



# Wallington High School *for Girls*

HEIRS OF THE PAST, MAKERS OF THE FUTURE

## SEN Information Report

Please read this SEN Information Report in conjunction with the GLT SEND Policy, the Accessibility Plan, the Supporting Students with Special Medical Needs Policy, the Anti-Bullying Policy, the Behaviour Policy, the Complaints Policy and the Equality and Diversity Policy.

The SENCO at Wallington High School for Girls is **Dr Sally Wallis** (who has successfully completed the National Award for Special Educational Needs Coordinators- Sept 2019) - [swallis@wallingtongirls.org.uk](mailto:swallis@wallingtongirls.org.uk)

The Inclusion Assistant is **Mrs Claire Cuxton-**  
[ccuxton@girlslearningtrust.org](mailto:ccuxton@girlslearningtrust.org)

The SLT link for SEND matters is **Mrs Michelle German** (Assistant Headteacher)- [mgerman@wallingtongirls.org.uk](mailto:mgerman@wallingtongirls.org.uk)

The SEN Governor is **Mrs Naheed Ali**  
The Designated Safeguarding Lead at WHSG is **Mrs Michelle German**.  
The Deputy Safeguarding Lead is **Mrs Catherine Godyn-**  
[cgodyn@wallingtongirls.org.uk](mailto:cgodyn@wallingtongirls.org.uk)

### ***The kinds of special educational needs for which provision is made at the school***

There are four broad categories of need described in the SEND Code of Practice (2014) and WHSG is able to make provision for these:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

### ***Information and Guidance: Points of Contact***

- Governing Body and SEN Governor: The Governing Body is responsible for ensuring high quality policy and provision for pupils with Special Educational Needs.

- Head and Senior Leadership Team: Responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximize their opportunity to learn, lies with the Head and SLT. When the SENCO is not a member of SLT, his/her line manager will be a member of SLT and ensure that SEND matters are discussed regularly at SLT meetings.
- SENCO: The school's SENCO has overall responsibility for students with Special Educational Needs and Disabilities (as defined in the 2014 SEN Code of Practice), including identification and coordination of provision. The SENCO liaises with, advises and manages training for teaching staff relating to pupils with SEND, ensuring that individual Student Support Plans written for students are put into practice. The SENCO is responsible for termly meetings with SEND students and their parents, annual reviews and other key meetings about students with SEN. The SENCO manages the referral procedures to the Local Authority to request High Needs funding and/ or an Education Health and Care Plan (EHC Plan) when it is suspected that a student may have SEND which will require significant support. The SENCO is responsible for the evaluation of the impact and effectiveness of all additional interventions for pupils with SEND. The SENCO is responsible for liaising with other agencies and professions when necessary to support a student with SEND.
- Heads of Year: At WHSG the relevant Head of Year is normally the first point of contact for a parent wishing to discuss any concerns relating to their daughter. They have overall responsibility for monitoring the academic progress and wellbeing of students. They also liaise with teachers and other staff (including the SENCO) about any interventions that may be required. Sometimes, the Head of Year may recommend direct contact with the form tutor, who has day- to- day contact with your daughter.
- Class teachers: the role of the class teacher is to monitor the progress of each student and liaise proactively with the Head of Year and/or the SENCO about the additional needs of students with SEND and to demonstrate high expectations and sensitivity towards these students, ensuring there is adequate opportunity for SEND students to work on agreed targets which are genuinely '*additional to\_or different from* those normally provided as part of the differentiated curriculum offer and strategies' (SEN Code of Practice 2014)
- Designated Safeguarding Lead: The DSL is a vital point of contact whenever there is any concern about the welfare of a child.

### ***Assess-Plan-Do-Review***

- The school has rigorous tracking procedures to monitor student progress. Where there is a concern that a student may not be making good or exceptional progress as a result of previously unidentified Special Educational Needs WHSG adheres to The SEND Code of

Practice 0-25 which promotes the use of the 'assess, plan, do, review cycle'.

This cycle can be used to meet the needs of children/young people and improve practice at many levels ensuring that:

1. individual children/young people at SEN support and those with an EHC plan receive the best possible provision and achieve positive outcomes
  2. SEN provision made by an educational setting evolves to meet the needs of all children/young people with SEN
  3. the EHC needs assessment, planning and review processes support children/young people, their families and educational setting
- Assessment and progress data about students with Special Educational Needs is subject to extra scrutiny on a termly basis by classroom teachers, Heads of Department, Heads of Year and the SENCO. Any concerns about progress are recorded and collated and may lead to additional review meetings.
  - If data indicates that a student is not making good progress in line with their peers, teachers would consult with the SENCO, and strategies would be suggested in accordance with the graduated approach and as part of the assess-plan-do-review cycle. The SENCO would then review progress and decide whether additional intervention or diagnostic tests are required.
  - Parents receive a termly report on their daughter's progress, with full written comments provided for each subject on an annual basis. There is also an annual Parents' Evening when parents can talk to their daughter's teachers about her progress. Where a student is not making expected progress in one or more subject areas, there may be additional contact between the school and home.
  - Parents of students with Special Educational Needs will receive updates on their daughter's progress when they attend termly meetings with the SENCO and Inclusion officer. These meetings are an opportunity to address concerns and review the support in place and adapt it where required.
  - Additional support for students with Special Educational Needs is outlined in their Student Support Plan which is shared with the student, the student's parents and all teaching and support staff involved with the student. The Student Support Plan is updated following the termly meeting with the SENCO and Inclusion Officer.
  - It may be appropriate to involve external agencies in providing additional guidance and support, for example the Educational

Psychology Service or CAMHS and the school does this when necessary.

- Student Voice is extremely important if we are to provide the best school experience for our students. As well as the school's many structured opportunities for Student Voice, students with SEND are given opportunities to share their views during Student Support meetings, annual EHCP reviews, and through questionnaires. One of the main purposes of the Student Support meetings is to listen to students and pass on a record of their views to colleagues.

### Curriculum and Teaching Methods (including groupings and interventions)

- Teaching at WHSG secures excellent outcomes for students, including those with Special Educational Needs. The school prioritizes clear scaffolding; over-learning, modelling and retrieval practice in all lessons which benefits SEN learners in particular.
- At WHSG teachers' planning for lessons is based around prior attainment of individuals and groups within the class- this includes individual students with SEN. Staff are given a printed up-dated list of SEN students including new year 7s at the start of the autumn term on the first INSET day. The list outlines the student name, class, needs of the student and staff guidance including any seating requirements and exam access arrangements. We also place on the same list students who do not meet the threshold for Special Educational Needs, but who we feel may require monitoring and additional support within their lessons. The staff are regularly reminded where to find additional information for the students they are teaching or have contact with for that academic year.
- Information for SEN students including an updated Student Support Plan, Minutes of termly reviews, specialist guidance eg from the ASD specialist are all in SIMS under linked documents. The information is also stored electronically under General Folders-SEN-Individual Students. Teachers are regularly signposted to this information.
- Pupils with SEN may have objectives set for them within lessons that are 'additional to or different from' those normally provided as part of the differentiated curriculum offer and strategies (SEN Code of Practice 2014). In practice this may mean that teachers may anticipate and encourage different outcomes from pupils who are working with the same lesson content. Some pupils may also have access to different resources (eg extension or support).
- We do use setting at WHSG in some lessons to ensure that they are tailored to the abilities of students. Furthermore, within lessons seating plans are allocated and put on Mintclass to ensure consistency even if there is a cover teacher. By having teacher assigned seating plans groups can be carefully selected to enhance the progress of individual students.

- In some circumstances it may be appropriate to provide additional adult support within individual lessons or across the curriculum. We are able to make this provision at WHSG. Where we do so, it is with the intention of bringing about improved independence on the part of the student.
- We use a buddy system at WHSG where appropriate and also encourage peer mentoring as well as year 12/13 subject specific mentors which can be organized through the Head of Department or the SENCO. Some students are also allocated a staff mentor for further academic and emotional support.

### Tests and Examinations: Access Arrangements

- The SENCO and Exams Officer are responsible for the administration of Access Arrangements for examinations.
- Where there is a concern that a student may not be able to gain equal access to an examination the SENCO makes arrangements for screening or a diagnostic/ specialist assessment as appropriate. This may involve a specialist professional (eg educational psychologist). If parents have secured such an assessment themselves, the SENCO will meet them to discuss its recommendations.
- The JCQ criteria are always used in decision-making about Access Arrangements. Parents are kept informed about the procedures and progress of an application for Access Arrangements when necessary. Access Arrangements are always made available to pupils with medical needs when necessary.
- When a decision about Access Arrangements is made, these details are added to the Student Support Plan and distributed to all staff so that they can become part of a child's normal way of working in the classroom and internal examination environment.

### Social and Emotional Support

- Pastoral care is of fundamental importance at WHSG, which is a friendly and inclusive school. Class teachers, form tutors and Heads of Year are especially vigilant about the social integration of students with SEN. The planner used by students is an essential part of the home-school communication. In a few cases mood cards to tell teachers how a student is feeling on a particular day are used to flag up when students may be feeling overwhelmed.
- The school is a safe place at break and lunch times. Members of staff are on duty around school and the Senior Staff are highly visible before and after school (including at the bus stop). There is an extensive extra-curricular programme (including lunch time and after school), which strongly enhances the school experience for many students (including those with SEN) and boosts opportunities for structured social interaction. The library is open until 4pm and

the Sixth Form Study Area until 5.30pm for students who wish to work in a quiet environment.

- The school nurse operates a drop in on a Monday lunchtime which is available to all students in the school. Appointments can also be made for Monday afternoon by students. The school also employs a school counsellor who is available to any student by referral via their Head of Year. In addition the school employs an ELSA who supports individual students with social and emotional well-being.
- When appropriate, we may request that our school-attached educational psychologist works with a student to improve their social skills and/or enhance their self-esteem within and beyond the educational context.
- Specialist support (eg CAMHS or Speech, Language and Communication support) is engaged when necessary.

### Accessibility to Premises and Facilities

- No student is ever prevented from physically accessing any of their lessons at WHSG. The school fulfils all its duties under the Equality Act 2010. We are always happy to discuss the individual accessibility requirements of students, parents or any visitor to our school. Parents are welcome to visit the school before applying to assess for themselves suitability for their child.
- Due to the age and layout of the main school building there is no wheelchair access to the 6<sup>th</sup> Form Common Room. All other areas are accessible by lift or ramp.
- When necessary, a timetable will be rewritten to ensure that all classes for a student who is unable to get around easily are within easy access.

### Working with others

- The school works with all of the following services on a regular basis:
  - (1) Educational Psychology Service (Sutton: 020 8770 6780)
  - (2) School Nurse (Mon-Thurs): Patricia Butler (0208 770 5409)
  - (3) Child and Adolescent Mental Health Service (Sutton: 020 3513 3800)
  - (4) Children's Social Care in a range of local authorities (Sutton MASH: 020 8649 0418)
- When necessary, the school may also consult or refer to a range of other local services (eg Adapttolearn ASD specialists or the SEN team).
- When a referral is made to any of these services, parents will usually be informed.

### Transition

- Every effort is made to obtain SEN information prior to transition. All new students are visited by a member of staff and, for students who are already considered by their school to have SEN needs, also by the SENCO. There is an induction day for new year 7s and an induction evening for parents. Further orientation visits to gain confidence prior to starting in September can also be arranged.
- Where students with SEND move on to other schools, the school sends on appropriate documentation to the new academic setting.
- The majority of students at WHSG stay on at the school until the age of 18 and so our main consideration is ensuring effective transition to universities; this may involve additional support and guidance for students with SEN from our Higher Educational Coordinator and liaison with university admissions departments where appropriate. Students will also be encouraged to apply for the Disabled Students' Allowance.
- Where appropriate, careers advice and guidance is specially tailored towards students with SEND. An appointment with our school careers advisor can easily be arranged.

Sutton Local Authority's Local Offer is published at <http://localoffer.sutton.gov.uk>

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