

Tudor Grange Academy Worcester

SEND Information Report

Last reviewed: September
2023

Ratified by Local Governing Body: 2023

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 students with a Special Educational Need or Disability (SEND) and reflects Worcestershire County Council's local offer, which can be found here: <https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer>.

Tudor Grange Academy Worcester (TGAW) 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 students are treated equally by ensuring that everyone has an equal opportunity to participate in as many aspects of school life as possible and access to a broad, balanced and appropriate curriculum from KS3 to GCSE / GCE. For example, all SEND students have the opportunity and are encouraged to partake in 'Period 6' extra-curricular activities and are provided opportunities to attend educational visits locally, nationally and internationally. Moreover, SEND students have the same opportunities as non-SEND students to master their learning habits of commitment, courage and curiosity in opportunities for inter-college competitions as well as 'SAS' (Skills Action Service) lessons where there is a holistic approach to learning new skills such as Sign Language, Hairdressing and Golf. 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 (QFT) 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. More detail on the steps taken can be found in the information under the waves of intervention outlined below.

Further information on this topic can be found on the Academy's 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 students. 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. Admissions 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 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.

Categories of SEND

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support': Communication and interaction, Cognition and learning, Social, emotional and mental health and Sensory and/or physical needs. Within these four areas, children with the following needs are provided for:

- Autism/Aspergers
- Hearing and/or Visual Impairment
- Moderate Learning Difficulty
- Specific Learning Difficulty, such as dyslexia, dyscalculia and dyspraxia
- Speech, Language and Communication Needs
- Physical Disability
- Social Difficulties

- Mental Health Needs, such as anxiety, depression and other disorders

Identification of 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 or middle 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;
- Through data analysis, including reading assessments, screeners and termly common assessments in each subject area;
- Through referral to and subsequent assessment by our Educational Psychologist;
- If external agencies are involved with a student.

Achievement Support College

Support for SEND students is co-ordinated by our Achievement Support College, which comprises members of staff with a wide range of expertise and experience.

This includes:

- College Leader
- SENCo
- Educational Psychologist
- School Counsellor
- Attendance Welfare Officer
- Speech and Language Mentor
- ADHD Mentor
- ASC Specialist Mentor
- EHCP Learning Mentors
- Dyslexia Pathway Mentors
- LAC Mentor
- SEMH/THRIVE Mentors
- Trauma Informed School Mentors

Training and expertise are developed as part of staff professional development. Additional assessment, advice, guidance and strategies are also sought from external agencies when appropriate.

These include:

- Speech and Language Service
- Complex Communication Needs (CCN) Team
- Child and Adolescent Mental Health Service (CAMHS)
- Hearing Impairment Team
- Visual Impairment Team
- Physical Disability Outreach Team
- Occupational Therapy
- GPs and Community Paediatricians
- Footsteps bereavement counselling
- Early Help and Targeted Family Support
- Family Front Door / Social Care

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 the graduated approach, 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 Achievement Support College staff.

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.

- 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
- Mainstream classes with 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 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; induction evening for Year 6 students
- Students' books are regularly marked and there are opportunities for students to respond and engage in dialogue about their learning
- 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
- Reading assessments to 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
- All students are encouraged to participate in Period 6 opportunities
- The Canopy 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 'SEN Support'.

- Smaller class sizes in core lessons
- Mentor support for students with a physical disability
- 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 Learning Mentors to scaffold access to learning in lessons
- Learning Mentors assigned as a key person to oversee individual student's progress and listen to students' views and concerns
- 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 examinations
- Alternative methods of recording, including use of electronic writing aids and scribes
- Tutor and College Reports used to support engagement and behaviour
- Student Profiles share with staff a range of strategies to engage and support students in being successful
- Students may be placed on the Dyslexia Pathway or Speech and Language Pathway

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.

- Some individual teaching on a 1:1 basis as part of a student's provision
- Personalised curriculum, including offsite provision
- Targeted Action Plans (TAPs) put in place for students of concern and are regularly reviewed
- Annual Reviews 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 students at school and at home
- Multi-agency support through Early Help Hub
- In-class support in areas of concern
- Key Mentor identified

The support, equipment and facilities described above are secured through use of the Academy's notional SEN budget. For some students with significant needs, additional funding may be required to ensure appropriate provision.

In order to gauge the effectiveness of the provision for SEN students regular quality assurance processes are implemented and evaluated by the Trust as part of a structured quality assurance calendar.

Parent and Student Voice

Tudor Grange Academy recognises the valuable contributions that parents/carers make towards their child's education. Parents/carers and students are consulted at each wave to ensure they are fully involved in their child's education, including education around pastoral support and emotional development. Both are also invited to provide their views during contact with Achievement Support College 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. This includes listening and responding to students' views on bullying and the prevention of bullying. The Academy adopts a zero tolerance approach to bullying and anti-social behaviour and all students are able to express concerns through the Academy's incident reporting system, with support where required. Learning Mentors are assigned as a key person for students on the SEN register and will be a key point of contact for students to express their views and concerns.

All students are encouraged to embrace the Tudor Values of tolerance, opportunity, democracy, understanding and resilience. These values are promoted through assemblies, tutor times, etc. Students who have difficulty fostering good relationships will be offered mentoring.

Moving between phases of education

During the summer term, prior to admission in year 7, all feeder schools are visited and necessary information transferred for continuity. We also offer a week-long induction programme in July before new students start in September. We arrange additional, individual visits for vulnerable students and students with significant needs.

Views of both students and parents/carers are 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. Life skills are taught through the curriculum and in designated assemblies and other taught sessions across each year, and 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 Lucie O'Brien is contactable via the school office on 01905 454627 and via a contact form on the school website: <https://www.worcs.tgacademy.org.uk/about-tudor-grange/send-department/> Children or parents/carers can also contact their tutor via email or through the school office if they have a concern about SEND.

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 parental support and additional information SENDIASS offer a free and confidential service for children with SEND and their carers:

SEND Information,
Advice and Support Service,
Tolladine Rd
Worcester
WR4 9NB

<https://www.hwsendiass.co.uk/>

Telephone: 01905 768153

Email: sendiass@worcestershire.gov.uk