

# TMBSS Information Report

## Special Educational Needs and/or Disabilities Provision

(To be read in conjunction with the SEND policy)



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<https://next.shropshire.gov.uk/the-send-local-offer/>

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<https://next.shropshire.gov.uk/the-send-local-offer/support-for-parent-carers/send-information-advice-and-support-service-sendiass/>

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## Aims:

At TMBSS we are driven to support each student, including those with Special Educational Needs or Disabilities, inspiring them to reach their full potential by removing barriers to access an aspirational, personalised curriculum; empowering them for the next stage of their education and beyond. We work to ensure that each student is "WORLD READY".

A significant number of students who attend TMBSS have Special Educational Needs, these needs can be from any of the four areas of SEN. We identify students as having Special Educational Needs if he or she has:

- significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.

## We aim to:

- Inspire our students to reach their full potential by removing barriers to access an aspirational, personalised curriculum.
- Empower our students for the next stage of their education and beyond. We work to ensure that each student is "WORLD READY".
- Support our students to make progress in line with or exceeding their expectations.
- Support our students to make a successful transition from TMBSS wherever their next destination may be.

## Information Report objectives:

- To identify and provide effective support for our students who have special educational needs and/or a disability.

- To work within the guidance provided by the SEND Code of Practice, 2014  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- To provide support and advice for all staff working with children and young people with special educational needs or disabilities.
- To provide a whole school approach to management and provision of support for special educational needs

The four areas of SEND (Code of Practice 2014).

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health
- Physical and sensory

It is not uncommon for children to have more than one area of special educational need.

## Cognition and Learning

| Specific Learning Difficulties (SpLD)  |  | Moderate Learning Difficulties (MLD)  |  |
|--|--|---|--|
| Dyslexia.  |  | Literacy  |  |
| Dyspraxia.   |  | Difficulties with reading/writing persistent over time.                       |  |
| Attention Deficit Hyperactivity Disorder (ADHD).   |  | Working memory difficulties<br>Mismatch between SL and C and literacy skills. |  |
| Dyscalculia.   |  | Poor phonics.   |  |
| Dysgraphia.  |  | Delayed vocabulary.   |  |
| Alternative Augmentative Communication (AAC).  |  | Lack of confidence.   |  |
| Severe Learning Difficulties (SLD)   |  | Relying on others for cues to start work.                                     |  |
| Little or no speech.   |  | Not following oral instructions and inattention.                              |  |
| Finds it very difficult to learn new skills.   |  | Apparent speech and language difficulties due to not hearing sounds.          |  |
| Needs support with daily activities such as dressing, washing, eating and keeping safe.  |  | Speaking loudly.  |  |
| Have difficulty with social skills.  |  | Cannot write down ideas.  |  |
| Need lifelong support.   |  | Lack of phonics awareness.  |  |
| Profound/Multiple Learning Difficulties (PMLD)   |  | Limited reading skills.   |  |
| A diagnosis of profound and multiple learning difficulties (PMLD) is when a child has more than one disability. Many are diagnosed with sensory/physical disabilities, complex health needs or mental health difficulties. |  | Numeracy  |  |
|  |  | Working memory difficulties (e.g. not coping with multiple instructions).     |  |
|  |  | Lack of confidence.   |  |
|  |  | Relying on others for cues to start work.                                     |  |
| Other considerations for Cognition and Learning  |  | Not following oral instructions and inattention.                              |  |
| Memory (visual/auditory).  |  | Apparent speech and language difficulties due to not hearing sounds.          |  |
| Working memory (LTM vs STM).   |  | Speaking loudly.  |  |
| Processing skills.   |  | Lack of recognition of simple numbers.  |  |
| Learning styles.   |  |   |  |

### Social, Emotional and Mental Health Needs

| Social  |  | Emotional Well-being                          |  | Mental Health                                   |  |
|---|--|---|--|---|--|
| Difficulties with peers.  |  | Withdrawn.                                    |  | Withdrawn.                                      |  |
| Difficulties making/maintaining friends.                            |  | Attention seeking/needing.                    |  | Feeling victimised.                             |  |
| Unable to vary behaviour according to circumstance/person.          |  | Tearful.                                      |  | Anger issues/frustration.                       |  |
| Difficulty in working in groups.                                    |  | Feeling victimised.                           |  | Erratic behaviour.                              |  |
| Socially isolated.  |  | Angry with adults.                            |  | Aggression.                                     |  |
| Over friendly/no friends.   |  | Jealous of peer group.                        |  | Difficult peer relationships.                   |  |
| Withdrawn.  |  | Clingy.                                       |  | Self-harming.                                   |  |
| Lack of confidence.   |  | Inappropriate behaviour.                      |  | Diagnosed psychiatric illness.                  |  |
| Controlling.  |  | Self-harming.                                 |  | Substance abuse.                                |  |
| Lack of understanding of turn taking, social skills etc.            |  | Extrovert/over confident - erratic behaviour. |  | Presence of withdrawn or disruptive behaviours. |  |
| Inability to engage positively with peer group.                     |  | Wrong friendships.                            |  | Excessive or misplaced anxiety.                 |  |
| Inappropriate behaviour - immature for age, over demonstrative.     |  | Reliant on specific adults.                   |  | Diagnosed history of parental mental health.    |  |
| Unaware of needs/feelings of others.                                |  | Anxiety at separation.                        |  | Other considerations                            |  |
| Difficulty playing with peers (with and without support/modelling). |  | High anxiety levels.                          |  | Depression.                                     |  |
| Inappropriate sexualised behaviour.                                 |  | Attachment difficulties.                      |  | ADHD.   |  |
|   |  | Split family- inconsistent expectations.      |  | Eating disorder.                                |  |
|   |  | Frequent change of school.                    |  | Anxiety disorder.                               |  |
|   |  | Bereavement.                                  |  | Adverse Childhood Experiences.                  |  |
|   |  |   |  | Attachment issues.                              |  |

## Communication and Interaction

| Speech, Language and Communication Needs (SLCN)   | Autistic Spectrum Disorder (ASD)  |
|---|---|
| Difficulty understanding spoken language e.g. instructions. May look confused.          | Poor social interaction, communication, restricted imagination, withdrawn, stereotyped behaviour. |
| Difficulty using language e.g. grammar errors, syntactic (word order). Sounds immature. | Special interests   |
| Difficulty expressing needs. Wants ideas verbally.                                      | Sensory issues e.g. bright lights, smells, heat issues, noises.                                   |
| Difficulty producing correct sounds. Can be difficult to understand.                    | Anxiety may lead to frustration and anger.  |
| Difficulty with fluency e.g. stammer.   | Restricted/repetitive play.   |
| Appears to forget what has been said. Processing time is longer.                        | Reliance on routines. Dislike of change or new experiences.                                       |
| Present with poor social interactions e.g. difficulty making friends.                   | May present with poor eye contact, reduced body language and facial expression.                   |
| Difficulties with attention and listening.  | May talk in monotone voice.   |
| May present with some secondary behavioural issues e.g. opting out of work.             | Difficulty understanding higher level language e.g. idioms, metaphors and sarcasm.                |
| May have difficulty with reading comprehension.   | Difficulty understanding/accepting other people's opinions/points of view.                        |
|   | Poor turn taking and awareness of proximity norms.  |

Physical and Sensory

| Visual Impairment (VI)                                  | Hearing Impairment (HI)                                  | Physical/Motor Skills                                  |
|---|--|--|
| Poor social interaction.                                | Behaviour/lack of response.                              | Difficulties in PE.                                    |
| Books - can't see - need braille.                       | Requesting repeat of instructions more often than peers. | Clumsy/falls.  |
| Anxiety associated with particular subjects/activities. | Poor concentration.                                      | Motor skills (difficulties).                           |
| Emotional/clinginess.                                   | Delayed language.  | Difficulties with handwriting/letter formation.        |
| Tripping over/bumping into objects.                     | Lack of understanding instructions.                      | Uncoordinated, clumsiness.                             |
| Over-reaching/under-reaching.                           | Poor social interaction.                                 | Poor fine motor skills.                                |
| Visual focus.   | Asking for repetition.                                   | Delayed gross/fine motor skills re: age related.       |
| Slow to work.   | Misunderstanding.  | Co-ordination difficulties.                            |
| Light/dark perception.                                  | Change in speech production, tone, volume.               | Spatial awareness.                                     |
| Poor handwriting.                                       | Lack of response, responding inappropriately.            | Visual vestibular and proprioception difficulties.     |
| Copying work from peers instead of the board.           | Grammatical errors.                                      | Degenerative conditions.                               |
| Clumsiness.   | Become isolated.   | Sensory integration difficulties.                      |
| Squint.   |  | Specialist equipment.                                  |
| Complaining of headaches (eye strain).                  |  | Development delay.                                     |
| Lower than expected progress.                           |  | Unable to access curriculum/environment independently. |
| Unable to access curriculum materials.                  |  | Hyper/hypo sensitive.                                  |

## Identification of Special Education Needs and/or Disabilities in Primary:

### Identification methods for each area of SEND

| Cognition and Learning  | Social, Emotional and Mental Health   |
|---|---|
| <p>Salford Reading Assessment<br/>                     Online Read, Write, Inc Assessment (phonics)<br/>                     Diagnostic Spelling Test<br/>                     Spelling Placement Assessment<br/>                     Letter Formation Assessment<br/>                     Mental Calculations and Recall Assessments<br/>                     Maths Assessment for Learning and Teaching (MALT)<br/>                     British Picture Vocabulary Scale (BPVS)<br/>                     Observation in lessons</p>   | <p>Observation.<br/>                     Diagnosis of or displays traits of Attention Deficit and Hyperactivity Disorder (ADHD).<br/>                     History of trauma.<br/>                     History of/current mental health challenges</p> <p>Boxhall profiles<br/>                     Social, emotional tracker</p>  |
| Communication and Interaction   | Physical and Sensory  |
| <p>Student displays traits of Autism Spectrum Disorder (ASD) i.e:<br/>                     Poor social interaction, communication, restricted imagination, withdrawn, stereotyped behaviour.<br/>                     Special interests.<br/>                     Sensory seeking or sensory avoiding behaviours e.g. bright lights, smells, heat issues, noises.<br/>                     Anxiety may lead to frustration and anger.<br/>                     Restricted/repetitive play.<br/>                     Reliance on routines. Dislike of change or new experiences.</p> | <p>Observation.<br/>                     Diagnosis of visual impairment.<br/>                     Diagnosis of hearing impairment.<br/>                     Diagnosis of a physical disability.<br/>                     Sensory seeking or sensory avoiding behaviours e.g. bright lights, smells, heat issues, noises<br/>                     Diagnosis of a multi-sensory impairment.</p> |

May present with poor eye contact, reduced body language and facial expression.

May talk in monotone voice.

Difficulty understanding higher level language e.g. idioms, metaphors and sarcasm.

Difficulty understanding/accepting other people's opinions/points of view.

Poor turn taking and awareness of proximity norms.

Diagnosis of Autism Spectrum Disorder (ASD).

Present with poor social interactions e.g. difficulty making friends.

Lack of understanding of turn taking, social skills etc.

Inability to engage positively with peer group.

Difficulty understanding spoken language e.g. instructions.

Difficulty using language e.g. grammar errors, syntactic (word order).

Sounds immature.

Difficulty expressing needs. Wants ideas verbally.

Difficulty producing correct sounds. Can be difficult to understand.

Difficulty with fluency e.g. stammer.

Students who speak English as an additional language (EAL) may benefit from communication support.

Observation

## Identification of Special Education Needs and/or Disabilities in Secondary:

### Identification methods for each area of SEND

| Cognition and Learning   | Social, Emotional and Mental Health   |
|--|---|
| <p><b>Reading:</b><br/>                     Access Reading Test (ART)<br/>                     Phonics screening.<br/>                     Attitude to reading survey.</p> <p><b>Spelling:</b><br/>                     Vernon's Graded Word Spelling Test.</p> <p><b>Maths:</b><br/>                     Access Maths Test Hodder Education.</p> <p><b>Science:</b><br/>                     Key Stage 3: a general science test from the activated scheme of work covering topics from Biology Chemistry and Physics.<br/>                     Key stage 4: test is based on a 2009 SATS paper (end of year 9) covering general science from Biology, Chemistry and Physics topics.</p> <p>Diagnosis of dyslexia.<br/>                     Diagnosis of dyspraxia.<br/>                     Visual stress.</p> | <p>Diagnosis of Attention Deficit and Hyperactivity Disorder (ADHD).<br/>                     Interest survey.</p> <p>Social and Emotional tracker.</p> <p>Strengths and Difficulties questionnaire.</p> <p>Diagnosis of Attention Deficit and Hyperactivity Disorder (ADHD)</p> <p>Diagnosis of Obsessive Compulsive Disorder (OCD)</p> <p>Diagnosis of an eating disorder</p> |

### Communication and Interaction

Student display traits of Autism Spectrum Disorder (ASD) i.e:  
Poor social interaction, communication, restricted imagination, withdrawn, stereotyped behaviour.

Special interests.

Sensory issues e.g. bright lights, smells, heat issues, noises.

Anxiety may lead to frustration and anger.

Restricted/repetitive play.

Reliance on routines. Dislike of change or new experiences.

May present with poor eye contact, reduced body language and facial expression.

May talk in monotone voice.

Difficulty understanding higher level language e.g. idioms, metaphors and sarcasm.

Difficulty understanding/accepting other people's opinions/points of view.

Poor turn taking and awareness of proximity norms.

Diagnosis of Autism Spectrum Disorder (ASD).

Present with poor social interactions e.g. difficulty making friends.

Lack of understanding of turn taking, social skills etc.

Inability to engage positively with peer group.

Difficulty understanding spoken language e.g. instructions.

Difficulty using language e.g. grammar errors, syntactic (word order). Sounds immature.

Difficulty expressing needs. Wants ideas verbally.

### Physical and Sensory

Diagnosis of visual impairment.

Diagnosis of hearing impairment.

Diagnosis of a physical disability.

Diagnosis of a multi-sensory impairment.

Difficulty producing correct sounds. Can be difficult to understand.

Difficulty with fluency e.g. stammer.

Students who speak English as an additional language (EAL) may benefit from communication support.

Secondary students social, emotional tracker this has three main areas: conduct behaviour, emotional behaviour and learning behaviour



# CONDUCT BEHAVIOUR

| Desirable behaviour   |       |        |        |        |        |        |        |        |
|---|-------|--------|--------|--------|--------|--------|--------|--------|
| CONDUCT BEHAVIOUR   | Start | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Term 7 |
| 1. <b>Behaves respectfully towards teachers.</b> e.g. Respects teachers and answers politely, does not interrupt or deliberately annoy, does not show verbal aggression.                                  | 0     | 2      | 3      | 3      | 2      | 2      | 3      | 3      |
| 2. <b>Shows respect to other pupils.</b> e.g. Interacts with other pupils politely and thoughtfully, does not tease, call names, swear, use psychological intimidation.                                   | 0     | 0      | 2      | 2      | 1      | 2      | 3      | 2      |
| 3. <b>Avoids criminality and anti-Social behaviour</b> e.g avoids conversations about and involvement with criminal behaviour, illegal substances in school.  | 5     | 5      | 5      | 5      | 5      | 5      | 5      | 5      |
| 4. <b>Seeks attention appropriately.</b> e.g. Does not seek unwarranted attention, pupil behaves in ways warranted by current classroom activity, does not behave in a silly manner or call out in class. | 0     | 0      | 2      | 2      | 2      | 2      | 2      | 2      |
| 5. <b>Is physically peaceable.</b> e.g. Is not physically aggressive, avoids fights, is pleasant to other pupils, is not cruel or spiteful, does not strike out in temper.                                | 0     | 0      | 2      | 2      | 1      | 2      | 3      | 3      |
| 6. <b>Respects property.</b> eg Values and looks after property, does not damage or destroy property, does not steal.   | 0     | 0      | 0      | 0      | 0      | 0      | 1      | 1      |
| 7. <b>Observes school and teacher rules.</b> e.g. Attends classes, does not leave seat without permission, does not tell lies.  | 0     | 0      | 1      | 1      | 1      | 1      | 1      | 2      |
| <b>CONDUCT BEHAVIOUR TOTAL</b>  | 5     | 7      | 15     | 15     | 12     | 14     | 18     | 18     |



# EMOTIONAL BEHAVIOUR

| EMOTIONAL BEHAVIOUR  | Start | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Term 7 |
|--|-------|--------|--------|--------|--------|--------|--------|--------|
| <b>8. Responds appropriately to body language.</b> Able to understand and adhere to physical boundaries, able to make eye contact  | 0     | 0      | 1      | 2      | 2      | 2      | 2      | 2      |
| <b>9. Has empathy.</b> e.g. Is tolerant of others, shows understanding and sympathy, is considerate.   | 0     | 1      | 2      | 2      | 1      | 2      | 3      | 3      |
| <b>10. Is socially aware.</b> e.g. Interacts appropriately with others, is able to sustain friendships, is not a loner or isolated.  | 0     | 1      | 2      | 2      | 2      | 2      | 3      | 3      |
| <b>11. Is happy.</b> e.g. Has fun when appropriate, smiles, laughs, is cheerful, is not tearful, depressed, whining.   | 0     | 1      | 1      | 2      | 2      | 2      | 3      | 3      |
| <b>12. Has self confidence and a positive self image</b> e.g. Appears confident with their body image, presents themselves in an age appropriate way, able to accept praise. | 0     | 0      | 0      | 1      | 1      | 1      | 1      | 1      |
| <b>13. Is emotionally stable.</b> e.g. Moods remain relatively stable, does not have frequent mood swings.   | 0     | 0      | 1      | 2      | 2      | 2      | 2      | 2      |
| <b>14. Is resilient</b> e.g. Able to manage disappointment, able to function despite difficulties, able to accept consequences.  | 0     | 0      | 0      | 0      | 0      | 0      | 1      | 1      |
| <b>EMOTIONAL BEHAVIOUR TOTAL</b>   | 0     | 3      | 7      | 11     | 10     | 11     | 15     | 15     |



# LEARNING BEHAVIOUR

| LEARNING BEHAVIOUR  | Start | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Term 7 |
|---|-------|--------|--------|--------|--------|--------|--------|--------|
| <b>15. Is attentive.</b> e.g. Not easily distracted, completes work, keeps on task and concentrates.  | 0     | 0      | 1      | 1      | 1      | 1      | 2      | 2      |
| <b>16. Has an interest in school work.</b> e.g. Good motivation, shows interest, enjoys school work.  | 0     | 1      | 1      | 1      | 1      | 1      | 2      | 2      |
| <b>17. Good learning organisation.</b> e.g. Works systematically, at a reasonable pace, knows when to move onto next activity or stage, can make choices, is organised. | 0     | 1      | 1      | 0      | 0      | 0      | 1      | 1      |
| <b>18. Shows perseverance in learning.</b> e.g. Is conscientious, independent, has a positive approach to school work, perseveres with tasks.                           | 0     | 1      | 1      | 0      | 0      | 0      | 1      | 2      |
| <b>19. Is an effective communicator.</b> e.g. Speech is coherent, thinks before answering.  | 0     | 0      | 1      | 1      | 1      | 1      | 2      | 2      |
| <b>20. Works efficiently in a group.</b> e.g. Takes parts in discussions, contributes readily to group tasks, listens well in groups, work collaboratively.             | 0     | 0      | 1      | 1      | 1      | 1      | 2      | 2      |
| <b>21. Seeks help where necessary.</b> e.g. Does not make excessive demands on the teacher.   | 0     | 0      | 1      | 1      | 0      | 0      | 1      | 2      |
| <b>LEARNING BEHAVIOUR TOTAL</b>   | 0     | 3      | 7      | 5      | 4      | 4      | 11     | 13     |



## Primary students

### Social, Emotional and Mental Health Checklist

|   |             |
|---|-------------|
| <b>Name:</b>  | <b>DOB:</b> |
| <b>Year Group:</b>  | <b>DOA:</b> |
| <b>Teacher:</b>   |             |
| <b>SEMH Tracker number: 1</b>   |             |
| Please rate each behaviour on the following scale:<br><b>1 = No cause for concern → 5 = Serious cause for concern</b> |             |

| <b>Academic Behaviour</b>          | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|------------------------------------|----------|----------|----------|----------|----------|
| Following written instructions     |          |          |          |          |          |
| Following verbal instructions      |          |          |          |          |          |
| Settling to work                   |          |          |          |          |          |
| Classwork – written                |          |          |          |          |          |
| Classwork – discussion             |          |          |          |          |          |
| Task completion                    |          |          |          |          |          |
| Working without direct supervision |          |          |          |          |          |
| Classwork – practical              |          |          |          |          |          |
| Classwork – group work             |          |          |          |          |          |
| Classwork – partner work           |          |          |          |          |          |
| Presentation of work               |          |          |          |          |          |

| <b>Rules and Routines</b>                | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| Follows rules of the classroom           |          |          |          |          |          |
| Aware of right and wrong                 |          |          |          |          |          |
| Hanging up coat / bag                    |          |          |          |          |          |
| Entering / leaving the room              |          |          |          |          |          |
| Distributing materials                   |          |          |          |          |          |
| Seeking / waiting for teacher assistance |          |          |          |          |          |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Following instructions from the teacher       |  |  |  |  |  |
| Following instructions from the support staff |  |  |  |  |  |

| <b>Aggressive / Destructive Behaviour</b>     | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| Strikes / kicks other pupil(s)                |          |          |          |          |          |
| Pushes / trips up other pupil(s)              |          |          |          |          |          |
| Bites other pupil(s)                          |          |          |          |          |          |
| Scratches / pinches other pupil(s)            |          |          |          |          |          |
| Physically / verbally threatens pupil(s)      |          |          |          |          |          |
| Damages / takes pupil(s) property             |          |          |          |          |          |
| Damages / takes pupil(s) classwork            |          |          |          |          |          |
| Argues / gives cheek with teacher             |          |          |          |          |          |
| Hits out at teacher                           |          |          |          |          |          |
| Physically / verbally threatens teacher       |          |          |          |          |          |
| Makes inappropriate gestures                  |          |          |          |          |          |
| Spits / other antisocial behaviour            |          |          |          |          |          |
| Uses offensive language                       |          |          |          |          |          |
| Moves furniture                               |          |          |          |          |          |
| Throws equipment / books                      |          |          |          |          |          |
| Writes / scribbles on others books / property |          |          |          |          |          |
| Damages school property                       |          |          |          |          |          |

| <b>Verbal / Noisy Behaviours</b>                        | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| Taps / bangs on the desk / table                        |          |          |          |          |          |
| Calls / shouts to teacher                               |          |          |          |          |          |
| Talks / shouts to pupils                                |          |          |          |          |          |
| Sings inappropriately                                   |          |          |          |          |          |
| Makes non verbal noises                                 |          |          |          |          |          |
| Inappropriate comments to teacher                       |          |          |          |          |          |
| Talks / mutters to self                                 |          |          |          |          |          |
| Whistles inappropriately                                |          |          |          |          |          |
| Giggles / laughs inappropriately                        |          |          |          |          |          |
| Refusal to respond to adults verbally                   |          |          |          |          |          |
| <b>Social / Emotional Adjustment</b>                    | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| Not popular / Disliked by other pupils                  |          |          |          |          |          |
| Often worried   |          |          |          |          |          |
| Tends to be solitary                                    |          |          |          |          |          |
| Irritable / Loses temper easily                         |          |          |          |          |          |
| Appears unhappy / miserable / tearful / distressed      |          |          |          |          |          |
| Sucks thumb / fingers, bites nails / fingers / clothes  |          |          |          |          |          |
| Tearful / anxious of new things / situations            |          |          |          |          |          |
| Over fussy / particular                                 |          |          |          |          |          |
| Passive / apathetic                                     |          |          |          |          |          |
| Unhappy / tearful on arrival at school / school refusal |          |          |          |          |          |
| Responds to playing a role                              |          |          |          |          |          |
| Plays co-operatively in structured situation            |          |          |          |          |          |
| Plays in unstructured situation                         |          |          |          |          |          |
| Accepts winning   |          |          |          |          |          |
| Accepts losing  |          |          |          |          |          |
| Expresses own ideas, decisions                          |          |          |          |          |          |
| Expresses own feelings                                  |          |          |          |          |          |
| Copes with transitions/unexpected change                |          |          |          |          |          |
| <b>In Seat / Out of Seat Behaviours</b>                 | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |

|                               |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|
| Turns / rocks in seat         |  |  |  |  |  |
| Fidgets / shuffles in seat    |  |  |  |  |  |
| Changes seat                  |  |  |  |  |  |
| Runs about classroom          |  |  |  |  |  |
| Stamps feet                   |  |  |  |  |  |
| Sits out of position in seat  |  |  |  |  |  |
| Stands up out of seat         |  |  |  |  |  |
| Moves from seat / walks about |  |  |  |  |  |
| Lies / crawls on the floor    |  |  |  |  |  |
| Climbs on furniture           |  |  |  |  |  |
| Hides under furniture         |  |  |  |  |  |

| <b>Break time</b>                        | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|--|----------|----------|----------|----------|----------|
| Following instruction from adults        |          |          |          |          |          |
| Following instruction from support staff |          |          |          |          |          |
| Inappropriate physical contact           |          |          |          |          |          |
| Age appropriate play                     |          |          |          |          |          |
| Appropriate use of equipment             |          |          |          |          |          |
| Following routines at end of playtime    |          |          |          |          |          |
| Remain in designated areas               |          |          |          |          |          |

## Admission to TMBSS

TMBSS is not included in the local authority's local offer because we are classed as an alternative provision, however, TMBSS plays an integral part in supporting children and young people, assessing their needs and supporting them when they transition to their next destination.

TMBSS is classed as an alternative provision and there is no self-referral process. Students are allocated a place via Inclusion Pathway meetings or by the fact that they have been permanently excluded. Students do not require an Education, Health and Care Plan to attend TMBSS, some students arrive with an EHCP others do not.

### How students arrive at TMBSS:

Primary - referral via Inclusion Pathway - shared placement for either early intervention work or to prevent a permanent exclusion or SDP students, or students moving into the area who are not mainstream ready. We occasionally have students in Primary who are dual registered placements due to medical issues that meet the Section 19 threshold, these are usually taught as outreach students.

Secondary - referral via Inclusion Pathway these places are either: full time/dual registered placements due to either medical issues that meet the Section 19 threshold or are preventative permanent exclusion places; shared placements with a mainstream secondary school to provide early intervention; SDP students or students moving into the area who are not mainstream ready.

Hospital - planned procedures or emergency admissions.

We class all students who attend TMBSS as requiring SEND Support if they do not already have an EHCP, we do this because something has prevented them from being able to thrive in a mainstream environment, whether that is a medical condition, a physical or sensory condition, cognition and learning impairment, communication and learning problem or SEMH. Therefore, we recognise all our students require a different, individual approach to teaching and learning regardless of any SEN or disability. At TMBSS we also have students who are looked after by the local authority be that Shropshire local authority or any other local authority, these students may or may not have an EHCP. Children who are looked after are given exactly the same opportunities as all TMBSS students and we have a designated Child Looked After teacher who liaises with the named local authority virtual school to ensure everything possible is done to meet their needs and enhance their education experience.

If a student is referred to TMBSS who has a specific disability and requires specialist equipment or staff need to be aware of how to manage various needs TMBSS will consult with other professionals before the student arrives to ensure we have done all that we can to meet the needs of that student; e.g. if a student has a significant visual impairment that requires specific equipment we will contact the Shropshire Sensory Impairment Team

Before accessing a centre place or an outreach place at TMBSS the new student and their parent(s) meet with a member of SLT and/or the relevant Centre Manager. At this meeting: the ethos of TMBSS is shared; any difficulties the student may have is discussed and solutions are found; the curriculum model is shared. And any particular individual needs that require specialist expertise or adapted equipment are discussed and solutions put in place for as soon as possible. If a student has a physical disability and requires specialist equipment or furniture TMBSS would contact the local Occupational Therapy team for their input.

Once a student has started their placement at TMBSS we may discover an unmet need which may require support from an Educational Health and Care Plan. TMBSS will work with the student and his/her parents/carers to complete an EHCNA request, we also support the parents if mediation is required and advise them to also contact SENDIASS.

SENDIASS provides clear, impartial information, advice, and support to parents and carers of children aged 0 to 25, as well as young people aged 16 to 25, who have or may have special educational needs or disabilities (SEND).

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

### Students attending TMBSS

All students on arrival both in Primary and Secondary are baseline tested for reading, spelling and maths. Gaps in learning and areas requiring interventions are quickly identified and relevant, targeted interventions are put into place.

All students have the opportunity to participate and engage in all subjects and enrichment activities, see TMBSS Accessibility Plan.

Once the student has started TMBSS, weekly reports are sent home and phone calls take place regularly to discuss all aspects of the student's progress. Parents/carers can contact their child's Centre at any time to discuss progress or concerns. When required meetings between the SLT and/or Centre Manager take place to discuss next steps, the frequency of these depends on the individual student.



## TMBSS Curriculum Model

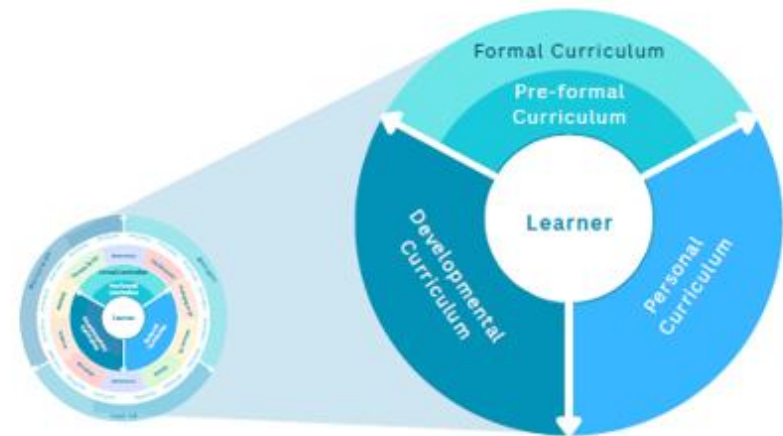
The students who join TMBSS are at different stages of their own personal journey. A journey that has often been difficult, traumatic, and unconventional. Our curriculum content choices and sequencing are designed to allow our transient and dynamic student population to re-engage with education and achieve their own next steps to success. The TMBSS curriculum can be represented by the model below:



Each aspect of the 'World Ready' vision represents the primary aims of our curriculum model (Well-being, Overcoming barriers, Relationships and Life-long learners and Developing a voice) and the tools and approaches we use to achieve them (Reflection, Enrichment, Achievement, Diversity and Yes to success)

The application of the World Ready vision is highly bespoke to the needs of the individual and encompasses the formal, personal and developmental aspects of our curriculum.

## A closer look at our curriculum:



### Formal Curriculum:

The age-appropriate, broad and balanced curriculum that TMBSS provides for all pupils, as part of the Universal Offer. This is the relevant Key Stage of the National Curriculum and is influenced by accreditation requirements.

Pre-formal Curriculum: Sits within the formal curriculum and is designed to provide the first steps to re-engage students who are unable or unwilling to access the formal curriculum.

### Developmental Curriculum:

Gives students the 'tools' to access learning, informed by academic baselines and referral documentation.

- Literacy & numeracy interventions
- Addressing gaps in learning
- Academic resilience

### Personal Curriculum:

Allows students to be present & available for learning, informed by SDQ, referral documentation & external agencies.

- Nurture
- Enrichment
- SEMH interventions, strategies & approaches



Students with EHCP's will have at least one extended conversation involving their parents, SLT and/or Centre Manager termly.

The vision of TMBSS is to ensure all students are "World Ready" when they leave us. This means that whatever their next destination whether that is: mainstream school, specialist provision or a Post 16 placement staff at TMBSS will have done their very best to make that transition happen as smoothly as possible. This can include assisting on school or college visits; helping students to write C.V.s, accompanying students to their new placement for the first few times they attend as well as all the work done previously modelling to students have to behave appropriately in different settings and always having high expectations for behaviour and outcomes.

At TMBSS we have clear and high expectations around behaviour and well-being and we model positive relationships constantly and consistently to all our students. Bullying is not acceptable at TMBSS and if any bullying is discovered it is immediately dealt with in a restorative rather than punitive way, see TMBSS Peer on Peer Abuse Policy for more detailed information.

If a student attends TMBSS when they are in Year 11 and they require access arrangements for their examinations, these are put into place, the SENDCo will seek medical evidence from medical professionals if required for a Form 9

request for exam access. These access arrangements enable the student to access their exams on a level playing field with their peers.

TMBSS also has a dedicated *Careers Officer* who works with all secondary students focusing largely on Year 11's Post 16 options. Our *Careers Officer* attends the annual reviews of those students with EHCP's and plays a pivotal role liaising with students, parents, colleges and SEN team to ensure that the students are not discriminated against.

In primary students will access a shared placement alongside their mainstream school and will follow the primary shared placement curriculum model. There is also a full-time curriculum placement model in primary for students who have been permanently excluded or those who have been given a place to prevent a permanent exclusion.

In secondary, individual students will follow a curriculum pathway that meets their individual needs. Some students are able to access a full-time programme in a centre accessing the core curriculum and enrichment activities, other students require a more bespoke programme. An initial programme is put in place on the first meeting between the student, their parents and the SLT and/or Centre Manager, this programme can be adapted at any time if the students needs are not being suitably met.

Each student has a person-centred plan (PCP), that will have two or three outcomes relevant to meet their needs, these outcomes may be academic or social and emotional. These outcomes are shared with the students and their parents both of whom are encouraged to contribute to what the next steps should be.

If a student has an EHCP the outcomes from their EHCP are shared on the PCP are broken down into more achievable steps.

Students are regularly asked how they feel they are progressing towards their outcomes.

PCP's are reviewed at least termly by all the centre staff to see how the individual students are progressing and what their next steps need to be.



### Example of a primary student's Pupil Centred Plan

|  |   |   |
|--|---|---|
| <b>Name:</b> XXXX  | <b>Centre:</b> HEC  | <b>Date of admission:</b> XXX   |
| <b>Date of birth:</b> XXXX   | <b>Class teacher:</b> XXX   | <b>SEN status:</b> Plan agreed August, 2025   |
| <b>Age:</b> 9 years  | <b>Year group:</b> XX   | <b>PDR number:</b> 2  |
| <b>Duration of targets:</b> 10.06.25 + 12 weeks  |   |   |
| <b>EHCP OUTCOMES</b> (if relevant):  |   |   |
| <b>INTENT</b><br>SMART Target? SMART Outcome?<br>Which professional group agency informed this target?   | <b>IMPLEMENTATION</b><br>What intervention? What level of support?<br>How often will this happen and for how long?<br>Who will do it? How much does it cost?  | <b>IMPACT</b><br>Evaluation of progress. What progress has been made, if any? What was the impact?  |
| <b>1. Date:</b> XXX<br><br><b>Baseline assessment:</b><br>XXXX uses an inconsistent handwriting style which is not always legible. Digits such as 9, 6 and 0 cannot easily be deciphered. Letters with descenders often sit off the lines and without the correct formation.<br><br><b>Intended Outcome:</b><br>Within 12 weeks, XXXX will use a more consistent handwriting style, writing the digits 9, 6 and 0 correctly, as well as letters with descenders. There will be a | <b>Intervention:</b><br>Daily practise of handwriting following the correct letter and digit formation.<br><br>Daily modelling by the teacher/TA.<br><br>Use of online resources to practise formation.<br><br>Award XXXX Class Dojos when sustained improvements have been made. | <b>Date:</b> XXXX<br><br><b>Post intervention assessment:</b><br>XXXX has continued to use the same digit and letter formation. There has not been any improvement.<br><br><b>Evaluation of progress:</b><br>XXXX does not feel the need to change his letter and digit formation as he himself can read what it says. When prompted/corrected by an adult, XXXX starts to become |

|  |  |   |   |
|--|--|---|---|
|  | noted improvement in the legibility of Eleott's handwriting.   |   | dysregulated. I do not feel it is productive to continue with this target.  |
| 2.   | <b>Date: XXX</b>   | <b>Intervention:</b>  | <b>Date: XXX</b>  |
|  | <b>Baseline assessment:</b><br>XXXX scored 124/140 in the Spelling Placement assessment and could accurately spell 36/40 words containing RWI Set 3 sounds and 41/52 words using spelling rules from Sets 1/2/3. | Daily practise of spellings using a weekly list of five words, focusing on words and sounds identified in the Spelling Placement assessment.<br><br>A bespoke literacy 'task list' with focused activities such as spelling sentences, spelling games and wordsearches.   | <b>Post intervention assessment:</b><br>When reassessed, XXXX could spell 40/40 words containing RWI Set 3 sounds and 46/52 words using spelling rules from Sets 1/2/3. |
|  | <b>Intended Outcome:</b><br>Within 12 weeks, XXXX will accurately spell 40/40 words containing RWI Set 3 sounds and 46/52 words using spelling rules from Sets 1/2/3.  | Reward XXXX with Class Dojos for scoring 5/5 in his weekly spelling test.   | <b>Evaluation of progress:</b><br>This target has been achieved.  |
| 3.   | <b>Date: XXX</b>   | <b>Intervention:</b>  | <b>Date: XXX</b>  |
|  | <b>Baseline assessment:</b><br>XXXX uses capital letters and full stops to demarcate his sentences on 3/5 occasions without being prompted by an adult.  | Provide XXXX with a prompt card for his desk.<br><br>Give him proof-reading time at the end of each written task to enable him to independently check the accuracy of his work.   | <b>Post intervention assessment:</b><br>XXXX will demarcate his sentences on 3/5 occasions without being prompted by an adult.  |
|  | <b>Intended Outcome:</b><br>Within 12 weeks, XXXX will consistently demarcate his sentences on 5/5 occasions without being prompted by an adult.   | Reward XXXX with Class Dojos for accurately punctuating his writing.  | <b>Evaluation of progress:</b><br>This target is ongoing.   |
| <b>Date: XXX</b><br><b>Pupil voice:</b><br>I have got better at times tables and I've finished Five Minute Maths now. I still don't always like Big Maths because I don't like it if someone tells me I've got something wrong.<br>Going on trips is great; I really liked fishing and going to Carding Mill Valley. |  | <b>Date: XXX</b><br><b>Pupil voice:</b><br>I feel good about coming to school except for when I'm tired because it makes me moody. I like how it's a small class and it's not really loud. I also like that I don't get confused about what I'm doing like I did at my old school. Some of my favourite subjects are Maths, English and |   |

I still need help to talk about how I feel.

Science. I wasn't such a fan of Science when I first started but I like it now, apart from when we made fake poo! I really love the trips we go on because they're fun. My favourites have been caving, fishing and canoeing. When we went caving, I faced my fears because I don't like going into small crevices at all. Canoeing was something new; I've only been canoeing once before when I was only four so I couldn't canoe. Now I've had a go on my own, I know it's safe and fun!

I still need help when I get stressed about things that aren't perfect. It makes me feel angry and annoyed if I make a mistake.



### Example of secondary student's Pupil Centred Plan.

|  |  |  |   |
|--|--|--|---|
| Name: XXXX   |  | Centre: XXXXXX   | Date of admission: XXXX   |
| Date of birth: XXXXX   |  | Class teacher: XXXX  | EHCP status: EHCNA completed  |
| Age: 14  | Year group: 10   | PCP number: 1  |   |
| <b>Intent</b>  |  | <b>Implement</b>   |   |
| What do we want to achieve?<br>SMART Target? SMART Outcome?  |  | How will we implement the intervention? What support is required and at what level? How often will this happen and for how long? Who will do it? How much will it cost?  |   |
| <b>Impact</b>  |  | <b>Impact</b>  |   |
| What has been the impact of the intervention? Evaluation of progress. What progress has been made, if any? |  | What has been the impact of the intervention? Evaluation of progress. What progress has been made, if any?   |   |
| 1.   | Date: XXXX   | <b>Intervention:</b> XXX to participate in an outdoor activity this term to be given the opportunity to be able to follow instruction off site (in a different environment). <ul style="list-style-type: none"> <li>• Discuss social skills and interaction with XXXX on a weekly basis.</li> <li>• Provide XXXX with opportunities for group activities where instruction is required e.g. sports activities</li> </ul> | Date: XXXX  |
|  | <b>Baseline assessment:</b><br><br>XXXX sometimes finds it difficult to follow staff instruction and can be confrontational when asked to do something. She will follow other students and will enter the wrong classroom. |  | <b>Impact:</b><br><br>XXXX still finds it difficult to follow instructions and will enter the wrong classrooms and refuse to leave. |

|    |   |   |   |
|----|---|---|---|
|    | <p><b>Intended outcome:</b></p> <p>To follow staff instructions without argument. Reducing incidents to 1 or less a week by the end of the school term.</p> | <ul style="list-style-type: none"> <li>To have regular communication with Mum.</li> </ul>   | <p><b>Evaluation of progress:</b></p> <p>Target has not been met.</p>                         |
| 2. | <p><b>Date:</b> XXXX</p>  | <p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>Phonics intervention program will take place, delivered by XX, XX,</li> <li>Literacy intervention work to be completed 2x per week.</li> <li>TAs will support XXXX in class and encourage her to practice her blending and attempt new vocabulary.</li> <li>Focus reading sessions will be imbedded into XXXX's timetable</li> <li></li> </ul> | <p><b>Date:</b> XXXXXX</p>  |
|    | <p><b>Baseline assessment:</b></p> <p>XXXX's reading age is below the expected level - 9:7.</p>   |   | <p><b>Impact:</b></p> <p>XXXX has engaged with the focus reading and the phonics program.</p> |
|    | <p><b>Intended outcome:</b></p> <p>XXXX will increase his reading age by 6 months by the end of the Autumn term.</p>  |   | <p><b>Evaluation of progress:</b></p> <p>XXXX's reading age has increased to 11:4.</p>        |
| 3. | <p><b>Date:</b> XXXXX</p>   | <p><b>Intervention:</b></p> <ul style="list-style-type: none"> <li>Complete appropriate off-site paperwork and risk assessment</li> </ul>   | <p><b>Date:</b> XXXX</p>  |
|    | <p><b>Baseline assessment:</b></p>  |   | <p><b>Impact:</b></p>   |

|   |   |  |
|---|---|--|
| <p>In her previous school XXXX has not been able to attend outdoor activities. She finds it difficult to try new things and often becomes anxious or worried.</p> | <ul style="list-style-type: none"> <li>• Possible short activities to try and maintain confidence levels</li> <li>• Provide 1:1 support from staff she has built positive relationships with.</li> <li>• Praise and reward positive lesson or activity engagement</li> <li>• Model positive group interaction and listening techniques.</li> <li>• Communicate with parents about off-site activity</li> <li>• Allow processing time for pupil to understand the task.</li> <li>• Speak to XXXX about any issues that maybe affecting him/her.</li> <li>• Use of restorative practice to resolve any issues</li> <li>• Try and incorporate individual pupil interests to their learning.</li> </ul> | <p>XXXX has attended multiple outdoor education activities.</p>  |
| <p><b>Intended outcome:</b></p> <p>By the end of term XXXX will attend at least 3 outdoor activities and try new sports/Arthog.</p>                               |   | <p><b>Evaluation of progress:</b></p> <p>XXXX has responded positively to outdoor education activities. She has been able to follow instructions when out and worked well with her peers. XXXX's confidence has improved greatly since starting and she's flourished when given the opportunity to try new things.</p> |
| <p><b>Pupil voice:</b></p>  |   | <p><b>Pupil voice:</b> I have enjoyed Outdoor ed especially climbing. <b>Date:</b> XXXX</p>  |

## Staffing

All the staff at TMBSS are highly skilled at teaching and managing students with SEND and other complex needs.

We have annual whole staff training, and a significant proportion of that training involves listening to experts in the following categories of need: communication and interaction; social, emotional and mental health and physical and sensory.

The vast majority of students who attend TMBSS have social, emotional and/or mental health difficulties, therefore a large proportion of the training is usually centred around these needs.

At TMBSS we follow the crisis prevention model for behaviour and restorative practice as well as applying their externally risk assessment methods for holding students who are acting in an unsafe manner. We have six members of staff who are currently licenced safety intervention trainers.

Cognition and learning needs are addressed within the Curriculum and Assessment working party and in individual centres. Appropriate interventions are put in place for students.

Every Centre has an ELSA trained member of staff so they can support students with their emotional literacy, resilience and self-esteem.

All staff are actively encouraged through the appraisal process to seek relevant training to upskill them to meet the needs of their students.

The SENDCo has over 30 years working with students with SEND and has completed the statutory NASEN SENCo course and has successfully completed the Postgraduate Award of Proficiency in Assessment for Access Arrangements meaning she can assess students for exam access arrangements.

Additionally, four members of staff are currently completing the NPQSENCo course, which replaces the NASEN SENCo course.

At TMBSS we pride ourself with the successful outcomes of our students, not just academic outcomes but also social and emotional outcomes.

This is what other people say about TMBSS

Ofsted

"At the heart of TMBSS lies a belief that all pupils should leave as confident young people who are 'world ready'.

Inspirational leaders, caring staff and well-planned support combine to provide the right support at the right time.

Pupils start at TMBSS with a wide range of previous educational experiences and very varying needs. All these needs are well catered for. One parent told inspectors that TMBSS helped their child to achieve what they never thought was possible, and others echoed this view".

Seaview Trust SEN report

"TMBSS offers good quality SEND provision.

Leaders have established clear intent and created a strong, positive and 'high aspiration' culture"

Student

"Thank you so much for all your help and support, I really appreciate it. I am going to miss you all a lot and sending my luck to you that the next year 11's aren't as annoying as we were!"

Parent

'Since our son started we have seen big changes in his behaviour. He now looks forward to going to school which he never did before.'

We never get complacent in our success at TMBSS and we are always striving to do more to help our students thrive.

The SENCo liaises closely and regularly with members of the local authority EHCP team.

There is a dedicated SEN governor who meets with the SENCo to discuss and challenge what SEN looks like at TMBSS. All the governors and SLT come together twice a year for something we call SEF moderation where staff judgements about TMBSS' performance is challenged by the governors.

At TMBSS we are realistic and appreciate we may not get everything right all the time if you do ever have any concerns the best person to contact in the first instance is the Centre Manager of the Centre your child attends or the Outreach Manager if your child has an outreach programme. If they are unable to resolve the issue then you can contact the SENDCo, Lisa Bloomer email address [bloomer.l@tmbss-shropshire.org.uk](mailto:bloomer.l@tmbss-shropshire.org.uk) or phone 01743 368189 and ask to be put through to Lisa Bloomer.

If you have a complaint you will need to follow TMBSS' complaint policy which can be found on our website.