

# East Riding Local Offer

## Wolfreton School and Sixth Form College

### 1. Contact Details

01482 659356	Special Educational Needs Coordinator (SENCO): Rachel Harris	Special Educational Needs (SEND) Governor: Linda Dennett
--------------	--------------------------------------------------------------	----------------------------------------------------------

If you wish to discuss your child's SEND, please contact either the SENCO or your child's Pastoral Manager who is available throughout each day.

In the event that you wish to speak to us about a compliment, concern or complaint, please contact the school on the number above, or via [enquires@wolfreton.co.uk](mailto:enquires@wolfreton.co.uk). In the first instance any concerns should be raised with the member of staff to allow them the opportunity to resolve this. Thereafter you may wish to contact the SENCO and then the Head teacher, Miss S Kukuc.

### 2. Ethos for SEND within the school

Wolfreton School and Sixth Form College values the abilities and achievements of all its students and is committed to providing the best possible learning experience for each one. We aim to support students with SEND to fulfil their potential and to promote their self-confidence, motivation and aspiration to learn. Provision for students with SEND is regarded as a whole school responsibility.

### 3. Links to related policy documents:

- SEND Policy
- Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy

### 4. Standard admissions number

The standard admissions number is 270 for each year group.

- On roll - 1496
- Young People with a SEND - 180
- Young People with a Statement / Educational Healthcare Plan – 25

## 5. How we identify, assess and evaluate SEND

To ensure continuity of provision for students with SEND, the SENCO leads liaison with feeder primary schools and former schools in the case of in year admissions. During the transition process, Learning Support staff from Wolfreton discuss the needs of any young people with SEND with our primary colleagues, including the primary SENCO. The SENCO also aims to attend all year 6 Annual Reviews.

**As a school we are able to identify SEND using appropriate screening and assessment tools.** These may include:

- CAT tests to identify underlying abilities in verbal, quantitative and non-verbal reasoning skills
- Literacy screening tests for reading comprehension and spelling
- KS2 SATS
- Information and IEPs from previous schools.
- External agency reports

Parents' views form an integral part of the SEND identification process. We recognise that they make a very important contribution in identifying and sharing with us their children possible needs. The Pastoral Team are available each day to discuss any young person who may be experiencing social, emotional or mental health issues.

**At Wolfreton we ensure ongoing assessment of young people with SEND.** Clear policies ensure that all students, including those with SEND are monitored and assessed regularly by their class teachers and other professionals working with them. Subject teachers regularly assess their student's performance in quantitative terms, but also through ongoing informal observation. Where concerns are identified information and guidance is sought from the Learning Support Department.

Assessment includes:

- Data tracking - The SENCO monitors the progress of all student identified as having a Special Education Need in all subjects through half - termly data trawls. Subject teachers and subject leaders also track students' progress and pastoral staff also maintain a clear overview.
- Tracking of progress in bespoke programmes including Literacy.

**In school we regularly evaluate our provision** for individuals and as a school using the outcomes of our assessment data. Evaluation is also informed from:

- **Parental feedback:**
  - formal meetings e.g. parents evenings, Annual Reviews
  - informal phone calls and e-mails
  - parental responses to CSP (Classroom Support Plan) reviews
  - discussion with Pastoral Managers
- **Student feedback opportunities:**
  - student voice
  - intervention programme questionnaires
  - informal conversations
- **Pastoral Manager feedback:**
  - termly meetings
  - informal updates and discussions as required

## 6. Who are the best people to talk to about a Young Person with SEND?

Please refer to Contact Details above.

## **7. What support is available?**

At Wolfreton there is a wide range of support available depending upon the age of the student and their SEND. Provision for students with SEND is regarded as a whole school responsibility with input from class teachers, pastoral teams and curriculum teams, as well as the Learning Support faculty.

### **Intervention Support**

Intervention begins in the classroom and subject teachers use a range of strategies to enable young people with SEND to access the curriculum and make progress.

Intervention programmes are also provided to meet additional needs, these may be delivered by Learning Support, or the English or maths departments at KS3. At KS4, intervention needs are reviewed across the curriculum if a student is not making expected progress.

Examples of common intervention programmes include:

- Four levels of Literacy intervention:
  - Tutor time reading or spelling
  - Full literacy– reading (decoding and comprehension) and spelling
  - Focus groups for reading or spelling
  - Multi-sensory literacy - for students with high level needs
- Speech language and communication
- Social and Emotional Development Programmes – e.g. self esteem
- Year 6 into 7 enhanced transition programme
- Year 7 Catch up maths and English programmes

### **Teaching Assistants**

Some students will benefit from the support of a teaching assistant in the classroom who will assist the classroom teacher in meeting the needs of a young person with SEN to help them access the curriculum and make progress.

It is always the intention that students will grow towards increasing independence and so towards that aim, the TA will work with a number of students in any class. Specifically trained TAs may also deliver specific programmes under the guidance of a teacher.

Where students may struggle to move around the school site between lessons, for example due to physical disabilities, arrangements can be made for them to have more time to move and to do so when there are few people on the corridors.

## **8. How do we ensure staff are aware of and understand a Young Person's SEND?**

To ensure that all staff are aware of a student's SEND each child has either a pen portrait in our SEN Bulletin, or Classroom Support Profile depending upon their level of SEN. These documents contain information about a student strength and weaknesses, levels of attainment and literacy targets if appropriate. A list of suggested strategies is provided. Classroom teachers use this to inform their classroom practice. The information is reviewed at least annually, with teachers, TAs, students' and parents' contributing. The SEN Bulletin and Classroom Support Profile are updated whenever there is a change in a student's SEND, or feedback regarding strategies is provided. All staff teaching the student are made aware of the changes.

## **9. How do we inform Parents about concerns?**

Where a concern emerges, the school will ensure the right member of staff contacts the parent / career. Where concerns are directly related to a Young Person's SEND provision, this may typically be the SENCO or another Learning Support teacher. Where a concern is more subject specific or is related to a pastoral issue, a class teacher or the young person's Pastoral Manager will talk to parents / carers.

## 10. How is support allocated to Young People?

As a school we meet the support identified within a young person's Statement / Education Health Care Plan. Support for SEND students without a Statement / EHCP is allocated based on level of need.

## 11. How does support move between the key stages?

As an 11-18 school we are well placed to ensure movement of support between key stages continues to be based upon need and on a good knowledge and understanding of individual students with us.

## 12. People and organisations who we work with to provide services to Young People with SEND

Educational Psychologists	Occupational Therapists
CAMHs	A physio-therapist
Integrated Physical and Sensory Support Service for physical disabilities	The School Nurse
The speech and language therapist	YFSS
Integrated Sensory Support Service for Visual and Hearing Impairment	Other agencies work with the school as necessary to meet student's needs

## 13. What training do we provide for staff?

All new teachers receive a training session introducing SEND at Wolfreton.

All staff are provided with key guidance on SEND including what to look for and suggested strategies for working with students in the classroom. This guidance is updated in discussion with external agency advice and includes: Dyslexia, Asperger's, Selective mutism, ADHD, Hearing impairment, visual impairment and many others.

If a student arrives with needs not covered by the current information, guidance will be provided and given to teachers and Teaching Assistants.

The SENCo and Learning support teachers are always keen to discuss specific needs with classroom teachers.

## 14. Adapting Teaching

The new Code of Practice highlights that class teachers are the "Quality first" teachers and as such, are responsible for meeting the special educational needs of the students in the first instance. Each student with SEND will have their own strengths and weakness, and teaching staff aim to adapt teaching and learning styles to meet individual needs rather than based on an SEND label.

Possible differentiated approaches may include:

- Creation of specific focus groups
- Carefully considered seating plans e.g. create a work buddy, appropriate seating for an HI student
- Differentiated, adapted or alternative learning materials
- Use of specialist equipment e.g. netbooks
- Adaptations to personalise learning e.g. reducing the method of recording for a Dyslexic student.
- Changing background colours to smart board presentation where possible.

## 15 Support available for parents

The SENCo or Learning Support teachers are available to discuss concerns with parents / carers and will attend any meeting with an external agency held within school. In addition each year group has a non-teaching Pastoral Manager who is available to discuss individual students by phone or arranged meeting.

## **16. Accessibility of the physical environment.**

Wolfreton has been built to be Disability Discrimination Act compliant. To provide independence for students with physical or sensory needs the school has:

- Lifts allow wheelchair access to all classrooms.
- Ramps to allow access into the Sports Hub
- Dropped kerbs to facilitate wheelchair movement around the site
- Stairs are marked in contrasting strips to aid students with VI.
- Adapted furniture includes – rise and fall desks, foot stools Ergonomic chairs
- Hand rails along steps and stairs where necessary

The school also has:

- A Hygiene room which includes disabled washing and showering facilities
- A Physio- therapy room
- Disabled toilets on all floors
- Disabled parking bays exist on all car parks on both sites

## **17. Additional facilities**

The Achievement Centre is located on the ground floor and includes a Learning Support base room which is available for students before school, during break and at lunch as supervised quiet rooms. At lunch a TA is also available to provide homework support.

There is also has a Peer Mentor Zone which is open at lunchtime providing a supportive social area. Peer Mentors are available within the zone to chat or play games with any students who choose to attend.

## **18. Supporting transition**

During the transition period from year 6 into 7, a small transition group meets during the summer term for those students felt by the primary school to be vulnerable or anxious about the transfer. In the autumn term a follow up programme is provided based around making friends and dealing with worries. This group is extended to include students identified by the year 7 Pastoral Manager in discussion with parents.

If a student with SEND joins Wolfreton as a mid-year transition. Initial contact is made with the year group's Pastoral Manager who will provide a tour of the site and welcome meetings. Additional contact is made by the Learning Support team as required.

If a post-16 student with SEND joins Wolfreton's Sixth Form College, the SENCo meets with the Learning and Pastoral Managers to discuss their needs. We also liaise with other post-16 providers. A student's most recent CSP is provided to illustrate the student's needs and current level of support.

If a student has a Statement / EHCP additional careers information advice and guidance, distinct from in-school provision, is provided by the Youth and Family Support Service (YFSS). Advisors meet with the student prior their Annual Review to discuss thoughts about the future and to aid the option process. A follow-up meeting takes place during KS4. The YFSS provide information and advice on open days etc, and may provide additional support if required.