

Type of School	Mainstream
Specialist provision on site	DSP for students with Autism and specific language impairment - (SCALI) Admissions are made via the Local Authority Admission panel.  Deaf Support Centre – (DSC) Admissions are 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 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/downloads/download/551/local\\_offer\\_for\\_children\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](http://www.royalgreenwich.gov.uk/downloads/download/551/local_offer_for_children_with_special_educational_needs_and_disabilities)

2. The school SEND policy
3. The school PSHE 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--guidelineshtml>

- A. PEOPLE WHO SUPPORT STUDENTS ATTACHED TO THE SUPPORT CENTRE AND LANGUAGE IMPAIRMENT IN THIS SCHOOL

School based information	People	Summary of Responsibility
<p>Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs?</p>	<p>Senco: Jo Cameron Inclusion Officers for SEN: Jenny Higgot and Vicki Jones</p> <p>Scali: Victoria Hodgson</p> <p>DSC: Jo Cameron Inclusion Officers for DSC: Pauline Hylton and Rebekah Allen</p> <p>Specialist Inclusion teachers may teach your child differentiated English and or Maths in small sized classes</p>	<ul style="list-style-type: none"> <li>• Co-ordinating all the support for students with SEND including class support, external agency involvement, exam dispensation and support with transition on entering and leaving Thomas Tallis and between key stages</li> <li>• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and or conditions and what specific adjustments need to be made to enable them to be included and make progress</li> <li>• Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress</li> <li>• Ensuring that you are involved in supporting, reviewing and planning your child's learning</li> <li>• Liaising with external agencies who may come into school to help support your child's learning: Educational Psychologist, ASD outreach service, CAMHS, OT, SALT, sensory services and Physiotherapy</li> <li>• Updating the school's SEND register ( system used to record all the SEND needs within the school)</li> <li>• Recording and tracking your child's progress and needs</li> <li>• Contact Emails: <a href="mailto:jcameron@thomastallis.org.uk">jcameron@thomastallis.org.uk</a>  <a href="mailto:Jhiggot@thomastallis.org.uk">Jhiggot @thomastallis.org.uk</a>  <a href="mailto:vjones@thomastallis.org.uk">vjones@thomastallis.org.uk</a>  <a href="mailto:vhodgson@thomastallis.org.uk">vhodgson@thomastallis.org.uk</a>  <a href="mailto:phylton@thomastallis.org.uk">phylton@thomastallis.org.uk</a>  <a href="mailto:rallen@thomastallis.org.uk">rallen@thomastallis.org.uk</a></li> </ul> <ul style="list-style-type: none"> <li>• Ensuring all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs ( known as differentiation)</li> </ul>

	<p>Education Assistants ( subject specialists, attached to faculties across the curriculum)</p> <p>Individual Support Assistants</p> <p>Education Assistant in 6<sup>th</sup> Form</p> <p>Education Assistants ( interventions )</p> <p>Head Teacher – Carolyn Roberts</p>	<ul style="list-style-type: none"> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help you child may need and discussing amendments with the Senco as necessary</li> <li>• Ensuring that the school’s SEND policy is followed in their classroom and for all the pupils they teach with any SEND</li>   <li>• Providing personalised in class support for your child in mainstream lessons – maximising their access to the curriculum on offer</li> <li>• Providing supervision during the school day ( including lunch times) for students with a high level of need.</li> <li>• Providing pastoral care for students with SEND</li> <li>• Advising class teachers and pastoral staff about recommended strategies to support individual students with SEN</li> <li>• Delivering reading and homework sessions</li>   <li>• Delivering small group or individual sessions tailored for the specific needs of your child  These sessions aim to develop the following skills:  Everyday life skills, such as travel safety  Language and communication  Literacy  Numeracy  Social Skills and Organisation</li>   <li>• Managing all aspects of school day to day, this includes ensuring the needs of children with SEN and/or disabilities are being met.</li> <li>• Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND</li> </ul>
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**B. HOW COULD MY CHILD GET SUPPORT FROM THE SEND TEAM AT THOMAS TALLIS SCHOOL?**

Students with SEN at Thomas Tallis will get support that is specific to their individual needs. This will be provided by the support staff, class teacher, tutor or may involve other staff in the school, such as Counsellor or Mentor, staff who visit from the Local Authority central services such as the ASD outreach team and staff who visit from external agencies, such as SALT, EP, OT and CAMHS.

What are the different types of support available for students with SEN and/or disabilities at Thomas Tallis?	What would this mean for your child?	Who can get this kind of support?
<p>Students with SEND can receive intense support with all aspects of school life across the curriculum, within the mainstream schooling.</p> <p>This support is usually provided for via an Educational Health Care Plan (EHCP) or if your child has had this type of support for some time may be provided by a Profile of Need.</p> <p>This means your child will have been identified by specialist external agencies and their previous education setting particularly high level of 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 drawn up an EHCP.</p>	<ul style="list-style-type: none"> <li>• 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 based Local Offer on the Royal Greenwich web site: <a href="http://www.royalgreenwich.gov.uk">www.royalgreenwich.gov.uk</a></li> <li>• 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 (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 statutory assessment, and agree any additional information and evidence that should be included from you and from any other interested parties.</li> </ul>	<ul style="list-style-type: none"> <li>• Students whose learning needs are severe, complex and lifelong</li> <li>• Students who require more than 20 hours of support per week in school</li> <li>• Students who have Thomas Tallis named on their EHC plan as a recommended secondary provision.</li> </ul>

Consequently, the school will receive additional funding to be able to make appropriate support arrangements for your child

- 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 warrant 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 the support as SEN support. (SEN support is the category of students who require additional support to access the curriculum but whose needs can be provided for through the school's resources, without any additional funding)
- 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, and whether they need 21 hours of support or more, in school to make good progress. If this is the case then an EHC plan will be written. If this is not the case, they will ask your school to arrange a meeting

<p>Class teacher input via good/outstanding classroom teaching</p>	<p>where your child's support needs will be discussed and a plan will be drawn up for these to be met as SEN Support.</p> <p>The EHC plan will also specify how the support should be used and what strategies must be put in place (eg, SaLT, individual support etc) It will also have long and short term goals for your child. The additional adult support may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</p> <p>You are welcomed to request a meeting to discuss your child's progress and help plan possible ways forward.</p> <ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child</li> <li>• Putting in place specific strategies (which may be suggested by the Senco or staff</li> </ul>	<p>All students</p>
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<p>In class support from ISA / EA – small group work / intervention. This group may be delivered in the classroom or in another teaching room by a trained member of staff or external agency</p>	<p>from outside agencies) to enable your child to access the learning task.</p> <ul style="list-style-type: none"> <li>Your child’s teacher will have carefully checked your child’s progress and identified the support they need, if this cannot be provided within the subject area your child will be referred to the SEND team</li> <li>The SEND team will organise group sessions for your child with targets to help your child to make more progress</li> <li>An EA/ISA or outside professional (eg: SaLT) will run these small group sessions using a recommended programme.</li> </ul>	<p>Any student who has specific gaps in their understanding of a subject/area of learning.</p> <p>Any student who has a diagnosis of a condition which impede on their ability to access the curriculum and fulfil their potential without additional support.</p>
<p>Sometimes you child may also need Specialist support in school from a professional outside the school. This may be from:</p> <p>Local Authority central services such as ASD outreach or Sensory service</p> <p>Outside agencies such as CAMHS or SaLT</p>	<p>If your child has been identified as needing more specialist input instead of, or in addition to, good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. Referrals cannot be made without permission from parent and carers.</p> <p>If a referral is accepted, the outside professional will work with your child and staff to understand their needs and make recommendations, which may include:</p>	<p>Student with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups</p> <p>Referrals will be made as a result of recommendations made by the professionals involved with your child or your own</p>

<p>Who are the other people providing services to children with SEND in this school?</p>	<ul style="list-style-type: none"> <li>• Making changes to the way your child is supported in class eg 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>• Your child's involvement in a group run by school staff, under the guidance of outside professional</li> <li>• A group or individual work with an outside professional</li> </ul> <p>The school will advise you on any agreed individual support or group support your child requires in school.</p> <p>A. Directly funded by the school</p> <p>B. Paid for centrally by the L.A but delivered in school</p>	<p>recommendations during the course of your child's education at Thomas Tallis School.</p> <ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• Counselling</li> <li>• Family Liaison officer</li> <li>• Additional SaLT to provide an higher level to the school</li> <li>• Additional E.P to provide a higher level of service to the school</li> <li>• CAMHS</li> </ul> <ul style="list-style-type: none"> <li>• ASD outreach</li> <li>• EP service</li> <li>• Sensory Service</li> <li>• SaLT</li> <li>• OT</li> <li>• Physiotherapy</li> </ul>
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	<p>C. Provided and paid for Health Service (Oxleas NHS Trust) but delivered in school</p> <p>D. Voluntary Agencies</p>	<ul style="list-style-type: none"> <li>• Professional training for school staff to deliver medical intervention</li> <li>• Waterside Behaviour Outreach</li> <li>• Parent Partnership Service</li>   <li>• School Nurse</li>   <li>• Greenwich parent voice</li> </ul>
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How will we support your child with identified needs starting at school?	<p>If your child has an EHCP, a member of the SEND team will request to attend their year 6 Annual Review. All Year 6 students coming to Thomas Tallis are visited by their primary schools by a member of staff. SEND staff attend the borough Inclusion Transition Day where we meet primary school staff. In addition to the school's Annual Open Evenings and Weekly Open Morning, we welcome any visits from parents and students interested in our SEND provision. We invite year 6 students with SEND to a SEND morning in the summer term and buddy students. We provide additional support during the day when all Year 6 students visit Thomas Tallis in the summer term and arrange targeted interventions such as lunch time club, additional numeracy and literacy booster sessions. Social skills groups etc where required.</p> <p>For students with SEND joining Thomas Tallis mid-year or in year 12 we liaise closely with parent, the borough and previous school regarding the student's needs. We suggest adaptations to settling in period to help your child settle in more easily.</p>
How can I let the school know I am concerned about my child's progress in school?	<p>If you have concerns about your child's progress you should contact their tutor initially. If you are not happy that the concerns are being addressed you should contact the Assistant Head Teacher for Inclusion, Head of Year or Head Teacher</p> <p>If you are still not happy, you can ask to speak to the SEN Governor</p>
How will the school let me know if they have any concerns about my child's learning in school?	<p>When a teacher or a parent has raised concerns about a student's progress, and targeted teaching has not met the student's needs, the teacher will raise this with the Senco. School have regular meetings to monitor the progress of all students, this is another way your child may be identified as not having made much progress as expected. If under achievement is identified, you will be informed of any arranged intervention. If your child is still not making expected</p>

	<p>progress the school will discuss with you any concerns, and further interventions or referrals to outside professionals to support your child's learning and any ways we can work together to support your child in school and/or home.</p>
<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>We ask students their views about their curriculum, in class support and interventions in termly evaluation meetings. We discuss their views with the relevant members of staff and their parents where necessary and use these views to inform our practice.</p> <p>Students are encouraged to express their view through School Council, teachers, support staff, form tutors and we endeavour to maintain positive relationships with all students.</p>
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<p>The school budget, received from Greenwich LA, includes money for supporting students with SEND.</p> <p>The Head teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the current level of need.</p> <p>The Head teacher and the Assistant Head Teacher for Inclusion discuss all the information they have about SEN in the school including:</p> <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 not been identified as making as much progress as would be expected</li> <li>• Decide what resources and training is required</li> </ul> <p>All resources/training and support are reviewed regularly and changes are made when required.</p>
<p>How are the adults in school helped to work with the SEND and what training do they have?</p>	<ul style="list-style-type: none"> <li>• The SEND team's job is to support the class teacher in planning for children with SEND</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 to support identified groups</li> <li>• Whole staff training to disseminate knowledge, strategies and experience to ensure consistency of the school's approach for children with SEND</li> <li>• Individual teachers and support staff attend training courses run by outside agencies</li> </ul> <p>Training takes place on a regular basis, If you would like to hear about the training currently taking place, or has taken place by the staff members in the school, please contact the Assistant Head for 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 that learning tasks are adjusted in order to enable your child to access their learning as independently as possible</li> </ul>

	<ul style="list-style-type: none"> <li>• Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child</li> <li>• Specific resources and strategies will be use 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> </ul>
How will we measure the progress of your child in school? How will I know about this?	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her class teacher</li> <li>• His/Her progress is reviewed formally every term and a level is given in all subjects</li> <li>• Progress in developing positive learning habits including attitude towards their work, behaviour and attendance is reported to parents termly</li> <li>• The progress of children with and EHC plan of SEN is formally reviewed at an Annual Review with all adults involved with the child's education</li> <li>• Children at SEN Support will be given a student profile which is monitored and reviewed with your involvement</li> <li>• If your child participates in any individual or group intervention, the SEN faculty will monitor and evaluate your child's progress in this area</li> <li>• A range of ways to keep you involved may include: use of Pars, Phone calls, emails, additional meetings and reports</li> </ul>
How will we make arrangements to ensure that the social emotional needs of your child are met in school?	Your child will be provided with additional pastoral care via the attachment of EAs/ISAs to tutor groups. The Senco and Inclusion officers will liaise with parents/carers, colleagues known to your child to ensure all parties are aware of your child's needs and how to best support these.
How is ourschool made accessible for students with SEND?	<p>Please see school website for our Special Educational Needs and Disability Policy The SEND support document put together by the LA can be found here: <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_wit h_sen_or_disabilities_in_mainstream_settings</a></p> <ul style="list-style-type: none"> <li>• Physical access arrangements: lifts, sound proofing, subtitles</li> <li>• Learning support Unit</li> <li>• Counselling Services</li> <li>• Two Designated Special Provisions: SCALI and DSC</li> </ul>
How does our school make special arrangements for	<ul style="list-style-type: none"> <li>• We consult with the virtual school, Assistant Head Teacher, Head of Learning Support Unit, Heads of Years and Carers as required. We liaise with the allocated Social Worker to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP) for each child</li> </ul>

<p>looked after Children (LAC) with SEND</p>	<ul style="list-style-type: none"> <li>• We review the child’s needs and progress regularly, for example before entering the school we ensure a smooth transition from their previous setting and then at regular intervals</li> <li>• We ensure Pupil Premium is being used effectively to ensure the child is able to meet their outcomes</li> <li>• The Senco and the Assistant Head of Inclusion 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 students with SEND</p>	<ul style="list-style-type: none"> <li>• Ramps and Lifts are supplied when required</li> <li>• Acoustically treated rooms to support Deaf students’ learning</li> <li>• Sensory room</li> <li>• Equipment is accessible to all students regardless of need</li> <li>• Medical room</li> <li>• Staff deployed to support students according to their physical needs in practical lessons</li> <li>• Physiotherapy programmes</li> </ul>
<p>How will we support your child when they are leaving this school? Or moving onto another class?</p>	<p>We recognise that “moving on” can be difficult for a child with SEN and takes steps to manage this transition.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school: We will contact the new school’s Senco and ensure they know about any special arrangements or support that will be needed for your child, 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 teacher in advance. The child’s profile will be shared with new staff working with your child, a relevant social story may be developed to support your child’s transition and we will liaise closely between home and school</li> <li>• In year 11: Pastoral staff and Prospect (careers advisory service) will ensure you and your child are aware of post-16 pathways supporting your child with appropriate pathway, a visit will be made to local sixth form provisions organised by SEND staff, the SEND team will liaise with staff from relevant 6<sup>th</sup> form provisions regarding your child’s needs, including ensuring that all documentation is forwarded in advance of the start of the course</li> </ul>

SCHOOL BASED DATA / INFORMATION: 2018 – 2019

How many students do we have with EHC plans within the mainstream at Thomas Tallis?	In the mainstream at the end of July 18 we had 38 students with EHCP. For the year 2018/19 we have 43 students in the mainstream. 20 students attached to SCALI with EHC plans and 21 students in the DSC.
What were the outcomes for children with SEND for 2017-2018?	Students in Year 11 with EHC plans in total achieved 52 grades. There were 4 students in year 11 with EHC plans. Of the 4, 75% got as grade 2 for English, 50% got a grade 2 for Maths, 25% got a grade 1 and all students got an overall grade of 21 for their science. A range of option subjects were selected: Dance, Drama, Food Technology, Film Studies and French, for each of these subjects students score a grade 2 or above.
What training did staff at our school have in SEND over the year 2017-2018?	Dyslexia, ASD, General SEN, Lego Therapy with SaLT training
What was in the Head Teacher's report to the Governors about SEND in 2017 -2018	Please enquire directly to the Head Teacher for a breakdown of the report.
Have there been any other important changes to SEND over the year 2017-2018	

GLOSSARY OF TERMS

SEND	SPECIAL EDUCATIONAL NEEDS AND DISABILITIES
SEN CODE OF PRACTICE	LEGAL DOCUMENT FOR SEN NEEDS
EHCP	EDUCATION HEALTH CARE PLAN
SEN	SPECIAL EDUCATIONAL NEEDS
SALT	SPEECH AND LANGUAGE THERAPIST
CAMHS	CHILD AND ADOLESCENT MENTAL HEALTH SERVICE
EP	EDUCATIONAL PSYCHOLOGIST
SENCO	SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

ASD	AUTISTIC SPECTRUM DISORDER
SEMH	SOCIAL EMOTIONAL MENTAL HEALTH
DSC	DEAF SUPPORT CENTRE
ADHD	ATTENTION DEFICIT AND HYPERACTIVITY DISORDER
SCALI	SUPPORT CENTRE FOR AUTISM AND LANGUAGE IMPAIRMENT