



Tudor Grange Academies Trust

Tudor Grange Academy Solihull SEN Information Report

Last reviewed: September 2019

Ratified by Local Governing Body: December 2017

Under the Children and Families Bill 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. The information 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:

www.socialsolihull.org.uk/localoffer.

Tudor Grange Academy Solihull 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 with no specialist provision and where a policy of withdrawal is not adopted; in the majority of cases our students' needs can be met through Quality First Teaching 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 on the [Academy's Accessibility Plan](#) and also under the waves of intervention as outlined below.

Identification of SEN

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 SEN if "they have a learning difficulty or disability which calls for special educational provision to be made for him or her". 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 Cognitive Abilities Tests (CATs)
- Analysis of Key Stage 2 SAT results
- 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

SEN Provision

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

The SEND department consists of the SENDCo and a small team of experienced mentors and, where necessary, assessment, advice and guidance are also sought from external agencies when appropriate. These include:

- Autism Team (SISS)
- Child and Adolescent Mental Health Service (CAMHS now known as SOLAR)
- Hearing Impairment Team (SISS)
- Visual Impairment Team (SISS)
- Occupational Therapy
- GPs and Community Paediatricians
- Educational Psychologist
- 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.

Levels of Intervention

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 may include:

- A robust reporting and assessment cycle
- Quality First Teaching practice embedded across the curriculum
- Differentiated materials
- Regular parental communication
- Access to homework clubs
- Individual student profiles
- Subject specific study supports
- Curriculum intervention
- Wellbeing self-help hub
- Yellow Door and Yellow Box initiatives providing ongoing support and advice to students

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'. Support may include (in addition to Wave 1):

- Catch-up intervention in English and maths
- Access arrangements for examinations
- Small group or 1:1 sessions for ASD
- Small group or 1:1 sessions for emotional, social and mental health including anxiety
- Input from VI and HI specialists
- Learning mentor support in some lessons
- Alternative methods of recording, including electronic writing or reading aids and use of reader / scribe

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, 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

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.

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. In addition, students are supported between KS3 (Yr9) and KS4 (Yr10) through a well-planned options process. Similarly, at the end of KS4 and KS5 appropriate information is shared with the relevant educational institutions.

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.

Parental and Student voice

Tudor Grange Academy recognises the valuable contributions that parents make towards their child's education. Parents are invited to provide their views as part of the annual review process but parental contributions at any time of the year are welcome should they have 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. The Academy also collects and collates student voice at timely intervals throughout the year via the

Academy questionnaire. These views help the Academy to adapt and improve, where necessary. Furthermore, the Academy adopts a zero tolerance approach to bullying and anti-social behavior 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. Please see the Tudor Grange Academies Trust policy for further details.

Evaluating SEND Provision

The SEND provision is monitored via the Academy's 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.

Contact

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 you should contact, in the first instance via email or telephone, the school office who will direct your query to the Academy SENDCo Mrs C. Young. If immediate, same day, contact is not achieved then you will be contacted as soon as is reasonably possible.

Tudor Grange Academy Solihull: 0121 705 5100
office@solihull.tgacademy.org.uk

Dealing with Complaints

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.

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