

SEND LOCAL OFFER

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

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>

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Thomas Tallis Aims and Principles

Inclusion is everyone's responsibility: We understand and recognize that for our students to be successful, it is dependent on a whole school approach to inclusion. This is at the heart of everything we do.

Thomas Tallis Education is designed to understand the world and change it for the better. Our school is a place for difference, inclusion, equity and justice; for self-expression, self-fulfilment; for young voices to speak and be heard. No student is a label. We understand that some diagnosis can be helpful for students to understand their challenges, we ensure that these challenges and difficulties do not define them or should limit their potential.

We as our school value empathy and understanding. We are unashamedly kind.

At Thomas Tallis School we believe that students who have been identified as having special educational needs must have their academic, social and mental wellbeing needs addressed. Students have a right to have a broad, balanced and inclusive education, learning alongside their peers. We offer a wide range of support for our students; challenge to stretch and engage our students with their learning, to scaffold and model good learning habits which will enable them to fulfil their potential. The school is committed to providing a nurturing environment to all students. We believe our students should leave Thomas Tallis with the skills, knowledge and tools to be effective, make an impact and change the world for the better.

Thomas Tallis Objectives:

- To be a safe, nurturing environment for all students
- To identify and provide support for students who have special educational needs or additional needs
- To be committed to a whole student approach
- To work diligently with parents, carers, external agencies to support our students to the best of our ability
- To follow the guidelines as stated in the SEND Code of Practice
- To value the importance of Student Voice
- To be committed in reflecting on our practice and continue to develop creativity in how we support our students
- To develop the Thomas Tallis Habits of Mind, so that our students are inquisitive, collaborative, persistent, disciplined and imaginative

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- To be a community where we are agreed on the five core character traits which makes us “Tallis” – striving to be KIND, HONEST, FAIR, RESPECTFUL and OPTIMISTIC

Thomas Tallis Provision

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

School based information	People	Summary of Responsibility
Who are the best people to talk to in this school about my child’s difficulties with learning/Special Educational Needs?	Assistant Head for Inclusion: Ms F Kamei Senco: Mrs Jo Cameron Co Senco Ms L Pollitt Inclusion Officers for SEND: Mrs Jenny Higgot and Ms Vicki Jones DSP - SCALI: LEAD – Mr Jonathan England DSP - DSC: LEAD - Mrs Jo Cameron Inclusion Officers for DSC: Mrs Pauline Hylton	<ul style="list-style-type: none"> 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 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 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 Ensuring that you are involved in supporting, reviewing and planning your child’s learning Overseeing and collating information for Plan, Do, Review for students with specific needs 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 Updating the school’s SEND register (system used to record all the SEND needs within the school) Recording and tracking your child’s progress and needs

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	<p>Specialist Inclusion teachers may teach your child differentiated English, Maths and Science in small sized classes</p> <p>Education Assistants (subject specialists, attached to faculties across the curriculum)</p> <p>Education Assistant in 6th Form</p>	<ul style="list-style-type: none">• Contact Emails: fKamei@thomastallis.org.uk jcameron@thomastallis.org.uk lpollitt@thomastallis.org.uk Jhiggott @thomastallis.org.uk vjones@thomastallis.org.uk jengland@thomastallis.org.uk phylton@thomastallis.org.uk • 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 and adaptive teaching)• 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• Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND • Providing personalised in class support for your child in mainstream lessons – maximising their access to the curriculum on offer• Providing supervision during the school day (including lunch times) for students with a high level of need.• Providing pastoral care for students with SEND
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	<p>Individual Support Assistants (ISA)</p> <p>Head Teacher – Carolyn Roberts</p> <p>Deputy Head Teacher (responsible for Inclusion) – Ms Stephanie Shaldas</p>	<ul style="list-style-type: none">• Advising class teachers and pastoral staff about recommended strategies to support individual students with SEND• Delivering reading and homework sessions• Supporting students in interventions• Reporting back observations and progress to inform annual review process <ul style="list-style-type: none">• Supporting students in the classroom with language adaptations, clarification, behavioural and pastoral support.• 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 Specific in class support which may include: modelling, scaffolding, oral modification, chunking, adapted questioning, scribing, reading, prompting, modifying work <ul style="list-style-type: none">• Managing all aspects of school day to day, this includes ensuring the needs of children with SEND are being met.• Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND Contact details : croberts@thomastallis.org.uk, sshaldas@thomastallis.org.uk
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	<p>SEND Governor – Sandrine Marionville-Jaines</p> <p>Form Tutors and Subject Teachers</p>	<p>He/She is responsible for:</p> <ul style="list-style-type: none">• Making sure the school has an up to date SEND policy• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school• Making sure that the necessary support is made for any child who attends the school who has SEN and or disabilities• 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. <p>He/She is responsible for:</p> <ul style="list-style-type: none">• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need• Communicating specific subject related targets and sharing and reviewing these with parents at Parents Evenings.• Providing specific feedback to your child on what they have achieved and how they can progress through regular marking and feedback of your child's work• Knowing the needs of the students and planning their lessons accordingly to meet these needs• Provide a good seating plan to allow students to work productively in class• Reporting any concerns to the SEND team
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B. HOW COULD MY CHILD GET SUPPORT FROM THE SEND TEAM AT THOMAS TALLIS SCHOOL?

Students with SEND 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 where particularly high level of individual or small group support has been implemented, which cannot be provided from the notional 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"> • The school (or parent/carer) 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: www.royalgreenwich.gov.uk • Your child’s school/setting will collate information regarding your child to create 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 	<ul style="list-style-type: none"> • Students whose learning needs are severe, complex and lifelong • Students who require more than 20 hours of support per week in school • Students who have Thomas Tallis named on their EHC plan as a recommended secondary provision.

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<p>Consequently, the school will receive additional funding to be able to make appropriate support arrangements for your child</p>	<p>should be included from you and from any other interested parties.</p> <ul style="list-style-type: none">• After the school have sent in the request to the Local Authority (with a lot of information about your child, including a detailed history from Parents/carers) 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 the necessary criteria for an EHCp, 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	
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<p>Class teacher input via good/outstanding classroom teaching</p>	<p>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 the panel do not think the paperwork submitted meets their criteria, they will ask your school to arrange a meeting where your child's support needs will be discussed and a plan will be drawn up for these to be met as SEN Support level.</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 contain long and short term goals for your child. 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">• The teacher will have the highest possible expectations for your child and all pupils in their class• All teaching is based on building on what your child already knows, can do and can understand.• Putting in place different ways of teaching so that your child is fully	<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>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, STEPs or Sensory service</p>	<p>involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child, using quality first teaching strategies.</p> <ul style="list-style-type: none"> • Putting in place specific strategies (which may be suggested by the Senco or staff from outside agencies) to enable your child to access the learning task. • 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 • The SEND team will organise group sessions for your child with targets to help your child to make more progress • An EA/ISA or outside professional (eg: SaLT) will run these small group sessions using a recommended programme or in collaboration with different subject departments. <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</p>	<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>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</p>
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<p>Outside agencies such as CAMHS or SaLT</p>	<p>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> <ul style="list-style-type: none"> • 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. • Support to set targets which will include their specific expertise • Your child’s involvement in a group run by school staff, under the guidance of outside professional • A group or individual work with an outside professional <p>The school will advise you on any agreed individual support or group support your child requires in school.</p>	<p>involved with you child or your own recommendations during the course of your child’s education at Thomas Tallis School.</p>
<p>Who are the other people providing services to children with SEND in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning mentors • Counselling • Family Liaison officer • Additional SaLT to provide a higher level to the school • Additional E.P to provide a higher level of service to the school • CAMHS

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	<p>B. Paid for centrally by the L.A but delivered in school</p> <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"> • SALT • ASD outreach • EP service • Sensory Service • SaLT • OT • Physiotherapy • Professional training for school staff to deliver medical intervention • Waterside Behaviour Outreach • Parent Partnership Service • School Nurse • Greenwich parent voice
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<p>How will we support your child with identified needs starting at school?</p>	<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. 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 transition morning event in the summer term to meet the SEND team and begin the journey of being a member of the Tallis Community. We provide visuals, transition books and have a dedicated page on our school website to assist with transition. The Head of Year 7</p>
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	<p>endeavours to visit all feeder primary schools to meet students and is present during our transition events. Both DSPs run additional transition days to support students who have secured a place in SCALI or in the DSC provision.</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>
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<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 Head of Year, followed by the Assistant Head Teacher for Inclusion, or Head Teacher</p> <p>If you are still not happy, you can ask to speak to the SEND Governor</p>
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<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 co Senco (learning and behaviour) 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 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 Jury, Ambassador meetings, 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 SEND in the school including:</p> <ul style="list-style-type: none"> • The children getting extra support already • The children needing extra support • The children who have not been identified as making as much progress as would be expected • Decide what resources and training is required <p>All resources/training and support are reviewed regularly and changes are made when required.</p>

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<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"> • The SEND team’s job is to support the class teacher in planning for children with SEND • 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 • Whole staff training to disseminate knowledge, strategies and experience to ensure consistency of the school’s approach for children with SEND • Individual teachers and support staff attend training courses run by outside agencies <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"> • 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 to enable your child to access their learning as independently as possible • Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child • Specialist teachers are employed to support students with specific communication needs • Specific resources and strategies will be used to support your child individually and in groups. • 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. Adapting our curriculum to ensure all pupils are able to access it, for example by grouping, focused work, teaching style, content of the lesson, etc. • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Adapting our teaching approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, scaffolding, modelling, using a range of question techniques • Nurture classroom is provided to assist students who require a less stimulating environment in which to learn and where teaching strategies are adapted to suit the sensory needs of students.
<p>How will we measure the progress of your child in school? How will I know about this?</p>	<ul style="list-style-type: none"> • Your child’s progress is continually monitored by his/her class teacher • His/Her progress is reviewed formally every term and a level is given in all subjects • Progress in developing positive learning habits including attitude towards their work, behaviour and attendance is reported to parents termly

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	<ul style="list-style-type: none"> • The progress of children with and EHC plan of SEN is formally reviewed at an Annual Review with parents / carers who have PR and other professionals involved with the child’s education • Children at SEN Support will be given a student profile which is monitored and reviewed with your involvement • If your child participates in any individual or group intervention, the SEN faculty will monitor and evaluate your child’s progress in this area • A range of ways to keep you involved may include: use of Bromcom, Phone calls, emails, additional meetings and reports
<p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p>	<p>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.</p> <ul style="list-style-type: none"> • Fortnightly PHSE program in tutor time for all students • Class circle time activities in Base Camp, LSU and RR • Social, moral, spiritual and cultural development of children underpins the whole school curriculum • Learning Support Unit – safe designated space where students can get bespoke support to help with SEMH needs • Social time disputes are dealt with Pastoral Welfare Team, Head of Year using the Restorative Justice approach, giving all student the opportunity to be heard, to listen and collaborative work on the best way forward together. • A clear behaviour management policy that emphasises celebrating positive behaviour • Students with emotional difficulties have key adults who support them and they know they can talk to in school.
<p>How is our school made accessible for students with SEND?</p>	<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: http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_wit_h_sen_or_disabilities_in_mainstream_settings</p> <ul style="list-style-type: none"> • Physical access arrangements: lifts, sound proofing, subtitles • Learning support Unit • Counselling Services • Two Designated Special Provisions: SCALI and DSC

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	<ul style="list-style-type: none"> • BSL language support of Level 2 above
<p>How does our school make special arrangements for looked after Children (LAC) with SEND</p>	<ul style="list-style-type: none"> • 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 • There is a dedicated officer who monitors and oversees the support package for any PLAC students, this is Ms Wing. • 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 • We ensure Pupil Premium is being used effectively to ensure the child is able to meet their outcomes • The Senco and the Assistant Head of Inclusion 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
<p>How have we made this school physically accessible to students with SEND</p>	<ul style="list-style-type: none"> • Ramps and Lifts are supplied when required • Acoustically treated rooms to support Deaf students’ learning • Sensory room • Equipment is accessible to all students regardless of need • Medical room • Staff deployed to support students according to their physical needs in practical lessons • Physiotherapy programmes when applicable • Personal Evacuation Plans are in place for all vulnerable students
<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 SEND and take steps to manage this transition.</p> <ul style="list-style-type: none"> • 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 • 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 • 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

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	provisions organised by SEND staff, the SEND team will liaise with staff from relevant 6 th form provisions regarding your child's needs, including ensuring that all documentation is forwarded in advance of the start of the course
How do we ensure our young people with SEN can engage with activities available to those without SEN?	<ul style="list-style-type: none"> All of our extra-curricular activities and school visits are available to all of our pupils, including activities we run after school. We also provide additional adult help for activities run after school, whether it is physical or communication support that is required All pupils are encouraged to go on our trips and adaptations are made when required to ensure access for all All pupils are encouraged to take part in community days/ sport events / performing arts No pupil is ever excluded from taking part in these activities because of their SEN or disability. We will make reasonable adjustments necessary for all our students to ensure they are to take part and participate in our activities.
Arrangements for handling complaints from parents regarding	<p>Complaints about SEN provision in our school should be made to the SENCO in the first instance; any complaints will be managed sensitively and confidentially. If parents are still concerned, complaints can be escalated to the Assistant Head for Inclusion, Ms Kamei or to the Deputy Head Ms Shaldas</p> <p>Any parent who still has concerns, is able to contact the special needs department of the Local Authority or speak to the Parent Partnership Officer of SEN Case officer attached to Thomas Tallis School.</p>

SCHOOL BASED DATA / INFORMATION: 2022/23

How many students do we have with EHC plans within the mainstream at Thomas Tallis?	Year	EHCP	SEN Spt	High Needs K	Total K	DSC	SCALI
	Lower School						
	7	20	65	16	77	6	4
	8	17	68	15	81	3	3
	9	10	68	16	84	4	6
	10	16	46	15	59	5	4
	11	7	52	11	64	5	4

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	Total	70	299	73	365	23	21
	Upper School						
	12	1	53	0	51	0	0
	13		35	0	35	0	0
	Total	1	88	0	86	0	0
	Total	71	387	73	451	23	21
What were the outcomes for children with SEND for 2022/23	<p>We had 20 students with an Educational Health Care plan sit their GCSE exams in May/June 2023</p> <p>The following information highlights the destination for our students following their exams:</p> <p>Mainstream E students:</p> <ul style="list-style-type: none"> • Christ the King – Level 3 Courses • Shooters Hill – Vocational courses, Level 1 – 3 courses • Southwark College – Level 1 course • SELC Orpington – Level 3 course • Thomas Tallis School – Level 3 course <p>DSC</p> <ul style="list-style-type: none"> • Christ the King – Level 3 Course • Shooters Hill – Vocational, Level 1 – 3 courses <p>SCALI</p> <ul style="list-style-type: none"> • Shooters Hill – Life skills course, Level 1 – 2 Courses • Thomas Tallis - Level 3 course 						

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What training did staff at our school have in SEND over the year 2022 /23?	Dyslexia – STEPs outreach SaLT – Word Aware Reading – Reading Wise Program ASD training – Sensory Circuits Language Development – DLD Exam Access Training Audiology – Cochlear Implant, Assistive Listening Device Child Development – Barriers to learning – Open Learn
What was in the Head Teacher’s report to the Governors about SEND in 2022/2023	Please enquire directly to the PA for the Head Teacher for a breakdown of the report.
Have there been any other important changes to SEND over the year 2022/2023	New Head of SCALI was appointed in January 2023.

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

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SCALI

SUPPORT CENTRE FOR AUTISM AND LANGUAGE IMPAIRMENT