

## DSC Information Report

The DSC Information Report (Local Offer) 2019 / 2020 at Thomas Tallis School for young people with Hearing Impairment

Type of school	Mainstream
Specialist provision on site	DSP for students with specific level of deafness Admissions made via the Local Authority admissions panel

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

Deaf students will be considered for Education in the DSC if they meet the following criteria:

1. The child has a moderate to profound level of deafness
2. The child has speech, language, learning and communication needs that affect their education
3. The child has been accepted by the Local Authority as suitable for education within a designated special provision for deaf students and your child has an Educational Health Care Plan, Statement or Record of Need

### A. PEOPLE WHO SUPPORT STUDENTS ATTENDING THE DEAF SUPPORT CENTRE IN THE SCHOOL:

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my deaf child's difficulties with learning/ Special Educational Needs/Disability if he/she has been placed in the DSP And how can I talk to them about my child if I need to?</p>	<p>Head of the Deaf Support Centre: Joanna Cameron</p> <p>Inclusion officers for the DSC: Pauline Hylton Rebekah Allen</p>	<p>The Head of the Deaf Support Centre is responsible for:</p> <ul style="list-style-type: none"> <li>• Co-ordinating the support for deaf students educated in the Deaf Support Centre ensuring that students' needs are met and they receive the highest quality support</li> <li>• Ensuring that you are:                             <ul style="list-style-type: none"> <li>✓ Involved in supporting your child's learning</li> <li>✓ Informed about the support that your child is getting</li> <li>✓ Involved in reviewing their progress</li> <li>✓ Involved in planning for the future</li> <li>✓ Offered opportunities to develop your understanding of aspects of deafness and development relevant to your child's needs</li> <li>✓ Offered support in managing and using your deaf child's audiological equipment</li> </ul> </li> </ul>

	<p>Teachers of the Deaf: Ronni Chapman Jane Newman</p>	<ul style="list-style-type: none"> <li>• Liaising with all of the other people who may support your child's learning, eg, speech and language therapists, educational psychologists, audiologists, Teachers of the Deaf, nursing teams, National Deaf Child and Adolescent Mental Health Services (CAMHs) local CAMHs, Greenwich Sensory Service, Greenwich SEN, Social Services and others as required.</li> <li>• Monitoring, tracking and analysing the progress and attainment of deaf children</li> <li>• Overseeing the induction for new deaf students</li> <li>• Promoting Deaf Awareness in the school</li> </ul> <p>Your child will be allocated a key teacher of the Deaf Teachers of the deaf are responsible for:</p> <ul style="list-style-type: none"> <li>• Overseeing your child's education</li> <li>• Providing pastoral support for your child</li> <li>• Delivering a battery of test supporting mainstream assessments</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help that your child may need.</li> <li>• Writing a Personal Learning Plan</li> <li>• Overseeing the progress towards PLP targets</li> <li>• Communicating these targets and sharing and reviewing these with parents at Annual Reviews, parent evenings and step days.</li> <li>• Writing annual reports of your child's performance in school, their progress towards the targets in their PLPs as well as the objectives stated in their statement or EHCP</li> <li>• Overseeing and delivering small group specialist literacy, numeracy and science teaching adapted to the needs of deaf students.</li> <li>• Maintaining contact with parents with regards to all aspects of education and pastoral care.</li> <li>• Providing specific feedback to your child on what they have achieved and how they can progress through regular marking of specialist teaching work and feedback on work observed during lessons in the mainstream</li> <li>• Knowing the needs of the students and supporting mainstream teachers and support staff to modify their lesson/ care to meet the needs of your deaf child.</li> <li>• Providing highly modified teaching within the mainstream classroom</li> <li>• Withdrawing children from the mainstream class for small group teaching when required delivering specialist small group or individual teaching session tailored to meet the specific needs of your child</li> </ul>
--	--	--

	<p>Pauline Hylton</p> <p>Deaf Instructor: Leigh Bish</p> <p>Education Assistant: Rebekah Allen Julie Graham Alison Woolhouse</p>	<ul style="list-style-type: none"> <li>• Providing daily audiological support for deaf students and maintaining their hearing aids, cochlear implants and radio aids in school.</li> <li>• Liaising with external agencies who are involved in your child's education</li> <li>• Liaising with further education establishments and providing opportunities for career development focus days/ events</li> </ul> <p>Communication Support workers (CSW) are responsible for</p> <ul style="list-style-type: none"> <li>• Supporting your child's access to education and social opportunities in the mainstream classroom through the use of British Sign Language, Sign Supported English and modified spoken and written English</li> <li>• Providing pastoral care to your child</li> <li>• Supporting and or teaching small specialist lessons focusing on the development of literacy, numeracy and supporting learning that takes place in the class.</li> <li>• Collecting and maintaining evidence of how students are supported in class to ensure fair access for students during exams</li> <li>• Carrying out daily audiology checks</li> <li>• Supporting students in after school activities</li> </ul> <p>Deaf Instructors are responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting your child's access to education and social opportunities in the mainstream classroom through the use of British Sign Language, sign supported English and modified written English.</li> <li>• Providing pastoral care to your child</li> <li>• Teaching small specialist lessons focusing on the development of British Sign Language and supporting learning that takes place in the mainstream classroom</li> <li>• Being positive deaf role model within the school.</li> <li>• Teaching British Sign Language to mainstream staff and students to promote deaf awareness and positive inclusion of deaf students in the wider school community</li> <li>• Actively engaging in the wider school community to promote deaf awareness for all.</li> </ul> <p>Education Assistant ( EA) are responsible for:</p> <ul style="list-style-type: none"> <li>• Supporting your child's access to education and social opportunities in the mainstream classroom through the use of British Sign Language, Sign</li> </ul>
--	--	--

	<p>Raji Singh Richard Page Mary Earlam Connie Burville</p> <p>Head teacher Carolyn Roberts</p> <ul style="list-style-type: none"> <li>SEND Governor Mark Warner</li> </ul>	<p>Supported English and modified spoken and written English</p> <ul style="list-style-type: none"> <li>Providing pastoral care to your child.</li> <li>Providing high quality support in the classroom</li> <li>Adapting work materials to make them accessible for your child</li> <li>Preparing resources and liaising with parents at home to support home learning</li> <li>Carrying out audiology checks each day in tutor time and reporting faults to Lead ToD</li> <li>Recording behaviour for learning for each lesson they support so a comprehensive record is kept to monitor students' progress in lessons.</li> </ul> <p>She is responsible for:</p> <ul style="list-style-type: none"> <li>The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.</li> <li>She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> <li>Making sure that the school has an up to date SEND Policy</li> <li>Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> <li>Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</li> </ul>
--	--	---

## B. HOW COULD MY CHILD GET HELP IN SCHOOL?:

Children in school will get support that is specific to their individual needs. This may be all provided by the Teacher of the Deaf, Communication Support Worker, LSA, class teacher or may involve:

- Other staff in the school who are based in the Deaf Support Centre – Specialist Speech and Language Therapist for the Deaf
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team
- Local Greenwich Health care professionals such as Occupational Health

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
<p>What are the different types of support available for children with Deafness in the school.</p>	<p>Specialist teaching sessions in the Deaf Support Centre</p>	<p>Your child will be offered specialist teaching each week in the DSC depending on the individual needs of each student. This is provided in acoustically treated rooms, allowing the student the best possible listening environment.</p> <ul style="list-style-type: none"> <li>• This teaching is provided by a qualified Teacher of the Deaf, a Communication Support Worker or a Specialist Speech and Language Therapist for deaf children and young people. The students may be withdrawn from Modern Foreign Languages and Music lessons depending on their communication need.</li> <li>• Specialist teaching sessions focus on               <ul style="list-style-type: none"> <li>✓ Improving your child's literacy and numeracy</li> <li>✓ Working towards your child's individual targets</li> <li>✓ Developing language and communication skills</li> <li>✓ Improving social skills and organizational skills</li> <li>✓ Support National curriculum learning that happens in the mainstream</li> </ul> </li> </ul>	<p>All children attached to the DSC receive this.</p>
	<p>Support in mainstream lessons</p>	<ul style="list-style-type: none"> <li>• Your child will spend most of the week learning in the mainstream classroom alongside hearing peers.</li> <li>• The teacher will have the highest possible expectation for your child and all students in their class.</li> <li>• All teaching is based on building on what your child already knows and can do</li> <li>• Your child will be supported in the mainstream classroom by a Communication Support Worker, Deaf Instructor, or a</li> </ul>	<p>All children attached to the DSC receive this.</p>

		<p>Learning Support Worker</p> <ul style="list-style-type: none"> <li>• Sometimes your child will be supported in the mainstream classroom by a Teacher of the Deaf who will deliver modified specialist teaching to support the learning in the classroom.</li> <li>• In class support is allocated according to the communication needs of your child</li> <li>• One adult will support a maximum of 4 students within the mainstream classroom</li> <li>• Communication support optimises your child's access to education and social opportunities in the mainstream classroom through the use of: BSL, SSE and modified spoken and written English</li> </ul>	
	<p>Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups</p> <p>AND/OR Individual support for your child, as a guide of around 20 hours and below in school</p> <p>Stage of SEN Code of Practice: School SEN Support, which means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service.</li> </ul>	<ul style="list-style-type: none"> <li>• Your child will receive one hour of individual or paired speech and language therapy each week delivered by Specialist Speech and Language Therapist</li> <li>• Your child will receive an individually tailored intervention plan that is reviewed and updated each term</li> <li>• Speech and Language therapy develops all aspects of your child's communication development, including literacy, language, speech, signing and social skills</li> <li>• The specialist speech and language therapist provides training to staff in the DSC and mainstream school.</li> <li>• Your child's speech and language therapist will assess your child's communication skills annually and write a progress report.</li> <li>• The specialist Speech and Language Therapist has an open-door policy.</li> <li>• If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and specialist teaching sessions, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> </ul>	<p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p>

		<ul style="list-style-type: none"> <li>• Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.</li> <li>• If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. National Deaf CAMHs. This will help the school and yourself understand your child's particular needs better.</li> <li>• The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better</li> <li>○ Support to set targets which will include their specific professional expertise</li> <li>○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group</li> <li>○ A group or individual work with an outside professional</li> </ul> </li> <li>• The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
	<p>Specified Individual support for your child</p> <p>This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by a Statement of Special Educational Needs. This means your child will have been identified by the Local Authority of having a particularly high level</p>	<ul style="list-style-type: none"> <li>• As a student of the DSP at Thomas Tallis, your child has been identified as a child whose learning needs are severe, complex and lifelong.</li> <li>• The EHC Plan or Profile of Need will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• The additional adult may be used to support your child with whole class learning, run</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>• Severe, complex and lifelong</li> </ul>

	<p>of individual and small group teaching which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> <li>• Local Authority central services such as the ASD Outreach Team</li> <li>• Outside agencies such as the, Occupational therapy service, Physiotherapy and/or CAMHS</li> </ul>	<p>individual programmes or run small groups including your child.</p>	
<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> <li>• We will first invite you to visit the school with your child to have a look around and speak to staff including the Head of the Deaf Support Centre</li> <li>• If other professionals are involved, a team around the Child (TAC) meeting or Annual Review will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts</li> <li>• Your child's key person may make a home visit and also visit your child if they are attending another provision</li> <li>• We will invite your child to an induction session / day to assist your child in making the best possible transition into the DSP and wider school environment</li> <li>• We may suggest adaptations to the settling in period to help your child to settle more easily</li> </ul>		
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's key pastoral worker, key teacher of the Deaf initially.</li> <li>• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the Head of the Deaf Support Centre, Head of Inclusion or Head teacher</li> <li>• If you are still not happy you can speak to the school SEN Governor.</li> </ul>		
<p>How will the school let me know if they have any concerns</p>			

<p>about my child's learning in school?</p>	<ul style="list-style-type: none"> <li>• When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the Teacher of the Deaf, who will in turn raise this with the Head of the Deaf Support Centre.</li> <li>• Schools also have meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.</li> <li>• If your child is then identified as not making progress the school will make a decision whether to monitor this or set up an intervention group and will inform you.</li> <li>• If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> <li>○ Any concerns you may have</li> <li>○ Discuss with you any further interventions or referrals to outside professionals to support your child's learning</li> <li>○ To discuss how we could work together, to support your child at home/school.</li> <li>○ A range of ways that the school will communicate with you will be: Phone calls home, letters, emails, weekly newsletters, home/school book, reports</li> </ul> </li> </ul>
<p>How do we ensure that the views of your child are used to plan for them and for SEND within our school?</p>	<p>This could include things like:</p> <ul style="list-style-type: none"> <li>• Prior to annual reviews, students during specialist teaching sessions are given opportunities to review and discuss their views about the support and progress they are making. These views are recorded and shared at Annual Review meetings – this is led by Teachers of the Deaf.</li> <li>• During specialist Speech and Language sessions that occur on a weekly basis, opportunities are given to your child to discuss, review, plan and set targets specific to the needs of your child</li> <li>• Once a term the Deaf Support Centre have a whole tutorial with all the students attached to the DSP where they have an opportunity to discuss relevant topics and convey their views about their learning, participation and involvement in the school</li> </ul>
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> <li>• The school budget, received from Greenwich LA, includes money for supporting children with SEN.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school.</li> <li>• The Head Teacher and the Assistant Head for Inclusion discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> <li>○ the children getting extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be expected.</li> </ul> <p>And decide what resources/training and support is needed.</p> <ul style="list-style-type: none"> <li>○ The Head of the Deaf Support Centre and the Head of Inclusion discuss on a regular basis the needs of the Deaf Students and allocate required support as and when necessary</li> </ul> </li> <li>• All resources/training and support are reviewed regularly and changes made as needed.</li> </ul>

Who are the other people providing services to children with SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• Counselling</li> <li>• Family Liaison officer</li> <li>• Additional Speech and Language Therapy input to provide a higher level of service to the school</li> <li>• Additional Educational Psychology input to provide a higher level of service to the school</li> <li>• CAMHS</li> </ul>
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> <li>• Autism Outreach Service</li> <li>• Educational Psychology Service</li> <li>• Sensory Service for children with visual or hearing needs</li> <li>• STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)</li> <li>• Speech and Language Therapy (provided by Health but paid for by the Local Authority).</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Professional training for school staff to deliver medical interventions</li> <li>• Waterside Behaviour advice service</li> <li>• Parent Partnership Service (to support families through the SEN processes and procedures).</li> </ul>
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<ul style="list-style-type: none"> <li>• School Nurse</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> </ul>
	D. Voluntary agencies	<ul style="list-style-type: none"> <li>• National Autistic Society</li> <li>• MENCAP</li> <li>• Greenwich Parent Voice</li> <li>• National Deaf Childrens' Society</li> </ul>
How are the adults in school helped to work with children with an SEND and what training do they have?	<ul style="list-style-type: none"> <li>• The SENCO's job is to support the class teacher in planning for children with SEN.</li> <li>• The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD,</li> </ul>	

	<p>dyslexia etc..</p> <ul style="list-style-type: none"> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, STEPS and Sensory service or medical /health training to support staff in implementing care plans.</li> <li>• The Head of the Deaf Support Centre is responsible for ensuring along with Deaf Members of Staff that Deaf Awareness training is carried out on a regular basis.</li> <li>• Specialist Speech and Language Therapist carry out training sessions for support staff</li> </ul> <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or The Assistant Head of Inclusion</p>
<p>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</p>	<ul style="list-style-type: none"> <li>• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and will ensure that learning tasks are adjusted in order to enable your child to access their learning independently or with the support of EAs/CSWs</li> <li>• Specially trained support staff from the Deaf Support Centre can implement the teachers modified/adapted planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</li> <li>• Teachers of the Deaf work with your child in specialist teaching sessions focusing on key targets relating to their PLP, Statement or EHCP objectives.</li> <li>• Teachers of the Deaf work closely with support staff to ensure that the correct communication mode is used to support your child in mainstream lessons so that your child is able to access the learning and teaching within the mainstream classroom.</li> </ul>
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her class teacher and Teacher of the Deaf</li> <li>• His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.</li> <li>• The progress of your child with a statement / EHC plan is formally reviewed at an Annual Review with all adults involved with the child's education</li> <li>• PLP targets are reviewed 3 x a year with copies sent to parents</li> <li>• The Head of the Deaf Support Centre / SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.</li> </ul>

<p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p>	<ul style="list-style-type: none"> <li>• Each student who comes into the Deaf Support Centre is allocated a key pastoral worker who will either be a Communication Support Worker or a Learning Support Assistant. Your child will also be allocated a Key Teacher of the Deaf.</li> <li>• Your child's key pastoral worker will be attached to their tutor group and will be in attendance to all tutorial times which will enable continuity of support to ensure there are regular opportunities to ensure the emotional needs of your child are met in school.</li> <li>• Students may come to the Deaf Support Centre at break times to meet with pastoral staff and Key Teachers of the Deaf</li> <li>• If concerns are raised either by parents or school about the social emotional needs of the students, additional support may be organised either within the school or external agencies will be invited to assess and provide support. This usually involves National Deaf CAMHs</li> <li>• External support for your child may require withdrawal from lessons to have counselling sessions</li> </ul>
<p>How is our school made accessible for students with a diagnosed level of Hearing Loss</p>	<ul style="list-style-type: none"> <li>• All students taught in the Deaf Support Centre are taught in rooms that have been acoustically treated</li> <li>• Speech and Language Therapy lessons are carried out in the Deaf Support Centre</li> <li>• All students are expected to adhere to the Greenwich Audiology policy written in 2010.</li> <li>• Students who would benefit from the use of Radio Aids are expected to wear them and use them in all mainstream lessons – adhering to the Greenwich Audiology policy</li> <li>• Students are expected to have their hearing aids and cochlear implants with them in school every day. The Deaf Support Centre staff make visual checks on audiology equipment daily.</li> <li>• Detailed monitoring of Audiology equipment is carried out on a weekly basis, where general maintenance can take place, such as: retubing, adjusting fm volume, cleaning ear moulds</li> </ul>
<p>How does our school make special arrangements for looked after Children (LAC) with SEND?</p>	<ul style="list-style-type: none"> <li>• We consult with the virtual school – Head Teacher, Head of Inclusion and Head of Deaf Support centre as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Profile of Need) for each child.</li> <li>• We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals.</li> <li>• We will attend annual reviews or other multi agency meetings if the child is transitioning into Thomas Tallis School from another school.</li> <li>• We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes</li> <li>• The SENCo ensures that training and policies are supportive of looked after children with SEND</li> <li>• The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.</li> </ul>

<p>How have we made this school physically accessible to children with SEND?</p>	<ul style="list-style-type: none"> <li>• The school is accessible to children with physical disability via ramps and a lift.</li> <li>• Rooms are acoustically treated to be suitable for deaf students</li> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> <li>• We liaise with Oxleas Health Care Trust to ensure that pupils who need adapted equipment such as support chairs, are provided with the equipment necessary to be able to work comfortably in the school environment.</li> </ul>
<p>How will we support your child when they are leaving this school? OR moving on to another class?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school: <ul style="list-style-type: none"> <li>○ We will contact the new school’s SENCO and Head of Deaf Support and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> </ul> </li> <li>• When moving classes in school: <ul style="list-style-type: none"> <li>○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All PLP’s will be shared with the new teacher.</li> <li>○ If your child would be helped by a book to support them understand moving on then it will be made for them.</li> </ul> </li> <li>• In Year 6 <ul style="list-style-type: none"> <li>○ The Head of the Deaf Support Centre or Teacher of the Deaf will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO or Lead Teacher of the Deaf of their primary school.</li> <li>○ The normal induction programme will be augmented with an additional half day visit to the Deaf Support Centre to support their transition from year 6 to year 7</li> <li>○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</li> </ul> </li> </ul>

## SCHOOL BASED DATA/INFORMATION: 2018/19

How many students did we have at our school with statements or EHC plans at the end of July 2019?	21 students in total 19 with EHC plans 2 with a profile of Need
What were the outcomes for children within our centre for 2018/19	In year 11 we had three students who participated in all of their GCSE exams with Exam Dispensation in place. Each student has secured a places for 6 <sup>th</sup> form, the centres in which the students have gained a place in are: Shooters Hill Post 16 Campus, Hadlow College and Thomas Tallis Post 16.
Were there any important changes made in the DSC over the year 18/19	In June 2019, one ToD went on Maternity Leave, the school have secured a qualified Teacher of the Deaf to cover the maternity leave for 1 year.

## GLOSSARY OF TERMS

LA	Local Authority
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
PEP	Personal Educational Plan
TAC	Team Around the Child
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities

SaLT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ToD	Teacher of the Deaf
CSW	Communication support Worker
EA	Education Assistant
DSC	Deaf Support Centre
DSP	Designated Special Provision
ASD	Autistic Spectrum Disorder
BSL	British Sign Language
SSE	Sign Supported English
PHSE	Personal Health Social Education