



Tudor Grange Primary Academy Hockley Heath SEN Information Report (2023-24)

Last reviewed and ratified by the Local Governing Body: October 2023

Next review: October 2024

At Tudor Grange Primary Academy Hockley Heath we are family-orientated and value all our pupils as individuals. We are committed to supporting all our pupils as they learn, explore and develop into the best possible versions of themselves. We believe in equal opportunities for all our learners and strive to create a fully inclusive learning environment that not only nurtures and supports, but also challenges. We aim to provide a safe and happy environment and instil in our pupils ambition, confidence and a curiosity about the world around them.

School Vision and Values:

Vision

To create a culture where everyone is seen as a learner

To instil in all a sense of purpose (something to work for)

To provide a safe space built on trust, independence and choice that enables pupils to thrive and be ambitious

To help learners take control over their behaviour and be responsible for the consequences of it

Values

Through our school values, we contribute to children leading open and fulfilling lives. Our values are lived through daily school life and in how we treat each other.

Tolerance

Unity

Democracy

Opportunity

Respect

The types of special educational needs for which provision is made at the school

The 0-25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support', which we are committed to supporting at Tudor Grange Primary Academy Hockley Heath. The four areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

As a mainstream school, we will actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or group of pupils, through reasonable adjustments. This means that school will endeavour to use the resources available to them so that equality of opportunity is a reality for our children.

Information about the school's policies for the identification and assessment of pupils with special educational needs

The [Special Educational Needs and Disability Code of Practice](#) (DfE, 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 school.

When deciding whether special educational provision is required, the process starts with identifying areas of need and monitoring desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. The school recognises that the responsibility for identifying and supporting pupils with special needs in school rests primarily with the class teacher, within the framework of a whole school approach, and with the support of the SENDCO and external professionals.

The school will take into consideration information available from different sources to build a holistic picture of a child's needs, including:

- During transition to the Academy, information shared by previous settings
- When staff/ parents or carers raise concerns that a pupil is underachieving or struggling
- Through data analysis, including reading assessments and termly common assessments in each subject area
- Assessments from external agencies including;
 - Solihull Specialist Inclusion Support Service (SISS)
 - Medical Professionals e.g. Paediatricians, Psychologists, Speech and Language Therapist

If, after considering all the evidence, a child is identified as having SEND, school and family will work together on next steps and support planning. An individualised Pupil Learning Passport will be created to detail the resources, strategies and arrangements for supporting the pupil; this is then shared with all staff and reviewed regularly.

Information about the provision for pupils with special educational needs

How the school evaluates the effectiveness of its provision for such pupils



The school will consider the needs of the whole child and monitor progress closely following the assess-plan-do-review cycle. They will then adapt provision accordingly using the graduated approach. The graduated approach is fluid and children can, and often do, move between levels depending on their emerging needs. The effectiveness of this provision is monitored primarily by the class teacher in cooperation with the



SENDCO and Senior Leadership Team. Impact is evaluated through learning walks and book trawls; and through the monitoring of progress and attainment data for individual pupils. Additionally, quality assurance at a Trust level takes place throughout the school year.

Arrangements for assessing and reviewing the progress of pupils with special educational needs

The progress of children with SEND is assessed and reviewed using a range of information and reports available to the school. This includes using:

- Formative assessment information such as the regular marking of children's books/work and verbal responses
- Termly assessment data
- Intervention data

- Progress against pupil passport targets (termly) and EHCP outcomes (annually) or any agency specific recommendations (e.g. speech therapy)
- Informal and Formal review meetings/calls between teachers/SENDCo and families
- Pupil Voice (e.g. discussions, person centred planning opportunities, questionnaires)
- External reports from agencies such as Speech and Language, Occupational Therapy & Educational Psychologists

All information will be reviewed to provide a holistic picture of the child's progress and support will evolve to keep pace with emerging needs.

The school's approach to teaching pupils with SEND and how the school adapts the curriculum and learning environment for pupils with special educational needs



Quality first teaching, which takes into account the learning needs of all the pupils in the classroom, is of paramount importance. The teacher will have the best working knowledge of the children with SEND in their classes and will employ a range of strategies to support them in making progress. Examples of quality first teaching can include:

- Work 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
- Flexible learning groups
- Challenge, support and modelling within classrooms to develop learning
- Reinforcement and opportunities for over-learning
- Differentiated approaches to content, language, pace and delivery of lessons
- Increased visual stimuli and resources to meet needs of some pupils
- Modification of tasks
- Pupils' books are regularly marked and there are opportunities for pupils to respond and engage in dialogue about their learning. Verbal feedback is given to work
- Pre-learning and Over-learning
- Accessible classrooms that are conducive to outstanding learning - quiet areas, seating arrangements, low arousal displays
- Access to resources to support learning such as pencil grips, reading overlays, whiteboards, specialist scissors etc....
- Keeping accurate and up to date records of any areas of concern and any strategies in place
- Timely sharing of concerns or the need for further adaptations and accessing support/advice from colleagues/SENDCo/THRIVE Practitioner as needed
- Communicating with both pupils and their families about their learning and how they can be best supported

Additional support for learning that is available to pupils with special educational needs



In addition to high quality teaching and learning, some children may require targeted or additional support. Therefore, additional and time-limited interventions may be provided for some pupils who need help to accelerate their progress in certain areas or support the development of specific skills.

They are often targeted at a group of pupils with similar needs. If a teacher feels a child needs support in a particular area, they will include them in an intervention. The following are examples of interventions and targeted support which may be offered to your child.

| Cognition and Learning | Social Emotional Mental Health |
|---|---|
| Precision teaching e.g. topic vocabulary/phonics Phonics (Little Wandle) Targeted reading/ writing / maths – either with in class support or withdrawal Pre-tutoring Plus 1/Power of 2 (Maths) Word Wasp/Hornet (Spelling) Peer Readers Tutoring Sessions (English, Maths, Phonics, Reading) Maths resources eg Numicon | THRIVE Nurture Groups ‘Time In’ Key adults to support when children are experiencing dysregulation or times of emotional need. ‘Time Out’ opportunities inside/outside of classroom Sensory Object Library (e.g. Theraputty, Stress Balls, Fiddle toys) Peer Listeners |
| Communication and Interaction | Sensory and Physical |
| Time to talk Talk boost Visual resources including timetables, classroom organisation and use of Widget Software | Alternative methods of recording, including use of electronic writing aids and scribes Fine Motor Resources e.g. easy grip pencils, pen grips, writing slopes Screen adjustments to ipads/laptops Coloured overlays/reading rulers Noise Cancelling Headphone Sensory Objects e.g. Chewelry, Fiddle Toys |

At Tudor Grange Academy Hockley Heath, all staff recognise the importance of good mental health in children and work to create a safe and nurturing environment. In addition to the interventions offered, staff have been trained in the thrive approach and school have a dedicated THRIVE practitioner. Staff have also had training in de-escalation techniques so that they can support children in times of emotional crisis. If a child needs support outside of our expertise, external agencies will be consulted with such as SOLAR or the autism team to seek specialist support.

How other support services are involved in meeting the needs of pupils with special educational needs and in supporting the families of such pupils



At times, school may access advice from other support services and specialist professionals. They may work with your child to help the school to understand their needs and make further recommendations. You will always be notified if an external agency will be involved with your child and be provided with the contact details.

| Funded by: | Type of service: |
|---|---|
| Directly funded by school including the use of the notional SEND budget and Top-up funding. | Teaching/Learning Support Assistants Resources to support learning and interventions SISS Communication and Learning team THRIVE practitioner Tutoring sessions |
| Paid for centrally by Solihull Local Authority | Specialist Inclusion Support Service (SISS): Sensory and Physical Impairment (SPI) Team Visual Impairment (VI) and Hearing Impairment (HI) Teams Speech, Language and Communication Disorders Team (SLCD) Autism Team Early Years Inclusion Service Educational Psychologist (For EHCP assessments only) Family Support Workers (part of Children's Services) Inclusion Service Solihull Approach (Parenting Support) |
| Provided and paid for by Health Service | School Nurse Occupational Therapy Speech and Language therapy Child and Adolescent Mental Health Services (SOLAR in Solihull, CW RISE in Warwickshire and Forward Thinking in Birmingham) Paediatrics (referral via GP or School Nurse) ADHD Nurse Led Clinic |
| Independent/Voluntary Agencies/Charitable Bodies | Autism West Midlands Autism Education Trust SENDIASS (Independent Advisory Service) Solihull Parent/Carer Network |



For a minority of pupils with SEND, it may be identified that a request for an Education, Health and Care Plan (EHCP) is needed. A request for assessment to the local authority can be submitted by the school or by parents. An EHCP may be requested when it is determined that a child needs long term specialist support and provision due to their special educational need or disability. Further guidance can be found on the [Solihull Local Offer page](#).

How the school enables pupils with SEN to engage in the activities of the school

The focus of education in our school is on inclusion. This means that children with SEND engage with activities alongside and with pupils who do not have SEND. Children with SEND have the same rights of access to our full, broad and balanced curriculum. All pupils are encouraged to attend extracurricular activities where they are available and the SENDCo and teaching staff will support to make reasonable adjustments where required in to enable access for all wherever it is possible to do so.

The school also has an Accessibility Plan which outlines plans for improving the physical environment, the curriculum and delivery of information for pupils with SEND. This can be found on our website.

The name and contact details of the SEND Co-ordinator, Principal and Governor for SEND

| Role | Name | Contact |
|---------------|-------------------|---|
| SENDCo | Michelle Bradshaw | 01564 783 161 office@hockleyheath.tgacademy.org.uk |
| Principal | Louise Porter | 01564 783 161 office@hockleyheath.tgacademy.org.uk |
| SEND Governor | Laura Baker | 01564 783 161 office@hockleyheath.tgacademy.org.uk |

How are the adults in school supported to work with children with SEND and what training do they have?

At Tudor Grange Primary Academy Hockley Heath we are committed to providing and facilitating training in the area of SEND for all staff across the school. Training opportunities may be in-house, arranged collaboratively with other schools within the Trust, led by external professionals or available online. This includes, but is not exclusive of:

Teaching of children with Autism

Supporting Speech, Language and Communication Development

Working with children with challenging behaviour

Mental Health First Aid training

Precision teaching

Teaching of children with Specific Learning Difficulties e.g. Dyslexia

Supporting children with Social, Emotional and Mental Health Difficulties

THRIVE approach

Where staff hold roles for supporting pupils with specific needs, their training and professional development needs are considered and planned for. We endeavour to have a wide range of experience and expertise within our school and providing opportunities for that to be shared among all our staff. Our volume and areas of need are reviewed regularly and training is planned for as part of our school improvement plan.

The arrangements for consulting parents in the education of their child

Consultation with families forms a valuable part of our offer and as such communication between the SENDCO, class teacher and parents/carers is essential. Communication may take the form of parents' evenings, annual or termly review meetings, creation/update of pupil learning passports, phone calls, emails, meetings in school and annual reports with the frequency and nature of communication evolving to meet current needs.

Communication is always welcomed and opportunities for phone calls, emails or face-to-face conversations can be arranged when needed. Where there is a general concern or query, the first port of call should always be the child's class teacher and for more specific issues the SENDCo – both of whom can be contacted through the school office (see above). Parents and carers are encouraged to participate as fully as possible in supporting their child's learning and development.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

We value what our pupils have to say about their learning and their time at school. All pupils engage in discussion with their teachers around their progress and individual support needs; where a pupil has SEND, this will also involve creating a pupil learning passport. The Passport details the strategies and

resources that are deemed to work best for supporting the individual child, as seen by the child, their family, their teachers and any external professionals working with them. Pupil Voice forums and questionnaires and Family feedback questionnaires form part of our monitoring and quality assurance throughout the year.

The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education

We endeavour to build up good working relationships with all our neighbouring secondary schools. During transition, the SENDCo will liaise with the SENDCo from the secondary school in order for files and key information to be disseminated in a timely manner. The SENDCo will generally begin to think about Key Stage 2 transition with parents and key agencies in Year 5, and at least 2 terms before the date of transition in Year 6. Transition arrangements for Year 6 pupils with SEND may include SENDCo/family meetings, induction programmes, summer schools, information packs, visits to current school by new school staff, TEAMS calls for Q&A with existing pupils and individual visits to the new setting. Where a pupil has an EHCP, the transition phase/arrangements may be more complex or need to take place over a longer period of time. Every pupil will be considered as an individual and both schools will work together to find the best way forward.

Where a pupil transfers between settings at any other point, every effort will be made to work with the new/previous school to make transition as smooth as possible.

Local Authority's local offer

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

Access Arrangements

Specific arrangements for pupils with Disabilities would be put in place prior to their admission to school (or as soon as is necessary for a child already on roll) through consultation with the pupil, their parents and any external agencies involved with the family.

The [accessibility plan](#) for school can be found on our website. Visits to our setting before applying for a place are encouraged.

Admission

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.

Discrimination

At Tudor Grange Primary Academy Hockley Heath, it is of utmost importance that all pupils feel safe and secure at school as outlined in our [Anti-Bullying Policy](#). Children with SEND will be treated fairly in line with the [Equality Act \(2010\)](#) and reasonable adjustments will always be made to ensure that all pupils have access to a broad and balanced curriculum.

Arrangements for complaints concerning the provision made at the school.

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 when raising concerns regarding a child's provision. If parents still have concerns, then they can contact the SENCO in school to discuss this further.

If parents/carers would like to make a formal complaint, they must follow the school's formal complaints procedure. For further details please refer to the following policies:

- Equality
- Complaints

- Disability & access plan

All policies can be located on the [school website](#).

The contact details of support services for the parents of pupils with special educational needs.

Parents of any pupil identified with SEN may contact [SENDIAS](#) for independent support and advice on (t) 0121 516 5173 or (e) solihullsendias@family-action.org.uk.