



Carshalton High School for Girls

CHSG Local Offer

Name of School	Carshalton High School for Girls
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Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child?	The school aims to provide for the special educational needs of all our students as they are defined in our SEND Information Report and Policy. • If you are concerned about your child's learning or progress in a particular subject, you should contact the subject teacher. • If you feel you have concerns of a well-being nature please contact your child's tutor. • If you feel your concerns are related to learning difficulties then please contact Karen Bramson, SENDCo or Louise Aldridge, Deputy SENDCo.
About the school	We are a happy, successful, and welcoming school with a thriving Sixth Form. Passionate about girls' education, we are proud of the superb opportunities we offer our girls to develop in a learning environment which fosters resilience, happiness, leadership, and a dedication to the highest educational standards and outcomes. We are as committed to developing our staff as we are to developing our students. Our mission statement reads as follows: <i>A centre that is fearless in its commitment to excellence.</i> <i>A safe, inclusive learning community where staff and students thrive.</i>
Assessing children How does the school know how well my child is doing?	Students at Carshalton High for Girls are regularly monitored and assessed for their progress. We conduct baseline testing in reading and numeracy for students in Year 7. From then on, students sit assessments in all of their subjects three times a year, at the end of each academic term. Student progress in these assessments is discussed in both year and department meetings. Heads of Year and Heads of Department will track and monitor students who are not making appropriate progress, concerns that continue will be discussed with the SENDCo. Where continued concerns are raised by staff completing Learning & SEND referral forms, the SENDCo will contact home and discuss concerns and plan appropriate intervention and/or seek the advice of external agencies.
Informing parents and carers	Parents will receive a report from the school three times a year, after each termly assessment. Additional feedback to parents is given via Parent

How will I be kept informed about how well my child is doing?	Consultation Evenings, one for each year group. An opportunity to meet with the SENDCo/Deputy SENDCo at Parents Consultation Evenings will be available.
Updates on progress How regularly will I be updated on my child's progress?	Students with SEND support will have access to a meeting with either the SENDCo or Deputy SENDCo during Parents Consultation Evening and will receive two telephone updates throughout the year. For students with Education and Health Care Plans (EHCPs) there will also be an annual review of their plan held in person.
If a child is not making progress Will I know if my child is not making progress and what will happen?	Parents are able to view their child's progress via the three termly school reports and should discuss any concerns where they arise with the subject teacher. If concerns persist then discussions can be held with the Head of Department.
Curriculum What is the curriculum and how is it taught?	Students receive a broad and balanced curriculum in Years 7 to 9. Two GCSE options are chosen at the end of Year 8 with the remainder being chosen at the end of Year 9. Classes are taught in mixed ability except for Maths and some Science classes. Additional discussions will be held with some parents and students prior to G.C.S.E options being made to identify the best pathway to support their needs. The CHSG curriculum statement can be found on our website: Curriculum (chsg.org.uk) Teachers are trained in special educational needs from their initial teacher training, which is then consolidated by in house training from the Learning Support Department. External agencies often contribute to INSET opportunities to ensure staff are making appropriate and reasonable adjustments to the learning of their students. Learning Support Assistant (LSA) support is provided in many lessons where students with an EHCP are present to ensure support is in place both for the teacher and student(s). 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 EHCNA.
Adapting for child needs How will the curriculum be adapted to meet the needs of my child?	Teaching staff are provided with teaching strategies for students with SEND via pupil passports which are accessed using Class Charts. The information and strategies provided to staff are based on professional reports, views of the parents/carers and the students themselves. The strategies are also highlighted during INSET time, and staff meetings for certain students to ensure staff are aware of the reasonable adjustments that should be put in place. Members of the Senior Leadership Team (SLT) regularly observe lessons where students with SEND are present to ensure reasonable adjustments are being made in line with the information on pupil passports.

	Discussions during annual reviews, Parents Consultation Evenings and over the telephone will highlight provisions, suggested teaching/learning strategies that are in place and how your child is responding to these.
Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?	All teachers are teachers of SEND students and must provide reasonable adjustments to ensure all students can access their lessons. CHSG emphasises the planning of lessons by teaching staff based on their detailed knowledge of the students they teach.
Additional support Is there any additional support available to help my child reach his/her expected outcomes?	Where significant learning needs have been identified and diagnosed further support may be provided in discussion with the SENDCo. This could be in the form of a referral to an external agency or the running of an intervention group / strategy.
Learning strategies Are there any special features or strategies to help children learn?	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. Ultimately, great teaching for students with SEND is great teaching for all.
Meeting child needs How do I know my child's particular need will be met?	The Pupil Passports created for students with SEND are constructed based on the views of parents, students and external professionals. All staff have access to these as live documents via the Class Charts system and are expected to implement the strategies suggested as appropriate to ensure all students can access their learning. LSAs are able to meet with teaching staff to discuss and plan effectively for that support to be of the most benefit to the students. The school follows a graduated approach and if, during the review stage, progress is not evident further advice, support and interventions will be sought.
Access to exams What arrangements are available for pupils to access tests and assessments?	Exam Access Arrangements (EAA) are special arrangements to ensure a student is not disadvantaged in an examination. In order to be eligible for access arrangements there needs to be a clear history of need which can be evidenced by specialist testing and the student's usual way of working in the classroom. All students will be assessed using the JCQ assessment criteria and the SENDCo will make a case for the exam arrangements to be put in place. This will typically take place during Year 10. Access arrangements that may be granted by JCQ, if the appropriate criteria are met, could be but not limited to; use of laptop, use of a reading pen, computer reader, human reader, scribe, extra time, rest breaks, prompts. In Years 7 – 9 class teachers are expected to provide EAA for students highlighted to them by the Learning Support Department in the end of term assessments.
Additional support or time for exams	If your child is eligible for Exam Access Arrangements for their GCSE examinations you will be informed by letter, typically by the end of Year 10.

How will I know if my child qualifies for additional support or time to access tests?	If your child is to be provided with EAA in Years 7-9 we will also inform you by letter before the first termly assessment of that academic year.
Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?	CHSG has a strong ethos of pastoral care. Assemblies are delivered throughout the year aiming to encourage safe and positive relationships through the year. All students meet with their tutor twice, on a daily basis. Students also have access to a dedicated, non-teaching Pastoral Support Officer for their year group who have been trained in ELSA, supporting students who have experienced trauma amongst other things. Students with SEND may have access to Learning Support Assistants during the school day. Where it has been identified that additional support for social and emotional needs is required the Learning Support Department can refer to the following: • ELSA • 1:1 mentoring • Social skills groups • After school clubs • Access to specialist support (e.g. CAMHS, Jigsaw4U, Speech, Language & Communication) All students follow the Personal Development Programme for twenty minutes per day in the afternoon tutor time session. This curriculum has been rigorously planned and touches on many of the typical issues to do with safety and social situations.
Developing social & emotional skills How does the school help develop my child's social and emotional skills?	Where concerns are raised by either staff or parents ELSA (Emotional Literacy Support Assistant) support may be provided. The Learning Support Department run an Autism Peer Support Group (All Sit Down and Talk, ASDT) across all years and social skills groups. Zone of Regulations are used in OT and SALT sessions to support emotional regulation. The Year 7 Team also provide nurture groups in year 7.
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.	The following list states some of the options available to students are CHSG, when necessary; • Integrated Youth Service • ELSA • Transition nurture groups • A School counsellor • 1:1 Pastoral Support Officer support • Drama therapy • Drawing and Talking • Education Wellbeing Practitioners • ASD Talk Time Group • Adapt to Learn
Bullying	Carshalton High for Girls has a strong pastoral care system. Your child's tutor should be the first port of call for any possible bullying issues. However,

What is the school's policy on bullying?	in support we have our Pastoral Support Officers, staff who work closely with our Heads of Year. 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. We believe strongly that all students should be courteous to each other, staff and visitors. All members of the school community have the right to learn and work free from intimidation and fear.
Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?	Reasonable adjustments are made for students with physical needs. Advice is sought from medical professionals, school nurse and the sensory impairment team where appropriate. The intention is that all students, regardless of need, are able to access all lessons with reasonable adjustments. These may include; seating plans, classroom layout, downstairs timetabling, use of the school lift (with supervision), leaving class early passes, ear defenders. Risk assessments will be complete if required.
Accessing lessons How do I know my child will be able to access all lessons?	Parents will be made aware of any difficulties through meetings either for SEND Support reviews or through Parent Meetings. Teachers are made aware of strategies that may support a student through individual Pupil Passports so they are able to make adaptations to their lesson delivery and make appropriate reasonable adjustments to allow students to access the learning to the best of their ability. CHSG makes use of some resources, through professional recommendation, that may support a student in accessing the curriculum such as assistive technology, laptops, reading pens, coloured overlays, adapted scissors, writing slops, wobble cushions, rulers and pencil grips etc
Who we work with Who does the school work with?	The Learning Support Department at CHSG work with the following services, • Educational Psychology, • Speech and Language Service, • Autism Service, • Occupational therapy • Drama therapy • Sensory Impairment Team • STARS, • CAMHS, • School Nurse team, • Youth Offending Team, • Sutton Information, Advice & Support Service (SIASS - formerly Parent Partnership) • Integrated Youth Service. • Adapt to Learn
Working with other agencies How does the school work with other agencies?	Carshalton High School for Girls work with a variety of external agencies to help with the assessment, delivery and review stages of a student's progress.

Informing parents and carers How will I be informed?	Parental permission will be granted in all cases of referrals to outside agencies such as the Educational Psychology Service and CAMHS amongst others.
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?	Discussions are held at the primary/secondary transfer meeting during the summer term prior to joining Carshalton High for Girls between SENDCos from primary school and the SENDCo and Deputy SENDCo. The Year 7 team will make contact with the primary school and discuss your child with the identified designated person. Wherever possible, we will make a visit to your child's primary school to meet them and answer any questions they may have. As well as the Induction Day for Year 6 students, the Learning Support Department offers additional induction days for identified Students with SEND. Transition from Year 6 to Year 7 is also supported by: • Visits to primary schools • Postcards from current Year 7 students • Additional induction afternoons for students who are the only student from the primary school • Summer school offer • The offer for parents of a discussion meeting with a member of SLT • Where appropriate attendance at Year 6 Annual Reviews During Year 7 students are closely monitored by their Head of Year. 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, when necessary. Students with EHC Plans will have discussions with the school Careers Officer regularly from Year 9 onwards to ensure they are suitably supported as they move to post-16 provision.
Extended School Day What additional facilities do you offer? e.g. Breakfast club; After school clubs; walking train to after school care	There are numerous extracurricular clubs running after school from 3-4pm. In addition, there is the Home Learning club which is supported by our Learning Support Assistants.
Policies	School policies are available on the school website: CHSG & GLT Policies