



Tudor Grange Primary Academy Haselor SEN Information Report (2022-23)

Last reviewed: October 2022

Next review due: October 2023

Ratified by the Local Governing Body: October 2022

At Tudor Grange Academy Primary Academy Haselor we value every pupil as an individual and are committed to supporting each pupil to achieve their potential and to prepare for adult life. We are a fully inclusive Academy and believe that educational inclusion is about equal opportunities for all learners. The Equality Act 2010 sets out that schools 'must not directly or indirectly discriminate against...disabled children or young people', and they must 'make reasonable adjustments, including the provision of auxiliary aids and services.'

Under the Children and Families Bill 2014, Local Authorities (LAs) are required to publish, and keep under review, information about services they expect to be available for children and young people with disabilities and Special Educational Needs age 0-25. The information in this document describes our provision for pupils with a Special Educational Need or Disability (SEND) and reflects Warwickshire County Council's local offer, which can be found at:

<https://www.warwickshire.gov.uk/send>.

In addition, our Accessibility Plan, which is published on our website, sets out what the academy will do over the next few years to continue improving access to the same facilities and resources for all pupils. The accessibility plan contains actions to increase the extent to which disabled pupils can

participate in the school's curriculum, to improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and to improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

School Aims and Values

At Tudor Grange Primary Academy Haselor we aim to enable all our pupils to make a positive contribution to their academy and their community. We want to equip all pupils with the skills, knowledge and attitudes they will need to move to secondary school and beyond while preparing them for the ever-changing world around them.

Tudor Grange Academy Haselor is an inclusive school. We value the individuality of every child and acknowledge the importance of helping every child to recognise the spectrum of their capabilities in order to fulfil their potential.

We offer a broad and balanced curriculum so that all children can aspire to the highest level of personal achievement. 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. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means equality of opportunity must be a reality for our pupils.

The academy recognises that the responsibility for identifying and supporting pupils with special needs rests primarily with the class teacher, within the framework of a whole school approach, and with the support of external professionals e.g. Educational Psychologist. It is also recognised that

partnership with parents is central to the successful outcomes of special needs intervention and that pupils' views are important and should be sought and respected.

Support for SEND pupils is co-ordinated by our SENDCo, Amie Rhone, with support from other members of staff with a wide range of expertise and experience. This includes:

- Executive Trust Lead SENDCo
- Educational Psychologist
- Attendance Welfare Officer
- Speech and Language therapist
- Specialist teachers

Training and expertise are developed as part of staff professional development. Recent staff training opportunities have included:

- THRIVE whole-school training
- British Sign Language
- Safer Handling training
- Emotion Coaching training

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

- Speech and Language Service
- Vulnerable Learners
- Early Intervention Service

- Integrated Disability Service
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy
- GPs and Community Paediatricians
- Early Help Service

Admissions

Pupils with SEND are considered for admission to the academy on exactly the same basis as pupils without SEND. The academy will not discriminate against disabled pupils or prospective pupils on the grounds of disability. Pupils in receipt of an EHCP naming the academy will be admitted, unless after reviewing the EHCP, the academy believes that it cannot meet 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 pupils can be found in both the SEND and Admissions Policies.

Categories of SEND

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support', which we are committed to catering for. The four areas are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

The Special Educational Needs and Disability Code of Practice (DfE, 2014, Updated May 2015) 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”. Pupils can be identified as having SEND at any point during their time at the academy, including:

- During transition to the academy or from information shared by another setting;
- When staff raise concerns that a pupil is underachieving or struggling;
- During assessment or observation;
- Through data analysis, which may include reading assessments, screeners and termly common assessments;
- If external agencies are involved with a pupil.

Levels of Intervention

Our pupils’ needs are met using 2 levels of intervention, Quality First Teaching and SEND 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 pupils. If a pupil makes little progress on one level, they may be moved to the next level which offers a higher level of support.

SEND provision is monitored via the TRUST’s whole school quality assurance calendar which reviews SEND provision within the academy using external reviews from SEND specialists as necessary.

Quality First Teaching

A quality inclusive teaching approach considers the learning needs of all the pupils in the classroom.

It includes providing differentiated work and creating an inclusive learning environment where all children with SEND are enabled to engage in activities alongside their peers without SEND need.

- Whole school Quality First Teaching (QFT) practice embedded across all subject areas. The key characteristics of QFT are: highly focused lessons; pupils' involvement in and engagement with their learning; high levels of pupil interaction; teacher questioning, modelling and explaining; opportunities for pupils to talk individually and in groups; pupils accepting responsibility for their learning and working independently; regular praise to motivate and encourage pupils (DCSF, 2008)

Personalised learning – a practical guide;

- Mainstream classes with regular formative assessment of progress, half 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: termly reports for all pupils showing attainment, progress, Learning Habits; regular correspondence in the form of letters and notifications; contact via telephone as required from class teachers; parents' evenings; parent information evening and transition meetings to secondary school for Year 6;

- Pupils' books are regularly marked and there are opportunities for pupils to respond and engage in dialogue about their learning;

- Work is set at an appropriate level to develop pupils' potential and appropriate methods and resources are used to engage pupils 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;

- Differentiated approaches to content, language, pace and delivery of lessons;

- Increased visual stimuli and resources to meet needs of some pupils;
- Modification of tasks that include a high literacy content for some pupils;
- 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;
- Pupil attendance is closely monitored by the Attendance Officer;
- Transition arrangements for Year 6 pupils includes visits to secondary schools and individual visits for vulnerable pupils;
- All pupils are encouraged to participate in after school clubs and extra-curricular opportunities.

SEND Support

This describes specific, additional and time-limited interventions provided for some pupils 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.

- 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;
- Thrive sessions in either small group or 1:1 to support social and emotional skills;
- In-class support from associate staff to scaffold access to learning in lessons;
- Pre-teaching of keywords, content and concepts for lessons;

- Catch up intervention within subject areas;
- Input from Educational Psychologist in the form of group intervention;
- Access arrangements for statutory assessments;
- Alternative methods of recording, including use of electronic writing aids and scribes;
- Pupil profiles shared with staff to support the use of strategies to engage and support pupils in being successful;
- Pupil Passports are put in place for pupils of concern and are regularly reviewed.

For a minority of pupils at SEND support it is necessary to provide highly tailored interventions to accelerate progress or enable them to achieve their potential, and may be identified as requiring an Education, Health and Care Plan if the support needed is long term.

The Academy's Notional SEND budget and additional SEND funding for individual pupils is spent in a variety of ways which include the following:

- Some individual teaching on a 1:1 basis with a Teaching Assistant as part of a pupil's provision;
- Personalised curriculum, planned by the SENDCo possibly including offsite provision;
- Annual Reviews of Statements of 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 pupils at school and at home;
- Multi-agency support through the Early Help Service.

- The provision of sensory needs equipment to support individual needs through personalised targets
- Targeted SEMH support through the Academy's Thrive Practitioner on a 1:1 or small group basis.

Parent/Pupil Voice

Tudor Grange Academy Haselor recognises the valuable contributions that parents/carers make towards their child's education. Parents/carers are consulted to ensure they are fully involved in their child's education, as are the pupils themselves. They are invited to provide their views as part of Pupil Passport reviews and 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. Pupil voice is recognised and valued, is an integral part of school life and involves ascertaining the views of all pupils, including those with SEND. Views of both pupils and parents/carers are also sought throughout all Key Stages. This includes listening and responding to pupils' views on bullying and the prevention of bullying. The academy adopts a zero-tolerance approach to bullying and antisocial behaviour and all pupils are encouraged to express concerns, with support where required.

All pupils are encouraged to embrace the Tudor Values of tolerance, opportunity, democracy, understanding and resilience. These values are promoted through assemblies, PSHE and other pastoral opportunities.

Transition

At the end of Key Stage 2 in preparation for transition to Key Stage 3, appropriate information is shared with relevant educational establishments. Information, advice and guidance on future education options will be provided at appropriate times during a pupil's time at the academy.

Contact

The child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of difficulty.

The school's SENCo, Miss Amie Rhone, is also contactable via the school office on 01789 488211. 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.

For further details please refer to the following policies;

- Equality
- Complaints
- Disability & access plan

How do we contact school if we want to know more?

If you would like to know more about what we offer at Tudor Grange Academy Haselor, please contact us on: 01789 488211

Or e-mail us at: office@haselor.tgacademy.org.uk

Mrs G Duxbury

Head of School

For further parental support and additional information, SENDIAS offer a free and confidential service for children with SEND and their carers:

Address:

Easter Way,

Exhall Grange Specialist School,

Coventry

CV7 9HP

Telephone: 024 7636 6054

Email: warwickshire@kids.org.uk

<https://www.warwickshire.gov.uk/sendlocaloffer>