one-to-one. Each teacher plans lessons to take account of the specific needs and preferences of every student, in order to ensure that the pupils’ needs are met. Our support staff, under the direction of the class teachers, may adapt planning to target the individual needs of the pupils to whom they are delivering support. Each Local Authority must now provide a Local Offer of SEN which sets out what the Authority as a whole has in place to support pupils with SEN in its schools. You can see our answer to this on the Staffordshire Local Offer and Herefordshire WHISH websites.

How do we make adaptations to the curriculum and the learning environment of pupils with SEN?

The curriculum and teaching sequences are carefully planned to meet the needs of individual pupils with SEN, following assessment of their needs. Ongoing monitoring and, if necessary, further assessment by specialist agencies, ensure that the changing needs of a student are met.

What expertise and training do our staff have to support pupils with SEN?

Quality first teaching is the right of every student at Wribbenhall School. Every member of the teaching and support team receive training that is relevant to their CPD and also their educational interests.

All staff have a level 3 award in child counselling.

Sally Wells has training and experience in SEN, Autism and co-occurring conditions. She is the Deputy Safeguarding lead.

Ellis Wells is a qualified and experienced teacher, member of the British Psychological Society and has training and experience in SEN, Dyslexia, Autism, mental health first aid and Motivational Counselling. He is working towards his National Special Educational Needs Coordinator Qualification and is the Designated Safeguarding Lead.