

SEND Information Report



WILMSLOW
HIGH SCHOOL

Key Information

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A link to the local authority's local offer can be found [here](#).

The school SEND policy can be found [here](#).

The school's Accessibility Plan can be found [here](#).

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1. 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

2. 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 shown below and 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.

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

- If your child is **on the SEND Register** please contact their SEND named person if you have any concerns. This information will have been sent to you at the start of the academic year.
- Lisa Frankham - Thorngrove and Norcliffe
- Gemma Lumley- Bollin and Harefield
- If your child has been **flagged as a First Concern** please contact their named person or form tutor if you have any concerns. This information will have been sent to you at the start of the academic year.
- If your child is **not on the SEND Register** and you are worried that they have a special education need, or that they are falling behind in their progress please contact their Head of House.
- If your child is **not on the SEND Register** and you are concerned that they require Access Arrangements for exams or assessments please contact:
 - Miss George (Assistant Headteacher: Formal Curriculum and Assessment) for Key Stage 3 students CGeorge@wilmslowhigh.com
 - Mr Allcock (Senior Lead: Data, Timetable and Examinations) for Key Stage 4 students DAllcock@wilmslowhigh.com
 - Mr Williams (Assistant Headteacher: Sixth Form) for Key Stage 5 students HWilliams@wilmslowhigh.com
- If your child is not on the SEND Register and you are concerned that they have dyslexia or a difficulty with accurate and fluent word spelling, or if you have a general concern about your child's reading or handwriting, please contact Ms Roselle (Reading Lead) SRoselle@wilmslowhigh.com
- If your child is not on the SEND Register and you are concerned that they may have ASC/ADHD or a difficulty with behaviour or attention, social, emotional or mental health need please contact their Head of House or Student Manager.

3. The types of SEND 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 (as shown below) who are able to access our mainstream curriculum with **adaptive** strategies and support. (Adaptive strategies are explained in Sections 9 and 10) We are a large and vibrant school.

Area of need	Condition
Communication and interaction	Autism spectrum disorder (ASD)
	Speech, language and communication difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention Deficit Hyperactivity Disorder (ADHD)
	Attention Deficit Disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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 and 360. Each year has 12 form groups with approximately 30 students in each form. In addition to our mainstream provision, we have the following **Specialist** Provisions:

- an Autism Resource Provision for students with Autistic Spectrum Condition (14 places); and
- a Hearing Impairment Resource Provision (8 places)

These are specialist educational provisions within a mainstream setting with a dedicated classroom providing specialist learning packages for students, considering their whole life needs. These students are expected to attend the majority of mainstream classes as well and can therefore 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. These students are expected to attend **some** mainstream classes as well and can therefore 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.

4. Identifying students with SEND 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.**

Tell us about your concerns	Next	Then
If you think your child might have SEND, the first person you should tell is your child's Head of House or Student Manager	The child will be discussed during the next Pastoral/SEND link meeting and feedback will be sought from the child's teachers	A conversation will occur between parents/carers and the relevant SEND Team Leader Together we will decide what outcomes to seek for your child and agree on next steps

- Our Year 6-7 transition and in-year admission processes flag students already on a school's SEND Register. Our SENDCo meets with Primary School SENDCos in the summer term of Year 6, we also hold an additional transition day for students with SEND.
- 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 assessments are ongoing for all year groups and, from this, teachers will identify students whose progress suggests that there could be a special educational 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 SEND 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 that 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 barrier to learning that can be addressed through access arrangements	There is a barrier to learning because English is an Additional Language for the student	There is a barrier to learning because a student is struggling with their reading	There is a barrier to learning because a student has poor handwriting
Difficulty with accurate and fluent word spelling	Other barrier to learning	Learning need that can be addressed without SEND support	First Concerns
There is a barrier to learning 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 SEND need	There is a barrier to learning which can be addressed without SEND support	There is an emerging barrier to learning which will be monitored over the next three terms
Pastoral need	Behavioural issue	Neurodiversity or mental health issue	Medical Need
There is a pastoral need rather than a barrier to learning	There is a behavioural issue rather than a barrier to learning	There is an additional need but this may not be a barrier to learning	There is a medical or health need
Low Need SEND Support	High Need SEND Support	Complex Need	Specialist Need
There is a special educational need that requires Ordinarily Available Inclusive Provision (see Section 9)	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 – see definition of Special Educational Need and Disability in Section 4

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

- monitoring how they are progressing in lessons, with any reasonable adjustments and adaptations being made where necessary (ordinarily available inclusive provision)
- consulting Learning Support team leaders for further support and advice
- Learning Support team leaders and Head of House meeting fortnightly to discuss and monitor potential SEND
- 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. If further monitoring is required, we may place your child at First Concerns. If your child is identified as having a SEND this will be discussed with you and you will then be formally advised before they are placed on the school SEND register.

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 3 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 4, we also assess any students joining us in Key Stage 4.

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

5. 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](#).

6. Details of how we consult students and their parents/carers and involve them in the education of the student

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. Please also see Section 7.

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' **Pupil Passport** (see Section 10 and 11) 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 a separate SEND 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](#)
- Students with an EHCP have an annual review to ensure that the needs, provisions and outcomes in the plan are relevant and up to date.

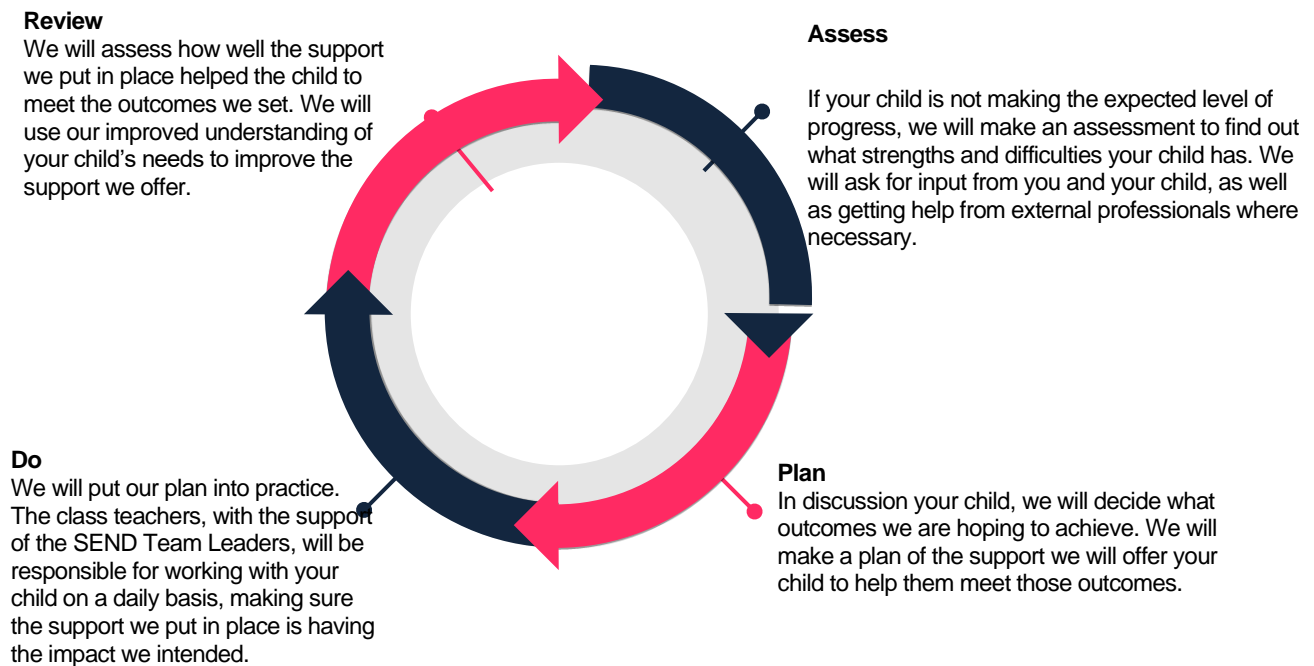
7. How we assess and review student progress towards outcomes including the opportunity to work with parents/carers and students as part of this process

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 (dates for which can be found at this link: [Parent Evenings and Events](#))

In some cases, 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 is a 4-part cycle of assess, plan, do, review.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support and we may mutually agree that your child no longer needs to be on the school's SEND register as it is important that this document is fluid. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

8. 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 [here](#).
- Additional transition visits are arranged for Year 6 students with SEND or vulnerability
- For those students with an identified SEND who join us on an in-year transfer, we liaise with the previous school and parents/carers to formulate a **Pupil Passport**
- All SEND 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 SEND students in preparation for:

- employment and Higher 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.

9. Our approach to teaching students with SEND, 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. Good teaching for students with SEND 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 refers to this as **Ordinarily Available Inclusive Provision** (OAIP).

10. How will the school adapt its teaching for my child?

Please also read our [accessibility plan](#) in conjunction with the information below.

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching (ordinarily available inclusive provision) is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- adapting our curriculum, as and where appropriate, to make sure all pupils are able to access it, for example, by grouping, adapting the teaching style or content of the lesson, etc
- adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- adapting our resources and staffing
- using recommended aids, such as laptops, visual timetables, larger font, etc
- Learning Support assistants supporting pupils as advised in Section F of their EHCP or as advised in their Pupil Passport
- Learning Support assistants supporting pupils in small groups
- school using The [Cheshire East Toolkit](#) for inclusion to ensure your child is adequately supported in school.

Some examples of how a student may be supported are listed below:

Area of need	Condition	SOME Examples OF How we support
Communication and interaction	Autism spectrum condition (ASC)	Sensory support Social stories
	Speech and language difficulties	Speech and language interventions as advised by an NHS Speech and Language Therapist
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Reading Intervention
	Moderate learning difficulties	Smaller group learning as identified by subject teachers
Social, emotional and mental health	ADHD, ADD	Brain breaks
	Adverse childhood experiences and/or mental health issues	Emotional literacy support or Wellbeing Hub support
Sensory and/or physical	Hearing impairment	Specialist Equipment to support optimal lesson experience (as provided and instructed by a health professional)
	Visual impairment	Seating within the classroom for optimal lesson experience
	Multi-sensory impairment	Risk Assessment to support navigation of the school site
	Physical impairment	

These interventions are part of our contribution to Cheshire East's local offer.

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 SEND (Ordinarily Available Inclusive Provision)

Passports

The student's **Pupil 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

Homework (independent practice)

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.

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 SEND. 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. "All teachers are teachers of SEND"

11. How do we adapt the curriculum and learning environment for students with SEND

Our broad and balanced Formal Curriculum offer for each year group can be found [here](#).

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 Section 9).

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

Where additional adaptations are needed:

- adaptations to the curriculum are provided. (See Section 10)
- support groups are provided within maths, science and Key Stage 3 English to support students in accessing the curriculum. Our reading lead takes responsibility for arranging additional literacy opportunities for students in Key Stage 3 and 4.
- where appropriate, students can follow an 8-qualification model in Key Stage 4. This provides the opportunity for five periods a fortnight of personalised study and/or subject 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 SEND 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 SEND 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 SEND 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 SEND, as we want our SEND students to feel that they belong in the classroom.

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

12. What facilities do 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
- Evacuation 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 [here](#). This aims to increase participation in the curriculum by:
 - i. improving the physical environment to enable students with a disability to take better advantage of the education, benefits, facilities and services we provide
 - ii. improving the availability of accessible information to students with a disability

13. What steps we take to ensure inclusivity for students with a disability

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 [Pupil Passport](#)

Whole school environment

- See Section 12
- Access arrangements
- Reasonable adjustments to reduce sensory overload
- Use of ear defenders or ear plugs
- Providing a calm designated space for regulation and social time, where available
- 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 Section 10

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

Both our SENDCo and Deputy SENDCo are NASENDCO-qualified, and they are supported by three further Specialist SEND teachers.

They are also supported by a large team of Resource Provision Managers, Higher Level Teaching Assistants, Emotional Literacy Support Assistants, Learning Support Assistants, a SEND Attendance Lead and a SEND 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 Base, Student Services, Progress Leads, the Reading Team and the Medical Needs and First Aid Team.

We involve further specialist support for our students as explained in Section 15.

Training for staff to support students with SEND

- 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 for learning support staff.

15. How we involve other bodies to meet the needs of the student with SEND and 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

Information on the Cheshire East Team can be found [here](#). 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 or parental support you can contact CEIAS (Cheshire East Information Advice and Support) [at this link](#).

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

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

An inclusive school removes barriers to learning and participation, so we aim to ensure that there are no barriers to students with SEND 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 (8.45am-3.15pm) are available to all students
- We aim to ensure that 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 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

17. How we secure equipment and facilities to support students with SEND

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 encourage the use of additional equipment to assist our students with a special educational need to access the curriculum. This includes assistive technology
- We encourage the use of more bespoke equipment in line with students' EHCPs. Examples include specialist desks or seating

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 as part of the Progress Base and Reading Programme
- 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

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

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 Personal Development programme, including a range of clubs (which provide structured activities for social time) and fortnightly Personal Development 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 and delivered by our qualified 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, SEND 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.

Listening to the views of students

All students are invited to participate in *Our School Our Voice* activities.

19. 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 [here](#).

20. How parents can complain about the school's SEND 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.

- 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 [here](#).

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

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 SEND 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 SEND student. However, our looked-after students also have a Personal Education Plan (PEP). We will ensure that the PEP and the **Graduated Approach** of 'assess, plan, do, review' or EHC plans are consistent and complement one another.

22. How our school contributes to the local offer

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

23. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- extra equipment or facilities
- more teaching assistant hours
- further training for our staff
- external specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority by applying for a needs assessment. Parents/carers can apply for a needs assessment themselves if they feel it necessary. More details are available here: [Education health and care needs assessments and plans](#)