

Walthamstow School for Girls

SEN Information Report

Please click on the questions below to see the answers.

How does the school know if students need extra help with learning?

Walthamstow School for Girls is an inclusive, 11-16, mainstream community school which values each of the nine hundred students equally and recognises them as individuals. The school motto is "Neglect not the gift that is in thee" and at Walthamstow School for Girls the staff work very hard to provide opportunities for all the girls to succeed and maximise their potential. Through a combination of high expectations, inspirational teaching and learning experiences we aim to equip the girls with the skills to become confident and independent learners.

SEN Provision at WSFG is co-ordinated through the Language and Learning Development Faculty (LLD). There is no additional specialist resource provision at WSFG. Through our SEN provision we aim to ensure that:

- Students with SEN and Disabilities (SEND) are able to access a broad, balanced and relevant curriculum as part of the whole school community.
- Students with SEN are educated, wherever possible, in the mainstream classroom environment alongside their peers to enable each student to reach her full potential.
- Additional support for learning is matched to the wide variety of individual learning difficulties, while enhancing self-esteem and developing self-confidence.
- We identify and assess students with SEN as early and as thoroughly as possible using the revised Code of Practice (2014).
- Parents/carers and students are fully involved in the identification and assessment of SEN, and that we strive for close co-operation between all the relevant agencies concerned, both within and outside of the school.
- We meet the needs of students with SEN by offering appropriate and educational provision, by the most efficient use of all of the resources available to us.
- We maintain up to date knowledge of current SEN good practice and methodology in order to offer support and training in these areas to all staff in the school.

The SEN and Disability Code of Practice 2014 set out four broad areas of need and provision is made at the school for students who may have SEN in any of these areas. These include:

- **Communication and interaction.**
- **Cognition and learning.**
- **Social, emotional and mental health.**
- **Sensory and/or or physical needs.**

If a student is identified as having SEN, one of the above will form her main area of need.

A school's provision for SEN is defined as support which is additional to or different from that which is available to all students of the same age.

At Walthamstow School for Girls, students are identified as having SEN in a variety of ways, including the following:

- **Liaison with primary school/previous school.**
- **The student performing significantly below expected levels.**
- **Concerns raised by parent/carer.**
- **Concerns raised by teacher or another adult at the school.**
- **Liaison with external agencies.**
- **Baseline assessment for numeracy and literacy.**
- **CATs (Cognitive Ability Tests) on entry into Year 7.**

If a student is identified as having SEN then her name will be added to the SEN register as requiring SEN support with the aim of maximising progress to achieve in line with peers. This will follow discussion with the student and her parents/carers to define desired outcomes and possible interventions. Once expected progress has been made, students will be removed from the SEN register, but the normal tracking/monitoring and reporting processes will ensure that any concerns regarding continuing progress are identified.

What should I do if I think my daughter has special educational needs?

The main point of contact at school is your daughter's form tutor. Through the school office, you can contact the form tutor, who initially will be able to discuss your concerns. **Should your concern be related to a specific subject within school, the first point of contact in this instance would be your daughter's subject teacher.**

It may be that you need to speak with other staff members such as the Student Progress Leader (SPLs) for your daughter's year group, the Assistant Headteacher (AHT) Pastoral, or the SENCO (Special Educational Needs Co-ordinator). **If you need to speak with other staff members, contact can be arranged through the school office.**

Telephone: 0208 509 9446

Email: info@wsfg.waltham.sch.uk

[Via Nicola Janes, Administrative Office Manager](#)

How will school support my daughter?

Subject teachers are responsible for the progress and development of students in their classes. Quality first teaching, differentiated to meet the needs of individual students, is the first step to responding to students who may have SEN.

The SENCO is responsible for ensuring that:

- Subject teachers are aware of and understand the needs of individual students.
- Guidance and advice is provided for colleagues.
- Training opportunities are provided for teachers and support staff.
- SEN provision is efficiently co-ordinated.
- Provision in the Local Offer is accessed where necessary. (The local offer is a list of services published by the Local Authority on the Waltham Forest website)

Occasionally, in addition to quality first teaching, some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. This may mean that the SENCO will organise an intervention for an individual or small group of students, which might include one of these provisions:

- **Additional adult support in the classroom.** This is where there is evidence that students are achieving significantly below their age. This may be support by qualified teachers (LSTs) or Learning Support Assistants (LSAs) from the Language and Learning Development Faculty (LLD). LSTs and LSAs support students in the context of support for the whole class. LSTs may team teach, plan differentiated activities and develop resources in partnership with the class teacher.
- **Small group sessions** – when students come out of some lessons for pre-arranged sessions. This may include, for example, handwriting, reading, numeracy, social skills, Speech and Language Groups etc. This will always be for a fixed period to enable maximum access to the mainstream curriculum
- **1:1 sessions** - when students come out of some lessons for pre-arranged, individual sessions. This may include, for example, handwriting, reading, numeracy, social skills, Speech and Language Groups etc. This will always be for a fixed period to enable maximum access to the curriculum.

Alternatively, and sometimes additionally, where an intervention addresses a Social, emotional and mental health need, the Assistant Headteacher, Pastoral and the SPLs may provide intervention through:

- Additional monitoring by the SPL.
- Co-ordination of Personal Education Plans and attendance at Looked After Children reviews by the Designated Teacher for Looked After Students including the application of Pupil Premium funding in liaison with the Virtual Schools for Looked After Students.
- Referral to the school's Learning Mentor(s).
- Provision of stress management intervention.

- Referral to a limited number of places for 1:1 counselling.
- Liaison with outside agencies including CAMHs/CFCS/Social Services/Alternative Provision settings.

How are the school Governors involved and what are their responsibilities?

- **The SENCO will report to the Governing Body** at WSFG annually to inform them about the progress of students with SEN and disabilities. This report does not refer to individual students and confidentiality is maintained at all times.
- **The Headteacher's annual report** to the Governing Body includes an analysis of progress of students with SEN compared to all other groups of students within the school relating to information about the GCSE results.
- **There is a Link Governor** for SEN and one for Looked After Students. The Link Governor for SEN meets with the SENCO at least once a term and also reports to the governing body to keep all the governors informed of current issues and school developments around SEN.
- **The school complaints procedure** is the process which would be used for addressing complaints from parents/carers of students with SEN. A copy of the complaints procedure can be requested from the school office.

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How will the curriculum be matched to students' needs? What are the school's approaches to differentiation and how will that help my daughter?

Subject teachers are responsible for planning lessons which are accessible to and differentiated for every student. In some curriculum areas such as Mathematics (from Year 7) and Science (from Year 9) students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. **Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure students can access the learning. This can mean teachers plan:**

- Using a range of differentiation strategies and approaches.
- Small group work which may be supported by a Learning Support Teacher (LST) or Learning Support Assistant (LSA) within the whole class setting.
- Partnership Teaching with an LST.
- Alternative activities for home learning.
- Provide specially targeted texts and resources.
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties.

At Key Stage 4 (Year 9 onwards) students choose from a range of GCSE, BTEC and vocational courses, which will be assessed at the end of Key Stage 4 before moving on to post 16 provision. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

There is a lunchtime club available to all students, every day from 12.25-1.25pm which is staffed by two Learning Support Assistants. Students requiring this support can receive more targeted help with coursework or homework as and when they wish to attend. There is a range of extra-curricular provision taking place after school. This includes Mathematics support and Science support on a once weekly basis, running from 3.30 to 4.30pm.

Individual faculties provide a range of targeted interventions following an analysis of progress of individual and groups of students. These interventions are focused and run for a prescribed period. Should a student be identified as requiring one of these interventions, contact will be made with parents/carers.

In some instances, some students are eligible for access arrangements for examinations. This means that they may have a reader/scribe or extra time to complete examinations as part of the arrangements. This is co-ordinated by the SENCO in liaison with the school's examinations officer and follows formal assessment and application to the examination boards.

How will I know how my daughter is doing and how will you help me to support her learning? What opportunities will there be for me to discuss progress?

Parents/carers are welcome at any time to make contact with either a subject teacher or form tutor to discuss how their daughter is progressing. Parents/carers can contact staff members through writing a note in their daughter's planner, through the school office, or through the school email.

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Planned arrangements for communicating between school and home include:

- **The school planner** which travels between home and school every day so that comments from parents/carers and teachers or tutors can be shared and responded to as needed.
- **The Year 7 'settling in' afternoon** taking place within the first half term of Year 7, where parents/carers can discuss progress with transition with form tutors, and if necessary, the SPL, Head of Year 7 and the SENCO.

- **The parents'/carers evening** which takes place each year, when all subject teachers are available to meet with parents/carers and discuss progress and learning.
- **The report programme.** For Key Stage 3, this includes data collection reports three times a year. These are sent home to parents/carers. For Key Stage 4, this includes a written report with Subject Teacher/Form Tutor and SPL comments. Reports are also provided following Year 10 exams at the end of the summer term of Year 10 and following Year 11 mock examinations taking place towards the end of the autumn term of Year 11. Reports provide a basis for discussion about progress in different subject areas at the parents'/carers' evening.
- **If your daughter has an Education, Health and Care Plan (EHCP) or Statement of SEN, then there are legal requirements for at least one formal meeting each year** (the Person Centred Annual Review) organised by the Review Co-ordinator in liaison with the SENCO and attended by parents/carers, teachers and outside agencies involved in the student's education.

How does the school know how well my daughter is doing?

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year.

The process at WSFG includes:

- **The KS3 and KS4 Data collection each term.** This includes input by all teachers, showing the current level of attainment and whether the expected progress is being made by all the students they teach. The SPL for each year group completes an analysis of attainment and progress followed by further analysis by the Heads of each Faculty. This information will form the basis of identifying any additional interventions which may be necessary to ensure that students are on target to meet or exceed their expected level of progress. The Heads of Faculty in each subject area can therefore track the progress of students across the whole school year and intervene if students experience difficulties.
- In the case of Language and Learning Development intervention programmes, progress is reviewed following the completion of the intervention. This may include **testing or screening using specific assessment tools** such as reading and spelling assessments.
- **In-class support is reviewed through the LLD Faculty meetings** held at least half termly where concerns regarding individual students can be discussed. This includes discussion with all LSTs and LSAs with the SENCO and two Deputy Heads of the LLD Faculty.
- LSTs, LSAs, and subject teachers work together on a day-to-day basis, planning and reviewing lessons.
- **A monthly Interventions Group meeting** involving the Headteacher, AHT Pastoral, the SENCO, Senior Student Progress Leaders, the School Attendance Manager and the Learning Mentors to discuss any concerns arising regarding progress and necessary interventions.

- **All teachers including LSTs are observed by line managers as part of the school Performance Management system.** The school also includes observation and a focus on pupil progress targets for the Performance Management of LSAs. The deployment of additional adults in the classroom and the progress of students with additional learning needs are part of the Teacher Standards, against which the quality of teaching is measured.
- **At the start of Year 7, all students who achieved at Level 3 or below for English are assessed for reading and spelling skills and all students complete an assessment in Mathematics.** All students complete CATs (Cognitive Ability Tests) within the first half term. This allows the school to identify when students may need further support, intervention, or additional assessment to detect any underlying difficulties.
- **The school Positive Behaviour for Learning Policy (PBFL)** provides parents/carers with information about how well a student is engaging with the learning opportunities on offer, and provides pastoral staff with evidence for how well a student is learning at school.

What support will there be for my daughter's overall well-being? What is the pastoral, medical and social support available in the school?

There are a variety of ways in which students are supported in their overall well-being through pastoral systems as well as medical and social support.

- **The school's Positive Behaviour for Learning Policy (PBFL policy)** is available for parents/carers on request. The policy sets out expectations of students and staff in line with the school expectations/code of conduct and equal opportunities policy.
- Elements of the policy also include a focus on **attendance and punctuality** and this is monitored by the School Attendance Manager to ensure that concerns are addressed.
- **WSFG operates a tutor system** which means that students are placed in tutor groups of 30 with other students in the same year group. This tutor group is maintained through Years 7-11 and wherever possible with the same form tutor to maintain consistency and social/pastoral support. Following on from the SPL, Head of Year 7, it is intended that the same SPL then goes through with the Year group from Years 8-11.
- **The programme of Personal, Social and Health Education** is taught by the pastoral team through Year 7-11 with Citizenship being taught as a specific subject at Key Stage 4.
- **There is a system of peer mentoring** where Year 10 students are paired with Key Stage 3 tutor groups. This system means that students are able to share their experiences and provide support for students experiencing the same changes and transitions that they have already faced.
- **Tutors are the main point of contact for parents/carers** about their daughter's pastoral and social well-being.
- **The Designated Teacher for Looked After Students** ensures that all statutory requirements around Personal Education Plan meetings and Looked After Children Reviews are met.

- **The team of LSAs** are provided with regular input by the school's Educational Psychologist. The SENCO arranges this provision. The types of intervention which are advised upon include 'A circle of friends' and social skills groups.
- **External support** is provided by the Speech and Language Therapy Service through the 'Education Project'. Small groups of students are able to work on a range of communication skills with a member of the LLD Faculty working alongside the therapist, then continuing the intervention.
- Students who struggle with social situations are able to attend **lunchtime club** where they are supported by LSAs to manage unstructured social time.
- The AHT Pastoral and the SPLs are able to refer students to the school's **Learning Mentors** or to a limited number of places working 1:1 with the school counsellor.
- **The AHT Pastoral is Child Protection Designate** and all staff and members of the governing body have had the appropriate level of CP training.
- If a student is unwell during the school day, there is a **First Aid** duty rota staffed by support staff who have completed a first aid qualification. If the student is too ill to stay at school, her parent/carer will be contacted and asked to make arrangements for collecting her as soon as possible. The member of staff on First Aid duty will decide if a student is well enough to stay in school.
- **In a medical emergency**, the member of staff on duty may call for an ambulance if the student requires hospital attention.

How does the school manage the administration of medicines?

(NB- This is currently being revised) Medicines for students are managed from the front office in the reception area of the school. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to the front office. Parents/Carers must fill in a form giving consent for the medicine to be administered. This includes provision for Epi pens.
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage.
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge
- To take her medicine, the student must go the front office where the dose will be administered
- Each time the medicine is administered, the time, date and dosage is recorded. This is also recorded in the student planner so that parents/carers know that the medicine has been administered.
- Students who have asthma and require inhalers are encouraged to keep a spare inhaler at the front office as well as one for personal use to be kept with them through the day.

What support is there for behaviour, avoiding exclusion and increasing attendance?

The school uses a positive behaviour management system. There is a system of merits and commendations which aims to promote positive behaviour through positive reinforcement for all students.

The Positive Behaviour for Learning Policy (PBFL policy) sets out the process by which exclusion is avoided. This includes:

- The setting out of roles of student and staff in behaviour management.
- A code of positive behaviour for learning.
- An out of lesson behaviour code.
- The setting out of sanctions and consequences.

The PBFL has a number of processes which are implemented in order to avoid exclusion. These include strategies such as:

- Referral to the duty room for short periods of time.
- Attendance report.
- Daily report card with negotiated or standard targets.
- Self- report.
- Time-keeping record.
- Behaviour Support Plan.
- Pastoral Support plan.

In more serious cases of infringement of the code of positive behaviour, students may be referred to the duty room for internal exclusion for more extended periods of time. This will be agreed by the Leadership Team at the school.

External exclusion is applied only in circumstances where there have been significant and serious infringements of the PBFL policy and this will always be agreed by the Headteacher.

If a student is falling significantly behind her peers, and her behaviour is affecting their learning, then additional support may be provided.

- **The Student Progress Leaders** may monitor behaviour closely and on a daily basis
- **The Learning Mentors** work with students whose behaviour is affecting the learning of other students, to help them develop skills for understanding and managing their emotional, social and mental health for supporting learning at school. This may be in 1:1 or group settings.

- **The Lead LSA Behaviour** within the Language and Learning Development Faculty implements Social Skills and 'Circle of Friend's' Groups for students who would benefit from this as fixed term interventions.
- **The Social Inclusion Team** may be accessed. This is an external service which, when appropriate, works with students when their learning is affected by their behaviour and they are at risk of exclusion. The service provides support and advice for staff and information on possible use of other external agencies.
- **The School Attendance Manager** helps parents/carers manage their daughter's attendance at school.
- The School Attendance Manager works with the pastoral team to monitor attendance; oversee legal action against parents/carers whose children do not attend school; and to help liaise with outside agencies that can support.

How will my daughter be able to contribute her views?

Students' views are highly valued at the school and their opinions are sought on many areas of school life, as well as their own learning. We use a variety of methods for seeking student views:

- **If a student has a Statement of SEN or an EHCP, her views will be sought before any review meeting.** She will be supported in being able to express her views by a key individual from within the LLD team. All reviews at WSFG are person centred with the student firmly at the centre of the review.
- **If a student takes part in an intervention programme, she will be given opportunities to contribute her views of progress.**
- **The school has an active school council**, where students are elected each year to represent their peers in their teams. The school council is consulted on whole school plans, leads on charity activities at school and is able to express student views to senior leaders throughout the school year.
- **Student panels** regularly form a part of the school's interview process for new members of staff.

What specialist services and expertise are available at or accessed by the school?

Ms B Hallas is an experienced teacher and has carried out the role of SENCO at the school since 2003. The SENCO, the Designated Teacher for Looked After Students and the Pastoral Faculty team liaise with many specialist services and outside agencies to ensure provision for the students is appropriate and meets all needs including:

- The Waltham Forest Educational Psychology Service.
- The Education Project (Speech and Language Therapy.)
- Whitefields Hearing Impaired Outreach.
- Joseph Clarke Service for students with visual impairment.

- The Virtual Schools (for Looked After Children) for Waltham Forest; Haringey; Westminster and Hackney.
- Waltham Forest; Hackney and Redbridge SEN.
- Waltham Forest; Hackney and Redbridge Transitions Teams.
- Waltham Forest Social Inclusion Teams.
- Fair Access Panel
- Hawkeswood School for students receiving alternative provision.
- Where a student has been hospitalised, the school works closely with Home Tuition Services and Hospital Schools.
- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), Speech & Language Therapists, Occupational Therapists, Physiotherapists, Social Services, Child Protection Teams.

What SEN training have the staff had or are currently having?

SEN training is an on-going programme of professional development for our staff, throughout the school year.

- There is a **whole staff training** session for all staff on the first day of term each September. This includes strategies for meeting the needs of new students joining the school as well as for students in other year groups.
- The full **team of Learning Support Teachers and Learning Support Assistants** have been trained by and receive regular support from the Waltham Forest **Educational Psychology Service**.
- The full team of team of Learning Support Teachers and Learning Support Assistants have been trained by the **Speech and Language Therapists** working with the Education Project and are confident and experienced delivering language interventions for groups of students.
- **Counselling** services are provided by a fully qualified counsellor.
- **The Learning Mentors** are experienced and have a variety of qualifications enabling them to work with students with a range of individual needs.
- All staff within the LLD team and the Pastoral Faculty have attended courses and conferences which focus on specific areas of learning.
- All staff have been provided with **Child Protection Training**.
- **Three Lead LSAs** have extensive experience and training in planning, delivering and assessing intervention programmes.
- Training forms part of the continuing professional development of all teachers and LSAs and is organised in accordance with the needs of the students.
- **The SEN Representatives group** is comprised of one teacher from each faculty and this is led by the Deputy Head of Faculty for LLD. This meets at least once per half term to review and plan the guidance and advice that staff across the school need to ensure they meet the additional learning needs of the students.

How will my daughter be included in activities outside the classroom including school trips?

- **All students are entitled to be included in all parts of the school curriculum and the school's aim is for all students to be included on school trips.** The LLD Faculty will provide the necessary support to ensure that this is successful.
- A **risk assessment** is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from outside agencies, where relevant. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

The school has a full **Accessibility Plan** ratified by the governing body. This is available on the school website: <http://www.wsfg.waltham.sch.uk/school-policies>

In addition:

- The school has undergone a rebuilding programme following on from the Building Schools for the Future initiative. Whilst every effort has been made to maximise physical access, due to the fact that large areas of the school are housed in listed buildings, there are limitations, for example, for wheelchair users. Some of the corridors in the older parts of the buildings are very narrow.
- There are two lifts which service the school buildings which are accessed by key. However there are three classrooms which are still not accessible for wheelchair users and in the event of a fire alarm, individual arrangements need to be made.
- The site has recently been adapted so that most ground floor areas can be reached via permanent ramps.
- The site has a number of disabled toilets.
- The car park at the front of the school has one parking bay for disabled badge holders, marked clearly in yellow paint.
- We liaise with the Joseph Clarke Service for advice on mobility and accessibility issues for students with a visual impairment.
- We liaise with the Whitefields Service for advice on issues for students with a hearing impairment.
- We liaise with Occupational Health and Physiotherapy Services based at Wood Street for advice on issues for students with physical disabilities.

How will the school prepare and support my daughter when joining the school and transferring to a new school?

At WSFG, the aim is to ensure that students feel supported and secure within the school before making the transition into Year 7. At each point of transition, students are supported with information, advice and guidance to enable them to make the appropriate decisions about the next stages of their education.

Key Stage 2-3 (Year 6 to Year 7)

- **Careful transition is planned** and arranged with a number of key individuals working closely with primary schools to organise activities, visits and experience of secondary life for all students and those who are especially vulnerable at transition. This includes the SPL, Head of Year 7, The AHT Pastoral, the SENCO and the School Attendance Manager.
- **All students in Year 6 who have accepted a place at WSFG for Year 7 are invited to a new intake day** in June in the year they are due to start. This provides a taste of secondary school life, involves experience of lessons, information about how the school runs and provides an opportunity for students to meet girls from other schools as well as student representatives from Year 8. Students with SEN may be invited to further time at the school during the Summer Term, as determined by the student's needs.
- **Parents/carers are invited to an 'Intake Evening'** during the summer term to meet key members of the pastoral team and to receive information about the organisation of the school.
- **The SENCO and SPL, Head of Year 7, visit primary schools** to meet students, gather information from Year 6 teachers and support staff.
- **The SENCO attends, by invitation, Year 6 reviews** of students with statements or EHCPs.
- **Staff at WSFG are provided with information** about the needs of new students and strategies for intervention at whole staff INSET.
- **The SPL, Head of Year 7 and the SENCO allocates Year 6 students to tutor groups** according to information and advice from the primary school and following new intake interviews with students and their parents/carers.
- **The first session of the new school year in September is for Year 7 only** with Year 10 Peer Mentors being allocated to mentor tutor groups. This time is spent with form tutors as well as members of the support team. As well as practical information being given such as the timetable and a tour of the school, students learn together about how to be effective learners through sessions on Building Learning Power (BLP).
- **Every student's school file is passed on to the SPL, Head of Year 7** and in the case of students with SEN any additional SEN file is passed on to the SENCO at the start of Year 7.
- **During the first half term of the new school year, parents/carers of new Year 7 students are invited to meet with their daughter's tutor**, to introduce themselves, share information and establish contact with the school.

Key Stage 3-4 (Year 9 to Year 10)

- Students make the transition from Key Stage 3 to 4 at the end of Year 9.
- **For KS4, students choose from a range of GCSE, and BTEC courses**, which help to prepare them for the next steps in their education which may be a school sixth form, a college or an apprenticeship.
- Students and parents/carers are offered advice and **careers guidance** at the appropriate time to help make these important decisions.
- **Parents/carers and their daughters are invited to attend an Options Evening** and are provided with an Options Booklet which provides information about the courses of study available at Key Stage 4.
- All students, including those with SEN follow the full range of GCSE, and BTEC courses at Key Stage 4 and are expected to select from option blocks which would include a range of subjects in each block.
- **Transition reviews are held for all students with Statements of SEN or EHCPs** and this is attended by a Transitions Advisor to provide information, advice and guidance (IAG) to ensure that students and their parents/carers have the appropriate advice and guidance to make informed choices about the next phase of their education.

KS4-5 (Year 11 to Year 12)

WSFG does not have provision beyond Key Stage 4.

- **The school provides information about open days** and further education fairs for all students. Further Education providers are also invited to the school in the Autumn Term of Year 11 for a Further Education Fair.
- **All students are provided with a college reference.** Where there is an SEN need, the SENCO provides additional information for further education providers about strategies which have been successful and the types of support interventions which have taken place.
- **Students with SEN are offered 1:1 sessions** with the SENCO or a member of the LLD team to complete college applications.
- **All students in Year 11 are provided with 1:1 careers advice** to help them plan possible routes for training or education.
- **Students with a Statement of SEN or an EHCP who are moving on to further education are supported by a Transition Advisor.** Transition reviews are held for all students with Statements of SEN or EHCPs and this is attended by the Transitions Advisor to provide information, advice and guidance (IAG) to ensure that students and their parents/carers have the appropriate advice and guidance to make informed choices about the next phase of their education.
- All information relating to a student's examination access arrangements and required differentiation is passed on to the further education provider when places have been confirmed.

Joining mid-year

- Students admitted to the school after the start of the academic year are screened on entry, depending on information from previous schools to identify any areas of need and to provide information to staff about the student's learning.
- A 'buddy' is chosen to support the new student for the first few days of being at WSFG. The buddy takes the new student to lessons, introduces her to other students and answers questions.
- Contact is always made with the previous school to ensure the transfer of information and the student's school file.

Moving to another school

- Contact is always made with the new school to ensure the transfer of information and the student's school file.

How are the school's resources allocated and matched to students' needs?

The school ensures that all students with SEN have their needs met to the best of the school's ability, within the funds available.

- **The budget is allocated on a needs basis.** The students who have the most complex needs or High Needs are given the most support.
- **Analysis of progress data** enables the matching of resources to meet the needs of students with SEN.
- **Resources are matched to the requirements identified in Statements and EHCPs** and according to the funding levels set out by the Local Authority.
- A report on how the resources delegated to the school to support students with additional needs are used is provided for the governing body and for the Local Authority each year.

How is the decision made about what type and how much support students will receive?

- **Our provision is arranged to meet our students' needs, within the resources available.** This approach reflects the fact that different students require different levels of support in order to achieve age expected attainment.
- **The SENCO consults with subject teachers, Heads of Faculty (HoFs) and pastoral leaders,** as well as with support staff, to discuss the student's needs and what support would be appropriate.
- **A monthly Interventions Group meeting takes place** involving the Headteacher, AHT Pastoral, the SENCO, Senior Student Progress Leaders, the School Attendance Manager and the Learning Mentors to discuss any concerns arising regarding progress and necessary interventions. Any additional support needs will be discussed at this meeting.
- **There are always on-going discussions with parents/carers** for any student who requires **additional** support for their learning.

How do we know if it has had an impact?

- **The school sees evidence** that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels.
- **The student is achieving or exceeding** their expected levels of progress.
- **Verbal feedback** from the teacher, parent and student.
- **Formal or informal observations** of the student at school.
- **Students may move off of the SEN register** when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

The main point of contact at school is your daughter's form tutor. Through the school office, you can contact the form tutor, who initially will be able to discuss your concerns. Should your concern be related to a specific subject within school, the first point of contact in this instance would be your daughter's subject teacher.

It may be that you need to speak with other staff members such as Student Progress Leaders (SPLs) for your daughter's year group, the Assistant Headteacher (AHT) Pastoral or the SENCO (Special Educational Needs Co-ordinator). If you need to speak with other staff members, contact can be arranged through the school office. See below for a list of key individuals.

Telephone: 0208 509 9446

Email: info@wsfg.waltham.sch.uk

[Via Nicola Janes, Administrative Office Manager](#)

Ms K Pratt: Assistant Headteacher Pastoral/ Child Protection Designate

Ms B Hallas: SENCO

Ms C Wallace: Designated Teacher for Looked After Students

Ms L Fearon: Student Progress Leader/Head of Year 7

Ms R Warren: Student Progress Leader/Head of Year 8

Ms F Careless: Student Progress Leader/Head of Year 9

Ms T Jean-Baptiste: Student Progress Leader/Head of Year 10

Ms D Desbenoit: Student Progress Leader/Head of Year 11

Ms J King: School Attendance Manager

Additionally, the school liaises with and can refer parents/carers to a number of agencies for information and support:

Contact details for Waltham Forest SENDIASS (Special Educational Needs Information Advice and Support Service, formerly Parent Partnership) can be accessed using the following links:

<https://www.walthamforest.gov.uk/pages/services/parent-partnership.aspx>

<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/organisation.page?id=BHkRoo6GgaE>

Information about all Local Services for SEN and disabilities can be accessed on the Local Offer Page of the Waltham Forest Children's Services Directory

<http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>

Additional information on the Waltham Forest website can be found at:

<https://www.walthamforest.gov.uk/Pages/Category/send-send-dis.aspx>

Who should I contact if I am considering whether my daughter should join the school?

For all admissions, contact Ms K Pratt, the Assistant Headteacher Pastoral and in the case of students with additional SEN needs, Ms B Hallas (SENCO) through the school office.

Telephone: 0208 509 9446

Email: info@wsfg.waltham.sch.uk

[Via Nicola Janes, Administrative Office Manager](#)

In the case of students with Statements of SEN or EHCPs, contact should be made through the Waltham Forest SEN team.

SEN Team

First floor Wood Street Health Centre Linford Road

Walthamstow

E17 3LA

020 8496 6505 / 6503

senteam@walthamforest.gov.uk

Glossary of abbreviations

NB, Not all of these are included within the SEN Information Report but provide a reference for some of the widely used abbreviations within SEN. There are additional abbreviations included which are non-SEN related but widely used within the school.

AHT	Assistant Headteacher
ASC	Autistic Spectrum Conditions
ASD	Autistic Spectrum Disorder
BLP	Building Learning Power
BSP	Behaviour Support Plan
BTEC	Business and Technology Education Council
CAMHs	Child Adolescence Mental Health Services
CATs	Cognitive Ability Tests
CFCS	Child Family Consultation Service
CiC	Children in Care
CoP	Code of Practice
CP	Child Protection
CPD	Continuing Professional Development
DTLAS	Designated Teacher Looked After Student
EHCP	Education Health and Care Plan
FAP	Fair Access Panel
GB	Governing Body
GCSE	General Certificate in Secondary Education
GP	General Practitioner
HI	Hearing Impairment
IAG	Information Advice and Guidance
INSET	In-service Training
LA	Local Authority

LAC	Looked After Children
LAS	Looked After Student
LLD	Language and Learning Development
LMe	Learning Mentor
LT	Leadership Team
PBFL	Positive Behaviour for Learning
PEP	Personal Education Plan
PSHE	Personal Social Health Education
PSP	Pastoral Support Plan
SALT	Speech and Language Therapist
SAM	School Attendance Manager
SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
SLCN	Speech Language and Communication Needs
SLD	Severe Learning Difficulties
PMLD	Profound and Multiple Learning Difficulties
SMEH	Social, Mental and Emotional Health
SPLD	Specific Learning Difficulties
VI	Visual Impairment
WSFG	Walthamstow School for Girls