

Tudor Grange Academy Redditch



SEN Information Report

Last reviewed: September 2025.

Next review due: September 2026

This policy has been ratified by the Local Governing Body.

At Tudor Grange Academy Redditch we value every student as an individual and are committed to supporting each student to achieve their potential and to prepare for adult life. We are a fully inclusive Academy.

The information in this document describes our provision for students with a Special Educational Need or Disability (SEND) and reflects Worcestershire County Council's local offer, which can be found here:

<https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>

SEND

The [Special Educational Needs and Disability Code of Practice](#) (DfE, 2014) 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".

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Within these four areas, children with the following needs are provided for:

- Autism/Aspergers
- Speech, Language and Communication Needs
- Specific Learning Difficulty, such as dyslexia, dyscalculia and dyspraxia
- Moderate Learning Difficulty
- Mental Health Needs, such as anxiety, depression and other disorders
- Social Difficulties
- Hearing and/or Visual Impairment
- Physical Disability

Students 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 the primary or middle school
- Analysis of teacher assessments and any relevant SEND information.
- When staff raise concerns that a student is underachieving or struggling using the SEND Referral Form.
- Through data analysis, including reading assessments, screeners and half termly common assessments in each subject area
- If external agencies are involved with a student

Students with SEND are considered for admission to the Academy on exactly the same basis as students without SEND. The Academy will not discriminate against disabled students or prospective students on the grounds of disability. Students 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.

Applications made through the EHCP process for placements for the Mainstream Autism Base or the Enhanced Mainstream Autism Base are made via the Local Authorities placement panel process. Further information relating to the admission of SEND students can be found in both the SEND and Admissions Policies.

We are fully committed to providing an environment that enables full curriculum access that values and includes all stakeholders regardless of their needs, without discrimination. We take full regard of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Academy. More detail on the steps taken can be found in the information under each wave of intervention below. Our Accessibility Plan, which is published on our website, sets out what the Academy will do over the next few years to continue improving access to the same facilities and resources for all students.

How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEND.

The academy is committed to inclusion. Via pupil profiles staff are made aware of students' needs, both historic and emerging, and they are furnished with strategies which outline how best to support students with engaging with the curriculum. Information relating to SEND are easily accessible to subject staff via the academy's management information System (BROMCOM). The ability to robustly share information enables staff to cater for students' needs. The academy adopts the view that SEND students are central to planning and as a result SEND students are regularly, positively targeted via quality first teaching strategies. All of the academy's extra-curricular and school visits are available to all students: no student is ever excluded from participating in such activities because of their SEN or disability. SEND students are encouraged to attend all activities by academy staff including residential trips. Where necessary, additional adults, staffing expertise and the implementation of risk assessments are factored into the planning of activities to enable fair access for SEN students.

How are resources and equipment allocated?

Resources are allocated based on evidence of need and effectiveness. Students with an EHCP have resources allocated as outlined in their plan. Funding for SEND is derived from the notional budget as well as top-up funding. Each year the SENCo plans for the SEND spend after assessing the levels of need within the academy. Funding is utilised for SEND staffing, external agencies such as educational psychologist, Social, emotional mental health support as well as evidenced based interventions and consumables.

Support for SEND students is co-ordinated by our SEND Department, which comprises members of staff with a wide range of expertise and experience. This includes:

- SENCo
- Attendance Welfare Officer
- Autism specialist
- Looked After Child (LAC) mentor
- English as an Additional Language (EAL) mentor
- Learning Mentors
- Teaching Assistants

Assessment, advice, guidance and strategies are also sought from external agencies when appropriate (to support children and young people with SEN). These include:

- Speech and Language Service
- Complex Communication Needs (CCN) Team / Autism Team
- Child and Adolescent Mental Health Service (CAMHS)

- Child and Adolescent Mental Health Service for Professional supporting students (CAMHS CAST)
- Learning Support Team (LST)
- Behaviour Support Team (BST)
- Hearing Impairment Team
- Visual Impairment Team
- Physical Disability Outreach Team
- Occupational Therapy
- GPs and Community Paediatricians
- Footsteps bereavement counselling
- Early Help and Family Support
- Family Front Door / Social Care

We have a Mainstream Autism Base which is situated in the main school building and has 10 commissioned places. Places are allocated by the Local Authority and can be accessed via the EHCP process and placement panels.

In addition, Treetops is an Enhanced Mainstream Autism Base and is situated in a discreet building on the school site. Students access a broad and balanced curriculum within the discreet setting of the EMAB. Places are allocated by the Local Authority and can be accessed via the EHCP process and placement panels.

Levels of Intervention

Our students' needs are met using 3 levels of intervention, described as "waves of support", 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 students. If a student makes little progress on one wave, they may be moved to the next wave which offers a higher level of support. SEND provision is monitored via the Academy's whole school quality assurance calendar and the performance management cycle. The provision is reviewed at timely intervals by the SENCo and Achievement Support staff. The Trust has a robust quality assurance process, which takes place each year.

Wave 1 describes quality inclusive teaching, which considers the learning needs of all the students in the classroom. It includes providing differentiated work and creating an inclusive learning environment. All students have access to after school extra-curricular activities.

- Mainstream classes with half termly reviews of groupings through teacher assessments and effective tracking of progress
- Effective reporting and communications system in place for liaison with parents and carers, including: half termly check points for all students showing teacher assessment data, attitude to learning and progress to target; tutor reports; regular correspondence in the form of letters and notifications; contact via telephone as required from tutors, teachers and learning mentors; parents' evenings;
- Students' books are regularly marked and there are opportunities for students to respond and engage in dialogue about their learning through DIRT and re-teach.
- Whole school Quality First Teaching (QFT) practice embedded across all subject areas. The key characteristics of QFT are: highly focused lessons; students involvement in and engagement with their learning; high levels of student interaction; teacher questioning, modelling and explaining; opportunities for students to talk individually and in groups; students accepting responsibility for their learning and working independently; regular praise to motivate and encourage students (DCSF, 2008) *Personalised learning – a practical guide*

- Work is set at an appropriate level to develop students' potential and appropriate methods and resources are used to engage students 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-friendly classrooms
- Termly reading assessments track progress in reading age
- Adaptive teaching approaches to content, language, pace and delivery of lessons
- Increased visual stimuli and resources to meet needs of some students
- Modification of tasks that include a high literacy content for some students
- Accessible classrooms that are conducive to outstanding learning
- Observations to identify learning behaviours
- Screening for learning difficulties, such as dyslexia and dyscalculia
- Easily accessible Academy buildings
- Student attendance is closely monitored by the Attendance Welfare Officers and Attendance Team.
- Transition arrangements for Year 9 students includes SENCo visits to middle schools, two day induction programme in July and individual visits for vulnerable students
- The Learning Resource Centre is open at break and lunchtimes and after school for students to socialise in small groups and use the ICT facilities, and is a safe place to go for students who may need additional support during social times
- Support with transition from Key Stage 3 to Key Stage 4, including options meetings and support with the decision making process
- Support with transition to post-16 providers and destination choices

Wave 2 describes specific, additional and time-limited interventions provided for some students 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. Students on a Wave 2 intervention may be placed on "In-School Support" or "SEN Support".

- Smaller class sizes in core lessons
- Mentor support for students with a physical disability
- 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
- In-class support from Learning Mentors to scaffold access to learning in lessons
- Support implemented to deliver the above mentoring and interventions and Learning Mentors assigned to oversee individual student's progress
- Pre-teaching of keywords, content and concepts for lessons
- Catch up intervention within subject areas
- Input from Speech and Language therapist in the form of group intervention
- Access arrangements for examinations
- Alternative methods of recording, including use of electronic writing aids and scribes
- Tutor and College Reports used to support engagement and behaviour
- SEND register shares with staff a range of strategies to engage and support students in being successful
- Students may be placed on the Worcestershire Dyslexia Pathway or Speech and Language Pathway

Wave 3 describes targeted provision for a minority of students where it is necessary to provide highly tailored interventions to accelerate progress or enable them to achieve their potential. Students on a Wave 3 intervention are placed on “SEN Support” and may be identified as requiring an Education, Health and Care Plan if the support needed is long term.

- Access to the Mainstream Autism Base, including small group and 1:1 support and a personalised timetable
- Some individual teaching on a 1:1 basis as part of a student’s provision
- Personalised curriculum, including offsite provision
- Annual Reviews of Statements of Special Educational Needs and Education, Health and Care Plans
- Input from Educational Psychologist on a 1:1 basis for assessment and/or therapeutic work
- Specialist advice from outside agencies on strategies to support students at school and at home
- Multi-agency support through Early Help Hub

Parent and Student Voice

Parents/carers are consulted at each wave to ensure they are fully involved in their child’s education, as are the students themselves. Both are invited to provide their views during contact with staff throughout the year, and particularly as part of the Education, Health and Care Plan annual review process, but contributions are welcome at any time of the year if there is a concern or query. Student voice is recognised and valued, is an integral part of school life and involves ascertaining the views of all students, including those with SEND. Views of both students and parents/carers are also sought during transition from Key Stage 3 to Key Stage 4 through a well-planned options process. Similarly, during transition from Key Stage 4 to Key Stage 5, and at the end of Key Stage 5, appropriate information is shared with relevant educational establishments and students and parents/carers are fully involved in this process. Information, advice and guidance on career and future education options is provided across a student’s time at the Academy. The Academy also provides learning mentors as an extra pastoral support for students and an on call system during the school day to take measures to prevent bullying.

Moving between phases of education

During the summer term, prior to admission in year 9, all feeder schools are visited and necessary information transferred for continuity. We also offer a two day induction programme in July before new students start in September. However we also arrange additional, individual visits for vulnerable students and students with significant needs.

Views of both students and parents/carers are sought during transition from Key Stage 3 to Key Stage 4 through a well-planned options process. Similarly, during transition from Key Stage 4 to Key Stage 5, and at the end of Key Stage 5, appropriate information is shared with relevant educational establishments. Life skills are taught through the curriculum and in designated assemblies and other taught sessions across each year, and information, advice and guidance on career and future education options is provided across a student’s time at the Academy.

Contact

The Academy’s SENCo, Mrs Di Fellowes, is contactable via the school office on 01527 523088. If parents or carers would like to discuss any area of SEND provision or if they are unhappy with any aspect of SEND provision, they should discuss this in the first instance with the SENCo. In the event

of a formal complaint being made, parents/carers are advised to follow the Academy's complaints procedure.

For further parental support and additional information, SENDIASS offer a free, confidential and impartial service for children and young people with Special Educational Needs & Disability and their parents and carers.

Telephone: 01905 768153

Email: SENDIASS@worcestershire.gov.uk

Website:

<https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>