



SEND INFORMATION REPORT 2019/2020

Tudor Grange Boys School is a fully inclusive school that is committed to support each and every student to achieve their potential and prepare them for adult life.

The information in this report describe the provision we offer for students with special educational needs or disabilities (SEND) and reflects Birmingham Local Authority's Local Offer. <https://www.birmingham.gov.uk/localoffer>

SEND

The Special Educational Needs and Disability Code of Practice (DfE 2014) describes a child as having SEND of '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 a special educational need and/or disability at any time during their time at this school through:

- ❖ Attainment on entry data (Ks2)
- ❖ Transition data and feedback from primary schools
- ❖ Assessment data
- ❖ Online testing

SEND Team

- ❖ SENDCo
- ❖ Teaching Assistant - Autism specialist
- ❖ Teaching Assistant – SEND testing specialist
- ❖ Teaching Assistant – Vulnerable students and external agency liaison and administration

Assessment, advice and guidance are also sought from external agencies, where appropriate.

These include:

- ❖ Communication Autism Team (CAT)
- ❖ Local Authority Educational Psychologist
- ❖ GPs and community paediatricians
- ❖ SENAR
- ❖ SENDIASS
- ❖ CAHMS/SOLAR
- ❖ PAUSE/Forward Thinking
- ❖ PSS
- ❖ Disability Resource Base at Allens Croft

Approval date: November 2019

Review Date: December 2019

Please note this policy should be read in conjunction with the school's SEN policy 2019/2020.

Levels of Intervention

Wave 1 – Quality First Teaching

TGBS believes high quality teaching that is differentiated and personalized will meet the individual needs of the majority of children and young people. Teachers are expected to utilize learning plan recommendations and differentiate content, language and pace so that students receive the support necessary for them to develop and achieve. We also encourage staff to use visual stimuli and resources to help meet the needs of some students and ask they modify tasks to include high literacy content for students

Student books must be regularly marked so there are opportunities for students to respond and engage in dialogue about their learning, whilst being provided with timely opportunities to develop and improve the content of their work and outcomes.

Each week the SENDCo will conduct learning walks to check that Spotlight Students' Graduated Approach Plan is being adhered to in lessons.

Wave 2 – In-School support

This describes the additional, time-limited interventions provided for some students who need help to accelerate their progress and enable them to work at or above age-related expectations.

- ❖ Pastoral support and intervention
- ❖ Subject specific intervention after school
- ❖ Literacy and/or numeracy intervention, such as Accelerated Reader.
- ❖ Social skills and emotional support interventions
- ❖ Dyslexia intervention, such as Lexia programme
- ❖ Catch up intervention, such as Accelerated Reader
- ❖ In class support from Teaching Assistants
- ❖ Laptop use

Wave three – Targeted SEND Provision

These can often be targeted at a group of students:

- ❖ Access to the Hub including small group and 1:1 support and a personalized timetable;
- ❖ Personalized curriculum , including off site provision
- ❖ Annual reviews of Educational, Health Care Plans;
- ❖ Therapeutic work with Educational Psychologist;
- ❖ Implementation of specialist advice from external agencies to support students at school and home, such as the CAT team.

Parent and Student Voice

We regularly consult with students to capture their views on support and provision at the school. For this academic year we have two allocated SEND information events for parents to make them aware of the what the school can provide to support their children.

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Careers

We have a part-time Level 6 Careers Advisor who priorities students with SEND for careers interviews and interventions at the beginning of year 11. This is to ensure they have the appropriate help and support throughout year 11 whilst transitioning to post 16.

Contact

The school's SENDCo is Ms Davies who is contactable on (0121) 483-2890. Should a parent have any concerns or complaints about SEND provision they should contact the SENDCo in the first instance. Formal complaints must be made through the school's procedures.

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