



Tudor Grange Academy
Solihull

Special Educational Needs and Disabilities (SEND)

FREQUENTLY ASKED QUESTIONS

Glossary of terms:

SEND Code of Practice (2014).

All schools in England follow the SEND Code of Practice (Dept. of Education, 2014). The Code guides schools on taking a “graduated approach” to identifying and supporting children and young people who have a special educational need and /or a disability.

SEND (Special Educational Need and Disability)

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

- Communication and Interaction needs. such as Autism spectrum disorders (ASD) and Attention deficit hyperactivity disorder (ADHD).
- Sensory and Physical impairment needs, (currently the Academy site is not fully wheelchair accessible). This also includes visual and hearing impairment needs.
- Cognition and learning; including specific learning difficulties (SPLD), such as dyslexia and dyscalculia.
- Social, emotional and mental health, including anxiety.

EHCP (Education, Health and Care Plan)

This is a plan which identifies the education, health and care needs for a child or young person with more complex needs.

SENCO (Special Educational Needs Coordinator)

- This is the teacher in the school who has received additional specialist training and who is responsible for the coordination of provision for pupils with SEND at school.
- At Tudor Grange Academy Solihull, the SENCO, Mrs Young, is supported by a small team of highly qualified mentoring staff. The mentors support students, both within and outside the classroom, as part of the school's graduated response to support and intervention.
- Additional specialist support is also provided by external agencies

QFT (Quality First Teaching) and Waves of intervention

- This is the school approach to supporting students with SEND. It focuses on high quality and inclusive teaching.
- Where it is identified that a student does require additional support, their needs will be met through a graduated response. The graduated response involves communication with parents, is based upon assessment of individual need and is implemented through a series of "waves of intervention"; waves 1, 2 and 3:
- Wave 1 is the provision of an inclusive learning environment with differentiated work. It can also include access to additional support from subject teachers, subject specific study supports and curriculum intervention; access to homework clubs, as well as access to the school self-help well-being hub and advice and support through the "Yellow door" and "yellow box" initiative.
- Wave 2 is the provision of additional specific and time limited interventions. These are usually run by the learning mentors, for small

groups of students who have similar needs. The groups will often focus on numeracy, literacy, and social and emotional issues.

- Wave 3 is extremely targeted and specific provision, for a small minority of students.

QUESTIONS YOU MIGHT HAVE:

1. My child has an SEND and has been receiving additional support at Primary School. How will my child be supported once they move into secondary school?

- We work very closely with the Primary schools so that we are aware of what your child's needs are. Individual student profiles are developed for each student and are shared with your child's Form Tutor and subject teachers. The profile highlights your child's strengths as well as any difficulties that they may experience. It also identifies to teachers those strategies which will most support your child in the classroom.
- Supporting your child's learning needs will be through Quality First Teaching and wave 1 intervention and, where required, through wave 2 and wave 3 intervention.

Please refer to our SEN Information report on the website for further clarity surrounding our waves of intervention.

2. How will the information about my child's needs be shared by the Primary School with the Secondary School?

- TGAS senior leadership will be communicating directly with primary schools to support transition. During these discussions, key information is shared for each individual student who is due to attend TGAS in September; this is a robust system.
- Mrs Young, our school SENCO, will also liaise directly with the SENCOs of the primary school feeders to gather key SEN information to aid our planning for September. Whilst, transfer of hard files takes place in

September. Where primary SENCOs advise, a phone call with Mrs Young can be arranged.

3. How will my child be supported through the transition from Primary School to Secondary School?

- Once your child starts school in September there will be initial support check-ins from the mentors, which may be extended if required.
- At TGAS run two separate transition groups in the first half-term for identified students; one by an external well-being teacher and one by the mentor team.

4. My child had in class support at primary school, will that continue?

- As part of a graduated response, in class support may sometimes be provided as part of a wave 2 intervention.

5. Who should I contact if I feel that my child is struggling once they start at TGAS?

- If your child is struggling with something that is subject specific, please email your child's subject teacher via the school office.
- If your child is experiencing more difficulty, including emotional difficulties, your first point of contact is your child's form tutor. Please email the form tutor via the school office. Further communication can then be made to the SENCO.

6. I think that my child has undiagnosed SEND needs, what should I do?

- Many children and young people will find things difficult at times; this in itself does not mean that your child has SEND. Sometimes a small change in the way that something is done can make a big difference.
- Your first point of contact, at this time, will be your primary SENCO. They will be able to advise you as to next steps or else be in a position to pass on your concerns to our SEN department.

- Once at TGAS, if you suspect your child may have a SEN, your first point of contact will be your child's form teacher or SASM, via the school office.
- Further contact can be made to subject teachers and advice sought from the SENCO.

7. I would like my child who has SEN to be able to join in some after school activities, will that be possible?

- All extra-curricular activities at the Academy are fully inclusive.
- Information on extracurricular activities are available on the school website at www.solihull.tgacademy.org.uk/enrichment-activities.
- Many children do enjoy doing after school activities and will benefit from doing so. For many children though, during the first term, the process of transition is demanding and you may find that your child becomes very tired at home and needs the time to process the change that they are experiencing at school.
- Have a conversation with your child and see how they feel. If they are interested and want to join an after school activity, but are worried about attending for the first time, discuss whether there is a friend who may want to go along too.
- Email the member of staff who is running the activity, via the school office and explain the situation. Short term support may be given in accessing the activity.

There is much more information on our school website about SEND and the SEN team at the Academy.

Please go to: www.solihull.tgacademy.org.uk/About/SEND Department for further details.