

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 was inspected by Ofsted on 15th October 2024. The inspection results reflect the Academy's dedication to fostering a positive and inclusive learning environment. The Academy was awarded an Outstanding rating in three key areas: Behaviour and Attitudes, Personal Development, and Sixth Form Provision. These results highlight the school's strong focus on student wellbeing, engagement, and post-16 development.

In addition, the Academy received a Good rating in the areas of Quality of Education and Leadership and Management. These outcomes indicate that the educational standards and leadership structures in place are effective, with some areas identified for further development and improvement.

While the Ofsted report does not provide specific details solely about SEND provision, the Good ratings in both Quality of Education and Leadership and Management suggest that SEND strategies are well integrated into broader school practices. These results provide a solid foundation for ongoing review and development of SEND support, with the aim of achieving Outstanding in all areas in the future.

“Respectful, caring and supportive relationships are at the heart of this school. An overwhelming sense of community and mutual respect greets you as you arrive. Pupils say that they are happy in school and value the opportunities to support each other.”

“Pupils appreciate their teachers and know that they want them to be successful in their learning. As a result, in most subjects, pupils achieve well, including pupils with special educational needs and/or disabilities (SEND).”

(Ofsted 2024)

Shireland Collegiate Academy is a large 11-19 mainstream Academy with 1539 students on roll. Amongst our students, there are a large number of students 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 2025 the total number of students identified on the SEN register was 177 which equates to 11.55% of the whole school population. There are currently 26 pupils with EHCP's (1.7%) and 151 pupils K code pupils receiving SEN support (9.86%)

The primary needs of SEN students during 2024 – 2025 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 2024-2025 SEN register for can be found in Appendix 1.

School Improvement

The SEND School Improvement Review carried out on 11th March praised the Academy for its strong leadership and commitment to inclusive practice. The Assistant Principal SENDCo was described as **“extremely proficient”** and recognised for providing **“outstanding leadership with a clear vision for her area of responsibility,”** despite being relatively new to the role. She expressed her gratitude for the ongoing support she has received, both within the school and from the central trust team, stating, **“I’ve been really well supported by both the Academy and the Trust, which has allowed me to grow in confidence and lead with clarity.”**

The review also highlighted the Academy’s exceptional commitment to continuous professional development in SEND. A range of training opportunities was outlined, reflecting a culture where staff are encouraged to remain highly skilled, motivated, and equipped to meet the needs of all learners. One staff member commented, **“There’s always something on offer—workshops, courses, coaching—it’s really helped me develop my practice.”**

Professional development at the Academy is not only extensive but also personalised. The review noted the proactive approach to supporting staff growth, including leadership development pathways, evidence-based teaching strategies, and opportunities to take on mentoring and coaching roles. A newly appointed Subject Leader reflected on this positively, saying, **“The CPD I’ve received, particularly around SEND and pastoral care, has been brilliant. It’s helped me build confidence in areas that were completely new to me.”**

This personalised and flexible approach to CPD is seen as a key strength of the Academy, empowering staff to lead, innovate, and uphold the highest standards of inclusion and educational provision. As one member of staff noted, **“It’s clear that inclusion is everyone’s responsibility here—and we’re given the tools to get it right.”**

Identifying Children with Special Educational Need

Screening Information: All students complete annual assessments including literacy screening at the start of the academic year. The inclusion team will conduct the Hodder Reading Test and Youngs Spelling Test. Students in Year 7, 8 and 9 with a standardised score of below 80 in the whole-school screening are involved in further screening, Reading and phonics interventions such as: Abigail Steele or LEXIA power up. They will also be referred to the Academy SENCO and allocated Specialist Advisory Teacher for Learning from Sandwell Local Authority to provide further insight into these students’ needs.

In addition to the annual screening, students who joined Year 7 in September 2024 completed the “GL Cognitive Ability Tests”.

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.

At Shireland Collegiate Academy, we adopt a Quality First, inclusive, and adaptive teaching approach. All students are taught within the classroom environment, with only minimal withdrawal for targeted interventions. This ensures that all learners can access a broad and balanced curriculum alongside their peers. Teaching staff are committed to adapting resources and instructional methods to meet individual student needs effectively. To further enhance our SEND provision, we have implemented an extensive SEND Surgery initiative. This provides departments with ongoing access to targeted strategies and techniques, supplementing our annual programme of CPD. Additionally, student passports have become increasingly personalised, reflecting specific areas of need and linked directly to tailored CPD opportunities. These professional development resources are accessed via our subscription to the National College, allowing staff to self-certify and engage with training flexibly. Through a combination of robust CPD, the use of innovative software, and the integration of assistive

technology, our teachers are equipped to reduce cognitive load while fostering skill development and knowledge acquisition. This personalised approach ensures each student is supported through the most appropriate and effective educational pathways.

At Shireland Collegiate Academy, we recognise that some pupils may, at times, require additional support to fully access their education. This support is delivered through a range of personalised approaches, including one-to-one assistance provided by skilled SEN support practitioners, as well as targeted interventions. These provisions are guided by the requirements outlined in Education, Health and Care Plans (EHCPs), recommendations from external professionals, or identified needs through our in-house screening processes. We have established strong partnerships with two external mentoring programmes: KRUCH and the West Bromwich Albion Foundation. Both services are available to students on a weekly basis, operating on different days to maximise accessibility and impact. In addition, we provide access to an on-site school counsellor who offers specialised support for students with overlapping SEND and mental health needs. The collaboration with these external providers has significantly enriched the support network available to our students, offering a more comprehensive and holistic approach to their educational and emotional development.

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 and reporting process, the Inclusion Department at Shireland Collegiate Academy is committed to offering multiple opportunities for sharing and reviewing student progress. These opportunities are provided through various channels, including our termly SEND Cafés, Parents' Evenings, Consultation Evenings, Options Evenings, and dedicated meetings with a student's key worker from the Inclusion Department.

During these meetings, families are given the opportunity to review their child's personalised learning plan, which includes clearly defined targets developed in collaboration with both academic and SEND-specific considerations. These meetings also serve as an opportunity to update or amend plans based on ongoing assessment and need.

Once a specific provision is agreed upon with students and their families, it is recorded on the Inclusion Department's provision map. This allows staff to monitor and evaluate the effectiveness of the support being provided. The process is overseen internally using the graduated response model (Assess, Plan, Do, Review), and progress is reported back to families during SEND Progress Meetings. A round-robin communication is shared with all relevant staff to ensure they are fully informed and aligned with the support plan.

For families who wish to engage further beyond scheduled meetings, the contact details of their child's key worker are provided, allowing open communication and continued collaboration throughout the academic year.

Transition and Preparing for Adulthood

Joining Shireland Collegiate Academy

Shireland Collegiate Academy implements a comprehensive and supportive transition programme for all students moving into Year 7, with a strong focus on those identified as having Special Educational Needs and Disabilities (SEND). The process begins in the summer term, when the Academy SENCO and members of the Learning for Life (L4L) team liaise directly with Year 6 class teachers and SENCOs from each feeder primary school. This collaboration ensures early identification of SEND students and allows the Academy to gain a thorough understanding of each individual's needs before they begin secondary school.

To support a smooth transition, the Academy offers an additional SEND-specific transition day prior to the main Year 6 induction events. This day gives SEND students a valuable opportunity to become familiar with the Academy's environment, meet key staff members, and practice navigating the building and locating important areas. This early exposure helps reduce anxiety and builds confidence ahead of the full transition.

Following the identification process, there is close communication between the Year 7 Transition Lead, the Head of Year 7, and the SENCO. These staff members meet to discuss each student and ensure appropriate support measures are planned and ready for September. In addition to this personalised planning, all incoming Year 6 students attend several induction days at the end of the summer term. They are also encouraged to take part in the Academy's Transition Summer School, which runs during the first and final weeks of the summer holiday. This initiative provides further opportunities for students to become accustomed to the school setting, develop relationships, and ease the move into Year 7.

Throughout the transition period, students with SEND are continually supported and monitored by staff from the Inclusion Department. This enables both teaching and support staff to become familiar with each student's specific needs and to engage directly with their families. Once students have settled into school in the autumn term, families of SEND students are invited to attend the annual Year 7 SEND Information Evening. This event provides families with an opportunity to meet the SEND team, learn more about the support available, and raise any questions or concerns they may have.

For those students who join Shireland Collegiate Academy from another setting outside of the usual Year 6 to Year 7 transition process, baseline assessments are carried out on entry. This ensures that staff have an accurate understanding of the student's current levels and can put appropriate support in place as required.

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 recognises the importance of identifying students who require targeted support to successfully achieve their Preparing for Adulthood outcomes. To address this, a series of structured intervention sessions are delivered across all Key Stages by Intervention Managers and Learning

Support Practitioners. These sessions form part of a broader group intervention programme designed to develop essential life skills.

As part of this programme, students engage in practical activities that help them build competencies in key areas such as cooking, gardening, washing, ironing, maintaining healthy relationships, money management, and road safety. These skills are essential for increasing independence and preparing students for life beyond school.

In support of this ongoing development, the Academy has recently introduced a dedicated garden space known as 'Head Space'. This area provides students with the opportunity to grow their own produce, which is then used in their cooking sessions. In addition to the gardening facilities, 'Head Space' features a sensory area and a bug hotel, both of which contribute to a calming environment where students can also participate in counselling sessions. This holistic approach ensures that students receive not only practical life skills training but also emotional and mental health support as they prepare for adulthood.

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 - 32.

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 2024-2025 the weekly allocation of L4L hours was 17 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 2024-2025.

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 and Exams

The Academy is committed to working collaboratively with students, families, and professionals to implement reasonable adjustments that support equitable access to the learning environment. As part of this commitment, the Inclusion Department has developed two dedicated intervention spaces: The Link, which supports students with Speech, Language and Communication Needs (SLCN), and The Hub, which provides tailored support for students with Social, Emotional and Mental Health (SEMH) needs.

To enhance accessibility across the site, the Academy has made strategic, timetabled rooming adjustments to reduce movement for students with sensory and/or physical needs, ensuring they have the most appropriate access to learning spaces. Students who require physical aids are provided with suitable equipment such as specialist chairs, writing frames, coloured overlays, and Radio Aid technology. The Academy has also renewed its subscription to ClaroRead software, allowing students who require screen tinting or text-to-speech support to access these tools on their personal laptop devices.

Furthermore, the Academy ensures that students receive appropriate access arrangements for exams. Our dedicated Exams Access Arrangements Specialist, Mr. Appleby (Assistant SENDCo), works closely with the SEND team and the wider exams administration staff to implement and monitor these provisions. Access arrangements include adaptations such as adjusted seating, additional time, supervised rest breaks, alternative rooming, use of Radio Aids, readers or reader pens, coloured overlays, and modified examination papers. Where appropriate, students are also supported with medical plans and procedures, sensory tools such as fidget toys and stress balls, earplugs and ear defenders, as well as access to word processors, prompters, and timing devices. All provisions are tailored to meet individual needs and ensure every student has the opportunity to access learning and assessments in a fair and supportive environment.

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

Staffing

Department structure

The Inclusion Department consisted of the following key adults from September 2024-June 2025



Mrs Lucy Prince - Assistant Principal - SENDCo



Mr Myles Appleby-Mallinder- Assistant
SENDCo



Mrs Michelle Guest- SLCN Intervention
Manager



Miss Ellie Penn- SLCN Intervention Manager



Miss Fatima Begum- SEMH Intervention
Manager



Mrs Samantha Gill Y7-8 SEND Support Staff



Omolola Ajayi- Yr 7-9 SEND Support Staff



Miss Rebecca Cartwright - Y10-11 SEND
Support Staff



Miss Halima Sadia- Y10, 11,12 and 13 SEND
Support Staff



Mrs Chenay Mcknight- Designated Teacher for
LAC/PLAC



Mrs Helen Vidaurri - Physical, Sensory and Medical
intervention Manager

Additional Speech and Language Staffing

The Academy funded the following position for one day per week during 2024-2025:

- NHS Enhanced Speech and Language Therapist Eloise Winspur

The Academy also hosted two trainee Speech and Language Therapists from Birmingham City University with a qualified supervising therapist during the Autumn and Spring Terms 2024-25.

SEND Link Governor

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

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

Please see Appendix 3 for the SEND training record for the 2024-2025 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 the 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 has demonstrated a strong and ongoing commitment to student and staff wellbeing. This was formally recognised through the achievement of the *Wellbeing Award for Schools* from Optimus Education in 2019, a whole-school award that highlights the Academy's dedication to creating a nurturing and supportive environment. Further strengthening this commitment, a designated teacher, Mrs Kate Barton, has been appointed to oversee the coordination of pupil health and wellbeing across the school.

In December 2024, the Academy's SEND provision was nationally recognised through the successful award of the SEND Inclusion Award (SENDIA). This accreditation reflects the strength of the Academy's inclusive practices and the dedication of the SEND team in meeting the diverse needs of all learners.

Wellbeing support within the Academy is accessible to all students through multiple referral routes, including safeguarding staff, the pastoral team, the Inclusion Department, or direct student and family referrals. Support can be delivered through one-to-one interventions or small group sessions, facilitated either by internal staff or external professionals, depending on the level and nature of need.

Within the Inclusion Department, the Social, Emotional and Mental Health (SEMH) lead and SENDCo are available to provide informal support to students via The Hub at key times of the school day—before school, at break and lunchtime, and after school. The Hub also houses a dedicated wellbeing library, offering a range of age-appropriate self-help materials to empower students to manage their mental health as well as a stimulating sensory environment. Where more structured interventions are needed, individual or group sessions are arranged in consultation with students and their families and may include input from external agencies.

The Academy places a strong emphasis on developing students' social and emotional skills. Social development provision is led by Miss Ellie Penn and Ms Guest in *The Link*, where targeted interventions are delivered for students who may struggle with social communication or managing unstructured times such as break and lunch. A key initiative is the KS3 and KS4/5 lunch clubs, where

students can practise skills such as turn-taking, initiating and maintaining conversation, and building peer relationships in a supportive setting. For students who may require further input, referrals can be made to NHS Speech and Language Therapy for more specialised support.

In July 2023, the Academy launched its internal counselling suite, *Head Space*, which has since expanded with the addition of the *Head Space Garden* in June 2025. This space offers a calm, therapeutic environment where students can engage in counselling, wellbeing activities, and nature-based therapeutic sessions. Through this provision, students are supported in setting and working towards personal, academic, social, and career-related goals. The integration of this space into the Academy's wellbeing framework reflects a holistic approach to supporting students' emotional resilience, aspirations, and readiness for adulthood.

In Aug 2024, the Inclusion Department underwent a full refurbishment to ensure that all learning and support spaces were designed to meet the needs of neurodiverse students. The updated environment includes low-stimulation areas, calming colour schemes, flexible seating, and sensory-sensitive lighting to create a more supportive and inclusive setting for all learners. Break out rooms, Sensory Rooms, Open workspaces and much more. The redesign was informed by feedback from students and staff, with consideration given to how the environment impacts emotional regulation and focus.

A student who regularly uses the space commented:

"It feels calmer now. Before it was busy and noisy, but now it's somewhere I can think and feel safe."

This refurbishment reflects the Academy's commitment to adapting physical environments in ways that promote wellbeing, inclusion, and accessibility for all students, particularly those with additional sensory or emotional needs.

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
- Virtual School

External Mentoring and Counselling Services

- Krunch
- West Bromwich Albion Foundation

- Kooth
- Brook
- HEADSPACE

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 Vice Principal- Inclusion

The Vice Principal, Mrs Kathryn Bates, plays a key strategic role in supporting the SEND department, particularly in relation to structural and internal developments within the Academy. Her involvement ensures that the evolving needs of students with SEND are carefully considered in whole-school planning and decision-making processes. Mrs Bates works closely with the SENCO and wider Inclusion Team to help implement changes that improve the learning environment, promote inclusive practice, and ensure that provision is both effective and sustainable. Her leadership contributes significantly to the continuous improvement of SEND support across the Academy.

The Role of the Principal

The Principal, Mr Thomas Daly, plays a pivotal role in ensuring that the provision for students with Special Educational Needs and Disabilities (SEND) remains a central priority within the Academy's vision and strategic direction. He provides oversight of the work carried out by the SENCO and holds her accountable for the quality and impact of SEND provision. This includes monitoring the progress and attainment data of SEND students, evaluating the effectiveness of interventions, and ensuring that appropriate support structures are in place.

Mr Daly meets regularly with the SENCO to review data trends, assess the implementation of support plans, and discuss outcomes for SEND learners. Through these strategic discussions, he ensures that provision is responsive to individual needs and aligned with the Academy's wider commitment to equity and inclusion. Furthermore, he supports the allocation of resources—both staffing and financial—to sustain and enhance SEND provision. His leadership ensures that SEND remains a whole-school responsibility and that high expectations are maintained for all students, regardless of their individual learning needs.

The Role of the SENCO/ Assistant Principal

The SENCO plays a vital role in ensuring that students with Special Educational Needs and Disabilities (SEND) receive consistent, high-quality support across the school. This includes developing and implementing the SEND policy, maintaining the SEND register, and coordinating interventions tailored to individual needs. The SENCO ensures families are fully informed and involved in their child's education and works closely with external professionals such as speech and language therapists and educational psychologists.

In addition, the SENCO supports teachers and support staff by providing specialist advice, training, and resources to ensure effective classroom practice. They are responsible for ensuring there is sufficient SEND expertise within the school and that provision aligns with statutory guidance, including the SEND Code of Practice (2015), Keeping Children Safe in Education (2024), and the Equality Act (2010). Overall, the SENCO ensures that all students with SEND are supported to achieve their full potential in an inclusive, well-coordinated, and legally compliant environment.

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
Dudley	www.dudley.gov.uk/resident/localoffer
Sandwell	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 2024-2025

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 Arbor and the SEND Register) 2025									
	Cognition and Learning		Communication and Interaction		Sensory and/or Physical				SEMH
	MLD	SpLD	ASD	SLCN	VI	HI	PD	OD/D	
Year 7	8	0	6	9	0	0	0	0	9
Year 8	8	0	3	12	3	2	1	0	10
Year 9	13	3	2	9	0	1	1	0	13
Year 10	6	1	3	5	0	2	1	0	10
Year 11	7	4	7	6	0	1	1	0	4
Year 12	0	0	1	0	0	0	0	0	2
Year 13	0	0	0	0	1	0	0	0	2
Total by Need	42	8	22	41	4	6	4	0	50
	C&L		C&I		S&P				SEMH
Total students in the 4 broad areas of need	50		63		14				50
Percentage of SEND Register per broad area of need	28.25%		35.59%		7.91%				28.25%

Total SEND	Percentage of Year Group	NOR	EHCP - Specific	EHCP % PER YEAR	K - Specific	K% PER YEAR
32	12.90%	248	12	4.84%	20	8.06%
39	15.60%	250	5	2.00%	34	13.60%
42	16.47%	255	3	1.18%	39	15.29%
28	10.18%	275	3	1.09%	25	9.09%
30	10.87%	276	3	1.09%	27	9.78%
3	2.31%	130	0	0.00%	3	2.31%
3	3.06%	98	0	0.00%	3	3.06%
Whole School SEND	177	11.55%	26	1.70%	151	9.86%
KS3 and KS4 SEND	171	13.11%	26	1.99%	145	11.12%
KS5 SEND	6	2.63%	0	0.00%	6	2.63%

Appendix 2 – Interventions 2023-2024

The following interventions were available at the Academy during 2024-2025

	Wave 1 Universal Provision	Wave 2 Targeted Provision	Wave 3 Specialist Provision
Cognition and Learning	Quality First Teaching Differentiated resources Task Boards Seating arrangements Sparx Reader Big Write Big Read Flipped Learning Century Learning GCSE Pod Homework Clubs RSE Reading Programme	Guided Reading Booster groups Targeted Study Support Catch up programmes Read Write Inc Spelling, Fresh Start and Phonics Abigail Steele Phonics Lexia Power Up Reading Between the Lines Sandwell Numeracy Precision Teaching Looking & Thinking Reading & Reasoning Listening & Thinking Sound Discovery Nurture Group (PfA) Pre-Teaching Overlearning In class support Exams Access arrangements and adaptations Break and Lunch clubs	Literacy Support Vocabulary group SAT- L (Specialist Advisory Teacher – Learning) Referrals and reporting – Meetings EP – Educational Psychologist

Communication and Interaction	<p>Quality First Teaching Differentiated resources Task Boards Group & paired work Focus days Assemblies Seating arrangements Staff SEND Surgeries Neurodiversity Week Meet & Greet RSE Homework Clubs Reading Programme</p>	<p>Lego Based Therapy Development Language Delay Programme Zones of Regulation Nurture Group (PfA) Looking and Thinking Reading and Reasoning Talk about for Teenagers Speech and Sounds Language for behaviour and emotion Vocabulary and Inferencing programme KS4-5 revision techniques Social Stories Behaviour Regulation Daily check in's Break and Lunch clubs In class support Exams Access arrangements and adaptations</p>	<p>Enhanced Speech & Language Mentoring – WBA foundation Mentoring – KRUNCH Head Space – Counselling and Gardening C-CAT – (Complex Communications Autism Team) Referrals and reporting – Meetings EP – Educational Psychologist</p>
Social Emotional and Mental Health	<p>Quality First Teaching Differentiated resources Task Boards Seating arrangements Focus Days Assemblies Meet & Greet RSE Homework Clubs Reading Programme</p>	<p>Lego Based Therapy Talk about for Teenagers Nurture Group (PfA) Daily check in's Break and Lunch clubs In class support Exams Access arrangements and adaptations Emotions Elsa</p>	<p>Women's Aid Brook – RSE Mentoring – WBA foundation Mentoring – KRUNCH Head Space – Counselling and Gardening SAT-L – (Specialist Advisory Teacher) Referrals and reporting – Meetings EP – Educational Psychologist</p>
Sensory and/or Physical Needs	<p>Quality First Teaching Differentiated resources Task Boards Focus Days Assemblies Seating arrangements Reading Programme</p>	<p>Fine Motor Skills Physical Gym intervention Lego Based Therapy Physiotherapy In class support Exams Access arrangements and adaptations</p>	<p>VI Touch Typing- Inclusion Support Physiotherapy programmes Movement support VI Braille support – Inclusion Support HI – Inclusion Support</p>

Appendix 3 – SEND Training Record 2023-2024

Training Detail	Attendees	Course Provider
Understanding and Accessing Care Plans and Medical Needs	All Staff - Teaching - SEND Support Staff	SENDCo (content provided by School Health Nurse)
Medical Needs Training - Asthma, Anaphylaxis, Epi Pen and Buccal Training	All Staff - Teaching - Support Staff	SENCo (content provided by School Health Nurse)
Adapting your implementation for pupils with SEND - Use of Provision Map Software - Effective use of Support Staff using Communication Logs	All Staff - Teaching - SEND Support Staff	SENDCo
Understanding Provision and Process	All Staff - Teaching - SEND Support Staff	Trust Director of SEND
Scaffolding Focus	All Staff - Teaching SEND Support Staff	SENDCo
Competency Physiotherapy Training	SEND Support Staff	Sandwell Children's Therapies
Access Arrangements update – Introduction to the JCQ changes 2024-25	Assistant SENDCO	Communicate-ed and PATOSS
NPQ –SENCO	SENDCo	Hay bridge Teaching School Hub
First Aid Processes	All Staff	Ben Bell
SENDCo Surgery - Supporting your SEND learners - Communication and Interaction - ASD in lessons / Signposting for support and strategies	English Department	SENDCo
Access Arrangements Training for the 2024-25 JCQ Regulations – Full Day: SASC Authorised (patoss-dyslexia.org)	Dorota Woodall	Communicate-ed and PATOSS
SENDCo Surgery - Supporting your SEND learners - Communication and Interaction - ASD in lessons / Signposting for support and strategies - Cognition and Learning tools	Social Science Department	SENDCo
HTSH – Using AI to support Adaptive Practice	SENDCo SEND Support Staff	Hay bridge Teaching School Hub
Support Surgery: Developing and Relational Approach	SENDCo SEMH Intervention Manager	Hay bridge Teaching School Hub
Competency Physiotherapy Training	SEND Support Staff	Sandwell Children's Therapies
Examination Access Arrangements Training	HODS	Assistant SENDCo
Understanding Overwhelm, Meltdowns and Shutdowns Autism Central	West Midlands Autism Outreach	Down Dovey
Midlands Autism Hub - Understanding Sensory Processing Autism Central	West Midlands Autism Outreach	Down Dovey
Staff Training Day – SEND – EEF (5 a Day)	All Staff	Gary Aubin
Approaches to De-escalation	SENDCo SEND Support Staff	Hay bridge Teaching School Hub
SENDCo Surgery - Supporting your SEND learners	All ECTs	SENDCo
Whole School Assembly – SEND in the community - Celebrating Neurodiversity	All students	SENDCo
Personal Development training	SEND Support Staff	BCU Speech and Language Therapist

Supporting Children with Speech Language and Communication Needs <ul style="list-style-type: none"> - Understanding SLCN Needs in a Secondary Setting - Lego Based Therapy 		
Level 3 1 Day First aid at work	Fatima Begum, Myles Appleby and Michelle Guest	Helen Vidaurri- Medical Manager
SALT – SLCN Managers	Ellie Penn and Michelle Guest	Enhance NHS SALT
Lego Therapy – TRUST	SEND Managers	Michelle Hill – West Bromwich Collegiate Academy
Neurodiversity Week – Staff and Students CPD	SENDCo	All Staff and Students
Supporting the Mental Health and Wellbeing of Autistic Pupils	SENDCo	National College
Evidence-Based Support & Teaching for Autistic Pupils Secondary	SENDCo	National College
Level 3 First Aid Training (3-day completion)	Ben Bell, Ellie Penn, Rebecca Cartwright	Helen Vidaurri - Medical Manager
Refreshing the Code of Practice in line with the New Ofsted Framework (Mapping)	All inclusion Staff	Lucy Prince
SEND and Managing Behaviour	Lucy Prince and Ben Bell	National College