

SEND Information Report



WILMSLOW
HIGH SCHOOL

Key Information

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A link to the local authority's local offer can be found at this link

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/local-offer-for-children-with-sen-and-disabilities.aspx>

The school SEND policy can be found at this link:

[2022-2023-SEND-Policy-2.pdf \(wilmslowhigh.com\)](https://www.wilmslowhigh.com/2022-2023-SEND-Policy-2.pdf)

The school's accessibility plan can be found at this link

<https://www.wilmslowhigh.com/wp-content/uploads/2024/06/Accessibility-Plan.pdf>

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Introduction

At Wilmslow High School we want to create a positive and supportive environment for all our students without exception. An inclusive school removes barriers to learning and participation, provides an education that is appropriate to students' needs, and promotes high standards and fulfilment of potential for all its students. We want to ensure that you:

- Know **what** you can expect from us
- Know **who** to contact and **how**
- Can expect that the needs of your child will be identified promptly and accurately with targeted support put in place at the earliest opportunity where appropriate
- Are given the opportunity to work closely with us to support your child

How to ensure communication with us works most effectively

As a large school we are fortunate to have a wide range of staff with expertise across a variety of special and additional needs to support our students. **Some key contacts in the school are below and all of these colleagues work closely with our SENDCo to support a 'joined up' approach.**

Please use these contacts initially so that you are quickly in touch with the right person in our school

All school staff emails have the initial and surname of the member of staff followed by wilmslowhigh.com. For example: FSmith@wilmslowhigh.com

You can also contact us through Reception if you need further advice on who to contact.

- If your child is **on the SEN Register**: Please contact their named person if you have any concerns. This information will have been sent out to you at the start of the academic year.
- If your child has been **flagged as a First Concern**: Please contact their named person if you have any concerns. This information will have been sent out to you at the start of the academic year.
- If your child is **not on the SEN Register** and you are worried that they have a special education need, or that they are falling behind in their progress: Please contact their Progress Lead
Year 7: Miss Cornwall: TCornwall@wilmslowhigh.com
Year 8: Mr Broad: KBroad@wilmslowhigh.com
Year 9: Mr Pollock: CPollock@wilmslowhigh.com
Year 10: Mr Chadwick: RChadwick@wilmslowhigh.com
Year 11: Mr McGregor: AMcGregor@wilmslowhigh.com
- If your child is **not on the SEN Register** and you are concerned that they require Access Arrangements for their exams or assessments please contact:
Miss George (Assistant Headteacher: Formal Curriculum and Assessment) for students in key stage 3: CGeorge@wilmslowhigh.com
Mr Allcock (Senior Lead: Data, Timetable and Examinations) for students in key stage 4: DAllcock@wilmslowhigh.com
Mr Williams (Assistant Headteacher: Sixth Form) for students in key stage 5: HWilliams@wilmslowhigh.com
- If you have a concern about your child's reading or handwriting please contact:
Ms Roselle (Reading Lead) SRoselle@wilmslowhigh.com
- If your child is **not on the SEN Register** and you are concerned that they have dyslexia or a difficulty with accurate and fluent word spelling please contact:
Ms Roselle (Reading Lead) SRoselle@wilmslowhigh.com
- If your child is **not on the SEN Register** and you are concerned that they may have ADHD or a difficulty with behaviour or attention please contact their Head of House
- If your child is **not on the SEN Register** and you are concerned that they may have a social, emotional or mental health need please contact their Student Manager

1. The types of SEN provided for at Wilmslow High School

We are an inclusive mainstream 11-18 secondary school providing for young people with a wide range of needs who are able to access our mainstream curriculum with **adaptive** strategies and support. (Adaptive strategies are explained in number 7.) We are a large and vibrant school. Our Published Admissions Number for each year group (Year 7-11) is 300 but in recent years we have admitted over PAN to between 345-360. Each year has 12 form groups with approximately 30 students in each. In addition to our mainstream provision, we have the following **Specialist** Provisions:

- An Autism Resource Provision for students with Autistic Spectrum Condition (14 places)
- A Hearing Impairment Resource Provision (8 places)

These are specialist educational provisions within a mainstream setting with a dedicated classroom providing specialist individual learning packages for students, considering their whole life needs. A key advantage of Resource Provision is that students are expected to attend mainstream classes as well and therefore can spend time with their mainstream peers. These Resource Provisions are therefore not appropriate for students who are not able to access our mainstream classes and curriculum

- A Specialist Enhanced Mainstream Provision for students with complex learning difficulties who are not expected to make age-related progress – our Skills Development Group (14 places)

This is a specialist educational provision within a mainstream setting with dedicated classrooms providing a specialist Skills Development curriculum which considers students' whole life needs. A key advantage of this specialist Enhanced Provision is that students are expected to attend **some** mainstream classes as well and therefore can spend time with their mainstream peers. This provision is therefore not appropriate for students who are not able to access our mainstream classes and curriculum.

2. Identifying students with SEN and assessing their needs

As defined by the [SEND code of practice](#), a student may have a special education need when progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

It can include progress in other areas. For instance, where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. **We aim to identify needs promptly and accurately, working together with students and their parents/ carers.**

Identifying students with SEN

- Our Year 6-7 transition and In-Year-Admission processes flag students already on a school's SEN Register
- We undertake baseline assessments for all students joining us at the start of Year 7 or Year 12, or as an In-Year-Admission in order to identify potential learning difficulties
- Formative and summative assessment are ongoing for all year groups and, from this, teachers will identify students whose progress suggests that there could be a special education need. Details about assessment can be found here:

[How do we assess your child in KS3? - Wilmslow High School](#)

[How do we assess your child in KS4? – Wilmslow High School](#)

- If our teachers are concerned about a student's academic or developmental progress, they will flag this up through our internal referral processes and we will communicate any concerns with you
- If your child is not on our SEN Register and you are concerned about their academic or developmental progress you can flag this up with their Progress Lead (academic progress) or Head of House (developmental progress)
- We employ a specialist assessor, and all our students are screened for Access Arrangements in Year 9

For some educational processes, such as Access Arrangements, private diagnoses cannot be considered and could impede the process. Therefore, we would ask you to get in touch with us before you undertake any private assessments. Whilst specialists can recommend Access Arrangements, they cannot authorise these.

Types and levels of Need

As you will see from the table below, not all additional needs are a special educational need. As a large school we are fortunate to have a wide range of staff with expertise across a variety of special and additional needs to support our students. Therefore, in making an assessment, we consider a variety of potential additional needs which may be impacting on your child's progress.

Where any additional need or barrier is identified you will be signposted to the right person within our school to support your child's needs and their progress. We also recognise that a student may have many of the needs below.

A learning need that can be addressed through Access Arrangements	English as an Additional Language	A struggling reader	Poor handwriting
There is a learning difficulty that can be addressed through access arrangements	There is a learning difficulty because English is an Additional Language for the student	There is a learning difficulty because a student is struggling with their reading	There is a learning difficulty because a student has poor handwriting
Difficulty with accurate and fluent word spelling	Other barrier to learning	Learning need that can be addressed without SEN support	First Concerns
There is a learning difficulty because a student has difficulty with accurate and fluent word spelling (including dyslexia)	There is a barrier to learning but this is not due to a learning difficulty	There is a learning difficulty which can be addressed without SEN support	There is an emerging learning difficulty which will be monitored over the next 3 terms
Pastoral need	Behavioural issue	Neurodiversity or mental health issue	Medical Need
There is a pastoral need rather than a learning difficulty	There is a behavioural issue rather than a learning difficulty	There is an additional need but this may not be a learning difficulty	There is a medical or health need
Low Need SEN Support	High Need SEN Support	Complex Need	Specialist Need
There is a special educational need that requires Ordinarily Available Inclusive Provision (see number 7)	There is a special educational need that requires additional provision beyond the classroom	There is a special educational need that requires an Education Health Care needs assessment or Plan	There is a special educational need that requires specialist provision

Assessment of Need

When deciding on the right way forward for your child we carry out an analysis of their needs by:

- Meeting with your child to discuss their strengths and difficulties when accessing the curriculum and learning environment
- Drawing on teachers' assessments and experiences of your child
- Considering your child's previous progress, attainment and behaviour
- Undertaking any relevant assessments which may provide further information
- Gaining your views and experiences
- If appropriate, working with external professionals

From this we will identify the type and level of need and decide on next steps.

Access Arrangements

Some progress concerns can be addressed through considering Access Arrangements. These are pre-examination adjustments for students based on evidence of need and the student's **normal way of working**.

At the end of key stage three our specialist assessor assesses **all our students** for eligibility for Access Arrangements to ensure that eligible students are given plenty of opportunity to practice assessments in this manner over the course of key stage four, and we also assess any students joining us in key stage four.

A student can be eligible for Access Arrangements without being identified as having a special educational need depending on their level of need.

3. Admission arrangements for disabled students

Following consultation between Wilmslow High School and Cheshire East Local Authority, all students whose Education Health Care Plan (EHCP) names the school will be admitted before any other places are allocated.

Wilmslow High School is a Community School and our admissions authority is Cheshire East Council. For full details of their policy and practices on School Admissions please click [here](#).

4. Details of how we consult students and their parents/carers and involve them in the education of the student (see also number 5)

We believe that our students with a special educational need are most successful where we work together to build an ongoing holistic understanding of their needs seeking input from parents/ carers as well as the student. We want our students to feel known, understood and supported, and that they are valued for who they are.

When deciding whether a student has a special educational need we meet with the student and work with their parents/ carers.

Where a student is identified as having a special educational need a further conversation takes place with the student and their parents/ carer so that everyone:

- develops a good understanding of the student's areas of strength and difficulty
- has the chance to share any concerns
- understands the agreed outcomes sought for the student
- is clear on what the next steps are
- is clear on the part that they play in this

We use these conversations to work together to develop the students' **learning passport** (see number 7) or any other relevant action plans.

The Quality of Education cycle of student and parent evenings through the year allow students and their parents/ carers to be fully involved in their education and provides further opportunities for ongoing conversations with Learning Support and Progress staff. These include:

- A Parents Evening and a Named Person Evening for each year group
- An Expectation Evening for each year group and our SEN Expectations Evening
- Personalised information, advice and guidance provided at Curriculum Evenings and Results Evenings for students in Years 9-13

The dates for these events can be found at this link: [Parent Evenings and Events 2024-25 — Wilmslow High School \(fireflycloud.net\)](#)

5. How we assess and review student progress towards outcomes including the opportunity to work with parents/ carers and students as part of this process

Our students will be most successful where assessment is regular and purposeful rather than a one-off event.

The progress of all students is regularly assessed and reviewed through the Quality of Education cycle of assessment, reporting and parents' evenings which can be found at this link: [Parent Evenings and Events 2024-25 — Wilmslow High School \(fireflycloud.net\)](#)

Where a student has a special educational need we aim to understand their individual learning needs using the **Graduated Approach** of 'assess, plan, do, review' (explained below). We integrate this with the Quality of Education cycle of assessment reporting and parents' evenings. We recognise that agreed outcomes for a student may be broader than their learning progress in the classroom but integration with this cycle ensures that assessment is regular, purposeful and learning-focused.

The Graduated Approach of ‘assess, plan, do, review’

The Graduated Approach refers to the system of SEN support within mainstream settings by which the school assess the needs of the student and then provide appropriate support. This involves a continuous cycle of assessment which we integrate with our Quality of Education cycle of assessment.

Assess	Plan	Do	Review
<p>Analysis of the student’s needs by their teachers.</p> <ul style="list-style-type: none"> • What progress is being made? • What are the students’ needs? • What are their strengths? • What are the barriers to learning? • What support do they need to reach their potential? 	<p>The passport provides information for all on:</p> <ul style="list-style-type: none"> • The students’ needs • The support provided and adaptive teaching strategies or reasonable adjustments required • Parent/ carer involvement to reinforce or contribute to progress at home • The expected impact on progress • A clear date for review <p>(explained in number 7 and 11) including any Additional Curriculum provision to support the student</p>	<p>The teachers working with the student on a daily basis:</p> <ul style="list-style-type: none"> • Put the plan on the passport into action • Work closely with others involved to plan and assess the impact of the support provided 	<p>In line with the Quality of Education cycle of assessment we review:</p> <ul style="list-style-type: none"> • How well the plan is overcoming barriers • The impact of the support provided • The views of the student and their parents/ carers • What revisions are needed in light of this?

We aim to involve everyone in the plan, especially the student, so we want this process to take the form of conversations between the student, their teachers, the parents/ carers and our Progress or Learning Support Team. It is important that teachers are involved as they will be the ones working with the student on a daily basis in the classroom. The end product will be a **passport** developed together to support the student in achieving their potential.

Reports

Where we are concerned about the progress or behaviour of a student with SEN we might also use a report to increase our opportunity to work closely with parents/ carers.

6. How we support students to transition between phases of education and/ or in preparation for adulthood and independent living

Transition between phases of education

We want our students to be well-prepared for the increasing independence that each phase of their education and journey to adulthood brings.

- The Learning Support Team work closely with primary schools to support transition between the primary and secondary phases

[Further information about Transition to Year 7 can be found at this link](#)

- We put in place a **learning passport** for any student with a special educational need joining us as an In-Year Admission
- All SEN students and their parents/ carers receive personalised information, advice and guidance as part of the Key Stage 4 and 5 course choices processes and the post-18 choices process

[Course choices for KS4 - Wilmslow High School](#)

[Course choices for KS5 – Wilmslow High School](#)

- Where students are moving to a different provider post-16 or post-18, we offer to work closely with the new setting. For students with an EHCP we will invite their new setting (if known) to the EHCP annual review
- The conversations above are built into our **graduated approach** of ‘**assess, plan, do, review**’ which is integrated with our Quality of Education cycle of Course Choices and parents’ evenings

Preparation for Adulthood

Our Wider Curriculum Team work with the Learning Support Team to ensure that our Wider Curriculum programme supports our SEN students in preparation for:

- Employment and High Education
- Independent living
- Participation in society
- Being as healthy as possible in adult life

Our specialist educational provisions ensure that Preparing for Adulthood is a key feature of students’ individual learning curriculum.

7. Our approach to teaching students with SEN, and the additional support available to them

We want all our students to have access to high-quality teaching and feel a sense of belonging in the classroom. To a great extent, good teaching for students with SEN is good teaching for all, and support for all students starts with high-quality teaching.

We use **adaptive** and **scaffolded** strategies to ensure that teaching responds to the learning needs of the students in the classroom. The local authority refer to this as **Ordinarily Available Inclusive Provision (OAIP)**.

In adaptive teaching:

- Barriers to learning are anticipated and planned for before the lesson, for example that a student may struggle reading a particular text
- Adaptations are made in the lesson in response to student learning, for example breaking a task down into smaller steps, or use of flexible grouping
- Assessment information from the lesson provides evidence of learning and supports planning for future lessons, for example work produced in the lesson

Scaffolded teaching provides temporary ‘scaffolds’ to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. These might be:

- Visual scaffolds, like a list of the steps a student needs to take
- Verbal scaffolds, like a teacher prompt
- Written scaffolds, like a sentence starter

These teaching techniques can require practice and this is a focus of our professional learning programme for teachers.

Other additional support available to students with SEN (Ordinarily Available Inclusive Provision)

Passports

The student’s **passport** plays an important part in providing information to teachers about:

- Their particular barriers to learning
- What adaptive and scaffolded strategies are likely to be most effective

It also supports our **Graduated Approach** of ‘**assess, plan, do, review**’

Homework

Independent practice outside the classroom can play an important role in students building fluency. We provide homework support for students who would prefer to do homework at school.

Reasonable Adjustments

We can make reasonable adjustments to support student learning. Some examples are:

- Classroom positioning, for example at the front, side or back of the classroom
- Provision of sensory resources e.g. concentration aids
- Allowing typing instead of handwriting where the student has their own device
- Use of resources such as sloping boards, pencil grips, raised line paper and different writing instruments
- Use of phones or ipads to copy from the board
- Amendments to expectations for eye contact or verbal responses

These reasonable adjustments are developed as part of the **Graduated Approach** of 'assess, plan, do, review'

Support in lessons

Learning Support Assistants are deployed in some lessons and where it is agreed that this will have a positive impact on the learning of students with SEN. It is important that their role is to support, not replace, teaching from the classroom teacher, and that any support does not prevent students from developing independence in their learning.

8. How we evaluate the effectiveness of our provision for students with SEN

Through:

- Outcomes for our students with a special educational need
- The **Graduated Approach** of 'assess, plan, do, review' and review of EHC plans
- The Quality of Education cycle of assessment, reporting and parents' evenings
- Reviewing the impact of interventions
- Quality assurance activities
- Our **Our School Our Voice** student and parent/ carer voice
- Feedback provided by students, parents and carers on an ongoing basis or following parents' evenings and Expectations Evenings

9. How do we adapt the curriculum and learning environment for students with SEN

Our broad and balanced Formal Curriculum offer for each year group can be found at the link below:

<https://www.wilmslowhigh.com/curriculumformal-curriculumcurriculum/formal-curriculum/>

Our aim is to provide students with a special educational need (who are able to meet age-related expectations) with equity of access to our full curriculum offer. For some students, no adaptations to the full curriculum offer will be needed beyond Ordinarily Available Inclusive Provision (see number 7).

How is the broad and balanced curriculum we provide adapted and made accessible for students with SEN

Where additional adaptations are needed:

- Adaptions to the curriculum are provided. See number 14
- Support groups are provided within Maths, Science and key stage 3 English to support students in accessing the curriculum
- Where appropriate, students can follow an 8-qualification model in key stage 4. This provides the opportunity for 5 periods a fortnight of personalised study and/ or support
- Additional Curriculum support can be provided before or after the core school day using our period 0 and period 6, for example homework and reading support. We are keen to offer this additional support beyond the core day so that SEN students can continue to access our full curriculum offer

Our Additional Curriculum to support student progress and development is provided through our Progress Bases.

For some SEN students, further curriculum adaptations are required so that they can access the Additional Curriculum during the core day. These adaptations are considered on an individual basis as part of the **Graduated Approach** of 'assess, plan, do, review'. This ensures that they have a positive impact on the learning of students with SEN and that these students can continue to access a broad and balanced curriculum.

Students in one of our Specialist Resource Provisions may have a bespoke curriculum, but the focus will be on them accessing a full curriculum offer which has been appropriately adapted to meet their learning and developmental needs.

The intensity of intervention within the Additional Curriculum increases with level of need. Interventions are intended to be carefully targeted through identification and assessment of need and used carefully to ensure that they do not, inadvertently, create a barrier to inclusion of students with SEN, as we want our SEN students to feel that they belong in the classroom.

The learning environment

Adaptations to the learning environment might include:

- Reasonable adjustments made in line with a student's EHCP or **passport**
- Grouping and seating plans
- Classroom management strategies
- Lighting
- Adapting resources
- Using technology or recommended aids, such as laptops, visual timetables, larger font, etc.
- Use of physical resources to support adapted learning
- Use of environmental aids such as ear defenders

We also consider where reasonable adjustments are appropriate, for example to:

- Uniform
- Behaviour
- The classroom environment
- The structure of the day
- Communication methods
- Sensory/ movement breaks

In order to support neurodivergent students

SEN students can access Progress and Resource Provision Bases in the Pavilion as planned in line with the **Graduated Approach** of 'assess, plan, do, review', and they can use the Pavilion Café and Quiet Zone during social time to ensure calm designated spaces for regulation and social time.

10. What facilities we provide to help students with a disability access the school

It is important that all our students feel a sense of belonging, and we want the school site to be accessible to all:

- The ground floor of the site can be accessed by wheelchair users or students with limited physical mobility, and lifts provide access to the upper floors
- Specialist rooms, such as labs and practical rooms, are located on the ground floor so that students can access the full curriculum with a ground floor only timetable where this is required
- Evac Chairs are situated on designated corridors in case of emergency and relevant staff are trained in their use
- Single occupant toilets suitable for use by students with a disability are available throughout the school site
- Individual cases are considered to ensure access to the school site is possible for all. School will be guided by specialists in these cases
- If required, a Risk Assessment of the school site for individual students will be conducted

A copy of our Accessibility Plan can be found at the link on page 1. This aims to increase participation in the curriculum by:

- Improving the physical environment to enable students with a disability to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to students with a disability

11. What steps we have taken to prevent students with a disability being treated less favorably than other students

We make the following **reasonable adjustments** if a student could be disadvantaged by a practice or rule because of their disability and it is reasonable to make the change:

Whole school policies

- Adaptions to the uniform policy – for example allowing students to wear a different item of uniform or not to wear a certain item of uniform
- Adaptions to the behaviour policy
- Enabling access to educational visits through support from our Medical Needs Coordinators and Learning Support Team
- Reasonable adjustments to our behaviour policy outlined in the student's **passport**

Whole school environment

- See number 10
- Access arrangements
- Reasonable adjustments to reduce sensory overload as planned in line with the **Graduated Approach** of **'assess, plan, do, review'**.
- Use of ear defenders or ear plugs
- Providing a calm designated space for regulation and social time
- Arranging structured activities for social time

Teaching and learning

- Amendments to seating plans – for example allowing a student to sit at the front or rear of the classroom
- Provision of sensory resources – for example concentration aids
- Providing a facility for homework to be done at school
- Allowing touch typing, dictation, scribe and assistive technology rather than handwriting where the student has their own device
- See number 7

12. The training and expertise of our staff to support students with SEN and how we secure specialist expertise

Both our SENDCo and Deputy SENDCo are NASENCO-qualified, and they are supported by 3 further Specialist SEN teachers.

They are also supported by a large team of Resource Provision Managers, Higher Level Teaching Assistants, Emotional Literacy Support Assistants, Learning Support Assistants, an SEN Attendance Lead and an SEN Administration Officer. In addition to this the school employs a Specialist Assessor for Access Arrangements.

The Learning Support Team also works alongside other student support teams including the Progress Bases Team, the Student Services Team, the Progress Leads, the Reading Team and the Medical Needs and First Aid Team.

We involve further specialist support for our students as explained in number 13.

Training for staff to support students with SEN

- Teaching staff have a programme of in-service training including a focus on adaptive teaching for 2024-25. The professional learning programme is regularly reviewed based on student need

- The Learning Support Team have a programme of in-service training including a focus on adaptive strategies for 2024-25
- There is training on areas of need including ASC, HI, VI, ADHD and dyslexia

13. How we involve other bodies to meet the needs of the student with SEN and to support their family

We draw on the support of the following agencies to ensure that we are supporting our young people with SEND:

- Cheshire East Autism Team
- Speech and Language Therapy Team
- Occupational Therapy Team
- Physiotherapy Team
- Educational Psychology Team
- CAMHS (including Deaf CAMHS and LD CAMHS)
- ADHD Team

In addition, we may seek support and/or guide parents/carers to voluntary organisations, such as:

- Space 4 Autism
- Friends for Leisure
- Just Drop In
- Down Syndrome Society
- ADHD Foundation

We also include information from external services in our weekly issues of High Notes.

We **may** signpost parents/carers to the Cheshire East Short Breaks Team:

[Short Breaks Services in Cheshire East](#)

Information on the Cheshire East Team can be found at this link:

<https://www.cheshireeast.gov.uk/pdf/livewell/toolkit-for-send/january-2024/18-ce-toolkit-for-inclusion-the-cheshire-east-team-appendix-2.pdf>

Where a student's Local Services do not fall under the Cheshire East Locality, we will work with parents/carers and their Local Authority.

If you require mediation you can contact CEIAS (Cheshire East Information Advice and Support):

<https://livewellservices.cheshireeast.gov.uk/Services/1>

14. How we enable students with SEN to engage in activities (including physical activities) with students who don't have SEN

An inclusive school removes barriers to learning and participation, so we aim to ensure that there are no barriers to students with SEN engaging in all school activities available:

- All our off-site educational visits which are part of our planned Formal Curriculum are available to all students
- All our on-site extra-curricular activities which occur during the core school day (8.45a.m.-3.15p.m.) are available to all of our students
- Our PE, Science and Design Technology curriculum are appropriately adapted to ensure that all students can engage in appropriate physical and practical activities
- We encourage all students to engage in Wider extra-curricular activities beyond the core school day
- We support all students in accessing off-site educational visits and residentials, including our Duke of Edinburgh programme

15. How we secure equipment and facilities to support students with SEN

Below is an outline of the specialist equipment and facilities available at Wilmslow High School. We will actively seek advice from external agencies and professionals when we require further equipment or a change in facilities to meet the needs of a student.

Equipment

- We provide additional equipment to assist our students with a special educational need to access the curriculum. This includes assistive technology
- We provide more bespoke equipment in line with students' EHCPs. Examples would include specialist desks or seating
- Equipment required can be planned as part of the **Graduated Approach** of 'assess, plan, do, review'.

Facilities

- An ASC Resource Provision Base
- A HI Resource Provision Base
- Classrooms in the Pavilion for our Specialist Skills Development provision
- Classrooms in the Pavilion for our Additional Curriculum provision
- A 'wet room' is available for students who may have specific toileting requirements
- A well-qualified Medical Needs Team and First Aid facilities are available for all students

16. What support we offer students with SEN for their emotional, mental and social development, including extra pastoral support arrangements and for listening to the views of students with SEN

We want all our students to feel happy, healthy and safe. We therefore promote positive relationships, active engagement and wellbeing for all students.

Emotional, mental and social development

All students have access to our Wider Curriculum programme including a range of clubs (which provide structured activities for social time) and fortnightly Wider Curriculum Lessons. Students also have access to external online programmes to support their wellbeing such as Kooth and Zumos – available via the students' Firefly page.

In addition to this, the Additional Curriculum provides a range of interventions to support students' emotional, mental and social development that can be accessed as part of a curriculum adaption or outside the core day.

Support for students' emotional, mental and social development can be planned into the **Graduated Approach** of 'assess, plan, do, review' and we have trained Emotional Literacy Support Assistants (ELSAs) as part of our team.

Extra pastoral support

All students are part of our House system with a form tutor and strong pastoral team to support them. In addition to this, SEN students may have a further named person to support their progress.

All students can be referred (or self-refer) to our Wellbeing Hub for an appropriate intervention such as a buddy, mentor, counsellor or Youth Worker. Parents will be consulted prior to staff referral.

SEN students can access Progress and Learning Support Bases in the Pavilion as planned in line with the **graduated approach** of 'assess, plan, do, review'.

Listening to the views of students

All students are invited to participate in **Our School Our Voice** activities. In addition to this the views of students with SEN are considered through the **graduated approach** of 'assess, plan, do, review'.

17. What antibullying measures we have in place

We want all our students to feel safe and we adopt a positive and proactive approach to behaviour. Therefore, we have a zero-tolerance approach to bullying. Details can be found [at this link](#).

18. How parents can complain about the school's SEN provision and how complaints will be handled

We want to work together with our parents and carers therefore we welcome you contacting us if you have a concern so that we can discuss and resolve this together. The following contacts will be helpful in this.

Who should you contact if you have concerns

- Ms L Frankham, SENDCo: LFrankham@wilmslowhigh.com
- Miss C George, Assistant Headteacher: Formal Curriculum and Assessment CGeorge@wilmslowhigh.com
- Mr D Jones, Assistant Headteacher: Student Services, responsibility for student behaviour: DJones@wilmslowhigh.com
- Mr S Mackintosh, Deputy Headteacher: Behaviour and Attitudes, responsibility for line managing the Learning Support Team: SMackintosh@wilmslowhigh.com
- Ms R Powley, Deputy Headteacher, responsibility for oversight of student progress RPowley@wilmslowhigh.com
- Mrs C Kane, Headteacher: CKane@wilmslowhigh.com

If this does not resolve the issue, the school policy for resolving concerns and complaints can be found at this link:

<https://www.wilmslowhigh.com/about-us/resolving-issues/>

19. How we support young people who are looked after by the local authority who also have SEN

The designated member of staff for young people who are looked after by the local authority is Mr D Conley: DConley@wilmslowhigh.com

He works with the Learning Support Team to ensure that all teachers understand how a looked-after or previously looked-after students' circumstances and their SEN might interact and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much the same way as any other SEN student. However, our looked-after students also have a personal education plan (PEP). We will ensure the the PEP and the **Graduated Approach** of 'assess, plan, do, review' or EHC plans are consistent and complement one another.

20. How our school contributes to the local offer

Our contribution to the local offer is provided above in this Information Report. Our SEN Team also meet regularly with the Inclusion Quality Team at the Cheshire East Local Authority.