

# Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type

## Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----	
<b>Name of Setting</b>	Wilmslow High School
<b>Type of Setting</b> <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input checked="" type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input checked="" type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 150px; height: 20px;" type="text"/>
<b>Specific Age range</b>	11- 18
<b>Number of places</b>	Mainstream places: 300 per year group. In addition, within the Local Authority Resourced Provision there are 12 places for ASC and 8 places for HI.
<b>Which types of special educational need do you cater for? <i>(IRR)</i></b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support.</p> <input checked="" type="checkbox"/> </div> <div style="width: 45%;"> <p><input checked="" type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in</p> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> Austistic Spectrum Conditions and Hearing Impairment </div> </div> </div>

Each section provides answers to questions from the Parent/Carer’s Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

## Our Local Offer for Special Educational Needs and/or Disability

### Questions from the Parent/Carer's Point of View:

----- Click here to return to the front page -----	
<b>Identification</b>	
<b>How will you know if my child or young person needs extra help? (IRR)</b>	
<ul style="list-style-type: none"><li>• Through the well-established transition processes and the good relationships that exist between the schools of the Wilmslow Education Partnership, there is early and thorough awareness of students with SEND who are transferring to Wilmslow High School from feeder primary schools.</li><li>• Information on students with SEND joining Wilmslow High School from other primary schools is gathered from spring onwards as part of the transition programme.</li><li>• In addition to the information provided by primary schools, all students in Year 7 are assessed at entry for reading and spelling ages. Those with low reading and spelling will be withdrawn for small group intervention work, for a short period of time. Furthermore, all students joining the school take the suite of Cognitive Abilities Tests of Verbal, Non-Verbal, Quantitative and Spatial Reasoning. If the results of these suggest any emerging SEND issues this will be considered by the SENCo.</li><li>• Students may also be identified through concerns brought to the SENCo's attention via parents, or school staff working directly with the student. These concerns may be based on the student's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND.</li><li>• Early identification is paramount, so staff working with students monitor their progress carefully and regularly.</li><li>• Half termly learning support committee meetings are held to ensure that teachers have the opportunity to share concerns over particular students.</li><li>• Where the SENCo deems it necessary, the curriculum can be personalised and tailored to the needs of individual students beyond the differentiation provided in a mainstream teaching group.</li></ul>	
<b>What should I do if I think my child or young person needs extra help?</b>	
<ul style="list-style-type: none"><li>• If you have any concerns regarding the progress of your son/daughter then your first port of call should be your child's Head of House. They may then seek the involvement of the school SENCo. Alternatively the school SENCo can be contacted directly, either by email or phone.</li></ul>	
<b>Where can I find the setting/school's SEND policy and other related documents? (IRR)</b>	
<ul style="list-style-type: none"><li>○ <a href="http://www.wilmslowhigh.com/about-us/school-policies/">http://www.wilmslowhigh.com/about-us/school-policies/</a></li><li>○ <a href="http://www.wilmslowhigh.com/curriculum/learning-support/">http://www.wilmslowhigh.com/curriculum/learning-support/</a></li></ul>	

----- Click here to return to the front page -----

### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND? *(IRR)*

- The school teaches students with SEND in accordance with the Cheshire East Area Wide Offer (available from [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer))
- The needs of most students with and without SEND are met in the classroom through Quality First Teaching. Where additional needs are identified teaching staff communicate with the learning support team to gain advice on how to support them and decide whether further interventions are needed.
- The school has a wide range of intervention programmes available to support students who require extra guidance, which goes beyond whole class teaching approaches. Some of these interventions are well established and widely used e.g. Literacy support sessions or using Numicon for numeracy support; others are bespoke for individual students.
- For students with significant or complex needs, the school seeks the advice of specialists, such as Speech and Language Therapists and Occupational Therapists. Specialists do come into school to work with the students and staff and, occasionally, students go off site to receive this input.
- When additional support is required, above and beyond the combination of Quality First Teaching and the established intervention programmes, a personalised support package will be created. Parents will be fully involved in these decisions.
- The Learning Support team offers training to cover a wide range of SEN such as HI, VI, ASC, attachment, dyslexia, etc.
- The school assessment, recording and reporting system provides three scheduled occasions when parents/carers receive documentary feedback on progress. In addition, there is an annual parents evening at which parents/carers can meet the class teachers. For more details please see <http://www.wilmslowhigh.com/curriculum/assessments/>
- There is also the opportunity to contact the school's SENCo, either via email or by phone and face to face meetings can be arranged, if needed, to discuss your

#### How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

- Quality First Teaching puts the individual class teacher in the frontline of matching the curriculum and learning environment to individual student needs. They will differentiate work as required making every effort to make it accessible to all.
- Teacher awareness of SEND students and their needs is provided through electronic data linked into class registers through the School Information Management System and individual profiles with vital information, provided at the start of every academic year and available to all staff. Teachers will be aware of students' strengths and weaknesses and differentiate accordingly. All staff have access to these profiles, so the information can be easily provided for somebody covering a colleague's lesson.
- We aim to encourage independence for all our students, in preparation for life outside of education, when they leave the High School. Independent learning starts as early as possible by matching tasks set to the strengths of the learner. For those who need a more specialist approach, teachers are encouraged to discuss approaches with the specialist teachers within the school.
- All additional provision for students with SEND is overseen by the school SENCo, and monitoring of their progress takes place at regular Learning Support Committee meetings, held with the SENCo and a representative from every curriculum team.
- In Year 9 students with SEND are assessed for examination concessions for their public examinations. The diagnostic assessments are administered in school

----- Click here to return to the front page -----

### Teaching, Learning and Support

although the results are determined by the examination boards and communicated to parents via the examinations officer. Within Key Stage 3 (Years 7 to 9), teachers take into account a student's SEND when preparing and marking examinations. If needed, support will be provided to assist in examinations.

- The Key Stage 4 Course Choice process runs through a sequence of stages during the autumn and spring terms of Year 9 in order to give both students and parents up-to-date and thorough information on which to make decisions about the courses they can select to accompany the core curriculum offer. More details about this, and a copy of the Courses Booklet, can be found on the following webpage:

- <http://www.wilmslowhigh.com/curriculum/key-stage-3/course-choices-for-ks4/>

### How are the setting, school, or college's resources allocated and matched to children or young people's needs?

- To make sure that Quality First Teaching approaches are used fully in each classroom, a proportion of the SEND budget is used to provide classbased provisions. This could include physical resources within a classroom such as additional computers. For those students who need additional funding, such as additional human resources – teachers, therapists or LSAs - funding allows the school to access a variety of intervention programmes, offering different approaches to suit different students with a wide range of needs.
- The SEND budget is the responsibility of the Head teacher, in conjunction with the SENCo. Discussions and monitoring takes place to make sure that resources are allocated appropriately and cost effectively.

### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

- If a student is assessed to have some form of SEND then the Learning Support Team will set up a meeting between relevant staff and the parents/carer and student. At this meeting outcomes will be discussed and an action plan agreed.
- If the school feels that the student's needs are best met by drawing on additional expertise, outside agencies will be invited to participate in these discussions.
- Throughout this process, the student's needs, whether learning-focused, health-related or emotional, will be at the centre of these discussions along with provision of appropriate support and guidance to their parents/carers.

### How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

- Where specialised equipment is needed, such as enlargement of texts, specific audio equipment etc., the Learning Support Team will liaise with specific agencies and seek advice on the best option. Parents will be involved wherever possible in these discussions. The school has a large range of specific equipment to enhance learning to support students with SEND, and the SENCo along with other teachers, will consider the needs of all the students within their care when deciding on the allocation of these specialist resources.

----- Click here to return to the front page -----

### Teaching, Learning and Support

#### How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

- The school assessment, recording and reporting system provides three scheduled occasions when parents/carers receive documentary feedback on progress. In addition, there is an annual parents' evening at which parents/carers can meet the class teachers. For more details please see:
  - <http://www.wilmslowhigh.com/curriculum/assessments/>
- Where a student has an EHC Plan, all adults working with the student will have access to the EHC Plan and regular discussions around each student will take place within the Learning Support team. We also hold Review Days during the course of the year which parents can attend with their child, where targets are set to overcome barriers.
- For SEND students without an EHC Plan, concerns can be raised with the Head of House, SENCo, or Team Leader of Learning Support.
- Students who access additional support for literacy are tested at two points during the year and their progress reported to parents/carers through the EHC Plan meetings or letters home.
- For parents who wish to have more detailed and individual chats about their child's progress, or who feel that their child is not progressing, we would encourage them to contact their child's Form Tutor, the subject teacher/leader (if it is subject related) or if there are wider issues the Head of House, SENCo, or Team Leader of Learning Support.
- We encourage all parents to take an active role in using the above structures to monitor the performance of their child and work with us to ensure their child makes the best progress. A brief overview of the curriculum can be found on the school website to help you:
  - <http://www.wilmslowhigh.com/curriculum/key-stage-3/>
  - <http://www.wilmslowhigh.com/curriculum/key-stage-4/>
  - <http://www.wilmslowhigh.com/curriculum/sixth-form-curriculum/>

#### How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

- As well as reporting progress as detailed above, for students with an EHC Plan a yearly review will take place with members of the Learning Support Team, although parents may come into school before this to discuss progress or raise concerns. This review will be based on comments from teachers, comments from Learning Support Assistants (LSAs) but also comments from the student and their parents. The review meeting will include the child, the parents, a member of the Learning Support team and any outside agencies who may be needed at the review.

### How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

- There is no “one size fits all” answer to this. How we evaluate the effectiveness and sufficiency of our arrangements and provision for students with SEND is dependent on what these arrangements are, how they have been organised and what impact they were intended to have.
- In terms of the provision of extra literacy support, students are assessed regularly to see how they have progressed. Those students who have improved and met their targets will return to mainstream lessons– although only after discussion with parents and the students, and based on advice from the SEN teacher or subject teachers.
- Other types of support may be necessary and these may be put in place. Similar evaluation is undertaken for all types of additional or extrasupport.
- With all support provided from the Learning Support Team there is assessment using specialist tests or from the use of the teacher assessments completed regularly through the year.
- In every case these additional arrangements are only put in place, changed or ended after discussion with parents and the student.
- During Key Stage 3 and 4 some teaching groups are organised into ability-based sets. Where this is the case, teachers are asked throughout the year to make recommendations for set changes based on the data obtained from the assessments completed at certain key points.

----- [Click here to return to the front page](#) -----

### Keeping Students Safe and Supporting Their Wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

- For the majority of students, arrival at the start of the day and exit at the end is very much part of their development and independence and most will do this by themselves, although at both times of the day there are a large number of staff on duty who supervise the students and ensure they arrive and leave in an safe and orderly fashion.
- For some students alternative arrangements may be necessary and these will be discussed with the Head of House or the SENCo as some students do need to be met at reception or collected by parents at the end of the day. We aim to work towards independence wherever possible. Information about students with SEND is communicated to teaching and Learning Support staff via a student profile.
- For the majority of students, breaks will mean having independent access to the High Options restaurant and the main external areas, where they will meet and socialise with their friends. Students who have an EHC Plan may choose to access the smaller café facility located within the Pavilion building. All of these areas are supervised by staff teams at both break and lunch.
- A number of alternative venues around school cater for students who seek a more structured environment offering ICT, games, support with homework or friendships. Where needed, students will be closely supervised during these unstructured times.
- There are a large number of staff who also move around school during break and lesson change overs who supervise students and ensure they move sensibly from one place to another. Some students, due to physical or other concerns, may need to leave lessons early, usually accompanied by a Learning Support Assistant. Arrangements like these need to be discussed with key staff.

----- Click here to return to the front page -----

### Keeping Students Safe and Supporting Their Wellbeing

- Students are allocated to tutor groups and each day starts and ends with registration as a tutor group. Parents are able to email Form Tutors at any time and this would be the first point of contact for communication between school and home. Students with SEND may have LSA support in form, to promote inclusion in friendship groups, accurate transfer of information, correct use of the School Planner and to help with organisational skills as the student prepares for each day.
- Risk assessments are completed as needed to ensure that the safety and well-being of every student has been addressed within school as well as prior to an activity or triptaking place. The needs of a student are assessed on an individual basis and support is provided as necessary both within school and on visits.

### What pastoral support is available to support my child or young person's overall well-being?

- Student Services aims to provide a healthy, safe, mutually respectful environment in which students participate, are happy, have individual needs met and are challenged to achieve something special. We have a whole school focus on student well-being with a dedicated Student Services team working relentlessly to support individuals.
- At the forefront of our daily ethos is the mantra of 'The Wilmslow Way'. The key elements of 'The Wilmslow Way' are behaviour, pride and success. Students are rewarded for exhibiting these attributes. Equally, when they fall short of our expectations they receive appropriate sanctions. Please follow the links below to see further detail of the positive nature of school life and the practices and structures which we have in place to promote this:
  - <http://www.wilmslowhigh.com/student-services-7-11/>
  - <http://www.wilmslowhigh.com/student-services-7-11/rewards-and-sanctions/the-wilmslow-way/>
- We recognise that students with SEND may experience a range of social and emotional issues. Our Wider Curriculum programme promotes discussion and workshops focusing on well-being and includes social and emotional issues, inclusive environments and anti-bullying.
- All students in school are encouraged to develop successful friendships and relationships with their peers. Where a student finds this difficult, they may choose to access alternative arrangements at lunchtimes where social skills are taught through role play and discussion. Students have access to various levels of support regarding friendships from form tutors, Student Services, peer mentors, sixth form mentors and Learning Support.
- It is sometimes appropriate for us to offer support to the peer groups/siblings of students with SEND. Sometimes this involves open, frank discussions where peers and siblings are encouraged to ask questions with the aim of gaining an understanding of the needs of their classmates. We also hold whole school assemblies and Wider Curriculum sessions which address some key areas of need.
- The school has a clear anti-bullying policy and all students are taught to understand what bullying is and the impact it can have. For more details please see:
  - <http://www.wilmslowhigh.com/student-services-7-11/anti-bullying/>

----- Click here to return to the front page -----

### Keeping Students Safe and Supporting Their Wellbeing

- The school approach to anti-bullying and the policy is available on the website:

### How will the setting, school or college manage my child or young person's medicine or personal care needs?

- We are aware that some students with SEND also have medical or personal care needs which require attention during the school day. If medication is required, following written confirmation by a parent, a student will visit the school nurse in the main office where the medicine will be stored, administered and signed off. Our First Aid Coordinator (who is qualified in the managing of medicine within an educational setting) is aware of all students in school who require regular medication or who require inhalers, epi-pens etc. These emergency medicines are all stored in locked cabinets within the school office.
- School staff all have current training in administration of epi-pens. Staff also have access to the medical needs register.
- For students with more complex medical needs, our Medical Needs Coordinator will coordinate how needs are to be met in consultation with parents/carers and health professionals. Information detailing procedures for medical emergencies are shared with all staff involved with a student. The medical needs co-ordinator also helps with with risk assessments for and the organization of activities and trips outside of school to ensure that all medical needs are still fully addressed.
- For those students where it is most appropriate to deliver medical care (e.g. toileting, injections etc.) in private, individual arrangements are made on the basis of need. We work closely with parents/carers to support each other and to understand needs for support with intimate care.
- The practicalities of managing regular medical appointments requiring time off school will be discussed on an individual basis, either with the Student Services or Learning Support teams.
- Staff undertake regular first aid training and are trained annually in the administration of rescue medication such as epi pens and asthma inhalers. Manual

### What support is available to assist with my child or young person's emotional and social development? *(IRR)*

- Many students with an EHC Plan will have support during form time. It is during this time that opportunities for discussion may arise and any issues may be noted.
- SEND meetings are held three times a week, where the Learning Support team meet to discuss individual students and raise any concerns. Each concern is followed up and appropriate actions are taken to access the right support for the student: this may involve increased vigilance by the Learning Support team or SENCo, observation in lessons, contact with parents/carers, an appointment in the 'The Hub' or alerting Student Services.

----- Click here to return to the front page -----

### Keeping Students Safe and Supporting Their Wellbeing

- Students with SEND have individual learning mentors with whom they meet to keep up to date on progress, interventions and well-being. Students are encouraged to use this meeting time to raise any concerns and for Learning Support Assistants to get to know a student better.
- Where there are concerns about the emotional and social development of any student, we would discuss these with parents and students. In this area there may be a need to access support from the Inclusion team who would offer support around a number of different issues including areas like Self Esteem, Anger Management and social and communication difficulties.
- If there is a greater concern then advice may be sought from different teams i.e. CEAT (Cheshire East Autism Team), Child and Adolescent Mental Health Services (CAHMS) or an Educational Psychologist.

### What support is there for behaviour, avoiding exclusions and increasing attendance?

- Every student in school is very aware of the behaviour policy:
  - <http://www.wilmslowhigh.com/student-services-7-11/rewards-and-sanctions/behaviour/>
- A strong system of Achievement and Behaviour points plays an important role on a day to day basis and is used to acknowledge excellence as well as areas needing improvement; one area of focus is behaviour.
- In terms of behaviour support, there are a number of actions the school takes to support a student towards recognising the need for good behaviour and to modify behaviours which are inappropriate: these include sanctions available to all staff, to tutors, to curriculum teams and whole school sanctions (for example, referrals, lunchtime detentions, students being on report, parental interview).
  - <http://www.wilmslowhigh.com/student-services-7-11/rewards-and-sanctions/the-wilmslow-way/>
- Where there are behavioural concerns these will be discussed with parents and the behaviour of students monitored. If there is a need for support or work on this area then there will be regular input from the Student Services team. Where the concern continues then advice would be sought from different teams within school.
- Form Tutors monitor attendance. Each unexplained absence from school triggers a text alert to home. When attendance falls below 97% contact is made with home. If attendance continues to be a concern then further contact is made with home and a meeting with parents will be called. Please see the link below:
  - <http://www.wilmslowhigh.com/student-services-7-11/attendance/>

----- <a href="#">Click here to return to the front page</a> -----
<b>Working Together &amp; Roles</b>
<b>What is the role of my child or young person’s class teacher?</b>
<ul style="list-style-type: none"> <li>Students will have a number of teachers during their secondary education.</li> <li>All students will have a Form Tutor whom they will see every day during registration. As an immediate focal point and contact point their role is crucial. We ask parents to work in partnership with the Form Tutor and to help establish a working relationship that supports the student and best works for them.</li> <li>Within lessons students will access a number of specialist teaching staff and when there are specific questions about progress within a particular lesson, we suggest that parents contact the specific subject teacher as they will have a better and wider understanding of the progress needs, concerns, types of assessment and subject content.</li> </ul>
<b>Who else has a role in my child or young person’s education?</b>
<ul style="list-style-type: none"> <li>Students with an EHC Plan will also be assigned a Mentor from the Learning Support team. They will ensure a smooth transition for their students, and ensure that any concerns about progress or other matters that arise are communicated between school and home.</li> <li>Within lessons, students with an EHC Plan, and some others, will work not only with the teaching staff but also with a number of Learning Support Assistants (LSAs) who are linked to particular subjects or who work with students with a specific need.</li> <li>Where there is a need for extra support, students will work with a SEND teacher or the SEND HLTA or LSA who delivers extra support sessions. At times, students may also work with outside staff, who are brought in to deliver work on an area of particular need for the students.</li> </ul>
<b>How does the setting, school or college ensure that information about a child’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?</b>
<ul style="list-style-type: none"> <li>Within school we distribute a SEND Information list that details the SEND needs of all students for whom that applies. This includes students with an EHC Plan. This is updated regularly and shared with staff.</li> <li>There are also regular forum sessions in which staff are given information regarding the needs of a particular group or child.</li> <li>Staff are given a profile of all students with an EHC Plan which shares vital information and strategies to help them succeed.</li> <li>When new information comes into school it is usually shared with staff via email.</li> </ul>
<b>What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i></b>
<ul style="list-style-type: none"> <li>Within the Learning Support Team there are 3 subject specific specialist teachers, including Maths and English, and 4 other teachers including specialists of Hearing Impaired, Autism and Dyslexia.</li> <li>Wilmslow High School offers regular training for its staff. Coupled with this there are five INSET days for staff each year and parts of these may be dedicated to SEND issues and training.</li> </ul>

----- [Click here to return to the front page](#) -----

### Working Together & Roles

- Recently the school has achieved the Inclusion Quality Mark.
- Where a student has a particular need the SENCo / Team Leader will endeavour, with support from parents and other groups, to source and provide training for appropriate staff.

### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

- At times it is necessary to seek the advice and support of other agencies so that the needs of students can be met within School. Currently the school accesses support from:
  - Educational Psychologist
  - Child and Adolescent Mental Health Services (CAMHS)
  - CEAT (Cheshire East Autism Team)
  - School Nurse
  - Family Support Worker
  - Speech and Language Therapists
  - Occupational Health
  - Deaf CAMHS
- Additional external agencies involvement may be accessed on a basis of individual need. Input may then be in the form of advice or interventions both on

### Who would be my first point of contact if I want to discuss something?

- If you wish to discuss an issue we suggest a number of different routes depending on the nature of your issue:
  - The Form Tutor if the issue is a pastoral one
  - Subject teachers/subject leaders if the issue is related to a particular subject
  - The Head of House for pastoral issues or concerns about progress
  - The SENCo/Team Leader in Learning Support for issues regarding provision or additional support, or for general queries.
- If you have any concerns please DO contact the school as soon as possible – preferably by email but of course by phone if necessary.

----- Click here to return to the front page -----
<b>Working Together &amp; Roles</b>
<b>Who is the SEN Coordinator and how can I contact them? <i>(IRR)</i></b>
<ul style="list-style-type: none"> <li>• The SENCo is Mrs Jo Glover. Team Leaders are Ms Lisa Frankham, Miss Chrissie Boden and Mrs Gemma Lumley. They can be contacted via Reception on 01625 529161</li> </ul>
<b><i>What roles do have your governors have? And what does the SEN governor do?</i></b>
<ul style="list-style-type: none"> <li>• The current SEND Governor is Ann Bale. The SEND Governor meets regularly with the SENCO to discuss the department’s actions and helps review the impact of interventions.</li> </ul>
<b><i>How will my child or young person be supported to have a voice in the setting, school or college? (IRR)</i></b>
<ul style="list-style-type: none"> <li>• Students with an EHCP will often have support in form and in some lessons. They are encouraged to build a relationship with the adults supporting them and to feel able to discuss any aspirations, concerns or issues. As part of their EHC Plan review, all students with SEND are asked for their views on their progress, the type of support they receive and how they may like this to develop.</li> <li>• SEND students also have a key worker who is a member of the Learning Support team. The key worker holds half termly student meetings with the student to gain feedback on SEND, school generally etc. so that we can not only determine how a student feels about their progress and the support they are receiving, but also so that a student feels that they have someone to listen to their point of view. Feedback is then given to relevant members of the Learning Support Team. The views of parents are also sought.</li> <li>• The school has a School Council which meets at least once every half term with the Senior Student Manager and their feedback is shared with the whole school Leadership Team. Access and membership of the council is determined by election within form groups and year groups.</li> </ul>
<b>What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?</b>
<ul style="list-style-type: none"> <li>• Parents are invited to get involved with the life of the school either through the PTA or the Governing Body. Information and advice on how to do both can either be accessed via the school website or through contact with the school.</li> <li>• For the PTA please contact Sonia Wild – current chair of the PTA.</li> <li>• For the Governing Body please contact the Clerk of Governors – Gareth Crookes</li> </ul>
<b>What help and support is available for the family through the setting, school or college? <i>(IRR)</i></b>
<ul style="list-style-type: none"> <li>• In terms of helping families complete forms or in sourcing information and guidance there are a number of areas that a parent and student can access:                             <ul style="list-style-type: none"> <li>○ Look on the school website or VLE (<a href="http://vle.wilmslowhigh.com/">http://vle.wilmslowhigh.com/</a>)</li> <li>○ Contact a form tutor via email</li> </ul> </li> </ul>

## Our Local Offer for Special Educational Needs and/or Disability



----- [Click here to return to the front page](#) -----

### Working Together & Roles

- Contact school and ask to speak to the Head of House or SENCo
- For students with an EHC Plan, there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their transition post 16 and will attend all reviews of the EHC Plan from Year 9 onwards.

----- Click here to return to the front page -----

### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

- There are many lunchtime and after school clubs that are run by school. An updated list will be made available to parents and students within the new academic year and all students are encouraged to take part. The activities are open to all students, although if a parent has a concern regarding the club or activity then they would be advised to contact the organiser or their child's Form Tutor or Head of House to discuss that concern.
  - <http://www.wilmslowhigh.com/x-tra/>
- At breaks, the Learning Support team do offer a supervised club which some students may wish to access. This is usually voluntary but parents are again advised to contact the SENCo to discuss this. Other clubs are available at break times (please see up to date list) and the library facilities are also available for students who wish to study.
  - <http://www.wilmslowhigh.com/curriculum/learning-resource-centre/>
- There is open access to all visits and activities for all students, although the nature of certain visits and activities may necessitate a meeting with parents so that their child can access those visits safely. Information on trips can be found on the school website, in the calendar section.
- Parents are invited to contact School to discuss trips and activities so that their child may access them and get the most enjoyment from them.
- If a student with an EHC Plan requires one-to-one supervision on an educational visit due to their SEND, an Learning Support Assistant (LSA) may be provided. For any trip which is part of the school curriculum /day, this would be the case. Where a trip is an extra-curricular activity such as a trip to Alton Towers, support may be available but would have to be discussed on an individual basis.

## Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----

### Inclusion & Accessibility

#### How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

*One area of the Music department is not yet wheelchair accessible.*

Are disabled changing and toilet facilities available?

Details (if required)

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

For students who use a wheel chair or who require disabled provision and access, we would strongly recommend that parents contact the school and ask for a meeting with the SENCo and a tour of the school.

For SEND students who require a measure of additional support to meet aspects of their SEND, this will need discussion with the SENCo so that the appropriate support can be put into place to meets the student's needs. Please contact the school to ask for a tour and a meeting with the appropriate staff.

----- Click here to return to the front page -----

### Transition

#### Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

- Information relating to our entry policy for Post 16 courses can be found on the school website or through contact with Mr Tunmore (Head of Sixth Form).
  - <http://www.wilmslowhigh.com/sixth-form/admissions/>
- Information regarding our admissions policy can also be found on our website or through contact with School.
  - <http://www.wilmslowhigh.com/about-us/admissions/>

#### How can parents arrange a visit to your setting, school or college? What is involved?

- There are a number of opportunities for parents and students to visit school.
- During the Autumn Term there is an Open Day and Open Evening for parents who are thinking of Wilmslow High for their child.
  - <http://www.wilmslowhigh.com/calendar/open-evening-2016/>
- As well as this, parents are invited to contact school and make individual appointments with key staff to discuss their child's needs. This is particularly encouraged for students with EHC Plans.

#### How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

- For students joining us in Year 7 from Primary School:
  - <http://www.wilmslowhigh.com/curriculum/moving-up-from-primary/>
- There are a number of transition events for students including Open Evenings and Transition Days
- For certain SEND students there are separate SEND transition events on top of the ones provided for all students
- Certain SEND students may require an individualised transition programme as well – this will be discussed with parents
- During the summer term members of staff will visit all feeder primary schools and obtain advice on students including progress grades, SEND information and particular levels of need
- There are a number of events for parents to attend, including Open Evenings and Parents information Evenings at which they can highlight need or speak to

## Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----

### Transition

staff individually (parents are, though, encouraged to contact school directly before this to discuss their child's needs)

----- Click here to return to the front page -----

### Additional Information

#### What other support services are there who might help me and my family? *(IRR)*

- Where a parent may want access to a support service we would advise that they contact the Head of House, SENCo or the Family Support Worker who will be able to advise and support them in accessing the right type of support they need.
- Where parents need advice and information – please see the link listed below that will direct them to a number of local and national organisations that will help them with support and advice.

This link will help parents access information and advice:

- [www.councilfordisabledchildren.org.uk/getting-involved/sen-and-disability-reform-support-organisations/north-west](http://www.councilfordisabledchildren.org.uk/getting-involved/sen-and-disability-reform-support-organisations/north-west)

This link will take you to a number of websites for particular areas of special need.

For support with dyslexia please use the following websites:

*Dyslexia Action (Based in Wilmslow)*

- [www.dyslexiaaction.org.uk](http://www.dyslexiaaction.org.uk)

7 Hawthorn Lane, Wilmslow SK9 1AA

01625 530158

*Or the British Dyslexia Association:*

## Our Local Offer for Special Educational Needs and/or Disability

----- Click here to return to the front page -----

### Additional Information

- [www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

To access information on Cheshire East services and for information on how the Local Authority works within SEN please use the following link:

- [https://www.cheshireeast.gov.uk/children\\_and\\_families/services\\_for\\_parents.aspx](https://www.cheshireeast.gov.uk/children_and_families/services_for_parents.aspx)

To access support from Parent Partnership please use this link:

- [https://www.cheshireeast.gov.uk/schools/parents/parent\\_partnership.aspx](https://www.cheshireeast.gov.uk/schools/parents/parent_partnership.aspx)

### Where can I find the Cheshire East Local Offer? *(IRR)*

The Cheshire East Local Offer can be found at

- [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer)

### What can I do if I am not happy with a decision or what is happening? *(IRR)*

- If a parent is not happy with a decision that has been made, please contact school and discuss this with either the Head of House/SENCo/Student Manager/Subject Teacher.