

**Tudor Grange Primary Academy
Perdiswell**

**SEND Information
Report
(2023-24)**

Last reviewed and ratified by the Local Governing Body:

Next review:

At Tudor Grange Primary Academy Perdiswell 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.

Tudor Grange Primary Academy Perdiswell, 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 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

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 catering for at Tudor Grange Primary Academy Perdiswell. The four areas are:

Communication & Interaction	This is a difficulty with speech and language, where a child may have difficulty communicating what they want, or understanding others.
Cognition & Learning	This is when children may have difficulty learning or remembering basic skills. They may learn at a slower pace and need support to access lessons.
Social, Emotional & Mental Health	This is when children have difficulty managing their emotions or their social interactions. Sometimes children may find peer relationships difficult, or might find it hard to control their behaviour in certain situations.
Sensory and/or Physical Needs	This is when children may have physical difficulties which impact their learning, or may have visual or hearing impairments.

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 endeavor 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 and Disabilities

The [Special Educational Needs and Disability Code of Practice](#) (DfE, 2015) describes a child as having SEND, (Special Educational Need or Disability), 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;

Educational Psychology	This can be commissioned by the school or sometimes by the Local Authority
Specialist Support Services	This includes our partner agencies such as: Chadsgrove School Support Services, Complex Communication Needs Team, Visual Impairment Team, Hearing impairment Team and The Behaviour Support Team amongst other
Speech and Language Therapy	This is an NHS led service who provide support in school
Medical Reports	These could include reports from Paediatricians, Occupational Therapists and Physiotherapists amongst others,

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

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. This image is taken from Worcestershire's Local Offer and illustrates the process.

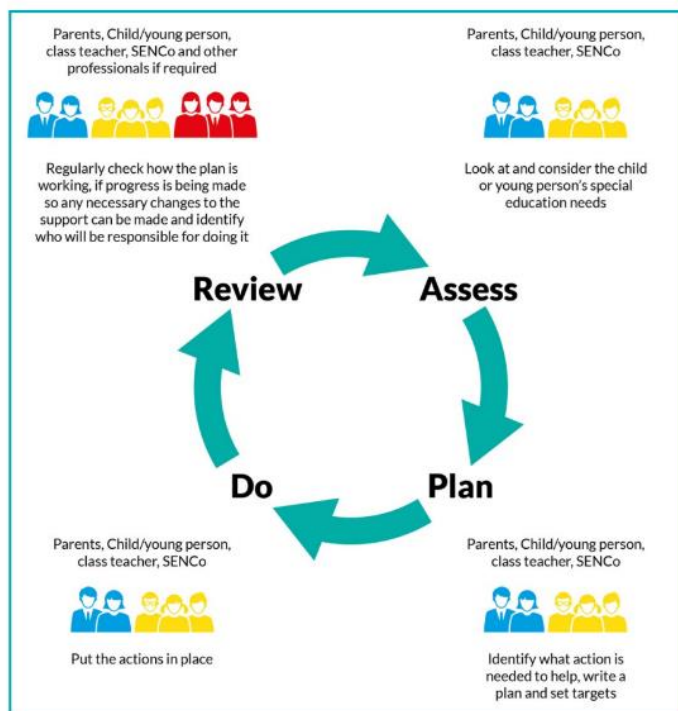


Image taken from SEND Local Offer Worcestershire – The Graduated response within Worcestershire

When a need has been identified, school 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. This image, taken from Worcestershire's Graduated Response Local Offer document illustrates this.

SEN Support

The SEN Support for each child will be different because it is designed to meet the needs of that particular child. It should be set out in a plan and include the actions and approach needed to help the child make expected progress. There are broadly four levels of support available to children and young people, depending on their individual needs.

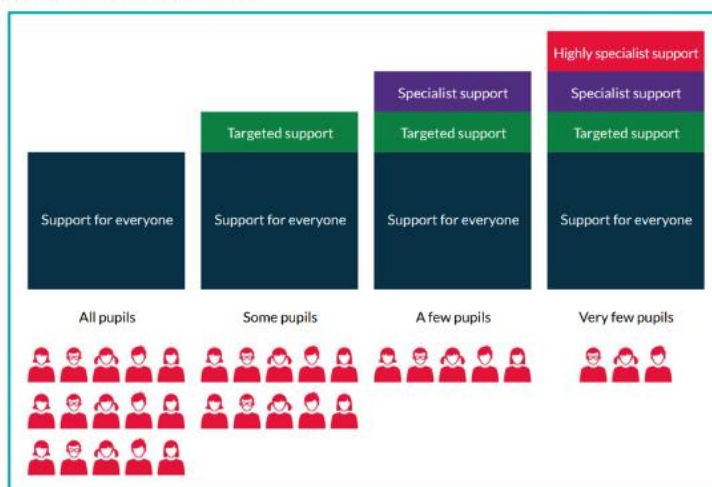


Image taken from SEND Local Offer Worcestershire – The Graduated response within Worcestershire

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, 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 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....

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

Targeted Support Additional Support

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.

Communication and Interaction

SALT Additional services
Talk Boost
1:1 SALT work
Language for Thinking
Talkabout
Word Aware
Referrals to SALT

Cognition and Learning

Support in class
Additional resources in class.
On Track Maths
Fresh Start
RWI Phonics 1:1 support
Echo Reading
Reciprocal Reading
Closing the Gap - Numicon
Chadsgrove Learning Support
CCN Team
Dyslexia Training underway

Social, Emotional and Mental Health

Thrive
Forest School
Social groups
Time to Talk
Support in class
Dougie the school dog
Behaviour Support Team
Family Support Worker
Early Help Offer
WEST
CAMHS Cast
Reach for Wellbeing

Physical

1:1 Physio
Support for continence needs
Lunchtime 1:1 support
Equipment for physical needs
Regency Outreach Support

At Tudor Grange Academy Perdiswell, 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 CAMHS Cast or the autism team to seek specialist support.

How are other support services support 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.	Learning support assistants (and resources to support learning and interventions), Learning Support Team, Educational Psychology, THRIVE practitioners, SALT – Additional Services, Complex Communication Needs Team, MET Team
Paid for centrally by The Local Authority	Specialist Inclusion Support Service: Sensory and Physical Impairment (SPI) Team Educational Psychologist (For EHCP assessments) Family Support Workers Behaviour Support Team
Provided and paid for by Health Service	School Nurse Occupational Therapy Speech and Language therapy CAMHS and CAMHS Cast
	Paediatrics



For a minority of pupils with SEND, it may be identified that a request for an Education, Health and Care Plan (EHCP) is needed. This will be discussed on completion of two cycles of the 'Assess, Plan, Do, Review' approach.

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 Worcestershire Local Offer at: <https://www.worcestershire.gov.uk/sendlocaloffer>

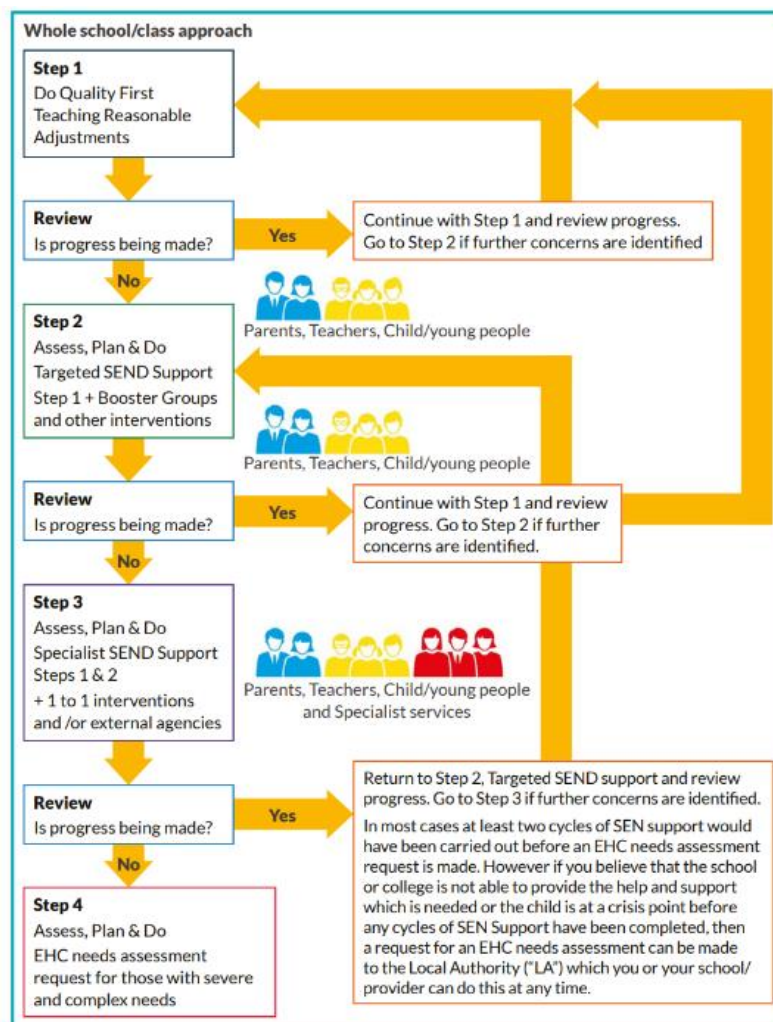


Image taken from SEND Local Offer Worcestershire – The Graduated response within Worcestershire

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 SENCo and teaching staff will help to make reasonable adjustments where required in 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.

The name and contact details of the SEND Co-ordinator

Role	Name	Contact
SENDCo	Lucy Brooks	01905 453348 sen@perdiswell.tgacademy.org.uk
Head Teacher	Rachel Hughes	01905 453348 office@perdiswell.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 Perdiswell 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, (Senior Leadership Team) 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 Walkthrus – Five Step Guide to Instructional Coaching
- Read, Write Inc. Phonics
- Scaffolding
- Thrive approach
- Mastery in Maths
- Autism and Wellbeing
- Jane Considine approach to writing

The arrangements for consulting parents in the education of their child

Consultation with parents and carers forms a valuable part of our offer and as such communication between the class teacher, SENDCo and parents/carers is imperative. Parents will be communicated to through various means such as annual review meetings, phone calls, emails, 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.

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

High importance is placed on pupil voice at Tudor Grange Primary Academy Perdiswell, 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 parent, child and teacher and will include termly personalised targets. Additionally, school will consult with children more broadly through pupil voice questionnaires and the pupil executive body.

TUDOR GRANGE PRIMARY ACADEMY PERDISWELL – PUPIL PASSPORT							
	<table border="1"><tr><td>Name:</td><td>Year:</td><td>Class:</td></tr><tr><td colspan="3">Needs: SEN Code: ASD</td></tr></table>	Name:	Year:	Class:	Needs: SEN Code: ASD		
Name:	Year:	Class:					
Needs: SEN Code: ASD							
My strengths: <ul style="list-style-type: none">	Strategies to support me: <ul style="list-style-type: none">						
What I struggle with: <ul style="list-style-type: none">	Whole Class Resources & QFT approaches:						
My aspirations: <ul style="list-style-type: none">							

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

During transition to senior school, the SENDCO will liaise with the SENDCO from the senior 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 includes SENCo visits to secondary schools, induction programmes and individual visits for vulnerable pupils

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 Worcestershire's local offer, which can be found at <https://www.worcestershire.gov.uk/sendlocaloffer>

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 Perdiswell can be found on our website under SEND.

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 Perdiswell, 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 [here](#).

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) 01905 768153

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



References:

Images shared are taken from Worcestershire County Council: The Graduated response:

<https://www.worcestershire.gov.uk/send-local-offer-0/education-schools-and-colleges-send/send-graduated-response>