

Shireland Collegiate Academy

SEND Information Report

2020-2021

If you require any further information, please contact:

Mrs Sally Philpotts
Senior Teacher: Inclusion (SENCo)
0121 5588086
sally.philpotts@collegiateacademy.org.uk

INCLUSION 

Contents

Shireland Collegiate Academy SEND Information	3
Identifying Children with SEND	4
Consulting with Families and Students	5
Arrangements for Assessing and Reviewing Progress	5
Supported Transition and Preparing for Adulthood	6
Teaching SEND students.....	8
Adaptations to the Curriculum and/or Learning environment	10
Staffing.....	11
Evaluating Effectiveness of SEND Provision	12
Engagement in Activities.....	12
Emotional and Social Development	13
Engagement with External Agencies	14
Complaints Procedure	14
Appendix 1 – Interventions 2020-2021	15
Appendix 2 – Staff Training 2020-2021.....	16

Shireland Collegiate Academy SEND Information

Shireland Collegiate Academy is an outstanding school following its most recent Ofsted inspection in March 2013. High quality planning, high quality teaching, learning and a positive ethos were recognised throughout the Academy.

“Teaching is outstanding. Lessons are planned extremely well to make sure they are demanding, exciting and get the most out of all groups of students...”

“The behaviour of students in lessons and around the Academy is impeccable. They are keen, lively, questioning and enthusiastic learners...”

(Ofsted 2013)

Amongst our students, there are a number identified with special educational needs and disabilities (SEND). The total number of students in 2020-2021 identified with SEND was 135, which equates to 9.22% of the whole school population. SEND students have representation across the ability range and in all year groups. SEND students' support needs may remain constant over time or change in line with their personal development.

In 2020-2021 the primary needs of SEND students were identified as Moderate Learning Difficulty (MLD), Specific Learning Difficulty (SpLD), Autism Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN), Visual Impairment (VI), Hearing Impairment (HI), Physical Disability (PD), Other Difficulty/Disability (OD/D) plus Social Emotional and Mental Health (SEMH) as identified below:

Student Data for the Primary Area of Need (as identified on the SEND Register and SIMS)

	Cognition and Learning			Communication and Interaction		Sensory and/or Physical				SEMH	Total SEND	Percentage of Year Group	NOR	
	MLD	SpLD	NSA	ASD	SLCN	VI	HI	PD	OD/D					
Year 7	8	3	1	4	3	1	1	0	2	3	26	9.42%	276	
Year 8	5	1	0	1	5	0	0	3	0	9	24	9.52%	252	
Year 9	7	8	0	2	3	1	0	1	0	11	33	13.15%	251	
Year 10	6	2	0	0	4	0	2	0	0	2	16	7.84%	204	
Year 11	7	1	0	0	6	0	1	1	1	4	21	10.29%	204	
Year 12	2	1	0	1	1	0	0	0	0	3	8	5.26%	152	
Year 13	1	0	0	0	0	2	0	0	0	1	4	4.35%	92	
Total by Need	36	16	1	8	22	4	4	5	3	33	Whole School SEND	132	9.22%	1431
Total students in the 4 broad areas of need	C&L			C&I		S&P				SEMH	Year 7-11 SEND	120	10.11%	1187
Percentage of SEND Register per broad area of need	40.15%			22.73%		12.12%				25.00%	Sixth Form SEND	12	4.92%	244

At the end of the Academy year (July 2021) the Academy had 16 students with an Education Health and Care Plan (EHCP) from either Sandwell or Birmingham Local Authority.

Four new EHCP's (for existing SEND students) were successfully received within 2020-2021 from applications made in the previous academic year.

Three EHCP applications were submitted (for existing SEND students) in the Summer Term of 2020-2021 and are awaiting assessment from the Local Authority.

Identifying Children with SEND

Screening Information: All students complete annual literacy screening at the start of the academic year by the Inclusion Department using the Hodder Reading Test and Youngs Spelling Test. Students in Year 7, 8 and 9 with a standardised score of below 84 in the whole-school screening are involved in further screening with the Academy SENCo and allocated Specialist Advisory Teacher for Learning from Sandwell Local Authority to provided further insight into these students' needs.

In addition to the annual screening, students who joined Year 7 in September 2020 completed the "GL Cognitive Ability Tests" and students who joined the Sixth Form in September 2020 completed "Lucid" testing.



Teaching Staff Identification: Teaching staff at the Academy are encouraged to identify students that are experiencing difficulties in one or more of the four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and/or Physical and SEMH) by completing an internal SEND referral document.

In 2020-2021 the Inclusion Department received 7 staff referrals.

Pastoral Staff Identification: Students who are displaying persistent/ongoing challenging behaviours are referred to the Inclusion Department via a half termly Student Support Panel (SSP) meeting which is attended by the SENCo, Safeguarding Officer and Assistant Principal for Behaviour.

In 2020-2021 the Inclusion Department received 9 referrals via SSP.

Student and Family Identification: Following concerns about a possible unidentified special educational need, students and families are encouraged to raise this with the Academy by contacting the SENCo, Mrs Philpotts by telephone or email.

In 2020-2021 the Inclusion Department received 7 student and/or family referrals.

Consulting with Families and Students

The views of family members and students are highly valued at the Academy. Once a referral is made to the Inclusion Department, views are sought to provide a historical and holistic portrait of the child.

Prior to any referrals to external services, families and students will be informed of the process and purpose, whilst being given the opportunity to ask any questions they may have.

Discussions with families will take place before removal or addition to the SEN register.

Arrangements for Assessing and Reviewing Progress

Whole School: All students, including those with SEND, are set target levels in all subjects. Progress against these targets is monitored termly, with an interim summary sheet sent home at three points during the academic year. Each student is provided with a detailed annual report with written contributions from all subject teachers. Families are invited to an annual Parents Evening where they can discuss their child's progress with their teachers.

In 2020-2021, due to COVID disruptions, one summary sheet was sent home (compared to the usual three) and all Parents Evenings took place online except for Year 11.

SEND: In addition to the whole school assessment reporting process, the Inclusion Department has committed to providing 3 x yearly SEND progress meetings with the students' key worker from the Inclusion Department. This provision was launched in May 2021 and was attended by 86% of SEND families.

Once a provision has been agreed with students and families, the Inclusion Department will record progress on a provision map to enable staff to evaluate effectiveness. This is monitored internally within the department as part of the graduated response (Assess, Plan, Do, Review) and reported back to students and families at the SEND Progress Meetings.

Should families require further contact in addition to the 3 x yearly progress meetings, they are provided with the details of their child's key worker who they can contact at any time.

Supported Transition and Preparing for Adulthood

KS2-KS3 Transition: The Academy follows a robust transition programme for all Year 6 students. The Academy SENCo, Mrs Philpotts, will liaise directly with the primary SENCo from each feeder school during the summer term to identify all SEND students and find information about each student's difficulties and support strategies.

Once identified, Mrs Philpotts will visit the students at their school and provide a visual transition document including photographs of key staff and key areas of the Academy. Where some SEND students require additional supported transition, this is provided in line with their individual needs.

All students transferring from primary school attend a number of induction days towards the end of the summer term and are encouraged to attend the transition Summer School, which runs in the first and last weeks of the school summer holidays. This gives students a greater familiarity with the Academy and helps to build their confidence as September approaches. SEND students are identified, supported and monitored by staff from the Inclusion Department throughout transition. This gives teaching and support staff the opportunity to get to know the needs of students with SEND and meet their families.

Despite difficulties with COVID bubbles, all elements of the transition programme were followed in 2020-2021 with the exception of additional transition days whereby only one opportunity could be fulfilled.

The families of SEND students are then invited to an annual Year 7 SEND Information Evening which takes place in the autumn term once students have settled into school.



KS3-KS4 Transition: Part way through Year 9, all students choose their option subjects for Year 10 and 11 study, with opportunities at all levels to follow interesting and challenging courses. A high level of guidance for all families and students helps to ensure that they make appropriate choices in relation to their ability, interests and future plans. SEND students will receive additional information about appropriate future opportunities and students will receive additional careers interviews as required.

KS4-KS5 Transition: Staff in the Inclusion Department provided advice to students about a range of sixth form or further educational provision including the option of remaining at Shireland Collegiate Academy or attending another provider. Students are supported to make visits to local providers at all levels. During 2020-2021 (due to COVID restrictions making visiting external providers with students and families inappropriate), students were guided to access virtual tours and virtual TEAMS meetings.

Preparing for Adulthood: The Academy understands the importance of identifying students who require support to meet their Preparing for Adulthood outcomes.

This provision is led by Mrs Vickers (SLCN Intervention Manager) and Mr Thornton (SEMH Intervention Manager).

In 2020-2021 the Academy's provision for Preparing for Adulthood was restricted due to the impact of students working in COVID bubbles. Despite this constraint, bespoke provision took place including a weekly Nurture group, weekly Personal Development (PD) support session and weekly bespoke Preparing for Adulthood sessions around employability and growth mindset.

The Inclusion Department also provided a fully funded annual Preparing for Adulthood experience trip arranged for SEND students to develop independence away from the classroom.



Teaching SEND students

The Academy places great emphasis upon teachers' responsibility to meet the needs of all students within their classroom.

There is extensive use of ICT resources throughout the Academy, whereby all students have use of a personal laptop computer during the school day. Differentiated work is set via online subject hub sites allowing students to have direct access to class resources and homework wherever they have an internet connection. There is provision in all years for students to attend after school homework clubs which is extremely beneficial to students who do not have access to an online computer at home.

The comprehensive use of technology throughout the Academy has facilitated the development of "flipped learning" techniques where students are encouraged to research or complete activities before a lesson. As these pre-learning techniques can be used with resources at any level, they can be a valuable way of motivating and engaging all students, including those with SEND.



KS3 – All students in Year 7, Year 8 and Year 9 (including students with SEND) follow a unique thematic curriculum called Literacy for Life (L4L) devised by experienced teachers at the Academy. Exciting and dynamic themes enable the teaching of key competencies, creating engaging learning experiences for all students in mixed ability classes. The average class size in KS3 was 28-30 students in 2020-2021.

Having a consistent L4L delivering the L4L curriculum to their class means that students have a secure and confident start to their secondary career. Movement around the Academy to different classes is also minimised as students spend most of the time in the L4L base. In 2020-2021 the weekly allocation of L4L hours was 18 hours in Year 7, reducing to 13 hours in Year 8 and to 8 hours in Year 9.

All students also have the opportunity to boost their reading age during L4L curriculum time by taking part in a daily reading intervention (Accelerated Reader).

KS4 – Following the Year 9 Options process, students follow a more bespoke timetable of GCSE subjects, whereby classes are set according to ability in the majority of subjects. GCSE target grades are based upon students' primary school attainment and applies across the ability range. Class sizes are usually smaller in lessons where students require the most support. The smallest class size for a core subject was 18 students in 2020-2021. Students followed a standard programme of 9 GCSE's in 2020-2021.

KS5 - All students must now remain in education or training until the age of 18. Shireland Collegiate Academy has an on-site sixth form offering a range of Level 1 (BTEC), Level 2 (BTEC) or Level 3 (BTEC/A-Level) courses.

The provision of personal laptop computers continues to all students in Key Stage 5, which they are able to use during the school day and take home to use outside of school hours.



SEND - Teachers are provided with easily accessible SEND profiles which have been created collaboratively with professionals, students and families. The SEND profiles provide information about the difficulties faced in the classroom and a range of strategies teachers need to put in place to support students.

Students in receipt of an EHCP may receive some in-class support from the Inclusion Department for their learning needs. In-class support will be provided in core subjects (English, mathematics and science), where appropriate. Some in-class support may also be provided for GCSE Options subjects where appropriate.

In 2020-2021 the maximum number of hours of in-class support provided for a student with an EHCP for Cognition and Learning was 16 hours. The minimum number of hours of in-class support provided for a student with an EHCP for Cognition and Learning in 2020-2021 was 6 hours. Some students with EHCP's for other areas of need did not receive in-class subject support as their provision is required elsewhere within the school day.

“...meticulous attention to ensuring that the needs of all are met extends particularly to disabled students and those who have special educational needs. Very well-targeted support for these students enables them to overcome many of their difficulties and make the same outstanding progress as their classmates”

(Ofsted, 2013)

In 2020-2021 the Academy was able to support a larger proportion of students in KS3 and KS4 classrooms during the spring and summer term due to the successful appointment of four support staff workers as part of the Government's 6-month Kickstart programme.

Adaptations to the Curriculum and/or Learning environment

Curriculum Adaptations: The Academy will work with students, families and professionals to make adaptations to the curriculum to support the needs of SEND students. The Academy is able to offer a number of interventions which have been listed in Appendix 1.

In KS3 the curriculum is highly differentiated to ensure students are able to access work at an appropriate level. In KS3 there is an emphasis on providing withdrawal interventions to support the development of key skills including literacy and numeracy. In KS3 the majority of interventions will take place during the hours timetabled for L4L, however for some students with language needs, interventions may take place in the lessons timetabled for World Languages. Students and families will be consulted prior to student withdrawal from any lessons.

In KS4 the curriculum has been adapted to provide a Level 1 curriculum pathway to effectively support students with high learning needs. Some students with an EHCP may be withdrawn from one GCSE option subject to provide time to access additional English, maths, Preparing for Adulthood support and time to work on developing EHCP outcomes.

In KS5 the curriculum has been adapted to provide appropriate qualifications for Level 1, Level 2 and Level 3 learners.

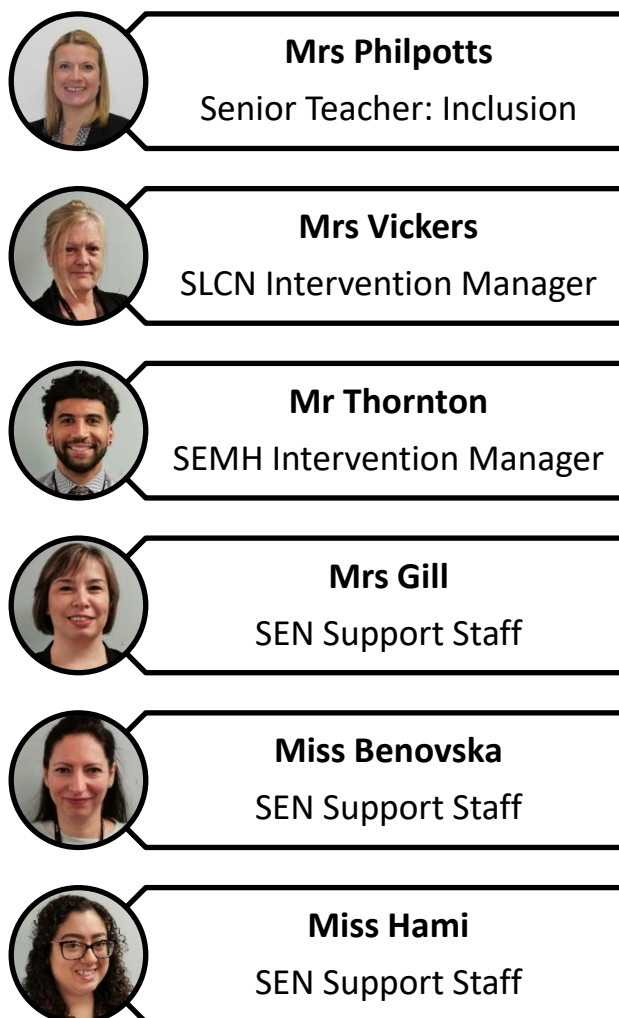
Learning Environment Adaptations: The Academy will work with students, families and professionals to make reasonable adjustments to the learning environment. The Inclusion department has developed the use of two classrooms to provide an appropriate SLCN intervention space called the Link and an appropriate SEMH intervention space called The Hub (pictured below).



During 2020-2021 the Academy made further adaptations to the learning environment which included providing an additional ramp to improve wheelchair access to one science classroom. The Academy made timetabled rooming changes to ensure students with sensory and/or physical needs have the most appropriate access and reduced movement around the site. The Academy ensured that students requiring additional physical aids such as a supported chair, wiring frames, coloured overlays or Radio Aid technology was provided. The Academy also invested in Claro Read software to trial for students who require access to computer reader software or a coloured tint on the screen of their personal laptop device.

Staffing

Inclusion Department Staff List (2020-2021): The Inclusion Department is small but well organised to meet the needs of students. It consisted of the following key adults:



Additional Staffing: The Academy funded the following two positions for one day per week during 2020-2021:

- NHS Speech and Language Therapist Miss Alice Murphy
- SEND Mentor (Krunch) Nessa/Lucy

Temporary Staffing Positions: The Academy appointed four temporary members of staff via the Government's Kickstart Programme to support students with reading interventions and in-class learning during the summer term 2021.

SEND Link Governor: The SEND link governor for 2020-2021 is Mr G Brown

Training: The Inclusion department training record for 2020-2021 is found in Appendix 2.

Evaluating Effectiveness of SEND Provision

The Academy commissioned a two-day independent review of SEND provision with the School Improvement Partner:

“Provision for students with SEND has improved significantly since the review of 2018. Leadership is very good and has brought about developments that have raised the profile of SEND throughout the Academy, brought about improvements to the outcomes achieved by students and to teachers’ abilities to teach SEND students more successfully. There is a strong willingness expressed by all staff to be involved in the further development of SEND provision.

The trajectory of improvement has been sharp and successful. The capacity of leadership to maintain this trajectory and secure further improvement is very good.”

(SIP Report, July 2021)

The provision of SEND interventions is regularly monitored and evaluated via the Inclusion Department provision map using the graduated response (Assess, Plan, Do, Review).

Engagement in Activities

The Academy embraces individual students’ strengths and provides encouragement and support to enable SEND student participation in whole-school activities. Whereby the number of activities offered has been significantly reduced in 2020-2021 due to the impact of COVID bubble restrictions, there has been SEND student representation in all of the subject based extra-curricular activities including performance activities (drama, music, dance, PE), art, DT, student council and wellbeing activities such as yoga and craft clubs.

The Inclusion Department has worked with the Local Authority on project called “SEND Identity” over the summer term which has provided the creation of over 30 display boards highlighting celebrities with additional needs and highlighting their achievements.

The SEND Identity boards were placed around the Academy in July 2021 and there are 12 planned assembly sessions to develop the work around celebrating SEND.



Emotional and Social Development

The Academy achieved a whole-school Well-Being Award (Optimus, 2019) which demonstrates The Academy's commitment to staff and student well-being. The Academy has also appointed a teacher to be responsible for the coordination of pupil health and wellbeing – Mr Brogan.

All students can be directed towards accessing wellbeing support within the Academy via referrals from safeguarding, the pastoral team, the Inclusion Department or following student/family referrals. This may be through individual support or small group programmes with internal or external professionals.

Within the Inclusion Department, all students can access support from Mr Thornton in The Hub either before school, break time, lunchtime or after school if they feel they require additional wellbeing support. The Hub also contains a wellbeing library containing a number of age-appropriate self-help books. If students require individual support or small group programmes these are discussed with students and families and may take place with internal or external professionals.



Social development is highly valued within the Academy and the provision to support students in this area is led by Mrs Vickers in the Inclusion Department. Students have the opportunity to join the KS3 or KS4/5 lunch club if they are identified as having difficulty with social skills or difficulty navigating unstructured times such as break and lunch. Mrs Vickers provides opportunity for students to develop key skills such as turn-taking and conversation building within the lunch club. If further support is required, Mrs Vickers runs a weekly social skills group to support students. If appropriate, a referral can be made to the NHS Speech and Language Therapist who will also be able to provide support to students and families in this area.

Engagement with External Agencies

In order to secure further specialist expertise, the Academy will often consult and liaise with:

- Sandwell Inclusive Learning Services
 - o Educational and Child Psychologist
 - o Specialist Advisory Teacher for Learning
 - o Specialist Advisory Teacher for SEMH
 - o Complex Communication and Autism Team (CCAT)
 - o Sensory Support Team (HI/VI Teachers)

- NHS
 - o Occupational Therapy
 - o Physiotherapy
 - o Speech and Language Therapy
 - o Hospital Consultants
 - o Child and Adolescent Mental Health Service (CAMHS)
 - o School Health Nurses

- External Mentoring and Counselling Services
 - o Krunch
 - o Sport for Kids Mentoring
 - o Beam
 - o Kooth

- Sandwell/Birmingham Virtual School
 - o LACE Development Workers

- Sandwell Children's Services
 - o Social Workers
 - o Early Help
 - o MST

A minority of our students with SEND live within neighbouring boroughs (Birmingham or Dudley). If they require additional assessment or support, this is coordinated with the relevant local authority services

Complaints Procedure

Any complaints with regards to SEND process or practice at Shireland Collegiate Academy should be directed to the SENCo, Mrs Sally Philpotts, in the first instance.

If your complaint is not resolved please contact the Principal, Mr David Irish.

Appendix 1 – Interventions 2020-2021

The following interventions are available at the Academy during 2020-2021

Wave 1	Wave 2	Wave 3
All students	Short Term Provision	Long Term Provision
Quality First teaching Differentiated Resources Accelerated Reader MyMaths Maths Watch Ninja Maths Big Write Big Read Flipped Learning Focus Days L4L competency based curriculum Century Learning GCSE Pod Homework Club	Guided Reading Booster Groups Guided Writing Drive Workshops Better Reading Partnerships Targeted study support Catch up programmes Better Reading Partnerships Read Write Inc Fresh Start Read Write Inc Spelling Sound Discovery Reading Between the Lines Ruth Miskin Synthetic Phonics Lego Based Therapy	In-class support Precision teaching Emotion coaching Mentoring Talk about for teenagers Language for Behaviour and Emotions Numicon Social stories Social skills Handwriting programme Touch typing Overlearning Pre-teaching Narrative group Vocabulary group Nurture group (P4A) Lunch club Daily wellbeing check-in

Appendix 2 – Staff Training 2020-2021

Staff Name	Role	Training Provider	Detail
New Teaching Staff	Teachers new to the Academy	Sally Philpotts (SENCo)	Understanding SEND Code of Practice, Areas of Need, Responsibilities, Identifying SEND, Raising a concern, Supporting SEND, Student Information, Access Arrangements
PGCE and School Direct Trainees	Trainee Teachers		
Inclusion Department and BMS staff	Various	NHS Speech and Language Therapies	Understanding SLCN Impact of SLCN in the classroom Identifying SLCN, Diagnostic process Supporting SLCN, SLCN vs SEMH
Inclusion Department	Teaching and Support Staff	Brook	Relationships and Sex Education Training
All Required Staff as per student PEEP	Teaching and Support Staff	Sally Philpotts (SENCo)	Safe Use of an Emergency Evacuation Chair
C McKnight	Teacher	University of Birmingham	National Award for SEND Coordination
C Vickers	SLCN Intervention Manager	NHS Speech and Language	Supporting the child who stammers
		NHS Speech and Language Therapies	Secondary Introduction to SLCN
		NHS Speech and Language Therapies	Developing Communication Skills KS3-KS5
		NHS Speech and Language Therapies	Vocabulary Group Training
		Virtual College	Level 2 Food Safety/Hygiene
		Future Learn	COVID-19: Psychological First Aid
		Future Learn	Understanding Depression and Low Mood in Young People
		RSHE SEND Webcast Team	Relationships, Sex and Health Education for pupils with SEND
A Thornton and C Vickers	SEMH and SLCN Intervention managers	Sandwell Inclusive Learning Services	Trusted Adult Training (Full course)
		Sandwell Inclusive Learning Services	Independence Hierarchy Framework Training
A Thornton	SEMH Intervention manager	NHS Sandwell and West Birmingham	Virtual Emergency Response Training
A Hami	SEND Support Staff	University of Derby	Understanding Autism, Asperger's and ADHD
		Sandwell Local Authority	Trusted Adult Training (seminar)
L Benovska	SEND Support Staff	Future Learning	Depression and Low Mood in Teenagers
S Gill	SEND Support Staff	Optimus Training	Supporting Successful Learning in a Secondary School
		Optimus Training	Supporting Active Participation in Lessons through Pre-Teaching
M Appleby T Mullings L Hammond N Shokat	Kickstart Staff	Sally Philpotts SENCo	Kickstart SEND Training Programme Code of Practice, Areas of Need, Responsibilities, Supporting SEND Students, Reading Interventions, Spelling Interventions, Communicating with staff and families
N Shokat	Kickstart Staff	S Philpotts (SENCo)	Precision Teaching
M Appleby	Kickstart Staff	IamCompliant	Collaborative Problem Solving Emotional Intelligence Food Safety in the Kitchen