

		<h2>Tomlinscote Mainstream Local Offer</h2>
	Questions	School Response
1	How does the school know if children need extra help and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none"> • Liaison with junior or previous schools is an important part of our practice. • The SENDCo will attend meetings with the Year 6 teachers of our feeder schools and discuss any students with SEND needs with the current SENDCo or hold a separate transition meeting with the primary school. • Transition information is shared with Tomlinscote staff and each student's individual needs are fully considered upon admission • Progress of all students is regularly monitored through whole school systems. This information can be used to identify individuals who may require or benefit from additional support. • If parents/carers have concerns regarding their son or daughter's progress or attainments, they can contact the relevant subject teacher to discuss their concerns. Parents/carers can also speak to the SENDCo (Mrs Georgina Gill) or their child's Head of Year.
2	How will school staff support my child?	<ul style="list-style-type: none"> • Identified students will be supported in different ways, according to type and level of need. All our teachers are teachers of special educational needs and support inclusion. Support programmes may be led and overseen by any member of staff.

		<ul style="list-style-type: none"> • The SENDCo will organise the delivery of appropriate interventions for students placed within onto the SEND register or for those students who have been highlighted as needing short term intervention. • Where necessary Teaching staff will have access to key strategies, communicated through an individual student profile, and the SED register, to help support students in lessons. • Learning Support Assistants (LSAs), may also support students in some mainstream lessons, depending on their level and type of need. • When required, the SENDCo and Learning Support staff are available to talk with and support students throughout the day. • Tomlinscote work with the AQC Councillors to monitor the quality of our Special Educational Needs provision. Our AQC Councillor is Mrs Heather O'Connor.
3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • Teaching staff will be given detailed information and strategies to support any students with needs. Generally, this is presented in a document called a 'One Page Profile'. • Teachers will adapt and deliver lesson content at different levels, according to student needs. All learners can follow a path appropriate to their level of ability. Some practical / vocational subjects are available at KS4, as well as traditional subjects. • Students and parents receive as much advice as they need to support the change from Key Stage 2 to Key Stage 3 (primary to secondary school transition), Key Stage 3 to GCSEs in Key Stage 4 and from Key Stage 4 to post-16 (sixth form/college/apprenticeships/training)

4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Progress and advice on ways to develop learning is shared through regular home school contact. • This will include 'Meet the Tutor', parent/carer evenings, academic mentoring and school reports. As a school, we measure student progress in learning against national expectations, age-related expectations and personal targets. We track children's progress from entry at Year 7 through to Year 11/13, using a variety of different methods including National Curriculum levels and reading and spelling ages. • We have an open door policy, whereby parents can contact us directly by phone or email for advice. • School policies are published on the school website.
5	<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • All members of staff are responsible for the welfare of students at Tomlinscote. All staff receive training in child protection. • Pastoral care and students' overall well-being are of high importance and students can use the Learning Support base at break times and before or after school. • Tomlinscote has high expectations of behaviour and there is a clear system of reward and consequences. • The Form Tutor and Head of Year have overall responsibility for the pastoral, medical and social care of every student in their class and year group. This would be a parent's first point of contact. • If additional support is required any member of staff can liaise with the SENDCo, Mrs Georgina Gill.

6	<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • The SENDCo and all SEND staff specialise in supporting students with additional educational needs. • Tomlinscote has access to, and makes use of, several specialist services. These can be called upon to support assessment and to help develop improved intervention and practices for students with specific needs. • The specialist services includes, access to our in-house Speech and Language therapist, who works at Tomlinscote one day each half term, and our Speech and Language therapy assistant, who supports Centre students one day a week. • Other services include Outreach Advisory Teachers, Health and Social Services, Educational Psychology, Behaviour Support. • As a staff, we have regular training and updates on conditions and medication affecting individual children. Identified staff respond to medical situations.
7	<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<ul style="list-style-type: none"> • Teachers in the Learning Support Department all hold qualified teacher status and the majority have additional specialist qualifications in the area of SEND (Special Educational Needs and Disabilities). • Our Learning Support Assistants are able to access training by our Speech and Language Therapist and a number have had additional Speech, Language and Communication training. The Learning Support Team have regular training throughout the year to develop their SEND knowledge and skills. Moreover, whole school staff benefit from SEND training sessions at regular points within the academic year. • A whole school focus is placed on the development of Teaching and Learning. The improvement of staff skills is ongoing and includes the development of practices to meet the requirements of students with additional needs. • The SENDCO leads an informal session to newly qualified staff about SEND and our Specialist Centre during the autumn term.

8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Children have access to the whole school curriculum and we aim for all children to be fully included on school trips/activities. • Full consideration will be given to individual needs and we aim to provide appropriate support to enable the trip to be successful. • A risk assessment is carried out prior to any off site activity and, where appropriate, parents/carers are consulted and involved in planning.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • We have an Accessibility Plan in place and we endeavour to make reasonable adjustments. This is published on the school website. • Unfortunately, our site is not wholly wheelchair accessible as a couple of buildings are not on one level and, currently, have no lift access however, we aim to support all students as much as we possibly can by adapting individual timetables and re-rooming classrooms where necessary.
10	How will the school prepare and support my child to join the school or transfer to a new or the next stage of education and life?	<ul style="list-style-type: none"> • Successful transition is important to us and we have a comprehensive transition programme. • We have good relationships with our feeder settings • We invest time in welcoming prospective students in a way that makes them feel part of our setting. • We run programmes specifically tailored to aid transition for identified children. • Students are supported to make appropriate decisions and choices regarding the next stage of their education.
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Our budget is closely monitored and we use resources to support the strategic aims of our school as well as individual learner needs. • We ensure that we fulfil the hours of support for all students with an EHCP, as allocated within their provision of support.

12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Decisions regarding the type and level of support your child will receive is outlined in our Waves of Provision. • We expect all staff to deliver high quality teaching and to have high expectations for all students. • Interventions may be short term or long term, dependent on identified need e.g. literacy / numeracy / speech and language / social skills. • The decision process regarding interventions may include consultation between the SENDCo and the student and parents/carers alongside subject teachers and the SENDCo, • The amount and type of support is reviewed regularly, combined with analysing progress, teacher feedback, student voice and monitoring data.
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • Tomlinscote places high value on working with parents to support your child's personal and academic learning. • We communicate with parents in a variety of ways. Parents are invited to attend events throughout the school year such as sports events, musical evenings, presentations, information evenings targeted at specific year groups, Careers Day and more. • Parents' views and feedback are sought through questionnaires, parental discussions, email and an open door policy.
14	Who can I contact for further information?	<p>If you have a concern, your first point of contact should be your child's teacher or form tutor. If your concern is of a more significant nature, please contact your child's Head of Year.</p> <p>Further information and support can be obtained from the SENDCo, Mrs Georgina Gill.</p> <p>Surrey Parent Partnership offer impartial and independent information, advice, and support to parents of children with SEND. They can be found on http://www.sendadvicesurrey.org.uk</p>