

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT

2024 – 2025

Our School Vision

At Wolfreton, our vision that **all students are enabled to ‘achieve their ambitions’** and that no Special Educational Need or disability should be a barrier to benefitting from what our school offers, or from making progress in learning, social and emotional development and independence.

Our whole school approach meets the requirements of our **Trust SEND Policy** and is in line with our vision and values:

Vision	Igniting Fires, Expanding Horizons, Achieving Ambitions [for all]
Mission	To enable everyone to fulfil their potential, providing the foundations for them to excel in all they do and to move on prepared to achieve their ambitions.
Values	Excellence We aim to inspire – to be the best we can be Endeavour We promote the qualities of determination and courage Respect We are firm advocates of friendship and equality

We are all teachers of young people with SEND

At Wolfreton we believe that provision for students with SEND is a whole school responsibility, involving all staff. All teachers are teachers of SEND students and therefore we ensure all teaching staff have access to information on individual students’ special educational needs via their Learning Support Plans on Arbor. We provide further information and training through our briefings and our continued professional development and learning (CPDL) offer.

To maintain an environment where all students feel safe and feel they belong, we believe in the importance of high standards of behaviour and good relationships. Through routines, high expectations, relational approaches and our support offer, all can be enabled to thrive.

Our Curriculum, high-quality teaching and a graduated response

We want all students, including those with SEND, to benefit from our full curriculum offer. Our curriculum has been developed to be ambitious, broadly based and balanced, and carefully sequenced – a curriculum which is both stimulating and appropriately demanding.

At Wolfreton, high-quality teaching sees our lessons framed through a Big Question. Teachers teach to the top whilst carefully incorporating modelling, questioning and scaffolding tasks to promote access to learning, as well as providing deliberate practice opportunities. Assessment strategies include questioning and quizzing, so teachers can adapt as required and use responsive teaching strategies to meet the needs of all. Regular verbal feedback further supports progress. Collectively, this approach enables Wolfreton to remain inclusive rather than withdrawing students away from the subject specialist.

Alongside our curriculum and high-quality teaching, effective learning behaviours and strong relationships are part of our whole school approach. This means that high standards of behaviour and engagement are

expected in the classroom for the benefit of all students, and especially those with special educational needs and disabilities who can rely on the stability this brings.

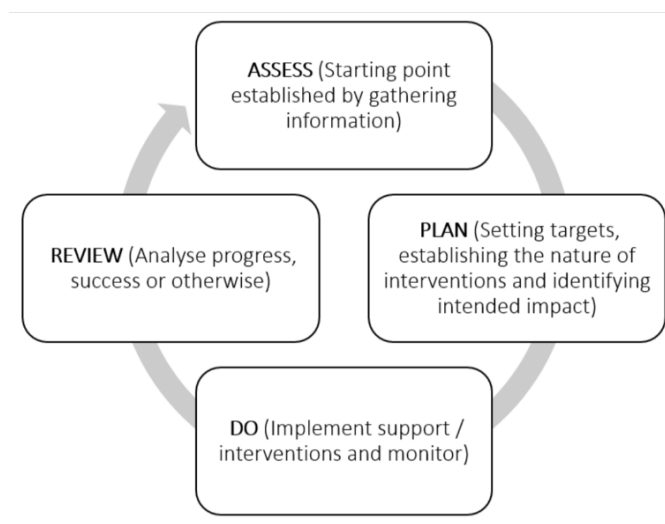
The ethos of our **Graduated Response** reflects our school values:

- Excellence: We have **high expectations** of all students.
- Endeavour: We work to involve the widest available range of professionals to enable us to appropriately **challenge all students to work hard** with the support available, even where initially outside their comfort zone.
- Respect: Our approach also **promotes inclusion and celebrates diversity**.

When deciding whether special educational provision is required, we will start with the desired outcomes, including expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support needed and whether we can provide this by adapting our core offer, or whether something additional is needed.

Where a student is identified as having SEN, we take action to remove barriers to learning. Aware that formal diagnosis can take time, where evidence indicates this will be likely, the same process is initiated without delay. Where it is decided that a student will receive SEN support, we will formally notify parents.

In assessing and reviewing SEN support takes the form of a four-part cycle of:



This cycle sees earlier decisions and actions are revisited, refined and revised with a growing understanding of the student’s needs, of what is working and what isn’t and what supports them in securing positive outcomes and progress.

Catering for different kinds of SEND

Wolreton supports students who have a range of special educational needs and/or disabilities (SEND). The Code of Practice (2014) describes four broad areas of SEN(D):

<p>Cognition and Learning (L)</p>	<p>Including moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD), and Specific learning difficulties (SpLDs) which affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
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Communication and Interaction (C)	Including speech, language and communication needs (SLCN), autism spectrum disorder (ASD), including Asperger's Syndrome and Autism.
Social, Emotional and Mental Health Needs (SEMH)	Including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health, e.g. attachment difficulties, anxiety or depression.
Sensory and / or physical needs (P)	Including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

As a school, we have experience of supporting students with all of the above, with the exception of PMLD.

Key Staff and Expertise

Name of Staff Member	Area of Expertise	Level of Qualification
Mrs R Norton (Director of Inclusion – SENDCO)	Directly responsible for the tracking, monitoring and planning of provision for all students with SEND.	NASENCO Award
Mrs B Morton (Deputy Director of Inclusion – SENDCO)	Exam Access Arrangements	NASENCO Award Level 7 Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA)
Mrs B Reid	Emotional Learning Support Assistant	Trained ELSA
Mrs K Todd	Thrive Practitioner	Currently completing Licensed Thrive Practitioner Training.

Key Senior Staff

Name of Staff Member	Post	Contact Details
S Kukuc	Headteacher	enquiries@wolfreton.co.uk
A Owen	Deputy Headteacher – SEND Link and Pupil Premium Lead	
R Norton	Director of Inclusion - SENDCO	sendadmin@wolfreton.co.uk
B Morton	Deputy Director of Inclusion - SENDCO	01482 659365 (Option 5)
M Carruthers	Assistant Headteacher – Key Stage 4 (School Designated Safeguarding Lead, LAC Designated Teacher and SEMH Lead)	enquiries@wolfreton.co.uk
J Perry	Assistant Headteacher – Key Stage 3 (School Attendance Lead)	01482 659456 (Option 4)

Securing and deploying expertise

Securing support internally

All SEND staff have undertaken specific training on supporting students with a variety of needs, such as ASD and dyslexia, as well as safeguarding. In addition, SEND staff undertake additional training relevant to their role, including delivery of literacy intervention programmes and lifting and handling.

Wolfeaton provides ongoing CPDL for all staff, including teachers, teaching assistant and support staff on special educational needs. This CPDL is provided in written format, online and through staff briefings and/or meetings. All staff receive annual training on the SEND Code of Practice, and on how to access Learning Support Plans and further information on additional needs.

Securing support externally

To meet the needs of individual students, external agencies are invited into school to deliver training to staff on supporting those with for example, Autistic Spectrum Condition, hearing impairments and Speech and Language needs.

Staff will seek further training from outside support agencies when necessary, including outreach and transitional support (see the East Riding Local Offer for a list of external agencies).

Staff will also attend training courses provided through the Trust and the Local Authority.

Staff deployment – Teaching Staff

Wolfeaton is ambitious for all students, and learners with SEND are typically taught in classes across the curriculum. In line with the SEND Code of Practice, all teaching staff are teachers of SEND. This means that lessons are planned to ensure that the needs of all students are met. Our teachers will use a range of strategies to enable access to the curriculum in collaboration with the Learning Support Faculty.

We do realise that for a small number of students, more substantial adaptations to the curriculum are required. Consequently, we deploy specialist teachers to several additional groups to support those with the most complex cognition and learning needs to access the curriculum in the following subjects:

Year 7	Year 8	Year 9	What does this look like?
English	English	English	Students in these additional groups follow the same curriculum as their peers however, scaffolding is increased significantly, and pace slowed to allow further deliberate practice. The level and volume of knowledge acquired may be adapted further and progress is measured relative to this.
Maths	Maths	Maths	
Science	Science	Science	
Geography			
History			Students are fully integrated in remaining subjects (e.g. PE, arts and technology), following the same curriculum model as their peers.

In Years 10 and 11, a Foundation Learning Pathway supports students as required.

We offer Functional Skills Maths, English and Digital qualifications as an alternative to GCSE. In addition to this we offer a bespoke life and living skills programme to supplement the information shared in mainstream PSHE lessons.

Staff deployment – Learning Support Team

The Learning Support Team consists of the SENDCO, two Learning Support Teachers, two Higher Level Teaching Assistant posts (HLTAs), a team of Teaching Assistants (TAs), an Emotional Learning Support Assistant (ELSA), a Thrive Practitioner and a SEND Administrator. Together the Learning Support Team bring a whole range of skills, qualifications and experience to the Learning Support Faculty and advise class teachers of recommended strategies to support individuals with SEND.

Deployment includes:

Director of Inclusion - SENDCO	Our Director of Inclusion - SENDCo holds a predominantly non-teaching role to ensure adequate time to meet the statutory requirements of the SEND Code of Practice. Our SENDCo is responsible for the tracking, monitoring and planning of provision for students with SEND. A small amount of their time is deployed to provide specialist teaching to small groups.
Deputy Director of Inclusion – SENDCO Learning Support teacher	Our Deputy Director is also a SENDCo, with additional non-contact time is timetabled to support this role. In addition, as a Learning Support teacher, our Deputy Director teaches: <ul style="list-style-type: none"> ● Read Write Inc. reading intervention to our weakest readers at Key Stage 3 as part of our Reading Recovery Strategy. ● Targeted reading interventions to support Key Stage 4 reading skills.
HLTAs:	Our two HLTAs are deployed to: <ul style="list-style-type: none"> ● Lead SWAY (Supported Working Area for Young People) in the Achievement Centre. ● Provide targeted support to individuals with more pronounced SEMH needs that present as behavioural challenges in Rushanje House. ● Deliver Life Skills lessons as part of the Foundation Learning group. ● Deliver interventions sessions including SALT and Reading Plus Referrals for both SWAY and Rushanje House may be for specific lessons or a time-limited period to meet needs.
Teaching Assistants:	<p>At Key Stage 3 (Years 7 – 9), teaching is predominantly mixed ability across 9 classes and TA support is prioritised by need. Those with the highest level of need are taught in 'Group 10' (see above). Further TA support is deployed to these groups to support enhanced scaffolding whilst maintaining access to the full curriculum.</p> <p>At Key Stage 4, most students study the full curriculum and select options from the full range of choices through the Guided Choices programme. Consequently, TA deployment is aligned to need. Where need exists, a Foundation Learning Pathway operates, and staff are deployed to offer a more bespoke curriculum. Further TA support is deployed to the Foundation Learning group as required.</p> <p>At Key Stage 5, any TA deployment is in line with identified needs.</p> <p>TAs are also trained to deliver literacy and numeracy interventions within the school as well as support in social communication. Some TAs have also received training in:</p> <ul style="list-style-type: none"> ● Autism ● Social Stories ● Vocabulary Enrichment ● Sensory Support ● Dyslexia ● ADHD ● Low Working Memory ● SALT

Emotional Learning Support Assistant (ELSA):	Wolfreton has an ELSA who provides additional support to students to understand and regulate their own emotions whilst respecting the feelings of those around them. The Safeguarding and Inclusion Manager triages referrals to the ELSA. In 2024 – 2025, our ELSA is also completing Thrive Licenced Practitioner training to work alongside our dedicated Thrive Practitioner.
Thrive Practitioner	For 2024 – 2025, Wolfreton has appointed a Thrive Practitioner who is currently completing the Licenced Thrive Practitioner Training. This new role will further enhance social emotional support for students with SEMH.
Mental Health Support Manager and Well-Being Labs	Mental Health support is provided through our Trust Mental Health Support Managers and Well-Being Labs, as well as through Mable Therapy who also provide SLCN sessions. Referrals are made to and triaged by the Safeguarding and Inclusion Manager.

Provision identified on Education, Health and Care Plans is always reviewed when deploying staff.

Equipment and Facilities

Wolfreton was constructed as part of the Priority Schools Building Programme to meet accessibility standards. The school has:

- A lift ensuring all classrooms are accessible
- Dropped kerbs to facilitate wheelchair movement around the site
- Ramps to enable access to the Sports Hub
- Handrails on stairs and ramps
- Adapted furniture including rise and fall desks, rise and fall specialist stations in science and food technology, foot stools, ergonomic chairs
- A hygiene room / physiotherapy room including accessible washing and showering facilities
- Accessible toilets on all floors
- Disabled parking bays to the front of the school (adjacent to the entrance)
- School minibus fitted with lift and for wheelchair access

Specialist equipment to meet physical needs will be used in conjunction with advice and support from the Sensory and Physical Teaching service, Occupational Therapists and Physiotherapists. Equipment may be provided by the organisation or directly purchased by the school.

Identifying and Assessing learners with SEND

In line with the Trust SEND Policy, the school will, in consultation with the student’s parents/carers and where appropriate the student themselves, request a statutory assessment of SEND where the student’s needs cannot be met through the resources normally available.

Consideration of whether SEND provision is required, and thus a possible EHC Plan, will start with the desired outcomes and the views of the parents/carers and the student.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the learner concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

When determining whether a statutory assessment is required the school will have due regard to all academic, personal and social development evidence available to them including the views of parents/carers and the student. Where the school does not believe there is sufficient evidence that a statutory assessment should be made this will be communicated to parents/carers without delay.

In tracking the learning and development of students with SEND, the school will:

- Base decisions on the insights of the learner and their parents/carers.
- Set learners challenging targets.
- Track progress towards these goals.
- Review the impact of additional or different provisions made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence and ensure that they are having the required impact on progress.

Specifically, at Wolfreton we use the following strategies to ensure that information is robust prior to decision making around SEND need:

- Transition information provided by student's primary or previous schools.
- Any assessments made on entry to the school, or during the school year on a whole school basis. This includes:
 - Reading Tests, for example Access Reading Tests.
 - Standardised testing or CAT (Cognitive Ability Test) testing.
- Any targeted assessments completed for students with suspected special educational needs on entry to the school, e.g. dyslexia screening and Snap B profiles
- Details of any referral process whereby teachers/pastoral teams are encouraged to raise concerns with the SENDCO regarding the performance of students who they suspect of having special educational needs.
- Observations from SEND staff.
- Students who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist (EP), Integrated Physical and Sensory Service (IPaSS), Speech and Language Therapy Services and/or settings with specialist provisions, for example Northcott Outreach.

Wolfreton carefully monitors the progress of all students, including those with SEND, whether or not they have Education, Health and Care (EHC) Plans.

Consulting with students and parents/carers

Students

At Wolfreton, students are involved (as appropriate) at every stage of the assess, plan, do, review cycle:

- At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes

they seek and the support they need to achieve them. These discussions provide the opportunity for individuals to feel that they have more control over the decisions about their support.

- Where the child/young person may be unable to verbally communicate or provide a written input, observation of the child/young person may be made in order to gather information with regards their likes, interests, dislikes and difficulties.
- The thoughts and opinions of parents/carers, and those that know them best, may also be sought.
- Any documentation used as part of the agreed provision (for example Learning Support Plans) will have a 'child friendly section' which is shared with the child/young person so that they are able to understand all aspects of their support.

Students are able to discuss any aspect of their provision in a number of ways:

- Informally with their class teacher/tutor/year team and key worker (where in place) informally on a regular basis.
- Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
- A child/young person may contribute to this meeting by attending in person or by providing a written input.

During these discussions/meetings, a 'person-centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

Parents/Carers

Parents/carers are involved at each stage of the process. Parents/carers are invited to discuss with the SENDCo (and/or class teacher / tutor /year team) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from where there will be agreed actions relating to how the child's needs can be met. Therefore, parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:

- Liaison with the class teacher / tutor / year team informally.
- Progress Evenings (Parental Consultation Evenings) when advice and support in helping their child at home can also be given and when a member of the SEND team will also be available for individual appointments, as well as teaching staff and year teams.
- Formal review of their child's progress with the SEND team (and/or Wolfreton staff/class teacher/tutor/year team).

During these meetings/discussions, a 'person-centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

Involving Key Stakeholders

Where Wolfreton has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and/or other professional support services, or voluntary organisations. These may include:

<ul style="list-style-type: none"> • Educational Psychologists (EP) • Speech and Language Therapists (SALT) • Occupational Therapy (OT) • ASD Team • National Autism Society • IPass – Integrated Physical and Sensory Service (Visual/Hearing/Physical) • Social Care Team, including the Virtual School • Children’s Centres • TCAT Mental Health Manager • Mable Speech and Language Therapy • Mable Counselling • CAMHS for Mental Health Needs 	<ul style="list-style-type: none"> • Sullivan Centre – Home Education Support • Alternative Provision, e.g. The Hub, Compass, Rise, Aspire • Echoes • Kids – Parent Partnership • School Nursing Team • Whitehouse Unit • Cruze/Dove House Bereavement Support Team • Sibling Support Services – Barnardo’s • The Hub Outreach Services / Northcott Outreach Services • Police • Other Local Authority Providers
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Links to these can be found in the **East Riding Local Offer** available at: [East Riding Local Offer](#)

Advice may be sought from one or more service providers, when considering the initiation of a Needs Assessment for an EHC Plan. Details of this may be found in the DfE SEN Code of Practice ([click here](#)).

A Needs Assessment is usually only required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

Throughout the process the Local Authority has a duty to request the opinions of parents/carers, the school and other involved professionals.

Following a Needs Assessment, the Local Authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

Transition Support

At Wolfreton, transition programmes are comprehensive for all, and further enhanced for those with SEND.

Transition	Support	
	When	Overview
Y6 - 7	Y6	Learning Support staff are available for parental discussions on the Y6 Open Evening
		Y5/6 Annual Review attended
		Learning Support staff discuss the needs of individual students with primary colleagues including the primary SENDCO.
		Wolfreton staff, including the Head of Year 7 Head of Year, accompanied by Year 7 representatives, visits children in their primary setting.
		Visits to Wolfreton are arranged for all Year 6 students, with those with SEND having the option of extra transition visits, tailored to meet their individual needs.
Y6 - 7	Y7	In the first term of Year 7, additional transition support is provided for identified students including small group transition sessions with the ELSA to work on executive

		functioning skills, social skills and any worries or concerns relating to the transition process.
Y9 – 10	Y9	Additional support is provided as required by the SEND and Year Teams support students with SEND as they choose their Key Stage 4 courses through the Guided Choices process. A small group of students may follow a Foundation Learning Pathway, with a focus on developing independence to prepare for transition to adult life, alongside vocational courses and core English, maths and science.
Y11 – Post 16	Y11	All students benefit from Careers Interviews with our Careers Team. The SEND team offer additional support to learners with SEND as required.
		For students progressing into our Sixth Form, an additional progression interview will take place with the Sixth Form Team.
		For those transitioning to other providers the SEND/Careers Teams will, where necessary liaise as necessary with college providers and their SENDCO; this can also involve arranging visits to post-16 providers.
Y13 – Post 18	Y12 -13	All students benefit from Careers Interviews with our Careers Team. The SEND team offer additional bespoke support to learners with SEND as required, including through the UCAS application process.
In-year admissions	Any	Any transition to or from another setting would involve communication between the SENDCOs of each setting and additional pre-start meetings between parents and school to ensure a smooth transition and that all needs are both identified and met.

Inclusivity

At Wolfreton, we place great emphasis on inclusion and on ensuring that students with SEND can actively engage alongside their non-SEND peers in learning activities.

Educational experiences and off-site visits are open to all; additional opportunities for students with SEND are also provided, for example the participation in opportunities and competitions arranged through the Panathlon charity.

Supporting emotional and social development

Wolfreton is committed to promoting the emotional and social development of students. All students have a dedicated tutor who they meet each morning. In addition, each year group has a Pastoral Manager and Head of Year, and as required, students can be supported by our Attendance and Welfare Manager, Safeguarding and Inclusion Manager and Pupil Premium/Learning Mentor.

SEND students may benefit from additional pastoral support arrangements to provide further opportunities to listen to students views and to ensure any bullying risk could be swiftly identified and addressed. This can include:

- A regular 'catch-up' scheduled with our dedicated Emotional Learning Support Assistant (ELSA) or Thrive Practitioner.
- A place in our Positive Start Tutor Group in Rushanje House which provides additional self-regulation support at the start of the day.

We maximise opportunities for inclusion and integration, as well as ensuring additional measures are in place to prevent bullying. This includes:

- Students with SEND are encouraged to take part in our enrichment programme
- Students with SEND are encouraged to take part in extra-curricular sport and drama to promote teamwork/building friendships etc
- Students with SEND have access to our Learning Support Base at social times to develop social skills with other students in a structured and supervised setting.
- We have a zero-tolerance approach to bullying behaviour
- Our Social Skills Intervention provides support for students struggling with making and maintaining friendships
- We work with additional partners including for example:
 - **Tigers Trust** who, through the Inspires programme, support students with low confidence and self-esteem, attendance or social skills.
 - **Mable**, who provide counselling or talking therapy

Until 2024 – 2025, we have worked closely with the NHS SMASH (Social Mediation and Self-help) team, who provide an emotional resilience and mental health-based intervention programme. The school hope to reengage as soon as this programme becomes available again.

Online Safety

As a school, we recognise that students with SEND can be particularly vulnerable online. Our PSHE curriculum provides online safety lessons for all students as follows:

Year 7	Year 8	Year 9	Year 10	Year 11
E-Safety: <ul style="list-style-type: none"> • An introduction to E-Safety • Digital Footprints • Cyberbullying • Influences 	Assembly programme and bespoke response as required.	Self Awareness / Relationships: <ul style="list-style-type: none"> • Sexting 	Assembly programme and bespoke response as required.	Staying Safe: <ul style="list-style-type: none"> • Live streaming • Virtual reality • Gaming • Online gambling

Recognising that additional risks that students with SEND face, e.g. through online bullying, grooming and radicalisation, additional support is in place in term of bespoke programmes or sessions tailored to the needs of the individual student.

Sexual Violence and Harassment

We also recognise that students with SEND may be more vulnerable to sexual violence and harassment. Once again, our PSHE curriculum teaches all students key knowledge as part of the following curriculum units:

Year 7	Year 8	Year 9	Year 10	Year 11
<u>Healthy Relationships:</u> Healthy relationships Friendships Bullying	<u>Relationships (RSE):</u> Sex, relationships and lifestyle choices Break ups	<u>Self-Awareness / Relationships (RSE):</u> Body Image Sexting Abuse	<u>Relationships (RSE):</u> Sex Positive relationships Domestic violence	<u>Relationships (RSE):</u> Sexual assault Domestic abuse

	Choices: Consent Identity LGBTQA+	Controlling relationships LGBTQA+ relationships Homo/transphobia Racism	Teenage pregnancy Parenting FGM Pornography	
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Recognising that additional risks that students with SEND face, e.g. through peer pressure, online bullying and their vulnerability, additional support is in place in term of bespoke programmes or sessions tailored to the needs of the individual student.

Evaluating Effectiveness

At Wolfreton, we regularly evaluate our provision for students in the following ways:

Student Voice	Students are encouraged to share their voice informally through discussions with the SEND team at any time. Formal opportunities include questionnaires and one-to-one contact meetings.
Parent Voice	Parents are invited to share their views and feedback formally through meetings, Annual Reviews and on Progress Evenings (Parents' Evenings), as well as informally through emails and telephone calls. In addition, any learning from concerns or complaints is evaluated and used.
Staff Voice	Teaching staff, pastoral staff and teaching assistants are invited to provide informal feedback at any time; formal feedback is sought to inform LSP and Annual Reviews and as part of thematic and subject reviews.
Assessment data	Attainment and progress outcomes evaluated following data collections by leaders; dynamic reviews of assessment information is frequently reviewed by students individual teachers.
Thematic Reviews	Thematic reviews provide an opportunity for a more holistic evaluation of the effectiveness of provision using the range of information above, alongside curriculum information and work reviews. This enables strengths and areas for further development to be identified.

Handling Complaints

We value the trusting relationships we have in our school with all parents however, the relationship with have with parents of SEND learners is unique. We would anticipate that through open communication and frequent dialogue we can address concerns and dissatisfaction informally and swiftly to ensure that the learner is not at detriment. However, should this not be the case we will resolve complaints through the Trust Complaints Policy available through our school and Trust website www.consortiumtrust.co.uk.

East Riding Local Offer

The East Riding Local Offer can be found by following the link below:

[SEND East Riding Local Offer](#)

Named Contacts

There are a range of contacts available, both in the school and externally, whom parents and students can contact if they have any concerns, e.g. the SENDCO, the DSL, and the LA's mediation advisor.

	Name	Post	Contact Details
School Based Contacts	Mr A Owen	Deputy Headteacher and SLT SEND Link and Pupil Premium Lead	01482 659359 (Option 5) sendadmin@wolfreton.co.uk
	Mrs R Norton	Director of Inclusion - SENDCO	
	Mrs B Morton	Deputy Director of Inclusion - SENDCO	
	Mrs K Anderson	SEND Administrator	01482 659359 (Option 4)
	Mr M Carruthers	Designated Safeguarding Lead	
	Miss R Cook	Safeguarding and Inclusion Manager	

All East Riding contact details are detailed in the Local Offer (link above).