Wembley Multi-Academy Trust

ACHIEVEMENT FOR ALL

WEMBLEY HIGH TECHNOLOGY COLLEGE

SEND INFORMATION REPORT

2026 - 2027

Policy reference	WHTC- 18
Policy owner	Headteacher
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What types of SEND are provided for?	**Communication and interaction** Speech & Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Condition (ASC). **Cognition and learning** Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia. **Social, Emotional and Mental Health Difficulties** Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD) **Sensory and/or physical needs** Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)
A whole school approach	High quality first teaching and additional interventions are defined through our dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer a young person in our care. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of an approach to teaching and learning. We make it a point to discuss aspirations with all our learners in line with our value of **Achievement for All, One Child at a Time.**  Underpinning all our provision in school is the **graduated approach** cycle of: All teachers are responsible for every child in their care, including those with special educational needs and disabilities. We are highly ambitious teachers who equip our students with the skills, knowledge and love of learning so all students excel. SEND support at WMAT is implemented and regularly reviewed using the 'graduated approach', outlined above. The team will be involved at every stage of this process: 1. **Assess**: the class/subject teacher and SENDCo should clearly analyse a pupil's needs before identifying him/her as needing SEND support. 2. **Plan:** the class/subject teacher and SENDCo should agree the support to be put in place. Parents/carers must also be notified and consulted. The support will usually be set out in a school-based SEND support plan. 3. **Do:** the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, adapted teaching.

	4. **Review**: the class/subject teacher and SENDCo should review the effectiveness of the support regularly and agree any changes where needed. The quality of teaching for students with SEND, and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The Assistant Headteacher for Inclusion in partnership with the Deputy Headteacher for Quality of Education will discuss any patterns in the identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the whole school approach on assessment
How do we identify children and young people with SEND and assess their needs?	Identification of students with SEND results from: • Information from either the primary or previous school which is passed to the SEND team. • The school's own baseline assessments. • KS2 SATs scores. • Progress based on data collections from Assessment Weeks. • Teacher referrals via the multi-disciplinary weekly meeting. All staff have access to the SEND referral form. • Subject Leader reports. • Head of Year referrals. • Parent / carer referrals. • Pupil self-referrals with self-referral processes as part of our personal development offer. • Referral from an outside agency.
What is the local offer?	The Brent Local Offer can be found here: www.brent.gov.uk/children-young-people-and-families/send-local-offer
How do I contact the Brent SENDIASS Team?	Brent SENDIASS Brent Civic Centre, Engineers Way, Wembley HA9 0FJ; **Phone:** 0208 937 3434; **Email:** sendias@brent.gov.uk https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/send-social-care/support-for-parents/sendiass
What is the name and contact details of our SENDCo?	**Ms R. Oyewole** is our SENDCo and Assistant Headteacher for Inclusion. Please contact reception@whtc.co.uk and mark FOA of Ms R. Oyewole.
What external agencies does WMAT work alongside?	We work closely with external agencies that we feel are relevant to individual students' needs within our school including: • Brent Educational Psychology Service • Brent Deaf and Hearing Impairment Services (BDHIS) • Brent Visual Impairment Services (BVIS) • Brent Outreach and Autism Team (BOAT) • The Wellbeing and Emotional Support Team (WEST) • Supporting the assessment for autism route (STARR) • Brent Behaviour Support Team • Health, including – GPs, Clinical Psychologists, Speech & Language therapists, Occupational Therapists, Paediatricians • Social Services • Child and Adolescent Mental Health Services (CAMHS). • Brent SEN/D Information Advice and Support Service (SENDIASS) • Connexions representative (attends Annual Review Meetings for Year 9, 11 and Year 13 students)

	Furthermore, there are a number of local charities which can support young people and their families: **The Centre of ADHD & Autism Support** run a **North West London online youth group**. Registration is here. NWL On-line Youth Group Enquiry and Booking Form (office.com) as well as the monthly Thinking about Adulthood Group **The Centre of ADHD & Autism Support** run a **North West London online youth group**. Registration is here. NWL On-line Youth Group Enquiry and Booking Form (office.com) as well as the monthly **Thinking about adulthood group** **The Preparing for Adulthood site** has many useful information for young people Preparing for Adulthood - PFA (brentyouthzone.org.uk) **Resources of Autism** run a Youth Club (12 -15) she may want to try out. The club runs from 10am - 1pm and 2pm - 4.30pm every Saturday in term time. Resources-for-Autism-Saturday-Mapledown-Club.pdf (resourcesforautism.org.uk) **Positive Behaviour Support Workshop** for parents of children on the ASD/ADHD diagnostic pathway or those with children who have been diagnosed Positive Behaviour Support: Parent Webinars **Brent Wellbeing and Emotional Support Team (WEST)** targeted mental health service for vulnerable children and young people, to which parents and young people can self-refer. Wellbeing and Emotional Support Team | Brent Council **Brent Parent Carer Forum – Run by carers** BRENT PARENT CARERS CIC (brentpcf.org) to meet other carers and to have a chance to exchange your day to day to support each other as parents/carers of SEND children. Apply for the **disability living allowance** for children Disability Living Allowance (DLA) for children: Overview - GOV.UK (www.gov.uk) Request a **carers assessment** Carers | Brent Council Brent Carers Centre email@brentcarerscentre.org.uk | 020 3802 7070 **ASD Parents Support Group** (monthly) at Granville Nursery. This is a borough-wide group for parents of children with autism. You don't need to have a child at the school. 80 Granville Road, Kilburn, London NW6 5RA Tel: 020 7604 4620 Email: admin@granvillepluscc.brent.sch.uk **Brent** is supporting parents by for example offering **parenting courses** to strengthen families and enhance family relationships such as the **cygnet programme** a parenting support programme for parents including grandparents of children and young people with an autistic spectrum condition. Brent Council - Parenting courses ; Cygnet Programme | Brent Council
How do we consult with parents/ carers of children with SEND and involve them in their child's education?	We believe that regular and effective engagement with parents / carers by schools often leads to improved student outcomes, attendance and behaviour. When a student is receiving support, we meet with parents / carers regularly to set clear outcomes and review progress towards them. We discuss with parents / carers the activities and support that will help achieve them; and identify the responsibilities of the parent / carer, the student and the school. We meet parents / carers of pupils with and EHC plans at least three times each year which can include a meeting at Parents' Evenings. These are to review the progress pupils are making in relation to the targets in the Pupil Passport and for their annual review. We also meet with the parents of students on the K support register. The SENDCo may meet with parents more frequently, especially if a student requires more support or if there are any significant changes in their needs.

	We are committed to strengthening our partnership with families and would encourage parents/carers to attend our coffee mornings, which take place throughout the academic year, to meet members of the Inclusion team and to hear from visiting external agencies. We encourage parents/carers to also read our SEND Policy in addition to the SEND Information Report. This can be found in the Statutory Information section of our website.
How do we consult young people with SEND and involve them in their education?	We consult with SEND students by: • Heads of Year speak to targeted groups of students including SEND young people. • Deputy Headteacher with oversight for Inclusion holding student focus groups. • Students with an EHCP have an opportunity to tell us what they think as part of the review process. • School council has representation from our SEND students. • Students' views are considered when creating their Pupil Passport or Personalised Learning Plan. • The Assistant Headteacher for Inclusion collects SEND student voice formally and informally such as being a highly visible presence during break and lunch times for students with SEND. • Celebration Awards take place when all Inclusion leads meet with young people and their families. • LSAs will hold daily or weekly check ins with students with SEND. • The Inclusion team holds daily homework drop-in sessions after school.
How do we assess and review children and young people's progress towards outcomes? **What opportunities are there to work with parents / carers and young people as part of any assessments and reviews?**	• Progress is continually monitored by teachers, tutors, members of the Inclusion Leadership team and the Headteacher. • Subject Leaders review outcomes of students with SEND every six weeks and produce a detailed report on their progress and next steps to ensure the most ambitious outcomes. • There is a comparison of non-SEND students and SEND students' progress and intervention is put into place for any students with SEND who are not meeting ambitious target grades. • The progress of students with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENDCo will review the progress of pupils on the SEND register after the relevant assessment week cycles. • Progress of pupils in Y11 with an EHCP or who are identified as SEND support is reviewed after each assessment week. • Assistant Headteacher for Inclusion attendance at Parent/Carer evenings. • The pupil and parent / carer voice are captured ahead of and during Annual Reviews to review outcomes and set new goals. • Pupils' views are considered when creating their Pupil Passport or Personalised Learning Plan. • The Deputy Headteacher with leadership oversight for Inclusion will collect student voice. • The Inclusion team have established a coffee morning schedule whereby we meet with families of young people with SEND. • The Inclusion team sends out a termly bulletin for parents/carers of students who are supported by Inclusion.
How do we support children and young people in moving between phases of education and in preparing for adulthood?	To ensure a successful transition to WMAT for students with SEND: • The school holds an open evening in September for all primary students and their families who are in the process of choosing a secondary school and the SENDCo/Assistant Headteacher for Inclusion, Deputy Headteacher for Inclusion and Deputy SENDCo are available to speak to parents / carers. • The SENDCo visits feeder primary schools to find out as much information about the needs of the SEND students transferring to WMAT. • There is planning between the schools and with parents/carers in Year 6 to support the student's move from primary to secondary school. • The primary transfer day takes place in July for all students transferring to WMAT. • The SENDCo plans an extra taster day specifically for SEND students. • On entry to the school, all students KS2 scores are reviewed. This helps pick up potential difficulties at the earliest stage.

	• We ensure that teachers are highly alert so that such areas of need are spotted early and referred to the Multi-Disciplinary Meeting (MDM) so that supported can be coordinated promptly. • In Year 9, Annual Review take place near to the Options process so students can receive advice and guidance. • KS4 SEND Coffee mornings will welcome visitors from nearby college to hear about pathways in addition to WHTC application processes. • We work collaboratively with Future Leaders who support students in Y10 to ensure they succeed in the next steps of their development. We help prepare SEND students for transfer to post -16 education: • All students with an EHCP will have at least one meeting with a member of staff from the Connexions advisory service. During this meeting students will have the chance to ask questions about different Post 16 options. • School staff liaise with work experience placements to ensure that their staff are aware of student needs. • Students receive support with completing college applications including support from a member of the Inclusion team. • Outside agencies meet one to one with families to offer expert guidance and prepare for transition. A senior leader is responsible for the leadership of this offer. • We track destination data, so all our students succeed and remain in education and/or training.
What is our approach to teaching children and young people with SEND?	Our SEND provision will depend on the student's needs. **<u>If a child has difficulties with literacy and learning</u>** **Students have an opportunity to access:** • Quality First teaching with appropriate adaptation (including best SEND practice). • Visual aids to support key vocabulary, concepts and themes. • Whole-school WMAT MAPA processes. • Access to SEND homework support clubs. • Accelerated Reader Programme. • KS2 to KS3 transition support via tutor programme. • Access to assessment for identification of significant needs. • Phonics intervention. • Specialist small group teaching in our Nurture Group pathways. • Dedicated and caring staff who value all students regardless of ability. • A commitment to our value of Achievement for All. • Fluid curriculum model so that students can access more in-depth support as and when required. • Accelerated Reader is utilised to review reading age and we ensure intervention is arranged to ensure reading success. **Support for targeted groups of students may include:** • Blocks small group lessons that focus on a range of needs such as literacy, comprehension and spelling. • Teaching Assistant support in some lessons. • Targeted lunch time clubs for vulnerable students. • Learning Support Assistant (LSA) literacy intervention. **Targeted individual support may include:** • Where needed, help from an external agency (e.g. Educational Psychologist). • Bi-annual testing for students with literacy difficulties to review and plan. • HLTA-led literacy interventions, with reading and spelling age assessed and recorded before and after each intervention block on the SEND intervention tracker. • LSAs in key subjects to provide on-going support. • External agency advice where needed. • Exam Access Arrangements. • Post 16 Transition support.

If a child has difficulties with numeracy

Students have an opportunity to access:

- Quality First teaching with appropriate adaptation (including best SEND practice).
- Visual and concrete resources to support key mathematical vocabulary and concepts.
- Whole-school WMAT MAPA processes.
- Access to SEND homework support clubs.
- Access to assessment for identification of significant numeracy needs.
- Numeracy intervention programmes delivered in small groups or 1:1.
- Dedicated and caring staff who value all students regardless of ability.
- A commitment to our value of Achievement for All.

Support for targeted groups of students may include:

- Block small group lessons that focus on numeracy skills, including number sense and arithmetic fluency.
- Learning Support Assistant (LSA) numeracy intervention.
- Teaching Assistant support in some lessons.

Targeted individual support may include:

- Where needed, help from an external agency (e.g. Educational Psychologist).
- Bi-annual testing for students with numeracy difficulties to review and plan, with baseline and exit numeracy age data recorded on the SEND intervention tracker.
- Exam Access Arrangements, including use of a calculator or reader where appropriate.
- Post 16 Transition support.

If a child has sensory and/or physical needs

Students have an opportunity to access:

- Quality First teaching with appropriate adaptation (including best SEND practice).
- Visual aids to support key vocabulary, concepts and themes.
- Amplification of sound for aid users.
- Access to homework support clubs with support from SENDCo.
- Specialist clubs offered at lunch times.
- Access to Occupational Therapy Services.
- If required, a personal medical care plan will be in place.
- KS2 to KS3 transition support via tutor programme.
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.
- A commitment to our value of Achievement for All.

Support for targeted groups of students may include:

- Health Care Plans.
- Handwriting /fine motor/keyboard skills training.
- Group discussions and information given through Inclusion support or the PSHE offer.
- Access to assistive technology, software, audio digital books and IPad applications.
- Access to LSA support.
- Access to Place 2 Be.

Targeted individual support may include:

- Personalised support plans.
- 1:1 External agency support from specialist professionals supporting a young person.
- Individual handwriting /fine motor/keyboard skills training.
- Specialist equipment and materials, such as low vision aids and enlarged adapted resources.
- Access to assistive technology, software, audio digital books and Ipad applications.
- Targeted LSA support for complex medical needs.
- Exam Access Arrangements.

<u>If a child has difficulties with communication and interaction</u>

Students have an opportunity to access:

- Quality First teaching with appropriate adaptation (including best SEND practice).
- Visual aids to support key vocabulary, concepts and themes.
- Whole-school MAPA processes and WMAT Teacher Toolkit.
- Access to homework support clubs with support from SENDCo.
- Access to Speech and Language Therapy input and assessment if this is required.
- Accelerated Reader Programme.
- KS2 to KS3 transition support via tutor programme.
- Access to assessment for identification of significant needs.
- Robust tutor programme which focuses on effective communication skills.
- Commitment to the WMAT Oracy Toolkit and our Vocabulary Policy.

Support for targeted groups of students may include:

- Assessment and identification of language need and feedback to parents / carers and staff.
- Small group sessions delivered by LSA once advised by SALT.
- Pre and post Module skills assessment and results.
- Post module feedback to student, parents / carers and staff.
- In-class LSA support in some lessons.
- Specialist lunch time extra-curricular offer.

Targeted individual support may include:

- 1:1 session(s) with a Speech and Language Therapist for young people with EHCPs identifying SLCN.
- 1:1 session(s) with other specialist staff in the school, linked to other needs on EHCP.
- On-going monitoring and regular feedback to parents / carers and students (at least termly and including the Annual Review).
- Exam access arrangements.
- Post 16 transition support.

<u>If a child has difficulties with social, emotional health or mental health</u>

Students have an opportunity to access:

- Quality First teaching with appropriate adaptation (including best SEND practice)
- Whole-school MAPA processes and WMAT Teacher Toolkit.
- A robust Personal Development (PD) offer which includes advice and guidance on mental health and wellbeing.
- A robust Personal Development offer which promotes social skills, character development and resilience.
- Access to Friendship Club led by members of the Inclusion team.
- An inclusive MAT – we welcome and celebrate diversity.
- Looked After Child support from Safeguarding Lead.
- Close liaison with the family to build collaboration and partnership.
- Access and support from a non-teaching Year Leader.
- A zero-tolerance approach to bullying.

If further support is required, the Key Stage Leader/Year Leader liaises with the SENDCO and the Designated Safeguarding Lead for further advice and support. This may involve working alongside outside agencies, such as Health and Social Care, and/or specialist educational services. For some students with the most need for help in this area, we are also able to provide the following:

- Mentor time with their Key Worker/ Mentor
- Access to therapy
- Counselling support
- ELSA-trained Learning Support Assistants delivering structured 1:1 or small-group emotional literacy support, and Thrive-trained staff using the Thrive-Online assessment to identify and track SEMH needs, with progress reviewed at least half-termly.
- An external referral to Brent Wellbeing and Emotional Services Team (WEST)
- An external referral to Child and Adolescent Mental Health Service (CAMHS)

	<u>The following support is available at WMAT:</u> **Tutor and Co-Tutor** When a student joins the school, they are allocated a tutor group and are part of a Year Team. Every student has a tutor, who they see every morning at registration. Part of their role is to support the students in their group, in terms of their social and emotional wellbeing. Students and parents/carers are able to discuss any concerns relating to pastoral care with the Year Leader. **Year Leader** The tutor group is part of a Year Team. The Year Leader oversees the entire year group and is supported by a member of the Leadership Team. The Year Leader's role is to help co-ordinate support for the health and wellbeing of students in their year group. **School Nurse** The School Nurse oversees all students with health and/ or disability concerns. Students with a medical need have a health care plan detailing the adjustments being made. The School Nurse also liaises with medical professionals when necessary to ensure that students are getting appropriate medical support. **Behaviour Team** • The Behaviour Team listens to the views of young people with SEND and implements measures to prevent them being bullied. • If a student is struggling to manage their behaviour and is at risk of exclusion, there are a number of strategies that are implemented and are managed by the Behaviour Team. • Behaviour is monitored through progress checks, behaviour and achievement points. • If a student has become a cause for concern, they may be placed on a report to monitor their behaviour. • Some students who struggle to manage their behaviour are placed on a Pastoral Support Plan (PSP). PSPs are designed to support students who are at risk of permanent exclusion or are at risk of becoming disaffected through repeated fixed-term exclusions. The PSP is a school-based, student-centred approach to address the inclusion of students with challenging behaviour from a range of perspectives. Targets are set for both the student and for the range of agencies involved with the student. Key to this process is the regular review of the PSP that enables close monitoring of the student within the school environment. **Attendance Team** • The attendance and punctuality of students is recorded onto the MIS system. • The attendance officer monitors attendance closely and identifies students that are having difficulties with attendance and/or punctuality. • Parents are informed and invited to attend a meeting to establish the cause and resolve any difficulties.
How are adaptations made to the curriculum and the learning environment of children and young people with SEND?	• Teachers plan lessons and homework according to the specific needs of all groups of students in their class and will ensure that a student's needs are met. • An LSA may work with the teacher to support a child's learning in the classroom. • Specific resources and strategies will be used to support a student individually and in groups as is judged appropriate to meeting a student's needs. • Adapted schemes of work are in place and exemplars can be shared from departments. The Deputy Headteacher with oversight for Inclusion is a part of the Quality of Education team and will review teaching and learning weekly as part of our Quality of Education cycles. The findings are shared with other senior colleagues including the Headteacher on a weekly basis. Subject Leaders are provided with a detailed report of findings so they can celebrate and improve practice • There is a commitment to a Nurture Group pathway offer – this is a flexible pathway. • Subject Leaders are expected to review their curriculum offer to include opportunities for a Foundation pathway. • There is a weekly WMA Strategic SEND meeting which reviews the curriculum offer and agrees next steps for implementation.

How do we train staff to ensure that they are fully able to support children and young people with SEND?	We develop our staff's knowledge and practice through the following methods: • SENDCO attendance at SENDCO Network Meetings. • NPQ training for individuals in post as SENDCo. • Staff bulletin every week which focuses on effective SEND practice and research. • Whole school INSET days that focus on SEND and Inclusion. • The creation of Pupil Passports and Personalised Learning Plans to share strategies. • Training for LSAs via continued professional development and training delivered by a SEND Consultant. • In school sessions – SENDCO/Assistant Headteacher for Inclusion and Deputy Headteacher for Inclusion delivering for teachers and support staff on the different categories of SEND/strategies/effective use of LSAs. • Delivering training sessions for newly qualified staff. • SEND staff working closely with teachers and Subject Leaders to make sure that the most effective strategies and interventions are used to meet the needs of all SEND students. This takes place on request and via Quality of Education cycles. • Establishing Team Around the Child (TAC) meetings to share strategies amongst teaching and LSA colleagues. • Internal and external reviews which focus on SEND good practice. • Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information. • Creation of the WMAT SEND Toolkit. • Co-planning sessions focus on SEND which are led by experienced SEND professionals within the schools. • National College SEND training is shared school wide and expectation set that colleagues complete units of study. • ELSA (Emotional Literacy Support Assistant) training and ongoing supervision for designated Learning Support Assistants. • A development pathway for Higher Level Teaching Assistants (HLTAs), including training to lead literacy and numeracy interventions. • Thrive practitioner training for designated staff delivering SEMH provision.
How do we evaluate the effectiveness of the provision made for children and young people with SEND?	We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision. **We do this in several ways including:** • Regular observations and learning walks. • Analysis of the attainment and achievement of different groups of students with SEND. • Success rates in respect of targets. • Post 16 destinations of young people with SEND. • Scrutiny of teachers' planning and students' work. • The views of parents / carers and the students. • Regular monitoring by the governing body/SEND governor. • Maintenance of assessment records that indicate progress over time for students. • Departmental reviews of the progress of SEND students. • Annual reporting on successes and identifying aspects for future improvement. • Monitoring procedures for identification and assessment of and provision for students with SEND. • Reviews of the SEND department by professionals outside of the school – the external review process. • Review of the Personal Development and Enrichment offer to ensure that all students with SEND have access to opportunities to develop their character. This is completed every six weeks. • We seek a half termly report from external agencies such as Speech and Language Therapist to review progress. • Individual progress to target reports are generated and reviewed to ensure ambitious outcomes. • A centralised SEND intervention tracker records baseline, mid-point and exit data for literacy, numeracy and SEMH interventions for students on SEND Support (K), RAG-rated and reviewed at least half-termly by the SENDCO and Deputy Headteacher with oversight for Inclusion.

How do we ensure young people with SEND are enabled to engage in activities available with young people in the school who do not have SEND?	We make every effort to include all students in school trips. If an individual risk assessment is required, we will write this to ensure that everyone is fully included. We also help prepare children for any changes in their school day, such as school trips, awards ceremonies and sports day. We are able to write Social Stories to help students prepare for their participation in a school trip or activity. We monitor the attendance of SEND students on school trips and enrichment offers. The enrichment has a full range of sports open to all. All students access specialised PE teaching. All students are involved in trips with physical activities including students with SEND. If additional support is required, members of the Inclusion team will attend. We have ensured that the school council is inclusive and there is a daily Breakfast Club open to every student in our community.
How is an anti-bullying culture created?	• Safeguarding referrals and meetings. • Swift and decisive action by the Year Leader in conjunction with Inclusion team members if required. • The consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others. • The commitment to the value of respect in our code of conduct. • The reinforcement of the clear message that disrespectful behaviours have no place at WMAT and that restorative practice is a core ethos in restoring broken relationships. • Consultation with the 'Student Voice' on how to prevent bullying. • Training for all members of staff on the Behaviour Policy and strategy. • The supervision by school staff of all play areas before school, break times and lunch times. • Mobile phones not being permitted to be used during school hours. If a mobile phone is made visible by a student, it will be confiscated. • The celebration of all students' backgrounds and cultures through assemblies, tutor periods and lessons. • Revised Equalities Policy. • Students discuss and explore bullying issues and how to increase the anti-bulling culture of the school during tutor periods and lessons in relevant curriculum areas. • Robust Safeguarding referral process – CPOMS. • Raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet). • All websites accessed in school are screened by Smoothwall. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher and the Safeguarding Leads. If appropriate, action will be taken and recorded. • Effective behaviour recording systems on SIMS. • Work with multi-agency teams including police as appropriate. • Contacting the parents/carers of all involved to reach a successful outcome. • Promotion of British Values such as tolerance and neurodiversity assemblies to ensure that our value of diversity is celebrated. • Anti-discrimination workshops take place as part of our personal development offer. • Please see our Anti-Bullying Policy for further information. This can be found on our website in the Statutory Information section.
How are Looked After Children with SEND provided for?	• The Designated Teacher responsible for LAC students liaises closely with the SENDCO to ensure that LAC students' needs are being met. • If the student is new to the school, the student is closely monitored and professionals, such as the SENDCO, work closely with the child to ensure a smooth transition. • Teachers, carers, social workers and other professionals use the standard school and local authority assessments to identify any special needs and take steps to address such needs effectively. • We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model and, if the student is identified as having a special educational need, strategies will be devised to support the student and shared with teachers. These strategies are incorporated into the Personal Education Plan (PEP).

What arrangements are there for handling complaints?	We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved swiftly and satisfactorily. Formal complaints are resolved through our complaints process. Our complaints process is detailed in a document which can be found on our website.