



## Nonsuch High School for Girls Local Offer

<b>Name of School</b>	Nonsuch High School for Girls
<b>Address</b>	Ewell Road, Cheam
<b>Postcode</b>	SM3 8AB
<b>Name of contact person</b>	Nicola Bond (SENDCO) Elaine Joyce (SEND administrator)
<b>Telephone</b>	020 8394 3400
<b>Email</b>	<a href="mailto:send@nonsuchschool.org">send@nonsuchschool.org</a>
<b>Website</b>	<a href="http://www.nonsuchschool.org">http://www.nonsuchschool.org</a>
<b>Facebook</b>	
<b>Twitter</b>	<a href="https://twitter.com/NonsuchHSG">https://twitter.com/NonsuchHSG</a>
<p><b>Contact to discuss child needs</b> Who will I contact to discuss the concerns or needs of my child?</p>	<p>Our aim is to ensure that all students have equal access to the curriculum and overcome any barriers that may exist to learning. Where you wish to contact a member of staff at the school to discuss the needs of your daughter, please follow the procedure below:</p> <ul style="list-style-type: none"> <li>• The Special Educational Needs and Disabilities Coordinator (SENDCO) is Nicola Bond – contact where concerns are raised by parent/carer, regarding: student organisation; rate of progress; emotional, social or behavioural issues; physical or sensory needs; engagement in academic environment etc.</li> <li>• Head of Year – Responsible for the progress of the year group and monitoring the progress of the child and liaising with key staff regarding the students’ achievement, behaviour and needs.</li> </ul>

<p><b>Assessing children</b> How does the school know how well my child is doing?</p>	<p>Each class teacher has a robust system for tracking progress. This data is collected at least once a term across the whole school (more frequently for exam years). Upon analysis of the termly data meetings will be arranged with parents/carers where there are any concerns or discrepancies and students who are doing well will be celebrated.</p> <p>SEND students are additionally tracked by the SENDCO and their progress is discussed in IEP review meetings with the student and parents/carers.</p>
<p><b>Informing parents and carers</b> How will I be kept informed about how well my child is doing?</p>	<p>Parents/carers will receive written information once a term indicating their child's progress. Additionally, you will be invited to attend an annual review meeting if your child is on the SEND register.</p>
<p><b>Updates on progress</b> How regularly will I be updated on my child's progress?</p>	<p>A minimum of once a term.</p>
<p><b>If a child is not making progress</b> Will I know if my child is not making progress and what will happen?</p>	<p>If progress is not being made then the IEP and interventions will be reviewed by the SENDCO in conjunction with class teachers and the Head of Year. Parents/carers and students are invited to be part of this process.</p> <p>We also encourage parents/carers to highlight any concerns at the earliest opportunity.</p> <p>If necessary the school will contract external services to assess barriers to learning where progress is slow.</p>
<p><b>Curriculum</b> What is the curriculum and how is it taught?</p>	<p>At Nonsuch High School for Girls all students follow the National Curriculum at Key Stage 3. They then take GCSE examinations at the end of Key Stage 4 and A-Levels during Key Stage 5. The examination boards are selected by the Heads of Department and the Leadership Team to provide the best education and outcomes for students. Please see the school website for full curriculum information.</p>
<p><b>Adapting for child needs</b> How will the curriculum be adapted to meet the needs of my child?</p>	<p>Where students require special provision we will identify and respond to needs as they arise and adapt teaching and provision to accommodate those needs, where possible, within</p>

	<p>a normal classroom setting and within the normal curriculum structure. We may implement the following in order to achieve this:</p> <ul style="list-style-type: none"> <li>• The creation, distribution and review of SSPs with staff.</li> <li>• The application of resources, both ICT and non- ICT, for pupils to enable them to access their learning e.g. laptops, coloured overlays, additional printed lesson resources etc.</li> <li>• The use of intervention groups or specialist support.</li> <li>• The application of a modified timetable or school day.</li> </ul>
<p><b>Teacher flexibility on child needs</b> How flexible can teachers be in meeting the needs of my child?</p>	<p>All teachers are skilled at differentiating for the needs of all students and the performance management process quality assures this.</p> <ul style="list-style-type: none"> <li>• Information on students with SEN is shared with all teaching staff as appropriate.</li> <li>• Groupings of students in the classroom is organised carefully to maximise learning for all.</li> <li>• Staff training will be provided for meeting the needs of students with specific learning needs. Teachers are trained in special educational needs from their initial teacher training, which is then consolidated and enhanced by in-house training. External agencies often contribute to training opportunities to ensure staff are making appropriate and reasonable adjustments to the learning of their students</li> </ul>
<p><b>Additional support</b> Is there any additional support available to help my child reach his/her expected outcomes?</p>	<ul style="list-style-type: none"> <li>• Additional support in the form of mentoring, coaching or tuition may be provided to individual students as appropriate.</li> <li>• In order to meet expected outcomes we may buy- in external support services.</li> <li>• Additional support will be documented by an IEP following the termly review meeting. Parents/carers will be invited to attend the annual IEP review meeting.</li> </ul>

<p><b>Learning strategies</b> Are there any special features or strategies to help children learn?</p>	<ul style="list-style-type: none"> <li>• Strategies are personalised to individual needs and based on best practice.</li> <li>• Teaching staff are provided with teaching strategies for students with SEN. The strategies are also highlighted during training time, staff briefings and staff meetings to ensure staff are aware of the reasonable adjustments that should be put in place.</li> <li>• Diagnostic testing and assessment may take place where progress is not in line with expectations</li> </ul>
<p><b>Meeting child needs</b> How do I know my child's particular need will be met?</p>	<ul style="list-style-type: none"> <li>• We support the development of literacy, including reading, and numeracy through peer mentoring, small group tutoring and extra-curricular clubs.</li> <li>• We encourage independent learning through work in class, group work and pairing, and homework projects that can be adapted to meet the student's individual needs.</li> <li>• We will use diagnostic testing and assessment, both by specialist teachers, and external agencies (such as Educational Psychologists) where appropriate.</li> <li>• Access of students with SEN to the curriculum is assessed in every teacher observation (minimum 3 per year per teacher).</li> <li>• SLT members to discuss the findings of SLT observations and other quality assurance of teaching and learning activities.</li> <li>• Discussions during IEP meetings and EHCP annual reviews will highlight provisions that are in place and how your daughter is responding.</li> <li>• Where concerns are persistent, and external advice is sought, this is discussed with parents/carers to agree on the reasonable adjustments that should be put in place.</li> </ul>

<p><b>Access to exams</b> What arrangements are available for pupils to access tests and assessments?</p>	<ul style="list-style-type: none"> <li>• IEP meetings will be used to discuss possible examination access arrangements.</li> <li>• A range of access arrangements are available.</li> <li>• Some access arrangements must be proved to be the normal way of working in the classroom</li> </ul>
<p><b>Additional support or time for exams</b> How will I know if my child qualifies for additional support or time to access tests?</p>	<p>You will be informed if the school has additional support or time for exams. This is known as 'access arrangements' and will need to be your child's normal way of working in school.</p>
<p><b>Comfort, safety and socialising</b> How does the school help my child to feel comfortable and safe and manage social situations?</p>	<p>Where students require more intervention to support them in school to ensure they feel comfortable, safe and that they can manage social situations, steps are taken to help students develop social and emotional skills and to promote acceptance within the student body.</p> <p>To ensure this we strive to:</p> <ul style="list-style-type: none"> <li>• Maintain a staff presence before school, at break and lunch times and after school.</li> <li>• Provide supportive transition programmes including familiarising students with the school setting, ethos, timetable and staff where required.</li> <li>• Implement positive behavioural strategies through assemblies, pastoral schemes of work etc.</li> <li>• Provide small group interventions from external providers to deepen friendship skills, boost self- esteem and enhance social skills.</li> <li>• Provide a range of options for lunch times including clubs, a quiet space in the library, the canteen, and access to form rooms.</li> <li>• Provide peer mentoring and buddy systems.</li> </ul>

<p><b>Developing social &amp; emotional skills</b> How does the school help develop my child's social and emotional skills?</p>	<p>To ensure students develop their social and emotional skills we will:</p> <ul style="list-style-type: none"> <li>• Promote a strong culture and ethos and promote our supportive pastoral care system within the school with support from Heads of Year and Form Tutors.</li> <li>• Provide (where appropriate) opportunities for mentoring by peers/adults.</li> <li>• Provide a range of additional activities during lunch and after school that contain individual and peer activities e.g. sports groups, academic support groups, clubs, societies etc.</li> <li>• Maintain regular home and school liaison through planners, report cards, emails and phone calls, parent's evenings etc.</li> <li>• Further emotional support is provided by our trained Emotional Literacy Support Assistant (ELSA), our School Counsellor and the school nurse.</li> <li>• The school also buys-in support from the Educational Psychology Service.</li> </ul>
<p><b>Early Help Support in the Community (Tier 2)</b> 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</p>	<p>The school provides the following early help support:</p> <p>Weekly NHS nurse drop-in School counsellor Mentoring Vulnerable students supported room at lunchtimes Clinical Psychologist/Educational Psychologist</p>
<p><b>Bullying</b> What is the school's policy on bullying?</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 that is reinforced through the Pastoral Team and Form Tutors. The school behaviour policy is on the school website.</p>

<p><b>Disability support</b>  What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p>	<p>The school has an Accessibility Plan for students with disabilities and we fulfil our duties under the Equality Act 2010.</p> <ul style="list-style-type: none"> <li>• There is a lift up to the first and second floors.</li> <li>• Personal Emergency Evacuation Plans are drawn up for students with disabilities to ensure their safety around the school in case of emergency.</li> <li>• Reasonable adjustments can be made in the classroom, for example chairs with back support, radio microphones and enlarged resources.</li> </ul>
<p><b>Accessing lessons</b>  How do I know my child will be able to access all lessons?</p>	<p>Some of the ways we ensure all students have access to the curriculum are through the application (where appropriate) of:</p> <ul style="list-style-type: none"> <li>• Interactive whiteboards to assist students in their learning.</li> <li>• SSPs to support the amendment of teaching strategies to support students e.g. seating plans, resource styles, teacher communication etc.</li> <li>• Assistive technology e.g. laptops, Livescribe etc. to support students.</li> <li>• Staggered lesson transition times to support needs.</li> <li>• Use of 'buddy system' to ensure students are supported wherever possible.</li> <li>• Re-rooming to accommodate accessibility of lessons.</li> <li>• Wheelchair access to Sports halls to enable participation in such activities</li> </ul>

<p><b>Who we work with</b> Who does the school work with?</p>	<p>Where additional services and agencies are required to support the application of provisions in our setting we work effectively and diligently with them to ensure that students are supported.</p> <p>Some of the services we work closely with are as follows:</p> <ul style="list-style-type: none"> <li>• Educational Psychology Services</li> <li>• Learning Support Services</li> <li>• Sensory Impairment Service</li> <li>• Social Care</li> <li>• School Nurse</li> <li>• Speech, Language and Communication Services</li> <li>• Autistic Spectrum Disorder (ASD) Services</li> <li>• Sutton Behaviour for Learning Services</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• Borough Special Educational Needs team</li> <li>• Voluntary Services e.g. Art and Drama Therapy Services, Jigsaw 4U</li> </ul> <p>When we recommend a referral we will contact parents/carers for authorisation and we will supply a copy of the report to them.</p>
<p><b>Working with other agencies</b> How does the school work with other agencies?</p>	<p>The school works with outside agencies when a special need is highlighted (cognitive, physical, sensory, social, emotional or behavioural) either by parents/carers, social care, a health professional, specialist or staff and it becomes clear that the student is not making the expected progress. We work closely with parents/carers and other agencies to ensure needs are met, wherever possible, within the school setting.</p>
<p><b>Informing parents and carers</b> How will I be informed?</p>	<p>When we recommend a referral we will contact parents/carers for authorisation and we will supply a copy of the report to them.</p> <p>Any concerns regarding SEN students should be raised during the annual review meeting.</p> <p>We communicate with parents/carers through face-to-face meetings, phone calls and emails. We are able to be flexible to suit the needs of the parent/carer.</p>



<p><b>Helping your child settle with confidence</b> How will the school help my child settle with confidence and manage change as they move between schools and year groups?</p>	<p>Where students are in a phase of transition steps are taken to ensure that their needs are supported prior to, during and following the transition phase. Methods for support may include:</p> <ul style="list-style-type: none"> <li>• The Year Leader, SENDCO and possibly additional school staff communicating with prior and future settings in a variety of ways to ensure the effective hand-over of material e.g. SSPs, student histories etc.</li> <li>• In Year 7 and 12 induction sessions are constructed to prepare the new students for the practices of our setting e.g. familiarising students with the environment, strategies for transition between classrooms, our praise and sanctions system etc.</li> <li>• Mentor and buddy systems are often implemented to ensure that students develop positive relationships and feel supported during transitions.</li> <li>• The SENDCO and/or Head of Year will communicate with students and parents/carers to ensure that the family feel confident in the nature of transition.</li> <li>• External agencies are utilised in order to provide additional support and recommendations wherever the school deem it necessary.</li> <li>• Post-16 reports are provided where the SENDCO feels this is required in order to ensure the needs of the student are met in future educational settings.</li> <li>• Students work with Head of Year and/or SENDCO to discuss strategies for transition and create plans where appropriate.</li> </ul>
<p><b>Extended School Day</b> What additional facilities do you offer? e.g. Breakfast club; After school clubs; walking train to after school care</p>	<p>Students may access the canteen from 7:30am.</p> <p>We have an extensive programme of after school clubs which are published on our school website and via our weekly newsletter to parents/carers.</p> <p>There is supervised twilight study Mon-Thurs until 5pm in the library.</p>
<p><b>Policies:</b></p>	<p>All relevant policies can be found on our website: <a href="http://www.nonsuchschool.org/39/policies">http://www.nonsuchschool.org/39/policies</a></p> <ul style="list-style-type: none"> <li>• GLT Special Educational Needs &amp; Disabilities</li> <li>• NHSG Accessibility</li> <li>• NHSG Behaviour for Learning and Anti-Bullying</li> <li>• NHSG Equality Duty Plan &amp; Equality Objectives</li> <li>• NHSG Supporting Students with Special Medical Needs</li> </ul>