

## SCALI information report 2019-2020

Type of school	Mainstream
Specialist provision on site	DSP for students with Autism and specific language Impairment  20 Places  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 or disabilities, 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. This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

[http://www.royalgreenwich.gov.uk/info/200034/disabilities/1671/about\\_the\\_local\\_offer](http://www.royalgreenwich.gov.uk/info/200034/disabilities/1671/about_the_local_offer)

2) The school SEND Policy

3) The school PSHCE Policy

4) The school anti bullying policy

5) The school accessibility plan

6) The school pupil premium policy. The above can be accessed via the school Policy and Guideline page:

<http://www.thomastallisschool.com/policies--guidelines.html>

Designated Special Provisions in the Royal Borough of Greenwich are responsible for providing specialist support for a narrow group of students with specific needs. The Support Centre for Autism and Language Impairment (SCALI) at Thomas Tallis School is a DSP, which provides support for students with Autistic Spectrum Disorder and/or Specific Language Impairment.

**A. PEOPLE WHO SUPPORT STUDENTS ATTACHED TO THE SUPPORT CENTRE FOR AUTISM AND LANGUAGE IMPAIRMENT IN THIS SCHOOL:**

<b>School based information</b>	<b>People</b>	<b>Summary of responsibilities</b>
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs if she/he has been placed at the Support Centre for Autism and Language Impairment?</p>	<p>Inclusion Officer for Support Centre for Autism and Language Impairment: Tanya Matthews</p> <p>Assistant Head Inclusion: Francesca Kamei</p>	<p>They are responsible for:</p> <p>Coordinating all the support for students with Autistic Spectrum Disorder and/or Specific Language Impairment attached to the DSP and making sure that all students get a consistent, high quality response to meeting their needs in school.</p> <p>Ensuring that you are:</p> <ul style="list-style-type: none"> <li>• Involved in supporting your child's learning.</li> <li>• Kept informed about the support your child is getting.</li> <li>• Involved in reviewing how they are doing.</li> <li>• Part of planning ahead for them.</li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Educational Psychology, SaLT etc.</li> <li>• Updating the school's SEN register (a system for ensuring all the SEN needs of students in this school are known) with the information about</li> </ul>

	11 Individual Support Assistants.	<p>the specific needs of students with ASD and Language Impairments and making sure that there are excellent records of your child's progress and needs.</p> <ul style="list-style-type: none"><li>• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</li><li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc) and discussing amendments with the SENDCO as necessary.</li><li>• Providing all staff with a profile about your child's needs.</li></ul> <p>Contact by email: <a href="mailto:tmatthews@thomastallis.org.uk">tmatthews@thomastallis.org.uk</a> Tel: 02088560115, ext: 3053</p> <p>An Individual Support Assistant (ISA) may be allocated to a pupil with autism and/or specific language impairment and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above. Of course, as a school we welcome daily dialogue between parents and ISAs on how a child's day has been and we do actively encourage this continued feedback! Individual Support Assistants are responsible for:</p> <ul style="list-style-type: none"><li>• Providing specialist in-class support for your child in mainstream lessons - maximising their access to the curriculum on offer.</li></ul>
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	<p>Classroom teacher/subject teacher</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SEN Team know as necessary.</li> <li>• Communicating specific targets and sharing and reviewing these with parents at Parents Evenings and Step Days.</li> <li>• Providing specific feedback to your child on what they have achieved</li> </ul>

		<p>and how they can progress through regular marking of your child's work.</p> <ul style="list-style-type: none"> <li>Knowing the needs of the students and planning their lessons accordingly to meet these needs.</li> </ul>
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## B. HOW COULD MY CHILD GET SUPPORT FROM SUPPORT CENTRE FOR AUTISM AND LANGUAGE IMPAIRMENT?

Students at SCALI will get support that is specific to their individual needs. This will be provided by the support staff at SCALI, class teacher or may involve:

- Counsellor or Mentor
- Local Authority central services such as the ASD Outreach Team
- Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist, Occupational Therapist and CAMHS.

What are the different types of support available for students attached to SCALI?	What would this mean for your child?	Who can get this kind of support?
<p>The Designated Special Provision provides intense support (usually of more than 20 hours) for students with communication difficulties including autism. This is usually provided via an Education, Health and Care Plan (EHCP) stipulating the Autistic Spectrum Disorder and/or Specific Language Impairment as the main barrier to learning. This means your child will have been identified by Speech and Language Therapy Service/Education Psychologist/other professionals, as needing a particularly high level of Speech and</p>	<p>The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: <a href="http://www.royalgreenwich.gov.uk">www.royalgreenwich.gov.uk</a></p> <p>Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child</p>	<p>Students whose learning needs are severe, complex and lifelong.</p> <p>Students who need more than 20 hours of support in school.</p> <p>Students who have diagnosed or undiagnosed Autism Spectrum Disorder or/and Language Impairment (language and communication difficulties).</p> <p>Students who have a DSP for Autism and Language Impairment named on their</p>

<p>Language Therapy input and individual or small group support, which cannot be provided from the budget available to the school.</p> <p>The local authority in collaboration with you and various professionals involved with your child will have made a decision to place her/him in a DSP for Autism and Language Impairment. Consequently, the school will receive additional funding to be able to make appropriate support arrangements for your child.</p>	<p>(TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional and them.</p> <p>After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support.</p> <p>After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC plan. The Education, Health and Care Plan will outline the secondary placement for your child and name a DSP at Thomas Tallis as the most appropriate provision.</p> <p>The EHCP will also specify how the support should be used and what strategies must be put in place (e.g. individual support, small group sessions, Speech and Language Therapy input, etc.). It will also have long and short-term goals for your child. The SCALI team will assist your child in working towards these goals and will:</p>	<p>Statement as a recommended secondary provision.</p>
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	<p>Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. He/ She will plan group sessions for your child with targets to help your child to make more progress. A Learning Support Assistant/teacher (or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme.</p>	
<p>Usually your child will 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</li> <li>• Outside agencies such as CAMHS</li> </ul>	<p>You will be asked to give your permission for the school to refer your child to an outside professional e.g. an educational psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.</p> <p>The outside professional will work with your child to understand their needs and make recommendations, which may include:</p> <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 expertise.</li> <li>• A group run by school staff under the guidance of the outside professional e.g. a social skills group.</li> </ul>	<p>All students at SCALI will receive support from the Speech and Language Therapy Service. Other referrals will be made as a result of recommendations made by the professionals involved with your child or your own recommendations during the course of your child's education at Thomas Tallis School.</p>

**Who are the other people providing services to children with SEN in this school?**

- Directly funded by the school
- Paid for centrally by the Local authority but delivered in school
- Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school
- Voluntary agencies

- Learning mentors
- Counselling
- Family Liaison officer
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Additional Educational Psychology input to provide a higher level of service to the school
- Music Therapy
- CAMHS
- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- STEPS (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy)
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Waterside Behaviour advice service
- Parent Partnership Service (to support families through the SEN processes and procedures)
- School Nurse
- Occupational Therapy (some Special schools only) Physiotherapy (some Special schools only)

Relevant referrals will be made as a result of recommendations made by the professionals involved with your child or your own recommendations during the course of your child's education at Thomas Tallis School.

<p><b>How are the adults in school helping to work with children with an SEND and what training do they have?</b></p>	<p>The SENDCO will support the class teacher in planning for children with SEND.</p> <p>The Inclusion Officer for SCALL will support the class teacher in planning for children with Autism and/or Language Impairment attached to the provision.</p> <p>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, dyslexia etc.</p> <p>Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</p> <p>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. 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 SENDCo/ Inclusion Manager.</p>	
<p><b>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)?</b></p>	<p>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 as independently as possible.</p> <p>Specially trained support staff can implement the teacher's modified/adapted planning to</p>	

	<p>support the needs of your child where necessary.</p> <p>Specific resources and strategies will be used to support your child individually and in groups.</p> <p>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.</p>	
<p><b>How will we measure the progress of your child in school?</b></p> <p><b>How will I know about this?</b></p>	<p>His/her class teacher continually monitors your child's progress and this is reviewed formally every term and given an assessment based on classroom teaching and tests, Your child is also measured on their attendance, engagement in learning and behaviour.</p> <p>To show your child's level in more detail a more sensitive assessment tool is used, which also shows smaller but significant steps of progress. This system is called PIVATS (Performance Indicators for Value Added Target Setting). PIVATS levels for each child are reviewed termly.</p> <p>The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</p> <p>The Inclusion Officer for Support Centre for Autism and Language Impairment will also check that your child is making good progress within any individual work and in any group that they take part in.</p> <p>A range of ways will be used to keep you informed, which may include:</p> <ul style="list-style-type: none"> <li>o Letters/certificates sent home</li> <li>o Phone calls home</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Emails</li> <li>○ Additional meetings as required</li> <li>○ Reports</li> </ul>	
<b>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</b>	Your child will be provided with pastoral care within SCALI. Your child's key worker will make sure that your child's emotional needs are being met. The key worker will liaise with you, subject teachers and other relevant professionals in the school.	
<b>How is our school made accessible for students with SEND including ASD and SLI?</b>	<a href="http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings">http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_sen_or_disabilities_in_mainstream_settings</a> Physical access arrangements: <ul style="list-style-type: none"> <li>○ Lifts</li> <li>○ Sound proofing</li> <li>○ Subtitles, etc.</li> </ul> Two Designated Special Provisions: <ul style="list-style-type: none"> <li>○ Support Centre for Autism and Language Impairment</li> <li>○ Deaf Support Centre</li> </ul>	
<b>How does our school make special arrangements for looked after Children (LAC) with SEND?</b>	We consult with the virtual school – Head Teacher and SENDCo 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 (EHCP) for each child.  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. We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes.  The SENDCo ensures that training and policies are supportive of looked after children with SEND. The Designated Governor for LAC works to ensure provision is enabling LAC with SEND to make good progress.	
	<ul style="list-style-type: none"> <li>● The school is accessible to children with physical disability via ramps and a lift.</li> </ul>	

<p><b>How have we made this school physically accessible to children with SEND?</b></p>	<ul style="list-style-type: none"> <li>• Rooms are acoustically treated to be suitable for deaf students.</li> <li>• The school has a sensory room.</li> <li>• We ensure that equipment used is accessible to all children regardless of their needs.</li> </ul>
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<p><b>How will we support your child when they are leaving this school or moving on to another class?</b></p>	<p>We recognise that 'moving on' can be difficult for a child with Autism or/and or Specific Language Impairment and take steps to ensure that any transition is as smooth as possible.</p> <p>If your child is moving to another school:</p> <ul style="list-style-type: none"> <li>• We will contact the new school's SENDCO 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> <li>• When moving classes in school: 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. The child's profile 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> <li>• A relevant social story might be developed to help your child with the move.</li> </ul> <p>In Year 6, The Inclusion Officer for Support Centre for Autism and Language Impairment will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCO of their secondary school, and the specialist session for students with an ASD, as appropriate.</p> <p>Your child will attend a small group in school, to support their understanding of the changes ahead. SCALI will provide your child with Transition Booklet about the new provision. 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.</p>
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**SCHOOL BASED DATA/INFORMATION: 2018/2019**

<p><b>How many students did we have at Support Centre for Autism and Language Impairment with statements or EHC plans at the end of July 2019?</b></p>	<p>21 students were attached to the provision.</p>
<p><b>What were the outcomes for children within our unit for 2018/19?</b></p>	<p>All students attached to the specialist unit have made expected progress.</p> <p>Our two Year 11 students have successfully completed their GCSE studies and have made applications to college. We expect that they will advance to the Post-16 provision at Shooters Hill College. One student will undertake travel and tourism, and the other student will be undertaking trades based qualifications.</p>
<p><b>What training can staff expect at our school have in ASD/SLI over the year 2018/19?</b></p>	<ul style="list-style-type: none"> <li>• CPD opportunities for staff (INSET) in SaLT (ending 2018 academic year), ASD and behaviour management (general and specific to ASD), ASD and mental health/emotional regulation</li> <li>• Drop-in sessions offered by Speech and Language Therapists</li> <li>• Autism awareness week</li> </ul>
<p><b>What was in the Headteacher's report to the Governors about SEND in 2018/19?</b></p>	<p>Please ask Tanya Matthews or Francesca Kamei for further details.</p>
<p><b>Were there been any other important changes in SCALI over the year 2018/19?</b></p>	<p>SCALI has had a change in leadership, implementing an Inclusion Officer in place of a Head of Department, who is overseen by the Assistant Head Inclusion. We have also introduced the role of a Specialist Individual Support Assistant for Speech and Language Therapy, who has worked with small groups and 1:1 with students,</p>

	complementing the work of Oxleas Speech and Language Therapy Service.
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**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
ISA	Individual Support Assistant
ASD	Autistic Spectrum Disorder
BSL	British Sign Language
SSE	Sign Supported English
PHSE	Personal Health Social Education