



Week 3 – 19 September 2014

### Calendar

22 – 26 September – Week B

Monday 22 September

Tuesday 23 September  
AM Reg – Y12 Assembly  
PM Reg – Y13 Assembly

Wednesday 24 September  
AM Reg – Y9 Assembly  
PM Reg – Y7 Assembly

Thursday 25 September  
AM Reg – Y10 Assembly

Friday 26 September  
AM Reg – Y11 Assembly  
PM Reg – Y8 Assembly

Dear Parents, Carers and Friends of Tallis,

Term is moving on and our young people are settling nicely. I enclose some dates which will be of interest: the Year 7 Welcome Evening on Wednesday 22 October is a chance for Year 7 parents to come and talk about experiences so far.

The Parents' Forum is a chance for parents of any age group to come and raise issues with us that you think might be of general concern. The meetings last about an hour, and we usually include a short presentation of an aspect of our work. At the first one we will talk about our Stretch and Challenge work with the most able, so I look forward to seeing you on Monday 6 October at 6.00pm in the Main Hall.

I am grateful for your efforts with our young people's uniform. Uniform is an important community building aspect of school: it helps focus young people's minds on the difference between school and the streets outside; it is an economical alternative to constantly-changing fashions, and it makes it harder for anyone to distinguish between our young people for any reason other than their personalities, attitudes and talents. Ms Coppins has some more information about uniform in this edition – please read it carefully.

At the end of last term we asked if anyone wanted to take part in trying to restart our PTA or Friends of Thomas Tallis. This is a second call, perhaps to new parents: if you would like to volunteer, please email us on [Headteacher@thomastallis.org.uk](mailto:Headteacher@thomastallis.org.uk)

Thank you for all your support, Mrs Roberts, Headteacher

## **Parent Forums with the Headteacher – 6.00pm to 7.00pm in the Main Hall**

### Autumn Term

- Monday 6 October 2014
- Tuesday 25 November 2014

### Spring Term

- Tuesday 3 February 2015
- Monday 16 March 2015

### Summer Term

- Tuesday 11 May 2015
- Tuesday 22 June 2015

## **School Uniform**

Following on from Mrs Roberts' observations on school uniform, I am able to explain some of our procedures for when a student is not wearing the correct uniform. In the first instance we make contact with the parent or carer to see if they are able to bring in the required garment. This means that their son or daughter will continue their learning as normal and get changed as soon as their uniform arrives. If it is not possible for uniform to be brought into school, we may ask the student to go home to get changed and come back to join their lesson as soon as possible.

Since we cannot permit students in lessons if they are not wearing the correct uniform, we would expect a student to borrow some of the recently purchased spare trousers or black tights if we are unable to make contact with a parent or carer.

## **Mathematical Challenge**

Nine students from Years 11, 12 and 13 are bravely taking the UK Mathematical Olympiad paper (MOG) on Tuesday 23 September. This is a two and a half hour paper consisting of extremely challenging mathematical problems, not of the type the girls are accustomed to seeing on GCSE and A level maths papers. There may be a possibility of then continuing on to the European Competition, so we wish them every success!

Ms Harding, Mathematics Department

## **PE News**

Football results:

- Year 7 Boys football team 3-3 St Thomas Moore
- Year 9 Boys football team 1-6 Greenwich Free School

Mr Muirhead, PE Department

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### **Introduction to Sixth Form**

Wow what a busy start to the year! In Year 12 Mrs Odd, Mr Bradshaw and a team of 16 tutors welcomed and inducted 340 students to Tallis Post 16. With the merging of new and previous students, the demography of Year 12 is always pleasantly varied in appearance and personality. Now that we have inducted the students and they are off to a flying start with their studies, we would like to welcome parents to come and meet with the Post 16 team. The meeting will take place on Thursday 25 September in the Main Hall from 6.00pm to 7.00pm. We will be running mini workshops on how to support your child's studies, school policies and next steps post 18. We look forward to meeting you.

The Sixth Form Team

### **Year 11 Progression Fair – 11 September 2014**

We were asked in a group of Year 12s and 13s to help out at the Year 11 progression fair for all students in the borough, giving them honest advice and sharing our personal experience with regards to Post 16 life at Thomas Tallis. We feel that this was a great opportunity for Year 11 students to gain insight into what pathway they should take in the future, stressing the importance of choosing an environment best suited to their needs. We all really enjoyed promoting the school and in fact, it was quite informative to find out how Tallis compared to other institutions. It was a great day and Tallis Year 11 students were brilliant.

Victoria Elms and Esther Buyoke, Year 13 students

### **Year 7 Welcome Evening**

On 22 October we will host a Welcome Evening for the parents and carers of our newest arrivals: Year 7. This will be a chance to find out more about the school, hearing from a range of senior staff as well as an opportunity to meet the tutors and visit the tutor room with other parents, also providing a chance to fashion some networks.

An invitation will be sent to all parents and carers nearer the date, along with a summary programme of the evening.

I look forward to making your acquaintance.

Mr Walsh, Head of Year 7

## How to help your child to.... prepare for progression

*This is the first in a series of 'How to help your child to....' articles. These will appear each week with a different focus and we hope that these will help you support your child.*

### **PSHCE (Personal, Social, Health and Careers Education) and Citizenship**

This week is focused on our Year 11 students. Over the coming term they will need to apply for the schools and colleges that they would like to study in at post-16. The time for applications comes around quickly and many young people think that they don't need to apply until the summer or after they receive their results. The school helps this process by providing them with progression lessons during PSHCE and offering an interview with our Prospects advisor (an independent careers advisor). They will also be receiving a short booklet reminding them of key dates in the application process and providing useful websites.

If your child is in Year 11 you can help them by:

- Talking them about their plans for after Year 11 and their career plans.
- Getting them to talk you through how they are going to reach their goal.
- Find out (or ask them if they know) when the schools or colleges they are interested in have open days and encouraging them to attend them.
- Ask when applications for their preferred colleges/schools are due and remind them to apply in good time.
- Read over applications for your child.
- Encourage your child to have backup options – remind them that things don't always go to plan so it's good to have contingency plans.
- Read through the progression leaflet they receive.
- Ask them when their careers interview is and, when they've had it, how it went.

If you'd like any further information about this, or any other aspect of the PSHCE/Citizenship programme, please contact Michelle Springer on [mspringer@thomastallis.org.uk](mailto:mspringer@thomastallis.org.uk) or call the school, extension 2035.

### **School Sports Coordinator News**

I have been running taster sessions in Street Hockey for schools in my cluster at Thomas Tallis throughout last term and each week this term for Years 5/6. Last week, Cherry Orchard, Ealdham and Henwick each received a street hockey session for their Year 5/6 students. Last week there were two sports leadership training sessions with Cherry Orchard and Charlton Manor Primary school at Thomas Tallis.

A half term programme of football skills and INSET for a member of staff has been set up for all schools in the cluster using FA coaches. It takes place in their schools and we have targeted Year 5/6 this term, in preparation for the borough primary schools tournament next term.

Sue Whiting, School Sports Coordinator

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## **Support for students with special educational needs and their parents or carers**

From Ms Robertson, SEN Coordinator

**Our school is currently undertaking a review of this policy to meet the new requirements for SEND in line with the new SEND Code of Practice effective from 1st September 2014. To provide an improved, compliant policy we are committed to co-producing our policy with families, children and young people. The consultation period for reviewing our existing policy began on 01.09.2014 and ends on 31.10.14.**

**To contribute and participate in co-producing our policy together please contact Emily Robertson (SENCO)**

The Special Educational Needs and Disability Act 2001 along with the Special Educational Needs Code of Practice 2001 structures all the SEN work at Thomas Tallis. These state that all schools have a legal responsibility for children with special educational needs and they describe set procedures for assessment, target setting and review of children based around School Action, School Action Plus, and possibly full statementing. The school's SEN policy has been revised in light of the new code and based on the provisions made in the above Act which ensures that all students are fully included in the life of the school. The policy can be seen in the School Office and school website (including summary version).

**Identification and assessment of children with special educational needs:** The school has procedures for identifying and assessing children with special educational needs which build upon liaison and work started in their Primary School and is on-going throughout the school, including by means of RAP meetings and continual tracking processes.

**Provision:** All teachers and support staff are aware of the children who have special educational needs and work closely with their SEN teachers and/or Learning Support Assistants. These teachers and LSAs work alongside subject teachers to develop students' literacy and numeracy skills and ensure their access to the curriculum. Alternative provision is in place for identified students in all the school years. GCSE equivalent qualifications can be gained by students in Years 9, 10 and 11. Sixth Formers also play an important role in supplementing the work of teachers by acting as reading mentors.

**Monitoring and record keeping:** The SEN co-ordinator keeps a record of all SEN children. The SENCO, Deputy SENCO and LSAs monitor the work which is being done to meet the needs of each child. Records are kept of the children's progress and regular testing takes place to form part of reviews. Student Profiles are written and reviewed at least twice a year for all SEN students with statements and those on the Record of Need at School Action Plus. Teachers, students and parents play a role in both target setting and reviews for statemented students.

**The use of outside support services and agencies:** At School Action Plus outside support is used. This includes highly specialised teachers and professionals as well as the educational psychologist, ASD Outreach, CAMHS and GILT. Our strong relationships with our external agencies reflects the quality, aspirations and importance that the school gives to Special Educational Needs with every effort being made to ensure that we are a successful and inclusive school.

**Parental Information:** A leaflet is available to parents with students on the Record of Need outlining provision, types of need, assessment procedures, useful contacts and complaints procedures. The leaflet is designed to provide at a glance information and encourage parents to contact us directly if they require more detailed knowledge.

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No two needs are quite the same so our focus is on providing personalised support that makes us an excellent department. Below are the teaching and supporting strategies we use to meet the needs of our students.

### **Study Support**

Study Support assists our students in gaining the skills they will need to thrive throughout their time in Tallis, encouraging personal development through a creative curriculum. Relatively small class sizes allow for personalised learning.

### **Inclusion Groups**

Inclusion Groups are aimed at students requiring a differentiated curriculum with support from small group environment and are taught by specialist Inclusion teachers in sets of between 4-12 students. Students are identified from KS2 data, information from parents/carers and guidance from primary school staff. Students working at below Level 3a in English and/or Maths are candidates for Inclusion English, Maths and Humanities sets where appropriate. Students follow the 'mainstream' curriculum, differentiated to meet students' needs and ability levels. Inclusion sets are taught at the same time as the 'mainstream' timetable to minimise the difference between students in both curriculums. This also facilitates movement between sets. A review of student progress takes place each half-term to ensure there is movement between sets where appropriate. There is ongoing liaison with teachers of the 'mainstream' curriculum to share best practice and jointly evaluate student progress. We focus on the development of literacy and numeracy within the Inclusion Curriculum.

All Inclusion teachers have a specialist background in the teaching of core subjects and/or Humanities and have been graded as 'good' or 'outstanding'.

All Inclusion teachers are specialising in one or more of the additional needs areas: EAL, ASC, Speech & Language, BESD, Dyslexia and Literacy Difficulties.

In Years 9, 10 & 11 students can be entered for qualifications in Performing Arts, Leisure and

Tourism, Health and Social Care and Science. BTEC. These subjects are supported by our staff.

### **Small Group 1:1 withdrawal from class**

We sometimes withdraw students from a class where we feel they would benefit. This may be to focus on specific skills, or to provide an environment that the student may find more conducive to working.

Phonics, Toe by Toe and Literacy withdrawal

We take small groups of students who have been identified as needing extra assistance in achieving their chronological age in reading and writing and teach them using the phonics or Toe by Toe approach, depending on which method is best suited to the student. In doing so, students' reading and spelling ages improve and this increases their access to the curriculum.

### **Travelsafe**

TravelSafe is a travel awareness programme for children who travel to school by car, bus or are simply apprehensive about travelling to school. The programme consists of walking on and crossing roads safely, using public transport effectively and helping our students overcome any problems or worries they might have. The programme is concluded when the student demonstrates sufficient independence to be able to guide an adult to the student's home and bringing them back to school again. This significantly improves the student's confidence, enabling them to join after-school or morning clubs and to go out to meet friends. Both the student and parents / carers have the peace of mind that they can safely get there and return home on their own. Contact Sarah Caseley in SEN for more details.

## **Speech & Language Groups**

Being able to read and communicate effectively are skills many of us take for granted, having learned them while still very young. This is not so for a small number of people. Some of our students who need extra help in developing the most basic understanding of the written word as well as speaking clearly and learning how to compose effective conversations are guided by our Speech and Language therapists. Speak to Laura Wyllie and Victoria Williams through SEN.

## **Social Skills Groups**

School can be a daunting place where new friends, teachers and expectations can stress and confuse students as they try to adapt to their environment - but it is also a great opportunity for them to learn about themselves and others and develop skills that will be of great use for the rest of their lives.

Social Skills Groups enable students to talk with their peers about their experience as a maturing young person in a supportive, structured setting. Our groups are led by staff who are experienced in encouraging the personal growth of our students. Talk to Sarah Caseley in SEN for more details.

## **Calm Club**

Calm Club is run by two members of staff every lunchtime for students who need support throughout this unstructured part of the day.

Students are here encouraged to form friendships and play with each other in the hope that they can take these relationships into the playground and become increasingly socially independent.

## **Early Morning Reading Group**

Research shows that just 10minutes of reading each day can improve literacy a great deal. Selected students are given the opportunity to read with a member of staff or 6th form volunteer each morning during tutor time.

## **Homework Club**

In Homework Club we provide students with the time and space they need to complete their homework. Members of staff are at hand to help where assistance is needed. This club runs every day from 3.15pm-4pm and students have access to computers, resources and specialist SEN LSAs to support their learning.

## **The Learning Support Unit**

Learning Support Unit provides a comfortable environment for students who have become disengaged with mainstream education. This could be due to several different reasons. Our job is to help the students:

- remain engaged with education
- help to build their confidence and self-esteem
- Improve their behaviour and social skills
- Improve their attendance
- Give the students a clearer understanding of the consequences of their behaviour.