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

Policy Name

Special Educational Needs and Disabilities

Date of Review

Spring Term 2026

Next Review Date

Spring Term 2027

Agreed by Governors

Spring Term 2026

Date

March 2026

Policy:	SEND Policy
People authorised to make changes to this policy:	• Mrs R Fitter • Miss E Morgan
Committee responsible for approving policy:	Full Governing Body

Questions for the reviewer of this policy:	
Does this policy comply with statutory requirements and is relevant legislation and guidance referenced in the policy?	
Does the policy reflect current evidence-based good practice?	
Is the policy consistent with the vision and ethos of the school?	
Does the policy reflect current practice in the school?	

After policy review:	
Changes made:	
Expected impact of updated policy:	
Updated policy sent to governors:	
Updated policy sent to staff:	
Updated policy put on website:	

Framework for Solihull Schools' Special Educational Needs and Disability (SEND) Policy

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. At Tidbury Green, we support all children to achieve well throughout their school life. We are an inclusive school and therefore believe that every pupil has an entitlement to fulfil their potential. This is achieved by working in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables (following guidance from the Local Authority); assessment systems that engage pupils in having a say about their progress and additional provision.

At Tidbury Green, we provide a broad and balanced curriculum for all children by planning to meet the specific needs of individuals and groups of children. When planning, teachers aim to set suitable learning challenges and respond to children's diverse learning needs. Some children have additional needs and therefore may require some reasonable adjustments to be made.

We take account of an individual's requirements and make the appropriate provision to support them. We aim for all children to participate effectively in any curriculum activities, although some children may need different support from that given to other children of the same age, in order to do so.

Children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of any additional needs experienced by a child during their time at Tidbury Green School.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and endeavour to make the appropriate provision, based on their identified needs.

This special educational needs policy should read in conjunction with our school's Local Offer and our Accessibility Plan.

Special Educational Needs and Disability (SEND) Policy

Aims of this SEND policy

The aims of our special educational needs and disability policy and practice in this school are:

1. To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
2. To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
3. To make every effort to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum.
4. To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
5. To work in partnership with the Local Authority and outside agencies including health professionals.
6. To work in partnership with parents/carers and children in order to help them to be the best they can be.

What are special educational needs (SEN) or a disability?

At our school we use the following definition from the SEND Code of Practice (2014). This states:

"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a ***significantly greater difficulty in learning than the majority of others of the same age.*** *Special educational provision means* ***educational or training provision that is additional to, or different from****, that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities****.' This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

(https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

How does our school know if children have special educational needs and need extra help?

We know children need help if:

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.

- A pupil asks for help.

- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:

    1. Communication and interaction
    2. Cognition and learning
    3. Social, mental and emotional health
    4. Sensory/physical

- Whole school tracking, through half termly assessments and observation of children, indicates concern about progress or general well-being.

What should a parent do if they think their child may have special educational needs?

The views of parents/carers are very important to us at Tidbury Green. Parents are encouraged to contact the school if they ever have any concerns about their child's learning or progress (academically, emotionally or socially). Initial contact may be with the Class Teacher, but this then may result in a referral to the school SENDCo whose name is Miss Morgan and whose contact details are via the school office at office@tidbury-green.solihull.sch.uk or by phoning 01564 823189.

Parents/carers have termly opportunities, either through Parent's Consultation Meetings or Open Afternoons, to discuss their child's progress, targets or any other concerns with the class teacher. Also, at least two formal review meetings are available for children with SEND each academic year with information provided by the class teacher. Parent/carers are invited to attend these. In these meetings, the child's learning and progress is discussed, alongside what is important to the child, their dreams and aspirations and also the support in place for them in school (this information will be collated into a One-Page Profile). Parents/carers have the opportunity to ask questions regarding the needs of their child or raise any concerns, and to receive advice about how they can also support their children at home.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

The kinds of special educational needs for which provision is made at the school

Children and young people with SEND have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available for a child, we will use our best endeavours to make available the provision required to support them.

When children have an Education, Health and Care Plan (EHCP) provided by the Local Authority (LA), including for children in pre-school and nursery, parents have the right to request a particular school and the LA must comply with that preference and name of the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name a school in a child's EHCP, the LA must consult with the school. During this process, the school will be asked if they can meet the provision outlined in that plan considering the above statements. The LA will then review the school's comments very carefully, before a final decision on placement is made. In addition, the LA must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does the school support children with SEND?

All pupils will be provided with high quality teaching that is adapted to meet the diverse needs of all learners. Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in school and to increase their access to the curriculum.

All pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parent/Pupil Consultation Days. SEND pupils also have additional targets which aim to close specific gaps depending on their area of need.

Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly.

Additional provision to increase the rate of progress will then be identified and carried out to further support the success of the pupil. If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

Action relating to SEN support will follow an 'assess, plan, do and review' model (as is outlined in the Code of Practice):

1. **Assess**: Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will be part of this early discussion to support the identification of action to improve outcomes.
2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do**: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review**: Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

As a result of the review process, we may decide to involve outside agencies for specialist support, this will be discussed with parents prior to action being taken. The range of agencies that come into school can be found in the school's SEND Information Report on the Inclusion page of the website.

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

How will the curriculum be matched to each child's needs?

Teachers plan using pupils' achievement levels and by adapting tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCo and/or external specialists. In addition, if it is considered appropriate, pupils may be

provided with specialised equipment or resources. This will be recorded on the child's One Page Profile and all actions taken will be shared with parents.

How will parents know how their child is doing?

Progress and attainment will be shared with parents via the school reporting system and during Parent/Pupil Consultation Days.

Parents of SEND children also receive a copy of the child's One-Page Profile following a review. The class teacher and SENDCo also have a copy of this, which ensures that progress towards their targets can be monitored by everyone working with the child. Academic and class based progress and targets are discussed at Parent's Consultation Meetings or Open Afternoons.

Class teachers and the SENDCo are always available to talk either face to face or on the telephone and appointments can be made if there are any further concerns. Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENDCo or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.

How will parents be helped to support their child's learning?

For information about what their child is learning currently in school, parents are encouraged to visit their class page on our school website, which can be found at http://www.tidbury-green.solihull.sch.uk/.

The class teacher or SENDCo may also suggest additional ways of supporting a child's learning at SEND Review meetings and Pupil/Parent Consultation Days.

The school organises a number of parent workshops during the year. These are advertised in the school newsletter, on our website and on our Facebook/Twitter page and aim to provide useful opportunities for parents to learn more about how to support learning.

What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for children. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. They aim to support improved interaction skills, emotional resilience and well-being.
- We are a THRIVE school.

As teachers at Tidbury Green, we pride ourselves on building good relationships with all of our pupils and ensuring they are happy and safe. All children have access to one to one sessions with our Learning Mentors, if they need extra guidance. If further support is required, referrals to the Social, Emotional and Mental Health (SEMH) Team can be arranged.

The school has gained Enhanced Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health. The school also participates in the Local Authority/Essex University Health Related Behaviour Questionnaire and information from the results of this help us to improve support for children.

For information about pupils with medical needs please refer to our Medicines in Schools Policy.

What training do the staff supporting children and young people with SEND undertake?

The staff at Tidbury Green have received a variety of training, where appropriate, including whole staff training to raise awareness of a range of areas of need and specific training for individuals to meet more specific needs. Throughout the school year there are training sessions devoted to SEND practice. This allows all staff to remain up-to-date with school processes and initiatives as well as those from the Local Authority or the Government. This is usually delivered by school staff, but has also been delivered by external agencies or experts in different areas of SEND.

The SENDCo has received more specific training, such as:

- Termly SENDCo Network Meetings – including training and information in a variety of areas
- The school has regular visits from SEND specialist teachers who provide advice to staff to support the success and progress of individual pupils
- National Award for SENCo's

The Governor with specific responsibility for SEND completes the SEND Governor training.

How will my child be included in activities outside the classroom including school trips?

Ensuring that we follow statutory guidance from the Code of Practice, where possible we want all children to be included in everything that takes place at Tidbury Green so that they are able to reach their full potential. To make sure that all children have the chance to be involved, we work closely with our parents/carers, the SEND Governor, the Local Authority and other relevant experts, to ensure that any pupil's additional needs are catered for and any barriers to their attainment are overcome. We can also make special arrangements, when necessary, to allow all children to be part of day and residential trips, as these often support the curriculum and are a valuable part of any child's education. We are particularly proud of our extensive range of teacher led clubs. These have been equally popular with SEND pupils and those without SEND.

How accessible is the school environment?

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information. It is available via the school website.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

All children at Tidbury Green are supported in their transitions between years, Key Stages and schools, a number of strategies are in place to enable effective transition.

- Before children move into their new classes, the previous and next class teacher meet to discuss the class and the individual needs of the children within it. The class teachers specifically discuss the needs of children with SEND and look at what works well for that child as well as areas in which they may need more support.
- All children spend part of the last week of the Summer Term with their new teacher which reduces anxiety about moving classes for all children, but is particularly effective for children with SEND. For those children who find change difficult to manage it allows them to build a relationship with their new teacher before the new school year starts.
- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September, including home visits and a pack for them to complete before they start.
- New parents/carers for Nursery and Reception are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- Where appropriate, the SENDCo meets with parents of new pupils who are known to have SEND to gain a stronger understanding of a pupil’s needs and how they can be best supported.

- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- The annual review in Year 5 for pupils with a statement of educational need or an EHCP, begins the process where parents are supported to make decisions regarding secondary school choice. Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible. Accompanied visits to other providers may be arranged as appropriate.
- We also support our Year 6 pupils in their transition to Secondary School, they have days out at their new schools and we pass on relevant information to their next school to help in the transition process.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the Local Authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation (through an EHCP). This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on our Local Offer which is available to view on the school website. These are designed to target the broad areas of need:
    - Cognition and learning
    - Behavioural, emotional and social
    - Communication and interaction
    - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENDCo or a member of the Senior Leadership Team.

How is the decision made about how much support each child will receive?

For pupils with SEND, but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENDCo, class teacher, parent and where appropriate the child themselves. For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with the class teacher, SENDCo or Senior Leadership Team member;
- During Pupil/Parent Consultation Days;
- SEND Review Meetings;
- Meetings with support and external agencies where appropriate.

How does Tidbury Green School remove barriers for children with Special Educational Needs and/or disabilities?

The school will make reasonable adjustments to ensure that pupils, members of staff and the public are not disadvantaged. The National Curriculum Inclusion Statement reminds us of the following inclusive principles:

- Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Teachers should use appropriate assessment to set targets which are deliberately ambitious.
- Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. A wide range of pupils have special educational needs, many of whom also have disabilities.
- Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.
- The Special Educational Needs and Disability (SEND) code of practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEND code of practice is clear about what should be done to meet their needs. With the right

teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life.

- Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.
- Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English.
- Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

We will continually improve provision for disabled pupils, staff and visitors by developing the physical environment of the school, within the limits of the resources available. Further details can be found in The Accessibility Plan.

In the curriculum, we use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in all subjects, out-of-school activities and school trips. We use language that does not offend, and we make all staff, including our supply staff, and pupils aware of the importance of language. Our books and resources contain positive images of people with disabilities. The school regularly reviews the way in which resources are matched to the needs of all the children. If necessary, to improve our provision, adjustments will be made to classroom organisation, the deployment of support staff, timetabling and staff training. Many of the adjustments we make are dependent upon individual needs. We use individualised approaches such as personalised learning, One-page Profiles and Education, Health and Care Plans. We seek and respond to guidance from the parents and the children at all possible opportunities.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's class teacher;
- The SENDCo;
- The Headteacher

For any complaints, please follow the Complaints Policy which can be found on the Policies page of the school website.

Support Services for parents of pupils with SEN include:

Below is some information regarding available services for parents of pupils with SEND, for more information and ways to contact additional services please see our Local Offer on the school website.

Solihull SENDIAS

Solihull SENDIAS offer a free confidential and impartial service for children and young people with Special Educational Needs & Disability (SEND) and their parents and carers. We are legally trained to offer information advice and support to children, young people & their parents, to help them make informed decisions and play an active role in their own or their child's education. We explain SEND processes and procedures in straight-forward language so everyone knows what to expect and what part they play. Contact us via:

Telephone: 0121 516 5173

Email: solihullsendias@family-action.org.uk
Website: www.family-action.org.uk/solihullsendias

KIDS

Independent Supporters are trained to help families and young people through the new Education, Health and Care Plan (EHCP) assessment process. Contact us via:

Phone: 0121 355 2707

Website: www.kids.org.uk/

Information on where the Local Authority's Local Offer can be found

Solihull's Local Offer can be found via this link:-
https://www.solihull.gov.uk/children-and-family-support/localoffer