



TUDOR GRANGE SAMWORTH ACADEMY SPECIAL EDUCATIONAL NEEDS & DISABILITY INFORMATION

1. What kinds of Special Educational Needs does the academy make provision for? What type of provision does the academy make and how do they know it works?

In our academy we make provision for students who have any of the needs in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. All staff are trained in and are exposed to use the Local Authority's Inclusive Provision of SEND in mainstream schools document to inform, planning for and understanding of SEND. The support in this table acts as a guide but the things we do may vary and actual support will be based on the specific needs of each student. All staff have high aspirations for SEND students and are held accountable for their progress.

Admission arrangements - see paragraphs 1.3 - 1.5 of [SEN Policy](#).

All children in school have support within lessons through differentiation and quality first high quality teaching strategies. This means that activities are planned according to the level the child is working at. This can include a variety of adaptations including changes to the physical environment, changes to teaching styles as well as levels of adult support.

Steps are taken throughout the academy to ensure pupils with SEN are treated fairly - see paragraphs 8.1 - 8.8 of [SEN Policy](#).

Support for SEN pupils involves specialist services - see paragraphs 6 - 6.1 of [SEN Policy](#), and the [Accessibility Plan](#).

Types of need and what that could look like	Examples of support available in our school	How we check it is working
<p>Cognition and Learning</p> <p>Children who find learning, thinking and understanding harder than most other pupils</p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Take longer to learn important skills 	<ul style="list-style-type: none"> • Teachers change what they are teaching or the way they are teaching to help the child learn more with the rest of the class • Extra support can be given in a small group by an adult to help the child learn the things they are finding difficult 	<ul style="list-style-type: none"> • Talk to child • Talk to the parents • Look at the targets set to see if the child has achieved them • Talk to adults who have worked with the child • Using the Academy's data tracking systems to see how much progress

<ul style="list-style-type: none"> • Find it difficult to remember things such as the important words for reading and times tables • Find it hard to understand how to use letter sounds to read and spell words • May need more time to think about their answers 	<ul style="list-style-type: none"> • Extra support can be given to the child by an adult for a short time during the day to help them learn skills • Individual targets set to help show what the child or young person needs help with • Access to specialist support from a teacher or other professional 	<p>the child or young person has made</p> <ul style="list-style-type: none"> • Have Pupil Outcome Plan meetings with other staff in school to talk about how the child or young person is learning • Ask for other professionals to work with the child or young person to check the progress being made
<p>Communication and Interaction</p> <p>Children who have difficulties interacting with the people and world around them</p> <p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Talking to other adults and/or children and young people, especially when in a group • Talking about a topic they haven't chosen to talk about • Making friends or keeping a friend for a long time • Following the rules made by someone else • Dealing with changes in the way they usually do things • Dealing with noises, smells or other sensations around them • Saying the things they are thinking • Understanding what other people mean when they are talking 	<ul style="list-style-type: none"> • Designated support from the Academy's Speech and language lead • Teachers change what they are teaching or the way they are teaching to help the child learn more with the rest of the class • Use support programmes especially designed to help the child or young person to build communication and interaction skills • Use things in the classroom to help the child or young person understand or deal with things that are happening (for example visual timetables, task boards, social stories) • Get advice from professionals and specialist staff trained in school to share with adults working with the child 	<ul style="list-style-type: none"> • Talk to the child • Talk to the parents • Observations of the child to see if they are communicating or interacting differently • Look at the targets set to see if the child or young person has achieved them • Talk to adults who have worked with the child or young person • Ask for other professionals to work with the child or young person to check the progress being made

<p>Social, emotional and mental health difficulties</p> <p>Children who find it difficult to manage their emotions and behaviour in a way that affects their daily life</p> <p>Some of the things children and young people with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Following rules set by others • Sitting still for long periods of time • Listening to and following instructions • Understanding how they are feeling • Making friends • Dealing with their difficulties in a way that does not cause harm to themselves or others • Taking responsibility for the things they do 	<ul style="list-style-type: none"> • Get advice from professionals and specialist staff trained in school to share with adults working with the child • Extra support can be given in a small group by an adult to help the child learn about how to help themselves • Extra support can be given to the child by an adult for a short time during the day to let them talk about the things that upset them • Individual targets set to help show what the child needs help with • Designated support from the Academy's Associate Teachers for Social Emotional Mental Health (one for primary and one for secondary). 	<ul style="list-style-type: none"> • Observations of the child or young person to see if they are coping better in school • Talk to adults who have worked with the child or young person • Talk to parents • Talk to the child or young person • Talk to Parent Support Worker • One to One or group session with learning mentor team
<p>Sensory and/or Physical needs</p> <p>Children who have a disability that may make it difficult for them to manage their everyday life without changes or support</p> <p>This may be because of hearing or visual difficulties, physical disabilities or other medical needs</p>	<ul style="list-style-type: none"> • Professional advice from specialist staff • Physiotherapy • Support from outreach services such as the hearing or visual impairment or physical disability teams 	<ul style="list-style-type: none"> • Talk to the child and their parents • Monitoring that the child has full access to a broad and varied curriculum • Observations of the child within the school environment

<p>Some of the things children with these difficulties might find difficult are:</p> <ul style="list-style-type: none"> • Hearing what others in the classroom or school setting are saying • Reading words on books, worksheets or whiteboards that are not made bigger or changed to help them • Moving around without the aid of a walking aid or wheelchair • Using pencils, scissors, knives and forks and other things that we need to use without changes or support • Taking medications without adults helping them 	<ul style="list-style-type: none"> • Specialist equipment • Motor groups • Adaptations to the school environment where possible • Access to the local authority's visual and hearing impairment teaching service. 	<ul style="list-style-type: none"> • Talk to adults who have worked with the child
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2. How does the academy identify and assess Special Educational Needs & Disability

In the academy we use a variety of different ways to assess whether a child or young person has special educational needs or a disability.

Some of these ways include:

- All teachers and associate staff have access to the local authority's document called 'Inclusive Provision for SEND Pupils in Mainstream Schools' and are expected to use it in their planning for all students
- Twice a year, all students undergo extensive assessment in all areas of development (Psychometric assessment). These electronic assessments test: reading age, writing age, spelling age, dyslexia screening and progress in maths and English
- All students are assessed using Cognitive Abilities Tests; these tests measure students' ability and provide accurate analysis of how they learn, and the strategies needed to secure learning and support rapid progress

- Information from parents and carers from meetings
- Information from the child from adults working with them
- Liaison with the Local Authority special needs team/professionals
- Observations by Achievement College staff and (if needed) the academy's educational psychologist
- School-based test results gathered every half term at each Common Assessment (CA)
- Specialised assessments carried out by a member of the academy or local authority support services
- Information from previous schools or settings using the Academy's 'Information Passport'
- Results from end of key stage assessments
- Special transition programmes for students moving from Year 6 to 7
- Discussions with associate teachers and staff who work with the child or young person
- Review of student POPs, pupil outcome plan

Once a child is identified as having a special educational need, a graduated approach to support is taken. The student's needs will first be assessed in the classroom using the Inclusive Provision for SEND Pupils in Mainstream Schools', then support will be planned, carried out and then reviewed. At the review any necessary changes will be made.

3. How does the academy know how much progress is being made by pupils with Special Educational Needs & Disability?

All students' progress, including those with special educational needs, is tracked using the school's assessment tracking system. Students are assessed regularly using teacher marking, observations and questioning as well as more formal assessments such as curriculum tests and standardised tests. We also have access to the PIVATS assessments: Performance Indicators for Valued Assessment and targeted learning which we use in tandem with the Inclusive Provision for SEND Pupils in Mainstream Schools document, and will be used to support students who require more specialist support in accessing the curriculum.

Students' progress will be measured using: 1) Pupil progress meetings 2) Pupil Outcomes Plans for students who require additional support to access lessons who may receive support from external agencies.

Students with an Education Health and Care Plan will receive support and advice via Education Health and Care Plan review. All reviews are student-centred and are supported by the Graduated Approach: Assess, Plan, Do, Review

4. What extra-curricular activities can a pupil with Special Educational Needs access at the academy?

All children have access to our extra-curricular activities. Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

In addition the academy provides additional extra-curricular activities for children with special educational needs when needed. These include:

- a lunchtime club
- Period 6 curriculum support for targeted Year 11 students
- BrainFood targeted maths homework club as part of the Catch-Up premium offer for Key Stage Three
- SEND offer for Key Stage Four.

5. Does the school have a Special Educational Needs & Disability Co-Ordinator? If so, who are they and how can someone get in touch with them?

Simon Clay is our Special Educational Needs and Disability Coordinator, with support from Miss Diane Fellowes in primary.

If you would like to contact or make an appointment to see the SENCo then please email TRoberts@samworth.tgacademy.org.uk

6. What training do the staff in the academy have in relation to pupils with Special Educational Needs and Disability?

In our academy we believe that all staff should be involved in supporting pupils with special educational needs and so we make sure that staff have training to help them do this.

Staff have had training for ASD Level 1 and in using the language and literacy toolkit. As well as this various staff have been trained or are being trained for different aspects of special educational needs including Emotional Development, Speech and Language support strategies and the National Award for Special Educational Needs Coordination.

The Academy educational psychologist supports staff development with specialist delivery of Inset based on all areas of the Code of Practice

7. How does the academy get more specialist help for pupils if they need it?

The College Leader for Achievement Support hosts joint planning meetings. These are where all of the external agencies come into school and prioritise urgent cases. Students who require additional support to help them access the curriculum and make progress may receive support from a range of external agencies, including:

Agency or Service	Who they work with	How school can get in touch with them
Primary SEMH team (Shelley Piercy) Leicester Partnership School (Rebecca Edwards)	Children with social, emotional or mental health difficulties that impacts on their behaviours	The academy has an allocated worker, who will be contacted after a parent or carer has signed the consent form
Learning and Communication Team (Helen Atkins and Kate Westwood)	Children who are being assessed for or already have a diagnosis of Autism, Asperger's or communication difficulties. They will also provide support for families of children and young people with these difficulties	The academy has an allocated worker, who will be contacted after a parent or carer has signed the consent form
Educational Psychology Services (Clare Middleton)	Children with complex needs who have a statement, an Education Health and Care Plan or are being referred for an Education Health and Care Plan An Educational Psychologist will always be involved with a child or young person who is referred for an EHCP	The academy has an allocated EP, who will be contacted after a parent or carer has signed the consent form
Visual Impairment Team (Martine Hudson)	Children or young people who have particular sensory needs such as visual or hearing difficulties where access to the usual school environment is affected	Pupils are usually referred following a medical diagnosis, however school can phone them for further support and general advice
Speech and Language Therapy Service (SALT) (Amie Burrows and Laura Lineham)	Children with low, medium or high level speech and language difficulties	The academy can fill in an NHS referral form for pupils with high level needs which parents or carers sign. The family doctor can also complete this form. The academy has a SALT Lead, who will work with pupils with a range of needs after parents or carers have given consent.
School Nurse (Jean Tratt)	Children with medical needs, particularly where medication is needed	The academy can complete a form which parents or carers sign. The family doctor can also complete this form. These are also

		allocated when a child is on the child protection register.
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8. How are parents or carers of children and young people with Special Educational Needs & Disability involved in the education of their child?

Our school has an open-door policy ensuring we are always approachable so parents and carers feel involved in the education of their child.

In addition, the academy aims to regularly involve parents/carers in the education of their child through a variety of different ways including:

- Regular meetings with SENCOs, class teacher and support staff
- Target setting so parents can see what their child is working on next
- Home/school books to inform parents of important information
- Regular newsletter to inform parents of what will be going on during the term
- Homework diaries
- Home reading logs
- Information on the academy website
- Parents evenings
- Parent drop in/coffee mornings
- Signposting to parent groups
- Parents views on Pupil Outcome Plans, Information passports and Annual Review Documents

9. How are pupils with Special Educational Needs & Disability involved in their own education?

We aim to involve all children in our academy in the evaluations and implementation of their own education. All staff are familiar with the local authority document Inclusive Provision of SEND in mainstream schools. We use a variety of strategies to support our children with special educational needs including:

- Child target review meetings
- Involve child in setting their own targets
- Self-assessment at the beginning and end of learning

- Having a range of equipment available for the child to choose to use
- Ensuring the child has access to an Associate Teacher
- Ensuring the child has a designated adult to go to if they need help
- Student passports
- Membership of the school council
- One page profiles (Passports)
- Medical alert cards
- Communication cards
- Visual timetables
- Prompt cards to promote independence
- Personalised work areas
- Learning/Sensory breaks in quiet areas in and outside the classroom such as the Imperial Hub

10. If a parent of a child with Special Educational Needs & Disability has a complaint about the school how does the governing body deal with the complaint?

If you have a complaint about the academy please contact Mr Alan Wilkinson – Principal. If you wish to send a complaint to the governing body then this must be put in writing to Mrs Fletcher- Warrington, Clerk to the Governors who will ensure that this is forwarded on.

The academy and governing body take complaints seriously and will act upon these on an individual basis.

11. How does the governing body involve other people in meeting the needs of pupils with Special Educational Needs & Disability including support for their families?

In our school we have a Link Governor for SEND TBC.

Her job is to meet the SENCo regularly. In these meetings the Link Governor for SEND will make sure that children and families are being supported by the right services from in and outside the school. The SEND Governor will also visit the academy, observe what happens in classrooms and meet with teachers, support staff, children and young people.

In addition, the Principal and SENCo have to give a report to the SEND Governor termly. The SEND Governor shares this report with the other governors so that the whole governing body is aware of how special educational needs are being supported in the academy

and how well this support is working. The governors will challenge, support and advise the Principal if appropriate provision is not being made.

12. Who are the support services that can help parents with pupils who have Special Educational Needs & Disability?

Agency	How they support Parents	How to contact them
Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS)	<p>The Special Educational Needs & Disability Information, Advice and Support Service exists to provide advice and information to parents and pupils in Leicester</p> <p>This information is designed to explain special educational needs procedures, to help you understand the law and procedures that affect you and your child, and to provide information on other issues that may be helpful</p>	<p>Special Educational Needs & Disability Information, Advice and Support Service (SENDIASS) 9 Newarke Street Leicester LE1 5SN</p> <p>0116 257 5027</p>

13. How do the school support pupils with Special Educational Needs & Disability through transition?

We aim to make times of transition as easy as possible for the children and young people in the academy.

When starting at our school we:

- Meet with the child or young person and their parents to talk about their needs and answer any questions about our school
- Meet with staff at the child or young person's previous school or setting
- Provide the child or young person with a transition book that has photographs of key staff and areas around the school
- Read reports from people who have worked with the child or young person
- Arrange visits to our academy so the child or young person gets to see it before they start properly
- Give any adults working with the child or young person a one page profile or pupil passport detailing the things that help to support them in school

When moving to a new year group we:

- Introduce the child to the new teacher individually or as a group
- Provide the child with an updated transition book that has photographs of the key staff and areas around the school to look at during the school holidays
- Talk to the child and their family so we can answer any questions they may have about the new year group
- Give any adults working with the child a one page profile or pupil passport describing the things that help to support them in school

When moving to a new school we:

- Hold a person-centred review and invite key staff from the new school
- Talk to key staff at the new school about things that help the child to learn well and be happy at school
- Arrange extra visits to the new school with a member of staff from our school if that is what the child wants
- Talk to the child and their family so we can answer any questions they may have about the new school

14. How can parents find the Leicester City Local Authority local offer?

Please use this link to find Leicester City's local offer: <http://families.leicester.gov.uk/local-offer/>