

# The SEND Information Report

## TMBSS (updated March 2023)

### Introduction/ Overview

Tuition Medical and Behaviour Support Service (TMBSS) is a Student Referral Service for students who are unable to access mainstream schools either because of medical conditions or they have been referred to TMBSS via the specialist placement panel. TMBSS consists of two Primary Centres: one in Harlescott that educates students in years 3, 4, 5 and 6 and one in Monkmoor that educates students in years 1, 2 and 3. There are five Secondary Centres: Oswestry, Sundorne and Bridgnorth who provide education for students who have been referred largely due to SEMH issues or who have been permanently excluded from mainstream school. The other two centres are Ludlow and Hook-a-Gate and they educate students who have a diagnosed medical condition.

TMBSS also provides education for students who are in hospital or unable to attend a Centre because of severe illness.

In the Primary setting many students are on a shared placement with their mainstream school. Students attend when they are having difficulties in their mainstream setting so they can work in small supported groups, focusing on learning and on targets to improve their behaviour.

TMBSS assists Shropshire LA's obligation to provide education to students within the first six days of a permanent exclusion providing education in Key Stage 4 when time is limited and they have to complete work towards examination subjects.

**Our SENDCo's name and contact details:** Mrs. Lisa Bloomer. Telephone no. 01743 367369

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### **How we consult with parents and carers of children with Special Educational Needs and/or Disabilities**

Currently, students are referred to TMBSS via the Independent Advice Forum (IAF). These referrals usually come from mainstream schools who are experiencing difficulties in providing education to the students. Other students have been permanently excluded from their mainstream school.

TMBSS has its own website and is also included on the Shropshire local offer section on the Shropshire.gov.uk website.  
<http://shropshire.gov.uk/the-send-local-offer/>

Once students are referred to TMBSS they will usually have a home visit by a member of the Senior Leadership Team connected to the Centre the student is likely to attend explaining how the service's systems work and to discuss the student's needs. This is usually followed by the student visiting the appropriate Centre and then a programme of study being put into place.

### **How we consult with our students with Special Educational Needs and/or Disabilities**

Students are consulted as soon as they are visited and when they visit their appropriate Centre as to what they feel their primary needs are and their programme of study will be negotiated with them again to meet their individual needs.

## How we support our students at times of transition

Students integrate at the pace that suits them best alongside negotiation with the Centre Manager. Following the initial visit to look around the Centre the student (with their parent/carer) will sit down with the Centre Manager and discuss a way forward, putting into place an individualised programme for the first week or two. This individualised programme is ideally a full time programme unless illness, disability, anxiety or a long period out of education means the student would struggle attending full time immediately. In these cases' a personalised learning plan (PLP) will be agreed upon and reviewed after the first few weeks, a new plan is written in consultation with the student for the weeks to follow. Usually this plan rapidly increases the time the student attends the Centre or is engaged in an off -site activity either at a vocational provider or a work experience placement.

TMBSS is an assessment provision and makes recommendations on the type of educational setting that will best cater for the needs of individual students. TMBSS does this alongside other professionals such as Educational Psychologists, SEN caseworkers and teachers from the Virtual School. Once the new setting has been identified and the student has been given a place they are supported by TMBSS staff with visits and in some cases taster sessions dependent upon the level of support they require.

## **How we adapt our curriculum and learning environment to include students with Special Educational Needs and/or Disabilities**

All students who attend TMBSS have an individualised programme. Some students may be secure enough to be part of a larger teaching group and follow the more 'mainstream' Centre timetable, others however may not feel so secure and may have a lot of one to one sessions included in their individualised programme.

There will be a focus on Maths and English for all students.

Students unable to follow a more academic route will be found appropriate vocational courses and/or work experience placements.

For the more academic students TMBSS consists of a wealth of experienced staff that travel from Centre to Centre to teach their area of expertise.

Students who are unable to attend Centres due to disability, severe physical or mental illness are either taught in the hospital setting or taught at home. On occasions severely phobic or anxious students are taught in Centre once the other students have gone home.

For further details on how we adapt our curriculum and learning environment refer to TMBSS' Accessibility Policy and individual Centre's Accessibility Plans.

## Our Provision for students with SEND

### Communication and Interaction:

#### 1. Speech, Language and Communication Needs

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Student's speech, language and communication needs are usually identified and assessed before they are referred to TMBSS. If this is not the case Centre staff will identify any specific needs and if necessary refer to a more specialist professional.</p> <p>The needs of the student will be identified on their person centred plans (PCPs) and appropriate outcomes will be identified and a plan implemented. Ongoing monitoring of progress will be recorded on the student's PCP and discussed at extended meetings with parents/carers.</p>	<p>Students receive small group education and at times if necessary they are taught on a one to one basis.</p> <p>Speech therapists advice/employ will be used where deemed necessary.</p>	<p>Teaching Assistants will be deployed in classrooms to support the learning needs of identified students.</p> <p>Students receive small group education and at times if necessary they are taught on a one to one basis.</p> <p>Students receive regular interventions dependent upon their learning needs.</p> <p>Exam access arrangements are applied where necessary.</p>

## 2. Autistic Spectrum Disorder/Condition

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Students on the autistic spectrum are usually identified and assessed before they are referred to TMBSS. If this is not the case Centre staff will identify any specific needs and if necessary refer to a more specialist professional.</p> <p>The needs of the student will be identified on their person centred plans and appropriate outcomes will be identified and plans implemented. Ongoing monitoring of progress will be recorded on the student's PCP and discussed at extended meetings with parents/carers.</p>	<p>Clear instructions.</p> <p>Illustrated timetables where appropriate.</p> <p>Use of social stories where appropriate.</p> <p>Any changes where possible are relayed to the students well in advance and repeated regularly so they know when/what and where changes will take place.</p>	<p>Teaching Assistants will be deployed in classrooms to support the learning needs of identified students.</p> <p>Students receive small group education and at times if necessary they are taught on a one to one basis.</p> <p>Students receive regular interventions dependent upon their learning needs.</p> <p>Exam access arrangements applied where necessary.</p>

## Cognition and Learning:

### 1. General/Moderate Learning Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>All students are given baseline tests in reading, spelling, writing and maths on entry.</p> <p>Students are retested around the time of their first review.</p> <p>Progress is constantly monitored and is recorded on a central database termly.</p> <p>Exam access arrangements are assessed and implemented as early as possible.</p>	<p>Students are taught to the appropriate level that they are working at according to their baseline tests. These levels can be adjusted accordingly to meet the needs of the students.</p> <p>The level of student work is varied according to their needs and levels in each subject area.</p> <p>If the students require access arrangements we ensure that those requirements are met so that it becomes the student's normal way of working.</p>	<p>Students with any specific needs are given one to one interventions to help them progress at a more accelerated rate than they would if they were in a class with others.</p> <p>We use interventions such as: Toe by Toe; Reading Wise and precision teaching.</p> <p>Targeted Teaching Assistant support is available in virtually all lessons.</p> <p>Students with any specific needs are given one to one interventions to help them progress at a more accelerated rate than they would if they were in a class with others.</p> <p>Targeted Teaching Assistant support is available in virtually all lessons.</p> <p>Exam access arrangements where necessary.</p>

## 2. Specific Learning Difficulties eg Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Students with specific learning difficulties are usually identified and assessed before they are referred to TMBSS. If this is not the case Centre staff will identify any specific needs and if necessary refer to a more specialist professional.</p> <p>Students who have dyslexia may be identified if they:</p> <ul style="list-style-type: none"> <li>• mix up letters within words,</li> <li>• mix up words within sentences,</li> <li>• have difficulty spelling words correctly,</li> <li>• reverse letters when writing,</li> <li>• have difficulty retrieving information</li> <li>• are slower than their peers at processing and recalling information</li> </ul> <p>Students who have dyscalculia can be identified if they:</p>	<p>Students are taught in small groups often with a support from a Teaching Assistant.</p> <p>Students are taught at the level they are working at. Work is photocopied onto different coloured paper and fonts, font sizes and line/word spaces adjusted on teacher made worksheets are altered to assist students with dyslexia as required by each individual.</p>	<p>Teaching Assistant support is put into place for students who have specific learning difficulties.</p> <p>Use of laptops.</p> <p>Class teachers dealing with students who have specific learning difficulties will need to be flexible in their approach, so that they can, as far as possible, find a method that suits the student, rather than expecting that all students will learn in the same way.</p> <p>Ensure good lighting.</p> <p>Use of coloured backgrounds in powerpoint presentations.</p> <p>Exam access arrangements where necessary.</p>



- seem to have little "number sense";
- have trouble with counting, memorising arithmetical facts, following procedures, or executing strategies - inaccurate, slow or both.
- exhibit dislike of or anxiety towards maths, and/or avoidance behaviours

The needs of the student will be identified on their person centred plans and appropriate outcomes and actions will be identified and implemented. Ongoing monitoring of progress will be recorded on the student's PCP and discussed at extended meetings with parents/carers.

**Social, Mental and Emotional Health:**

<p><b>How we identify needs, assess and review progress</b></p>	<p><b>How we adapt teaching to ensure access to the curriculum</b></p>	<p><b>How we provide support and intervention for those with identified needs</b></p>
<p>Students who have social, emotional health and/or mental health issues are usually identified and assessed before they are referred to TMBSS. If this is not the case Centre staff will identify any specific needs and if necessary refer to a more specialist professional.</p> <p>The needs of the student will be identified on their person centred plans and appropriate outcomes will be identified and implemented. Ongoing monitoring of progress will be recorded on the student’s PCP, weekly reports and SEBD trackers these will be discussed at extended meetings with parents/carers.</p> <p>Regular contact with parents providing positive feedback as well as areas of concern.</p>	<p>Careful consideration of groupings.</p> <p>Use of praise when doing well.</p> <p>Use of Pivotal MAPA behaviour management techniques.</p> <p>Identify triggers and distract or have lots of small tasks for the student to do rather than one long task if it is a subject the student finds difficult to focus in.</p> <p>Ensure an appropriate curriculum is followed.</p> <p>Use of restorative justice practices.</p>	<p>Include lessons/activities on the timetable to build self- esteem and/or encourage social interactions.</p> <p>Exam access arrangements where necessary.</p> <p>Offer ‘time out’ or give the student a ‘special job’ to do if they are becoming agitated.</p> <p>Use of a key person if appropriate.</p>

**Sensory and/or Physical:**

**1. Hearing Impaired**

<p><b>How we identify needs, assess and review progress</b></p>	<p><b>How we adapt teaching to ensure access to the curriculum</b></p>	<p><b>How we provide support and intervention for those with identified needs</b></p>
<p>Students who have hearing impairments are usually identified and assessed before they are referred to TMBSS. If this is not the case Centre staff will identify any specific needs and if necessary refer to a more specialist professional e.g Sensory Inclusion Service, GP.</p> <p>The needs are assessed through the Sensory Inclusion Service/GP.</p> <p>Within TMBSS we use the annual review process and the formal extended meetings, however parents/carers are welcome to discuss their child’s needs and progress anytime.</p>	<p>Care taken to seat student appropriately within the classroom.</p> <p>Consideration of how background noise can create difficulties in hearing.</p> <p>Teachers wear transmitter when appropriate.</p> <p>Teachers/Teaching Assistant check for understanding.</p> <p>Teaching Assistant makes notes to allow students to listen to the teacher.</p>	<p>PCPs regularly updated to reflect recommendations of Sensory Inclusion Service.</p> <p>Sessions with Teacher of the Deaf.</p> <p>Risk assessments completed where necessary.</p> <p>Exam access arrangements.</p> <p>Staff training undertaken by Sensory Inclusion Services when/where required.</p>

## 2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Students who have visual impairments are usually identified and assessed before they are referred to TMBSS.</p> <p>If this is not the case we will listen to the concerns of the parents/carers and Centre staff will identify any specific needs and if necessary refer to a more specialist professional e.g Sensory Inclusion Service/Optician.</p> <p>The needs are assessed through the Sensory Inclusion Service/Optician.</p> <p>Within TMBSS we use the annual review process and the formal extended meetings, however parents/carers are welcome to discuss their child's needs and progress anytime.</p>	<p>Seating plan to allow for clear view of board/ teacher.</p> <p>Written materials prepared to match the advice of the Sensory Inclusion Service.</p> <p>In practical lessons, student has access to own work area and is familiarised with equipment beforehand.</p> <p>Consideration given to classroom lighting where appropriate.</p> <p>TA support.</p>	<p>Sessions with sensory Inclusion Service.</p> <p>Risk assessments completed.</p> <p>Exam access arrangements, use of modified exam papers and/or reader and scribe.</p> <p>Information to staff is updated on the advice of the Sensory Inclusion Service or health professionals.</p> <p>Physical site adapted where necessary.</p> <p>TA support.</p>

### 3. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<p>Students who have physical difficulties are usually identified and assessed before they are referred to TMBSS.</p> <p>If this is not the case we will listen to the concerns of the parents/carers and Centre staff will identify any specific needs and if necessary refer to a more specialist health professional e.g GP's, consultants, school nurses etc.</p> <p>The needs are assessed through the health professionals. Within TMBSS we use the annual review process and the formal extended meetings, however parents/carers are welcome to discuss their child's needs and progress anytime.</p>	<p>Staff to be made aware of the impact any physical difficulties may have on learning.</p> <p>Lessons to be taught in an easily accessible room.</p> <p>PE lessons to be adapted when this can be done so that the students can have access to PE – this could involve travelling to a different Centre if appropriate.</p> <p>TA support.</p>	<p>Specialist equipment where needed e.g. specific height/style of chair/desk etc.</p> <p>Access to disabled toilets.</p>

### **How we involve parents and carers in the assessment and review process**

The close liaison between parents, carers and students is vitally important as it maximises the impact of the work undertaken throughout the service, strengthening parental engagement and increasing confidence and the ability to consolidate the work initiated within Centre.

Regular contact with parents/carers can provide an opportunity for the parent to share their concerns and, together with teaching staff, agree their aspirations for the student.

Staff are available to speak with parents/carers formally during the three required formal extended meetings and parents/carers written and verbal views are sought during the annual reviews of EHCPs. If there are any concerns or issues that the parents/carers wish to discuss they can phone and make an appointment to speak to the Centre Manager or specific member of teaching staff at any time. The SENDCo is also available if required (contact details follow).

Parents/carers receive PCPs and reviews of PCPs and are invited to feed-back their views of any changes. They are also informed if there are important changes to interventions available to their children.

Parental views and permission are gained to enable contact with external agencies for additional support or advice.

### **How we involve our students with Special Educational Needs and/or Disabilities in the assessment and review process**

The students' are at the heart of everything we do at TMBSS and they are involved in all aspects of their education. The students' have access to Centre Managers and teaching staff and can both formally and informally discuss their progress and any concerns they may have at any convenient time.

Students' views are sought as part of the review process of EHCPs.

Students are invited to join review meetings including Annual Reviews.

From Year 9 onwards students complete, with support, a Preparing for Adulthood document which plans and assists their transition Post 16. These

are discussed at annual reviews and during extended conversations and relevant support is offered at every stage – e.g help completing college applications; staff support individual college visits etc.

### **How we assess and evaluate the effectiveness of our SEND provision and how we involve parents, carers and students in this process**

Staff within Centres are constantly reviewing their practices and evaluating the effectiveness of those practices regarding the individual students they teach.

Effectiveness is assessed via the annual review process, weekly reports, annual reports as well as being an ongoing process within lessons.

The parents/carers and the students who have an education health care plan are invited to three formal extended meetings with an appropriate member of staff to discuss the effectiveness of the provision we offer and to put forward any further suggestions as to how we can best support the student in question.

Informally any of the students or their parents/carers may arrange to discuss any concerns about the effectiveness of the provision we offer at any time with the Centre Manager. If there are issues that cannot be resolved at this level the concern will be forwarded to the SENDCo or the Headteacher, Mr.Portman.

### **Our evaluation of the effectiveness of the provision made for children and young people with SEND:**

Each term a report on TMBSS evaluation of effectiveness of the provision made for students and young people with SEND will be written and made available via the website.

**What training have our teachers and other staff had to enable them to support students with Special Educational Needs and/or Disabilities effectively?**

Due to the nature of TMBSS students' with a wide range of Special Educational Needs and Disabilities may attend at any given time. Therefore, staff have the opportunity to attend pertinent training on any aspects of supporting students with Special Educational Needs and Disabilities which they identify or which Managers may identify on their behalf.

**What support is available for our students with Special Educational Needs and/or Disabilities?**

Students are taught in a small school setting and in small groups.

Specialised equipment e.g. electrically operated orthopaedic chairs; specialised equipment from the Sensory Inclusion Team when required

Individualised timetables and Personalised Learning Plans (PLPs).

Access to School Nurse.



When necessary students can be taught on a one to one basis. Support from a Teaching Assistant in lessons, where appropriate. Wide range of interventions.

Use of laptops in lessons where appropriate. Modified texts. Coloured overlays.

Support in exams and controlled assessments (reader/scribe/extra time).

This list is not exhaustive – we will provide the necessary support and/or equipment to assist our students with SEND.

## How we obtain the services, provision and equipment required by our students with Special Educational Needs and/or Disabilities

Additional intervention to support the learning of identified students may be provided through teachers and subject departments. However, where a student continues to make little or no progress over a sustained period, despite teacher or subject department-based support and interventions, we may consider involving specialists, including those secured by us or from outside agencies. Parents will always be involved in any decision to involve specialists. Services, equipment and provision may be sought from:

Educational Psychology Service.

Educational Welfare Service present in school.

School Nurse.

Sensory Inclusion Service – visually and hearing-impaired students.

CAMHS, BeeU.

Early Help.

Enhance (with targeted youth service).

Initial Contact Team.

Autism West Midlands – signposted by school.

## **How we support the emotional and social development of our students with Special Educational Needs and/or Disabilities**

Taught in the Centre which meets their emotional and social needs.

Meet and greet every morning.

One to one sessions with 'feeling cards' if required.

Discussions with students about what works for them.

Access to the School Nurse.

Liaison with parents/carers.

Taught in small carefully chosen groups or even one to one where deemed necessary.

Inclusion of activities to develop social skills i.e. Forest Schools, social time – playing board games/cards etc.

Help to build resilience by encouraging students' to 'have a go' in a small, safe and supportive environment.

Time with a key member of staff when feeling overwhelmed or struggling to cope with the day.

## **How we support children and young people who are looked after by the local authority and have SEND**

Meet and greet every morning.

One to one sessions with 'feeling cards' if required.

Discussions with students about what works for them.

Liaison with parents/carers.

Liaison with Local Authority Virtual School (LAC teachers).

Taught in small carefully chosen groups or even one to one where deemed necessary.

Inclusion of activities to develop social skills i.e. Forest Schools, social time – playing board games/cards etc.

Help to build resilience by encouraging students' to 'have a go' in a small, safe and supportive environment.

Time with a key member of staff when feeling overwhelmed or struggling to cope with the day.

Carefully planned use of student premium funding.

Regular PEP meetings.

**If you have any questions, concerns or complaints or compliments about our provision for students with Special Educational Needs and/or Disabilities**

TMBSS encourages parents to contact the school if they have and queries or concerns.

The initial point of contact for general enquiries is the Centre Manager.

However, parents are invited to speak directly with the SENDCO regarding specific learning support-related issues.

Parents may contact the SENDCO, Lisa Bloomer directly via email: [bloomer.l@tmbss-shropshire.org.uk](mailto:bloomer.l@tmbss-shropshire.org.uk) or by phone via Hook a Gate Centre: 01743 367369

The SEND governor is Elisabeth Roberts

Should your queries or concerns not be resolved, please contact the Headteacher: Mr.Portman.

