

SEND Information Report March 2022

1. The kinds of special educational needs for which provision is made at the school.

Special Educational Needs, as referred to in the SEND Code of Practice 2014, fall into four categories:

- Cognition and learning (L)
- Communication and interaction (C)
- Physical and/or sensory needs (P)
- Social, emotional and mental health difficulties (SEMH)

Wolfreton aims to meet the needs of students with any of these Special Educational Needs.

2. Information about the school's policies for the identification and assessment of students with special educational needs.

Step 1 Admissions:

- Year 6 open evening – Learning Support staff available for discussions with parents
- SENDCo liaises with feeder primary school (former school in case of midyear transfer)
- Year 5/6 annual review attended

Step 2 Transition:

- Learning Support staff discuss the needs of the young person with SEND with primary school colleagues including SENDCo.

Step 3 Initial Assessment:

- SEND is assessed and identified using appropriate screening and assessment tools, which may include:
 - CAT 4– Cognitive Ability Tests
 - Literacy – screening for reading comprehension and spelling

Step 4 Ongoing Assessment:

- All students are monitored and assessed regularly by class teachers and other professionals working with them.
- Where concerns are identified, information and guidance is sought from the Learning Support Department.
- The necessary action is then taken.

Parent views form an integral part of the SEND identification process. Learning Support teachers are available to discuss parents' concerns by phone, parents' evenings and arranged meetings, alongside the pastoral team

Listening to student views is key to providing effective support. Young people are encouraged to contribute to the assessment of their needs through their student contribution to the SEN bulletin alongside regular informal conversations with staff.

3. The school's policies for making provision for students with special educational needs

(a) Evaluating the effectiveness of its provision for such students;

We regularly evaluate our provision for students using the outcomes of our assessment data. Evaluation is also informed by:

- **Parental feedback** e.g. formal meetings (parents' evenings, Annual Reviews), informal phone calls and e-mails
- **Student feedback e.g.** student voice, questionnaires and informal conversations
- **Pastoral Manager feedback** through termly meetings and informal updates and discussions.

(b) Arrangements for assessing and reviewing the progress of students with SEND

- The SENDCO monitors the progress of all students identified as having SEND in all subjects at least termly using the whole school data trawls. Any concerns are discussed with Curriculum Area Leaders, a student's subject teachers, Pastoral Managers or Head of House.
- SEND students' progress is monitored alongside other groups in routine progress reviews by teachers and subject leaders.
- A member of the Learning Support department meets formally with the Pastoral Managers and Head of House, at least termly to discuss any concerns regarding a student's academic, social or emotional progress, as appropriate, including attendance and punctuality.
- Intervention programmes for literacy are assessed at least annually with additional assessments triggered by either a cause for concerns or exceptional progress.

(c) The school's approach to teaching students with special educational needs;

We are all teachers of SEND students, and as such "Quality First teachers" use a range of strategies to enable students with SEND to access the curriculum and make progress.

The Learning Support department provides guidance in the form of a bulletin entry or Classroom Support Profile for each student, depending upon their level of need. This contains information about the student detailing: strengths and weaknesses; levels of attainment and literacy targets if appropriate. A list of suggested strategies is provided which has been compiled through discussion with staff, students, parents, external agencies and Teaching Assistants. Subject teachers use these to inform their classroom practice. These are held electronically within a SEND Bulletin and updated throughout the year as further information is made available.

(d) Adapting the curriculum and learning environment for students with SEND

Ways to support students with SEND, may include:

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

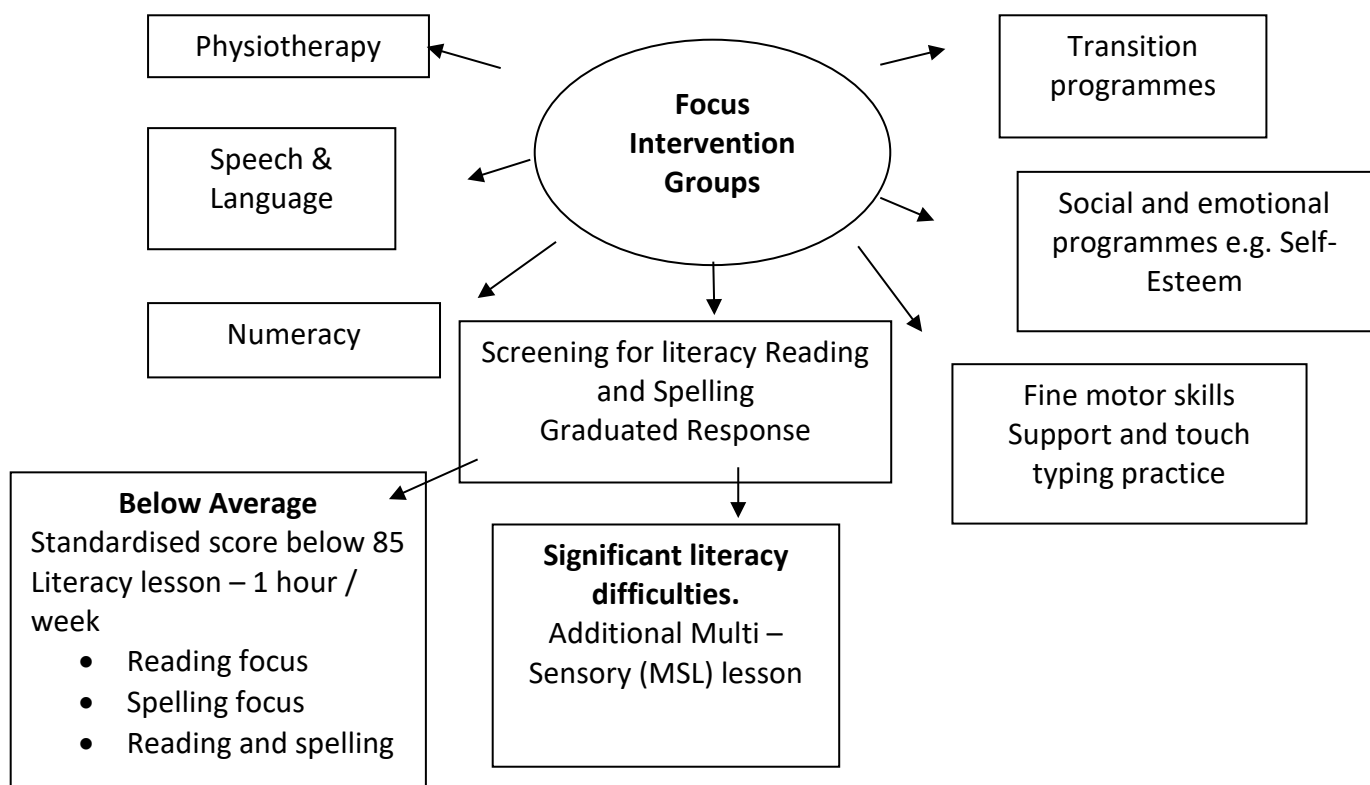
Students are placed in year tutor groups. These are carefully constructed after consultation with primary schools. The Pastoral team and SENDCo discuss the students in creating these

groups and specific consideration is taken in the placement of students with SEND. In year 7 and 8 most subjects are taught in mixed ability. Where setting occurs, students are placed in the appropriate group based on their ability.

At key stage 4 students are supported with Guided Choices for options through discussion with FLs, SENDCO and Pastoral Managers. A small group of students may follow a Foundation Learning Pathway, with a focus on developing independence for transfer to adult life and vocational courses, alongside core maths, English and science.

(e) Additional support for learning that is available to students with special educational needs;

In addition to in-class scaffolding, intervention programmes are provided to meet students’ needs. Focussed groups are set up alongside the standard curriculum. These intervention programmes are provided for specific students as identified through assessment or discussion with Pastoral Managers and parents. Interventions may focus on any of the four areas of SEND e.g.



(f) Role of the Teaching assistants

The teaching assistants are organised into year group teams and are placed in chosen curriculum areas, within that year group. This helps to ensure that a small consistent team of staff can be an effective support to the students. As they have a familiarity with the Year curriculum and also can form positive relationships with the students themselves.

Each TA will have a key set of EHCP or High Need students to work with and support in the classroom. Time is planned within the week for a session with these students where their general wellbeing around school is discussed, along with looking at their homework, organising of worksheets etc and any pastoral issues that may have arisen and need to be discussed. If these students have a curriculum support lesson during the week, then a TA from the year group will be well positioned to provide effective support during this session.

The teaching assistants also meet half-termly with lower need students whom are on the Special Needs Register and similar conversations take place.

Teaching assistants also take on an active role within the school and share their expertise and in-depth knowledge of their students with class teachers. They select areas of interest and will create resources to better inform the support of students with additional needs.

The individual year groups meet weekly to discuss any issues arising in their year group and to share positives. This all supports a consistent approach to supporting the SEND students.

Teaching assistants closely support key students within the classroom, although they will always aim to foster independence and avoid a “Velcro” approach to support. Teaching assistants are kept up to date with best practice support, by accessing training through departmental continuous professional development, online courses with external providers or external professionals visiting school.

Examples of in-class support

- Simplifying and explaining vocabulary, clarifying concepts
- Providing guidance through a small step approach
- Acting as a reader and or scribe
- Supervising and supporting small focus groups within the classroom
- Ensure students with Physical or sensory needs can access the curriculum
- Support students with Social, Emotional or Mental health needs in order to develop their confidence and levels of engagement
- Dealing with any difficulties an ASD student may experience in understanding the complex social demands made in a mainstream secondary school

Role of the Emotional Literacy Support Assistant (ELSA)

The ELSA works with students who are struggling with the following:

- Low self-esteem
- Social interaction difficulties
- Anxiety
- Transition to secondary school

These students are identified through a pastoral or SEND route. The interventions will vary in length in response to the presenting level of need.

(f) Activities available for students with special educational needs in addition to those available in accordance with the curriculum;

All students may join trips and other extra-curricular activities. Every effort is made to make reasonable adjustment to enable full participation, e.g. suitable transport. Where necessary a TA will support a student to access activities held in school time. Where adjustments need to be made, either a member of Learning Support or the teacher co-ordinating the trip will contact parents to discuss needs.

The ELSA also runs a LEGO club for Y7 and Y8 during lunchtimes.

Wolfreton has a Learning Support Area. Students with SEND can visit this space at break or lunch time. This is staffed by TAs and students can use this space to work, have a quiet place to read or draw, or speak with the TA about any concerns they may have.

Where students struggle to move around the site between lessons, arrangements are made for them to leave lessons slightly earlier providing more time to move and to do so when the corridors are quieter. Where appropriate a 'buddy' will be identified to support them in this. Some students may need escorting to a taxi, or supervising whilst waiting for a taxi. This will be provided by a TA.

(g) Support that is available for improving the emotional and social development of students with special educational needs.

How is support provided for a child's overall wellbeing?

Pastoral Support plays a vital role in the life of a child and our structure is flexible to provide internal and external support for children. Pastoral teams and Learning Support liaise closely to facilitate the work of other professionals who might be called upon to support the student. Daily conversations help to ensure Learning Support staff can support social skills issues and foster independence skills with advice and guidance. Wolfreton also have an ELSA, see above, who can support with low level concerns.

How is support provided for behaviour, avoiding exclusions and increasing attendance?

The SENDCO works closely with Pastoral teams and the Education Welfare Officer, to monitor behaviour and attendance. Clear school policies exist, however there is flexibility to provide bespoke support and interventions to support SEND students, as required. Where attendance is of concern, Attendance Action Plans, identifying individual needs and support, are implemented by our Education and Welfare Officer.

How does the school support children/young people including those with SEND to contribute to all parts of school life, including school councils or roles of responsibility?

SEND students take part in all aspects of school life and support is provided to enable their involvement, e.g. filling in forms, putting themselves forward for positions of responsibility. In recent years students with SEND have acted as Peer Mentor, helped with the transition sessions for younger students, represented their house in a wide range of activities including being House Captains and Deputy Head Boy

4.Name and contact details of the SEN co-ordinator.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The Learning Support team is made up of the SENDCo and two specialist Learning Support teachers, along with a team of suitably qualified TAs. The SENDCo is a Specialist teacher, a qualified assessor for Access Arrangements and has a specialist Post Graduate qualification in Dyslexia. The SENDCo also has the National Professional qualification of NASENCo.

There is one Higher Level Teaching Assistants HLTA who has been trained in a range of intervention programmes and who oversees the implementation of exam Access Arrangements.

An ongoing training programme is in place for Teaching Assistants. This looks at various identified needs as they arise. Recent training has included:

- Autistic Spectrum Disorder
- Trauma and attachment disorder.
- Dyslexia
- How to be an effective teaching assistant

A number of TAs are trained in moving and handling and Res -Q -mat evacuation. This training is kept up to date with refreshers courses as required.

The Learning Support department liaises closely with external agencies and on their advice, training is provided to meet the needs of students with SEND. This training may be provided for all staff directly by the agency or to members of the Learning Support department, who then cascade to relevant staff. All new teachers receive a training session on SEND.

The SENDCo and Learning Support teachers are always keen to discuss specific needs with classroom teachers and offer advice. A continued professional development programme is planned based upon the presenting needs of students for each year.

6. Information about how equipment and facilities to support young people with special educational needs will be secured.

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

- A lift allows disability 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/physiotherapy room which includes disabled washing and showering facilities
- Disabled toilets on all floors

- Disabled parking bays exist on all car parks on both sites

Where specialist equipment is required discussions take place with the relevant external service. The equipment is provided either by the organisation once commission bids have been agreed or direct purchasing from within the school's budget.

7. The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.

<i>Y6 Open Evenings</i>	Opportunities to meet with the SENDCo begin at our open evenings which is held for year 6 students. Staff and students are on hand to show prospective families around and answer any questions. As part of this evening, the Learning Support Department is available to discuss a student's SEND and typical provision offered at Wolfreton School. For students who join us mid-year, a Pastoral Manager or member of the Learning Support Department is happy to lead a tour of the school and address individual questions.
<i>Parents Evenings</i>	During the last week of the summer term year 6 students visit Wolfreton for the day, that evening a New Parents' Evening is held. The SENDCo is available to discuss any concerns. In the Autumn term of year 7 parents who would like one are provided with an additional meeting with a member of the Learning Support Department adjacent to their meeting with their child's tutor. Each year all parents are invited to a parents' evening for their child's year group. On these evenings, parents can meet with subject teachers as well as a representative from the Learning Support team.
<i>Learning Support Contact</i>	Alongside these planned consultation evenings, Learning Support is keen to work with parents and discuss any aspect of their child's learning or wider needs. We find that quick contact with parents whenever concerns arise, helps to provide relevant support promptly. Parents can contact either Learning Support Teachers or the Pastoral team to discuss provision and progress by phone, e-mail or request a face to face meeting.
<i>Annual Reviews</i>	An Annual Review is held for students with an Education Health Care Plan.
<i>External Agency Meetings</i>	Where a child is being assessed by the Educational Psychologist, additional planned meetings will be arranged. There is an initial consultation and follow up reviews to share findings and discuss progress. Termly meetings are arranged if required. Where external agencies arrange a meeting within term time a member of the Learning Support Department will attend if appropriate.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Discussions are held students with SEND through a Learning Support student voice. This is used to ascertain if they are experiencing any particular difficulties and to seek their views on the strategies that can be used to support their learning. Their contribution is included in their Classroom support profile (CSP)/ Bulletin entry. These are updated throughout the year when students share their ideas with TAs, SEN teachers or external agencies.

EHCP students attend and contribute to their Annual Review. Meetings with external agencies may include the students, if parents wish this to happen.

9. Any arrangements made by the governing body relating to the treatment of complaints from parents of students with special educational needs concerning the provision made at the school.

Wolfreton School and Sixth Form College seeks to promote positive relationships between all members of the school community and the wider community including parents /carers. In the event that you wish to speak to us about a compliment, concern or complaint, please contact the school (01482 – 659356), or via enquiries@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 SENDCO and then Head Teacher Miss S Kukuc. To receive a copy of the full complaints procedure can be accessed from the website or by contacting the school directly.

10. How the governing body involves other bodies, in meeting the needs of students with special educational needs and in supporting the families of such students.

Where required, the school works with other professionals and organisations. Advice and guidance is provided by a range of support services including:

- Educational Psychologists
- School Nurse
- Youth and Family support.
- Sensory and Physical teaching support (SaPTS) visual, hearing Impairment or Physical disability.
- CAMHs – Child, adolescent and Mental Health service
- Speech & Language Therapist
- Occupational Therapist
- Physiotherapist
- Early Help service

Other individual agencies work with the school as necessary to meet individual student's needs.

Specialist staff in school

The school has a team of first aiders who are trained to deal with emergencies; training is regularly updated. Additional training is provided when students join us with specific needs. Staff working with students are informed of any students with chronic conditions through the Red Medical list which identifies conditions and their signs that would indicate that action needs to be taken.

Where appropriate, Health Care Plans are drawn up when a student enters the school using the advice provided given by parents, students and medical professionals. These are reviewed at least annually.

Wolfreton has a member of the Senior Leadership Team, Mr Caruthers, who is the Designated Safeguarding Lead overseeing all aspects of safeguarding. The Deputy Designated Safeguarding Lead is Mrs Moulding.

Our site manager liaises with appropriate agencies to seek advice and guidance on making modifications to ensure site accessibility.

11. The contact details of support services for the parents of students with special educational needs.

Wolfreton SEND department liaises with both East Riding and Hull SEND teams and a contact details can be provided on request or via the council's web sites.

12. The school's arrangements for supporting students with SEND transferring into Key stage 3

Summer transition for vulnerable Y6 students:

The SENDCo makes contact with all "feeder" school SENDCos to discuss the students joining Wolfreton, after the summer holidays, with additional needs.

High needs students are identified and some mornings are organised for these students to attend a morning session in Wolfreton. These sessions involve orientation opportunities around the building, meeting of pastoral and SEND team staff. Staff from different curriculum areas take these students for a "mini" lesson, such as bench-ball or a treasure hunt.

Autumn transition for vulnerable new Y7 students

The SENDCo and the ELSA organise weekly sessions for the first half term, where small groups of students can meet to discuss any difficulties they are encountering. These sessions also support with areas such as making and managing friendships and also how to keep organised and navigate the demanding nature of secondary school.

Joining Wolfreton mid-academic year

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, and necessary information and strategies shared with the student's teachers.

13. The school's arrangements for supporting students with SEND preparing for adulthood and independent living.

Careers advice - Students with an EHCP receive careers information advice and guidance in year 9 and 11 in addition to in-school provision. This is provided by the 0-25 SEND team. The IAG advisor meets with the student prior their Annual Review to discuss thoughts about the future and to aid the process of Transition post 16. The schools IAG advisor will also meet SEND students in the summer term of year 10 or early year 11 for an initial meeting to discuss post 16 opportunities and the GCSE requirements for these course and career pathways. This will be followed up by a second interview later in the year to ensure that students are on track and have a clear understanding of the options available to them and the actions they need to take.

14. Post 16 options

Transfer to 6th Form

Where students transfer to Wolfreton Sixth form the SENDCo has a provisional meeting with the Pastoral Team to discuss student needs. A further meeting is held at the start of year 12

once transition has been confirmed. The Year 11 SEN student information is passed on to the Sixth Form Pastoral and A follow up meeting is held with the student to discuss any concerns and make any necessary alterations to support.

Joining 6th Form from another school

If a student with SEND joins Wolfreton's Sixth Form College, the SENDCo makes contact with the SENDCo of their previous school to discuss their needs and this information is included in our SEND information sharing system.

Leaving Wolfreton

Where students transfer to an alternative establishment post-16 providers. Wolfreton will liaise with other post 16 providers who request information about a student applying to their establishment. A student's most recent CSP is provided to illustrate the student's needs and current level of support. Wolfreton's careers department provide information and advice on open days etc. and may provide additional support if required.

Students can access advice from their Tutors and Pastoral Managers, but they can also access support directly from professionals including the IAG advisors and School Nurse who operates drop in sessions each week.

13. Information on where the local authority's local offer is published.

The school's Local Offer can be found on the school's website under the 'Parents' tab. The East Riding Local Offer is managed by FISH (Family Information Support Hub) –The organisation and linked support services can be accessed via the website or by phoning to discuss concerns and seek advice.

www.fish.eastriding.gov.uk or 01482 – 396469