



Form submission for:

Name of School	Wallington High School for Girls
Address	Woodcote Road, Wallington
Postcode	SM6 0PH
Name of contact person	Dr S Wallis
Telephone	020 8647 2380
Email	swallis@wallingtongirls.org.uk
Website	Wallingtongirls.sutton.sch.uk
Facebook	n/a
Twitter	@girlswallington
<p>Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child?</p>	<ul style="list-style-type: none"> ○ The school aims to provide for the special educational needs of all our students as they are defined in our SEN Policy. ○ The Form Tutor is the first point of contact for any issues of concern. ○ 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. ○ 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. ○ There is an allocated SEN Governor who monitors the work of the SENCo. ○ The SENCo is supported by an Inclusions Assistant, Mrs Claire Cuxton. ○ The SENCo is line-managed by the Assistant Headteacher, Mrs M. German. ○ Mrs German is the designated person for looked after children and the designated person for child protection.

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<p>Assessing children How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> ○ There is ongoing monitoring by all teachers of rates of progress and identification of students not making expected levels of progress through the schools assessment and reporting system. This is analysed at least termly by the Heads of Year, Senior Leadership Team (SLT) and the SENCo.
<p>Informing parents and carers How will I be kept informed about how well my child is doing?</p>	<ul style="list-style-type: none"> ○ Parents are informed of their child's progress in reports throughout the year and at the annual Parent's Evenings. There is also an Academic Mentoring Day
<p>Updates on progress How regularly will I be updated on my child's progress?</p>	<ul style="list-style-type: none"> ○ There will be a report on progress at least once per term (including parent's evening).
<p>If a child is not making progress Will I know if my child is not making progress and what will happen?</p>	<ul style="list-style-type: none"> ○ If progress is not being made then the type and severity of need is determined by the London Borough of Sutton's Graduated Support for Educational Needs. ○ For SEN students there will be termly review meetings, alongside other contact, to track progress towards outcomes and evaluate interventions. ○ Additional support will be documented by a Student Support Plan (SSP) following the termly review meeting. ○ Additional support is provided via additional resources after discussion with key staff, parents/carers, the student and, where relevant, external agencies. ○ 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).
<p>Curriculum What is the curriculum and how is it taught?</p>	<ul style="list-style-type: none"> ○ The broad and balanced curriculum for all students is published in full on our school website.
<p>Adapting for child needs How will the curriculum be adapted to meet the needs of my child?</p>	<ul style="list-style-type: none"> ○ for meeting All teachers are skilled at differentiating for the needs of all students and the performance management process quality assures this.

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	<ul style="list-style-type: none"> ○ Information on students with SEN is shared with all teaching staff as appropriate. ○ Groupings of students in the classroom is organised carefully to maximise learning for all. ○ 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 often contribute to training opportunities to ensure staff are making appropriate and reasonable adjustments to the learning of their students.
<p>Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?</p>	<ul style="list-style-type: none"> ○ 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.
<p>Additional support Is there any additional support available to help my child reach his/her expected outcomes?</p>	<ul style="list-style-type: none"> ○ 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
<p>Learning strategies Are there any special features or strategies to help children learn?</p>	<ul style="list-style-type: none"> ○ Strategies are personalized to individual needs and based on best practice. ○ Teaching staff are provided with teaching strategies for students with SEN. The strategies are also highlighted during training time,

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	<p>staff briefings and staff meetings to ensure staff are aware of the reasonable adjustments that should be put in place.</p> <ul style="list-style-type: none"> ○ Diagnostic testing and assessment may take place following the SSP review where progress is not in line with expectations.
<p>Meeting child needs How do I know my child's particular need will be met?</p>	<ul style="list-style-type: none"> ○ The SENCo will observe lessons where students with SEN are present. ○ The SENCo meets regularly with SLT members to discuss the findings of SLT observations and other quality assurance of teaching and learning activities. ○ Discussions during SSP meetings and EHCP annual reviews will highlight provisions that are in place and how your daughter is responding. ○ 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. ○ SSP evaluations indicate a high level of satisfaction with our SEN provision.
<p>Access to exams What arrangements are available for pupils to access tests and assessments?</p>	<ul style="list-style-type: none"> ○ SSP meetings will be used to discuss possible examination access arrangements. ○ A range of access arrangements are available. ○ Some access arrangements must be proved to be the usual way of working in the classroom.

<p>Additional support or time for exams How will I know if my child qualifies for additional support or time to access tests?</p>	<ul style="list-style-type: none"> ○ The Examinations Officers will contact parents / carers to inform them of the access arrangements once confirmed. ○ The SENCo meets with the Examinations Officer regularly to review access arrangements. ○ All access arrangements must meet Joint Council Qualification criteria. ○ Some access arrangements will be an entitlement as part of normal classroom practice. ○ SSP meetings will be an opportunity to review access arrangements.
<p>Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?</p>	<ul style="list-style-type: none"> ○ Wallington High School for Girls prides itself on a strong pastoral care system. Your daughter'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.
<p>Developing social & emotional skills How does the school help develop my child's social and emotional skills?</p>	<ul style="list-style-type: none"> ○ Further emotional support is provided by our trained Emotional Literacy Support Assistant (ELSA) and our School Counsellor. They are available by arrangement. ○ The school also buys-in support from the Educational Psychology Service and the Clinical Psychology Service. ○ All students attend an Induction Day prior to Year 7. ○ Various clubs and activities are run throughout the year to help promote team work and self-esteem.

	<ul style="list-style-type: none"> ○ 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. ○ 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. ○ 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.
<p>Early Help Support in the Community (Tier 2) Examples : please include any ELSA (Emotional Literacy Support Assistant), counselling, Talk and draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills, Clinical Psychology paid for by the school, Mentoring, Anger management / Feelings work.</p>	<ul style="list-style-type: none"> ○ See above. We also have an active PFA and a Parent Focus Group run by the Head teacher.
<p>Bullying What is the school's policy on bullying?</p>	<ul style="list-style-type: none"> ○ 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.
<p>Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p>	<ul style="list-style-type: none"> ○ The school has an Accessibility Plan for students with disabilities and we fulfil our duties under the Equality Act 2010. ○ There is a lift up to the first and second floors. ○ Personal Emergency Evacuation Plans are drawn up for students

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	<p>with disabilities to ensure their safety around the school in case of emergency.</p> <ul style="list-style-type: none"> ○ Reasonable adjustments can be made in the classroom, for example chairs with back support, radio microphones and enlarged resources.
<p>Accessing lessons How do I know my child will be able to access all lessons?</p>	<ul style="list-style-type: none"> ○ As above. <p>Parents are welcome to visit the school before applying to consider suitability</p>
<p>Who we work with Who does the school work with?</p>	<ul style="list-style-type: none"> ○ 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.
<p>Working with other agencies How does the school work with other agencies?</p>	<ul style="list-style-type: none"> ○ 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.
<p>Informing parents and carers How will I be informed?</p>	<ul style="list-style-type: none"> ○ The SSP meeting is the opportunity to discuss whether additional support is required. ○ Once arrangements have been put in place, parents will be notified in writing or by telephone

<p>Helping your child settle with confidence How will the school help my child settle with confidence and manage change as they move between schools and year groups?</p>	<ul style="list-style-type: none">○ Discussions are held at the primary / secondary transfer meeting during the Summer Term prior to joining, between SENCo's from primary schools and our SENCo.○ Transition information from primary school files regarding
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	<p>SEN students is shared with the SENCo by the Data and Attendance Assistant during the file transfer process.</p> <ul style="list-style-type: none"> ○ During Year 7 students are closely monitored by both their Head of Year and the SENCo. Further support can be offered such as organisation groups and self-esteem groups during Year 7 along with mentoring from our ELSA. ○ Continual monitoring of student progress will take place through the year groups and all students with SEN will have their progress discussed with you on a regular basis. ○ Parents Information Evenings are held for year7, 10 and 12 to aid transition for all students. ○ Students with SEN will have discussions with the Careers Advisor to ensure they are suitably supported as they move to post-GCSE and post-16 provision. ○ All students have access to the school's own Career Advisor and meetings are offered with a member of the Senior Leadership Team to discuss the transition to post-16. Particular attention is given to those with SEN.
<p>Extended School Day What additional facilities do you offer?e.g. Breakfast club; After school clubs; walking train to after school care</p>	<ul style="list-style-type: none"> ○ We have an extensive programme of after school clubs which are published on our school website and via our 'Wallington Week' publication.
<p>Policies</p> <ul style="list-style-type: none"> ○ All relevant policies can be found on the School website via the following link:- <p>https://wallingtonhighgirls.fluencycms.co.uk/Policies</p>	

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