



Key Information

SENDCo: Ms L Frankham

Contact details: LFrankham@wilmslowhigh.com

Deputy SENDCo: Mrs G Lumley

Contact details: GLumley@wilmslowhigh.com

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. Which staff will support my child?

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.

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Lisa Frankham

She has experience in this role and is a qualified teacher (English) and is NASENCO-qualified.

She is allocated specific hours per week to manage the SEND provision.

She achieved the National Award in SEND co-ordination in 2005

Assistant Deputy SENDCO

Our assistant Deputy SENDCO is Gemma Lumley and is NASENCO-qualified.

She also has vast experience in this role and has undergone the training of a SENDCO

Both our SENDCO and Deputy SENDCO, and they are supported by three further Specialist SEND teachers.

They are also supported by a large team of Resource Provision Managers, Emotional Literacy 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 House, Student Services, Key Stage leads for KS3 KS4 and KS5, the Reading Team and the Medical Needs and First Aid Team.

Class teachers

All our teachers receive in-house SEND training, and are supported by the SENDCO/Deputy SENDCO to meet the needs of pupils who have SEN.

Learning Support assistants (LSAs)

We have a team of LSAs, including a number of higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

We have some LSA's who are trained to deliver interventions specifically around the four broad areas of SEND needs

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

To assist in signposting who to initially contact please see the list below 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
- Judy Ridings – Harefield
- Kim Gough - Norcliffe
- Gemma Lumley- Bollin
- Anita Houston – Progress House
- 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. What should I do if I think my child has SEN?

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 **Feeder** 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.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include a struggling reader, poor handwriting, difficulty spelling, behavioural issues etc.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support or adapt their teaching to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND.

The SENDCO will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

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

Based on all this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to create a SEND support plan (Individual Learning Plan) for them.

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

(Add a link to access arrangement policy)

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**. All SEND targets will be set at the beginning of the academic year, before the October half term. Each target will be reviewed in line with the school's assessment calendar (2 checkpoints in the year). Both SEND Targets and formal school assessment data will be reviewed with students, targets may be amended, and parents informed and consulted.



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. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will aim to provide individual learning plans for your child twice a year along with reports on your child's progress in line with the schools' assessment and reporting schedule.

Your child's class teacher will meet you at parents evening to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also ask you to attend additional meetings to provide extra support dependant on your child's level of need.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written statement, social story, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey/questionnaire

This list is not exhaustive.

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

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

High-quality teaching 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 teaching and support to make sure all pupils can access the curriculum, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, providing additional scaffolding such as sentence starters, writing frames, 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, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils when required when additional need dictates?
- Teaching assistants will support pupils in small groups when additional need dictates
- We may also provide the interventions around the four broad areas of need

9. 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 can access our mainstream curriculum with **adaptive** strategies and support. 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 7/8) is 360 and (Year 9/10/11) is 355/345/345 respectively. 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.

10. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their targets in line with the school checkpoints
- Reviewing the impact of interventions every 6 weeks
- Using pupil questionnaires voice
- Monitoring by the SENDCO
- Reviews with designated LSA's or members of the SEND team
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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.

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

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](#)

Need to ensure that parents/carers inform us and work collaboratively if they do this

12. How will the school make sure my child is included in activities alongside pupils 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

13. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

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](#).

14. How does the school support pupils with disabilities?

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).

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

Training for staff to support students with SEND also includes:

- the Learning Support Team programme of in-service training including a focus on adaptive strategies for 2025-26
- there is training for the four broad areas of need including ASC, HI, VI, ADHD and dyslexia for all staff
- learning support staff also follow a programme of training.

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"

15. How does the school 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

- 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

16. How will the school support my child's mental health, and emotional and social development?

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.

17. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

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.

18. What support is in place for looked-after and previously looked-after children with SEND?

The designated member of staff for young people who are looked after by the local authority is Mrs A Houston: AHouston@wilmslowhigh.com. She 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.

19. What should I do if I have a complaint about my child's SEN support?

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. In the first instance you should contact:

- Ms L Frankham, SENDCo: LFrankham@wilmslowhigh.com
- Mr S Mackintosh, Deputy Headteacher: Behaviour and Attitudes, responsibility for line managing the Learning Support Team: SMackintosh@wilmslowhigh.com

If your concern relates to a specific matter, you can contact any of the staff below:

- 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
- 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](#).

20. What other support is available for me and my 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](#)

Glossary of terms

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Adaptive learning/teaching** – When teachers adapt how they teach in response to a pupil's needs
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCO** – the special educational needs co-ordinator
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage