



Wallington County Grammar School

SEN Information Report

Wallington County Grammar School is part of the Greenshaw Learning Trust.
The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales,
company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

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SEN Information Report

This report describes Wallington county Grammar Schools provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Du vessa Owen, Deputy Headteacher, Designated Safeguarding lead and SENDCo

This report was reviewed and updated on: 7th January 2025

This report was approved by the School Governing Body on: 29th January 2025

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by Du vessa Owen*

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SEN Information Report

1. The kinds of SEN that are provided for

Our school currently provides support for a range of needs, including:

- Communication and interaction, for example, autism, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

2. Identifying pupils with SEN and assessing their needs

To identify students with SEN, Wallington County Grammar School will:

- Before being admitted to the school, we will analyse the student's school file/ transition documents/ CPOMS to see if we can see any unidentified SEN concerns, and place students on our watch list
- Assess each student's current skills and levels of attainment via a data staging post
- Make regular assessments of all students in all subjects so that any concerns can be raised by subject teachers or the pastoral team
- Students who are deemed in need of special educational assessment by teachers will be referred to the SENCo. The SEN team/ pastoral team will gather information and evidence to ascertain whether a student has a learning difficulty and continues to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. The SEN team will then share any concerns highlighted with parents/carers before liaising with appropriate agencies to formalise the assessment procedure; support will then be given and reviewed as appropriate following advice from these agencies
- Once identified, ensure that the student makes progress in line with their ability
- Ensure that the student's progress is in line with what they can achieve
- Matches or betters the student's previous rate of progress where possible
- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider.

We will assess each pupil's current skills and levels of attainment on entry, via class assessments, an early Year 7 and 12 report, and a November (Year 12) and January (Year 7) assessment period in each subject. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- 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 include progress in areas other than attainment, for example, personal, social and emotional development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Other barriers to learning will also be considered.

A referral system is also in place for teachers to raise concerns with the SENCO if they feel that a pupil may require support which is different from or additional to that which is delivered as part of the core offer. As part of the graduated approach, any referral includes strategies that the teacher has already implemented and their impact.

Parents/carers can also raise concerns either with the class teacher/ form tutor/ Year Leader/ Key Stage Leader or SENDCo.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something additional is needed.

3. Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The Subject teachers/ Pastoral team will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. The SEN team will support students via conversations/ meetings and using the Educational Psychologist to run events with students who have a SEN diagnosis. All SEN students will have a careers interview in Year 11 and Year 12, to help them navigate next steps.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Wallington County Grammar School we support all children, including those with SEND by using High Quality Teaching Strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond. All students who are on the SEN register will have a bespoke Individual Educational Plan, that is co written with Parents/Carers, the student and a member of the SEN team. This bespoke plan, will include strategies for all subjects to follow. At Wallington County Grammar School we have a vision for our SEN students that all staff share: WCGS provides expert personalised support to enable all students with special educational needs reach the heights and access world class universities when they leave. We want our students to be happy, healthy, ambitious, resilient and to have a high awareness of their diagnosis and how best to manage it.

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met: Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, as per what is on the students Individual Educational Plan. Adapting our resources and staffing Using recommended aids, such as laptops,, visual timetables, larger font, etc. Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary via flip learning Our EHCP students at times need more time 1:1 to access the curriculum, so they have 1:1 time with their Learning Support assistants to help them discuss in more detail some of the more complex lessons.

8. Additional support for learning

All students with SEN will be named on the SEN register. Those students identified as falling behind or making inadequate progress given their age, and those continuing to make inadequate progress, despite high-quality teaching targeted at their areas of weakness will be identified as requiring SEN Support, more than their Individual education plans and class resources. All students making expected or above expected progress will be placed on the Learning Disabilities or Difficulties (LDD) list for monitoring. Students receiving SEND Support will have the opportunity for three formal reviews of their Individual Educational plan per year, which can take the format of face to face/ at parents evening/ over emails/ google meet with a member of the SEN team. Continual support from the SENCo will be available in the form of lesson observations, contact with parents, access arrangements provision (where appropriate), liaising with external support agencies and responding to emerging needs. In addition, SEND students will receive support from their form tutor, class teacher, Year Leader, Key Stage Leader, SEN team and any of the curriculum areas they study, and where appropriate as well as support from the careers guidance service

and Student Services within the school. Some students will also receive additional support from a Learning Support Assistant (LSA), from an Emotional Learning Support Assistant (ELSA), School Counsellor, CAMHS worker (Child and Mental Health), SALT (Speech and language therapist) and OT Occupational Therapist) to name a few.

9. Expertise and training of staff

Our SENCO has 4 years experience in this role and has worked at Wallington County Grammar School for 19 years. She has a reduced timetable to manage SEN provision, and has a SENCO assistant for support. We have a team of 3 teaching assistants (which includes the SENCO assistant), who are trained to deliver SEN provision. Staff have been trained in many areas of SEN such as autism/ ADHD and slow processing. In most INSET days there is a SEN training section to ensure that our staff keep upskilled in the world of SEN. We also drip feed via emails and in briefing information on SEN students/ techniques/ sharing of good practice etc.

We use specialist staff for also supporting our students. We currently use COGNUS Autism advisor teachers, COGNUS Educational Psychologist, COGNUS SALT, COGNUS hearing impairment service, and liaise with 3 different local authorities on EHCP provision. ,

10. Securing equipment and facilities

All resources that SEN students need to access the curriculum such as laptops/ over lay/ reading pens/ coloured exercise books/ cutlery for cooking/ DT equipment are funded by the school.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at each Individual Educational Plan review
- Reviewing the impact of interventions in pastoral and SEN meetings
- Using pupil questionnaires
- Using parent questionnaires
- Via our termly Year Leader and Key Stage work sample SEN formal Learning walks- Conducted in the Spring and Summer with Senior Teacher drop-ins to observe and monitor
- Lesson observations
- Monitoring by the SENCO
- Via the weekly/ half termly pastoral data H
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Chris Newall, designated Local Advisor (governor) for SEN is involved in monitoring the SEN provision and has been active in examining SEN procedures through his involvement with the SENCO

12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on any residential trip(s) or activity week events. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability. Risk assessments are carried out and procedures are Wallington County Grammar School SEN Information Report 7 put in place to enable all students to participate in all school

activities. The school assures it has sufficient staff expertise to ensure that no student with SEN is excluded from any school provided activity.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways: Pupils with SEN are encouraged to be part of the school council/ leaderships teams/ sports, arts, music events. Students are encouraged to come forward and speak to whoever they feel comfortable with regarding their worries, or if they are worried about one of their peers. We have all member of the SEN team trained in ELSA, as well as having a Thursday lunch time club to discuss any issues that SEN students are struggling with. Our school nurse and school counsellor are also on hand to support. We use external agencies such as COGNUS to support us with our ADHD and autism support. We have a zero tolerance approach to bullying.

14. Working with other agencies

Some SEN students may need additional support from a CAMHS worker (Child and Mental Health), SALT (Speech and language therapist), OT Occupational Therapist), COGNUS ADHD or autism service, to name a few.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. If a satisfied outcome has not been reached then please see our complaints policy on our school website, or contact the school to request a copy.

16. The local authority local offer

Our contribution to the local offer is: <https://www.sutton.gov.uk/sutton-s-local-offer>

17. Contact details of support services for parents of pupils with SEN

<https://www.cognus.org.uk/services/cognus-therapies/>

<https://www.cognus.org.uk/services/autism-and-social-communication/autistic-youth-choir/>

<https://www.cognus.org.uk/services/autism-and-social-communication/welcome-information-autismservice/>
<https://www.cognus.org.uk/services/educational-psychology/>

Please see the SENCo for a discussion as to what other services are available in your child's local authority.