

## Record details



### Name of school

Wallington High School for Girls

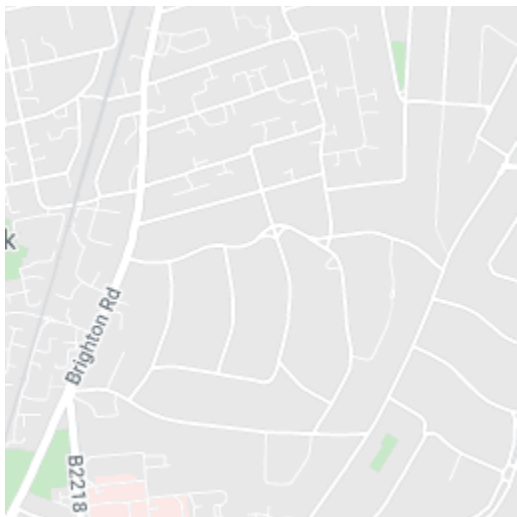
### Address

Woodcote Road  
Wallington

### Postcode

SM6 0PH









Map

Satellite



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**Contact**

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## **website**

<http://Wallingtongirls.sutton.sch.uk>

## **twitter**

<http://@girlswallington>

## **Contact to discuss child needs**

- o The school aims to provide for the special educational needs of all our students as they are defined in our SEN Policy.
- o The Form Tutor is the first point of contact for any issues of concern.
- o The Head of Year (HOY) has responsibility for the progress of the Year Group and deals with concerns which cannot be dealt with by the Form Tutor.
- o The SENCo (Special Educational Needs Co-ordinator) will follow up any initial concerns which show that there may be a special educational need. The SENCo is Dr S Wallis.
- o There is an allocated SEN Governor who monitors the work of the SENCo.
- o The SENCo is supported by an Inclusions Assistant, Mrs C Cuxton.
- o The SENCo is line-managed by the Assistant Headteacher, Mrs M. German.
- o Mrs German is the designated person for looked after children and the designated person for child protection.

## **Assessing children**

- o There is ongoing monitoring by all teachers of rates of progress and identification of students not making expected levels of progress through the school's assessment and reporting system. This is analysed at least termly by the Heads of Year, Senior Leadership Team (SLT) and the SENCo.

## **Informing parents and carers**

- o Parents are informed of their child's progress in reports throughout the year and at the annual Parents' Evenings. There is also an Academic Mentoring Day

## **Updates on progress**

- o There will be a report on progress at least once per term (including Parents' Evening).

## **If a child is not making progress**

- o If progress is not being made then the type and severity of need is determined by the School's Graduated Response to support Special Educated Needs.
- o For actively monitored SEN students there will be termly review meetings, alongside other contact, to track progress towards outcomes and evaluate interventions.
- o Additional support will be documented by a SEN Support Plan (SSP) following the termly review meeting. These will be shared with all the student's teachers.
- o Additional support is provided via additional resources after discussion with key staff, parents/carers, the student and, where relevant, external agencies.
- o We will seek external support for children continuing to experience significant difficulty – this may involve an application for an Education and Health Care Plan assessment (EHCP).

## **Curriculum**

- o The broad and balanced curriculum for all students is published in full on our school website.

### **Adapting for child needs**

- o All teachers are skilled at differentiating for the needs of all students and the performance management process quality assures this.
- o Information on students with SEN is shared with all teaching staff as appropriate.
- o Groupings of students in the classroom is organised carefully to maximise learning for all.
- o Staff training will be provided for the needs of students with specific learning needs. Teachers are trained in special educational needs from their initial teacher training, which is then consolidated and enhanced by in- house training. External agencies contribute to training opportunities to ensure staff are making appropriate and reasonable adjustments to the learning of their students.

### **Teacher flexibility on child needs**

- o It is one of the teacher standards to meet the needs of every student in a class and, therefore, an expectation that teachers are flexible.

### **Additional support**

- Additional support in the form of mentoring, coaching or tuition may be provided to individual students as appropriate.
- In order to meet expected outcomes we may buy in external support services.
- Additional support will be documented by a SEN Support Plan (SSP) following the termly review meeting. Parents/carers will be invited to attend the SSP meeting

### **Learning strategies**

- o Strategies are personalized to individual needs and based on best practice.
- o Teaching staff are provided with teaching strategies for students with SEN. The strategies are also highlighted during training time, staff briefings and staff meetings to ensure staff are aware of the reasonable adjustments that should be put in place.
- o Diagnostic testing and assessment may take place following the SSP review where progress is not in line with expectations.

### **Meeting child needs**

- o The SENCo will observe lessons where students with SEN are present.
- o The SENCo meets regularly with SLT members to discuss the findings of SEN observations and other quality assurance of teaching and learning activities.
- o Discussions during SSP meetings and EHCP annual reviews will highlight provisions that are in place and how the student is responding.
- o Where concerns are persistent, and external advice is sought, this is discussed with parents to agree on the reasonable adjustments that should be put in place.
- o SSP evaluations indicate a high level of satisfaction with our SEN provision.

### **Access to exams**

- o SSP meetings will be used to discuss possible examination access arrangements.
- o A range of access arrangements are available.
- o Some access arrangements must be proved to be the usual way of working in the classroom.

### **Additional support or time for exams**

- o The Examinations Officers will contact parents / carers to inform them of the access arrangements once confirmed.
- o The SENCo meets with the Examinations Officers regularly to review access arrangements.
- o All access arrangements must meet Joint Council Qualification criteria.
- o Some access arrangements will be an entitlement as part of normal classroom practice.
- o SSP meetings will be an opportunity to review access arrangements.

### **Comfort, safety and socialising**

- o Wallington High School for Girls prides itself on a strong pastoral care system. Your child's Form Tutor should be the first port of call for any emotional issues. However, in support we have our Heads of Year. Each Head of Year has an attached member of the Senior Leadership Team.

### **Social and emotional skills**

- o Further emotional support is provided by our trained Emotional Literacy Support Assistant (ELSA) and our School Counsellor. They are available by arrangement.
- o The school also buys-in support from the Educational Psychology Service and Adapttolearn, specialists in ASD.
- o All students attend an Induction Day prior to Year 7.
- o Various clubs and activities are run throughout the year to help promote team work and self-esteem.
- o Settling in Sessions are run for designated year 7 students with Social and Communication concerns
- o The peer mentoring 'HERE' team provide advice and guidance for students via a weekly 'drop-in' service and referrals can be made via Heads of Year for specific emotional needs.
- o Further support can be sought from external agencies such as CAMHS (Child and Adolescent Mental Health Service), ASD (Autism Spectrum Disorder) Service, Speech and Language as well as the Sensory Support Services.
- o The FROG virtual learning environment has a student support area with advice for students about a range of matters like bereavement, child protection and self-harm, with links to helpful websites.

### **Tier 2 / Early Help Support in the Community**

- o See above. We also have an active PFA and a Parent Focus Group run by the Head teacher.

### **Bullying**

- o The school has a clear policy on bullying and all incidents of bullying are recorded and acted upon by using appropriate sanctions or restorative processes. The policy is on the school website.

### **Disability support**

- o The school has an Accessibility Plan for students with disabilities and we fulfil our duties under the Equality Act 2010.
- o There is a lift up to the first and second floors.
- o Personal Emergency Evacuation Plans are drawn up for students with disabilities to ensure their safety around the school in case of emergency.
- o Reasonable adjustments can be made in the classroom, for example chairs with back support,

radio microphones and enlarged/ coloured resources.

### **Accessing lessons**

o As above.

Parents are welcome to visit the school before applying to consider suitability

### **Who we work with**

o At Wallington High School for Girls we take support from external agencies as appropriate to each individual student's needs. We work with a variety of external agencies to help with the assessment, delivery and review stages of the student's progress.

### **Other agencies**

o Parental permission must be granted in all cases of referrals to outside agencies such as the Educational Psychology Service, CAMHS and the ASD Service amongst others. This is in order to satisfy the requirements of the Data Protection Act.

### **Informing parents and carers**

o The SSP meeting is the opportunity to discuss whether additional support is required.

o Once arrangements have been put in place, parents will be notified in writing or by telephone

### **Helping your child settle with confidence**

o Discussions are held at the primary / secondary transfer meeting during the Summer Term prior to joining, between SENCOs from primary schools and our SENCO.

o Transition information from primary school files regarding students is requested at the start of the new academic year.

### **Extended School Day**

o We have an extensive programme of after school clubs which are published on our school website and via our 'Wallington Week' publication.

### **Policies**

o All relevant policies can be found on the School website via the following link:-

<https://wallingtonhighgirls.fluencycms.co.uk/Policies>

### **Updated**

July 2021