



Tudor Grange Academy Kingshurst

SEND Information Report

Last reviewed: December 2018

At Tudor Grange Academy Kingshurst we value every student as an individual and are committed to supporting each student to achieve their potential and to prepare for adult life. We are a fully inclusive Academy.

The information in this document describes our provision for students with a Special Educational Need or Disability (SEND) and reflects Solihull Metropolitan Council's local offer, which can be found here. [Local Offer](#)

SEND

The Special Educational Needs and Disability Code of Practice (DfE, 2014) describes a child as having SEND 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 SEND at any point during their time at the Academy, including:

- During transition to the Academy, from information shared by the primary school.
- During Easter assessments as identified from Lucid Assessment System for Schools. (LASS)
- Analysis of Key Stage 2 SAT results
- When staff raise concerns that a student is underachieving or struggling.
- Through data analysis, including reading assessments, screeners and common assessments in each subject area.

SEND Team

Support for SEND students is comprised by members of staff with a wide range of expertise and experience. This includes:

- SENCo



- Assistant SENCo
- Educational Psychologist
- Autism specialist
- Assessment and testing lead
- Teaching Assistants, some of which have HLTA status.

Assessment, advice, guidance and strategies are also sought from external agencies when appropriate. These include:

- Solihull Inclusion Support Services (SISS) - CLD and Autism
- Child and Adolescent Mental Health Service (CAMHS)
- Emotional wellbeing and mental health for Solihull (SOLAR)
- Speech and Language Service
- Pastoral Team- College Leaders and Learning Mentors
- Hearing Impairment Team
- Visual Impairment Team
- Physical Disability Outreach Team
- Occupational Therapy
- GPs and Community Paediatricians
- Student Welfare Team

Levels of Intervention

Our students' needs are met using 3 levels of intervention, described as "waves of support", which support access to the curriculum. Progress is closely monitored following an 'Assess – Plan – Do – Review' cycle to ensure we secure effective support for all students. If a student makes little progress on



one wave, they may be moved to the next wave which offers a higher level of support. SEND provision is monitored via the Academy's whole school quality assurance calendar and the performance management cycle. The provision is reviewed at timely intervals by the SENCo and College Leaders.

Wave 1 describes 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.

- Mainstream classes with half termly/termly reviews of groupings through common assessments and effective tracking of progress.
- Effective reporting and communications system in place for liaison with parents and carers, including: half termly reports for all students showing common assessment data, attitude to learning and progress to target; tutor reports; regular correspondence in the form of letters and notifications; contact via telephone as required from tutors, teachers and learning mentors; parents' evenings; Year 7 welcome evening; taster days for Year 6 students.
- Students' books are regularly marked and there are opportunities for students to respond and engage in dialogue about their learning
- Whole school Quality First Teaching (QFT) practice embedded across all subject areas. The key characteristics of QFT are: highly focused lessons; students involvement in and engagement with their learning; high levels of student interaction; teacher questioning, modelling and explaining; opportunities for students to talk individually and in groups; students accepting responsibility for their learning and working independently; regular praise to motivate and encourage students (DCSF, 2008) Personalised learning – a practical guide
- Spotlight students- every four weeks 5 SEND students will be monitored by the team to ensure that they are accessing the curriculum and are making progress, any concerns raised will then highlight further intervention needed.
- Work is set at an appropriate level to develop students' potential and appropriate methods and resources are used to engage students in their learning



- Use of self- and peer-assessment and peer learning
- Challenge, support and modelling within classrooms to develop learning
- Reinforcement and opportunities for over-learning
- Dyslexia-friendly classrooms
- Year 7 reading assessments track progress in reading age
- Differentiated approaches to content, language, pace and delivery of lessons
- Increased visual stimuli and resources to meet needs of some students
- Modification of tasks that include a high literacy content for some students
- Accessible classrooms that are conducive to outstanding learning
- Observations to identify learning behaviours
- Screening for learning difficulties, such as dyslexia and dyscalculia
- Easily accessible Academy buildings
- Student attendance is closely monitored by the Attendance Welfare Officer
- Transition arrangements for Year 6 students includes SENCo visits to primary schools, taster days and individual visits for vulnerable students
- All students are encouraged to participate in extended services opportunities.
- KS3 homework club for vulnerable learners
- The Information Centre is open at break and lunchtimes and after school for students to socialise in small groups and use the ICT facilities, and is a safe place to go for students who may need additional support during social times.
- Support with transition from Key Stage 3 to Key Stage 4, including options meetings and support with the decision making process



- Support with transition to post-16 providers and destination choices

Wave 2 describes 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. Students on a Wave 2 intervention may be placed on “In-School Support” or “SEN Support”.

- Learning and social skills development through targeted small group or 1:1 intervention
- Emotional and social support and development through small group or 1:1 mentoring
- In-class support from Teaching Assistants to scaffold access to learning in lessons
- Support implemented to deliver the above mentoring and interventions and Teaching Assistants assigned to oversee individual student’s progress
- Pre-teaching of keywords, content and concepts for lessons
- Catch up intervention within subject areas
- Access arrangements for examinations
- Alternative methods of recording, including use of electronic writing aids and scribes
- Tutor and College Reports used to support engagement and behaviour
- SEND register shares with staff a range of strategies to engage and support students in being successful

Wave 3 describes 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.

- Access to the Hub including small group and 1:1 support and a personalised timetable
- Some individual teaching on a 1:1 basis as part of a student’s provision
- Personalised curriculum, including offsite provision
- Annual Reviews of Statements of Special Educational Needs and Education, Health and Care Plans
- Input from Educational Psychologist on a 1:1 basis for assessment and/or therapeutic work
- Specialist advice from outside agencies on strategies to support students at school and at home

Parent and Student Voice

Parents/carers are consulted at each wave to ensure they are fully involved in their child’s education, as are the students themselves. Both are invited to provide their views during contact with key staff throughout the year, and particularly as part of the Education, Health and Care Plan annual review process, but contributions are welcome at any time of the year if there is a concern or query. Student voice is recognised and valued, is an integral part of school life and involves ascertaining the views of all students, including those with SEND. Views of both students and parents/carers are also sought during transition from Key Stage 3 to Key Stage 4 through a well-planned options process. Similarly, during transition from Key Stage 4 to Key Stage 5, and at the end of Key Stage 5, appropriate information is shared with relevant educational establishments and students and parents/carers are fully involved in this process. Information, advice and guidance on career and future education options is provided across a student’s time at the Academy.



Contact

The Academy's SENCo, Mrs Andrea Turnbull, is contactable via the school office on 0121 3298300. If parents or carers are unhappy with any aspect of SEND provision, they should discuss this in the first instance with the SENCo. In the event of a formal complaint being made, parents/carers are advised to follow the Academy's complaints procedure.