

Shireland Collegiate Academy

# SEN Information Report

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## Purpose of the SEN Information Report

All schools are required as part of the Children and Families Act (2014) to publish a Special Educational Needs Information Report.

The purpose of which is to provide information to our current and prospective families, the Local Authority and Government agencies. The SEN Information report provides details regarding the implementation of the Shireland Collegiate Academy Trust's [SEND Policy](#).

This report will be updated at least annually and include the required information as set out in the SEND Code of Practice 0-25 Years (2015) Section 6.

## Shireland Collegiate Academy Information

Shireland Collegiate Academy is currently one of 12 schools within the Shireland Collegiate Academy Trust, an inclusive trust that highly values a holistic approach to supporting all students, including those with SEND. Shireland Collegiate Academy appointed a new SENCO (Mrs Lucy Prince) in June 2024.

Shireland Collegiate Academy is an Outstanding school following its most recent Ofsted Inspection in March 2013, where 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)

Shireland Collegiate Academy is a large 11-19 mainstream Academy with 1516 students on roll. Amongst our students, there are a number identified with Special Educational Needs (SEN) who are represented across the ability range and in within all year groups. SEN students' support needs may remain constant over time or change in line with their personal development.

At the end of the Summer Term 2024 the total number of students identified on the SEN register was 169 which equates to 11.15% of the whole school population. There are currently 18 pupils with EHCP's (1.19%) and 151 pupils K code pupils receiving SEN support (9.96%)

The primary needs of SEN students during 2023 – 2024 are identified as Moderate Learning Difficulty (MLD), Specific Learning Difficulty (SpLD), autism spectrum condition (ASC), 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).

*A full breakdown of the Academy's 2023-2024 SEN register for can be found in Appendix 1.*

## Identifying Children with Special Educational Need

**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 2023 completed the “GL Cognitive Ability Tests” and students who joined the Sixth Form in September 2023 completed “Lucid” testing.

## The Graduated Approach

When young people join the Academy, they may already be identified as SEND. All staff are involved in identifying difficulties and they follow a referral pathway to our inclusion team. Assessments, observations and pupil and parent voice are collected during this process. This may lead to targeted interventions, placement on the SEN register or referrals to outside agencies.

We operate a quality first inclusive and adaptive teaching approach with all students primarily being classroom-based with only minimal withdrawals for specific interventions to ensure that all our students experience a full curriculum. Teaching staff ensure resources and teaching is adapted to learners needs. Through robust CPD, innovative software and a range of technology, teachers work to reduce the cognitive load on students whilst ensuring skills are developed and knowledge is gained through the most suitable and personalised pathways for our students.

At times, our pupils will require additional support and at SCA this may be through 1:1 support by skilled SEN support practitioners or through targeted intervention. These may be in adherence to provision within EHCPs, external professional recommendations or through in-house screening.

Ensuring impact and progress is made through the support we implement is part of the robust review cycle we have at SCA. This happens through whole school screening, termly provision reviews, SEND parent/care meetings, external professional reviews or through the statutory process of annual review.

**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.

**Pastoral Staff Identification:** Students who are displaying persistent/ongoing barriers to learning and education are identified via a fortnightly Student Support Panel (SSP) meeting which is attended by the SENCO, Safeguarding Officer Assistant Principal for Behaviour, Heads of Year, Attendance Officer and Senior Teacher for Pastoral Care.

**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 Prince by telephone or email to discuss the concerns in person. This may lead to further identification through assessments, and referrals where appropriate.

## Consulting with Families and Young People

The views of family and students are highly valued at the Academy. Once a referral is made to the Inclusion Department, views are sought to provide both current and historical perspectives of the students need. Students may also self-refer for support.

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.

SEND progress meetings are held by key workers from the inclusion department with pupils and families three times a year, to review support and agree next steps.

## 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.

## SEN

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.

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.

## Transition and Preparing for Adulthood

### Joining Shireland Collegiate Academy

The Academy follows a robust transition programme for all Year 6 students. The Academy SENCO and staff from the L4L team will liaise directly with the class teachers and SENCO from each feeder school during the summer term to identify SEND students.

Once identified, Mrs Prince 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 several 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.

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.

Pupils transferring to Shireland Collegiate Academy from another setting are assessed on entry to school to gain baseline data.

### Movement Between Phases of Education

**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, have the opportunity to attend options evening and students will receive additional careers interviews through the school's Careers Advisor. Sandwell Connexions provide support for pupils that have an EHCP.

**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 encouraged and supported to make visits to local providers at all levels.

### Preparing for Adulthood Agenda

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

Sessions are led by Ms Michelle Guest (SLCN Intervention Manager) Miss Begum (SEMH Intervention Manager) and Mr Appleby-Mallinder (Assistant SENCO).

The Academy's provision for Preparing for Adulthood continues to develop.

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 Children with Special Educational Needs

### Our Curriculum

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 is 28 - 30.

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 2023-2024 the weekly allocation of L4L hours was 18 hours in Year 7, reducing to 13 hours in Year 8 and to 5 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 changed slightly this year, whilst pupils still chose their subject in year 9, they now begin studying them in year 10. In year 10 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. Students followed a standard programme of 9 GCSEs in 2023-2024.

### Adaptations to our Curriculum

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 2.

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.

### Adaptations to the Learning Environment

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.

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 has also renewed its subscription with Claro Read software for students who require access to computer reader software or a coloured tint on the screen of their personal laptop device.

*A list of provisions for Shireland Collegiate Academy can be found in Appendix 2.*

## Staffing

### Department structure

The Inclusion Department is small but well organised to meet the needs of students. It consisted of the following key adults:



### Additional Speech and Language Staffing

The Academy funded the following position for one day per week during 2023-2024:

- NHS Enhanced Speech and Language Therapist      Laylah Sheik

The Academy also hosted two trainee Speech and Language Therapists from Birmingham City University with a qualified supervising therapist during the Summer Term 2024.

### SEND Link Governor

The SEND link governor during 2023-2024 is Mr G Brown.

Ongoing professional development is a priority within the Shireland Collegiate Academy Trust.

*Please see Appendix 3 for the SEND training record for the 2023-2024 Academic year.*



## Engagement in Activities

The Academy embraces individual students' strengths and provides encouragement and support to enable SEND student participation in whole-school activities. 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 also uses one of the 3 x per year meetings with SEND families to focus upon proactive discussions to engage students in activities outside of curriculum time and focus on removing barriers or creating bespoke clubs for students to access.

## 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 Miss Begum 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 several 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 Ms Guest in the Link.

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. Ms Guest provides opportunity for students to develop key skills such as turn-taking and conversation building within the lunch club. 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.

Students also have access to our internal mentoring suite Head Space which was set up in July 2023. This platform offers students the opportunity to set short and long term goals to support with academic, social and career lead ambition.

## Engaging with External Agencies

To secure further specialist expertise, the Academy will often consult and liaise with:

### Sandwell Local Authority – Inclusive Learning Services

- Educational and Child Psychologist
- Specialist Advisory Teacher for Learning
- Specialist Advisory Teacher for SEMH
- Complex Communication and Autism Team (CCAT)
- Sensory Support Team (HI/VI Teachers)
- Virtual School – LACE Development Workers

## NHS Services

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

## Social Care

- Social Workers
- Early Help
- MST
- Virtual School

## External Mentoring and Counselling Services

- Krunch
- Sport for Kids Mentoring
- Every Child Needs a Mentor
- Beam
- Kooth

A minority of Shireland Collegiate Academy students with special educational needs live within neighbouring boroughs. If they require additional assessment or support, this is coordinated with the relevant Local Authority services.

Where a child or young person is looked after by the local authority and have a Special Educational Need, the SENCO will provide a high level of input into Personal Education Plan (PEP) meetings and may be a point of contact alongside the Designated Teacher for Looked After Children with regards to special educational provision.

## Evaluating the Effectiveness of Provision

### Governance

The Standards and Performance Committee, through the SEND link governor, will monitor and evaluate the Academy's provision for SEND students. This will include pupil outcomes although may not solely focus on academic attainment.

### The Role of the Trust

The Shireland Collegiate Academy Director of SEND monitors the effectiveness of SEND provision through regular visits and scrutiny of each Academy's SEND Raising Attainment Plan. The Director of SEND provides regular SENCO network meetings to enable sharing of good practice, development of provision and further training opportunities.

### The Role of the Principal

The Principal, Miss Green oversees the work of the SENCO and holds her accountable to progress, data and provisions for children with SEND.

### The Role of the SENCO

To co-ordinate the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs in school.

To ensure that families are kept involved and informed about the support their children are receiving.

To liaise with external professionals who may be coming into school to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology etc.

To update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

To provide specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

To ensure there is sufficient expertise in school and providing or facilitating training where required.

The SENCO must always work with statutory guidance including but not limited to SEND Code of Practice (2015), Keeping Children Safe in Education (2024) and the Equality Act

## Local Offer Contribution

Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Birmingham [www.localofferbirmingham.co.uk](http://www.localofferbirmingham.co.uk)

Dudley [www.dudley.gov.uk/resident/localoffer](http://www.dudley.gov.uk/resident/localoffer)

Sandwell [www.sandwell.gov.uk/SEND](http://www.sandwell.gov.uk/SEND)

Walsall <https://go.walsall.gov.uk/children-and-young-people/send-local-offer>

Wolverhampton <http://win.wolverhampton.gov.uk>

## Complaints

The Shireland Collegiate Academy Trust Complaints Policy is published on each Academy website.

Should a parent or carer have a complaint about the special educational provision made for their child, they should in the first instance discuss this with the class teacher or key worker.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the Academy SENCO
- Discuss the concern with the Academy Principal
- Discuss the concern with the Trust Director of SEND

Should the complaint still not be resolved, the matter may be raised with the CEO of the Trust, entering the Trust's Complaints Policy at Stage 5.

## Appendix 1 – SEN Data for 2023-2024

Please see a full breakdown of Shireland Collegiate Academy’s SEN register based on students’ primary area of need.

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

	Cognition and Learning		Communication and Interaction		Sensory and/or Physical				SEMH
	MLD	SpLD	ASD	SLCN	VI	HI	PD	OD/D	
Year 7	19	1	3	11	3	2	1	0	4
Year 8	10	3	2	9	0	1	0	0	12
Year 9	6	1	3	5	0	2	1	0	9
Year 10	7	4	6	6	1	1	1	0	5
Year 11	4	1	1	7	0	0	1	0	8
Year 12	0	2	0	0	1	0	0	0	3
Year 13	0	1	0	0	0	0	1	0	0
<b>Total by Need</b>	<b>46</b>	<b>13</b>	<b>15</b>	<b>38</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>0</b>	<b>41</b>

	C&L	C&I	S&P	SEMH
Total students in the 4 broad areas of need	59	53	16	41
Percentage of SEND Register per broad area of need	34.91%	31.36%	9.47%	24.26%

	Total SEND	Percentage of Year Group	NOR
	44	17.81%	247
	37	14.80%	250
	27	9.89%	273
	31	11.44%	271
	22	8.98%	245
	6	5.26%	114
	2	1.72%	116

Whole School SEND	169	11.15%	1516
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KS3 and KS4 SEND	161	12.52%	1286
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KS5 SEND	8	3.48%	230
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## Appendix 2 – Interventions 2023-2024

The following interventions were available at the Academy during 2023-2024

	<b>Wave 1</b> Universal Provision	<b>Wave 2</b> Targeted Provision	<b>Wave 3</b> Specialist Provision
Cognition and Learning	Quality First Teaching Differentiated resources Accelerated Reader Maths Watch Ninja Maths Big Write Big Read Flipped Learning Century Learning GCSE Pod Homework Clubs	Guided Reading Booster groups Targeted Study Support Catch up programmes Read Write Inc spelling Abigail Steele Phonics Lexia Reading Between the Lines Pre-Teaching Overlearning	In class support Precision Teaching Looking & Thinking Living Maths Reading & Reasoning Listening & Thinking Literacy Support LDA Comprehension Stareway to Spelling Vocabulary group
Communication and Interaction	Quality First Teaching Differentiated resources Group & paired work Focus days Assemblies	Lego Based Therapy Development Language Delay Programme Lunch Club Zones of Regulation Nurture Group (PfA)	Speech & Language Daily check in's Meet & Greet Social Stories Talk about for Teenagers Mentoring Weekly Speech and Language Therapist
Social Emotional and Mental Health	Quality First Teaching Differentiated resources Focus Days Assemblies	Lego Based Therapy Nurture Group (PfA) Mentoring – Head Space	Daily check in's Meet & Greet Social Stories Talk about for Teenagers
Sensory and/or Physical Needs	Quality First Teaching Differentiated resources Focus Days Assemblies	Fine Motor Skills Lego Based Therapy	Touch Typing Physiotherapy programmes Movement support

## Appendix 3 – SEND Training Record 2023-2024

<b>Role of Person(s) Completing Training</b>	<b>Training Provider</b>	<b>Detail</b>
Required staff from Inclusion Department Class Teachers	Jackie Callaghan / Sally Philpotts	Safe Use of an Evacuation Chair
Whole School	Sue Cooper - SENCO	Understanding Neurodiversity
New Staff starters Early Career Teachers	Myles Appleby-Mallinder and Lucy Prince	New staff Introduction to SEND
Whole Staff Training	Sandwell Advisory Teacher for SEMH and Lucy Prince	Trauma and Attachment
SENCO Inclusion Department	Educational Psychologist	Emotion Based School Avoidance
Inclusion Department Class Teachers x 2	Abigail Steele	Abigail Steele KS3 Phonics
Inclusion Department	NHS Speech & Language Therapists	Pupils who stammer
Inclusion Department	Michelle Hill	Supporting SEND with AI and Technology
Whole Staff Training (Teaching and Support)	Sandwell Inclusion Support	Understanding Autism
Whole Staff Training (Teaching and Support)	Lucy Prince - SENCO	Developing the use of Scaffolding for SEND learners
Whole Staff Training (Teaching and Support)	Helen Vidaurri	First Aid and Seizure procedures
Inclusion Department (ALL)	eLearning	Emergency Response for students with medical needs
SEND Support Staff - AHI - HSA	NHS	How to support your teenager Preparing for Adulthood and navigating SEND
SEND Support Staff - AHI - HSA	NHS	ADHD and medication
SEMH Intervention Manager	NHS	Gender Identity and Neurodiversity
SEMH Intervention Manager	NHS	ADHD in Females and those assigned female at birth
Inclusion Department - MAR - SGL - FBM - MGT	National College	Understanding and supporting pupils with Downs Syndrome (Secondary)