The Wherry School

Special Educational Needs (SEN) Information Report

Updated: November 2026

Next Review Due: November 2027

Welcome to our Special Educational Needs and Disabilities Information Report (SEND) which is part of the Norfolk Local Offer for pupils with SEND. All governing bodies of maintained schools and maintained nursery schools and the trustees of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the trustees policy for pupils with SEND. The information published must be updated annually. The requirements for what information must be published can be found here.

Ethos, Mission, and Core Values

At The Wherry School, our fundamental belief is in **every child's unique potential**, guiding their **individual journey towards an independent and fulfilling life**.

Our Mission: To provide the highest quality education, support, and care for autistic children, young people, and their families through an absolute commitment to our community.

Our Vision: To enable all learners to leave our school enabled, empowered, and confident in their unique abilities and talents. We encourage pupils to embrace their autistic presentation, understand their strengths, interests, and passions, and become successful, independent, and responsible members of society.

Our Core Values:

- **Kindness:** Fostering an inclusive, compassionate, and respectful environment.
- **Courage:** Reaching full potential through resilience, aspiration, creative problem-solving, and personal development.
- **Transformative:** Delivering integrity and self-enabling principles that significantly improve life chances.

What kinds of SEND are supported at The Wherry School?

The Wherry School is part of a single academy trust dedicated to meeting the needs of children and young people with autism profiles. All pupils who attend The Wherry School have a primary SEN of Autism Spectrum Disorder (ASD) and will have this documented in their Education, Health and Care Plan (EHCP) as stated in the school Admissions Policy. While Communication and Interaction represents our primary need data, pupils often present with co-occurring secondary needs across the four broad areas of need:

- **Cognition and Learning:** Dyslexia, dyspraxia, and specific processing differences.
- **Social, Emotional, and Mental Health (SEMH):** Acute anxiety, emotional regulation difficulties, and attention deficit hyperactivity disorder (ADHD).
- **Communication and Interaction:** Speech, language, and social communication needs.
- **Sensory and/or Physical Needs:** Sensory processing differences, hyper/hyposensitivity, and motor skill coordination needs.

Pupils attending The Wherry School possess a 'mainstream' cognitive ability profile. They can access a curriculum which mirrors the National Curriculum and work towards age-appropriate formal assessments (e.g., Key Stage 2 SATs, GCSEs), with individual adaptations provided where necessary.

How do we identify and assess SEND and who is the SEN Lead Professional?

All pupils entering The Wherry School hold an EHCP prior to placement. However, learner needs are dynamic, and staff maintain continuous vigilance for emerging needs, allowing staff to respond rapidly in order to fully support each learner, keeping parents and carers informed at all times. Teacher assessments are ongoing across the curriculum and academic year and enable us to track student progress. Where little or no progress is made or if a pupil is working significantly below age expectations further assessment and investigation may be completed to identify if new needs are emerging. New needs may also present themselves as persistent emotional needs and/or changes in behaviour. To support the process of identification and assessment, a range of assessments are used across the school.

Standardised Baseline Assessments:

- Tests for English and Mathematics (standardised age scores) through Sandwell Early Numeracy Test (Sent) and York Assessment of Reading Comprehension(YARC)
- British Picture Vocabulary Scale (BPVS)
- Single Word Reading Test (SWRT) & Single Word Spelling Test (SWST)
- Speech, Language, and Motor Skill Screenings

We may also use the following to ensure all needs have been identified and are being met:

- During transition a visit to the previous education setting and family home to meet the pupil, speak with and observe them, their parents and professionals who have worked closely with them
- End of Key Stage assessments
- Staff observations
- Any testing deemed appropriate by our team of on site health professionals commissioned by The Wherry School, including Educational Psychologists, Occupational Therapists and Speech and Language Therapists that sits within The Wherry School offer.

The SEN Lead professional at The Wherry School is Mrs Kathryn Fox, she can be contacted at katfox@thewherryschool.co.uk or on 01603 629440 Mrs Meike Stepp (Inclusion Manager) also supports SEN Lead duties and can be contacted via the same channels.

How is progress towards agreed outcomes assessed and reviewed and how are parents and the pupil made part of this process?

Each pupil at The Wherry School has a Wherry Support Plan (WSP) created by their class teacher that contains academic, social and, if necessary, behavioural targets. Outcomes stated in a pupil's EHCP form the basis of these targets in the 4 broad areas of special needs. Pupils and their parents or carers play an active role in the process. This is agreed by all parties and the WSP is reviewed and adapted as necessary during a number of academic review meetings that take place across the academic year between the class teacher, the pupil and parents or carers.

Progress towards agreed academic outcomes is assessed through the use of standardised assessments completed at the beginning of each academic year, a combination of standardised assessments and teacher assessments completed throughout the year and at the conclusion of units of work. Academic progress is tracked and reviewed using teacher assessments against our medium term learning objectives, which break the curriculum down for each subject into age appropriate statements. Teachers use pupil performance in assessments to make a professional judgement as to whether a pupil is 'Beginning to work at/Working Towards', 'Working at expected/Achieved' or 'Secure/Greater depth' within relevant elements of the curriculum. Data is then inputted into Arbor with comments from the teacher for academic progress. shared with parents at academic reviews throughout the year and the annual EHCP review. To review behavioural targets, data collected on CPOMS is analysed by the leadership and clinical teams. All pupils at The Wherry School possess an EHCP and therefore also take part in the annual review process in which the pupil and their parents or carers play a central role. Reports generated by our commissioned Health Professionals Team are also used to assess progress where relevant.

KS1-3 Maths	4W+	5W	5W
KS1-3 English Spoken Language	4S+	5W	
KS1-3 ICT	4S	4S+	5W
KS1-3 Geography	4B	4B+	5W
KS1-3 History	4B	4B+	5W
KS1-3 English Writing	3W	4W	5W
KS1-3 Art	3S+	4W	5W
KS1-3 English Reading	3S	4W	5W
KS1-3 Science	3S	3S+	5W

This is an example of the Data within Arbor, The first column refers to the baseline assessment, middle column where they are currently working at and the final column the target for the school

year. The number refers to the year group that they are working at B- Beginning to work within that year, W- Working as expected for that year group and S- secure within that year. The + signs refers to being nearly ready to move onto the next stage.

What approaches are taken for learning and teaching at The Wherry School?

We are proud of our teaching and support staff at The Wherry School and we recognise that all staff will teach and contribute within a child's learning journey. Professional development of our staff is paramount. Teachers are expected to complete a continuous cycle of planning, teaching, assessment and evaluation in order to adapt the curriculum and provide an individualised learning experience, building upon each pupil's strengths, areas for development and special interests. We ensure our teachers are well trained in a range of approaches and fully resourced to enable them to fulfill the Teachers' Standards.

As outlined in the 2015 SEND Code of Practice a 'Graduated Response' is adopted to facilitate learning at The Wherry School. A level and type of support is provided to enable pupils to make progress and ensure all reasonable objectives set out in a Statement of Special Educational Need or Education, Health and Care Plan are being met.

A Graduated Response can be explained using the analogy of levels of intervention, these are Universal, Targeted and Enhanced Support.

Universal Support

Quality first teaching by all teaching staff that is underpinned by the individual needs and objectives detailed in Education, Health and Care Plans and through continuous review and dialogue with the pupil and their parents or carers. Teachers adapt lesson delivery to suit individual learning profiles this is achieved through:

- Predictable Structure & Low Arousal Delivery: Clear, predictable visual routines, predictable session starts/ends, and explicit instruction.
- Communication & Processing Supports: Use of visual timetables, simplified verbal directions, key-word prompting, and processing time.
- Adapted Tasks: Lessons build directly upon individual pupil strengths, learning styles, and where appropriate special interests. A range of digital tools are used to support learning, including accessibility tools and a range of programmes. These are used to support the curriculum and communication.
- Support from the clinical team through observations for strategies to use in the classroom.

Targeted Support

This is initiated where students have struggled to make progress. Criteria for targeted support includes:

- Low Numeracy / Literacy scores
- Students failing to achieve and limited progress in end of Key Stage assessments
- Teacher's observations
- Previous education setting teachers' comments

- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs. Interventions will be timebound and may include:

- Additional learning programmes such as Nessy, Clicker, Maths Whizz, MyMaths and Reading Groups
- One to one sessions with a trained intervention coordinator to deliver Catch up Numeracy and Literacy,
- Smaller group sessions and one to one work led by a Teaching Assistant such as Precision Teaching
- Small intervention groups for literacy needs, spelling, reading comprehension difficulties and social skills
- Motor Skills programme
- Appropriate teaching groups/sets.
- Provide short-term support or training for staff.

Enhanced Support

This is introduced when students continue to struggle to make progress, despite additional provision at targeted support, the school seeks involvement from onsite expert professionals and external support services. They are requested to:

- Provide specialist assessments
- After assessment complete short term interventions with students after which they will be reassessed and recommendations for ongoing support made to class teams.

More information about our Teaching and Learning can be found here. If a student is identified as needing a direct intervention, through our onsite specialists, they will then participate in these interventions for a set period of time. After this time they will be reassessed to measure their progress and may then return to our universal offer (tier 1).

How does The Wherry School adapt the Curriculum & Learning Environment?

The Wherry School (opened in September 2017) was designed and built according to the DFE building specifications, departmental guidance for special schools with pupils with ASD. Its custom-design is to provide a sensory-accessible, low-arousal educational environment. It is a single-story, fully accessible building featuring wide, non-cluttered walkways, tactile signage, and controllable natural lighting. Classrooms and learning, social spaces in the school have been designed and built for the safe teaching and learning of 6 pupils in each class, and high staffing ratios to respond to the related behaviours of autistic pupils. The building design based on the area guidelines is designed to create greater personal space for pupils, to avoid conflict and have the capability to follow the curriculum provided. All classrooms are equipped with individual side-rooms for 1:1 support or quiet working which is available to all pupils in the class at all times. There is direct access from classrooms to safe outdoor breakout spaces. During times of transition or heightened anxiety there are two dedicated multi-sensory calming rooms to support our young people. In addition there are individual toilet cubicles, with the exception of primary, designed to reduce sensory overload, plus three fully equipped hygiene suites if support is required for intimate care and maintaining dignity. More information about the school environment can be found here.

Curriculum & Technological Adaptations:

We offer a broad and balanced curriculum which mirrors the National Curriculum that is complemented by our Autism Specific Skills and Knowledge (ASSK) curriculum and Preparation for Adult Life (PfAL) modules. Staff follow the Wherry School's ADAPT model that aligns instructional methods with learners cognitive and sensory profiles when teaching which incorporates the following;

- Assess: Ongoing assessment across cognitive, sensory, and emotional domains ensures learning starts from an accurate baseline, avoiding overload,
- Define and Demonstrate: Sharing clear learning intentions, expected outcomes and success criteria for steps to success. These are achieved through explicit modelling in a predictable structure with consistent routines and using visuals to anchor ideas.
- Agency and Autonomy: Offering structured options for completing work or demonstrating understanding, promoting ownership. Scaffold strategies to enable students to manage their own sensory needs creating gradual independence through active student engagement.
- Personalisation: Adapt lighting, seating, and sensory input to match individual processing needs. Use visual schedules, concise phrasing, or non-verbal prompts aligned to student styles. Integrate student interests to deepen engagement and strengthen memory consolidation. Align tasks complexity and emotional support inline with regulation.
- Target: Maintain high academic ambitions while adapting delivery.

Teachers draw upon their experience, ongoing training, information contained in EHCPs, reports generated by external professionals and the school's commissioned Clinical Team to allow individualised, flexible access to the curriculum. This builds upon pupil strengths, areas for development, topics of interest and digital engagement and support.

To support further widespread integration of assistive technology, text-to-speech software, Clicker, screen-reading tools, touch-screen displays and hearing loops and coloured overlays, adapted printed resources, and tailored examination access arrangements (e.g., extra time, readers, scribes, separate rooming) are made accessible. The voice of the pupil and their parents and carers plays a central role within this process and is regularly sought. Both the Primary and Secondary Curriculum has been created to aid social and emotional development and skills required for a successful and independent life. Further information on our curriculum can be found on the school website.

What additional support is available for pupils?

At The Wherry School we have a team of commissioned Health/Clinical Professionals that are on site at various points throughout the week. The team consists of an Educational Psychologist, Occupational Therapists, a Speech and Language Therapist and an ASD Adviser. The team is commissioned from organisations including Educational psychology and specialist support (EPSS), and Respectrum Advisory Services.

To maximise their impact across the school our Clinical Team have delivered training to staff on whole school priorities including sensory circuits, Zones of Regulation, handwriting and social interventions. For pupils who require additional support a inhouse referral system is in place where staff make referrals that is then triaged by the SEN lead professional and members of the Clinical Team. At all stages of this process parents and carers will be kept informed of any decisions taken.

How does The Wherry School create Inclusive Participation & Extracurricular Activities?

The Wherry School has an enrichment framework that is designed to ensure that all learners have equal access to school activities, sports, enrichment events, and educational visits:

- **Enrichment Weeks:** The traditional curriculum is suspended at least once per term for an off-timetable 'Enrichment Week'.
- **Extracurricular & Sports Inclusion:** Sports facilities, playground equipment, and clubs are adapted to allow full participation. Secondary students participate in physical enrichment weekly where they have the opportunity to engage in a variety of new sports, activities, and external challenges throughout the year. The programme allows students to choose activities across different National Curriculum sectors—such as health and fitness, striking and fielding, and outdoor adventurous activities—to meet their curriculum needs while experiencing new sports and gathering valuable life skills and experiences.
- **Educational Visits and Residential Support:** Individual risk assessments, pre-visit familiarisation visuals/social stories, and high staff-to-pupil ratios enable full access to community visits and residential trips. In Key Stage 4 students also have the opportunity to complete their D of E bronze award.

What is in place to support and improve Social, Emotional, and Mental Health (SEMH) at The Wherry School, including pastoral support and measures to prevent bullying?

Research tells us that people with autism can experience more mental health problems compared to the general population and that many struggle with social interaction. At The Wherry School we place as much importance on our pupils' emotional and social development as their academic progress. Recognising that neurodivergent young people can experience heightened anxiety and mental health challenges, we provide structured pastoral care through:

- On-Site Multidisciplinary Clinical Team: Includes, Educational Psychologists, Occupational Therapists, Speech and Language Therapists, and an ASD Adviser, who lead staff training to maximise their impact across the school and can be referred to if further support is required.
- Mental Health Leadership: Supported by qualified Mental Health Champions and staff trained in Mental Health First Aid (MHFA).
- De-escalation & Regulation: All staff receive accredited 'Step On' (Norfolk Steps) training to promote positive behaviour support and de-escalation.

- Thrive: The school has a number of trained Thrive practitioners who can support pupils' social and emotional needs.
- Anti-Bullying Culture: We take any instances of bullying very seriously at The Wherry School. Our Personal, Social and Health Education (PSHE) curriculum examines bullying, including cyber bullying, and the skills required to maintain healthy relationships and our Spiritual, Moral, Social and Cultural (SMSC) programme has a weekly theme which is explored through assemblies and form time activities.

Who to contact in school with SEND queries?

Role	Name	Contact Details	Availability
SEN Lead Professional and qualified SENCO	Mrs K Fox	katfox@thewherryschool.co.uk / 01603 629440	In school on Mon–Weds (08:30–15:30)
Inclusion Manager	Mrs M Stepp	meikestepp@thewherryschool.co.uk	Mon-Fri(8:30-15:30)
SEN Trustee	Mrs S Johnston	office@thewherryschool.co.uk	Via Main Office
Parent & Pupil Specialist Support Assistant	Mrs Amy Durrant & Mrs Jo Pollack	office@thewherryschool.co.uk	Mon–Fri (School Hours)

What training have teaching staff received in order to support pupils in their learning and how is specialist expertise used to support staff development?

Time has been allocated for all staff to receive training on a weekly basis as well as five training days spread across the academic year. Our Clinical Team contributes to our staff professional development programme by leading on the introduction of whole school priorities including sensory circuits, handwriting interventions and Zones of Regulation and executive functioning. Staff are supported to access training from external agencies and individuals have completed courses provided by SENSi, Thrive and Mental Health First Aid England to support our range of therapeutic approaches.

All staff receive statutory safeguarding training and updates annually. All staff have completed ‘Step On’ training, part of the nationally accredited Norfolk Steps programme to support staff when supporting and managing behaviours that challenge through a range of de-escalation strategies. The course explores a therapeutic model for understanding and responding to both pro and anti social behaviours. “Just One Norfolk” has developed a programme suitable for families which can be found here.

Our staff undertake regular professional development to maintain expert practice in autism and special education. Including the following:

- **Mandatory Staff Induction:** Autism-specific pedagogical approaches, Positive Behaviour Support (PBS), Zones of Regulation, Sensory Circuits, and Safeguarding.
- **Specialist Accreditations Held by Staff:**
    - Level 4 Mental Health Leadership Qualification
    - Level 6 Careers Adviser Qualification
    - Thrive Approach Practitioner Training
    - SENSi Sensory Integration Training
    - Mental Health First Aid (MHFA) England Certification
    - Norfolk Steps 'Step On' De-escalation Certification
    - SENCO qualifications held by Senior Leadership Team

How will equipment and facilities to support pupils be secured by the school?

The state funding, including Pupil Premium and PE and Sport Development Funding, is used to provide all necessary resources and equipment to enable pupils to access their learning, this includes IT equipment. Where required we seek the support and advice of outside agencies such as the Virtual School Sensory Support who may provide more specialist equipment and software. Advice and support from a range of external agencies may be sought and used as necessary. As we are a special needs academy you can view our finance information here.

We have a supportive and proactive Wherry Friends Association who have raised money for the school to purchase equipment and improve facilities. For example, their fundraising has contributed towards the purchasing of outdoor equipment and the development of the multi sensory Calming Room.

What arrangements are in place to involve parents and carers in their child’s education?

At The Wherry School we actively seek to work with parents and carers to involve them in their child’s education. Parents and carers are invited to annual EHCP reviews and their views will be recorded and taken into account as part of the review process. At regular points across the academic year parents and carers are invited to Academic Review meetings where they have the opportunity to review the progress their child is making across the curriculum and evaluate the Wherry Support Plan alongside their child’s

teacher. In KS1-3 at least once per term the school suspends the traditional curriculum and students experience an ‘Enrichment Week’ on a specific topic through which the curriculum is delivered. At the conclusion of each Enrichment Week there is an opportunity for parents and carers to visit the school to see the work their child has been completing as well as take part in activities organised and led by the pupils. Effective communication is achieved through regular contact with home through letters, email, telephone calls and each pupil has a Home/School Book which is written in by staff on a daily basis and sent home to keep parents and carers updated. The school has a very active Friends Association who can be contacted using chair@wherryfriends.org.uk

How are the views of a young person with SEND gathered and how are they involved in decisions made about their education?

The voice of the learner is integral to all we do at The Wherry School. We actively encourage our pupils to be involved in all review meetings and to play an active role in evaluating their progress, setting new targets and updating their Wherry Support Plan. Student views are recorded as part of the EHCP review process and are valued and listened to. The School Council is established across the school and allows pupils the opportunity to discuss a variety of topics.

How are pupils at The Wherry School enabled to engage in similar activities to those available to pupils without SEND?

The school provides all pupils with access to a rich and broad curriculum, which meets the needs of children of all abilities and ages. The use of differentiated work enables this to happen. The Wherry School provides individualised access to the National Curriculum. Our expectation is for all pupils to be encouraged to join in all activities, as far as is reasonably practical, both curricular and extracurricular.

As a school we ensure:

- there is a shared vision and ethos of inclusivity that is evident throughout the school
- school leaders are committed to inclusion and do everything within their power to include all pupils as part of the school community
- all pupils are included and can access the environment as independently as possible
- there are equal opportunities for all pupils
- all staff are well trained so that they are confident to support all pupils appropriately
- there are effective partnerships with pupils and parents which is evident through their participation in assessment and review processes
- pupils are involved in the Graduated Approach; assess, plan, do, review process, setting and reviewing targets and identifying their own learning strategies
- pupils are helped to understand their own barriers to learning and to value their achievements, this leads to increased confidence and improved participation
- parents are confident that the setting’s provision is meeting their child’s needs
- pastoral support is available for pupils who require it and includes effective strategies to promote well- being
- staff are aware of the additional needs of their pupils, understand the nature and impact of these and how to respond to them

- staff adapt to provide suitable learning challenges and cater for different learning styles
- pupils have access to provision and resources to meet their needs and overcome barriers to learning, including the use of relevant support agencies/services available under the Local Offer
- pupils make good progress from their individual starting points as a result of appropriate allocation and use of resources
- pupil's progress leads to better life outcomes
- pupils are supportive of each other, and the result is better relationships and improved outcomes
- staff know when to refer to relevant outside agencies/services to access advice and support
- pupils are supported in all aspects of their development leading to greater inclusion and participation
- procedures are in place for ensuring smooth transitions
- pupils are prepared well for the future which results in them progressing on to opportunities that lead to better chances in: work, living, health, friendships and relationships
- access arrangements are in place for examinations and national tests

If I have a complaint about the SEND provision at The Wherry School, how will it be handled?

We aim to resolve concerns or queries through early communication:

For queries or concerns regarding SEND provision at The Wherry School contact the SEN Lead Professional in school Mrs Kathryn Fox. Mrs Fox will arrange an opportunity to discuss the matter with you at the earliest convenient time either in person or on the telephone.

However if you have a complaint regarding the SEND Provision please review the school Complaints policy. All complaints will be investigated by the school in a reasonable period of time in line with the school's Complaints Procedure Policy.

If you would like support attending meetings at school or want advice about how to approach the school with questions or concerns, there are organisations that can help:

- **Norfolk SENDIASS:** 01603 704070 | sendpartnership.iass@norfolk.gov.uk
- **Norfolk SEN Network:** 01603 300178
- **KIDS SEN Mediation Service:** 03330 062835 | senmediation@kids.org.uk

Who else can parents of pupils contact if they require support?

The Norfolk Local Offer website has a comprehensive page detailing groups who can offer help, advice and support if needed.

Who can pupils or parents and carers contact in school if they have concerns?

Each class, in both the Primary and Secondary School, has a class teacher assigned who parents and carers should contact in the first instance if they have a concern. The school also employs two Parent and Child Specialist Support Administrators for both the Primary and Secondary Schools, Mrs Amy Durrant and Mrs Jo Pollack who can be contacted for help and support. Miss Emma Oakes, Primary Phase Leader, Mr Jonny Lawes, KS3 leader and Mrs Vicky Mckenzie, KS4/5 leader can be contacted if necessary. All of the above can be contacted via the Main Office on 01603 629440 or office@thewherryschool.co.uk

How does The Wherry School involve other organisations, including health and social care, local authority (LA) support services and voluntary organisations, in meeting pupils' SEND and supporting their families?

We work with a number of other organisations to meet our pupils' needs and support their families. The following is not an exhaustive list.

Educational Psychology and Specialist Support (EPSS)	Access Through Technology (ATT)	Complex Needs Community Nurse	Attendance Service
Community Dentist	Child Family and Young Person Service Norfolk and Waveney	Autism Anglia	Nelson's Journey
Break	SEN-Si	Children's Services	CAMHS
The Matthew Project	Edfords Care Farm	Social Services	MAP - Mancroft Project
Wellbeing Support (Benjamin Foundation)	St Edmunds Society	The Short Stay School for Norfolk	Virtual School Sensory Support
SENsational Families	Beacon East	Norfolk Travel and Transport	MINT

What is put in place to support a young person to move between phases of their education & prepare for adulthood?

For pupils transitioning between phases who are already at The Wherry School a series of events are planned each Summer Term to help them get used to the new areas of the school they will be accessing and the staff they will be working with. Any planned changes are communicated clearly and as far in advance as possible with pupils and their parents and carers and strategies known to be effective for managing change or new experiences for people with autism, such as social stories, are utilised if appropriate. For pupils joining the school a visit to their previous education setting and the home may be conducted and if possible they will be provided access to the same transition events

planned for those already on roll. If required, advice and strategies will be sought from our team of commissioned health professionals and individual transition plans may be created if necessary.

The school is part of the New Anglia Enterprise Adviser Network and has an Enterprise Adviser to help facilitate opportunities for students to interact with employers from a variety of sectors. All students will have an Information, Advice and Guidance Meeting (IAG) with a Level 6 accredited Careers Adviser at some point in KS3 and KS4, which is consolidated into an Action Plan. PATHS meetings are offered in year 9 and 10 with an educational psychologist, to identify bridges and barriers to future aspirations. As students enter into KS4, they will meet with the Transitions Lead to start considering different Post-16 pathways once they leave the Wherry School. Meaningful work experience opportunities are offered throughout a student's time at the Wherry School alongside age appropriate careers lessons, raising our young people's aspirational profile regarding the world of work. Careers education will begin in primary and transition smoothly into secondary and sixth form with the intent of a student having multiple interactions with employers across that time. In addition, from Year 9, the EHCP Review process includes the statutory evaluation and target setting of the 'Preparing for Adult Life' section. Across both the Primary and Secondary phases life skills are developed through the 'Autism Specific Skills and Knowledge' curriculum (ASSK). As students progress through the phases, the work becomes increasingly focused on Life and Work Skills in our Preparation for Adult Life (PfAL) lessons. Students who stay with us in the Sixth Form complete accredited courses on Life and Workskills, as well as Citizenship.

How does The Wherry School contribute to the local offer and where is the LA's local offer published?

This information report outlines how The Wherry School contributes to Norfolk's local offer. The Wherry School is a state funded Special School in Norfolk. Details of the Norfolk local offer can be found here.

This SEND Information Report has been written and reviewed by:
Kathryn Fox, Dani Williams and Meike Stepp

Quick links to our school policies and statutory documentation:

- Accessibility Plan & Building Overview
- Safeguarding Policy
- Behaviour Management Policy
- Complaints Procedure Policy
- Admissions Policy
- Anti-Bullying Policy