



Information and Guidance/Points of Contact

Who should I contact to discuss the concerns or needs of my child?

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.

If you feel you have concerns of a well-being nature please contact your daughter's tutor.

If you feel your concerns are related to learning difficulties then please contact Mr Keane, Faculty Leader for Student Support.

Assessment, Planning and Review/Partnerships for Progress

- *How does the school know how well my child is doing?*
- *How will I be kept informed about how well my child is doing?*
- *How regularly will I be updated on my child's progress?*
- *Will I know if my child is not making progress and what will happen?*

Students at Carshalton High School 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.

Feedback to parents is given via parent meetings, and a full report at the end of each year.

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. They are also invited to regular meetings throughout the academic year as required.

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.

Provision can be put into place for extra support within lessons, or, the student can be withdrawn for a set period of time and supported within the Student Support Faculty.

Curriculum and Teaching Methods (including groupings / interventions)

- *What is the curriculum and how is it taught?*
- *How will the curriculum be adapted to meet the needs of my child?*
- *How flexible can teachers be in meeting the needs of my child?*

Is there any additional support available to help my child reach his / her expected outcomes?

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. A Nurture Group is in place for identified students in Year 7 and this continues through to Year 8, when appropriate.

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, throughout the academic year. External agencies often contribute to INSET opportunities to ensure staff are making appropriate and reasonable adjustments to the learning of their students. The focus on meeting all students' needs through personalised learning is at the centre of staff training throughout the academic year.

Teaching assistant support is provided in many lessons where students with SEN are present to ensure support is in place both for the teacher and students. This is regularly reviewed at half termly inclusion meetings.

Access to Learning and the Curriculum

- *Are there any special features or strategies to help children learn?*
- *How do I know my child's particular need will be met?*

Teaching staff are provided with teaching strategies for students with SEN. The strategies are also hi-lighted during INSET time, staff

briefings and staff meetings to ensure staff are aware of the reasonable adjustments that should be put in place.

Key staff from the student support faculty regularly observe lessons where students with SEN are present.

The Faculty Leader for Student Support meets regularly with SLT member responsible for teaching and learning to discuss the findings of SLT observations.

Discussions during IEP, annual Reviews and PSP reviews will highlight provisions that are in place and focus on how well students are progressing.

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.

Tests and Examinations: Access Arrangements

- *What arrangements are available for pupils to access tests and examinations?*
- *How will I know if my child qualifies for Access Arrangements?*

There are a range of arrangements that can be put into place for students who are on the Learning Support Register and we use various forms of exam arrangements such as extra time to process work as a normal way of working will put forward for assessment for access arrangements.

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 and provision is then.

The school's examination officer will then write home to confirm what exam arrangements are to be put in place.

Social and Emotional Support

- *How does the school help my child to feel comfortable and safe and manage social situations?*

- *How does the school help develop my child's social and emotional skills?*
- *What is the school's policy on bullying?*

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.

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.

Students have access to either pastoral support assistants, peer mentors and teaching assistants at break and lunchtimes.

Various clubs and activities are run throughout the year in help promote team work and self esteem.

Further support can be sought from external agencies such as CAMHS, ASD service, Speech and Language as well as the Sensory Support Services.

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.

Accessibility to Premises and Facilities

- *What facilities are in the school to assist children with disabilities move around the building and take part in lessons?*
- *How do I know my child will be able to access all lessons?*

Reasonable adjustments are made for students with physical needs. Advice is sought from medical professionals and the sensory impairment team where appropriate.

The intention is that all students regardless of need are able to access all lessons.

Parents will be made aware of any difficulties through meetings either for SEN Support reviews or through Parent Meetings.

Working with others

- *Who does the school work with?*
- *How does the school work with other agencies?*
- *How will I be informed?*

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.

Parental permission will be granted in all cases of referrals to outside agencies such the Educational Psychology Service, CAMHS amongst others.

Transition

- *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 SENcos from primary school and the Faculty Leader for Student Support.

As well as the Induction Day for year 6 students, the Student Support Faculty offers additional induction days for identified Students with SEN.

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.

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.

Further meetings and advice giving evenings are given to during key stages to ensure that they are making the expected progress.

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.

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 attention is given to those with SEN

SEN Information Report

Governors Report for 2014-2015

The SEN Policy was updated in Sep 14 to reflect the changes in the new Code of Practice. The school's local offer was also written and is published on the school website.

SEN Numbers

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	S	K	Phy	SpL	Cog	SEMH
7	2	17	0	3	12	1
8	0	15	2	3	7	4
9	2	15	1	2	6	4
10	3	10	0	3	6	1
11	2	12	0	2	5	5

Progress KS4

Statement students had a VA of 1025 and a progress 8 of 0.42

66% achieved 5A* to D

Students at SEN Stage K had a VA of 1024 and a progress 8 of 0.09

45% achieved A* to D

100% achieved 5 A 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 1011 and a progress 8 of -0.03

21.62% achieved 5A* to C inc Eng + Maths

92% achieved 5A* to G

English

GCSE results in English were positive for SEN students.

SEN All – 0.68 residual

S – 1.4 residual – 67% achieving above a C

K – 0.72 residual – 36% achieving above a C

A – 0.8 residual – 58% achieving above a C

Pupil Premium – Progress 8 of 0.83

Maths

SEN All: Progress 8 of -0.27

S – 0.93

K: -1.55

A: -0.46

Pupil Premium: Progress 8 of -0.24

Progress KS3

Year 8 as a whole made a 20% increase in their APS score. SEN students made 24 per cent increase. Those identified with SpL were of the greatest concern regarding 10% increase in their APS but both those with cognition needs and SEMH were progressing above their peers.

The **year 7** year group made had a 5% increase in their APS. Students had SEN stage K made 9% increase in their APS.

Attendance Data

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.

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 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, EPS and/or our Literacy Teacher (Mrs Wheeler).

	Year 7	Year 8	Year 9	Year 10
Whole Year Group	95.6	93.9	94.2	93.2
Non SEN (A, N, Blanks)	95.5	94.2	94.7	93.7
SEN (K, S, E)	96.06	91.3	87.6	88.7
SEMH	96.475	92.3	95.7	85.10
Specific & Moderate	94.25	94.55	91.1	89.8
SpL	97.75	88.1	88.3	93.5
Physical	98.1	88.6	87.5	91.5

A new development in terms of assessment has been through the work with Fit 2 Learn who are working with identified students in year 7 and 8 currently as a part of the Catch Up Fund.

Evaluations of Provision

Lexia Yr 7 – 2014/15

Approx. 20 Students have had access to one morning session in B20 during the registration time per week for 25 weeks as well as access to the programme online at home.

On average reading ages have improved by an average of 13.5 months.

Cost: £350

Literacy with Senior Teaching Assistant

Approx. 12 students in year 7 had access to literacy support three times a week.

6 students made an average of 16 months progress over 20 weeks.

6 other students made minimal progress and have now been referred to our literacy teacher for a detailed literacy assessment.

Cost: Senior TA 0.2 timetable

Literacy with Teacher of Literacy

Mrs Wheeler carries 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

Cost: Unqualified teacher scale 0.7 timetable

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 Mrs Willis our now HLTA for Speech and Language.

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 Statements

Overall students receiving a vocabulary course designed by Patsy have made progress but not 2 sub levels. This particular course is designed to offer the skills of vocabulary building.

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.

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.

During 2014/15 Mrs Franco (TA) attended the ELSA training.

Behaviour Mentoring

Approximately 30 students had access to behaviour mentoring from either Mrs Harmsworth HLTA for behaviour and Mrs Ellis-Dennis (supervisor for the Exclusion Unit). Total possible number of hours given towards behaviour mentoring.

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

One student was permanently excluded and three others moved to the Limes College.

Cost: £6,200

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.

Impact can be shown in relation to three students in terms of progress with the curriculum. However all six students have a high regard for the work being carried out. The work being carried out will be vital in preparing the request for statutory assessment for at least three students.

Nov 2015