



Form submission for:

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 SEN 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 daughter's tutor. If you feel your concerns are related to learning difficulties then please contact Mr James, Assistant Headteacher and SENCo.
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 literacy and numeracy for students in Year 7 we have concerns about. 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 SENCo. There is a member of the Senior Leadership team linked to each year group to oversee progress. The Learning Support team meet weekly to discuss the progress of students. Where continued concerns are raised by staff completing Learning & SEN referral forms, the SENCo will contact

	home and discuss concerns and plan appropriate intervention and/or seek the advice of external agencies.
Informing parents and carers How will I be kept informed about how well my child is doing?	Feedback to parents is given via parent meetings, SEN Support Plan reviews as well as progress checks in addition to a full report at the end of each year. An opportunity to meet with the SENCo/Deputy SENCo at Parents' Evenings will also be available.
Updates on progress How regularly will I be updated on my child's progress?	Students with SEN Support including those with Education Health Care Plans (EHCP) will have access to meeting the SENCo in two separate meetings within a school year plus during Parents Evenings.
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 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.
Curriculum What is the curriculum and how is it taught?	<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 and some Science classes.</p> <p>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.</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 the SEN register, SEN Support Plans, information on Mint Classroom and on their class registers in SIMS, 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 SENCo/Deputy SENCo regularly observes lessons where students with SEN are present to ensure reasonable adjustments are being made.</p> <p>The SENCo/Deputy SENCo meets regularly with SLT member responsible for teaching and learning to discuss the findings of SLT observations.</p> <p>Discussions during SEN Support Plan reviews, annual reviews and PSP reviews will hi-light provisions, suggested teaching/learning strategies that are in place and how your daughter is responding to these.</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 his/her expected outcomes?</p>	<p>Where significant learning needs have been identified and diagnosed further support may be provided in discussion with the SENCo. This could be in the form of a referral to an external agency.</p>
<p>Learning strategies Are there any special features or strategies to</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>help children learn?</p>	
<p>Meeting child needs How do I know my child's particular need will be met?</p>	<p>Discussions at SEN Support Plan reviews as well as reviews for Pastoral Support Plans (PSPs) will help to inform parents.</p>
<p>Access to exams What arrangements are available for pupils to access tests and assessments?</p>	<p>Access arrangements 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.</p> <p>All students will be assessed using the JCQ assessment criteria, the SENCo will make a case for the exam arrangements to be put in place. This will typically take place at the start of Year 10.</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>If your child is eligible for access arrangements you will be informed by letter.</p>
<p>Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?</p>	<p>CHSG has a strong ethos of pastoral care based on our four principles of Community, Harmony, Success and Growth. Assemblies are delivered throughout the year aiming to encourage safe and positive relationships through the year. 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. Where it has been identified that additional support for social and emotional needs is required the Learning Support Department can refer to the following:</p> <p>ELSA</p>

	<p>1:1 mentoring social skills groups after school clubs access to specialist support eg CAMHS, Jigsaw4U, Speech, Language & Communication</p> <p>When necessary, the student support faculty provides empathy workshops for all students in Years 8 and 9.</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 Autism 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 What is the school's policy on bullying?</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 Assistants who work closely with our Year Leaders. Each Year Leader 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 Learning Support Department offer further additional days to identified students with SEN.</p> <p>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, Autism 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. CHSG makes use of some resources which allows us to make reasonable adjustments to enable students to access the curriculum. These include coloured overlays, adapted scissors, rulers and pencil grips.</p>
<p>Who we work with</p>	<p>Educational Psychology, Speech and Language Service, Autism Service, Sensory Impairment, Clinical Psychology, STARS,</p>

Who does the school work with?	CAMHS, Youth Offending Team, Sutton Information, Advice & Support Service (SIASS - formerly Parent Partnership)
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 the 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, 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 SENCoS from primary school and the SENCo, Deputy SENCo and Year 7 Leader. As well as the Induction Day for Year 6 students, the Learning Support Department offers additional induction days for identified Students with SEN.
Extended School Day What additional facilities do you offer?e.g. Breakfast club; After school clubs; walking train to after school care	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 Please ensure the link works! Add any relevant web	https://www.chsg.org.uk/page/?title=CHSG+%26amp%3B+GLT+Policies&pid=26

links to things like policies here, e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan	
Keywords	

Additional Information e.g. new logo