



# Special Educational Needs Information Report

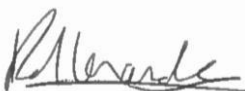
## Centre Academy London

Implementation date: 1<sup>st</sup> September 2018

Next review date: 1<sup>st</sup> September 2019

Signed:   
Miss Rachel Maddison  
Head of School

Date: 01.09.2018

Signed:   
Ms Ruth Alexander  
SENCo

Date: 01.09.2018





## 1. Introduction

Centre Academy London (CA London) is a co-educational, independent special school catering for a range of special educational needs (SEN). It is committed to providing excellence in education to students with a range of learning difficulties including ADHD, Dyslexia, Autistic Spectrum Disorders, and other mild to moderate learning difficulties. CA London is located in the London Borough of Wandsworth in Battersea and was established in 1974.

This document is available online at: [www.centreacademy.net](http://www.centreacademy.net) or directly from the School. It was originally compiled by Ms Ruth Alexander, CA London, September 2018.

### 1.1 Contents

1. Introduction .....	3
1.1 Contents .....	3
2. Identification and Assessment .....	4
3. Provision .....	5
3.1 Support for students with an EHCP .....	5
3.2 Annual Reviews of EHCPs .....	5
3.3 Students receiving SEN Support .....	5
3.4 SEN Register .....	5
3.5 The SEN Provision Maps .....	6
3.6 Student Centred Profiles .....	7
3.7 Reporting Academic Progress of Students with SEN .....	7
3.8 The Homework Planner .....	7
4. Approach to Teaching .....	7
6. Additional Support .....	8
6.1 Access arrangements .....	9
7. Activities .....	9
8. Emotional and Social Development .....	10
9. Staff and Contact Details .....	10
9.1 The SEN Co-ordinator: .....	10
9.2 Staff Training and Expertise .....	11
9.2 Staff Qualifications .....	11
10. Equipment and Facilities .....	13
11. Working with Parents .....	13
12. Working with Students .....	14
13. Complaints .....	15
14. Contact with External Bodies .....	15
16. Transferring between Education Phases .....	16
18. Local Offer .....	17



## 2. Identification and Assessment

This section sets out the School approach to the identification and assessment of students with Special Educational Needs.

CA London aims to support the needs of students with special and additional educational needs and as such, aims to provide a carefully designed and differentiated curriculum to all its students. The needs of most students have already been identified before their acceptance at CA London, especially those supported by a Statement of SEN or, since September 2014, an Educational, Health and Care Plan (EHCP). In spite of this, we recognise that some students will require provision over and above that which is normally accommodated, supplemental to earlier testing and diagnoses. For students requiring additional support, there are a number of steps that can be taken.

Concerns regarding students, from parents, teachers or therapists, should be addressed directly to Ms Ruth Alexander, the Special Educational Needs Co-ordinator (SENCo), in the first instance. The SENCo is responsible for alerting teachers and staff either individually or through group meetings to any specific needs the students have. Appropriate members of staff will meet in order to discuss and review concerns, led and co-ordinated by the SENCo. Such meetings may also include parents, teachers and the Head of School. In some cases, information may be passed to other parties such as the School counsellor, Local Authority or other external professionals, but always conforming to the School's policies on confidentiality and the sharing of information.

All students at the School have been identified as requiring specific SEN Support and are provided with a SEN Provision Map at the start of each academic year. All students are listed on the SEN Support Register, indicating the level of support being received.

CA London uses a range of assessment tools outside of regular curriculum tracking methods. Examples of assessments carried out include:

- Wide Range Achievement Test 5 (WRAT 5)
- Clinical Evaluation of Language Fundamentals 4th Edition (CELF 4)
- Centre for Evaluation & Monitoring's Middle Years Information System (MidYIS) and Year 11 Information System (Yellis)
- British Picture Vocabulary Scale 3rd Edition (BPVS)
- Beery-Buktenica Developmental Test of Visual-Motor Integration 6th Edition (BEERY VMI)
- Detailed Assessment of Speed of Handwriting (DASH)
- Comprehensive Test of Phonological Processing (CTOPP)



### **3. Provision**

This section sets out the School approach to provision for Students with Special Educational Needs

#### **3.1 Support for students with an EHCP**

The SENCo is responsible for alerting teachers of any changes to support provided by outside agencies for students with an EHCP and is responsible for ensuring the co-ordination and monitoring of individual SEN Provision Maps by the teaching staff and therapists. The SENCo is responsible for co-ordinating an annual review for each child with an EHCP and maintains current SEN Provision Maps and SEN testing information for all students with a Statement of SEN or EHCP. All student files are stored in line with the School's policy on data protection and confidentiality.

#### **3.2 Annual Reviews of EHCPs**

All EHCPs must be reviewed at least annually, ensuring that parents, students, the Local Authority and other agencies can assess and discuss the progress made by the student over the past 12 months. The Annual Review will also determine any amendments that are required to be made to the EHCP. Any Annual Reviews from Year 9 (age 13 to 14) and every review thereafter must include a focus on preparing for adulthood. Annual Reviews should also inform planning for the student for the subsequent year.

Before an Annual Review, all parties involved in the review will be invited to supply a written comment as well as being invited to attend the review meeting. Annual Reviews must occur at least every 12 months, and at a time and date mutually agreeable for all parties concerned. An interim or transition review can be arranged and implemented when appropriate.

#### **3.3 Students receiving SEN Support**

Students who do not arrive at CA London with an EHCP are categorised as SEN Support. A register of SEN Support students is kept in addition to the main SEN register. This allows monitoring of this group of students to take place throughout the year. All students receiving SEN Support have an individual SEN Provision Map.

Students without an EHCP may request a review with the SENCo if it is felt it is necessary. Additionally, parents, carers or staff members can arrange to meet with SENCO to discuss whether a student on SEN Support might benefit from assessment for an EHCP.

#### **3.4 SEN Register**

The SEN Register, compiled and maintained by the SENCo, includes names of all students at the School. Students are indicated as requiring different levels of support through the following:



- EHCP
- SEN Support

The SEN Register indicates the area of SEN or learning difficulty. The School operates a Dyslexia Register and an SEN Support Register in addition to the SEN Register.

### **3.5 The SEN Provision Maps**

Every student at CA London has a SEN Provision Map, issued at the start of an academic year and reviewed three times per year, at the end of each term. A review of these documents also takes place as part of the annual review process.

The SEN Provision Map is used as a means of recording targets and action being taken above and beyond the normal practices in the classroom. It is constructed in consultation with teaching staff, mentors, the student and shared with/reviewed with the parent. Parental feedback is welcomed and forms an important part in enabling a student to reach their targets and work towards their difficulties.

The SEN Provision Map includes:

- a child's specific or main difficulty, including any formal diagnosis;
- their year group and mentor;
- a short profile of the student for members of staff working with the individual;
- the local authority in which the student is based;
- indication of whether student's curriculum progress is on track;
- an overview of the provisions and interventions in place for the student, including those offered by the speech and language therapist, occupational therapist, counsellor, or literacy and numeracy specialists;
- targets for the student in the areas of mentoring, speech and language therapy, occupational therapy, literacy, and numeracy - a student may have a target for all or just a selected area. This is determined by the professional in that area working directly with the student, in consultation with the SENCo and the student's mentor;
- Upper School Students studying towards the High School Diploma are considered to have adequate literacy and numeracy levels. These students are set a Post-16 Progression target in place of literacy and numeracy targets.

The SEN Provision Maps are centrally stored on a password protected network to allow teachers to update and record progress in a timely and effective manner. The SEN Provision Maps are seen as organic working documents, responding to the progress of the student. SEN Provision Maps are distributed to parents at the end of each term with students' school reports, but can be requested at any time by the parent or student. They are also distributed and discussed as part of the annual review process.



### **3.6 Student Centred Profiles**

Each student at CA London also has a Student Centred Profile. These are completed based on information provided by the individual student. They are an opportunity for students to record and indicate to their teacher their likes, dislikes and anxieties as well as key facts they would like staff to know about themselves. Students with an EHCP also have their outcomes indicated on this document.

Student Centred Profiles are initially written based on a questionnaire that each student completes using a method appropriate to them. The document can then be updated in consultation with the SENCo during the year and as part of Annual Review meetings.

### **3.7 Reporting Academic Progress of Students with SEN**

All students receive a termly academic report, outlining the progress the student has made since the last issued report. All reports are reviewed by the Head of School as well as the student's individual mentor. Reports indicate an attainment level as well as effort grades. The report will also indicate any concerns regarding attendance and punctuality of a student. Reports are approached from a perspective of celebrating the successes of a student and outlining areas requiring support or monitoring.

The provision map also has a box which indicates whether a student's progress is on track.

### **3.8 The Homework Planner**

All students at CA London are issued with a Homework Planner. The planner is used for students to record homework assignments, as well as an opportunity for parents, teachers, therapists and mentors to communicate and report to one another. It is recommended the Homework Planner is signed daily or weekly by a parent/ relevant adult depending on the year group the student is in.

## **4. Approach to Teaching**

This section sets out the School's approach to teaching pupils with special educational needs, including how the School adapts the curriculum and learning environment for pupils with special educational needs.

CA London is an inclusive school, which provides a supportive community and fosters high achievement for students. Senior leaders, teachers, therapists and all members of staff have high aspirations for the students under their guidance and within our community. Students are taught in small classes of approximately four to nine students. All teachers at the School are trained/experienced in working with students with special educational needs. All students have scheduled lessons with the School's speech and language therapist. Lower and Middle School classes also have weekly lessons with the occupational



therapist. Students follow a curriculum differentiated to their individual needs which includes classes to meet their personal and social developmental needs. These may include weekly classes of Social Skills, OT Skills and Touch-Typing classes. Teachers use multi-sensory teaching methods to enable students to access learning. From Year 10, students are issued with a personal computer to use during the School day. Teaching and learning is supported through the daily Prep sessions, where students are able to meet with teachers individually to receive additional curriculum support and complete homework effectively.

Teachers utilise SEN Provision Maps from five key areas (Mentoring/Global, SALT, OT, Numeracy and Literacy) to inform planning, delivery and ongoing assessment. Teachers are also able to use each student's individual one-page student centred profiles to inform their planning. All teachers have access to key documents and reports, such as Educational Psychology Assessments and EHCPs, and use these to inform their teaching and understanding of individual student needs. Weekly student focused staff meetings take place. The SENCo together with the School's specialist therapists provide regular INSET and advice on particular students and appropriate strategies.

## **6. Additional Support**

This section sets out the additional support for learning that is available to pupils with special education needs.

Additional support is provided on the basis of need and implemented in consultation with the teaching staff and therapists working with the student as well as parents/carers. Additional support can take many forms and can include one-to-one or small group work.

The most common provisions include:

- literacy or numeracy interventions;
- social skills and communication support;
- speech and language therapy;
- occupational therapy;
- counselling therapy;
- behavioural interventions.

All additional support is delivered by a trained or experienced professional. All speech and language and occupational therapy provision is delivered directly by appropriately qualified therapists. The onsite counsellor is an experienced and qualified child and adolescent psychotherapist.





## **6.1 Access arrangements**

The assessment for access arrangements is the responsibility of the SENCo, with implementation and co-ordination being the responsibility of the examinations officer. The SENCo will begin to assess and determine what access arrangements a student may require in Year 9. The SENCo will work closely in supporting the class teacher to establish a suitable way of working. Applications for access arrangements begin in Year 9 (for examinations in Year 11) up to the published deadline of the Joint Council for Qualifications. Any access arrangements applied for must be the normal way of working for a student. Formal assessments, Statements of SEN, EHCPs, student views and teacher observations are used to establish an area of need and evidence any application. Access arrangements will be shared with students and parents, as well as being published in the annual review.

Many students at CA London take part in regular touch-typing classes. Where a student prefers, a laptop will be used in assessments. It is recommended by the occupational therapist that typing be used when a speed is above 20wpm with fair accuracy. When a student's handwriting is illegible then a scribe may also be considered.

Assessment on the Foundation Learning Programme is designed to cater to the student's strengths and considers all methods of possible assessment, including observation, illustrations, presentations, written work, voice and video recordings.

## **7. Activities**

This section sets out the activities that are available for students with special educational needs in addition to those available in accordance with the curriculum.

CA London is based south of the River Thames and our proximity to Central London gives our students all the benefits of the capital's cultural, artistic and historic possibilities. Teachers are actively encouraged to utilise the vibrant local communities. Recent trips include visits to the National Gallery, Natural History Museum, The Science Museum and London's China Town.

The School operates a number of extra-curricular programmes. The School runs a lunch time Leavers Group, to help prepare students who will be leaving CA London for their transition from school to their new setting/destination. Each week, teachers and staff facilitate and organise 'Clubs', including Drama, the School's magazine, Arts & Crafts, and Sports.

All Middle School students take part in weekly swimming lessons with an experienced SEN swimming teacher.



A number of off curriculum days and events are also organised throughout the year. Recent off curriculum days have focused on Holocaust Memorial Day, the issue of homelessness and the EU Referendum. Extra-curricular activities have included charitable events as well as drama productions.

## **8. Emotional and Social Development**

This section sets out the support that is available for improving the emotional and social development of pupils with special educational needs.

Every student has a dedicated mentor who is responsible for the day-to-day management of the student and for the wider class arrangements. The mentors facilitate all communications regarding the students within school and between teachers and parents. The mentors have time throughout the day to meet with their students, check and assist with homework, and ensure students have all the books and equipment necessary for classes. The mentors have responsibility for the emotional wellbeing of students under their care, with the support of the senior leadership team and the SENCo.

Students have access to the School's qualified counsellor, Mrs Kathy Manners. The counsellor is based within the School two and a half days per week. Teachers, therapists, parents or mentors can refer students. Students are also able to complete a self-referral through direct contact with the counsellor or their mentor. Counselling at CA London is a confidential space for parents and students.

Students take an active role in shaping the School through the Student Council, as well as organising events for peers. The Student Council is an opportunity for pupils' voices to be heard within a structured environment with the Head of School. The Student Council meet several times a term.

Upper School students also have the opportunity to carry out Prefect duties.

## **9. Staff and Contact Details**

### **9.1 The SEN Co-ordinator:**

The SEN Co-ordinator (SENCo) is Ms Ruth Alexander.

Ms Alexander is a qualified Humanities teacher who has taught History, Humanities and English. She has experience of delivering both Literacy programmes and Entry Level English qualifications. Prior to joining CA London, Ms Alexander worked as an SEN Teacher and as Deputy SENCo in much larger mainstream schools where she gained experience and knowledge of a wide range of learning needs and disabilities working with a variety of outside agencies and specialists. She has also previously held the position of ASDAN teacher and co-ordinator. She holds the National Award for Special Educational Needs Co-



ordination (NASCO). From September 2018 she will be studying towards a Level 5 Specialist Dyslexia Qualification.

Ms Alexander can be contacted via the main school office:

Tel: 020 7738 2344

Or via email: [ralexander@centreacademy.co.uk](mailto:ralexander@centreacademy.co.uk)

## **9.2 Staff Training and Expertise**

All teaching staff at CA London hold a teaching qualification and are experienced teachers of SEN. The School's therapists are appropriately trained for the roles they undertake, including the areas of occupational therapy, speech & language and counselling therapy. It is the School's aim that all English teachers hold or work towards a specific qualification in dyslexia or special educational needs. The School's SENCo has completed the NASENCO. One of the School's senior teachers is a Level 7 qualified Dyslexia Specialist. This year two members of staff will be beginning studying towards Level 5 Specialist Dyslexia Qualifications.

To ensure teachers, therapists and staff are best equipped to meet the needs of students under their guidance, the School is committed to, and embraces, continual professional development and training for all. An annual audit of continual professional development is conducted by the Head of School in conjunction with the Senior Leadership Team to determine the levels of training required among the professionals within the School. Teachers, therapists and staff are encouraged to identify areas of development through the School's appraisal system. Whole school INSET training occurs throughout the academic year. Training is provided by in-school professionals as well as external agencies. The School makes use of online training events, as well as peer-to-peer observations.

## **9.2 Staff Qualifications**

Senior Leadership Team:

Dr Duncan Rollo, PhD, P-Doc, MA, BA, FRSA

Principal of the CA London Schools

Ms Rachel Maddison, BSc, MSc, PGCE

Head of the School, Teacher of Mathematics, Assessment Co-ordinator

Dyslexia and SEN Specialist Teacher:

Mrs Leonie Fisher, BA, MA (Ed), Cert SpLD

Dyslexia Specialist, English & History Teacher, Upper School Curriculum Coordinator



SENCo

Ms Ruth Alexander, BSc (Hons), PGCE, Dip, PGDip, NASENCO  
SENCo, Teacher of Humanities, History and English

Autism Intervention Teacher and Examinations Officer

Ms Jane Louis-Wood, BA (Hons), MA, PGCE

Autism Intervention Teacher, Teacher of English and Humanities, Examinations Officer

Admissions & Finances:

Miss Trish Raw

Head of Finance and Administration

Therapists:

Miss Madeleine Polegaj, BA, MA Speech Language Pathology  
Speech and Language Therapist, Social Skills Teacher

Mrs Michelle Rivera, BSc (Hons), PG Cert in Sensory Integration  
Occupational Therapist and Touch-typing Coordinator

Ms Kathy Manners, BA, MA in Integrative Child & Adolescent Psychotherapy & Counselling,  
UKCP  
Counsellor, Mindfulness Practitioner

Teaching Staff:

Mr Jamyang Dorjee, BSc, MSc, MA  
Teacher of Science

Mrs Patricia Lenci, BA, QTS  
Teacher of Spanish

Dr Andrea Sinanan, BSc., PHD  
Teacher of Maths and Science

Mr Glenn Anderson, Grad. Cert., B.Ed (PE&Health), M.Spec.Ed.  
Teacher of PE, English and PSHE

Mrs Samina Yar, BSc. Computing, PGCE  
Teacher of Computing, ICT and Maths

Ms Edith Kiss, MA Visual Arts Education  
Teacher of Art



Mr Martin Muortat, BSc Maths, PGCE  
Teacher of Maths

General enquires:  
Ms Marie-Clare Leamy  
School Secretary and PA to Head of School

## **10. Equipment and Facilities**

This section sets out the equipment and facilities to support children and young people with special educational needs.

CA London is intentionally small in size, with classrooms designed to cater for the needs of approximately 4 to 9 students per teaching period. Such small classes foster a good auditory and visual environment, allowing all students to access the teaching and learning. Teachers and therapists make use of a range of teaching resources, including projections, laptops, desktops and tablet computing, as well as dictation software when appropriate. CA London promotes multi-sensory teaching methods in all curriculum areas, providing a stimulating and engaging experience for the student.

The School actively investigates possible access arrangements for students within the classroom and examinations to ensure they receive equal and nondiscriminatory access to learning and fair assessment. The School provides all GCSE Year 10 students with their own personal laptop for use within lessons. In Middle School, all students are taught touch typing, under the guidance of the occupational therapist. Students have access to the touch-typing program at home, via programmes such as *English Type*. Many students are also encouraged to access the *Spellzone* Programme.

The School is currently unable to offer private parking. However, off street pay and display parking is available on St John's Hill and the surrounding residential streets. CA London is located in close proximity and within walking distance of Clapham Junction Overground Station, which offers extensive disabled access.

CA London does not currently provide access to wheelchair users due to its categorisation as a Grade II listed building with limited facilities.

## **11. Working with Parents**

This section sets out the School's arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.



At CA London, we acknowledge that parents and carers often have unique insights into the needs of their children. The School therefore actively seeks, listens to and values their views and contributions. This is done in a number of ways:

- CA London operates an 'open door' policy which means that parents can approach the student's mentor whenever they have a concern. A convenient time will be made for them to meet, or assess the best method of communication to take place (telephone conference, email);
- For those with an EHCP, the student and parents will receive an annual review in line with the statutory guidance from the Special Educational Needs And Disability Code Of Practice 0 to 25 Years;
- The School operates SEN Provision Maps for all students, which outline the interventions and therapy implemented for a child. Provision Maps are updated three times per year and record and monitor targets set by teachers and therapists. Students are central to the planning process and parents are encouraged to be part of the setting and reviewing of targets;
- Termly curriculum reports are sent to all parents of a child at the School, including a summative comment from the mentor and Head of School;
- All students carry a homework/communication diary, monitored and signed daily by the mentor;
- The School publishes email addresses for teaching staff;
- The School promotes and encourages home therapy plans (OT and SpLT). Therapists make regular and ongoing contact with home in regard to block therapy sessions. Parents can request home therapy plans from the School;
- The School counsellor is available for school/home liaison, though student therapy is kept confidential and in line with the Safeguarding Policy;
- The School seeks parent and student views through annual surveys and questionnaires. This method of data collection is often used to reinforce or establish new policies, systems and procedures;

## **12. Working with Students**

This section sets out the School's arrangements for consulting young people with special educational needs about, and involving them in, their education.

Young people with an EHCP are actively encouraged to engage with their annual review and express their aspirations for the future. Students may meet prior to an annual review with the School's SENCo, where their views on school life are documented. Furthermore, the student (where possible) will attend the review to express their views on the provision available to him or her, their progress, and their wishes for the next academic year and future.



Students on a GCSE pathway have the opportunity to meet with their teachers during the Academic Mentoring meetings. These meetings are an opportunity for students and teachers to discuss the progress that has been made, any additional help required, as well as setting curriculum targets. The Academic Mentoring meetings take place at least once per year and are coordinated by the student's mentor.

SEN Provision Maps, student centred one-page profiles and individual target setting are completed with the student, ensuring they are fully engaged with what is being set and why. The SEN Provision Map is based on discussions with the student as well as the professional working with him or her. Students are actively involved in the review process of SEN Provision Maps, their targets, and the writing of their one-page profile.

### **13. Complaints**

This section sets out the School's arrangements for handling complaints from parents of children with SEN about the provision made at the School.

As part of CA London's 'open door' policy, parents or students are asked initially to direct their concerns to class mentors or subject teacher, who will liaise with other staff including the Senior Leadership Team and Head of School when required. The School complaints policy is available upon request should the need for a formal complaint arise.

### **14. Contact with External Bodies**

This section sets out how the School involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of the pupils with special educational needs and in supporting their families:

The School provides many of the immediate specialists that students with SEN and parents may require, including a qualified and experienced speech & language therapist, an occupational therapist and a counselling therapist. However, the School recognises the importance of multi-agency working and will call upon the appropriate professionals and organisations when required to assist a student or parent at the School. Such organisations may include Wandsworth Safeguarding (or other appropriate local authority), Child and Adolescent Mental Health Services (CAMHS) or Careers Advisors. During the annual review process, all appropriate organisations and individuals are invited to attend with a view towards working collaboratively to create the best possible outcomes for the child or young person. The School may involve an educational psychologist from a student's home local authority when conducting the annual review or transfer review of a student with a Statement of SEN or an EHCP.

### **15. Support Services**





The mentor should always be the first point of contact regarding details of support available. The mentor will liaise with the SENCo or Head of School in providing up to date and accurate information as to what further support is available within the School, and where to find it with the home local authority. The SENCo's details are listed in Part 4 of this report.

Other members of the School team, other than the mentor and SENCo available to offer support include:

Dr Duncan Rollo	Principal of CA London Schools
Ms Rachel Maddison	Head of School
Ms Trish Raw	Admissions and Bursar
Ms Madeleine Polegaj	Speech & Language Therapy, Social Skills & Communication
Mrs Michelle Rivera	Occupational Therapy
Mrs Kathy Manners	School Counsellor
Ms Jane Louis	Examinations Officer

## **16. Transferring between Education Phases**

The School's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Transition for students with a SEN can be a difficult and stressful period of time. CA London is committed to supporting the transition of students to and from other schools or further education establishments.

The term 'transition' may refer to:

- students entering the School, most notably at Year 7, 9 or 12, though we offer admission during any national curriculum year;
- students leaving the School for further educational placements, training or employment;
- students transferring from or to CA London East Anglia.

The transition of students is managed on an individual basis and may include:

- visits to the student's prior or new educational environment;
- close liaison with the parents before the transition takes place;
- facilitating transition days for the student to adapt to the new environment;
- individualised sessions with the social skills teacher or counsellor;
- communication between the previous or new school and its professionals;
- mentoring and assistance with navigating the university application process;
- working with organisations involved in supporting the child.





All annual reviews for students with a Statement of SEN or EHCP from Year 9 onwards, will have a focus on the planning for their transition to adult life. This will include discussion of the future and how to prepare for it, including their health, where they will live, their relationships, control of their finances, how they will participate in the community, and steps towards achieving greater independence.

The School's curriculum includes a focus on functionality and preparation for adulthood and independent living, including a specific focus on citizenship, social skills and PSHE. Students who follow the Upper School Foundation Learning Programme have an opportunity to study Functional Skills qualifications in English, Mathematics and ICT, supported by units delivered as part of ASDAN Personal & Social Development programmes. Through the GCSE pathway, Functional Skills are mapped within the subjects.

When appropriate CA London can foster links with nearby colleges, training providers and employers so as to provide students with opportunities to sample a range of vocational areas and courses, such as mechanics, health and beauty, media and ICT, while also gaining experience of college life.

CA London promotes the use of the National Careers Service, as well as providing independent careers advice from a Careers Services such as Connexions.

### **18. Local Offer**

This section sets out the information on where the local authority's local offer is published.

The London Borough of Wandsworth publishes its local offer online. Information regarding all aspects of their local offer as well as information related specifically to EHCPs can be found on this website.

For details of their local offer please visit:

<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page>