



Tudor Grange Primary Academy Yew Tree

SEND Information Report (2023-24)

Reviewed and ratified by the Local Governing Body

Next review: October 2024

At Tudor Grange Primary Academy Yew Tree, 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 providing equitable opportunities for all learners. This means that we will endeavour to allocate the specific resources and opportunities needed to reach an equal outcome.



Tudor Grange Primary Academy Yew Tree, 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.

School Aims and Values:

- To serve its pupils by providing an education of the highest quality
- 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

Types of Special Educational Needs and/or Disabilities (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 at Tudor Grange Primary Academy Yew Tree. 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.

School's Policies for the Identification and Assessment of Pupils with SEND

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 SENCO 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;
 - Specialist Support Service (SISS) (t) 0121 704 6690
 - Medical reports
 - Educational Psychologist

If, after considering the all the evidence, a child is identified as having SEND parents will be notified and next steps will be shared with the parent.

Provision for Pupils with SEND

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. This is known as the graduated approach. They will then adapt provision accordingly using the graduated approach. The graduated approach is fluid and children can 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 Inclusion Team. Impact is evaluated through learning walks and book looks, 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 SEND

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, spelling tests and verbal responses
- Termly assessment data
- Intervention data including THRIVE
- Progress against pupil passport targets (termly) and EHCP outcomes (annually)
- 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.

The School's Approach to Teaching Pupils with SEND and How the School Adapts the Curriculum and Learning Environment for Pupils with SEND



Quality first teaching, which considers 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
- Pre-learning and Over-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.
- Accessible classrooms that are conducive to outstanding learning – Calm corners, seating arrangements, labelled resources, key information on displayed in a simplistic manner.
- Access to resources to support learning such as pencil grips, reading overlays, whiteboards, fidget aids

Additional Support for Learning that is Available to Pupils with SEND



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 specific areas. 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 Little Wandle Rapid Catch Up (Phonics) Targeted reading/ writing / maths – either with in class support or withdrawal. Pre-teaching	THRIVE Drawing and Talking Key adults to support when children are experiencing dysregulation or times of emotional need.
Communication and Interaction	Sensory and Physical
Social Interaction Talk Boost Speech And Language games as recommended by therapists	Alternative methods of recording, including use of electronic writing aids and scribes Fine motor skills BEAM – Gross motor skills

At Tudor Grange Academy Yew Tree, 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 receive regular training on 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 child needs support outside of our expertise, external agencies will be consulted with such as SOLAR, SISS SEMH team, Malachi or SISS Autism team to seek specialist support.

Involvement of Support Services

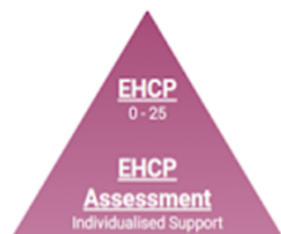


At times, school may access advice from other support services and specialist professionals. They may work with your child to help the school to understand their needs and make further recommendations. You will always be notified if an external agency will be involved with your child and be provided 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.	Learning support assistants (and resources to support learning and interventions). SISS CLD Team

	THRIVE practitioner Malachi
Paid for centrally by The Local Authority	Specialist Inclusion Support Service: Sensory and Physical Impairment (SPI) Team Speech, Language and Communication Disorders (SLCD) Team Autism Team High Needs Social Emotional and Mental Health (SEMH) Team Early Years Support Team Educational Psychologist (For EHCP assessments) Family Support Workers
Provided and paid for by Health Service	School Nurse Occupational Therapy Speech and Language Therapy SOLAR – Mental Health ADHD Team Paediatrics
Voluntary Agencies	Autism West Midlands

Education, Health and Care Plans



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 SEND 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 when they are available. The SENDCO and teaching staff will support to make reasonable adjustments where required to enable access for all.

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 the school website.

The name and contact details of the Inclusion Team

Role	Name	Contact
SENDCo	Katie Painter	0121 704 2067 office@yewtree.tgacademy.org.uk
Principal	Rajneet Bloomfield	0121 704 2067 office@yewtree.tgacademy.org.uk
Trust SEMH Lead	MarieSue Burgess	0121 704 2067 office@yewtree.tgacademy.org.uk

Staff training to Support Pupils with SEND

At Tudor Grange Primary Academy Yew Tree, we are committed to providing and facilitating attendance at in-service training in the area of SEND for all staff. The SENDCo, in consultation with SLT, will co-ordinate training to ensure there are wide range of expertise and experiences available in school. This includes, but is not exclusive of:

- Teaching of children with Autism
- Dyslexia training
- Protective Behaviours training
- Precision teaching
- Little Wandle Rapid Catch up (phonics)
- Drawing and Talking training
- Mental Health First Aid training
- Teach Active
- Target Setting (SMART Pupil Passport Targets)
- Thrive approach

Arrangements for Consulting Parents

Consultation with parents and carers forms a valuable part of our offer and as such communication between the SENDCo, class teacher and parents/carers is imperative. Parents will be communicated with through various means such as annual review meetings, phone calls, meetings in school and annual reports. Parents and carers are encouraged to make contact with the SENDCo through the school office should they wish to discuss any aspect of their child's school life. They are also encouraged to participate as fully as possible in supporting their child's learning needs.

Arrangements for Consulting Young People with SEND About Their Education

High importance is placed on pupil voice at Tudor Grange Primary Academy Yew Tree, and as such pupils with special educational needs will be communicated with about their own progress, barriers and needs. A pupil passport will be created which will encompass the views of the child, teacher and parent. Additionally, school will consult with children more broadly through pupil voice questionnaires, school council and the curriculum champions.

Arrangements for supporting pupils with SEND in a Transfer Between Phases of Education

During transition to secondary school, the SENDCo will liaise with the SENDCo at 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 Two transition with parents and key agencies in Year Five, and at least two terms before the date of transition in Year Six. Transition arrangements for Year Six pupils includes SENDCo visits to secondary schools, induction programmes and individual visits for vulnerable pupils.

Local Authority Local Offer

The information in this document describes the school's provision for pupils 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 Tudor Grange Primary Academy Yew Tree can be found on the school website.

Admission

Pupils with SEND are considered for admission to the Academy on 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 Yew Tree, it is of utmost importance that all pupils feel safe and secure at school as outlined in our Anti-Bullying policy which can be found on the website. Pupils 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 Provision at Tudor Grange Primary Academy Yew Tree.

The child's class teacher will work closely with parents at all stages in their 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 SENDCO 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.

Contact Details of Support Services for the Parents of Pupils with SEND

Parents may contact [SENDIAS](https://www.family-action.org.uk/solihullsendias) for independent support and advice on (t) 0121 516 5173 or (e) solihullsendias@family-action.org.uk.