



## Tudor Grange Primary Academy St James

### SEN Information Report (2021-22)

At Tudor Grange Primary Academy St James 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. Within a caring Christian ethos, Tudor Grange Primary Academy St James, aims to provide a safe and happy environment which allows every child the opportunity to fulfil their potential and make a valuable contribution to the Academy and the wider community

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](#).

#### School Aims and Values:

- To serve its pupils by providing an education of the highest quality within the context of Christian belief and practice
- To create a learning community where pupils are encouraged to learn in a creative, innovative and challenging way
- To provide a rich and varied curriculum that enables all pupils to acquire, develop and apply a broad range of knowledge, understanding and skills
- To create a positive school community where everyone is respected and valued
- To make learning enjoyable
- To work with parents and the local community to strengthen the partnerships of learning

#### SEND

TG Academy St James 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. The Inclusion policy helps to ensure that our school promotes the individuality of all our children, irrespective of special needs, disability, attainment, ethnicity, age, gender or background.

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 at Tudor Grange Primary Academy St James:

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

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or group of pupils. This means that equality of opportunity must be a reality for our children.

The school 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 and a range of other professionals including Specialist Support Service (SISS) (t) 0121 7046690. High importance is placed on pupil voice at Tudor Grange Primary Academy St James, and as such pupils with special educational needs will be communicated with about their own progress, barriers and needs, as well as being consulted more broadly through pupil voice questionnaires and the pupil executive body.

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 the Academy, including:

- During transition to the Academy, from information shared by previous settings
- When staff raise concerns that a pupil is underachieving or struggling
- Through data analysis, including reading assessments and termly common assessments in each subject area
- If external agencies are involved with a pupil

### **Inclusion Team**

Support for SEND pupils is co-ordinated by our Inclusion Team, which comprises members of staff with a wide range of expertise and experience. This includes, but is not exclusive of:

- Teaching of children with Autism
- Numicon Training (Maths resource)
- Working with children with challenging behaviour
- Every Child Counts training (Maths intervention programme)
- Target setting (SMART IEP targets)
- Lego Therapy training
- Mental Health First Aid training
- Precision teaching
- Relationship Based Play approaches
- Thrive approach

At TG Academy St James we are committed to providing and facilitating attendance at in-service training in the area of SEN for all staff. An annual need analysis will be undertaken to identify the training needs of all staff.

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

- Speech and Language Service
- Educational Psychologists
- SISS Teams from Solihull Local Authority including the Autism Team and the SLCD (speech, language and communication) Team
- Child and Adolescent Mental Health Service (CAMHS) and SOLAR
- Hearing Impairment Team
- Visual Impairment Team
- Occupational Therapy
- Early Years Team
- GPs and Community Paediatricians
- Social Care

- School Nursing Team
- Specialist Teachers- for this we use SENTAA and our allocated specialist teacher is Julie Showell.

### **Levels of Intervention**

Our pupils' needs are met using 2 levels of intervention, 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 at one level, they may be moved to the next level which offers a higher level of support. The effectiveness of this provision is monitored primarily by the SENCO in cooperation with the Senior Leadership Team through regular reviews with staff, both teaching and support; learning walks and book trawls; and through the monitoring of progress and attainment data for individual pupils. Quality assurance at a Trust level takes place throughout the school year.

Quality first teaching, which takes into account the learning needs of all the pupils in the classroom, is of paramount importance. It includes providing differentiated work and creating an inclusive learning environment and is the first port of call to support any child with additional learning needs. Examples of quality first teaching can include:

- Mainstream classes with termly reviews of progress and attainment 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 common assessment data, attitude to learning and progress; regular correspondence in the form of letters and notifications; contact via telephone as required from, teachers and learning mentors; parents' evenings.
- 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.
- 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*
- 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 and Autism-friendly classrooms
- Termly reading assessments track progress in reading age
- All pupils placed on a reading pathway, according to reading age
- 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
- Pre-learning and Over-learning
- Accessible classrooms that are conducive to outstanding learning
- Observations to identify learning behaviours
- Screening for learning difficulties, such as dyslexia and dyscalculia
- Teaching assistants provide extra support in core subject areas
- Easily accessible Academy buildings
- Pupil attendance is closely monitored by the Attendance Officer

- Transition arrangements for Year 6 pupils includes SENCo visits to secondary schools, two- day induction programme and individual visits for vulnerable pupils

SEND Support 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, including Thrive
- 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 specialist agencies where it is felt further advice and support would be pertinent.
- Access arrangements for examinations
- Alternative methods of recording, including use of electronic writing aids and scribes
- Pupil Profiles share with staff a range of strategies to engage and support pupils in being successful
- Targeted provision plans in the form of Pupil Passports 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.

- Some individual teaching on a 1:1 basis as part of a pupil's provision
- Personalised curriculum, including offsite provision
- Annual Reviews of Statem Education, Health and Care Plans (EHCPs)
- 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 Early Help Hub

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 SENCo and teaching staff will support to make reasonable adjustments where required in order to enable access for all.

Consultation with parents and carers forms a valuable part of these processes and as such communication between the SENCO, class teacher and parents/carers is imperative. This may be through annual review meetings, phone calls, meetings in school and annual reports. Parents and Carers are encouraged to make contact with the SENCO through the school office should they wish to discuss any aspect of their child's school life.

During transition to senior school, the SENCO will liaise with the SENCO from the senior school in order for files and key information to be disseminated in a timely manner. The SENCO 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.

### **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 Tudor Grange Primary Academy St James can be found on our website under SEN.

### **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.

### **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 Tudor Grange Primary Academy St James can be found on our website under SEN.

### **Discrimination**

At Tudor Grange Primary Academy St James, 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.

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 any difficulty. The school will provide information about the Special Educational Needs and Disability Information Advice Service (SENDIAS) to all parents of children 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](mailto:solihullsendias@family-action.org.uk).

All SEN complaints must follow the schools formal 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 Primary Academy St James, please contact us:

Mrs H Lynch (SENCO and Deputy Head of School)

Miss S Deakin (Head of School for Tudor Grange Primary Academy St James and Executive Primary Principle for Tudor Grange Academy Trust)

(t) 0121 744 7897

[office@stjames.tgacademy.org.uk](mailto:office@stjames.tgacademy.org.uk)