



Tudor Grange
The Elms

Principal Introduction

It is my absolute pleasure to welcome you to The Elms, an additionally resourced provision based at Tudor Grange Academy Solihull in collaboration with Solihull Local Authority.

Our vision is to provide an outstanding provision that caters for children with emotionally based school non-attendance (EBSA) whose attendance to school is being impacted by social, emotional and mental health needs.

We want The Elms to be a place where students feel safe and happy and where they are able to continue with their academic studies whilst working with specialist staff on their specific barriers to regular school attendance.

As a Trust, we pride ourselves on our community and we are very much looking forward to creating a community spirit within The Elms. We want to create an environment where parents will also feel supported and will feel just as much part of the provision as the children.

We look forward to welcoming you to The Elms and sharing our vision and plans with you.

Claire Smith - Principal



“Tudor Grange Academies Trust is committed to establishing specialist provision to ensure that children and young people are able to attend a local school that can meet their needs. The Elms provides a small, nurturing environment where students who are currently not accessing school due to Emotionally Based School Non-Attendance (ESBA) can be supported with their transition back to a mainstream education. Our focus will be on supporting social and emotional aspects of our students’ development, but we will also work collaboratively with students’ home schools and their families to ensure the best possible outcomes for children in our community. We look forward to welcoming you to The Elms.”

Clare Waterhouse - Executive Trust Lead SENCo and Safeguarding



“My name is Rena and I am the ARP Coordinator for The Elms. I have a wealth of experience working in SEN from over 16 years in education. I ran a nurture provision in Norfolk where I initially started my teaching career. I have recently worked for a secondary school in Birmingham as the Head of Learning Support. I have three children and a Cavapoo called Kobe. I enjoy spending my free time with my family, friends and enjoying the outdoors. I am a keen runner and ran the London Marathon in 2009. As a leader, I am reflective, imaginative, energetic and passionate about delivering school improvement. I lead with integrity, genuine care, quick humour and optimism. I believe all pupils should be entitled to an education that is child centred, nurturing and offers outstanding teaching across a range of subjects; allowing learners to secure a versatile skillset and ‘be the best they can be’.”

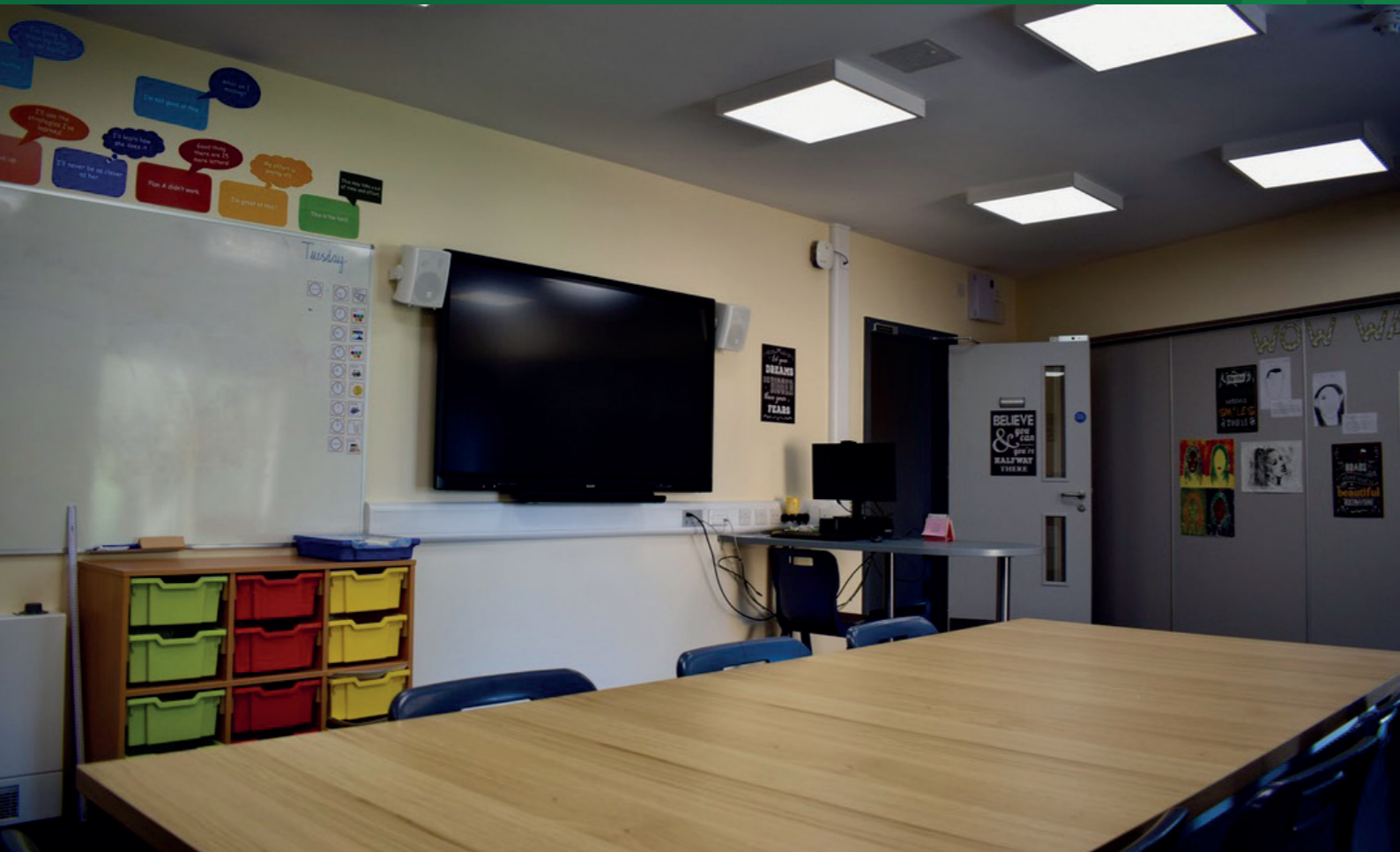
Rena Miras-Pye - ARP Coordinator

Curriculum

Our curriculum is focused on SEMH running alongside all that we do. We have taken into account an approach which considers the core subjects alongside life skills the students will need when they leave us. Each student's curriculum will consist of both educational and therapeutic work including Thrive and our amazing sensory room. A high priority is placed on teaching the traditional core elements of the curriculum, English, Mathematics and Science. Approaches to learning are flexible which enables all pupils to grow in confidence, to be able to take risks, and support problem solving. Our curriculum will inspire and encourage learning through rich experiences both in and outside the classroom, for example outdoor learning, afternoons in other provisions, essential life skills, music and art therapy.

Working with the home schools

Our provision is for a maximum of two terms whilst we work closely with the home schools to help their transition. We understand that our students will have varying needs and an individual's needs may change within the course of a term, month or week. The Elms offers a flexible provision that enables students to progress and flourish.



Our staff

The Elms is run on a day-to-day basis by our ARP Co-ordinator. We have a specialist teacher every morning who teaches English, Maths, PSHE and SEMH-based activities. We have a full time Support and Admin worker to welcome students and staff every morning. We also have an Outreach Worker who works closely with the family, home school and external agencies.

Every day, subject specialists from the mainstream school provide additional expertise in a variety of different areas. All staff have a minimum of the Autism Education Trust's Level 2 training as well as Mental Health First Aid training. Two members of the team are Thrive practitioners.

Specialist teachers from SISS and the EP team visit The Elms regularly to provide ongoing support, in line with provision outlined in their referral documentation.

A nurturing environment

At The Elms, we have a variety of spaces specially designed to meet a range of social, emotional and mental health needs.

The Elms building is a self-contained base set apart from the main school. One of the teaching rooms has a large dining table, a kitchenette and tables and chairs. Students can use this room to prepare themselves for learning, to relax or mix with others at social times, to prepare food or drinks and to eat their lunch.

We have an additional classroom where students can work under the direction of a teacher using laptops and working independently or in groups. We have a room for practical subjects such as Art and Science.

Additionally, students can access our sensory room. This is a low-sensory environment where they can spend time desensitising in the sensory tent, on the beanbags or in the hammock. We have calming lights, music and a lego wall.

The Elms also includes a meeting room where professionals and families can come together to discuss matters pertaining to the development, progress and wellbeing of the students.



Place at The Elms

Places at The Elms are offered following a referral from the local schools and a panel meet to decide whether a student's needs can be met at The Elms, based on the information provided by the school.





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Part of the Tudor Grange Academies Trust