

**WILMSLOW HIGH SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY  
AND INFORMATION REPORT**

**Policy Type: Statutory**

**Managed by: Assistant Headteacher (Personal Development & Partnerships)**

**Governors' Link Committee: Learning and Student Support Committee**

**Designated lead teacher: Director of Learning Support (SENCo )**

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<b>May/ June 2016</b>	Reviewed with A Bale, J Glover
<b>Dec 2016</b>	Operational details about the APDR cycle removed to a separate APDR handbook
<b>April 2017</b>	Updated long term aims, SENCo position in ELG, policy evidence links. Removed operational details to separate document.
<b>September 2018</b>	Updated information on Cheshire East SEND Toolkit and section on bullying
<b>July 2019</b>	Update following Cheshire East SEND Network Meetings, review of Resource Provisions and development of exam access arrangements
<b>January 2021</b>	Reviewed following Cheshire East SEND meeting.

## Table of Contents

<b>WILMSLOW HIGH SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY .....</b>	<b>1</b>
<b>Policy Type: Governing Body .....</b>	<b>1</b>
<b>Managed by: Director of Teaching, Learning and Assessment.....</b>	<b>1</b>
<b>Designated Governor .....</b>	<b>1</b>
<b>Designated lead teacher: SENCo.....</b>	<b>1</b>
<b>Date of Policy: January 2021.....</b>	<b>1</b>
Context.....	3
Values.....	3
Policy development.....	3
Aims.....	3
Objectives for SEN support in Wilmslow High School.....	4
Teachers will .....	4
The Senior Leadership Team will .....	4

The SENCo and Learning Support Leadership Team will..... 4

The Student Services Team (in particular, Heads of House and the Head of Inclusion) will .....	5
Curriculum Team Leaders will .....	5
Identifying Special Educational Needs .....	5
The SEN register .....	6
The Learning Support team’s role in special provision .....	6
Graduated response to SEN Support .....	6
The Assess-Plan-Do Review cycle.....	7
Supporting students and their families.....	7
The Local Offer .....	7
Contacting school.....	8
Admissions .....	8
Access arrangements for examinations.....	8
Liaison with outside agencies .....	8
Supporting Students at school with medical conditions.....	9
Diagnosis .....	9
Irlens / Scotopic Sensitivity Syndrome / Visual Stress .....	9
Monitoring and evaluation of SEND .....	9
Training and resources.....	9
Funding .....	9
Training for members of the Learning Support Team.....	9
Supporting classroom teachers in meeting the needs of students with SEN .....	10
Roles and Responsibilities.....	10
SEN Coordinator.....	10
Director of Learning & Curriculum .....	10
SEN Governor .....	10
SEN Team leaders.....	10
SEN teachers .....	10
Higher-level Teaching Assistants.....	10
Teaching Assistants .....	10
The designated teacher with specific safeguarding responsibility .....	11
Pupil Premium Funding.....	11
Looked After Children Funding .....	11
Medical needs .....	11
Accessibility.....	11
Dealing with Complaints .....	11
Bullying.....	11

## Context

Wilmslow High School is a large 11-18 comprehensive school with a catchment area of Wilmslow and the surrounding villages. Students who attend the school are from a variety of socio-economic backgrounds and come from homes where aspirations for, and support of, education and career development vary widely. The school hosts a Hearing Impaired Resource Base and an Autistic Spectrum Condition Resource Base which accommodate students from within and beyond the school's normal catchment area. A number of students with Statements of SEN or Education, Health and Care Plan, (EHCP) also attend the school from outside the normal catchment area; a number of SEN students arrive at school by taxi.

## Values

The school's core belief is that every young person is of equal value. This school aims to meet the needs of all those attending the school, no matter what their ability, gender, socio-economic background, disability or race (see Equality Policy). We aim to provide every student with high quality teaching and extensive learning opportunities both within and beyond the classroom. We will make arrangements to maximise academic progress and personal development for all students, responding to their individual needs and removing barriers to their learning.

## Policy development

The policy has been developed by the SENCo, Learning Support Team Leaders, SEN Governor and members of the Leadership Team with reference to the SEND Code of Practice, 0-25 guidance 2014.

Services for children and young people with SEND within Cheshire East are currently undergoing significant and substantial development following the Local Area Ofsted inspection of 2018. An important element within this development programme is the Cheshire East SEND Toolkit. The school SEND policy will be further developed in the light of experience using the SEND Toolkit:

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

## Aims

Our long-term aims are:

- To maximise academic progress and personal development for all students
- To reduce and, where possible, close achievement and progress gaps between different groups of students
- To be imaginative and resourceful in order to ensure that vulnerable or disadvantaged students are given the support and opportunities they need to remove the barriers to their learning and personal development and maximise their independence and effectiveness
- To ensure that all our staff understand their role in relation to these aims and, in particular that ***every teacher is a teacher of every student including those with SEN.***

A student is considered to have special educational needs (SEN) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other students of about the same age.

Many children have difficulties of some kind during their education. At Wilmslow High School, we can help most students overcome the barriers their difficulties present quickly and easily but a few will need extra help for some or all of their time in school.

The Code of Practice states that "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching." At Wilmslow High School we will therefore seek to

ensure that all students benefit from high quality classroom teaching from a qualified teacher with expertise in the subject they deliver. Additional support will not be substituted for high quality teaching, though it may support it.

The process of identifying suitable support for pupils therefore starts with the assumption that if normal classroom provision is of high quality it will meet the needs of most students including those who have been in receipt of SEN provision at earlier stages in their education. Where classroom provision appears not to be of sufficient quality to meet the needs of some pupils the SENCo and Director of Learning & Curriculum will seek to address this through the school's line management, appraisal, CPD, quality assurance and learning evaluation processes.

Where it is felt that a young people may need special educational provision, the code sets out the principle of a graduated response. This acknowledges that a student may need specific support from the school or may need further bespoke support which may include external experts. This approach is designed to focus on individual need and outcomes and raise the aspirations of and expectations for all students with SEN.

## Objectives for SEN support in Wilmslow High School

Teachers will:

1. Make regular assessments of progress for all pupils both formally (in line with the school's assessment system) and informally, on an ongoing basis
2. Identify pupils making less than expected progress given their age and individual circumstances. That is, progress which:
  - is significantly slower than that of their peers starting from the same baseline
  - is slower than the student's previous rate of progress
  - fails to close the attainment gap between the student and their peers
3. Adapt their teaching to address the needs of students identified as making less than expected progress
4. Apply school behaviour and reward systems to ensure students complete the work set for them to the best of their ability so as to make good progress
5. Give regular feedback to students on their work and cultivate students' reflection and response to this feedback
6. Refer students to the SENCo through the SENCo referral process form on Firefly where students in their class may require provision which is additional to and different from that which is offered through the school's curriculum

The Senior Leadership Team will:

1. Work within the guidance provided in the SEND Code of Practice, 2014
2. Provide a suitably skilled and qualified SENCo
3. Monitor the work of the SENCo and Learning Support Team
4. Provide a clear framework within which the SENCo and Learning Support Team operate as part of whole school provision for all students
5. Provide suitable funding, staffing and support to enable the SENCo and Learning Support Team to operate effectively
6. Hold the SENCo and Learning Support Team to account for providing effective, value for money support for students which supports the school's strategic aims and meets the school's statutory obligations

The SENCo and Learning Support Leadership Team will:

1. Work within the guidance provided in the SEND Code of Practice, 2014
2. Monitor the academic performance, attendance and social development (as recorded in termly Indicator levels/ grades, effort grades, achievement and behaviour logs, Wilmslow Way points and other school information) of students on the SEN register.

3. Assess promptly any students who are brought to their attention as possibly having special educational and/or additional needs, and add them to the SEN register as appropriate, advising parents if further assessment is required outside of the schools skillset.
4. Seek to integrate students within the whole school ensuring that they access as much of the mainstream curriculum and extra-curricular provision as possible
5. Accommodate the needs of the “whole pupil”; recognising that a student’s personal, social and physical development are as important as their academic progress
6. Lead an effective team of professionals trained and equipped to meet the needs of our students
7. Administer and oversee access to all intervention programmes in school ensuring that the objectives for the intervention are clearly stated and students performance in relation to those objectives is
8. Develop monitoring, support and intervention systems which seek to identify poor progress and the causes of poor progress, address these and enable students to succeed within mainstream provision as far as possible
9. Regularly review progress of any students with SEN and to adapt intervention and provision as appropriate, identifying Special Educational and additional needs

The Student Services Team (in particular, Heads of House and the Head of Inclusion) will:

1. Monitor the academic performance, attendance and social development (as recorded in summative assessments, achievement and behaviour logs, Wilmslow Way points and other school information) of students within their house or the year group of which they have oversight.
2. Refer students to the Learning Support team through the *SENCo referral form in Firefly* when students may need access to provision which is additional to and different from that which is offered through the school’s curriculum

Curriculum Team Leaders will:

1. Monitor the academic performance of students within their subject areas
2. Ensure that teachers within their team are assessing meaningfully and accurately
3. Ensure that teachers within their team are identifying any pupils making less than expected progress and responding accordingly
4. Ensure that, where poor pupil progress is identified, teachers deliver high quality teaching designed to address students’ areas of weakness

## Identifying Special Educational Needs

Students will be considered for identification as having special educational needs where they:

- a. Have academic achievement which is below the national expectation for their age (i.e. currently, for students joining at the start of Year 7, those who achieve below level 4 in either English or mathematics in Key Stage 2 national tests or teacher assessments; or where this data is not available are judged to be operating at that level on the basis of other assessment such as CAT4 assessments)
- b. Are identified by their previous school as having special educational needs
- c. Are consistently making less progress than is expected for a student of their age in spite of effective provision in the normal school curriculum (Quality First Teaching)
- d. Are thought to be facing a particular difficulty which is affecting their learning (such as, but not limited to: dyslexia, physical disability or a mental health condition)

## The SEN register

The SEN register records the names and needs of students who experience barriers to learning that the school seeks to address with provision which is additional to and different from that which is offered through the school's curriculum.

There is no statutory obligation to maintain a register of SEN, and this term is not used in the code of practice. Wilmslow High School maintains an SEN register so as to be clear about which students are currently in receipt of provision which is additional to and different from that which is offered through the school's curriculum. In order to support any possible future applications for an EHCP it is necessary to have good records of the provision that has already been made to address students' needs. As a school we also wish to become increasingly structured and rigorous in the way we administer, evaluate and apply additional provision and the maintenance of an SEN register is expected to support this. All students who access additional provision will therefore be recorded on the SEN register, though many will be on the register only until the intervention or other measure is complete and has been shown to have successfully addressed the difficulty identified.

The SEN register and accompanying notes are regularly updated. Staff will be given access to this in an appropriate form. Individual student profiles are provided for every child at SEN support or EHCP level. There is a clear challenge in providing easy access for all relevant staff to useful and detailed but confidential information about young people. The SENCo and Learning Support team will work to develop increasingly efficient ways of communicating this information whilst safeguarding the privacy of the students whose information is shared.

Students will be routinely removed from the SEN register when and if they no longer have needs which are significantly different from or additional to those of the majority of students in the school. A student's place on the SEN register will be reviewed at least annually but often decisions will be made on a termly basis following data reviews. Parents will normally be informed of this change before it happens.

## The Learning Support team's role in special provision

The Learning Support team takes responsibility for

- Developing intervention programmes and other provision that meet the needs identified
- Monitoring the impact of this provision
- Recording the use of this provision for each student (provision mapping)
- Managing access to the provision, so as to ensure that resources are distributed fairly and effectively and students' experience of the school's curriculum is maintained while additional provision is made.

Not all such additional provision will be provided by the Learning Support team directly. For example, teachers of English and Maths may be commissioned to provide additional high intensity teaching of literacy and numeracy support programmes, members of the Student Services team may be commissioned to provide behaviour or social support programmes and members of the PE team may be commissioned to provide extra-curricular sport which is shaped to accommodate students with special needs.

## Graduated response to SEN Support

In accordance with the Code of Practice, 2014 and LA policy, Wilmslow High School follows a graduated response approach of assessment and provision planning, in order to match provision to need. This approach is designed to ensure support is focused on individual need and personal outcomes.

- First concerns; normal ad-hoc help in the classroom when a student finds something challenging

- “Wave 1 intervention” SEN Support; where the awareness of need goes beyond the individual classroom sometimes including “Wave 2 intervention” where a formal intervention is put in place
- “Wave 3 intervention” Education, Health and Care Plan (EHCP) - Specialist; where additional funding supports more significant intervention which is formally reviewed on an annual basis

### The Assess-Plan-Do Review cycle.

All teachers review students’ learning and adapt teaching approaches on a lesson-by-lesson basis. During team briefings, team meetings and PPA time teachers review assessments, analyse Indicator grades with data-analysis tools such as SISRA and Excel and our progress and tracker systems, and record the wave 1 interventions they are applying in the school system.

At the classroom level this meets the statutory requirement of the *Assess, Plan, Do, Review cycle*.

This process is strengthened by CTL’s scrutiny of progress data at a whole subject/ year group level, scrutiny of teachers’ records of interventions and scrutiny of students’ work.

Once students are successfully referred for curricular adjustment or intervention the *Assess, Plan, Do, Review cycle* is further supported by a process operated by the Learning Support team which assesses whether the interventions or other provision made for a student have successfully addressed the difficulties identified in the *Additional Provision Referral Process*. How this assessment is made depends on the nature of the difficulty identified. Where possible the assessment will be independent of the staff who have provided the additional support/ intervention and will use an established measurement structure such as Standardised Reading Age, formal assessment materials (e.g National Curriculum or GCSE assessment material), Wilmslow Way behaviour points over a period of time, effort or assessment grades compared between preceding and subsequent Indicator reports.

For students who have an Education Health and Care Plan, the *Assess, Plan, Do, Review cycle* is further supplemented by reviews held at least once a year between parents/carers, student, SENCo or Learning Support Team Leaders and any other professionals who work alongside the student. At these meetings objectives or desired outcomes are reviewed and/or set which aim to address the needs of a student.

Operational details relating to how the A-P-D-R cycle operates are documented in the Cheshire East tool kit, which can be found at the following link:

<https://www.cheshireeast.gov.uk/livewell/livewell.aspx>

#### *For students joining at other times, including the start of Year 12:*

Information about students’ SEN is communicated to school via the admissions process and passed on to the Learning Support Team. Where appropriate the Learning Support Team will contact the school of origin for more information about the provision that has been made for the student in the past.

#### *Ongoing monitoring of students:*

Needs can become apparent at any stage in a student’s development. Throughout Years 7 to 13, queries regarding possible SEN are followed up in response to concerns raised by parents/carers, members of curriculum teams or Student Services and, where appropriate, students will be referred via the *Additional Provision Referral Process*

### Supporting students and their families

#### The Local Offer

Information about the LA Local Offer is provided for students and their families at

[http://www.cheshireeast.gov.uk/children\\_and\\_families/special\\_educational\\_needs/local\\_offer/local\\_offer.aspx](http://www.cheshireeast.gov.uk/children_and_families/special_educational_needs/local_offer/local_offer.aspx)

<https://ice.cheshireeast.gov.uk/Services/166/Wilmslow-High-School>

### Contacting school

Students on the school's SEN register and their families are supported by the Learning Support team. This provides an additional layer of pastoral support and route for communication in addition to that provided by the Student Services team and the school's pastoral structure.

### Admissions

Cheshire East Local Authority manages the admission arrangements for the school, in the first instance. Full information is available here:

<http://www.cheshireeast.gov.uk/schools/admissions/admissions.aspx>

The admissions policy is based on criteria that are designed to accommodate a parental preference-led system.

The arrangements differ for students seeking a place in either the Hearing Impaired or Autistic Spectrum Condition Resource Base.

If the student meets the LA's criteria for a resourced place, the school will be named on the student's Statement of Special Educational needs (or Education, Health and Care Plan, EHCP). This usually happens after the Year 5 Annual review.

### Access arrangements for examinations

A small number of students experience difficulties which could affect their ability to access examinations and assessments.

We attempt to identify these students through the SEN register and they are normally assessed to provide evidence for eligibility for reasonable adjustments towards the end of Year 9.

All students in year 9 are assessed by the Specialist Assessor during their last year in KS3. Students whose results flag up a discrepancy may need further screening, this is part of the process of identifying student who will require Access Arrangements during their KS4 external examinations. We are bound by Joint Council for Qualifications (JCQ) regulations that state that an assessment for GCSE Access Arrangements cannot take place any earlier than Year 9. Where appropriate results of this testing will make up the evidence for any arrangements that need to be put in place for the student's GCSE examinations. Additionally, in accordance with JCQ 'A privately commissioned assessment carried out without prior consultation with the centre **cannot** be used to award access arrangements and **cannot** be used to process an application using access arrangements online''

Prior to that teachers are encouraged to make appropriate arrangements when assessing students with special educational needs. This includes routinely allowing students with EHCPs up to 25% additional time for assessments

### Liaison with outside agencies

Specialists from within school and external agencies are asked for advice as and when necessary to further identify a student's needs. These may include dyslexia teachers, Speech and Language therapist, family support worker, educational psychologist, CAMHS, Autism teams etc. Within the constraints of the funding available we will seek to grow the capacity of the school to provide specialist help for students without having to bring external agencies in.

When the evidence reviewed in the Assess stage of the cycle suggests that the school is unable to meet the needs of a student with our existing provision then the SENCo will consult with the Local Authority and seek advice about how the student's needs can best be met. This negotiation is likely to form part of the Annual Review cycle and so will involve parents/ carers and representatives of the local authority. The resource required to meet the student's needs will be established as part of this process, as will any additional financial or other support that the LA is to provide.

## Supporting Students at school with medical conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have SEN and may have a statement or EHCP which brings together health and social care needs, as well as their educational provision, and the SEND Code of practice 2014 is followed.

The school has a Medical Needs Coordinator who works alongside the student, parents/carers and the learning support team to address a student's needs in relation to accessing a full curriculum. (Please see also the school's Medical Needs Policy).

### Diagnosis

School staff never diagnose medical, ophthalmological or mental health conditions. Where diagnosis of such conditions has been made by a suitably qualified professional we will make use of this information in guiding how we best accommodate a student's needs.

## Monitoring and evaluation of SEND

The Learning Support team is subject to annual learning evaluation reviews in the same way as other teams in school, and the provision for SEN students is monitored during lesson observations and learning walks.

The performance of students with special educational needs is scrutinised closely as part of the school's Data Driven Action and work scrutiny processes.

Student and parental feedback is gathered via parental and student questionnaires and informally on an ongoing basis.

## Training and resources

### Funding

Element 3 SEN Funding (top up) comes from the Local Authority. Element 1 is the same funding provided for every child and Element 2 is formula funding based on the number of students in Years 7 to 11 arriving below the expected level of attainment.

Funding for most students is calculated by a formula based on the number of students performing below expectation in national tests on entry to the school. For students with higher needs whose statements of SEN or EHCPs specify more than 12 hours of support, additional funding is obtained from the local authority. For most students there is no direct link between the amount of support specified in the annual review and the amount of funding the school receives. As a result the school often has to put more funding into provision for students with SEN than it receives. The school has a duty to provide value for money so efficiency and effectiveness are both important in deciding what provision should be made for students.

### Training for members of the Learning Support Team

The professional development of members of the Learning Support team makes a significant difference to their effectiveness for our students.

- CPD is provided for all members of the Learning Support team and time is made for this by withdrawing staff from their duties at times when it will least affect the students they support.
- The SENCo and relevant Leadership Team members work together to develop training/ CPD which advances the professional effectiveness of the team, keeping them up to date with the latest research and providing them with skills that help them to maximise the progress of our students.
- Where possible members of the team are encouraged to develop specialised skills which support them in their particular role; CPD is a professional responsibility of all colleagues

- The leadership provided by teachers in the classroom is also highly significant in maximising the effectiveness of members of the learning support team who support the delivery of the mainstream curriculum and is one important source of CPD for teaching assistants

### Supporting classroom teachers in meeting the needs of students with SEN

The introduction of the SENCo referral system enables teachers to flag up concerns about progress of student. Strategies are shared with teachers as how best to support these students.

CPD is provided for teachers by members of the Learning Support team through the school's Annual CPD Programme. The SENCo also ensures that staff are briefed on their statutory and school-policy obligations through staff meetings and INSET day training.

The SENCo, Leadership Group and middle leaders communicate clear expectations about how teachers should deploy and direct teaching assistants through staff meetings and through feedback given after lesson observations.

### Roles and Responsibilities

#### SEN Coordinator

The school's SENCo is a member of the Extended Leadership Group and is line-managed and closely supported by the Director of Teaching, Learning & Assessment, who is the advocate for SEN and the Learning Support team on the Leadership Group.

Status in relation to the National Award for SEN (NASENCo Award): The school's SENCo is highly experienced and, as such, not obliged to hold the NASENCo Award. The school's judgement is that this award does not meet the development needs of the current SENCo and one of the team leaders is currently obtaining this Award.

#### Director of Learning & Curriculum

The Director of Learning & Curriculum oversees the way the school delivers learning to all students. Part of this responsibility includes line management of the SENCo and the Learning Support Team, oversight of the SEN Policy, and development of the way that interventions are used to improve learning.

#### SEN Governor

The SEN governor should be a critical friend in the development and application of SEN policy. They should provide a route of communication between parents and the school in relation to how the school develops its provision for students with SEN.

#### SEN Team leaders

As the school has a substantial SEN team we employ four Team Leaders, including the resource leads, who assist the SENCo in leading the Learning Support team to enact the SEN policy.

#### SEN teachers

SEN teachers are employed to provide specialist teaching for students with hearing impairment, or autistic spectrum condition. They also line manage specialist teaching assistants.

#### Teaching Assistants

Teaching assistants are responsible for assisting teachers in maximising student progress. They should help students to think and explain their thinking (developing student's metacognitive skills). They should help students to understand the feedback that teachers have given and help to ensure that students respond to it. They should prompt students to listen to and follow teachers' instructions and be careful to avoid becoming an unwitting barrier to learning by dominating the student's attention or restricting the communication between teacher and student. Teaching assistants should always seek to maximise students' independence: ironically, they are doing their job most effectively when the student is moving rapidly towards needing less assistance.

### The designated teacher with specific safeguarding responsibility

This is the Director of Student Services. In his absence safeguarding concerns should be communicated directly to the relevant Head of House.

Please see the following page on the school website:

<http://www.wilmslowhigh.com/student-services-7-11/safeguarding/>

### Provision for students eligible for Pupil Premium

This is managed through the Key Group System that is led by the Deputy Headteacher. The school's approach to Pupil Premium provision is published on the following page of the school website:

<http://www.wilmslowhigh.com/about-us/pupil-premium/>

### Provision for Looked After Children

This is managed by the Director of Student Services supported by the Head of Inclusion.

### Medical needs

The school employs medical needs coordinators who manage the school's responsibility for meeting the medical needs of students: please see the school's Medical Needs Policy

Please see the following page on the school website: <http://www.wilmslowhigh.com/student-services-7-11/medical-needs-support/>

### Accessibility

The school continues to work to provide physical access to all parts of school for all students, visitors and staff. Following the provision of a ramp to provide access to a music room this year all classrooms and other learning spaces are accessible to users of wheelchairs. Access to learning is also improved through improved ICT provision with, amongst other things, iPads and reading accessibility software being used with students for the first time recently.

The new Learning Support building includes a lot of new provision for students with individual needs, including more appropriate toilet and washroom facilities, more appropriate space for students with different needs and thereby significantly increasing the quality of our provision.

### Dealing with Complaints

Parents/ carers, colleagues, students or other stakeholders with concerns or complaints should find that all members of staff listen to their concerns and respond reasonably. In the case of concerns relating to the school's SEN provision the best person to contact in the first instance will be the SENCo.

The school's complaints policy provides full details on how the school handles complaints and can be found on the following page of the school website:

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

### Bullying

Bullying is taken very seriously at Wilmslow High School and the possibility of vulnerable students becoming victims of bullying is recognised. As part of their responsibilities all members of the Learning Support team are vigilant to detect any possibility of students with special educational needs becoming victims of bullying.

We seek to minimise the risk by

- Establishing and maintaining a culture in which everyone is of equal value and mutual respect is paramount
- Communicating and enforcing clear rules about behaviour that all are expected to follow through the Wilmslow Way behaviour policy
- The effective induction of new students

- The provision of social education for those who are vulnerable or less confident about social rules and human relationships
- Providing supervised “play” or social spaces for certain groups of students at unstructured parts of the school day (before school, during break times and after school)
- Monitoring closely students who are identified as being particularly at risk during unstructured parts of the school day, whilst not restricting their opportunities for social interaction

The following page on the school website provides more information on our policy and procedures in the event of a bullying incident:

<http://www.wilmslowhigh.com/student-services-7-11/anti-bullying/>

Students or their families or friends who believe that bullying is taking place can report it to the SENCo or a team leader within the Learning Support Team, the student’s Form Tutor, Head of House or Student Manager. Alternatively the ZUMOS system can be used to alert the school of a concern via the link at the bottom of the homepage of the school website or <https://www.zumos.co.uk/>