



**Tudor Grange Academy
Solihull**

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SEN Information Report

FREQUENTLY ASKED QUESTIONS

What is the SEN Information Report?

A SEN Information report is a document that outlines a school's provision and support for students with special educational needs (SEND).

The information included in this document describes our provision for students with a Special Educational Need or Disability (SEND) and reflects Solihull Borough Council's local offer, which can be found here: <https://www.solihull.gov.uk/children-and-family-support/localoffer>

Tudor Grange Academy Solihull (TGAS) is a large, over-subscribed, mainstream Academy that has high aspirations for all the pupils who attend. We adopt a fully inclusive ethos and are committed to supporting the needs of all students throughout their education. All pupils have access to a broad and balanced curriculum of appropriate GCSE / GCE. However, it is important for parents to recognise that, we are a mainstream academy where a policy of withdrawal is not routinely adopted; in the majority of cases our students' needs can be met through Quality First Teaching (QFT) and precision planning. We are fully committed to providing an environment that enables full curriculum access that values and includes all stakeholders regardless of their needs, without discrimination. We take full regard of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Academy. Further information on this topic can be found by viewing the [Academy Accessibility Plan](#) and also under the waves of intervention as outlined below.

How does TGAS Identify SEND?

As a matter of course the academy operates a policy of fostering academic excellence through the use of high aspirational targets. At the Academy, we aim for all of our students to make four levels of progress from their respective individual starting points. The Special Educational Needs and Disability Code of Practice (DfE, 2014) describes a child as having Special Educational Needs (SEN) if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her". Special educational needs and provision can be considered as falling under four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical

Students can be identified as having SEN at any point during their time at the Academy, including:

- During transition to the Academy, from information shared by the primary school
- During induction week, as identified from key academy staff

- Analysis of Key Stage 2 SAT data
- When staff raise concerns that a student is underachieving or struggling via a graduated response
- Through data analysis, including reading assessments, screeners and half termly common assessments in each subject area
- If external agencies are involved with a student

What SEND Provision is available at TGAS?

Children and young people's Special Educational Needs are generally thought of in four broad areas of need. Listed below are the types of need for which provision is made available here at the Academy:

- Communication and Interaction
- Sensory and Physical impairment (currently the Academy site is not fully wheelchair accessible) including visual and hearing impairment
- Cognition and learning including specific learning difficulties (SPLD) such as dyslexia and dyscalculia
- Social, emotional and mental health, including anxiety (SEMH)

The SEND department consists of the Special Educational Needs Coordinator (SENDCo) and a team of experienced learning mentors. Within this team we have staff who have a range of experience and training covering various SEND needs including: SEN Award, PGDip in Specific Learning Difficulties, Autism Education Trust level 1, level 2 and level 3, Higher Level Teaching Assistant, Safer Handling, Epi pen training, Thrive, Child Protection and Safeguarding and Examination Access Arrangements. Training is provided to all staff, including teachers and learning mentors, as the need arises and there is ongoing training for all staff as well as opportunities to develop further skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.

Where necessary, assessment, advice and guidance are also sought from external agencies when appropriate. These include:

- Autism Team via Solihull Inclusion Support Staff (SISS)
- Child and Adolescent Mental Health Service (CAMHS now known as SOLAR)
- Hearing Impairment (HI) Team via SISS
- Visual Impairment (VI) Team via SISS
- Occupational Therapy (OT)
- GPs and Community Paediatricians
- Educational Psychologist (EP)
- SEMH Teacher
- Counselling

The Academy is also part of the Synergy collaborative and as such works together with other SENDCos from within the local area to develop best practice expertise.

How are resources and equipment allocated?

Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Funding for SEND is derived from the notional budget as well as top-up funding. Each year the SENDCo plans for the SEND spend after assessing the levels of need within the academy. Funding is utilised for SEND staffing, external agencies such as educational psychologist, Social, emotional mental health support as well as evidenced based interventions and consumables.

What support and intervention is there available for SEND students?

Intervention is employed to ensure fair access to education for our SEN students. Primarily, our

students' needs are met first and foremost through Quality First Teaching and precision planning. Throughout the year, teachers are kept abreast of new pedagogy through continual professional development. Where a student is identified as requiring support which is additional to, or otherwise different from the provision made for other children of the same age, their needs will be met through a graduated response. This graduated response is implemented through a series of 'waves of intervention'.

Wave 1 includes quality inclusive teaching, which takes into account the learning needs of all the students in the classroom. It includes providing differentiated work and creating an inclusive learning environment. Support includes:

- A robust reporting and assessment cycle that tracks students' progress and attainment
- A well designed, progressive curriculum
- Mainstream classes where Quality First Teaching practice is embedded across all subject areas. The key characteristics of which are: highly focussed lessons; high student involvement and engagement with their learning, targeted questioning to deepen students' knowledge and understanding, effective modelling and scaffolding, opportunity for students to ask questions
- Teacher feedback designed to feed-forward progress
- Differentiated / adapted materials
- Peer and self-assessment
- Close monitoring of attendance
- Annual reading assessments
- Access to screening tools
- Regular parental communication via reports and parents' evenings
- Access to homework clubs
- Access to lunch time clubs
- Individual student profiles
- Subject specific study supports
- Curriculum intervention
- Wellbeing self-help hub
- Yellow Box initiatives providing ongoing support and advice to students
- Whole school Thrive approach

Wave 2 includes specific, additional and time-limited interventions provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs and interventions are generally focused on literacy and numeracy as well as emotional and social issues. Students on a Wave 2 intervention are placed on 'SEN Support (K)'. Support may include (in addition to Wave 1):

- Catch-up Literacy intervention programmes in English and maths
- Access arrangements for examinations
- Small group or 1:1 sessions for Autism Spectrum Disorder (ASD)
- Small group or 1:1 sessions for SEMH
- Small group social skills intervention based on the principles of emotion coaching
- Tutor and college monitoring reports used to support engagement, behaviour and progress
- Input from VI and HI specialists
- Learning mentor support in some lessons to scaffold learning
- Alternative methods of recording, including electronic writing or reading aids and use of

- reader / scribe
- Precision teaching to support barriers to learning
- Reading interventions such as reciprocal reading
- Bedrock Vocabulary intervention
- Access to a dedicated Thrive practitioner
- Thrive profiling

Wave 3 includes targeted provision for a minority of students where it is necessary to provide highly tailored interventions to accelerate progress or enable them to achieve their potential. Students on a Wave 3 intervention are placed on 'SEN Support' and may be identified as requiring an Education, Health and Care Plan (EHCP), if the support needed is long term. Support may include (in addition to Waves 1 and 2):

- Personalised timetables
- Annual review of EHCPs
- Input from Educational Psychology
- Multi-agency collaboration
- Input from SOLAR
- Input from Health and Social care, where necessary

How do we support students with SEND to improve their emotional and social development?

All staff are responsible for the Social and emotional wellbeing of students. All students are placed into colleges which is comprised of a College Leader, a College Intervention co-ordinator and a form tutor. In the first instance, concerns regarding your child's well-being should be communicated to the form tutor in the first instance. The RSHE programme is carefully planned and crafted to maximise opportunities to support students social and emotional wellbeing. In addition, the academy's character habits proactively encourage healthy well-being. The academy also adopts and follows the principles of Thrive; a whole school approach which supports children with their emotional health, well-being and social skills, all of which are needed to enable learning to take place. The academy has a dedicated Thrive practitioner who can carry out assessments as well as implement targeted intervention. We also have three external specialist social, emotional, mental health practitioners who can also support students. Additionally, the academy also has a robust safeguarding team that meets regularly to discuss and provide support for the emotional and social development of identified students.

How is progress monitored?

Progress of students, including those with SEND, is tracked using the school's assessment and tracking systems. Students are assessed regularly using a combination of the following:

- formative teacher assessment
- summative assessments
- terminal formal exams
- teacher observation and questioning
- New Group Reading assessments which are administered in year 7, 8 and 9
- Cognitive Abilities Testing
- A battery of specialist assessments can also be used to measure progress such as: Lucid Exact, Strengths and Difficulties Questionnaire, CTOPP, the AET Progression Framework and the TOMAL.

In addition to the above, SEND students' have their progress reviewed by a learning mentor and pupil profiles are reviewed annually by SEND staff. Parents also have the opportunity to meet with subject staff once per year to review progress. In addition, there is a further opportunity to meet with

the SENDCo throughout the year. For those students who are SEND the Assess, Plan, Do, Review model is utilised which incorporates the graduated approach. Students with an Education Health and Care Plan will have their progress assessed and monitored in addition to the above, via an annual review.

How do we enable students with SEND to engage in activities with other pupils who do not have SEND?

The academy is committed to inclusion. Via pupil profiles staff are made aware of students' needs, both historic and emerging, and they are furnished with strategies which outline how best to support students with engaging with the curriculum. Information relating to SEND are easily accessible to subject staff via the academy's management information System (BROMCOM). The ability to robustly share information enables staff to cater for students' needs. The academy adopts the view that SEND students are 'front and centre' of planning and as a result SEND students are regularly, positively targeted via quality first teaching strategies. All of the academy's extra-curricular and school visits are available to all students: no student is ever excluded from participating in such activities because of their SEN or disability. SEND students are encouraged to attend all activities by academy staff including residential trips. Where necessary, additional adults, staffing expertise and the implementation of risk assessments are factored into the planning of activities to enable fair access for SEN students.

What steps are taken to prevent disabled pupils from being treated less favourably than other students?

All students with a disability will be provided with reasonable adjustments, where necessary, to overcome any disadvantage experienced in schools and increase their access to learning. Reasonable adjustments relate to all aspects of academy life and can result in adaptations to curriculum delivery, adaptations to practice as well as the implementation of auxiliary aids. The purpose of reasonable adjustments is to remove any disadvantage and take positive steps to ensure fair access to all aspects of academy life.

What measures does the academy implement to prevent bullying?

The academy adopts a zero-tolerance approach to bullying and anti-social behaviour and on a day-to-day basis all students, including SEN students, are able to express their concerns through the Academy's incident reporting system. Where a student has SEND and where this may directly impact on their ability to communicate effectively, additional adult support is provided to ensure that issues and incidents are dealt with swiftly. At social time, there is a high staff presence on the playground managing transition periods as well as a high staff presence at the start and end of the school day. The school curriculum is also used to:

- Raise awareness about bullying behaviour and the school's anti-bullying policy
- Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the school
- There are many opportunities within the curriculum to raise awareness, teach relationship management, to enunciate policy and to discourage bullying or harassment via assemblies, as well as within curriculum areas such as English, Drama, PE and RSHE lessons.

How do we consult pupils with SEND and involve them in their education?

Students are given the opportunity to read their pupil profile and make decisions on what is to be communicated to staff along with expressing their views on which strategies are to be used to support them in the classroom. This advocacy time is conducted with a learning mentor as part of the pupil profile review cycle. Students with EHCP are given time to review their needs and learning at their annual review again this is supported by learning mentors, if required. All students are reminded that if they are concerned for any reason they must inform either their parents or academy staff, all of whom can then ensure the appropriate next steps are implemented.

How will TGAS prepare students to transfer to a new school or the next stage of education or life?

Year 6 Transitions:

- During the summer term, prior to admission in year 7, all feeder schools are visited by the Senior Leadership Team and all necessary information is transferred to allow for continuity
- A member of the SEND team will meet with the primary feeder school SENDCos to discuss the needs of the incoming SEN cohort
- Attendance at year 6 EHCP annual reviews, may take place by a member of the SEN team
- Prior to starting at TGAS, there is also an opportunity for parents to meet with the SENCO at the year 6 induction evening
- Transition booklets are shared with primary feeder schools

Key Stage 3 to Key Stage 4 Transition:

- SEND students are supported between KS3 and KS4 through a well-planned options process
- Guidance meetings are also available to all students.
- Access to specialist careers advice for identified students to support them with future transitions
- Where necessary, multi-agency collaboration may also take place to support students as they enter adulthood.

Moving schools:

- Person centred meeting with key adults from both schools to discuss transition
- Transfer of files to relevant provider
- Option of transition package, if deemed appropriate

Leaving TGAS:

- At the end of KS4 and KS5 appropriate SEND information is shared with the relevant educational institutions via transfer of hard files and face to face or telephone communication with the relevant personnel at the new education provider
- A person-centred meeting will take place with key individuals invited.
- All SEN students receive careers advice from an independent careers advisor to discuss appropriate pathways
- Students attend guidance meetings with senior leaders to discuss onward plans
- Support is given to support students with onward applications for those students who require it
- Robust taught PSHE curriculum is delivered to SEN students to ensure the transition to adulthood is smooth
- As part of the EHCP annual review process, transition into adulthood is routinely discussed with appropriate targets set

What are the admission arrangements for Students with SEND?

Students with SEND are considered for admission to the Academy on exactly the same basis as students without SEND. The Academy will not discriminate against disabled students or prospective students on the grounds of disability. Students in receipt of an EHCP naming the Academy will be admitted, unless after reviewing the EHCP, the Academy believes that it cannot meet the need and that to admit the child would be an incompatible and inefficient use of both Academy and LA funds. Further information relating to the admission of SEND students can be found in both the SEND and Admissions Policies.

How can parents and students share their views with the academy?

Tudor Grange Academy Solihull recognises the valuable contributions that parents make towards their child's education. For parents of children with EHCPs, parents are invited to

provide their views as part of the annual review process but parental contributions are welcome at any time of the year should there be a concern or query. Furthermore, student voice is also recognised and valued; students are also invited to submit their views as part of the annual review process or during the review cycle of their individual pupil profile. The academy also collects and collates student and parental voice at timely intervals throughout the year, via the academy questionnaire. These views help the academy to adapt and improve, where necessary.

How is the SEND provision quality assured and evaluated?

The SEND provision is monitored via the academy's robust whole school and Trust quality assurance calendar as well as the performance management cycle. The provision is reviewed at timely intervals by the SENDCo and the Senior Leadership Team. This includes:

- Quality assurance via book audits, lesson observations and climate walks
- Pupil trails
- Student voice
- Annual SEND audit overseen via the Trust
- Three termly Committee meetings

Who can parents contact for further information, or raise concerns?

At all times, parents are encouraged to contact school if there are issues. There are calendared opportunities to arrange a meeting with the SEND Team and in addition, the review of student profiles also allows an opportunity for stakeholders to discuss any issues arising. However, please be aware that face to face contact with the Academy's SENDCo is likely to be less frequent than experienced at primary school. However, should you require a face-to-face meeting outside of the times mentioned you should contact, in the first instance via email or telephone, the school office who will direct your query to the Academy SENDCo Mrs Pauline Brett. If immediate, same day, contact is not achieved then you will be contacted as soon as is reasonably possible.

SENCo: Mrs. Pauline Brett
Tudor Grange Academy Solihull: 0121 7055100
office@solihull.tgacademy.org.uk

How to make a complaint about SEND provision?

Should pupils or parents / carers be unhappy with any aspect of SEND provision they should discuss the problem, in the first instance, with the SENDCo. In the event of a formal complaint being made parents are advised to follow the Academy procedure for complaints.

Signposting

For parental support and additional information, the following agencies may be of use:

Solihull SENDIAS

Solihull SENDIAS offer a free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers.

Telephone: 0121 516 5173

Email: Solihullsendias@family-action.org.uk

Website: www.family-action.org.uk/solihullsendias

Kids Independent support:

Independent supporters are trained to help families and young people through the new Education, Health and Care Plan (EHCP) assessment process.

Telephone: 01384 423868

Autism West Midlands

Autism West Midlands is a charity designed to offer support and help to families and young people

with ASD.

Telephone: 0121 450 7575

Email: info@autismwestmidlands.org.uk

Website: www.autismwestmidlands.org.uk

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