

### A 'Good' with outstanding features special school close to Stratford station.

- Completely inclusive school offering leadership opportunities for every young person across a range of needs.
- On-site clinical team providing universal, targeted and intensive therapy for all pupils.
- Close links with TCES Nurture Primary and Create in the Community allow TCES East London to provide seamless step-down opportunities for pupils ready to move into an on-site secondary provision.



### Key Information

- DfE registered special independent school
- School Football Team
- Links to Newham College
- Small classrooms of up to 8 pupils
- Production and performance music studio
- On-site gardening allotment (with a grant from Kew Gardens)
- 4.5 days per week – Friday afternoons utilised for essential staff training
- Site capacity: 75

### Common Student Profiles

- Social, Emotional and Mental Health needs.
- Neurodiversity, including ASC and associated conditions.
- Non-life threatening medical conditions.

*This is not an exhaustive list. Contact [referrals@tces.org.uk](mailto:referrals@tces.org.uk) to discuss case by case.*

“Pupils in Year 11 and post-16 were keen to talk about their future plans, including college courses in bricklaying, fashion and plumbing.

They said that without the help of the staff at this school, they would not have been able to succeed.

*Ofsted Inspection November 2022*

“We never give up. We never exclude.”

# TCES EAST LONDON SCHOOL

## Curriculum and timetable

### Curriculum Design

Pupils study core subjects across the National Curriculum alongside TCES specialisms such as LIFE, Group Process and Music, using our specialist music rooms.

Important enrichment opportunities include trips inside and outside of London as well as milestone TCES events such as Celebration Day.

Pupils also enjoy on-site enrichment clubs using the outdoor facilities, including a new games area and garden.

### Post-16

Most young people stay at TCES East London through to Post-16 and until they are ready to step-down into a further education College or move into employment.

Pupils are placed with TCES to stabilise, engage and undertake relevant qualifications like GCSEs or A Levels. They are typically placed for a minimum of two years to ensure equity with their mainstream peers around successfully gaining Level 2 accreditations.

### Outcomes

- **Young Leaders** - who lead themselves, lead others and lead in their communities.
- **Successful Learners** - who enjoy, make progress, achieve and 'want to go to school'.
- **Confident Individuals** - who can live safe, healthy and fulfilling lives
- **Responsible Citizens** - who make positive contributions to society
- **Independent Young Adults** - who can work with others and be healthily independent when required.

### Destinations

- Most pupils stay with us until year 11 or extend into our Post-16 option up to year 13 (and beyond if funding is available).
- Some pupils may progress into mainstream schools or colleges.
- Last year, 100% of TCES pupils graduated into education, employment or training.

	8:45-9:05	9:05-9:20	9:20-10:00	10:00-10:40	10:40-10:55	10:55-11:35	11:35-12:10	12:10-12:40	12:40-13:10	13:10-13:30	13:30-14:10	14:10-14:50	14:50-15:15
<b>MONDAY</b>	Breakfast	Form Time Activity	Hall Assembly	English	BREAK	LIFE	Maths	Lower Lunch / Upper Enrichment	Upper Lunch / Lower Enrichment	DEAR	Options A	Options A	End of Day Routine
<b>TUESDAY</b>		Times Table Rockstar	Maths	Maths		Options B	Group Process			Bedrock	Science	English	
<b>WEDNESDAY</b>		Classroom Assembly	PE	PE		Science	English			DEAR	Options B	Options B	
<b>THURSDAY</b>		Times Table Rockstar	Maths	Science		PSHE	Careers	Bedrock	English	Enrichment			
<b>FRIDAY</b>		Form Time Activity	Options A	English		Maths	Hall Assembly	12:30 Pupils Leave	Break	Staff training			



## MEET DEVON

### ○ Before Joining at TCES East London

- Devon had a diagnosis of Social, Emotional, and Mental Health Difficulties (SEMH).
- Devon had moderate delays in his vocabulary and has difficulties understanding concepts and directions.
- Devon struggled to articulate his thoughts and emotions due to his limited vocabulary.
- Devon tended to be fidgety and had difficulty maintaining focus on less motivating tasks.

### ○ September 2018 - Started at TCES East London

#### ○ Progression

- Devon has improved academically and is now working at Entry Level 3 for English and Entry Level 2 for Maths.
- Following Speech and Language Therapeutic interventions, he is now able to participate in class discussions when interested in the topic, occasionally using sophisticated vocabulary.
- Devon visibly has an increased level of motivation and can maintain direct conversations with his peers and staff.
- Devon exhibits compassion towards younger or vulnerable students and confidently speaks in a large crowd.
- Devon excels in sports, particularly football, which helps manage his hyperactivity.
- Devon's attachment difficulties and social communication challenges have improved since joining East London School..
- He enjoys group sessions like the 'Boys Group', where he shares his feelings and experiences, demonstrating growing social skills and emotional resilience
- He has made significant strides in regulating his emotions.

"Devon values his appearance and presents himself confidently. He enjoys practical activities and has developed a love for helping staff fix and build things, which aligns with his strengths and interests." - **Sasha, SENCO**



We never give up. We never exclude.