



## **Woldgate School and 6<sup>th</sup> Form College SEN Information Report January 2019**

*We regard this as a live document and as such it is subject to periodic review and amendment.*

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

*Woldgate School is an academy, part of the Wolds Learning Partnership. We are a comprehensive secondary school which caters for students with a wide range of Special Educational Needs and Disabilities (SEND). The School aims to be a happy, caring, creative learning community in which all members are nurtured and aspire to be the best they can be.*

### **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.**

*The School's SEND Policy is accessible on the website. The SEND Policy and the arrangements for supporting pupils with SEND has been revised to ensure they are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0 -25 years, June 2014.*

*The School works closely with feeder Primary Schools to ensure a smooth transition to secondary school. A range of data and information is collected and used to inform our provision.*

*Concerns about a pupil or young person having special educational needs may be raised by any member of the School staff, any parent or the pupil themselves. School staff should refer their concerns to their Head of Department, Care and Achievement Coordinator, Head of Care and Achievement, for initial consideration, or directly to the SENCO.*

*Parents and pupils may raise their concerns in exactly the same way and also through the pupil's Form Tutor. Concerns will be explored and the pupil's needs will be assessed before a considered response is given.*

*Pupils' progress and attainment are closely monitored, not only through termly data checks, but also in lessons. Situations where pupils are not making the expected levels of progress will be investigated and strategies initiated to accelerate the rates of progress.*

*The School is able to offer a wide range of assessments.*

*Additional support for families is available through School links with the following agencies:*

- Youth and Family Support Service
- Parent Support Service
- School Health Service
- Educational Welfare Service
- Local Authority Education Inclusion Service

### **3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:**

#### **(a) how the school evaluates the effectiveness of its provision for such pupils;**

*The School evaluates the effectiveness of its provision for pupils with SEND by:*

- Comparing baseline assessments with rates of progress against targets and final assessments



- *Measuring improvement in skills being developed through the use of standardised testing. For example: reading and spelling accuracy, comprehension accuracy and speed, writing speed and computation skills.*
- *Measuring impact on progress in the classroom. For example: by examining progress in English and/or Maths through the use of assessment data, making observations of performance and/or behaviour through learning walks or book trawls, and also through liaison with subject teachers.*
- *Discussing progress with pupils themselves.*
- *Parental feedback is also welcomed.*

*Evaluations of interventions are shared with the SEN Governor.*

**(b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;**

*In addition to informal monitoring on a daily basis, through observations of performance and behaviour by all teachers, Heads of Department monitor pupil progress through the following:*

- *Learning walks*
- *Book trawls*
- *Departmental meetings*

*Progress is also monitored in each subject through the termly assessments and reviews. The data is analysed carefully and any pupil not making the expected rate of progress will be identified. Discussions between the SENCO and other members of staff, such as Teaching Assistants, Subject Teachers, Heads of Department, Form Tutors and Heads of Care and Achievement, take place in which actions are planned to improve pupil progress and further address any barriers to learning.*

*Additional monitoring assessments take place throughout the year, by the SENCO or SEN Consultant, for pupils who have been having support which is additional to, or different from, that normally provided. These assessments focus on any barriers to learning which have been previously identified, such as literacy or numeracy and review progress in these areas.*

*Any pupil with an Education, Health and Care Plan (EHCP) has a formal Annual Review Meeting in which progress is discussed and targets set for the next academic year. Parents, and all professionals involved, are invited to contribute and attend, along with the pupil.*

*Information is shared with parents through progress review reports and meetings with parents.*

*Regular contact with parents/carers is achieved through:*

- *Pupil planners*
- *Additional home/school notebooks*
- *Email*
- *Telephone contact*
- *Letters*

**(c) the school's approach to teaching pupils with special educational needs;**

*Information on pupils who have been identified as having a special educational need is shared with the teaching staff and is regularly updated. Recommendations and strategies to address a pupil's needs are made by the SENCO in order to remove barriers to learning and enable access to the curriculum.*

*Subject teachers are responsible for differentiating lessons to meet the needs of all pupils in their classes.*



All lessons are required to be differentiated to meet the needs of the pupils. There are many ways in which this can be achieved. For example: through ability levelled tasks, alternative methods of recording, adaptation of questioning, catering for different learning styles or the use of additional and/or different resources.

Pupils with more acute needs may have in-class support or a modified curriculum.

Both the academic and pastoral needs of pupils are met by a range of staff within the School such as Form Tutors, Heads of Care and Achievement, Heads of Department, subject teachers and Learning Support staff. Further support is also available through links with external agencies. (Please refer to Section 5)

**(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;**

The School ensures that reasonable adjustments are made to both the academic and pastoral needs of the pupils with SEND, so allowing them to develop their skills, achieve their potential and prepare for the future.

The School responds to the learning needs of pupils with SEND by:

- Making changes to the curriculum
- Making adaptations to the learning environment
- Small group and one to one interventions
- In-class support
- Differentiation

Most areas of the School have disabled access. There are also specialist personal care facilities. Adjustments are made to individual timetables to ensure pupils with SEND are able to access their lessons and have sufficient time to move safely around the site.

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

The School works at the limits of its capacity to provide a graduated response in supporting pupils with SEND. Provision is allocated according to need and follows an “assess, plan, do and review” process.

All Year 9 pupils are screened to assess if they require access arrangements for public examinations. Gathering of information and further assessments are completed. Applications are made for pupils who meet the criteria set by the Joint Council for Qualifications (JCQ). Parents/carers of pupils requiring access arrangements will be informed by letter.

**(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

The School seeks to make reasonable provision to include pupils with SEND in extra-curricular activities and school visits. Parents and carers are consulted about the activities or visits and the support their child will need in order to be included.

The School provides additional support before and after school, and during lunch and break times, through the following:

- Independent Learning Centre is open before and after school for support with homework
- Drop-in facilities provided by the Learning Support Department in B Block, available from 8.30am and also at break and lunchtime
- Breakfast Club
- Support base in B8



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

*Support for developing the emotional and social needs of pupils with SEND is offered through:*

- *Mentoring*
- *Heads of Care and Achievement, Care and Achievement Coordinators and Form Tutors*
- *Youth and Family Support Service (YFS)*
- *Counselling*
- *Education Welfare Officer (EWO)*
- *Intervention programmes such as Emotional Literacy Support (ELSA)*
- *Buddying*

*Administration of medicines and personal care are carried out by designated staff.*

*The School has a Safeguarding policy that can be accessed on the School's website. Risk assessments are completed for all activities and visits.*

*The following staff support behavioural needs and the attendance of pupils:*

- *Form Tutors*
- *Care and Achievement Coordinators*
- *Heads of Care and Achievement*
- *Heads of Upper and Lower School*
- *Learning Support Team*
- *EWO*
- *YFS*

*The School seeks to enable all pupils to contribute to all parts of School life.*

**4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.**

Miss K France, SENCO  
Tel: 01759 302395  
kfrance@woldgate.net

**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.**

*Specialist staff working at the school:*

*Kate France: PG Cert. Vulnerable Learners and Inclusion, NASENCO Award.*

*Referrals can be made to the following colleagues at school:*

- *Youth and Family Support Service (YFS)*
- *Educational Welfare Officer (EWO)*
- *School Nurse*

*Referrals can also be made to these outside agencies:*

- *Educational Psychology*



- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy Service
- Sensory and Physical Teaching Service (SaPTS)
- Social Services
- Child and Adolescent Mental Health Service (CAMHS)
- Parent Support Service

*The Learning Support Teaching Assistants have had training in how to address a range of barriers to learning such as dyslexia, autism, speech and language difficulties, social and emotional difficulties, and how to support pupils with sensory impairments and physical disabilities.*

*All staff complete the ERY LA Safeguarding and Child Protection training which is refreshed on a 3 yearly basis and there are regular internal updates.*

*The School aims to regularly update the training needs of the Learning Support Team through both internal Continuing Professional Development and external training opportunities, to make sure that the needs of pupils can be met.*

*The School prepares to meet the needs of new pupils with previously unprecedented barriers to learning by following the advice of all professionals involved in their support and through close liaison with the pupil and their family.*

*Multi-Agency meetings are held on a monthly basis, for each Key Stage, to discuss the needs of pupils who are causing concern and strategies follow which are aimed at reducing barriers. Parental consent is obtained before the needs of the individuals are discussed.*

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

*The School premises have*

- Disabled toilet and changing facilities
- Adaptations for the visually impaired

*The site is largely accessible to wheelchairs (adjustments are made to pupils' timetables to reflect their need for an accessible classroom)*

*Specialist equipment for pupils with visual impairments can be accessed through Sensory and Physical Teaching Service (SaPTS) and resources can be modified to meet their needs. The same applies to pupils with physical impairments; specialist equipment tailored to their needs can be provided through SaPTS and Occupational Therapy services.*

*The School site has disabled car parking bays available for blue badge holders.*



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

*Woldgate School welcomes parental/carer involvement in supporting their child.*

*The Form Tutor is the first point of contact for any concerns. Appointments can be made with other key staff as required.*

*The School invites parents/carers to be involved in:*

- *Parents' Evenings*
- *Transition Open Evening*
- *Additional Personal Transition Meetings and visits*
- *Annual Reviews of EHCPs*
- *Awards Afternoons and Celebrations*

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

*Pupils are consulted at all stages. They are involved in target setting and reviews of progress. Prior to starting, and on completion of an intervention, the SENCO will discuss the programme with the pupils.*

*Pupils with an EHCP are invited to complete a written report, with support where necessary, and also invited to attend the meeting.*

*Pupils are offered support from the School when meeting with outside agencies, such as the Educational Psychologist.*

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

*The Form Tutor or Care and Achievement Coordinator is the first point of contact if a parent, or those with parental responsibility, is worried or concerned about their child. They will then pass on the information to relevant members of staff.*

*Information about the School's complaints procedure is available on the School's website.*

**10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

*The SENCO supports in the Wolds Learning Partnership Primary Schools.*

*Other organisations which support pupils and the School are listed in section 5.*

**11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

*The Local Authority has a dedicated website for parents and professionals which indicates the support that is available within the East Riding for 0 -25 year olds: [www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)*



- Youth and Family Support Service (YFS) through County Hall, Beverley 01482 392162, or through School 01759 302395 ext 217
- Educational Welfare Officer (EWO) through school 01759 302395, extension 210
- School Nurse, through School Health Services based at Goole Health Centre 01405 752938

Referrals can also be made to the following outside agencies:

- Educational Psychology Service 01482 392254
- Occupational Therapy 01482 478898
- Physiotherapy 01377 208753
- Speech and Language Therapy through Pocklington Health Centre 01759 302500
- Social Services 01759 304699
- Sensory and Physical Teaching Service (SaPTS) 01482 392464 or 392436
- Child and Adolescent Mental Health Service (CAMHS) 01377 208280

## **12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.**

The School liaises with the feeder primary schools to support the transition between Key Stages 2 and 3. The Head of Lower School, SENCO and pupil ambassadors visit the primary schools to inform the pupils about Woldgate.

Year 6 pupils visit on two days during the Summer Term:

- on Creative Arts Day to experience music, dance, drama and sporting activities
- on New Intake Day to experience a selection of lessons and meet their new Form Tutors
- If required, pupils are given the opportunity to make extra visits

At transition between KS3 and 4 all pupils are given advice and guidance about the selection of their GCSE courses from the following staff:

- Form Tutors,
- Subject Teachers and
- Careers Advisors

Parents/carers and pupils are also invited to share their views and attend an Open Evening.

In Years 9 and 11, a Youth and Family Support Practitioner attends the Annual Reviews for pupils with an EHCP, to offer advice about the next stages in their education. Additional appointments can also be arranged.

On transfer to Post 16 education, the School liaises with both local sector providers, such as Bishop Burton School and York School, and out of area providers chosen by pupils.

Woldgate School also offers taster days to those students wishing to study at AS and GCE level.

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

[www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)