



Tomlinscote Specialist Centre Local Offer

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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"> • Students attending the Centre have an Education Health Care Plan. • Liaison with junior or previous schools is an important part of our practice. Additional paperwork relating to Centre children is provided by Speech and Language therapy. The SENDCo will attend the Year 5 and/or Year 6 Annual Review meeting or 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 child's progress or attainments, they can contact the relevant subject teacher to discuss their concerns. Parents/carers can also speak to the SENDCo 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. • Following liaison with our Speech and Language Therapist, the SENDCo will organise the delivery of appropriate interventions for students placed within our Centre. 	

		<ul style="list-style-type: none"> • Teaching staff will have access to key strategies, communicated through a one page profile, to help support your child in mainstream lessons. • Learning Support Assistants (LSAs), SaLT (Speech and Language therapist) and SaLTA (Speech and Language Therapy Assistant) may also support your child in some mainstream lessons, depending on your child's level and type of need. • When required the SENDCo and Learning Support staff are available to talk with and support your child throughout the day. • Our school works with governors to monitor the quality of our Special Educational Needs provision. Our AQC Councillor is Mrs Rebecca Davis
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 our Centre students. Generally, this is presented in documents called a 'One Page Profile'. • Following visits, teaching staff may receive information from other services and agencies. • 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 and 5, as well as traditional subjects. • Students and parents/carers 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. • Students in the COIN 'Unit' will have a formal annual review meeting to discuss progress. Our Speech and Language Therapist will carry out informal / formal assessment prior to this and provide a report for parents/carers. • 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 sanctions. • 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.

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 a number of 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 include: Access to our in-house Speech and Language therapist, who works at Tomlinscote 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 and medication required. 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"> • SEND teachers in the Learning Support Department hold qualified teacher status and a number 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 many have had additional Speech, Language and Communication training. • 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"> • Students have access to the whole school curriculum and we aim for all students 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 very good relationships with our local primary schools. • 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 students. • 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"> • Each student within the centre receives a band of funding to help meet their specific needs. This is agreed through discussion between Tomlinscote and Surrey Local Authority. • Our budget is closely monitored and we use resources to support the strategic aims of our school as well as individual learner needs.

12	<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • Placement in the Communication and Interaction Needs (COIN) Unit at Tomlinscote is acknowledged by a specialist forum as being the most appropriate provision for identified students. • Students attending the Unit will have an Education Health and Care Plan. There are 9 places spread across year groups 7-11. • Decisions regarding the type and level of support your child will receive is outlined in their EHCP or subsequent Annual Review documentation. • 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 with the Speech and Language therapist and parents. • The amount of support received is reviewed regularly and formally as part of the Annual review process.
13	<p>How are parents involved in the school? How can I be involved?</p>	<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 etc. • Parents' views and feedback are sought through Annual Review paperwork, questionnaires, parental discussions, 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. Our Speech and Language Therapist Katie Holt can be contacted via the SENDCo.</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>
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