

# SEND Provision

## **SEND at Tile Cross Academy.**

The vision of the SEND department is to ensure that all students achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their physical ability or educational needs, gender, ethnicity, social background, religion, sexual identity). We want our children to want to come to school happy and feel safe. This is at the heart of what we strive for. Below are the key priorities that shape our provision.

### **Working Together**

We will always discuss your child's progress with you and your child. Once a young person is identified as having a special educational need, a graduated approach to support is taken. The young person's needs will first be assessed, and then support will be planned, carried out and then reviewed. At the review any necessary changes will be made. In school we use a variety of different ways to assess whether a young person has special educational needs. Some of these ways include:

#### **Observations**

- School based test results
- Information from parents and carers
- Information from the young person
- Specialised assessments carried out by members of the school's support services
- Information from previous schools or settings
- Results from end of key stage assessments
- Discussions with adults who work with the young person

#### **Inclusion**

The school has an onsite welfare team that works closely with the SENCo to provide the appropriate provision each child needs.

Some of the outside agencies we liaise with include:

#### **Communication & Autism Team**

The school works with the CAT regularly to seek advice and direct input for those students at Tile Cross Academy who have a diagnosed autistic spectrum disorder. The allocated specialist works closely with the school's SENCo to ensure input is arranged and information is gathered, shared and regularly reviewed. Parent workshops and staff training are also accessed via CAT.

#### **City of Birmingham School (Behaviour Support Service)**

Each year group has a designated pastoral manager and senior leader. Alongside the SENCo they act as a first point of contact for students, parent/carers and staff when dealing with social and behaviour related issues in school. They may support a student individually with; setting daily targets, peer / teacher mediation, understanding and managing emotions, carrying out lesson

observations to identify possible barriers to learning, using solution focused methods to modify approaches to specific social/learning situations, resolving escalated and unprovoked conflict, carrying out home to school liaison and signposting students to alternative support.

**Other outside agencies Tile Cross Academy works with includes:**

Pupil and School Support Service

CAMHS

Sensory Support Service (hearing & vision)

Brays Outreach (physical)

Children's Services (now via Student and Family Services)

The Malachi Trust

**Supportive**

Sometimes all children need is a little support in and around school. Tile Cross Academy works extremely hard to ensure that this is provided and that pupils make progress. Below are some of the different interventions we can offer.

One-to-one or small group teaching (Personalised Learning) to improve literacy particularly; reading accuracy, reading comprehension, spelling.

Teaching Assistant support in some lessons – Extra support for pupils who need help with; reading, writing, talking things through, concentrating, and staying on task.

Provision of special resources, e.g. pen grips, lap-tops, writing slopes, reminder cards, tangle-toys (to aid concentration), reading-rulers

Providing a quiet place during the day for pupils with social difficulties; Autistic Syndrome conditions or anxiety

Special arrangements for exams e.g. separate room, reader, scribe,

Support and advice for parents, such as; routines, homework, referrals.

## **Accessibility**

If your child has a physical disability in accordance to the Equality Act 210 we will complete accessibility to the curriculum audit. It is essential that all children regardless of their different challenges have the same access to all curriculum activities. We work closely with many outside agencies such as:

The sensory support team

The Mobility Team

Hospital key workers

A meeting with the relevant health professional helps identify any areas that the schools may need to review or any adaptations that need to be made. This includes within the classroom too and the material used. Medical Care plans are then written and shared with relevant staff members. Advice from health professions shape the reasonable adjustments we then put in place. Some of these include lift passes for classrooms on higher floors, rooming of lessons and amended timetables.

SEN Local Offer: [www.mycareinbirmingham.co.uk](http://www.mycareinbirmingham.co.uk)

For the SEND Policy refer to School Website