



# Wallington High School *for Girls*

HEIRS OF THE PAST, MAKERS OF THE FUTURE

## **SEND Information Report**

Please read this SEND Information Report in conjunction with the GLT SEND Policy, the Accessibility Plan, the Supporting Students with Special Medical Needs Policy, the Anti-Bullying Policy, the Behaviour Policy, the Complaints Policy and the Equality and Diversity Policy.

The SENDCO at Wallington High School for Girls is **Mrs Kathy Bates**  
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The Deputy SENDCO is **Mrs Lucinda Taylor** -  
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The Inclusion Assistant is **Mrs Hayley McGullion**-  
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The SLT link for SEND matters is **Mr. Jamie Parkinson**  
(Assistant Headteacher) [jparkinson@wallingtongirls.org.uk](mailto:jparkinson@wallingtongirls.org.uk)

The SEND Governor is **Mrs Alison Sleight**  
The Designated Safeguarding Lead at WHSG is **Mrs Melissa Sundborg** -  
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The Deputy Safeguarding Lead is **Mrs Sam Collins** -  
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### ***The kinds of special educational needs for which provision is made at the school***

There are four broad categories of need described in the SEND Code of Practice (2015) and WHSG is able to make provision for these:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health
- Sensory and/or physical

### ***Information and Guidance: Points of Contact***

- Governing Body and SEND Governor: The Governing Body is responsible for ensuring high quality policy and provision for pupils with Special Educational Needs.

- Head and Senior Leadership Team: Responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximize their opportunity to learn, lies with the Head and SLT.
- The SENDCO is a member of the Senior Leadership Group (SLG) and ensures that SEND provision is regularly discussed at a SLT and SLG meetings.
- SENDCO: The school's SENDCO has overall responsibility for students with Special Educational Needs and Disabilities (as defined in the 2014 SEND Code of Practice), including identification and coordination of provision. The SENDCO liaises with, advises and manages training for teaching staff relating to pupils with SEND, ensuring that Pupil Passports written for students are put into practice. The SENDCO is responsible for termly meetings with SEND students and their parents, annual reviews and other key meetings about students with SEND. The SENDCO manages the referral procedures to the Local Authority to request High Needs funding and/ or an Education Health and Care Plan (EHC Plan) when it is suspected that a student may have SEND which will require significant support. The SENDCO is responsible for the evaluation of the impact and effectiveness of all additional interventions for pupils with SEND. The SENDCO is responsible for liaising with other agencies and professions when necessary to support a student with SEND.
- Heads of Year: At WHSG the relevant Head of Year is normally the first point of contact for a parent wishing to discuss any concerns relating to their daughter. They have overall responsibility for monitoring the academic progress and wellbeing of students. They also liaise with teachers and other staff (including the SENDCO) about any interventions that may be required. Sometimes, the Head of Year may recommend direct contact with the form tutor, who has day- to- day contact with your daughter.
- Class teachers: the role of the class teacher is to monitor the progress of each student and liaise proactively with the Head of Year and/or the SENDCO about the additional needs of students with SEND and to demonstrate high expectations and sensitivity towards these students. They must ensure there is adequate opportunity for SEND students to work on agreed targets and ensure any reasonable adjustments and support is provided.
- Designated Safeguarding Lead: The DSL is a vital point of contact whenever there is any concern about the welfare of a child.

### ***Assess-Plan-Do-Review***

- The school has rigorous tracking procedures to monitor student progress. Where there is a concern that a student may not be making good or exceptional progress as a result of previously unidentified Special Educational Needs WHSG adheres to The SEND Code of

Practice 0-25 years which promotes the use of the 'assess, plan, do, review cycle'.

This cycle can be used to meet the needs of children/young people and improve practice at many levels ensuring that:

1. Individual children requiring SEND support and those with an EHC plan receive the best possible provision and achieve positive outcomes
  2. SEND provision made by an educational setting evolves to meet the needs of all children with SEND
  3. The EHC needs assessment, planning and review processes support children, their families to receive the support they need to access the curriculum
- Assessment and progress data about students with Special Educational Needs is subject to extra scrutiny, twice a year, by classroom teachers, Heads of Department, Heads of Year and the SENDCO. Any concerns about progress are recorded and collated and may lead to additional review meetings.
  - If data indicates that a student is not making good progress in line with their peers, teachers would consult with the SENDCO, and strategies would be suggested in accordance with the graduated approach and as part of the assess-plan-do-review cycle. The SENDCO would then review progress and decide whether additional intervention or diagnostic tests are required.
  - Parents receive a report on their daughter's progress twice a year, with full written comments provided for each subject, where appropriate, on an annual basis. There is also an annual Parents' Evening when parents can talk to their daughter's teachers about her progress. SEND students are giving priority booking in core subjects. Where a student is not making expected progress in subject areas, there may be additional contact between the school and home.
  - Parents of students with Special Educational Needs will receive updates on their daughter's progress when they attend regular meetings with the SEND department. These meetings are an opportunity to address concerns and review the support in place and adapt it where required.
  - Additional support for students with Special Educational Needs is outlined in their Pupil Passport which is shared with the student, the student's parents and all teaching and support staff involved with the student. The Pupil Passport is updated following termly meetings with the student, parent and member of the SEND department.
  - It may be appropriate to involve external agencies in providing additional guidance and support, for example the Educational

Psychology Service or CAMHS and the school does this when necessary.

- Student voice is extremely important if we are to provide the best school experience for our students. As well as the school's many structured opportunities for student voice, students with SEND are given opportunities to share their views during Student Support meetings, annual EHCP reviews, and through questionnaires. One of the main purposes of the Student Support meetings is to listen to students and share relevant views with colleagues.

### Curriculum and Teaching Methods (including groupings and interventions)

- Teaching at WHSG secures excellent outcomes for students, including those with Special Educational Needs. The school prioritizes Quality First Teaching with a particular focus on formative assessment and responding to the emerging needs of all students.
- At WHSG teachers' planning for lessons is based around prior knowledge of individuals and groups within the class- this includes individual students with SEND. Staff have access to an up-dated list of SEND students including new Year 7s at the start of the autumn term on the first INSET day. Pupil passports outline the needs of the student and staff guidance including any seating requirements and exam access arrangements.
- We also hold an Inclusion Register of students who currently do not meet the threshold for Special Educational Needs, but who we feel may require monitoring and additional support within their lessons. The staff are regularly reminded where to find additional information for the students they are teaching or have contact with for that academic year.
- We do use setting at WHSG in Mathematics to ensure that lessons are tailored to the needs of students. Furthermore, within lessons, seating plans are allocated and put on Arbor to ensure consistency even if there is a cover teacher. By having teacher assigned seating plans groups can be carefully selected to enhance the progress of individual students.

- In some circumstances it may be appropriate to provide additional adult support within individual lessons or across the curriculum. We are able to make this provision at WHSG. Where we do so, it is with the intention of bringing about improved independence on the part of the student.
- We use a buddy system at WHSG where appropriate and also encourage peer mentoring as well as year 12/13 subject specific mentors which can be organised through the Head of Department or the SENDCO. Some students are also allocated a staff mentor for further academic and emotional support.

### Tests and Examinations: Access Arrangements

- The SENDCO and Exams Officer are responsible for the administration of Access Arrangements for examinations.
- Where there is a concern that a student may not be able to gain equal access to an examination the SENDCO makes arrangements for screening or a diagnostic/ specialist assessment as appropriate. This may involve a specialist professional (e.g. educational psychologist). If parents have secured such an assessment themselves, the SENDCO will meet them to discuss its recommendations.
- The JCQ criteria are always used in decision-making about Access Arrangements. Parents are kept informed about the procedures and progress of an application for Access Arrangements when necessary. Access Arrangements are always made available to pupils with medical needs when necessary.
- When a decision about Access Arrangements is made, these details are added to the Pupil Passport and distributed to all staff so that they can become part of a child's normal way of working in the classroom and internal examination environment.

### Social and Emotional Support

- Pastoral care is of fundamental importance at WHSG, which is a friendly and inclusive school. Class teachers, form tutors and Heads of Year are especially vigilant about the social integration of students with SEND. Any concerns are communicated to parents as appropriate.
- The school is a safe place at break and lunch times. Members of staff are on duty around school and the Senior Staff are highly visible before and after school (including at the bus stop). There is an extensive extra-curricular programme (including lunch time and after school), which strongly enhances the school experience for many students (including those with SEND) and boosts opportunities for structured social interaction.
- The library is open until 5.30pm so students have a quiet study space available to them if required.

- The school nurse operates a weekly drop in which is available to all students in the school. The school also employs a school counsellor who is available to any student by referral via their Head of Year.
- The school employs an Emotional Literacy Support Assistant (ELSA) who supports individual students with social and emotional well-being.
- Each key stage has a designated Pupil Support Officer (PSO) who support students with their wellbeing and work closely with the HOY's and SENDCO.
- When appropriate, we may request that our school-attached Educational Psychologist works with a student to improve their social skills and/or enhance their self-esteem within and beyond the educational context.
- Specialist support (e.g. CAMHS or Speech, Language and Communication support) is engaged when necessary.

#### Accessibility to Premises and Facilities

- No student is ever prevented from physically accessing any of their lessons at WHSG. The school fulfils all its duties under the Equality Act 2010. We are always happy to discuss the individual accessibility requirements of students, parents or any visitor to our school.
- Parents are welcome to visit the school before applying to assess for themselves suitability for their child.
- All other areas are accessible by lift or ramp.
- When necessary, a timetable will be rewritten to ensure that all classes for a student who is unable to get around easily are within easy access.

#### Working with others

The governing body supports the school in involving external agencies, some of which are listed below

- The school works with all of the following services on a regular basis:
  - (1) Educational Psychology Service (Sutton)
  - (2) School Nurse (Thursday): Shamim Najuko
  - (3) Child and Adolescent Mental Health Service (Sutton: 020 3513 3800)
  - (4) Children's Social Care in a range of local authorities (Sutton MASH: 020 8770 6001)
- When necessary, the school may also consult or refer to a range of other local services (e.g. Adapttolearn ASD specialists or the SEN team).
- When a referral is made to any of these services, parents will usually be informed.

#### Transition

- Every effort is made to obtain SEND information prior to transition. All new students are visited by a member of staff in the summer term before they start. Students who are already considered by their school to have SEND needs, are visited by a member of the SEND team. There is an induction day for new Year 7s and an induction evening for parents. An additional opportunity for SEND students to visit the school is provided. Further orientation visits to gain confidence prior to starting in September can also be arranged.
- The school has an extensive induction programme for new students to the school and extra provision is always available if required.
- Where students with SEND move on to other schools, the school sends on appropriate documentation to the new academic setting.
- The majority of students at WHSG stay on at the school until the age of 18 and so our main consideration is ensuring effective transition to universities; this may involve additional support and guidance for students with SEND from our Higher Educational Coordinator and liaison with university admissions departments where appropriate. Students will also be encouraged to apply for the Disabled Students' Allowance.
- Where appropriate, careers advice and guidance is specially tailored towards students with SEND. An appointment with our school careers advisor is prioritised for SEND students with follow up appointments being available.

Sutton Local Authority's Local Offer is published [here](#).

If you would like to make a complaint about the support that a child with SEND receives or the way in which SEND needs are assessed then please refer to the [GLT complaints policy](#). Parents of students with a EHCP should also refer to the relevant Local Authority.

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