

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

(WITH LOCAL PROCEDURES FOR CARSHALTON HIGH SCHOOL FOR GIRLS,
NONSUCH HIGH SCHOOL FOR GIRLS AND WALLINGTON HIGH SCHOOL FOR GIRLS)

Contents

1	Introduction:	2
2	Procedures:	3
3	Involvement of Parents / carers:	3
4	Involvement of Student:	3
5	Involvement of the Trust and Governing Body:	3
6	Appendix A – Procedures for Nonsuch High School for Girls:	4
7	Appendix B - Procedures for Wallington High School for Girls:	8
9	Appendix C –Procedures & Information Report for Carshalton High School for Girls:	12

Approved by the Trust Board: March 2022

Review frequency: Annually

1 Introduction

- 1.1 Definition of SEND : A child or young person has Special Educational Needs and Disabilities if they have a learning difficulty and/or a disability that means they need special health and education support, we shorten this to SEND. The SEND Code of Practice 2014 and the Children and Families Act 2014 gives guidance to health and social care, education and local authorities to make sure that children and young people with SEND are properly supported.
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- 1.2 The broad concept of Special Educational Needs (SEND) adopted by the Girls' Learning Trust (hereafter referred to as GLT) means that the Trust sees the education of students with SEND as part of the continuous range of provision for all students.
- 1.3 Providing for students with SEND in the GLT's schools is the shared responsibility of the Trust Board and each school's Local Governing Body (LGB), Headteacher and all members of staff.
- 1.4 Central to this policy and practice is the recognition that students may have SEND for (among others) any of the following reasons:
- a permanent or temporary physical or sensory disability
 - a medical condition
 - an emotional or psychological need
 - a specific learning disability
- 1.5 The needs of individuals evolve over their school careers, and therefore the Trust does not regard students with SEND as a fixed group but simply as that set of students having SEND at any given time.
- 1.6 The Student Data Collection Form provides the opportunity for parents/carers to notify the schools in the Trust of SEND of all kinds at entry to the school. In addition, feeder schools are requested to submit information relating to SEND once a place has been offered. Parents/carers can, of course, notify the school at any other time of any issues relating to SEND and their daughter.
- 1.7 Staff will be made aware of the need:
- 1.7.1 to identify SEND as early as possible
 - 1.7.2 to initiate prompt and appropriate action
- 1.8 All staff have shared responsibility for:
- 1.8.1 planning and providing appropriate learning support
 - 1.8.2 evaluating and recording the progress of students with SEND

2 Procedures

- 2.1 Each school in the trust will have its own procedures for managing and monitoring SEND students. These can be found in Appendix A, B and C.

3 Involvement of Parents/Carers

- 3.1 Parents/carers will be fully involved in all stages of the SEND process - identification, support and monitoring.
- 3.2 The progress of all students in relation to individual target grades will be reported to parents/carers once a term.
- 3.3 The progress of students on the SEND register will be monitored in individual termly review meetings.
- 3.4 The parents/carers of students on the SEND register will be invited to attend termly review meetings with their daughter in order to monitor progress and review the support provided.

4 Involvement of the Student

- 4.1 Students felt to have a SEND will be encouraged to participate in discussion and decision making about the identification of their SEND and about the future support and provision required.
- 4.2 All students will be supported by the school in setting personal targets and in conducting reviews of progress in the light of these targets.
- 4.3 Students are expected to suggest targets for their SENDSP (SEND Support Plan) and to participate in the process of self-monitoring.

5 Involvement of the Trust Board and Local Governing Body

- 5.1 Each term both the Trust Board and LGB will receive a report on SEND students as part of the CEO report or Headteacher report presented to the relevant meeting.
- 5.2 Each LGB has a Governor with SEND as their responsibility.



PROCEDURES FOR NONSUCH HIGH SCHOOL FOR GIRLS

General

A member of the teaching staff is designated as the Special Educational Needs and Disabilities Coordinator (SENDCo)

A Governor is designated to monitor SEND provision in accordance with statutory requirements.

The Governing Body will;

- through the Local Governing Body (LGB) monitor the provision made for students with SEND;
- work with the Headteacher to secure facilities and equipment to meet the needs of students with an Education Health Care Plan (EHCP) or a Student Support Plan (SSP)
- Consider complaints about SEND provision according to the provisions of Policy Note 23: Complaints Procedure

Graduated Approach

NHSG will ensure that every pupil has access to high quality teaching to remove barriers to learning. Teachers, supported by the SENDCo, employ differentiation strategies to support students in the classroom in the first instance. Where students are identified as not making expected progress despite in-class differentiation and support, they may require additional help which may take various forms.

Information about SEND needs is shared with all appropriate staff and is available on the SEND register and the SIMS database. It is a requirement that all staff engage with this information.

To ensure a graduated response, NHSG will maintain three levels of support and action, dependent on the individual's needs:

- A. High quality teaching for all pupils
- B. Targeted support - Where it has been identified that a student is not making the expected progress, a teacher will refer a pupil to the SENDCo for further support. The SENDCo, working together with the pupil's teachers and Head of Year, will make an assessment of their needs, drawing on outside agencies for support as appropriate. Following the assessment, the SENDCo may recommend targeted interventions and the pupil will be added to the SEND register. A pupil

may be noted as M (monitoring) or K (SEND support). Pupils who are M will have their progress data tracked and monitored before a decision may be taken to move them to K. A pupil who is K will have a Student Support Plan created.

A Student Support Plan (SSP) will include strategies to enable the student to progress. The SSP will include information on:

- The short term targets set for or by the pupil. There will be 3-4 targets to match the student's needs
 - Teaching strategies to be used
 - The provision to be put in place
 - When the plan is to be reviewed. This will normally be twice a year and will include the views of parents/carers and the student
 - Outcomes (to be recorded when the IEP is reviewed)
- C. Specialist support – specialist support will be considered when, despite direct intervention strategies, the student is still not making the expected progress. It could take the form of working with the Educational Psychologist, a referral to CAMHS or an Educational Health Care Plan (EHCP). NHSG will liaise with the Local Authority who may assess to decide whether or not an Education Health Care Plan (EHCP) is required to meet the needs of the child. This must be done in accordance with the prescribed time limits. If an EHCP is deemed necessary, then the Local Authority are responsible for drafting the plan, setting out the student's educational and health care needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.

Specialist support – specialist support will be considered when, despite direct intervention strategies, the student is still not making the expected progress. It could take the form of working with the Educational Psychologist, a referral to CAMHS or an Educational Health Care Plan (EHCP). NHSG will liaise with the Local Authority who may assess to decide whether or not an Education Health Care Plan (EHCP) is required to meet the needs of the child. This must be done in accordance with the prescribed time limits. If an EHCP is deemed necessary, then the Local Authority are responsible for drafting the plan, setting out the student's educational and health care needs, the objectives to be secured, the provision to be made and the arrangements for monitoring and review.

All EHCPs will be reviewed at least annually with the parents/carers, the student, the LEA and the school to consider whether any amendments need to be made to the description of the student's needs or to the special education provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on difficulties that need to be resolved. The aim of the annual review in year 9 and subsequent years is to review the student's EHCP and draw up and review the Transition Plan which will prepare the student for the transition to further or higher education, employment an adult life.

Students are expected to suggest targets for their IEP and to participate in the process of self-monitoring.

The SENDCO will liaise with the Examinations Office with regard to special access arrangements for all examinations including the entrance examinations. The current JCQ (Joint Council for Qualifications) guidelines will be the criteria used for any special access arrangements requests.

Students with Medical Needs

Information about students with medical needs will be collated by the School First Aiders and communicated to staff as necessary with the required regard for confidentiality.

The First Aiders will liaise with the SENDCO and Heads of Year about a student whose medical status gives rise to a SEND.

The school is committed to ensuring that all students have full access to the curriculum and it will provide support for students who miss learning time as a result of their medical status. The measures taken will be specific to the student but may include:

- sending work home and marking completed work which is sent in;
- corresponding via email if possible or desirable;
- making adjustments to the student's timetable;
- allowing flexible attendance during the school day in order to maximise teaching and learning time;
- providing subject mentors.

LOCAL OFFER

NHSG's school offer can be found on the School website: www.nonsuchschool.org/

The London Borough of Sutton's Local Offer can be found on the borough website: [Sutton's Local Offer | Sutton Council](#)

NHSG SEND Referral: Teacher Concern Form

PUPIL NAME	YEAR/FORM
SUBJECT	TEACHER NAME

Brief Description of Main Concern:

Any support currently given in class:

Student attends help club	Sixth form subject mentor has been assigned	Slides/worksheets adapted for student (font/colour)	
Teacher spends 1-2-1 time with student in lesson regularly	Peer mentor has been assigned	Student uses laptop/scribe/writing slope/other adaptation	
Teacher meets with student 1-2-1	Slides/worksheets printed out for student	Teacher amends deadlines and/or workload for student	
Lesson activities adapted to support student; give examples			
Other comments			

Future Action (to be completed by SENDCO):

Date for Next Review:

/
/



PROCEDURES FOR WALLINGTON HIGH SCHOOL FOR GIRLS

General

In keeping with the aims of the school, the Special Educational Needs & Disabilities Coordinator (SENDCO) and the Inclusion Assistant seek to:

- Ensure that every student has the opportunities and resources to develop all their abilities; intellectual, practical, physical, spiritual and social within a supportive environment
- Recognise and support the entitlement of all students to a broad, balanced and relevant curriculum
- Identify the means by which the school ensures that this entitlement is met for students with SEND, including students with specific learning needs, students with particular physical needs, students with emotional and/or social needs
- Ensure that all students experience successful learning, thus enabling the development of a positive self-image
- Ensure that students with SEND are fully integrated into every aspect of school life

Structure

The SENDCo is a member of the Senior Leadership Group and is line managed by the Assistant Head for Inclusion. The SENDCo, assisted by the Inclusion Assistant runs the SEND provision. This includes liaison with our Student Support Team, the Exams Officer, the Exam Access Arrangements Assessor, the ASD specialist and any other outside agencies related to special educational needs accessed by the school.

Minutes of meetings on the progress of SEND students are made after each termly progress review and shared with parents. The new targets on the Student Support Plan are shared with teaching staff.

The SEND policy for the school is reviewed annually and must be ratified by the local governing body. The SENDCO reports regularly to the SEND governor. A report on SEND will be included in the Headteacher's report that is produced three times a year for the local governing body and the Trust will be updated via the CEO's report. The Headteacher's door is always open if additional information needs shared or support is required

SEND Support

All students at WHSG will receive high quality teaching to remove key barriers to learning.

Information about SEND needs is shared with all appropriate staff and is available on the SEND register for Staff, the SIMS database and MINT Class (a tool for seating plans). Evidence of the engagement with this

information is a requirement of all lesson observations across the school. In addition, staff can access further information, such as the key teaching strategies to be used for each student via the SEND Register on the Staff Shared Area.

WHSG has a strong ethos of pastoral care; where it has been identified that additional support for social and emotional needs is required, the Student Support Team will be utilised before referral to external specialist services is considered.

The SENDCo will deliver training regarding the SEND needs at as required including the New Staff Induction and as part of the NQT programme. Lesson observations are undertaken by the SENDCO throughout the year to consider how students with various needs are differentiated for as part of the judgement of the quality of provision.

More specifically, students on the SEND register will be identified and then supported in three ways;

M – Monitoring

These students will receive no specific support but will be kept on the SEND list to inform teaching staff and the relevant Heads of Year. Referrals by teaching staff, diagnoses by key professional and a tracking of their progress data will be considered before the student is re-classified as requiring SEND Support (K). Meetings will only be held for them where there is a perceived need.

K – SEND support

These students will all have a SEND Support Plan (SSP) that will set them targets for each of the three terms of the academic year. These will be reviewed and updated at a termly meeting. Parents will have the opportunity to meet with the SENDCo three times a year. Teaching staff will be expected to know who these students are in their classes, to have read their key strategies and to make reasonable adjustments to meet their needs within their lessons.

E – An Educational Health Care Plan (EHCP) has been issued

These students' needs will be met by the school according to the guidelines of their plan. These plans will be reviewed annually by the SENDCo in conjunction with the parents/carers, students and the local authority SEND case worker. Interim reviews can be held at any time if the school or parent/carer feels it is appropriate. In both cases, the school will organise and host the review meeting. However, it is the local authority SEND Case Worker who will adjust or amend the EHCP plan. In addition, meetings between parents/carers and the school will be scheduled so that there is a total of three meetings each year.

The school will also seek an EHCP for those students for whom they deem it appropriate. This will be based on the advice from external professionals, issues raised by parents/carers, advice from bought-in assessors and an analysis of school progress data.

Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments' in public examinations. A candidate with a disability or disadvantage which has a substantial and long term effect on performance in examinations may qualify for access arrangements. These arrangements should allow students with substantial SEND to demonstrate their skills, knowledge and understanding without affecting the integrity of an assessment or examination. Access arrangements are not intended to help certain candidates, or give them an advantage, but to give them a fair opportunity to demonstrate their ability. Access arrangements therefore encompass a wide range of provisions which include;

- Being allowed to sit examination in a smaller room
- Supervised rest breaks
- The use of coloured overlays
- A prompter
- Extra time
- A reader
- A scribe
- The use of a word processor
- Enlarged scripts

The SENDCO takes into consideration a wide range of evidence when making judgments regarding the application for access arrangements. This evidence is presented to the Joint Council for Qualifications who ultimately approve the application for arrangements. Parents and carers are informed of the decision in the termly review when formal applications for access arrangements are approved.

Students with SEND are not automatically eligible for access arrangements in public exams. In all cases, these arrangements should reflect the support that is usually given to the student in the classroom, internal tests and mock examinations. This is commonly referred to as the 'normal way of working.' The decision is based on a history of need, history of provision, reports from key staff/SENDCo and testing.

Transition

TRANSITION

Transition to High School from Year 6 to 7 is supported through a number of mechanisms:

- Visits to primary schools
- Contact by the SENDCO with the Feeder schools and with the parents of SEND students coming to the school
- Induction day for all students
- Meet the SENDCO opportunity
- Transition planning
- Borough SEND Transfer meetings
- Student Support Plan
- Individual familiarisation visits

Transition from Key Stage 3 to 4 in Year 9 is supported by:

- Options evening and talk
- Subject specific information in Options Booklet
- Assembly programme
- Student Support Plan where future prospects are discussed
- Individual careers interview

Transition from Key Stage 4 to 5 for students with identified needs is supported by:

- Support to complete college or university application forms/CVs
- Careers advice and guidance
- Guidance Interview
- Student Support Plan

LOCAL OFFER

WHSG's school offer can be found on the School website: www.wallingtongirls.org.uk

The London Borough of Sutton's Local Offer can be found on the borough website: [Sutton's Local Offer | Sutton Council](#)

There are local organisations who parents/carers can contact if they require support:

Sutton Information, Advice and Support Services Contact point:

Telephone 020 8323 0462 or email sutton@siass.co.uk



SEND Procedure & Information Report for Carshalton High School for Girls

Contents

1	Aims
2	Roles & Responsibilities
3	SEND Information Report
4	Admission Arrangements (including Mid-term admissions)
5	Exam Access Arrangements
6	Local Offer
7	Relevant Legislation

1. Aims

In keeping with the aims of the school, the Special Educational Needs (SEND) or Learning Support Department seeks to:

- Ensure that every student has the opportunities and resources to develop all their abilities; intellectual, practical, physical, spiritual, and social within a supportive environment.
- Recognise and support the entitlement of all students to a broad, balanced, and relevant curriculum.
- Identify how the school ensures that this entitlement is met for students with SEND, including students with specific learning needs, students with physical needs, students with emotional and/or social needs and students of all abilities.
- Ensure that all students experience successful learning, thus enabling the development of a positive self-image.
- Ensure that students with SEND are fully integrated into every aspect of school life.
- Prepare all students with SEND for adulthood in line with Preparation for Adulthood (PFA) outcomes of; progression to higher education / employment; independent living and housing; friendships, relationships and being part of a community and being as healthy as possible in their adult lives.

2. Roles and Responsibilities

The SENDCo is a member of the Senior Leadership Team and is line managed by the Head teacher. The SENDCo, assisted by the Deputy SENDCo, manages the Learning Support Department. This includes the Learning Support Assistants (LSA's), EAL (English as an Additional Language) Support, Speech and Language Support and any outside agencies related to special educational needs accessed by the school. The SEND procedure for the school is reviewed annually and must be ratified by the local governing body. Reports on the progress of SEND students are made after each progress review.

At Carshalton High School for Girls the SEND department is known as the Learning Support Department. The Learning Support Department completes an annual Department Review in the first half term of each academic year. This is discussed with the Head teacher and targets are set for the forthcoming academic year.

Assistant Headteacher/SENDCo:

Chris James – cjames@carshaltongirls.org.uk

Deputy SENDCO:

Karen Bramson – kbramson@carshaltongirls.org.uk

SEND Link Governor:

Fiona Johnston - fjohnston@carshaltongirls.org.uk

3. SEND Information Report

3.1 The Kinds of SEND that are provided for

“A pupil has SEND where their learning difficulty or disability calls for specialist educational provision, namely provision different from or additional to that normally available to students of the same age.” (SEND Code of Practice, point 6.15)

The SEND Code of Practice 2015 recognises that children’s needs and requirements fall into four broad categories:

- Communication and Interaction (C&I) – for example, speech and language difficulties
- Cognition and Learning (C&L) - for example, a specific learning difficulty such as dyslexia or dyspraxia
- Social, emotional, and mental health difficulties (SEMH) – for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs (SPN) – for example, visual impairments or hearing impairments

For many students, Carshalton High School for Girls recognises that they may often have needs which fall into more than one of these areas or that their needs may change over time.

3.2 Identifying students with SEND and assessing their needs

The school will assess each student’s current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

As the SEND Code of Practice states (6.17), all class and subject teachers should make regular assessments of progress for their students. The school has the same approach, considering part of a teacher’s duty to identify any student who may have SEND needs. This may be characterised by progress which:

- Is significantly lower than that of their peers starting from the same starting point.
- 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

This may also include progress in areas other than attainment, such as where a student needs to make additional progress with wider personal development or social needs. However, slow progress and low attainment do not necessarily mean that a student has SEND. Likewise, difficulties related solely to limitations in English as an additional language are not SEND.

Where progress continues to be less than expected the class teacher, working with the Learning Support Department, should assess whether the student has SEND. Staff at the school are able to fill in a SEND referral form that can be sent electronically to the Learning Support Department and Heads of Year can discuss any students they are concerned about at the fortnightly Inclusion meetings. Students who these forms are completed about will be identified as requiring monitoring (M).

Where a student may have higher levels of need, the school may draw upon the advice and assessments of specialist, agencies, and other professionals. Students are placed on the SEND register at SEND Support (K) when a special educational need is identified, and the school is providing specialist educational provision.

3.3 Consulting and involving parents and students

Parents and students will be consulted on a regular basis by the Learning Support Department. This is done so to ensure everyone has a good understanding of the student's strengths and weaknesses and that everyone understands the agreed outcomes sought for a child.

Where it is decided that a student does have SEND needs the student will be added to the SEND register by the start of the next academic term at the latest. Parents are consulted as to what appears on the register in regards to how their daughter's SEND needs present and the strategies staff will be asked to use in their lessons. This will be confirmed in writing.

If any changes to an entry on the SEND register take place these will be made in discussion with parents and students and confirmed in writing. This also includes removing anyone from the SEND register.

3.4 Assessing and reviewing students' progress towards outcomes

The SEND register is a live document accessible on the desktop of every staff members computer with the key needs and strategies of the SEND students identified. It is updated at the start of every term (September, January, and April) to ensure that it contains accurate and relevant information for teaching staff. In addition, staff can access further information, such as the key teaching strategies to be used for each student via their SIMS class register or through individual pupil passports. The SENDCo will deliver training regarding the SEND needs at CHSG during the INSET days in September, the New Staff Induction in July and as part of the CPD (Continued Professional Development) programme when required. Regular lesson observations are undertaken by the Teaching and Learning team throughout the year and will consider how students with various needs are differentiated for as part of the judgement of the quality of provision.

More specifically, students on the SEND register will be identified and then supported in three ways;

M – Monitoring

These students will receive no specific support but will be raised as concerns during Inclusion Meetings with the relevant Heads of Year. Referrals by teaching staff, diagnoses by key professional and a tracking of their progress data will be considered before the student is re-classified as requiring SEND Support (K). Students listed as 'M' are not considered to be on the SEND register.

K – SEND support

A student is classified as SEND Support (K),

"...where their learning difficulty or disability calls for specialist educational provision, namely provision different from or additional to that normally available to students of the same age." (SEND Code of Practice, point 6.15)

These students may also have a SEND Support Plan that will set them three targets for each of the three terms of the academic year. If a student has a SEND Support plan, these will be reviewed at the end Autumn,

Spring, and Summer terms. Parents will have the opportunity to meet with either the SENDCo (Special Educational Needs Co Ordinator) or Deputy SENDCo three times a year. Two of these meetings will be to review the SEND Support Plan (if there is one in place) or to assess their daughter's wellbeing and progress, with the third being an appointment made during the appropriate Parents Evening. These students will be considered for extra Literacy and Numeracy support run by the school's LSA's and in Year 7, by the English and Maths Departments. Teaching staff will be expected to know who these students are in their classes, to have read their key strategies on the SEND register and to make reasonable adjustments to meet their needs within their lessons. A SEND referral form can be completed by members of teaching staff if, despite the implementation of these strategies, they feel the student is still not able to access their lesson. These are collated and subsequent assessments are carried out if it is deemed necessary. The SENDCo and Deputy SENDCo will make this decision regarding further assessment(s), in conjunction with the pastoral team.

E – An Education Health Care Plan (EHCP) has been issued.

These students' needs will be met by the school according to the guidelines of their plan. These plans will be reviewed annually by either the SENDCo or Deputy SENDCo in conjunction with the parents/carers, students, external professionals who work with the student and the local authority SEND case worker. Interim reviews can be held at any time if the school or parent/carer feels it is appropriate. In both cases, the school will organise and host the review meeting. The meeting will be a chance to review the student's progress and assess the relevance of the plan's targets as stated in sections E and F. It also a chance to update any personal, medical and /or social needs that may have changed since the last review. However, it is the local authority EHCP Co-Ordinator who will adjust or amend the EHCP plan. In addition, meetings between parents/carers and the school will be scheduled so that there is a total of three meetings each year, one of which will be at the appropriate Parents Evening.

The school will also seek an EHCP for those students they deem it appropriate for. This will be based on the advice from external professionals, issued raised by parents/carers, advice from bought-in assessors and an analysis of school progress data. This process will be completed in conjunction with the student's parents/carers.

3.5 Supporting pupils moving between phases and preparing for adulthood

CHSG recognises the significance for both parents/students and the school of a successful transition between Key Stage Two and Key Stage Three. Therefore, the transition between these two stages is supported in several ways.

- SEND Induction day, available by invitation, to those on the SEND register already
- Year 5 EHCP/SEN transition morning/afternoon
- Local Authority (Merton/Sutton) SEND Transfer days
- A SEND presence at Year 7 Induction Evening
- A SEND presence at the Induction day for all students
- Visit to key primary schools
- An Induction afternoon for those coming on their own from their primary school
- Meetings with parents prior to joining Carshalton High School for Girls
- Learning Support Assistant Support in each tutor group for the first two weeks of the term

For those on the SEND register the transition from Key Stage Three to Four in Year 8 is supported by;

- A SEND presence at Options Evening
- A tailored Options Booklet
- EAL Support Studies option (when necessary)
- Reduced curriculum to include a Study Support option (when necessary)
- Meetings with the SENDCo/Deputy SENDCo at the Options Evening for parents

For those on the SEND register the transition from Key Stage Four to Five in Year 11 is supported by;

- Careers advice
- Liaison with key professional at the nominated post-16 provider to ensure key information is handed over
- Meetings with parents and local authorities to determine the best post-16 placement (often as part of the annual review process)
- Help with organising visits to colleges and post-16 providers
- Assistance with completing post-16 application forms, and, on occasion,
- A member of the SEND department may attend an open evening / day at a post-16 provider with the student

3.6 Our approach to teaching students with SEND

As per the SEND Code of Practice, the progress and development of students in their classes remains with the class teacher, including those where Learning Support Assistants (LSAs) are present.

All students at CHSG will receive, and therefore benefit from, high quality teaching to remove key barriers to learning, including those with SEND. This is the first step in our response to teaching those with SEND. Additional intervention and support cannot compensate for a lack of good teaching. Teaching staff are expected to know the students in their class who have or may have SEND and to implement the strategies given to them by the Learning Support Department for individual students on the SEND register.

To ensure that the school provides high quality teaching, a rigorous Professional Development system is in place. Teaching staff are observed as part of this process and Department Learning Reviews as well as during more informal learning walks. A comprehensive CPD programme is also provided, which includes a focus on teaching students with SEND needs. Part of the training given to staff new to the school and to new middle leaders also involves sessions of teaching those with SEND needs.

In Key Stage Three, we have run a nurture group of eighteen students who receive an education that is more like a primary school setting in that the staff members come to the students. The aim of this group is to close the attainment gap between these students and their peers by the beginning of Key Stage Four and so the curriculum will be differentiated where appropriate to do this. The decision as to whether to run this group is taken on a year-by-year basis, based on the needs of the students in each cohort.

In addition, there is a wider approach to teaching students with SEND that focuses on ensuring their literacy and numeracy is at a level whereby they can access the Key Stage Four curriculum. We offer some small group / individual interventions in Years 7 and 8 that focuses on:

- Literacy Support
- Numeracy Support

- Handwriting
- Reading comprehension
- Reading age
- Precision Teaching to improve either/both literacy and numeracy
- Emotional support

3.7 Adaptions to the curriculum and learning environment

Carshalton High School for Girls makes use of resources to allow us to make reasonable adjustments to enable students with SEND needs to access the curriculum funded by the notional SEND funding they receive. Individual students with an EHCP may have additional funding that the school receives to enable them to access the curriculum.

We make the following adaptions to ensure all pupil's needs are met:

- Using word processors / laptops for students to produce their work on
- The use of reading pens
- The use of coloured overlays, colour veils, larger fonts, and other methods as appropriate
- Larger print textbooks, accessed online courtesy of the Royal National Institute of Blind People (RNIB)
- In-class support from a LSA (Learning Support Assistants)
- Smaller teaching groups in Maths
- The Accelerated Reader programme
- The use of specialist equipment, such as ear defenders and radio microphones
- Support Studies / EAL Support studies options block at Key Stage Four
- Adapting resources, giving longer processing times, pre-teaching key vocabulary, given printouts of slide shows, and other appropriate strategies
- A strong pastoral support network, including behaviour support and pastoral support officers for each year group.

3.8 Additional Support for learning

The deployment of the Learning Support Department staff will be prioritised to meet the needs of those students with an Education and Health Care Plan (EHCP). Where possible, this support will prioritise English, Maths and Science lessons in the first instance. However, in addition to this, the department will also work with students outside of the classroom. This support is given in the following ways.

- Lunchtime Club - For students in Key Stage Three we offer a lunchtime club where students can play games, learn craft activities, and make friends. Students are invited to the club by the Learning Support team to ensure it does not become overcrowded and that the students most in need of this support in social times receive it. This list is compiled after consultation with primary schools during the transition process and the pastoral team at CHSG.
- Intervention groups – For students in Key Stage Three the Learning Support department runs targeted intervention sessions. These are offered to all students regardless as to whether they are on the SEND register or not. Typically, these sessions are offered to groups of 4-8 students and run during tutor time for three sessions a week for the period of one-half term. There are specific aims for each intervention session. At the end of the half term period, further assessments are carried to demonstrate and evaluate the impact of the sessions.
- Precision Teaching – The Learning Support Assistants are all trained to deliver precision teaching intervention to selected students with SEND needs. This training has been provided by the local

authority's educational psychology team and aims to provide 1:1, targeted intervention to improve a child's literacy or numeracy. These sessions run daily for a period of only ten minutes per session and so can be completed before school, minimising disruption to the student's learning. It is the responsibility of the SENDCo/Deputy SENDCo to select the students who will benefit from receiving this form of intervention.

- Homework club – the homework club is open to all students after school in the Learning Resource Centre (LRC) every day from 2.45pm – 3.45pm. This is supported by the Learning Support Assistants and is an excellent opportunity for students with SEN needs to complete their homework in a supportive environment. When needed, we also run homework clubs that are bespoke to each year group, and students are invited to these by the relevant Head of Year, in consultation with the Deputy SENDCo (Special Educational Needs Co Ordinator).
- Support in tutor time/break and lunch – for some of our SEND students it is necessary to support them during their tutor time or break/lunch times to help them be organised and ready for the school day, or, to navigate social times smoothly. In most cases this has been stipulated by the EHC plans of some of our SEND students.

Speech, Language and Communication Need support

- One of our Higher-Level Teaching Assistants (HLTA) has responsibility for working with students who may have a Speech, Language and Communication need (SLCN). The HLTA works with students on both a 1:1 and 1:2 basis and works on specific targets to improve the student's memory, receptive language, and expressive language. These targets are set by a Speech and Language Therapist (SALT) who will have made the initial assessment of the student's needs. The HLTA works in conjunction with the SALT, often observing the first intervention session, so that intervention can then be continued after the SALT's visit. The HLTA takes responsibility for producing 'Target Sheets' demonstrating what progress has been made in achieving these goals. The SENDCo/Deputy SENDCo will make referrals to the SALT in conjunction with the HLTA and any relevant members of the school pastoral team. Parental permission is required before any assessment of a student's Speech, Language or Communication needs takes place and a report will be written within six weeks of this assessment taking place. The parents/carers of the student will be able to speak to the SALT who completes the assessment and will have their findings of the report explained to them.

English as an Additional Language support (EAL)

- The Learning Support Department also provides support for those who have English as an Additional Language need (EAL). Students who are classified as EAL and have an English vocabulary and comprehension level below that of eight years old will attend English catch-up every morning for thirty minutes until they reach those levels. In addition, EAL Support Studies is also provided for students in Year 8-11. In Year 8, this would typically be conducted instead of the student learning a Modern Foreign Language. In Years 9-11, EAL Support Studies takes one of the GCSE options blocks for the students who are offered this support. With their remaining time, the EAL department will also support students, those in Year 7, in their lessons and will provide advice and guidance for teaching staff to ensure the student makes maximum progress.

If any student with EAL needs is thought to also have additional Special Educational Needs, then a SEND referral will be made by the EAL Co-Ordinator.

3.9 Expertise and training of staff

The Learning Support Department are highly experienced and qualified. The SENDCo has been at the school for over ten years, the last two of which have leading the SEND provision across the school. He is currently completing his National Award for SEND coordination. He regularly attends the Local Authority SENDCo cluster meetings to keep up with local and national updates reading SEND. He is part of the Safeguarding team. He is also part of the Teaching and Learning team as a member of the Senior Leadership Team in the school.

The Deputy SENDCo is also a qualified SENDCo and previously worked as a Deputy Headteacher at a large primary school in South London. She has been a qualified teacher for over a decade and was also her previous school's Looked After Children (LAC) Co-ordinator and the schools Designated Safeguarding Lead (DSL). She is currently studying for her Assessment and Access Arrangements, Level Seven, which means she can apply for exam access arrangements (see point five).

Learning Support Assistants are encouraged and supported to attend training sessions relevant to their role. Current specialisms in the team include;

- Higher Level Teaching Assistants
- Supporting pupils with Autism
- Precision Teaching

There is a strong CPD programme whereby all staff are constantly researching and discussing ways to improve their teaching, including sessions on SEND. Learning Support Assistants also take part in CPD and Professional Development.

3.10 Securing equipment and facilities

Where necessary, Carshalton High School for Girls will work closely with external agencies and professionals to ensure the right level of funding should a student with SEND require additional equipment to support their learning.

3.11 Evaluating the effectiveness of SEND provision

The school will monitor the progress of all students with termly progress reviews. These reviews are monitored by the Raising Standards Leads (RSLs) for each year group and by the Year Leaders who will, as part of this analysis, assess the progress of students with SEND. More specifically, we evaluate the effectiveness of SEND provision by:

- Reviewing students' individual progress each term, using SEND Support Plans
- Reviewing the impact of small group / 1:1 interventions using data such as reading ages, reading comprehension scores and precision teaching progress charts
- Holding annual reviews for students with EHC plans
- Inclusion meetings, held between the Year Leaders and Learning Support Department every fortnight.
- Lesson observations
- Using student voice
- Meeting parents and students at parents' evenings

- Monitoring by the SENDCo and Deputy SENDCo

Once a year, the SENDCo will be invited to give a presentation to the Local Governing Body (LGB) regarding the progress of students with Special Educational needs.

3.12 Enabling students with SEND to engage in activities available to those in the school who do have SEND

All our extra-curricular activities and school visits are available to all our pupils, including before and after school clubs. Students are encouraged to go on our school trips; where there is an additional risk involved, then we would complete an individual risk assessment to check we could manage the level of risk presented. Most of the time, a robust risk assessment would mean that it is possible for students to attend these trips.

All pupils are encouraged to participate in the opportunities that CHSG has to offer. Students are not excluded from taking part in these activities because of their SEND or disability and the school will put in place reasonable adjustments to support the students' level of need.

Carshalton High School for Girls has an [accessibility plan](#) which considers our duties under the Equalities Act 2010.

We welcome and support the admission of students with disabilities. In the case of those with EHC plans the school liaises with the local authority to assess whether it can meet the student's needs. For further information see section four.

3.13 Support for improving emotional and social development

Carshalton High School for Girls has a strong ethos of pastoral care which we feel is exemplified through our Student Support Department and Head of Year System. Each year group is led by a Head of Year and assisted by an Assistant Head of Year and Pastoral Support Officer (PSO). The Head of Year, PSO and Deputy SENDCo meet fortnightly in Inclusion meetings to ensure all students receive the support they need. Where it has been identified that a student requires additional support for their social and emotional needs, they can be referred to both internal and external specialist services which include:

- Mentoring by pastoral assistants
- Social skills / Nurture groups
- Behaviour groups
- Access to specialist support e.g., CAMHS (Child and Adolescent Mental Health Service), Jigsaw4U, Speech and Language Therapist, Drama therapy
- Lunchtime clubs

There is a robust [anti-bullying policy](#) in place which seeks to support individuals and their families.

3.14 Working with other agencies

The Learning Support Department will also liaise with numerous professionals to seek advice, request assessments and /or provide intervention to those who are on the SEND register. In addition, these professionals may also be used to assess any unidentified learning needs for a particular student. These referrals are made based upon parental feedback, advice from health services, teacher referrals and/or in-house assessments and are made at the discretion of the SENDCo / Deputy SENDCo, in consultation with

the pastoral team, at CHSG. In all cases, a referral must be agreed to by the parent/carer of the student and cannot take place without their consent. The professionals the Learning Support Department may possibly make referrals to are;

- Occupational Therapy
- Educational Psychology
- Speech and Language Therapy
- Drama therapy
- Hearing Impairment
- Visual Impairment
- Clinical Psychology
- CAMHS (including the neurodevelopment team)
- Sutton Tuition and Reintegration Service (STARS)
- Merton Medical Education Service (MMES)
- The Autism Service

Once an assessment has been taken place the professional who conducted the assessment will produce a report and will contact the parents/carers of that student to explain their findings. This may be via a phone call or a meeting, which if necessary, the school can facilitate. A student may be added to the SEND register based on the content of these reports. If that is the case, the Learning Support Department will ensure that this is completed by at least the beginning of the next academic term.

3.15 Complaints about SEND provision

In accordance with the Girls' Learning Trust (GLT) Complaints Policy all complaints regarding SEND provision at Carshalton High School for Girls should go in the first instance to the SENDCo. It is highly likely that complaints at this stage can be rectified.

If the matter remains unresolved at this informal stage, then the complainant may elevate it to the formal stages as set out in the policy on the [school website](#).

3.16 Contact details of support for parents and pupils with SEND

There are local and national organisations who parents can contact if they require support:

Sutton Information, Advice and Support Service (SIASS): SIASS@cognus.org.uk or 020 8323 0462

Merton Information, Advice and Support Service (MIASS): 020 8543 8854

Sutton Dyslexia Association: <http://www.suttondyslexia.org.uk/>

National Autistic Society: <https://www.autism.org.uk/>

4 Admission Arrangements (including Mid-term admissions)

The arrangements for the admission of students with Special Educational Needs are no different to the admission of any other student. The criteria for admission are the same as for other London Borough of Sutton Partnership Schools i.e. based on parental choice without the need for, or reference to, any test results.

Where the school is oversubscribed, places will be allocated in the following order of priority:

- 1) Looked After Children
- 2) Where there are professionally supported medical reasons or exceptional social reasons.
- 3) Where there will be an older sister at the school at the time of the younger child's admission.
- 4) Proximity to the school from the pupil's home address, the distance measured in a straight line to the main entrance of the school building, with those living closer to the school receiving the higher priority.

Parents of children with Education and Health Care Plans have the right to express a preference for the secondary school that they wish their child to attend. Cognus (on behalf of Sutton Local Authority) must then consult with the school's governing body before it can be named within the statement. Where the preference is for a school outside the borough, Sutton must consult with both the school and the maintaining Local Authority.

Cognus will comply with parental preference, provided:

- The school is suitable for the child's age, ability or aptitude or their special educational needs.
- The placement of the child at the school would not be incompatible with the provision of efficient education for the children with whom she would be educated.
- The placement would be an efficient use of local education authority resources.

Students with Education and Health Care Plans, which indicate the mainstream school is appropriate, will be considered for secondary school places before other pupils.

The process begins at the Year 5 Annual Review where there will be discussion of possible appropriate provision. Cognus will consider all Year 5 Reviews at an annual 'Year 5 Review' meeting in June and will inform primary schools and parents of the proposed type of provision and support at secondary transfer. Parents will also have been invited to an information event in April to give more information about the secondary transfer process for children with Education and Health Care Plans.

At the beginning of Year 6, parents will be invited to a meeting at the primary school to complete a SEND secondary school transfer form. When the application form is completed, the primary school will forward it to the SEND team at Cognus who will then consult with the preferred school(s). The Local Authority endeavour to inform the parents within eight weeks of receiving the secondary school transfer form whether they can or cannot name the school preferred by the parents.

Where Education and Health Care Plans remain appropriate, they will be amended to indicate the named secondary school. This process will normally be complete by the middle of February before the transfer.

For students with Education Health Care Plans who wish to apply to CHSG after September of Year 7 their parents/carers will have to request this with the Local Authority who has issued the EHCP for their child and seek a change of placement in Section I of the EHCP. For the Local Authority and the new school to agree the normal criteria above would then apply.

For any student on the SEND register in their previous school who arrives as a mid-term admission the Learning Support Department at CHSG will meet with the student to ensure teaching staff are given accurate information via the SEND register.

5 Exam Access Arrangements

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments' in public examinations. A candidate with a disability or disadvantage which has a substantial and long term effect on performance in examinations may qualify for access arrangements. These arrangements should allow students with substantial SEND to demonstrate their skills, knowledge and understanding without affecting the integrity of an assessment or examination. Access arrangements are not intended to help certain candidates, or give them an advantage, but to give them a fair opportunity to demonstrate their ability. Access arrangements therefore encompass a wide range of provisions which include.

- Being allowed to sit an examination in a smaller room
- Supervised rest breaks
- The use of coloured overlays
- A prompter
- Extra time
- A reader
- A scribe
- The use of a word processor
- Enlarged scripts

The Learning Support department takes into consideration a wide range of evidence when making judgments regarding the application for access arrangements. This evidence is presented to the Joint Council for Qualifications who approve the applied for arrangements. This is timed so that the approval is received by the school at the beginning of Year 10 or for Sixth Formers, at the beginning of Year 12, as any approved application expires after twenty six months. Parents and carers are informed of the decision by letter when formal applications for access arrangements are approved.

Students with SEND are not automatically eligible for access arrangements in public exams. In all cases, these arrangements should reflect the support that is usually given to the student in the classroom, internal tests, and mock examinations. This is commonly referred to as the 'normal way of working.' The decision is also based on a history of need, history of provision, reports from key staff/SENDCo and testing.

At Carshalton High School for Girls, we provide students with diagnosis, disabilities, or clear learning needs with exam access arrangements in their exams in Years 7 –9 as well.

6 Local Offer

CHSG's school offer can be found on the school website: www.chsg.org.uk

The London Borough of Sutton's Local offer can be found on the borough website: www.sutton.gov.uk

7 Relevant Legislation

This procedure and SEND information report comply with the statutory requirements laid out in the September 2014 Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years and the following legislation and guidance:

- [The Equality Act 2010: advice for schools \(February 2013\)](#)
- [Part Three of the Children and Families Act 2014](#)
- [The Special Educational Needs and Disability Regulations 2014](#)
- [Keeping Children Safe in Education \(September 2019\)](#)
- [CHSG Accessibility Plan](#)
- [CHSG Anti-Bullying policy](#)