

# Tudor Academy SEND Information Report

Updated October 2021

All Croydon Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs and disability. There is a shared expectation that all pupils, regardless of their specific needs, will benefit from inclusive teaching which will enable them to make the best possible progress in school, ensure they can actively participate in the wider aspects of school life and support readiness for the next phase of education and /or preparation for adulthood.

## What kinds of Special Educational Needs are provided for at Tudor Academy?

Tudor Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autism spectrum disorders and speech and language difficulties
- Cognition and learning, for example specific learning difficulties including dyslexia and dyspraxia
- Social, Emotional and Mental Health Difficulties, for example Attention Deficit and Hyperactivity Disorder (ADHD)
- Sensory and/or Physical Needs, for example visual impairments, hearing impairments, sensory processing difficulties and epilepsy.

## How do we identify and assess pupils with Special Educational Needs and/or disability?

At Tudor Academy, class teachers and the leadership team monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various points including Teacher Assessment, Termly Assessment and End of Key Stage SATs.

From their regular assessment of all children, Class Teachers will identify pupils whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Teachers meet with the Inclusion Team at least termly to discuss any pupils in their class.

Initial consultations will be led by the Inclusion Lead and will always include parents and carers and the class teacher. During the consultation, a decision will be made about whether further assessment of the child's needs is needed. This may involve a referral to the SEND or Pastoral Support teams.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' and carers' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents and carers.

We will formally notify parents and carers within these meetings when it is decided that a pupil will receive SEND support.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents and carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**Special Needs Assessment Profiles (SNAP and SNAP-B)** are used to identify potential Specific Learning Difficulties and Social and Emotional Difficulties. If Specific Learning Difficulties are suggested, then further assessments of specific learning difficulties are available including **York Assessment of Reading for Comprehension (YARC)**, **Phonological Assessment Battery (PhAB)** and **British Picture Vocabulary Scale (BPVS)**. **Speech Link, Infant Language Link and Junior Language Link** are used to identify Speech and language difficulties. **Boxall Profiles** and **Strengths and Difficulties Questionnaires (SDQ)** are used to further analyse Social and Emotional Difficulties.

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are writing, reading, maths groups and social skills groups.

Despite high quality targeted teaching some pupils may continue to make less progress. For these pupils, and in consultation with parents and carers, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a Special Educational Need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a Special Educational Need.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. Teachers and the Inclusion Leader meet at least termly to review and monitor progress and to assess the impact of interventions.

### **How will we evaluate the effectiveness of the provision made for pupils with Special Educational Needs and /or disability with or without an Education, Health and Care Plan?**

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and carers and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as that which:

- ☐ is similar to that of children of the same age who had the same starting point
- ☐ matches or improves on the pupil's previous rate of progress
- ☐ which allows the attainment gap to close between the pupil and children of the same age.

For pupils with an Education, Health and Care Plan there will be at least an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

## What are the academy's arrangements for assessing and reviewing the progress of pupils with Special Educational Needs and/or disability?

As with all pupils, children with Special Educational Needs and/or disability will have their progress tracked regularly to inform targets and to measure steps of progress.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

A review meeting will be held in the second half of every term. Parents are invited to attend a meeting with the Class Teacher and a member of the inclusion team. In this review meeting, progress is discussed and reviewed. A report is drawn up in the meeting and this is then shared with all those who attended and the parent.

If these assessments and reviews do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

## What is the academy's approach to teaching pupils with Special Educational Needs and/or disability?

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is Special Educational Provision.

All children are expected to be included in their class throughout the day wherever possible. Children will only be withdrawn where it is absolutely necessary and for the least amount of time possible.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, targeted work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Enhanced adult to child ratios are provided where needed (we do not provide 1:1 support for children for sustained amounts of time as this can be detrimental to their social skills and independence)

We will also provide the following additional interventions where it is appropriate:

- All Teaching Assistant have been trained on the **Precision Teaching** approach to teach specific maths, reading and spelling skills. Precision Teaching will 5-10 minutes 1:1 at least 3x weekly
- Some Teaching Assistants have been trained to deliver **Specific Speech and Language interventions** for identified children. There is one Teaching Assistant allocated to each Key Stage for specific speech and language intervention.
- Social Communication Skills programmes are delivered in small groups: **Time To Talk** for Key Stage 1 and **Socially Speaking** for Key Stage 2.
- Fine Motor Skills development using **'Write from the Start'** for children in Year 1 to 3 and **'Speed Up!'** (for children in Year 3-6)

### What is the academy's approach to supporting pupils with medical conditions?

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have Special Educational Needs and/or disability, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at the academy with medical conditions. We have experience of supporting children with a range of medical needs; training will be sought if necessary. We have a disabled toilet for those children with self-care needs.

An information sheet specific to each class is accessible to all staff on our internal network which is updated regularly and provides an overview to all staff.

The named member of staff responsible for overseeing medical conditions is Mrs Melissa Valapinee.

### How does the academy adapt the curriculum and learning environment for pupils with Special Educational Needs and/or disability?

At Tudor Academy, we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs and/or disability. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs/ Education, Health and Care Plans.

### What additional support for learning is available to pupils with Special Educational Needs and/or disability?

Academies and schools receive funding for SEND pupils. This funding is used to support and enhance high quality of teaching in the academy. It helps to fund some resources for pupils requiring special educational provision. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the academy will request 'top up' from the Local Authority where the child lives.

The Head teacher has the final say in the use of the personal budget within the academy.

### What activities are available for pupils with Special Educational Needs and/or disability in addition to those available in accordance with the curriculum?

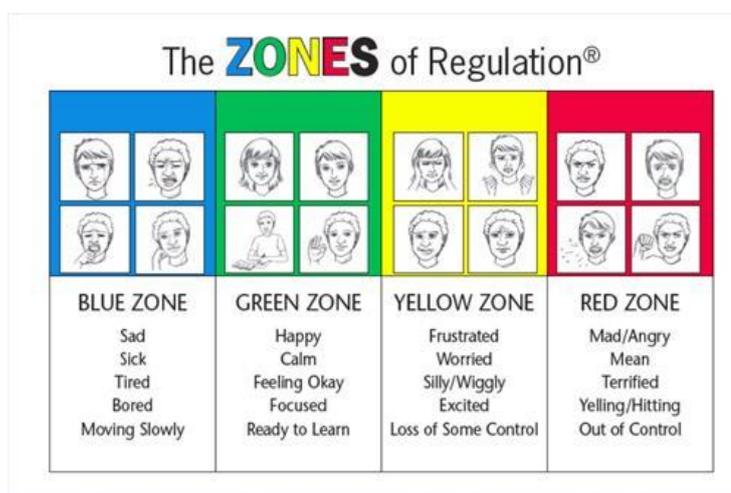
All clubs, trips and activities offered to pupils at Tudor Academy are available to pupils with Special Educational Needs and/or disability, where appropriate. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

A range of clubs are provided including; sports clubs, cookery, games and dance. Every effort will be made to provide an increased adult ratio to enable those children with SEND who require it.

**What support is available for improving the emotional and social development of pupils with Special Educational Needs and disability?**

At Tudor Academy, we understand that an important feature of the academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance; social skills groups, circle times, time spent with Learning Mentors and nurture groups and indirectly with every conversation adults have with pupils throughout the day.

All children at Tudor Academy are taught to use The Zones of Regulation, a framework designed to foster self-regulation and emotional control. The Zones framework provides strategies to teach children to be more aware of their emotions and impulses, to become more independent in controlling their sensory needs and improve their ability to problem solve conflicts.



More information about Zones of Regulation can be found on our website:

<https://www.tudoracademy.org/wp-content/uploads/2020/10/Zones-Overview-and-Teaching-Sequence.pdf>

Across Tudor Academy, additional Pastoral Support is available for children who may need additional emotional and social support. This provision includes a team of Learning Mentors who provide day to day support to children, as well as personalised and group sessions, Nurture Group and specialised Emotional Literacy support. This provision is overseen by Ms Rochford (Deputy Head teacher).

Pupils with emotional and social needs because of their Special Educational Needs and/or disability will be supported to enable them to develop and mature appropriately. We are interested in hearing parents/carers and pupils' views. We use 'pupil voice' to support children with SEND to express their views. We use RHSE sessions and circle times to discuss issues around inclusion and bullying.

**How will equipment and facilities to support children and young people with Special Educational Needs and/or disability be secured?**

We have a range of specialist equipment including occupational therapy, physiotherapy resources and speech and language therapy resources. Other specialist equipment will be considered on an individual basis and additional funding will be sought if necessary.

### **What are the arrangements for consulting parents of children with Special Educational Needs and/or disability?**

All parents and carers of pupils at Tudor Academy are invited to discuss the progress of their children on three occasions a year and receive a written report once a year. In addition, we are happy to arrange meetings outside these times.

If, following this normal provision, improvements in progress are not seen, we will contact parents/carers to discuss this and what we will be doing to help us to address these needs further. From this point onwards the pupil will be identified as having Special Educational Needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. SEND review meetings will be held in addition to termly parent consultations. Parents also have the opportunity to book a phone consultation with the SENDCO through the ParentMail booking system; these consultations take place once a week.

Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

See also the Inclusion Pathway.

### **What are the arrangements for consulting young people with Special Educational Needs and/or disability?**

When a pupil has been identified as having Special Educational Needs and/or disability because special educational provision is being made for him or her, where appropriate, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

Parents play a significant role in their child's provision and Tudor Academy works closely with parents and carers to support the child and the whole family.

### **What are the arrangements made by the governing body relating to the treatment of complaints from parents of pupils with Special Educational Needs and/or disability concerning the provision made at the academy?**

The same arrangements for the treatment of complaints at Tudor Academy, are used for complaints about provision made for Special Educational Needs and/or disability. We encourage parents to discuss their concerns with the class teacher, SENDCO or Senior Leadership Team to resolve the issue before making the complaint formal to the Chair of the Strategic Governing Body (see the Complaints Policy on the academy website).

### **How does the academy involve other agencies, including health and social services, Local Authority support services and voluntary organisations, in meeting the needs of pupils with Special Educational Needs and/or disability and in supporting the families of such pupils?**

Tudor Academy works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- Educational Psychology,
- Speech and Language Therapy
- Occupational Therapy
- Best Start Family Solutions (Early Help)
- EWMH services (Emotional Wellbeing and Mental Health)

- CAMHS
- Virtual School for Children who are Looked After
- Hearing Impaired Team
- Vision Impaired Team

**What are the contact details of support services for the parents of pupils with Special Educational Needs and Disability, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)?**

Croydon Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years).

The type and range of support offered includes:

- Information regarding the local offer, local policy and SEN/ disability law from independently trained staff
- Advice for parent/carers, children and young people on gathering, understanding and interpreting information and applying it to their own situation
- Personalisation of personal budgets
- Information on the local authority's processes for resolving disagreements, its complaints procedures and means of redress
- Signposting children, young people and parents to alternative and additional sources of local and national information, advice and support
- Individual casework and representation where needed including support in attending meetings, contributing to assessments and reviews and participating in decisions about outcomes for the child or young person.
- Support for parents and young people in managing mediation and appeals to the SEND Tribunal

They can be contacted on:

HELPLINE: 020 7359 3635

Email: [croydon@kids.org.uk](mailto:croydon@kids.org.uk)

**Parents in Partnership** (PiP) work with parents and carers of children with additional needs and disabilities in Croydon. Their aim is to improve lives of parents by providing specialist support, expert training and up to date local knowledge and information.

At PiP they offer:

- Opportunities to empower parents to speak up and act for themselves, helping them to realise their potential and achieve the outcomes that matter to them and to their family
- Training and information that makes people feel more in control of what they are doing and better able to respond to challenges they face.
- Access to support from experienced Family Link Workers to ensure that parents feel heard and more able to act in a range of situations.
- A well-established network to connect communities, signpost individuals and reduce feelings of isolation.

<https://www.pipcroydon.com/>

They can be contacted on:

Tel: 0208 663 5626

Email: [office@pipcroydon.com](mailto:office@pipcroydon.com)

### **What are the academy's arrangements for supporting pupils with Special Educational Needs and/or disability in transferring between phases of education?**

At Tudor Academy, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Transition work happens between all the years as the children move through the academy.

We also contribute information to a pupils' onward destination by providing information to the next setting. We hold face to face meetings with the child's next teacher each year and written information about the child is also passed on. At the end of KS2, SENDCOs from secondary schools are invited to the final termly provision review meeting, which is held in the summer term prior to transition day. Records are handed over at a meeting organised by the Local Authority. In addition, some children participate in additional visits to their receiving academy if we feel they will benefit from this.

The Inclusion Lead and Early Years Lead work closely together to identify any support required for children entering Nursery or Reception. Information is gathered from families, previous settings and professionals who have been working with a family to understand any additional support that may be needed for some children.

### **Where is the Local Authority's local offer published?**

The local authority's local offer is published on <https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page> and parents without internet access should make an appointment with the SENDCO for support to gain the information they require.

Our policy for pupils with SEND is on the academy website and can be found on <https://www.tudoracademy.org/sub/policies/>. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability and Disability Regulations 2014.

### **The name and contact details of the SEND Co-ordinator**

Our SENDCO is Mrs Emma Booth. She is a qualified teacher and achieved the National Award for SEND Co-ordination in January 2021. The SENDCO's work is overseen by Assistant Headteacher (Inclusion and Designated Safeguarding Lead), Miss Karen Harrison. She is a member of the Senior Leadership Team.

To arrange an appointment to meet with Mrs Booth or Miss Harrison, please contact the school office.