Carshalton High School for Girls

SEND Procedure and Information Report

Reviewed and Agreed by Carshalton Local Governing Body: Autumn 2026

Next Review: Autumn 2027

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

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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 where possible.
- 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 line managed by the Deputy 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, Occupational Therapy 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.

At Carshalton High School for Girls the SEND department is known as the Learning Support Department. The Learning Support Department completes an annual Department Development Plan 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.

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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 or autism
- 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

Carshalton High School for Girls recognises that for many students they may often have needs which fall into more than one of these areas or that their needs may change over time. At Carshalton High School for Girls we support students on a needs basis and therefore students do not require a diagnosis to access appropriate support where available.

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 SEND is built into the overall approach the school has 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. At Carshalton High School for Girls students are assessed in all of their subjects in centre examinations across the year. The school has the same approach, considering it 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 may be identified as requiring monitoring (M) on the school's SEND register.

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 and pupil passport in regards to how their daughter's SEND needs present and the strategies staff will be asked to use in their lessons. If any changes to an entry on the SEND register take place these will be made in discussion with parents and students**.** This also includes removing anyone from the SEND register.

Parents of students with SEND will be able to make appointments with a member of the Learning Support Department at SEN review days and are offered a phone consultation an additional two times per academic year as a minimum.

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 via the Class Charts website. It is updated throughout the year to ensure that it contains accurate and relevant information for teaching staff. On each student's individual profile staff can access key information about the needs, and effective teaching strategies that apply to that child through a pupil passport. 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 supported in their learning 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 may not receive 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)

A student is supported based upon an assessment of their needs. Plans to support these needs are made and completed, before a review of their effectiveness is conducted. This is known as a graduated approach. Some students on the SEN register will be supported sufficiently within the classroom based upon the strategies listed on a shortened pupil passport. For others, a more detailed analysis of their needs and strategies is needed. These students will have an in-depth pupil passport created, made in conjunction with the students themselves and their parents so that classroom practitioners are fully informed and fully capable to meet their individual needs.

For those students who require further support, a SEND Learning Plan may be created that will set them targets for each of the three terms of the academic year which will be reviewed regularly.

Teaching staff will be expected to know who these students are in their classes, to have read their key strategies on the SEND register, passport and/or Learning plan 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 and their parents/carers.

E – An Education Health Care Plan (EHCP) has been issued
These students' needs will be met by the school according to the requirements 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 is 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 can be scheduled so that there is a total of three meetings each year.

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 session/s, available by invitation, to those on the SEND register already
- Year 6 EHCP/SEN transition morning/afternoon
- Local Authority (Merton/Sutton/Croydon) SEND Transfer days
- A SEND presence at Year 7 Induction Evening
- A SEND presence at the Induction day for all students
- Visits 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 Year 7 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 high quality 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 during 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 up to eighteen students who receive an education that is more like a primary school setting in that the staff focus on the core aspect of literacy and numeracy. 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 focus on:

- Literacy Support
- Numeracy Support
- Reading fluency and comprehension
- Precision Teaching to improve either/both literacy and numeracy
- Emotional support
- Touch typing skills
- Social and emotional intervention

3.7 Use of Ordinarily Available Provision (OAP) to Support SEND

The school is committed to meeting the needs of students with Special Educational Needs and Disabilities (SEND) through high-quality, inclusive teaching and the effective use of Ordinarily Available Provision (OAP). OAP forms the foundation of SEND support and consists of evidence-informed strategies, reasonable adjustments, and classroom practices that enable students to access learning, participate fully in school life, and achieve positive outcomes. All teachers are responsible for implementing OAP within their lessons, including appropriate scaffolded learning, adaptive teaching approaches, support for literacy and communication needs, effective classroom routines, and the use of assistive resources where appropriate. The impact of these provisions will be monitored through the Assess, Plan, Do, Review cycle, with adjustments made in collaboration with students, parents/carers, and relevant professionals. Where a student's needs cannot be met through OAP alone, the school will consider additional SEND support and specialist interventions in line with the SEND Code of Practice (2015)

3.8 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 LSAs (Learning Support Assistants)
- Smaller teaching groups in Maths
- The use of specialist equipment, such as ear defenders, wobble cushions, magnifiers 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.
- Providing exam access arrangements for students in Years 7-13 for their assessments, where the appropriate criteria is met

3.9 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 (ECHP). 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 can be provided in some of the following ways:

- **Intervention groups:** For students in Key Stage Three the Learning Support department runs targeted intervention sessions. These can be offered to all students regardless as to whether they are on the SEND register or not, as long as appropriate criteria has been met. At the end of the half term period, further assessments are carried to demonstrate and evaluate the impact of the sessions.

- **Precision Teaching**: This 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.

- **Home Learning club:** Home Learning club is open to selected invited students after school in the one of the school's computer rooms 3 days a week from 3.00pm – 4.00pm. This is supported by the Learning Support Assistants and is an excellent opportunity for students with SEN needs to complete their Home Learning in a supportive environment. These Home Learning clubs are bespoke to each Key Stage, and students are invited to these by the relevant Head of Year, in consultation with the SENDCo and/or 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.

- **Break out rooms:** Use of these rooms including the Calm Zone and Sensory Room, is planned to support students who find emotional regulation a barrier to accessing their classroom learning.

- **Speech, Language and Communication Need support:** We have two staff members who are ELKAN trained and have responsibility for working with students who may have a Speech, Language and Communication need (SLCN). They work with students on both a 1:1 and group 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.

  They work in conjunction with the SALT, often observing the first intervention session, so that intervention can then be continued after the SALT's visit. They takes responsibility for producing 'Target Sheets' demonstrating what progress has been in made in achieving these goals. The SENDCo/Deputy SENDCo will make referrals to the SALT.

  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.

- **Occupational Therapy Support:** We have an LSA who is responsible for working with students who may have physical needs that are a barrier to them accessing the curriculum. They work with students on both a 1:1 and group basis and works on specific targets to improve the student's fine and gross motor skills and well as supporting their independence. These targets are set by an Occupational Therapist (OT) who will have made the initial assessment of the student's needs.

  They work in conjunction with the OT, often observing the first intervention session, so that intervention can then be continued after the OT's visit. They take responsibility for producing 'Target Sheets' demonstrating what progress has been in made in achieving these goals. The SENDCo/Deputy SENDCo will make referrals to the SALT.

  Parental permission is required before any assessment of a student's Occupational Therapy 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 OT who completes the assessment and will have their findings of the report explained to them.

- **Neurodiversity Mentors:** We have two dedicated NDT mentors who are trained to help students manage their emotions, build social skills, and improve self-esteem. They will work individually or in small groups, using creative methods like drawing, games, and stories to help them develop emotional resilience. The aim being to help students to understand and regulate their own feelings, which in turn removes barriers to learning and helps them to feel happier and reach their potential.

- **English as an Additional Language support (EAL) (Multilingual leaners):** 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 on selected mornings for thirty minutes until they reach those levels. In addition, EAL Support Studies is also provided for students in Year 8-11. 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 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.

3.10 Expertise and training of staff

The Learning Support Department are highly experienced and qualified. The SENDCo has been in education for over 20 years. Previously working as a Deputy Headteacher at a large primary school in South London before moving to Deputy SENDCo and then SENDCo at Carshalton Girls. She was also her previous school's Looked After Children (LAC) Co-ordinator and the schools Designated Safeguarding Lead (DSL). She is also qualified to test for Assessment and Access Arrangements, to a Level Seven level, which means she can apply for exam access arrangements (see point five).

She has completed his National Award for SEND coordination. She regularly attends the Local Authority SENDCo cluster meetings to keep up with local and national updates.

The Deputy SENDCo is a qualified SENDCo and previously worked as a primary Deputy Headteacher. She has been a qualified teacher for over a decade and was her previous school's Looked After Children (LAC) Co-ordinator and the schools Designated Safeguarding Lead (DSL).

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
- Autism Champions
- Precision Teaching
- Qualified teachers
- Drawing and talking therapy
- Occupational therapy
- ELKAN (Speech & Language)

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.

3.11 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.

3.12 Evaluating the effectiveness of SEND provision

The school will monitor the progress of all students with termly summative assessments followed by and end of term reports. These reviews are monitored by the Pupil Progress Teams for each year group 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 towards their targets each term, if they have a SEND Learning Plan
- Reviewing the impact of small group / 1:1 intervention 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, Deputy Headteacher (pastoral) 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
- Analysis the attainment of students with SEND after each end of term assessment cycle

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.

3.13 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.

3.14 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). During fortnightly ~~in~~ Inclusion meetings the Pastoral Team meet with the SENDCo and DSL to ensure all students receive the support they need. Where is 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 support assistants through targeted referral
- NDT mentors
- Drawing & Talking
- Social skills / Nurture groups
- Access to specialist support e.g. CAMHS (Child and Adolescent Mental Health Service), Jigsaw4U, Speech and Language Therapist, Drama therapy, the School Counsellor

There is a robust Anti-Bullying & Prejudice Policy in place which seeks to support individuals and their families.

3.15 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
- CAMHS (including the neurodevelopment team)
- Vulnerable Pupil's Panel
- 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. The Learning Support Department will review any recommendations made and implement those that are appropriate, where resources allow.

3.16 Accessibility

The school has an Accessibility Plan for students with disabilities and we fulfil our duties under the Equality Act 2010.

- There is level flooring or ramp access to all buildings and a stair lift in J block.
- There is a lift in J block.
- Personal Emergency Evacuation Plans are drawn up for students with disabilities to ensure their safety around the school in case of emergency.
- Classes may be timetabled to ground floor classrooms.
- Reasonable adjustments can be made in the classroom, for example chairs with back support, radio microphones and enlarged resources.

3.17 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 & Post 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 EHCP. 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.

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 during 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, although this does not guarantee that these students will qualify for access arrangements for their Public Examinations.

6 Complaints about the SEND provision

Parents and carers who wish to complain regarding the SEND provision at Carshalton Girls should in the first instance, contact our SENDCo. It is highly likely that complaints at this stage can be rectified. If the matter remains unresolved, then the complainant may elevate it to the Trust Complaints Policy.

Complaints about statutory assessments of special educational needs should be directed to the London Borough of Sutton.

7 Local Offer

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

8 Relevant Legislation

This procedure and SEND information report complies 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)
- Every child achieving and thriving - GOV.UK
- CHSG Accessibility Plan
- CHSG Anti-Bullying & Prejudice Policy