



Woldgate School Local Offer

1. Contact details for Woldgate School				
	Head of Inclusion	Special Educational Needs Co-ordinator (SENCO)	Chair of Governors	Who should parents/ carers contact if they have a compliment, concern or complaint about your setting/ school/academy/ School?
Name	Mrs S Geary	Miss K France	Mr John Sinclair	Mr J Britton Headteacher
Contact number	01759 302395	01759 302395	01759 302395	01759 302395
Contact email	sgeary@woldgate.net	kfrance@woldgate.net	jsinclair@woldgate.net	jbritton@woldgate.net
Address	Woldgate School 92 Kilnwick Rd Pocklington York YO42 2LL	Woldgate School 92 Kilnwick Rd Pocklington York YO42 2LL	Woldgate School 92 Kilnwick Rd Pocklington York YO42 2LL	Woldgate School 92 Kilnwick Rd Pocklington York YO42 2LL
2. The ETHOS of the School regarding Children and Young People with Special Educational Needs and Disabilities (SEND)				
<p><i>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.</i></p>				
3. The following policies can be found on the website of the School http://www.woldgate.net				
<p><i>SEND Policy, Accessibility Plan, Single Equality Plan, Anti-bullying Policy and Safeguarding Policy.</i></p>				



4. The standard admissions number

1088 pupils and students are currently 'on roll' as of January 2019.

5. How does the School:

- **Identify and assess Children and Young People with SEND?**

A range of data and information is collected from feeder primary schools 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 refer their concerns to their Head of Department, Head of Care and Achievement, for initial consideration, or directly to the SENCO.

Parents and pupils may raise their concerns in the same way or through the child'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, through termly data checks, and 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.

- **Evaluate the effectiveness of provision for Children and Young People with SEND?**

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.*
- *Welcoming parental feedback.*

- **Assess and review progress of Children and Young People with SEND?**

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 and Departmental Meetings. Progress is 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 and 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, 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 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 attend and contribute, along with the pupil.

6. The best people to talk to at Woldgate School about a student with difficulties in learning/ Special Educational Needs or Disability (SEND).

The Care and Achievement Coordinators are the first point of contact for any concerns:

Mr S Butcher, Care and Achievement Coordinator for KS3 - Tel: 07790 351283

Mrs C Wright, Care and Achievement Coordinator for KS4 - Tel: 07790 351281

Mrs R Bourne, Care and Achievement Coordinator for KS5 - Tel: 07790 351276

Appointments can be made with other key staff as required - Tel: 01759 302395

Head of Sixth Form – Mrs K Lawson

Head of Upper School – Ms A Longstaff

Head of Lower School – Mr L Sloman

The Head of Care and Achievement for each Year Group - Tel: 01759 302395

Yr7 – Mr L Sloman

Yr8 – Mrs I Atkinson

Yr9 – Mr S Chapman

Yr10 – Mr M Smith

Yr11 – Mrs S Smith

Sixth Form – Mrs K Lawson

Head of Inclusion - Mrs S Geary - Tel: 01759 302395

SENCO - Miss K France - Tel: 01759 302395

Woldgate School welcomes parental/carers involvement in supporting their child.



7. The different types of support available for Children and Young People with SEND in Woldgate School.

The different types of support available are: differentiation through quality first teaching, small group support and individual support.

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. 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, additional interventions 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 such as YFSS, EPS, SHS, IPASS, ISSS and CAMHS. (Please refer to section 12 of this document.)

See SEND Information Report for further details (Section 3 c, d, e and f)

8. How will the School ensure ALL staff are aware and understand a Child or Young Person's SEND?

Information about pupils who have been identified as having a special educational need is shared with the teaching staff and is regularly updated through the School networks.

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. Information, concerns and strategies are recorded and shared with staff.

The School aims to regularly update the training needs of all staff in relation to special educational needs and disabilities through both internal Continuing Professional Development and external training opportunities, to make sure that the needs of pupils are met.

9. How will the School let a parent/ carer know if they have any concerns about their Child or Young Person's learning?

Information is shared with parents through progress review reports and meetings with parents. Additionally, any concerns could be raised through the Form Tutor, Head of Care and Achievement, Head of Department or Subject Teacher, or SENCO, who will contact the parent/carers by the following methods, as appropriate:

- *Pupil planners*
- *Additional home/school notebooks*



- *Email*
- *Telephone contact*
- *Letters*
- *Meetings*

10. How is support allocated to Children and Young People?

The School works to maximise its efficiency in providing a graduated response in supporting pupils with SEND. Provision is allocated according to need and follows an “assess, plan, do and review” process.

Incoming Year 7 pupils are screened on transition and entry to Woldgate through reading and spelling assessments and CAT tests; transitional information gathered from primary schools adds to these assessments.

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.

11. How does support move between the key stages?

The School liaises with the feeder primary schools to support the transition between Key Stages 2 and 3.

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 and Heads of Care and Achievement*
- *Subject Teachers and Heads of Department/Subject Leaders*
- *Careers Advisors (IAG Advisors)*
- *Guided support from Deputy Heads and SENCO.*

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



From Year 9 onwards, a Youth and Family Support Practitioner attends the Annual Reviews for pupils with a Statement or EHCP, to offer advice about the next stages in their education. Additional appointments can also be arranged. Support moves between Key Stages according to the 'assess, plan, do, review' process. 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. Students are supported with their choice of next place of education/training. Woldgate School also offers taster days to those students wishing to study at AS and GCE Level.

12. Which other people and organisations provide services to Children and Young People with SEND in Woldgate School?

Referrals can be made to the following agencies:

- *SEN Consultant*
- *Youth and Family Support (YFS)*
- *Educational Welfare Service*
- *School Health Service*
- *Educational Psychology*
- *Occupational Therapy*
- *Physiotherapy*
- *Speech and Language Therapy Service*
- *Integrated Physical and Sensory Support (IPaSS)*
- *Integrated Sensory Support Service (ISSS)*
- *Social Services*
- *Child and Adolescent Mental Health Service (CAMHS)*
- *Parent Support Service*

13. What training have staff received to support Children and Young People with SEND?

Training is provided for staff in conjunction the Trust schools and the Local Authority. Teachers and the Learning Support Teaching Assistants have had access to 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. Training opportunities are on-going. 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.



14. How will teaching be adapted for a Child or Young Person with SEND?

The School ensures that reasonable adjustments are made so that both the academic and pastoral needs of the pupils with SEND are met, thus 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:

- *Quality first teaching: through, for example, staff being skilled, knowing pupils, providing challenge, differentiating and having high expectations.*
- *Making adaptations to the learning environment*
- *Small group and one -to -one interventions*
- *In-class support*
- *Making changes to the curriculum*

15. What support is available for parents/ carers of a Child or Young Person with SEND?

All School staff are available to support parents and carers. We can also signpost parents to additional help from the following agencies:

- *Youth and Family Support Service (YFS)*
- *Educational Welfare Service*
- *School Health Service*
- *Educational Psychology*
- *Occupational Therapy*
- *Physiotherapy*
- *Speech and Language Therapy Service*
- *Integrated Physical and Sensory Support (IPaSS)*
- *Integrated Sensory Support Service (ISSS)*
- *Social Services*
- *Child and Adolescent Mental Health Service (CAMHS)*
- *Parent Support Service*
- *Local Authority Parent Partnership*
- *Children and Family Services at County Hall, Beverley.*



16. How is the School's physical environment accessible to Children and Young People with SEND?

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.

The School premises have

- *Disabled toilet and changing facilities*
- *Adaptations for the visually impaired*
- *Disabled car parking bays available for blue badge holders*

17. What facilities are available for Children and Young People with SEND on the School site e.g. special quiet room, lunchtime club?

The following facilities are available:

- *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*

18. How will Children and Young People be supported during transitions? (when moving to another setting/ school/ School or between classes/ groups in the setting/ school/ School)

Please refer to point 11.