

Access to Education

Case Study

A successful reintegration from TMBSS into a mainstream primary school

This young person attended TMBSS Primary for about 20 weeks on a shared placement with Highley Primary School



Planning the transition

Prior to the young person starting TMBSS the Assistant Head for TMBSS met with the parents and the young person.

This is an important part of the process as it enables TMBSS staff to find out what the parents and child think about the potential placement, as well as alleviating any anxieties. It is also an opportunity for them to see the Centre and the young person meets staff and peers.

This young person was also excited to hear about the reward system and enrichment opportunities.





Overcoming challenges together



During the placement TMBSS staff liaised closely with the school and the parents via a home/school communication book as well as emails and telephone calls.

TMBSS staff attended additional meetings when the young person was finding the dual placement particularly challenging. The team around the child worked as a team to ensure a positive and consistent approach across both schools and home which had a positive impact on the placement.

Staff from Highley visited to observe the young person at TMBSS. This showed the young person that adults were working together, and all had his best interests at the heart of any decisions being made. Highley staff were also able to take away ideas in relation to interventions and work-related expectations.

Extra support



Staff from Highley commissioned an Inclusion Support Visit which involved the TMBSS class teacher carrying out an observation in school on a Wednesday morning.

This showed the young person that the schools were working together and enabled TMBSS staff to advise on potential strategies and recommendations in a detailed report.

The report was also shared with parents to ensure transparency.

At the end of the placement, TMBSS staff wrote a detailed Education Report which was circulated prior to the meeting & discussed at the meeting. Everyone had their opportunity to voice how they thought the placement had gone and to discuss next steps in line with the Local Authority offer.

What did our young person say?

"I think my maths has got a lot better. I am on harder maths levels now. Before I couldn't do my 6s and now that's what I'm working on.

My reading has got a lot better too, I think I can read better now and enjoy it more. Fresh Start has helped as it's easier than what we do at Highley.

My handwriting and spelling has got a lot better too."



What did his parents say?

We felt the intervention there worked very well for him. The bespoke support and advice given from TMBSS to both us as parents and the teaching staff at Highley Primary School was very useful.

Our son liked how TMBSS staff listened if there was a task that he felt uncomfortable with doing and gave him options and encouragement to make a better choice if he felt he was becoming dysregulated.

The work that our son was completing there was amazing. The teaching staff there recognised that he was struggling with completing work at the expected academic level for his year group, and therefore made appropriate adjustments, so that he got to feel a real sense of achievement, rather than constant failure. For the first time in a long time, he sat doing schoolwork and enjoying it.

Similar techniques were then put into place in his primary school setting, which means that he is now engaging in a much more positive manner whilst he's there.

We are so grateful that our son was given the chance to attend TMBSS. He can now do things he didn't think he could and is slowly building his confidence back up in his learning ability.



WHAT DID THE HEAD TEACHER SAY ABOUT WORKING ALONGSIDE TMBSS PRIMARY?

- I have worked alongside staff at TMBSS since 2022 for several children who have accessed the provision offered at Harlescott Primary. The communication and level of contact from both Mrs Lyth (Assistant Headteacher) and wider staff at TMBSS has always impressed me; including termly reports, celebrating success and raising concerns as soon as they arise. Any attendance or safeguarding concerns are always shared immediately and with the appropriate professionals involved with the pupil.*
- With this most recent placement and case study, the team at TMBSS worked hard to understand the young person's needs before the start of the placement; our staff were then able to visit TMBSS early in the placement to see firsthand how the young person's routine and activities had been adapted to best-suit his learning style and to make sure he had a feeling of success. This opportunity was vital to enable staff to mirror his routine and activities as much as possible at our school.*
- TMBSS have developed a very honest, working relationship with our school where they have been extremely responsive to emails and phone calls; we worked together to problem solve. The team at TMBSS brought a wealth of ideas, experience and expertise that our class teachers really valued. They were able to advise and model the day-to-day behaviours needed by professionals in order to enable the young person to succeed e.g. tone of voice, stance, model phrases to use etc.*
- As a mainstream primary, we were able to use these suggestions and adapt them so that they were practical in a mainstream primary school. Some of the skills learnt from working with TMBSS have been used with other pupils. TMBSS staff attended additional meetings when the young person was finding the dual placement particularly challenging. We worked as a team to ensure a positive, consistent and child-centred approach across both schools and home which had a positive impact on the placement.*

(Head at Highley Primary)



Thank you to TMBSS, Highley Primary and the family for sharing this with us