

Form submission for:

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Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child?	<p>If you are concerned about your child's learning or progress in a particular subject, you should contact the subject teacher in the first instance.</p> <p>If you feel you have concerns of a well being nature please contact your daughter's tutor.</p> <p>If you feel your concerns are related to learning difficulties then please contact Mr Keane, Faculty Leader for Student Support.</p>
Assessing children How does the school know how well my child is doing?	<p>Students at Carshalton high for Girls are regularly monitored and assessed for their progress. Student progress is discussed in both year and faculty meetings. Heads of Year and Heads of Faculty will track and monitor students who are not making appropriate progress, concerns that continue will be discussed with the Faculty Leader for Student Support. There is a member of the Senior Leadership team linked to each year group to oversee progress. The Student Support team meet weekly to discuss the progress of students.</p> <p>Where continued concerns are raised by Heads of Faculty, The Faculty Leader for Student Support will contact home and discuss concerns and plan appropriate intervention and/or seek the advice of external agencies.</p>
Informing parents and carers How will I be kept informed about how well my child is doing?	<p>Feedback to parents is given via parent meetings, IEP passport reviews as well as progress checks in addition to a full report at the end of each year.</p>
Updates on progress How regularly will I be updated on my child's progress?	<p>Students with SEN Support including those with Statements of SEN or EHC Plans will have access to meeting the Faculty Leader for Student Support in 2 separate meetings within a school year plus during Parents Evenings.</p>

<p>If a child is not making progress Will I know if my child is not making progress and what will happen?</p>	<p>Parents are able to access their daughter's progress via Go4schools and should discuss any concerns where they arise with the classroom teacher. If concerns persist then discussions can be held with the curriculum leader.</p>
<p>Curriculum What is the curriculum and how is it taught?</p>	<p>Students receive a broad and balanced curriculum in years 7 and 8 and then from year 9 onwards students choose their options to personalise their learning. Classes are normally taught in mixed ability except for Maths.</p> <p>Teachers are trained in special educational needs from their initial teacher training, which is then consolidated by in house training from the Student Support Faculty. External agencies often contribute to INSET opportunities to ensure staff are making appropriate and reasonable adjustments to the learning of their students.</p> <p>Teaching assistant support is provided in many lessons where students with an EHCP are present to ensure support is in place both for the teacher and students.</p> <p>Additional support may be offered in discussion with parents for students who are significantly below their peers in terms of learning skills and/or levels of progress and where there is a clear need to seek an EHCP.</p>
<p>Adapting for child needs How will the curriculum be adapted to meet the needs of my child?</p>	<p>Teaching staff are provided with teaching strategies for students with SEN via IEP passports, information on Mint Classroom and information provided by external agencies. The strategies are also hi-lighted during INSET time, and staff meetings for certain students to ensure staff are aware of the reasonable adjustments that should be put in place.</p> <p>The faculty leader for Student Support regularly observes lessons where students with SEN are present to ensure reasonable adjustments are being made.</p> <p>The Faculty Leader for Student Support meets regularly with SLT member responsible for teaching and learning to discuss the findings of SLT observations.</p> <p>Discussions during IEP passport reviews, annual reviews and PSP reviews will hi-light provisions, suggested teaching/learning strategies that in place and how your daughter is responding.</p>
<p>Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?</p>	<p>All teachers are teachers of SEN students and must provide differentiated lessons where the objectives are achievable but challenging. Where significant learning needs are identified it may be necessary to provide additional support to aid the academic progress of the student.</p>
<p>Additional support Is there any additional support available to help my child reach her expected outcomes?</p>	<p>Where significant learning needs have been identified and diagnosed further support may be provided in discussion with the Faculty Leader for Student Support.</p>
<p>Learning strategies Are there any special features or strategies to help children learn?</p>	<p>In line with reasonable adjustments teaching staff should engage in teaching strategies which play to the student's strengths and help to develop areas of weakness.</p>
<p>Meeting child needs How do I know my child's particular need will be met?</p>	<p>Discussions at IEP and annual reviews as well as reviews for pastoral support plans will help to inform parents.</p>

<p>Access to exams What arrangements are available for pupils to access tests and examinations?</p>	<p>For students who are on the Learning Support Register and use as a normal way of working various forms of exam arrangements such as extra time to process work will put be forward for assessment for access arrangements.</p> <p>All students will be assessed using the JCQ assessment criteria, the Faculty Leader for Student Support will make a case for the exam arrangements to be put in place.</p>
<p>Additional support or time for exams How will I know if my child qualifies for additional support or time to access tests?</p>	<p>The school's examination officer will then write home to confirm what exam arrangements are to be put in place.</p>
<p>Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?</p>	<p>All students meet with their tutor on a daily basis. Students also have access to our two pastoral support assistants. Students with SEN may have access to teaching assistants during the school day.</p> <p>The student support faculty provides empathy workshops for all students in years 8 and 9. Assemblies are delivered throughout the year aiming to encourage safe and positive relationships through the year.</p>
<p>Developing social & emotional skills How does the school help develop my child's social and emotional skills?</p>	<p>Where concerns are raised by either staff or parents ELSA (Emotional Literacy Support Assistant) support may be provided. The student support faculty also provides nurture groups in year 7 as well as ASD peer support group across all years.</p>
<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>	<p>Clinical psychology ELSA Transition nurture groups</p>
<p>Bullying How does the school help develop my child's social and emotional skills?</p>	<p>Carshalton High for Girls has a strong pastoral care system. Your daughter's tutor should be the first port of call for any emotional issues. However in support we have our Pastoral Support Assistant who work closely with our Heads of Year. Each Head of Year has an attached member of the Senior management Team.</p> <p>Further emotional support is provided with our teaching assistants, trained ELSA mentors and our behaviour mentors. Self esteem, empathy groups and transition groups for year 7 are run by our pastoral support assistant and mentors. All students attend an induction day prior to year 7 and the student support faculty offer further additional days to identified students with SEN.</p> <p>Students have access to either pastoral support assistants, peer mentors and teaching</p>

	<p>assistants at break and lunchtimes.</p> <p>Various clubs and activities are run throughout the year in help promote team work and self esteem.</p> <p>Further support can be sought from external agencies such as CAMHS, ASD service, Speech and Language as well as the Sensory Support Services.</p> <p>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.</p>
<p>Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p>	<p>Reasonable adjustments are made for students with physical needs. Advice is sought from medical professionals and the sensory impairment team where appropriate.</p> <p>The intention is that all students regardless of need are able to access all lessons.</p>
<p>Accessing lessons How do I know my child will be able to access all lessons ?</p>	<p>Parents will be made aware of any difficulties through meetings either for SEN Support reviews or through Parent Meetings.</p>
<p>Who we work with Who does the school work with?</p>	<p>Educational Psychology, Speech and Language Service, ASD Service, Sensory Impairment</p>
<p>Working with other agencies How does the school work with other agencies?</p>	<p>Carshalton High School for Girls work with a variety of external agencies to help with the assessment, delivery and review stages of the student's progress.</p>
<p>Informing parents and carers How will I be informed?</p>	<p>Parental permission will be granted in all cases of referrals to outside agencies such the Educational Psychology Service, CAMHS amongst others.</p>
<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>	<p>Discussions are held at the primary/secondary transfer meeting during the summer term prior to joining Carshalton high for Girls between SENcos from primary school and the Faculty Leader for Student Support.</p> <p>As well as the Induction Day for year 6 students, the Student Support Faculty offers additional induction days for identified Students with SEN.</p> <p>During year 7 students are closely monitored by both their Head of Year and the Faculty Leader for Student Support. Further support can be offered such as transition nurture groups and self esteem groups during year 7 along with mentoring from one of our ELSA trained mentors.</p> <p>Continual monitoring of student progress will be take place through the year groups and all students with SEN will have the progress discussed with you on a regular basis.</p> <p>Further meetings and advice giving evenings are given to during key stages to ensure that they are making the expected progress.</p> <p>Students with Statements and EHC Plans will have discussions with the LLD advisor from the borough to ensure they are suitably supported as they move to post 16 provision.</p> <p>All students have access to the school's own career advisor and meetings are arranged with member of the senior management team to discuss the transition to post 16. Particular</p>

	attention is given to those with SEN
Extended School Day What additional facilities do you offer? e.g. Breakfast club; After school clubs	Breakfast club is available. There are numerous extracurricular clubs such as Dance running at either lunchtime or after school. The programme can be found on the school website. In addition there is the homework club which runs in the LRC which is supported by the teaching assistants.
Policies	http://www.chsg.org.uk/page/?title=School+Policies&pid=789 Please find a variety of policies that may be of interest with regards to the support at Carshalton High School for Girls

SEN Information Report

Current SEN Numbers 2016/17

Numbers of students with SEN needs have now dropped in accordance to the new Code of Practice 2104. A student at SEN stage K has a significant learning need.

Year	E	K	Phy	SpL	Cog	SEMH
7	0	22	2	6	11	3
8	2	17	0	4	13	1
9	1	14	2	1	6	4
10	2	14	0	4	5	6
11	5	6	0	2	6	1

GCSE Results 2016

2 Statement students had a VA of 864

50% achieved 5A* to G with English and Maths

Students at SEN Stage K had a VA of 960

10% achieved 5A* to G with English and Maths

72% achieved 5A* to G with English and Maths

72% achieved 5A8 to G

SEN as a whole (including students who remain at school action due to identifying their needs but not being at a significant level of need) had a VA of 964

52% achieved 5A* to D

78% achieved 5A* to G with English and Maths

88% achieved 5A* to G

English

SEN All – Progress 8 of negative 0.8

52% of all SEN achieved 5A* to C

36% of SEN students at status K (SEN Support) 36% achieved

Secondary school 2016-2017

53% of All SEN made 3 levels of progress

25% of All SEN made 4 levels of progress

2% of All SEN made 5 levels of progress

Maths

SEN All: Progress 8 of negative 1.13

23% of all SEN achieved 3 levels of progress

10% of all Students at SEN Status K (SEN Support) achieved 3 levels of progress

18% of Students at SEN Status K (SEN Support) achieved 4 levels of progress

Progress KS3

Year 9

100% of Statemented students meeting expectations or exceeding targets

As a whole year group average working towards target is 1.77

Non SEN average working towards target is 1.76

SEN average working towards target is 1.75

SEN/PP average working towards target is 1.98 – 31% of SEN students are also PP

Progress towards target	Exceeding	Meeting	Failing
SEN – S/E	50%	50%	0%
SEN - K	21%	71%	8%
Non SEN	30%	65%	5%
PP	14%	75%	1%
Non PP	34%	65%	1%

Year 8 – 70% of SEN students at SEN Stage K were meeting their targets in comparison to 75% of students without SEN.

As a whole year group average points for working towards target is 2.08

Non SEN average working towards target is 2.18

SEN/PP average working towards target is 2.2 – 50% of SEN students are also PP

Progress towards target	Year 8 2015/16		
	Exceeding	Meeting	Failing
SEN (K, S, E) – N/A			
SEN (K) - 2.18	0%	70%	30%
NON SEN	7.3%	75%	17%

Grouping	Average points towards progress
Whole year group	2.08
Pupil Premium	2.16
SEN Need - Physical	2.16
SEN Need - Cognitive	2.18
SEN need – Speech and Language	2.28
SEN need - SEMH	2.19

Year 7

100% of Students with EHCPs meeting expectations

As a whole year group average working towards target is 1.84

Non SEN average working towards target is 1.83

SEN average working towards target is 1.94

SEN/PP average working towards target is 1.98 – 28% of SEN students are also PP

Progress towards target	Year 7 2014/15		
	Exceeding	Meeting	Failing
SEN (K)	5%	95%	0%
SEN (S/E)	0%	100%	0%
NON SEN	30%	70%	0%
PP	17%	80%	3%

Grouping	Average points working towards target
As a year group	1.84
SEN/PP	1.9
SEN needs - Physical	N/A
SEN needs - Cognitive	1.96
SEN needs - SpL	1.9
SEN Needs - SEMH	1.87

Attendance Data for 2015/16

SEN students tend to have a lower attendance record when compared to their peers except in year 7 where they have a better attendance record.

The group of most concern is SEN students who are also pupil premium.

- One student

Identification and Tracking of SEN students

Students are identified through information provided by primary schools and through testing in year 7 with Cognitive Abilities Tests. Reading and Spelling tests take place in year 7 for all

Secondary school 2016-2017

students and systemically through the years for students who are still at a reading age below their chronological age. When concerns are raised by staff, parents or students the data can be looked at to indicate possible concerns. Further assessment take places via The Speech and Language service, and EPS.

Evaluations of Provision 2015/16

Literacy with Senior Teaching Assistant

4 students from year 7 had access to literacy support three times a week.

4 students made an average of 16 months progress over 25 weeks.

Cost: Senior TA 0.2 timetable - £14 per each month improvement

Literacy with Teacher of Literacy

Our literacy teacher carried out very detailed literacy assessments to prepare and plan her work with students. The assessments also help to provide strong evidence for exam arrangements and seeking request for statutory assessment.

	Year 7	Year 8	Year 9	Year 10
Whole Year Group	95.8	95.25	95.4	94.98
Non SEN (A, N, Blanks)		95.29	95.8	95.38
SEN (K, S, E)	94.5	94.78	90.9	88
SEN/PP	93.5	94.65	91.8	82
PP	93.8	92.87	94.2	92
SEMH	95.2	93.7	91.37	100
Specific & Moderate	93.8	94.1	92.15	90.5
SpL	97	95.48	97	97.6
Physical	90.5 *	96.55	N/A	

Average improvement of 15 months over 20 weeks for the literacy groups working with AW for 2.5 hrs per week.

Cost: Unqualified teacher scale 0.7 timetable - £15 per every month of improvement

Speech and Language

We continue to buy in the services of the SpL service at a cost of £5,000. The work is also supported by our HLTA for Speech and Language. Our HLTA delivers a number of provisions including the following: LIPS course, vocabulary enrichment, help in supporting memory strategies and reading for meaning to support comprehension.

The work includes assessments and feedback to parents. Providing advice and guidance for teachers when teaching those students who have been referred. The evidence has been vital in securing EHCPs.

Year Group	Progress towards target – Whole Year	SEN receiving support
7	1.84	2
8	2.08	2.12
9	1.7	2

We have embedded the LIPS programme which has shown very good progress for the students who have worked through the whole programme or part of the programme. Average progress of 24 months, approximately one month improvement each week at a cost of £18 for each month of improvement.

ELSA

Students are referred to one of our two mentors who are ELSA trained via the Inclusion Meetings. Where it is agreed upon students may be referred for emotional issues such as family break up or due to ongoing behaviour issues. Approximately 8 hours of ELSA is available at an approximate cost of £3,000 per school year.

Students are seen on half hourly or hourly basis depending on need. Students are assessed in terms of attendance record, self evaluation and staff feedback.

On average students improve their attendance by 6% of those who access the support on a regular basis.

On average students rate the provision as 4.2 out of 5

HOYs welcome the support and continue to refer to the programme.

Behaviour Mentoring

Approximately 30 students had access to behaviour mentoring from either one of our two mentors.

Varying degrees of success: 50% of students on the programme improved on average their behaviour record when receiving support.

Cost: £6,200 per year

Drama Therapy

This provision has been a new initiative in the school which benefitted approximately 6 students as a part of the catch up fund at a cost of £3,200. Due to the good working partnership with Roundabout who provide the drama therapist they are funding an extra half day for 30 weeks for the academic year 2015/16 to support our growing ASD need.

Average pre-therapy score: 11.9

Average post-therapy score: 5.2

EFFECT SIZE: 0.97

“An effect size of 0.8 is generally considered to be large and indicates an effective intervention.” (Cohen 1988)

Cohen, J. (1988) *Statistical Power Analysis for the Behavioural Sciences*, 2nd edn. Hillside, NJ:Lawrence Erlbaum

All six students have a high regard for the working being carried out. The work being carried will be vital in preparing the request for statutory assessment for at least three students.

Currently Roundabout who provide our drama therapist are funding her work since September 2016 and have agreed to fund until the end of the spring term 2017.