Tidbury Green School
Dickens Heath Road
Tidbury Green
Solihull
B90 1QW

SEND Information Report

Date of Review

Autumn Term 2026

Next Review Date

Autumn Term 2027

Agreed by Governors

Autumn Term 2026

Date

September 2026

Academic Year 2026-2027

Further information about inclusion and SEND is also available on the school's Inclusion page: Tidbury Green Inclusion page. **Some hyperlinks in this document may only work on this page.**

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) at Tidbury Green School is **Miss Emma Morgan**. If you cannot find the information you are looking for here, please do not hesitate to get in touch.

Telephone	01564 823 189
Email	office@tidbury-green.solihull.sch.uk

If you think your child may have SEND, or you would like to discuss the support your child receives, please contact your child's class teacher or the SENDCo. We are always happy to arrange a meeting.

Our Offer

Tidbury Green is a fully inclusive mainstream school for children aged 2-11. We are committed to providing the best possible education for every child and to removing barriers that may prevent children from participating fully in school life and achieving their potential.
We have high expectations for all pupils and recognise that every child is unique. Some children may require additional or different provision at particular points in their school journey, while others may require longer-term support. Our approach is based on early identification, high-quality inclusive teaching, appropriate additional support and close partnership with children, parents/carers and professionals.
Our school is wheelchair accessible and includes accessible toilet facilities. Toilets and sinks have also been adapted across year-group areas where appropriate.
Under the Children and Families Act 2014, local authorities must publish information about the education, health and social care provision available for children and young people aged 0-25 with SEND. This is known as the **Local Offer**. Solihull's Local Offer can be found here: Solihull Local Offer | Solihull Metropolitan Borough Council.
Schools are separately required to publish information about how they identify and support pupils with SEND. This document is Tidbury Green School's SEND Information Report.

Do you have children with SEND at Tidbury Green?

Yes. Tidbury Green is a mainstream school and we support children with a wide range of additional needs. Class teachers continually monitor every child's learning, progress, development and wellbeing. Where concerns arise that a

child may require provision that is additional to or different from that normally available, we work closely with parents/carers to understand their needs.
If a child is identified as having SEND, we agree appropriate provision, monitor progress through the graduated approach and record agreed outcomes and strategies within their One-page Profile, where appropriate.

What kinds of Special Educational Needs and Disabilities do children at Tidbury Green have?

The SEND Code of Practice identifies four broad areas of need. Children may have needs in one or more of these areas:

- Communication and interaction - for example, speech, language and communication needs or autism.
- Cognition and learning - for example, specific learning difficulties such as dyslexia, or difficulties with working memory or processing information.
- Social, emotional and mental health - for example, anxiety, difficulties with emotional regulation or needs associated with ADHD.
- Sensory and/or physical needs - for example, hearing or visual impairment, physical disability, motor coordination needs or sensory processing differences.

These areas help us to plan appropriate support, but children's needs do not always fit neatly into one category. Provision is planned according to the individual child rather than a label or diagnosis. A medical condition or diagnosis does not, by itself, necessarily mean that a child has SEN, and a child does not need a formal diagnosis for us to identify and support an educational need.

How are children with SEND supported at Tidbury Green?

Our starting point for every child is high-quality, inclusive teaching. Some children require additional targeted support, and a smaller number may need highly personalised or specialist provision. We describe this through a three-wave approach:

- Wave 1 - Universal - all children: high-quality, inclusive and adaptive teaching that anticipates different needs and supports pupils to participate and achieve alongside their peers.
- Wave 2 - Targeted - some children: additional, targeted support to address a particular barrier to learning or development. This may take place within the classroom or through a carefully planned intervention.
- Wave 3 - Specialist - a small number of children: highly personalised provision and/or support informed by specialist professionals.

The support provided to each child is different because every child is unique. A range of strategies, reasonable adjustments, interventions and specialist approaches may be used according to the child's strengths and needs. A map showing examples of provision available at each wave can be found here.
For a small number of children with significant and complex needs, an Education, Health and Care needs assessment may be appropriate. If the school believes this may be needed, we will discuss this carefully with parents/carers and involve them throughout the process. Parents/carers and

young people may also request an EHC needs assessment directly from the local authority. The local authority decides whether an assessment is required and whether an Education, Health and Care Plan (EHCP) should be issued.

How do we involve parents of children with SEND in their child's education?

At Tidbury Green, we believe that together we are stronger. Building strong partnerships with families is central to our approach. Parents and carers know their children extremely well, and their views and experience are an important part of identifying needs, planning provision and reviewing progress.
Families of pupils receiving SEN Support will have opportunities to review their child's progress, outcomes and provision with school staff, including through their One-page Profile where appropriate. We work collaboratively to agree the most suitable provision and next steps. These conversations are in addition to the school's usual parent consultation meetings and open afternoons with class teachers.
The SENDCo also provides opportunities for parents/carers to meet informally, including SEND coffee afternoons. These may include guest speakers, opportunities to ask questions and ways for families to contribute to the development of SEND provision within school.
Parents/carers do not need to wait for a formal meeting if they have a concern. We encourage families to speak with their child's class teacher or contact the SENDCo at any time.

How do we involve pupils with SEND in their own education and planned provision?

We believe children should be actively involved in decisions about the support they receive. The way we gather a child's views will depend on their age, development and communication needs, and we ensure that children have an appropriate way to express what is important to them, what is going well, what they find difficult and what helps them.
Children contribute to their One-page Profiles and, where appropriate, to discussions about their targets, outcomes and support. Our school value of Never Give Up encourages pupils to recognise their strengths, develop independence, find strategies for overcoming barriers and celebrate their progress.

How is the curriculum adapted to support pupils with SEND?

We aim for every pupil to have access to a broad, ambitious and well-rounded curriculum and to experience success. Teachers use adaptive teaching to respond to pupils' different starting points and needs while maintaining high expectations.

Teachers may adapt learning in many ways, including through:

- grouping, pace and teaching style;
- additional modelling or explanation;
- breaking learning into smaller steps and using appropriate scaffolding;
- alternative ways for pupils to record or demonstrate their learning;
- adapted resources, visual supports or technology;
- additional adult support where appropriate; and
- adjustments to the learning environment.

Subject leaders also consider accessibility within their curriculum areas and support staff in identifying appropriate reasonable adjustments.

How is inclusion promoted across the broader school experience?

We want pupils with SEND to participate fully in the wider life of Tidbury Green alongside their peers. This includes assemblies, performances, clubs, sporting activities, educational visits, residential visits and other enrichment opportunities.

Where a child may experience a barrier to taking part, we work with the child, their family and, where appropriate, relevant professionals to identify reasonable adjustments. Individual arrangements can be made where necessary so that children can participate safely and successfully in educational visits and residential experiences.

Where possible and appropriate, successful strategies and provision are shared with our Before and After School Provision. We are particularly proud of our wide range of teacher-led clubs, which are enjoyed by pupils with and without SEND.

How do we promote social and emotional development?

Promoting social and emotional development is an important part of pupils' wellbeing and success. At Tidbury Green, we know that kindness and courtesy count, and we work with pupils and families to create a positive and inclusive school climate in which children feel safe, respected, valued and supported.

Through our PSHE curriculum, everyday classroom practice and targeted support where appropriate, we explicitly teach skills including self-awareness, self-management, social awareness, relationship-building, emotional regulation and responsible decision-making.

Our Family Support Worker, Mrs Laura Price, works with children and families where additional pastoral or family support may be helpful and encourages a collaborative and empathetic approach to problem-solving.

Tidbury Green is committed to preventing and responding to bullying. Pupils are taught what bullying is, how to seek help and what to do if they are concerned about another child. Staff respond promptly to concerns in accordance with the school's behaviour and anti-bullying arrangements.

How are pupils with SEND identified and assessed, and how is their progress monitored?

Class teachers are responsible for monitoring the learning, progress, development and wellbeing of all pupils. We consider whether a child may have additional needs when progress is significantly slower than expected, slows or stops despite appropriate teaching and support, or when a child experiences persistent barriers to accessing learning or participating in school life.
We gather information in a range of ways. This may include classroom observation, assessment, discussion with the child and their family, reviewing work and progress, and using appropriate screening or assessment tools. Where appropriate, we may also seek advice or assessment from specialist professionals.
We will always discuss concerns with parents/carers. We value the information families can provide about their child and involve them throughout the process. Where appropriate, we may recommend that hearing or vision is checked so these can be considered as possible factors affecting learning.
We recognise that slow progress and low attainment do not automatically mean that a child has SEN. Equally, attainment in line with age-related expectations does not necessarily mean that a child does not have an additional need.
For pupils receiving SEN Support, we use the graduated Assess-Plan-Do-Review cycle. The SENDCo monitors SEND provision and progress at key points throughout the year. We evaluate support by considering progress towards individual outcomes, curriculum progress, attendance and engagement, participation in school life, pupil and parent/carer views, teacher observations and the impact of interventions and reasonable adjustments. Where support is not having the intended impact, provision is reviewed and adapted.

How do we work with other agencies to promote good progress and gain the most effective support?

Where appropriate, Tidbury Green works with professionals from Solihull's specialist support services and other education, health and care services. Current support may include specialist advice relating to sensory and physical needs, communication and learning, social, emotional and mental health, autism, early years, and speech, language and communication.
Depending on a child's needs and the referral criteria of individual services, we may also seek involvement from Occupational Therapy, Speech and Language Therapy, Physiotherapy, Educational Psychology, specialist assessment services and mental health services, including CAMHS where appropriate.
The involvement of external professionals is always considered on an individual basis and discussed with parents/carers beforehand. Parental consent will be obtained where this is required. The names, availability and referral criteria of services may change; the SENDCo can provide current information about services relevant to an individual child.

All external visitors working with, assessing, monitoring or reviewing children are subject to the school's safeguarding and visitor procedures and their involvement is agreed by the Headteacher or an appropriate senior leader.

What expertise and training do staff have to support children and young people with SEN?

SEND is an important part of our continuing professional development. Staff receive training throughout the school year to develop their understanding of SEND, inclusive classroom practice and the needs of individual pupils. Training is responsive to the needs of our pupils and reflects both national guidance and local priorities.
Training may be provided by the SENDCo, other members of school staff, the local authority or external specialists. Where a pupil has a particular need requiring expertise beyond that already available within school, we seek appropriate advice, training or specialist involvement.
Tidbury Green has also participated in the Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme, which has included whole-school staff training and ongoing support.

How do we prepare pupils for moving on to the next stage of their education?

All children at Tidbury Green are supported when moving between year groups, key stages and schools, with additional or personalised transition arrangements provided where required.
Before children move into a new class, teachers share relevant information about pupils' strengths, needs, successful strategies and provision. Children have opportunities to become familiar with their new teacher and classroom before the start of the new academic year. Where a child finds change particularly difficult, further transition support may be put in place in partnership with the child and family.
We also support Year 6 pupils moving to secondary school. This may include liaison between SEND staff, visits to the new school, sharing relevant records and additional transition activities where required. Similar arrangements are made when children join Tidbury Green, including children entering our Early Years provision.

How do we secure specialist equipment and facilities?

Some pupils with SEND require specialist resources, equipment or adaptations in order to access learning or participate fully in school life. Where a need is identified, the school considers appropriate reasonable adjustments and may seek advice from relevant specialist professionals or local authority services. Provision is considered according to the individual pupil's assessed needs. Where specialist equipment is recommended, we work with the child, family,

relevant professionals and the local authority as appropriate to establish how the equipment or provision can be secured.

What facilities are available for disabled pupils?

Tidbury Green is committed to improving access for disabled pupils and visitors. The school is wheelchair accessible and has accessible toilet facilities. Toilets and sinks have also been adapted across year-group areas where appropriate. We continue to review our physical environment, curriculum and the accessibility of information through our Accessibility Plan which can be found here. Parents/carers of children who may require particular access arrangements are encouraged to contact the school so that individual needs can be discussed.

What are the admission arrangements for pupils with disabilities or SEND?

Children with SEND are considered for admission to Tidbury Green in accordance with the school's published admission arrangements. A child will not be treated less favourably in the admissions process because of a disability. Where a child has an Education, Health and Care Plan that names Tidbury Green School, the relevant statutory EHC Plan admission arrangements apply. If a prospective pupil has a disability or additional need, we encourage families to speak with us so that we can understand the child's needs and consider any reasonable adjustments or preparations that may be required before admission.

How do we ensure disabled pupils are not treated less favourably?

Tidbury Green is committed to equality of opportunity and to meeting its duties under the Equality Act 2010. We make reasonable adjustments where required to help disabled pupils access education, participate in school activities and benefit from the opportunities available to their peers.
Reasonable adjustments are considered according to the needs of the individual child and may relate to teaching, resources, communication, the physical environment, routines, activities or access arrangements. Our Accessibility Plan explains how we work to increase disabled pupils' participation in the curriculum, improve the physical environment and improve access to information.

Where can I go for more support with my child at home?

Although we hope to offer families the support they need, we understand that independent information, advice and support can also be valuable.

Solihull SENDIAS

Solihull SENDIAS offers a free, confidential and impartial service for children and young people with SEND and their parents and carers. The service provides information, advice and support to help families understand SEND processes, consider their options and participate fully in decisions about education and support.

Telephone	0121 516 5173
Email	Solihullsendias@family-action.org.uk
Website	www.family-action.org.uk/solihullsendias

What are the arrangements for making a complaint?

We encourage parents/carers to raise concerns as early as possible so that we can work together to resolve them. In the first instance, concerns about a child's SEND provision can usually be discussed with the child's class teacher and/or the SENDCo.

If you remain concerned or wish to make a formal complaint, the school's Complaints Policy explains the procedure to follow.

Complaints Policy
School Policies

Completed/reviewed by	SENDCo
Date reviewed	September 2026
Next review	September 2027
Review cycle	At least annually, with significant changes updated during the year