



*'Believe, Achieve, Succeed'*

# **The Triple Crown Centre SEND Information Report: September 2023**

The Triple Crown Centre is uncompromising in its ambition to consistently improve outcomes for students on all three pathways.

Staff work tirelessly to meet the needs of all our young people, ensuring students who have special educational needs and/or disabilities make progress in line with, or improving towards, other students with the same starting points.

Regular meetings with Parents are held to discuss all aspects of the students' progress and additional needs.

We also work with various agencies to provide continued support for all our students regardless of their disability or educational need.

- Our Special Educational Needs Coordinator is Ms. Harvi Ghudhail
- Our SEND Governor is Mrs Julie Hackett

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## **The Special Educational Needs and/or Disability do we provide for?**

The Triple Crown Centre is a Pupil Referral Unit that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). We are a Specialist Centre for Students aged between 11-16 who are unable to attend their mainstream provision because of medical reasons.

Staff have been trained to cater for learners who may have difficulties with:

- Communication and Interaction (How you communicate to others through language)
- Cognition and learning (How you process and learn new ideas)
- Social, Emotional and Mental Health (How you cope with friendships and difficulties in life)
- Sensory and/or Physical (Difficulties you face with your eyes, ears, movement etc.)

If a child has Special Educational Needs and/or Disability, then their needs will fit into one or more of these categories.

We also make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

## **How do we identify and assess students with SEN?**

All our students have an identified additional need on entry. We can use the following methods to identify further needs:

- information on transfer documents
- attendance data analysis
- academic data analysis
- by Subject Teacher/ Achievement Mentor
- parental information and involvement
- student self-referral

## **Who is our special educational needs co-ordinator (SENCO) and how can they be contacted?**

Ms Harvi Ghudhail

Phone: 0121-709-0080

Email: [TripleC@triple-crown.solihull.sch.uk](mailto:TripleC@triple-crown.solihull.sch.uk)

The SENCo will:

- Work with the Headteacher, Deputy headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

## **What is our approach to teaching students with SEN/D?**

We expect all students to participate in all areas of school life with reasonable adjustments being made, if necessary, for individuals. All our teachers are teachers of children with SEN, including those delivering remote learning.

## **How do we adapt the curriculum and learning environment?**

Diversity is valued and respected in our school. The school has an Accessibility Plan in place and all staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. The school is housed in a two-storey building. At present there is no lift to the upper floor. The ground floor is wheelchair accessible and there is a disabled toilet facility positioned centrally.

## **Curriculum**

### **Students:**

- Have the opportunity to study a broad curriculum on all three pathways
- Study accredited GCSE courses in Key Stage 4
- Can have specific arrangements made for examinations if required

## **Access Arrangements**

- If students require Access Arrangements for exams they are tested in advance of their first GCSE exam by a suitably qualified specialist professional.
- The students are tested using the WIAT-T-II (a comprehension and reading accuracy test). The Single Word Spelling Test and, if appropriate, the DASH handwriting test (looking at speed and legibility).
- Usually, students who are granted access arrangements have extra time. We may also apply for child specific arrangements such as enlarged papers.

## **Learning environment**

### **Pathway 1 - At the centre, students are:**

- taught in small groups
- supported through appropriately differentiated lessons and resources
- supported in-class where appropriate

### **Pathway 2 – remote learners are:**

- taught in small groups
- supported through appropriately differentiated lessons and resources
- taught in key stages
- supported through weekly home visits

### **Pathway 3 – outreach and hybrid learners are:**

- initially taught 1:1 in the family home or other appropriate setting
- supported through appropriately differentiated lessons and resources
- supported through interventions with a focus on emotional regulation

## **How do we enable students with SEN to engage in activities with other students who do not have SEN/D?**

Students on all three pathways are given wider opportunities to meet other students via offsite educational experiences, such as:

- theatre trips
- paired reading at the local primary school
- art trips
- work experience

## **How do we consult parents of students with SEN/D and involve them in their child's education?**

We welcome and encourage parents/carers to work collaboratively with us in order to provide the very best outcomes for all our young people. Parents are very welcome to come into school to discuss any aspect of their child's education. It is helpful if an appointment can be made so that we are able to devote the appropriate length of time to the meeting. All students have Achievement Mentors who know them well. This is the person to contact in the first instance.

All parents/Carers are invited to parental consultation meetings where their Individual Learning Plans (ILPs) are discussed and SMART targets are set. Parents/Carers can also contact the SENCO who can be contacted by phone or email.

Our aim is for parents and relevant services to join us in discussing appropriate support for every student at the centre.

If your child has an Education Health Care Plan you will be invited in for your child's formal Annual Review once a year.

We routinely act upon feedback from parents and gather this information via parental questionnaires, parents evening and meetings.

## **How do we consult students with SEN/D and involve them in their education?**

Students with SEND are encouraged to share their thoughts and opinions about the provision they receive at The Triple Crown Centre.

Students are regularly asked for their views and opinions via questionnaires, individual meetings with mentors and teachers and via the student council.

We work with all students to develop their one-page profile and their Individual Learning Plan, which provides valuable information for teachers to support planning and adapt the lessons for students in their lessons.

## **How do we assess and review students' progress towards their outcomes?**

All student's progress is tracked and monitored regularly against national and school expectations as well as their individual targets. If concerns are raised about the rate of progress, interventions will be implemented by the class teacher in the first instance.

Individual sessions with the Achievement Mentor to discuss targets for students will be at the beginning of each term. Their progress is monitored continuously and formally discussed on a half termly basis.

## **How do we support students moving between different phases of education?**

### **Coming into TCC:**

Prior to being offered a placement with the Triple Crown Centre, students and parents are invited to visit the school to see if the environment will be suitable for their needs. An initial meeting is then set up at the home school with the family, the student and ourselves where

an Individual Learning Plan is created to support their transition and determine the key outcomes needed from this placement. Information is used from parents, the LA, the home school, and any involved support services to ensure that achievable targets are set and agreed upon.

Review meetings will be held every 6-8 weeks to determine the best time to begin a re-integration back to the student's home school or alternative educational setting. Families and students are made aware that the placement at the Triple Crown Centre is temporary and placements will range from 6-20 weeks before a return to the student's home school is initiated. We will always seek the advice and recommendation of the medical professionals involved before beginning this process.

### **Moving from TCC (to their home school or another school):**

Once the agreed outcomes have been reached and it has been determined that a transition back to the child's home school is appropriate, we will work with families, schools, and external agencies to plan a smooth return to their school ensuring that barriers to success are removed and reasonable adjustments are made. This may be a gradual return or a full return depending on individual circumstances and needs.

### **Post 16**

All students receive independent careers advice to support their transition from their home school as well as the Triple Crown Centre to support their future education, employment or training. The SENCO will liaise with other providers where necessary to ensure a smooth transition.

### **How do we support students preparing for adulthood?**

Our curriculum includes a focus on preparation for life. This is also delivered through whole school assemblies and during weekly Achievement Mentor sessions. For some students this also includes individually planned sessions which will address aspects of their wellbeing which will provide them with additional support for the future.

### **How do we support students with SEN/D to improve their emotional and social development?**

All students follow a curriculum which is tailored to individual needs and are provided with extra pastoral support where necessary. Students are encouraged to discuss concerns about any issues with their Achievement Mentors in the first instance or with any member of staff they feel comfortable with.

There are opportunities for them to develop their social skills through Achievement Mentor activities, contribution to assemblies and through participating in our off-site opportunities. We believe that off-site opportunities are essential in helping all our students to build their self-belief, resilience and confidence which will help them to integrate into today's society.

## **What expertise and training do our staff have to support students with SEN/D?**

### **The SENCO has achieved the National SENCO Award.**

Staff at the Triple Crown Centre all receive regular training to enhance our knowledge, awareness of needs and strategies for effectively meeting a range of additional needs.

The Triple Crown Centre staff provide high quality teaching to all students with Special Educational Needs and/or Disability. All staff receive regular training opportunities to improve their knowledge and skills for example, Supporting Young People Using Cognitive Behavioural Approaches, Pathological Demand Avoidance, Gender Development and Variance and Autistic Spectrum Disorders.

This can take the form of:

- bespoke whole day training
- weekly staff CPD meetings
- as part of the local collaborative of schools
- individual school visits to observe good practice

The SENCO also works closely with specialists from external support services who may provide advice or direct support as appropriate.

## **How will we secure specialist expertise?**

There is regular liaison with a range of outside Agencies who offer advice, guidance and support.

### **These agencies include:**

Solar (CYP Mental Health Service)

<https://www.bsmhft.nhs.uk/our-services/solar-youth-services/>

Specialist Inclusion Support Service

<https://www.solihull.gov.uk/Schools-and-learning/SISS>

Community Educational Psychology Service

<https://www.solihull.gov.uk/Children-and-family-support/localoffer/Community-Educational-Psychology-Service>

Specialist Assessment Service on 0121 722 8010

Occupational Therapy on 0121 722 8010

School Nurse via the School on 0121 709 0080

Independent Careers Service via the School on 0121 709 0080

## **How will we secure equipment and facilities to support students with SEN/D?**

To meet the specific needs of students, The Triple Crown Centre has adapted parts of the building so that it is accessible for wheelchair users and those with complex physical needs.

### **For example:**

- The main building is on the ground floor, with no steps
- Wheelchair access was taken into consideration during the designing and building of the Science Laboratory
- There is a disabled toilet/washroom for students

Any additional resource requirements are established as the student is admitted to the school or through their regular review meetings.

The school, where possible, purchase additional equipment or has arranged for loan equipment from services or local schools.

## **How do we involve other organisations in meeting the needs of students with SEN/D and supporting their families?**

Please see the information above (liaison with outside agencies). Individual support is discussed at the review meetings and external agencies are encouraged to attend these meetings in person or via Microsoft Teams.

## **How do we evaluate the effectiveness of our SEN/D provision?**

Students' progress is informally discussed during staff briefings and continually monitored throughout the year. The SENCO will conduct learning walks, student voice, student interviews and gather parent/carer views during meetings. Progress is then formally analysed each term.

Where necessary, the support offered to individuals may be adapted or increased as a result of the analysis.

The Headteacher and the Management Board will formally evaluate the effectiveness of all aspects of provision during their scheduled meetings throughout the school year.

## **How do we handle complaints from parents of children with SEN/D about provision made at the school?**

Most issues raised by parents, the community, or students, are concerns rather than complaints. The Triple Crown Centre is committed to taking concerns seriously, at the earliest stage, in the hope of keeping the number of formal complaints to a minimum and without needing formal procedures. However, depending on the nature of the complaint, you may wish or be asked to follow the school's formal complaints procedure.

## **Who can young people and parents contact if they have concerns?**

All students have Achievement Mentors who know them well. This is the person to contact in the first instance.

Parents can also contact the SENCO, the Deputy Headteacher or the Headteacher to discuss any further concerns.

## **What support services are available to parents?**

### **Solihull SENDIAS**

Tel: 0121 516 5173

Email: [solihullsendias@family-action.org.uk](mailto:solihullsendias@family-action.org.uk)

Website: <https://www.family-action.org.uk/solihullsendias/>

### **Disability Information and Advice Line (DIAL)**

Tel: 0121 770 0333

Website: <https://www.dialuk.info/>

### **Solihull life opportunities**

Tel: 01217793865 or 0121 647 1060

Email: [info@sololifeopportunities.org](mailto:info@sololifeopportunities.org)

Website: <https://sociallifeopportunities.org/>

### **Scope**

Tel: 0808 800 3333

Email: [helpline@scope.org.uk](mailto:helpline@scope.org.uk)

Textphone: dial 18001 then 0808 800 3333.

Website: <https://www.scope.org.uk/>

### **Solihull Children's Community Therapies**

Tel: 0121 722 8010

Website: <https://childrenscommunitytherapies.uhb.nhs.uk/>

### **Autism west midlands**

Office: 0121 450 7582

Helpline: 0121 450 7575

Email: [info@autismwestmidlands.org.uk](mailto:info@autismwestmidlands.org.uk)

Website: <https://www.autismwestmidlands.org.uk/>

## **Where can the LA's local offer be found? How have we contributed to it?**

The Triple Crown Centre operates as a short-term intervention for secondary school aged students unable to attend a mainstream educational experience due to medical needs. We are a specialist provision as part of Solihull's local offer.

<https://www.solihull.gov.uk/children-and-family-support/localoffer>

The Triple Crown Centre

Tel: 0121 709 0080

Email: [TripleC@triple-crown.solihull.sch.uk](mailto:TripleC@triple-crown.solihull.sch.uk)

In line with guidance set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.