

Tibberton CE Primary SEND Information Report 2025-2026

The SEND Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Tibberton C.E Primary School.

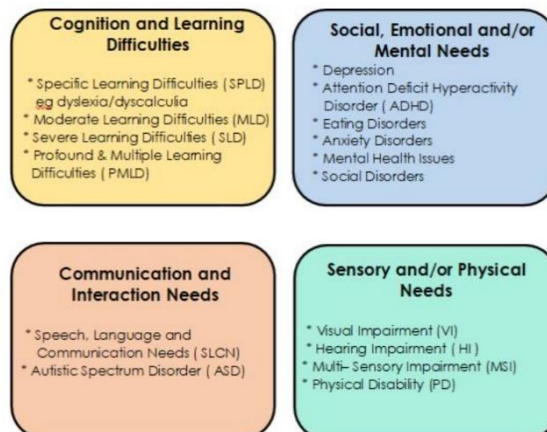
What are the kinds of special educational needs for which provision is made at Tibberton C.E Primary School?

Tibberton CE Primary School is a local authority maintained mainstream primary school for children aged 5 to 11. We celebrate the uniqueness of every child and are committed to helping each one recognise their strengths and develop their abilities so they can reach their full potential.

When a child has identified Special Educational Needs or Disabilities (SEND), we ensure they receive a curriculum that is appropriately adapted to meet their individual needs.

We are proud to offer an inclusive education for children who may experience challenges in any of the following areas of need:

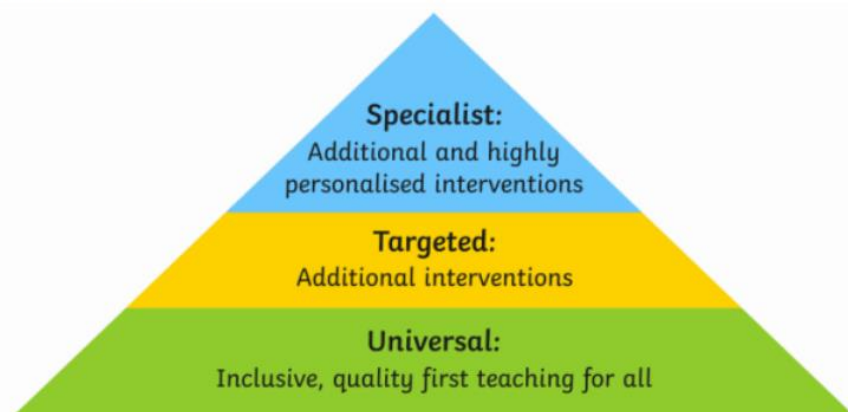
- **Cognition and learning**
- **Communication and interaction**
- **Physical and Sensory**
- **Social Emotional and Mental Health**



What are the school's policies for the identification and assessment of pupils/students attending the school?

At Tibberton CE Primary School we are committed to the early identification and intervention of children who may have SEND. Preparation for those children who experience difficulty in their basic skills is a normal part of all lesson planning. Special educational provision is underpinned by high quality teaching. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum and tracking of pupil progress. Where SEND needs are significant, the school follows the request for an assessment for an Education Health and Care Plan (EHCP) from Telford & Wrekin or Shropshire County Council, depending on the home address of the pupil.

Quality First Teaching Model:



How does Tibberton C,E Primary School meet the needs of children with SEND?

In accordance with the SEND Code of Practice 2015, we adopt a graduated response to SEND provision determined by the support each individual child requires. We use a tiered wave approach to classify educational needs that are additional to, or different from everyday classroom provision.

Wave 1 – This type of support will happen in the classroom. Teachers will focus on a particular child or group of children in order to achieve specific targets

Wave 2 – This type of support will happen in addition to lessons taught in class. This is support for children who need a little extra help to access the curriculum fully. These will be short term interventions and these children will be on our 'Monitoring List'

Wave 3 – This is additional support for those children who despite wave 2 intervention require further support or those children who have specific needs that require a greater level of support. This is where class teachers create IPMs (Individual Provision Maps) with focused targets. The aim of the plans will be children can have specific targets linked to their difficulties to make progress. These targets will sometimes be set with support from external agencies. External agencies such as the Learning Support Advisory Teachers and the Educational Psychologist Team will be made if progress is limited after cycles of 'Plan, Do, and Review' and the SENCo and Headteacher feel that external advice is needed Here is our 'Teachers Guide to Identifying SEND' guide:

Wave 1 – Quality First Teaching

Using assessment data, and general observations of the pupils, identify those whose progress is:

- Significantly slower than that of their peers starting at the same baseline
- Failing to match or better their previous rate of progress
- Failing to close the gap between them and their peers
- Widening attainment gap

Also look out for: poor attendance, wider social or developmental needs and a lack of emotional literacy.

Wave 2 – Monitoring List

Targeted support for those children working towards ARE who need an additional boost (not identified as SEND)

- Targeted high-quality teaching at the pupil's area of weakness
- Adapt classroom practice to suit pupil's need
- Implement short term interventions
- Evaluate success of interventions by comparing pupils assessment data before & after

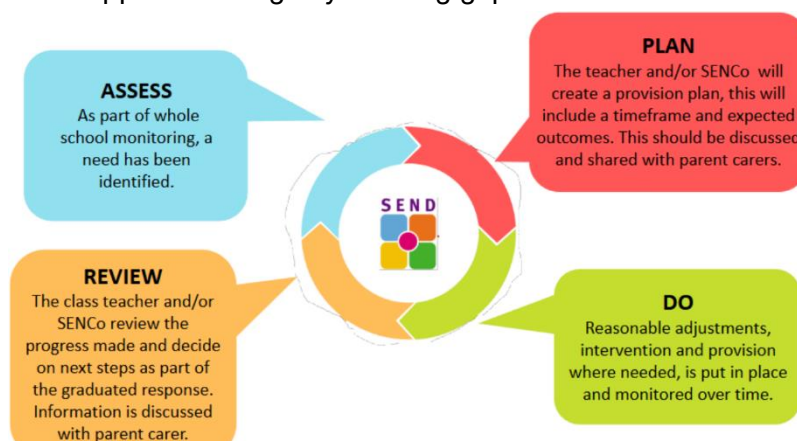
If pupil's progress continues to be less than expected, discuss with the SENCo whether the child should be assessed for SEND.

Wave 3 – SEND Register

Additional support for those children, who despite wave 2 support, require further intervention.

- Speak with the parents and sign the child onto the SEND register
- Implement more rigours interventions
- Set SMART targets for IPMS and monitor progress
- Seek advice from external agencies

When a child receives an Individual Provision Map at Wave 3, teachers work through a cycle of assessing, planning, implementing, and reviewing specific targets. This process helps ensure progress and supports closing any learning gaps.



What is the provision for pupils/students at Tibberton C.E Primary School and how is it evaluated?

At Tibberton C.E Primary School, educational provision for pupils with SEND is additional to or different from that made generally for other children or young people of the same age. This may include deployment of support staff, small group work, social skills activities, 1:1 provision in order to deliver a tailored curriculum.

Our ambition is to make our school a place which enables all our pupils to be confident and successful people, with a love of learning, a sense of curiosity and motivation and a desire to be positive, active part of the community and church.

All staff have a responsibility to meet the needs of all the pupils at Tibberton C.E Primary School and to have high expectations of **all children**.

Please see below the whole school provision map covering all 4 broad areas of need:

| FEDERATION of TIBBERTON CE PRIMARY SCHOOL & ST LAWRENCE CE Primary Schools | | | | |
|--|--|--|---|--|
| SEND whole school provision map | | | | |
| Area of Need | Wave One Quality First Teaching All children | Wave Two Monitoring List Additional to: Targeted support for those children working towards age related expectations who need an additional boost. (Not identified as SEND) | Wave Three SEND Register Additional SEND support for those children, who despite Wave 2 support require further intervention or Wave 2 is not appropriate due to specific need. (Identified as SEND) | Wave Four Additional Funding Additional Funding is sought/secured to further the support offered. Support, adaptations are increased and resources (staff/equipment) are put into place. |
| GRADUATED APPROACH – Assess – Plan – Do - Review | | | | |
| Cognition and Learning | Adaptive teaching, planning, activities, <u>delivery</u> and outcomes Individual Targets Visitors to the school to enhance the curriculum offer. Study buddies/peer support Pedagogical strategies to enhance access to learning | Additional targeted support – individual or small group Pre/post teaching Additional Reading Precision teaching SNIP Programme Core Maths Skills Barrington Stoke Dyslexia Friendly texts. Writing Prompts Classroom Resources Little Wandle Catch Up/Keep Up | 1:1 Reading / Writing / Spelling Little Wandle SEND programme. Precision teaching Toe by Toe The Word Wasp Hornet LSAT advice on Dyslexia / screening assessments Plus 1 Pre/Post Teaching Max's Marvellous Maths Power of 2 Specific ICT equipment Now and Next Board Personal Knowledge Organiser Small Group Over-teaching | |
| Communication and Interaction | Adaptive planning, activities, <u>delivery</u> and outcomes Rich language environment Talk partners. Role play Vocabulary Lessons Classroom Talk Routines | Additional targeted support – speaking and listening. Visual clues to support retrieving information. Additional processing (thinking) time IT programme – Dragon Dictation | 1:1 tailored programme following advice from SALT ELKLAN Language Builders Pre/Post Teaching of key vocab/concepts. Specific ICT – voice activation software / specific SAL APPS CPD from The Bridge in use of the TEECH programme Colourful Semantics KIM's Game Conversation Games Focused Workspaces/Routines | |

| | | | |
|--|--|---|---|
| Social, Emotional & Mental Health | School Ethos Whole School Behaviour Policy School Values – daily worship e-Safety CALM Brain Future In Mind CPD Celebration Assemblies House Point System School Reward Systems PSHE Curriculum Anti-Bullying Week focus (Nov) Worry Monsters Visual Timetables Visitors to the school to enhance the curriculum offer Social Stories Class Assemblies School Committees | Social skills group Build to Express Socially speaking game Individual reward / sanctions Responsibilities Behaviour risk assessment Calm Brain – Phase One activities (2:3) Personal visual timetables Daily 1:1 talk time. Play therapy. Fiddle toys Quiet time / quiet area to work (supervised) Access to the School and Family Liaison Officer Busy Book Sensory Room Time | Support and advice - BSAT (Behaviour Support Advisory Team) Support and advice - EP (Educational Psychologist) Support and advice - LSAT (Learning Support Advisory Team) Modifications to the curriculum Additional 1:1 or small group support at breaktimes / lunchtimes ELSA support Talk About Intervention ASD Tool Kit The Worry Tree Blob Trees IBP (Individual Behaviour Plan) Behaviour risk assessment Additional transitional opportunities at end of academic year CPD and advice from The Linden Centre Early Intervention Practitioners (EIP) Starving the Anxiety Gremlin Cognitive Behavioural Therapy Mentor Early Help Calm, Safe Space Modelling Friendships |
| Sensory and / or physical needs | PE curriculum Fine Motor and Gross Motor Handwriting activities Suitable/Accessible equipment Classroom environment – seating, lighting, ventilation, noise, IT equipment CALM Brain Staff training – VI / HI (Sensory Inclusion Service) | Use of the Occupational Therapy Support Pack – specific activities and resources Modified SAT papers Additional time provided for assessments. Specific Equipment SIS Equipment – e.g. FM Unit Wobble Cushion Resistance Band Sensory Room Time | Support and advice from SIS – Sensory Inclusion Service Staff training re: additional specific equipment Support and advice from Occupational Therapy Service Individual Risk Assessments Additional adapted/specialist equipment recommended by outside agency e.g. sloping board, wobble cushion SIS support in the development of risk assessments for residential visits Working Environment adjusted for need. Coloured paper/background Small group – gross / fine motor skills (Cool Kids) Link up/outreach schemes with Specialist schools |
| Outside Agency support | LSAT – Learning Support Advisory Team / Teacher BSAT – Behaviour Support Advisory Team / Teacher OT - Occupational Therapist SALT – Speech and Language Therapist EP - Educational Psychologist SIS - Sensory Inclusion Service (VI – Visually Impaired and HI – Hearing Impaired) EIP - Early Intervention Practitioners | | |

When we come to ‘review’ the targets on the IPMs, the class teacher will draw on a range of information including:

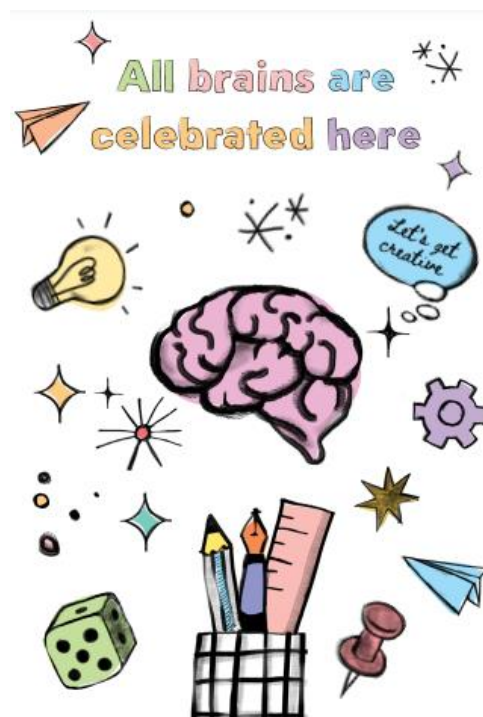
- The teacher’s assessment and experience of the pupil
- The baseline data about the child started at, compared to the end of the intervention
- The pupil’s development in comparison to their peers and national data
- Discussions with the Teaching Assistant/HLTA/1:1 who work with the child
- The pupil’s own views

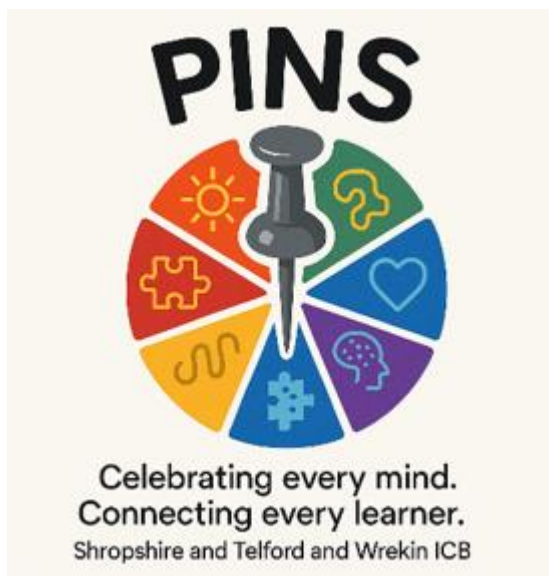
How are children who are neurodiverse supported at Tibberton C.E Primary School?

As a school, we have worked hard to make sure we can give our Neurodiverse Community the most positive experience of school possible.

Here are some of the things that can help, and we provide:

- ELSA check ins
- Visits from the Telford Childrens Autism Hub for parents
- Work with local specialist schools and staff training
- Zones of regulation
- Visual timetables
- Ear defenders
- Wobble cushions
- Theraputty
- Concentration aids
- SENCo trained in 'Leading Good Autism Practice'
- Use of Widget across school
- Now and Next
- Sand timers
- Soft Start Club – gentle transition into school in the morning





Tibberton CE Primary school was one of the first twenty schools across Telford and Wrekin to take part in the PINS (Partnership for Inclusion of Neurodiversity) project.

Partnerships for inclusion of neurodiversity in schools (PINS) is a national programme that brings specialist health and education professionals and expert parent carers into mainstream primary schools.

The approach of Partnerships for Inclusion of Neurodiversity in Schools (PINS) has been developed around the key principles of Autism in Schools:

- Whole School Approach
- Good quality training for staff
- Parents Supporting Parents groups
- Understanding students experience of schools

Partnerships for Inclusion of Neurodiversity in Schools (PINS) will bring health and education specialists and expert parent carers into mainstream primary settings to:

- Help shape whole school SEND provision
- Provide early interventions at a school level
- Upskill school staff
- Support strengthening of partnerships between schools and parent carers

What training do staff have in relation to the needs of pupils at Tibberton C.E Primary School?

All staff have clear job descriptions which detail the required qualifications for each post in school. All staff have a core training programme related to their work as a teaching assistant, senior teaching assistant or teacher.

The SENDCo attends regular SEND updates and is trained in Leading Good Autism Practice. . In addition to this, staff access annual training in relation to particular SEND needs via the school SENDCo and external agencies including CPD focused on Quality First Teaching, adaptations, specific SEND needs and providing tailored short interventions. An ELSA trained member of staff has attended half-termly update meetings and provided ongoing support for staff and families. In 2026, we will have dedicated pastoral support providing daily support for children who require this.

A focus of whole staff Continuing Professional Development (CPD) for 2025 – 2026 will include:

- As part of the Partnerships for Inclusion of Neurodiversity in Schools (PINS), staff will be receiving further training in neurodiversity.
- Autism Champion training for all staff delivered by Autism West Midlands
- The Educational Psychology Service staff training on PACE
- Understanding ADHD
- Understanding executive functioning difficulties



How will equipment and facilities be provided to support pupils at Tibberton C.E Primary School?

- Tibberton C.E Primary School is on one level with no steps and is therefore accessible to all with a ramp too.
- School ensures that children with specific physical needs are accommodated within the seating of the classroom using specialist equipment.
- The school ensures that children with poor fine motor control have access to specific cutlery, pencil grips, scissors and sloping desks when appropriate and as directed by OT.
- Individual work-stations are provided for children who require them
- Tibberton CE Primary has a Sensory Den for any child who requires it
- There are quiet spaces around school for children to use in small groups or work with adults
- In January 2026, there will be an Emotional and Wellbeing space called 'The Nest'
- All classes use visuals to support all learners such as visual timetables

We ensure that equipment used meets the needs of all children regardless of their needs.

Our SEND policy and SEND School Offer details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This information can be found on our website and is reviewed annually.

All parents and families are welcome to visit the school prior to their child or young person attending the school.

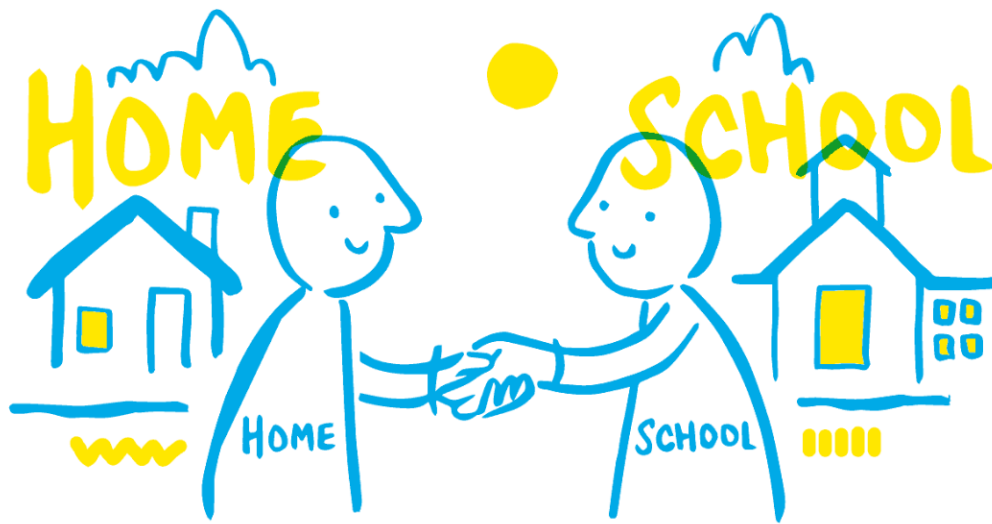


What are the arrangements for consulting parents of children at Tibberton C.E Primary School and involving them in the education of their child?

At Tibberton C.E Primary School - parents are fully included and encouraged in the process of working with their children. The SENCo and the school are passionate about parents being informed, included and listened to. Parents are able to request a meeting with their child's class teacher, SENCo and headteacher if they have queries, concerns or feel that they need support.

This includes:

- Initial visits to school - 1:1 family visits during the last few days of the Summer holiday.
- Introductory meetings.
- Daily home/school book for information exchanges and key messages under normal circumstances plus regular phone calls, email and Seesaw contact
- Termly parent/teacher meetings including update from professionals as required.
- Parents invited and encouraged to attend meetings with external agencies when required
- Annual Review meeting and additional reports where appropriate
- Parent SEND Coffee Mornings
- Regular SEND SENDTalk newsletters and information about Local SEND events sent out.
- Parental Representation on Governing Body
- Parent involvement in changes in school through informal and formal consultations
- ELSA support leaflets for parents whose children are struggling with their social and emotional mental health.



What are the arrangements for consulting young people at Tibberton C.E Primary School about, and involving them in, their education?

All children and young people in our school are treated with dignity and respect. The curriculum is adapted for each SEND pupil in order that they can access and experience success through-out their school life.

The assessment and annual review process of EHC Plans includes the choices and views of pupils.

The pupil led councils within the school (Pupil Council / TST - Tibberton Safeguarding Team) involve and encourage students to contribute and decide on aspects of school life relating to their needs.

All pupils are encouraged to become involved in the decision-making process within their classrooms.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Tibberton C.E Primary School?

Most issues can be resolved by speaking to the SENCo or Headteacher, however if the process for all complaints is made available on the school website which is updated each year and the complaints procedure is also available. These are reviewed annually.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Tibberton C.E Primary School and in supporting their families?

We have a wide range of staff working together within the school to support the children, young people and their families. Some are employed directly by the School, others have different lines of management as can be seen below.

Classroom staff are employed directly by the school. This includes teachers, teaching assistants and lunchtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies and have office bases elsewhere. They work in school as necessary.

- School Nurses, Speech and Language Therapists, Occupational Therapists, CAMHS (BEEU) and Physiotherapists are employees of Shropshire Community Health Trust. All these professionals work within school training staff, advising staff, working with children and young people.
- The Sensory Inclusion Service staff – advisory teachers - are employed by the Local Authority, not the school, and are within the Children Specialist Services team. They provide staff training and advice on individual children's needs.
- Local support organisations such as PODS, SEND IASS and the Telford Children's Autism Hub have been invited into school for parents to use and meet with.

What are the school's arrangements for supporting pupils/students in transferring between phases of education?

All transitions are well planned for, through-out school as children move from class to class and phase to phase. Parents/carers always have the opportunity to meet the new teacher and class staff.

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- Pupils with additional needs who join our school either at the beginning of the year or during the academic year will be supported, as appropriate, so that a successful transition is achieved. The school works together with the Local Authority where a child is starting our school with a statement of Educational Needs to ensure that they are appropriately supported in conjunction with parents.
- **If a child is moving to another school:**
 - We contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
 - We make sure that all records about the child are passed on as soon as possible.
 - We ensure that the relevant staff members from the receiving school are invited, to the final annual review of an EHCP before a planned move.
- **When moving classes in school:**
 - Information is passed on to the new class teacher IN ADVANCE, however as we are a small school, all staff are familiar with all pupils and this is a strength for all in-school transitions.
 - All IPM's are shared with the new teacher.
 - Additional transitional activities are provided where necessary
- **Year 6 children** are supported in their transition from Primary to their chosen secondary school. Where appropriate pupils are given additional support to ensure a smooth and successful transition.
 - Where possible a child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. Where necessary outside professional support will be sought to support the transition process.



Further information on the admissions process to our school can be found on our website.
www.tibbertonschool.org.uk

Where is the information on the Telford and Wrekin's local offer published?

There is further detail on our website on our own school offer for SEND and this links to the Local Offer on the Family Connect pages on Telford and Wrekin's website -
www.telford.gov.uk

If you have any queries or requests for policies or information relating to this report, please contact the Federation **SENDCo Katie Osborne - on 01952 387780.**

