

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 1600 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, representing **11.55%** of the whole school population.

As of June 2026, the total number of students on the SEND register has increased to 201, equating to **12.61%** of the whole school population.

29 pupils with Education, Health and Care Plans (EHCPs), representing 1.82% of the school population and 172 pupils receiving SEN Support (K code), representing 10.79% of the school population. This reflects a notable **increase in identified need**, particularly within SEN Support, indicating improved identification, earlier intervention, and stronger tracking systems across the academy.

Primary Areas of Need

The primary needs of SEND students during 2025–26 continue to span the four broad areas of need. Analysis shows the following distribution:

Social, Emotional and Mental Health (SEMH): 63 pupils (31.3%), Communication and Interaction (C&I): 62 pupils (30.8%), Cognition and Learning (C&L): 60 pupils (29.9%) and Sensory and/or Physical Needs (S&P): 16 pupils (8.0%)

Within these categories, the most prevalent specific needs include:

Moderate Learning Difficulty (MLD), Specific Learning Difficulty (SpLD), Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and Social, Emotional and Mental Health (SEMH)

Alongside smaller cohorts of:

Visual Impairment (VI), Hearing Impairment (HI), Physical Disability (PD) and Other Difficulty/Disability (OD/D)

Overall, the data highlights a broad and increasingly complex SEND profile, with SEMH, communication needs, and cognition and learning continuing to form the largest areas of need, reinforcing the importance of adaptive teaching, targeted intervention, and multi-agency support across the academy.

*A full breakdown of the Academy's **2025-2026 SEN Analysis** for can be found in Appendix 1.*

Inclusive Attendance Audit: Strategic Focus and Impact

During the 2025–26 academic year, a significant strategic focus has been placed on improving attendance outcomes for pupils with SEND through the implementation of an Inclusive Attendance Audit. This has involved a cyclical process of review across Autumn, Spring and Summer terms, with a clear emphasis on identifying patterns, implementing targeted provision and evaluating impact over time.

Three key SEND cohorts were prioritised within this work: pupils with SEMH needs, particularly those with ADHD; pupils with physical and sensory needs; and the Year 8 EHCP cohort. These groups were identified due to patterns of attendance linked to complexity of need, including anxiety, medical conditions and challenges associated with transition.

Across the academic year, attendance data demonstrates that improvement is most effective where approaches are relational, needs-led and sustained. For pupils with SEMH and ADHD, attendance remained static across Autumn and Spring before rising significantly in Summer. This improvement coincided with the implementation of targeted enrichment provision, including structured Friday activities such as poetry workshops, which supported engagement, emotional regulation and a stronger sense of belonging. A notable reduction in unauthorised absence was observed prior to overall attendance improving, indicating genuine re-engagement with school.

For pupils with physical and sensory needs, attendance remained broadly stable across the year, with fluctuations largely attributable to medical or health-related absence. Where improvements were seen, these were closely linked to inclusive planning and accessible enrichment opportunities, including residential experiences and curriculum adaptations. These approaches supported confidence and reinforced pupils' connection to school, contributing to reduced unauthorised absence and more consistent engagement over time.

Within the Year 8 EHCP cohort, attendance improved significantly between Autumn and Spring and remained stable into Summer. This was supported through a combination of structured alternative provision, including Friday Challenge Academy placements, consistent pastoral leadership and strong multi-agency collaboration. Where attendance was affected later in the year, this was primarily due to illness rather than disengagement, with well-established reintegration systems ensuring continuity of support.

Key Themes and Strategic Evaluation

A clear pattern emerging from the audit is that reductions in unauthorised absence typically occur before improvements in overall attendance. This indicates that strategies have successfully focused on improving engagement and addressing underlying barriers rather than relying on compliance-driven approaches.

The most effective elements of the Inclusive Attendance strategy include the consistent use of trauma-informed and relational practice, the introduction of alternative and enrichment provision to support engagement, and strong multi-agency working across SEND, pastoral, safeguarding and external services. Targeted transition support and personalised provision have also been critical, particularly for pupils with EHCPs, SEMH needs or complex medical profiles.

Overall, the findings demonstrate that attendance patterns for SEND pupils are closely aligned to the complexity of their needs, particularly in relation to mental health and physical wellbeing. Where attendance remains variable, this is largely driven by these factors rather than gaps in provision. The academy's approach, therefore, reflects a mature and inclusive model in which attendance is understood within the wider context of need, wellbeing and readiness to engage.

Strategic Conclusion

The 2025–26 SEND and Inclusive Attendance analysis demonstrates that a coherent, needs-led and inclusive approach is leading to measurable improvements in pupil engagement and attendance outcomes over time. The combination of targeted intervention, adaptive provision, relational practice and multi-agency collaboration has strengthened attendance across key cohorts and reduced barriers to learning.

This work aligns closely with the academy's wider SEND strategy and provides a strong foundation for continued improvement, ensuring that attendance systems remain responsive, inclusive and centred around the needs of pupils.

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 Needs

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 three external mentoring programmes: KRUNCH, Athlete Impact 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, Ms Prince by telephone (07548 239507) or email Lprince@sca.shirelandcat.net. 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 needs. 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.

SEND

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, can 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 and who are Looked After Children.

KS4-KS5 Transition: Staff in the Inclusion Department provide 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, healthy lifestyles, 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 teacher delivering the L4L curriculum 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 choose 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.

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 several interventions which have been listed in Appendix 2.

In KS3 the curriculum is highly differentiated to ensure students can 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 most 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.

Curriculum Adaptations in KS 4 for 2026–27

For the 2026–27 academic year, the curriculum offer has been further developed to ensure it remains inclusive and responsive to the needs of all learners. A key development is the introduction of the **ASDAN Level 1 qualification**, which builds upon and extends the Preparing for Adulthood programme delivered at Key Stage 3.

This represents a significant and innovative step in curriculum adaptation, providing a meaningful and appropriate pathway for a targeted cohort of students who cannot access the full suite of eight GCSE qualifications. The introduction of ASDAN ensures that these pupils continue to experience success, progression and accreditation in a way that reflects their individual needs and future aspirations.

The qualification will enable students to work towards a **Level 1 Certificate across four core modules: Work right, New Horizons, Transition Challenge, and Preparing for Adulthood**. These courses have been carefully selected to develop key life skills, independence, employability and readiness for post-16 pathways, ensuring that pupils are well-prepared for adulthood.

This adaptive approach reflects the academy's commitment to a **personalised, inclusive curriculum**, where outcomes are not solely defined by GCSE attainment, but by the development of confidence, independence and practical skills that support sustained success beyond school.

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 (Deputy 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, prompts, 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 2025-June 2026

Ms Prince - SENDCo and Assistant Principal

Lprince@sca.shirelandcat.net



Mr Appleby - Deputy SENDCo

Mappleby@sca.shirelandcat.net



Mrs McKnight - LAC/PLAC

Cmcknight@sca.shirelandcat.net



Miss Ellie Penn - Speech, Language and Communications Intervention Manager

Epenn@sca.shirelandcat.net



Mrs Sam Gill - Cognition and Learning Intervention Manager

Sgill@sca.shirelandcat.net



Mrs Helen Vidauri
Physical, Sensory and Medical intervention Manager

Hvidauri@sca.shirelandcat.net



Ms Jenifer Hodges - Speech, Language and
Communications Support
[Jhodges@sca.shirelandcat.net](mailto:jhodges@sca.shirelandcat.net)



Miss Rebecca Cartwright
Inclusion Development Practitioner
Rcartwright@sca.shirelandcat.net



Mrs Alisha Arfan
SEMH Support Worker
Aarfan@sca.shirelandcat.net



Mrs Omolola Ajayi - Year 7-9 SEND Learning
Support Assistant
Oajayi@sca.shirelandcat.net



Miss Toni Bailey - Year 7-9 SEND Learning
Support Assistant
Tbailey@sca.shirelandcat.net



Miss Halima Sadia - Year 10-13 SEND Learning
Support Assistant
Hsadia@sca.shirelandcat.net



Additional Speech and Language Staffing

The Academy funded the following position for one day per week during 2025-2026:

- NHS Enhanced Speech and Language Therapist - **Kathryn Marlow**
- 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 2025-26.

SEND Link Governor

The SEND link governor during 2025-2026 is **Mr Zahur Akhtar**.

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

Continuing Professional Development (CPD) 2025–26

Throughout the 2025–26 academic year, the Academy has delivered a comprehensive and highly structured programme of continuing professional development to ensure consistently high-quality provision for pupils with SEND. This programme has been underpinned by a strong emphasis on safeguarding, wellbeing, inclusive practice and adaptive teaching. The CPD offer has combined whole-school training, targeted SEND-specific development and specialist training for inclusion staff, ensuring that all colleagues are equipped with the knowledge and skills required to meet a diverse and increasingly complex range of needs.

A key priority has been ensuring that all staff maintain a secure foundation in statutory and core training. Across the academic year, staff have engaged in a comprehensive programme of safeguarding and compliance-based training, including Keeping Children Safe in Education (KCSIE), Prevent Duty, online safety, and sexual harassment awareness. This has been complemented by training in GDPR, cyber security and a wide range of health and safety areas, including fire safety, risk assessment and accident reporting. Staff have also received training in allergy awareness, administering medication and first aid, alongside wider workplace safety areas such as manual handling, COSHH procedures and safe working practices. This universal training offer has ensured that the Academy maintains a safe, informed and vigilant environment for all pupils.

Alongside this, there has been a sustained and deliberate focus on developing staff expertise in SEND and inclusive classroom practice. Whole-school training has centred on embedding the SEND Code of Practice and the graduated approach, alongside strengthening the use of provision mapping and the effective deployment of support staff. Staff have been supported in adapting their teaching for SEND learners, including through a focus on scaffolding strategies and adaptive teaching approaches. Particular attention has been given to improving understanding of communication and interaction needs, including autism and speech, language and communication needs, as well as developing trauma-informed and relational approaches to behaviour and learning. This has been further reinforced through SEND surgeries and departmental workshops, providing practical, classroom-

focused guidance. In addition, staff have engaged with emerging approaches, including the use of digital and AI-based tools to support adaptive teaching and reduce workload.

Specialist training has also been a key feature of the CPD programme, particularly for SEND and Inclusion staff. This has included focused development in areas such as speech, language and communication needs and Developmental Language Disorder, alongside training in Lego Therapy and targeted social communication interventions. Staff have also developed their expertise in de-escalation strategies and emotion coaching, strengthening support for pupils with SEMH needs. Further professional development has included training in supporting autistic pupils, particularly in relation to sensory processing and mental health, as well as competency-based physiotherapy training to support pupils with physical needs. In addition, staff have undertaken training in exam access arrangements and JCQ requirements, alongside broader work on multi-agency collaboration and SEND processes. This targeted CPD has strengthened the Academy's capacity to deliver specialist, needs-led interventions.

Professional development has also been closely aligned to the Academy's inclusive attendance and wellbeing priorities. Staff have received training on the Inclusive Attendance framework, alongside specific input on Emotionally Based School Avoidance (EBSA), relational behaviour approaches and positive behaviour strategies. Training in mental health and wellbeing has supported staff in recognising and responding to SEMH needs effectively. These developments have contributed directly to improved engagement and attendance outcomes for SEND pupils, particularly where relational and preventative approaches have been embedded.

At a leadership level, ongoing professional development has supported the continued strengthening of SEND leadership and strategic capacity. This has included engagement with the NPQ for SENDCo, alongside national and trust-level training focused on SEND and Alternative Provision. Leaders have also engaged in professional development linked to SEND improvement planning, alignment with the Ofsted framework and the ongoing development of an inclusive and adaptive curriculum.

Overall, the CPD programme for 2025–26 reflects a highly strategic and cohesive approach to staff development. It has ensured that all staff have a strong foundation in safeguarding and inclusive practice, that teaching staff are equipped to deliver high-quality adaptive teaching, and that specialist staff have the expertise required to support pupils with complex needs. This sustained investment in professional development has directly contributed to improvements in classroom practice, pupil engagement and inclusive outcomes across the Academy.

Please see Appendix 3 for the SEND training record for the 2025-2026 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.

Throughout the 2025–26 academic year, a key priority has been to ensure that all pupils, particularly those with SEND, are able to fully access and participate in enrichment opportunities as part of a broad and inclusive curriculum. This has included a significant expansion of inclusive trips and experiences, carefully designed to remove barriers and enable meaningful participation for all students.

A notable strength has been the intentional planning of fully inclusive off-site provision, ensuring that pupils with a wide range of needs, including those with physical, sensory and SEMH profiles, can engage confidently and successfully beyond the classroom. This has included the exclusive hire of the LEGOLAND Discovery Centre, allowing the environment to be adapted specifically for the needs of SEND pupils, reducing sensory overload and providing a calm, structured experience.

Further opportunities have included visits to the Botanical Gardens, which supported both curriculum engagement and wellbeing through accessible outdoor learning, and sessions at St Albans Community Centre, where pupils were able to develop social communication, community awareness and independence skills within a supportive and familiar environment.

In addition, pupils were given the opportunity to participate in SEND Aston Villa Foundation football tournaments, which provided inclusive sporting experiences that promoted teamwork, confidence and physical wellbeing, while ensuring equitable access to competitive and community-based activities.

A key highlight of the year has been the Frank Chapman residential, which represents a significant milestone in inclusive practice. This experience was carefully planned to ensure that all pupils, including those with complex needs, were fully supported to attend and participate. The residential provided opportunities to develop independence, resilience, social skills and confidence in a structured and supportive setting.

Across all enrichment provision, the focus has remained on adaptation, accessibility and inclusion, ensuring that experiences are not simply available, but fully accessible and meaningful for SEND pupils. This reflects the academy's commitment to a curriculum that extends beyond the classroom and supports the development of the whole child, enabling pupils to build confidence, independence and a strong sense of belonging within the school community.

Emotional and Social Development

The Academy continues to demonstrate a strong and sustained commitment to student and staff wellbeing, with a well-established ethos centred on inclusion, emotional safety and relational practice. This commitment, originally recognised through the Wellbeing Award for Schools (Optimus Education), remains firmly embedded within the Academy's day-to-day practice and continues to evolve in response to the needs of pupils. Leadership of this area remains coordinated through a designated wellbeing lead, ensuring a strategic and consistent approach across the school.

In December 2024, the Academy's SEND provision was further recognised through the award of the SEND Inclusion Award (SENDIA). This national accreditation reflects the strength of inclusive practice across the Academy and acknowledges the ongoing work of the SEND and Inclusion team in meeting the diverse and often complex needs of pupils.

During the 2025–26 academic year, wellbeing provision has remained highly accessible, with multiple routes for referral, including safeguarding, pastoral teams, the Inclusion Department, and direct communication from students and families. Support is carefully matched to need and delivered through a combination of one-to-one interventions, small group provision and external agency involvement where appropriate.

A key strength of provision is the accessibility of informal and preventative support. The Inclusion Hub continues to provide a safe and supportive space at key points throughout the school day, including before school, during break and lunchtime, and after school. Within this space, pupils are able to access a calm environment, sensory regulation resources and a dedicated wellbeing library, supporting pupils to develop independence in managing their emotional wellbeing.

Where more structured support is required, personalised interventions are implemented through close collaboration with families and external professionals. Social and emotional development remains a priority, with targeted provision delivered through The Link, where pupils are supported in developing communication, interaction and relationship-building skills, particularly during unstructured times of the day.

A significant development in 2025–26 has been the continued expansion of Headspace, including the introduction of the Headspace Garden. This provision provides a therapeutic environment for counselling, reflection and wellbeing activities, enabling pupils to engage in both structured and informal support. The integration of outdoor, nature-based opportunities has further strengthened the Academy's holistic approach to supporting emotional regulation, resilience and readiness for learning.

The physical environment continues to play a critical role in supporting wellbeing. Following the full refurbishment of the Inclusion Department, learning and support spaces are now fully aligned to the needs of neurodiverse learners, with low-stimulation environments, sensory-sensitive design and flexible working areas. These adaptations have been informed by pupil voice and have contributed to improved emotional regulation, focus and sense of safety within the school environment.

Importantly, during 2025–26, there has been a clear link between SEMH provision and improved attendance outcomes, particularly within the cohort of pupils identified with ADHD. The introduction of structured Friday SEMH enrichment provision, including poetry workshops, has played a key role in strengthening engagement and re-establishing positive routines for pupils who historically found attendance challenging at the end of the week.

While initial attendance patterns for this cohort remained static, sustained participation in these relational and engagement-focused sessions has contributed to a notable improvement in attendance by the Summer term, alongside a significant reduction in unauthorised absence. This demonstrates that the Academy's approach is not driven by compliance, but by creating meaningful, motivating and supportive experiences that encourage pupils to re-engage with school.

Overall, the wellbeing and inclusion strategy at the Academy reflects a mature, integrated and needs-led approach, where emotional wellbeing, curriculum access and attendance are closely aligned. The continued development of therapeutic spaces, targeted SEMH provision and inclusive environments has ensured that pupils feel safe, supported and ready to learn, resulting in improved engagement and measurable impact across key cohorts.

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 2025-2026

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

2025-26 (You can see from this current analysis SEMH has been broken down into ADHD also to reflect more specific targeting for different cohorts)

	Cognition and Learning		Communication and Interaction		Sensory and/or Physical				Social, Emotional and Mental Health	
	MLD	SpLD	ASD	SLCN	VI	HI	PD	OD/D	SEMH	ADHD
Year 7	12	1	2	8	2	3	0	0	10	1
Year 8	13	0	6	8	0	0	0	0	10	1
Year 9	9	1	5	9	3	2	1	0	9	2
Year 10	9	3	2	5	0	1	1	0	11	4
Year 11	7	1	5	3	0	1	1	0	8	1
Year 12	1	3	5	2	0	1	0	0	2	0
Year 13	0	0	2	0	0	0	0	0	3	1
Total by Need	51	9	27	35	5	8	3	0	53	10
	C&L		C&I		S&P				SEMH	
Total students in the 4 broad areas of need	60		62		16				63	
Percentage of SEND Register per broad area of need	29.85%		30.85%		7.96%				31.34%	

	Total SEND	Percentage of Year Group	NOR	EHCP - Specific	EHCP % PER YEAR	K - Specific	K% PER YEAR
	39	15.35%	254	7	2.76%	32	12.60%
	38	14.96%	254	12	4.72%	26	10.24%
	41	16.40%	250	5	2.00%	36	14.40%
	36	14.52%	248	2	0.81%	34	13.71%
	27	9.85%	274	3	1.09%	24	8.76%
	14	7.41%	189	0	0.00%	14	7.41%
	6	4.80%	125	0	0.00%	6	4.80%
Whole School SEND	201	12.61%	1594	29	1.82%	172	10.79%
KS3 and KS4 SEND	181	14.14%	1280	29	2.27%	152	11.88%
KS5 SEND	20	6.37%	314	0	0.00%	20	6.37%

2024-25

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	Total SEND	Percentage of Year Group	NOR	EHCP - Specific	EHCP % PER YEAR	K - Specific	K% PER YEAR											
	MLD	SpLD	ASD	SLCN	VI	HI	PD	OD/D																			
Year 7	8	0	6	9	0	0	0	0	9	32	12.90%	248	12	4.84%	20	8.06%											
Year 8	8	0	3	12	3	2	1	0	10	39	15.60%	250	5	2.00%	34	13.60%											
Year 9	13	3	2	9	0	1	1	0	13	42	16.47%	255	3	1.18%	39	15.29%											
Year 10	6	1	3	5	0	2	1	0	10	28	10.18%	275	3	1.09%	25	9.09%											
Year 11	7	4	7	6	0	1	1	0	4	30	10.87%	276	3	1.09%	27	9.78%											
Year 12	0	0	1	0	0	0	0	0	2	3	2.31%	130	0	0.00%	3	2.31%											
Year 13	0	0	0	0	1	0	0	0	2	3	3.06%	98	0	0.00%	3	3.06%											
Total by Need											42	8	22	41	4	6	4	0	50	Whole School SEND	177	11.55%	1532	26	1.70%	151	9.86%
											C&L		C&I		S&P			SEMH	KS3 and KS4 SEND	171	13.11%	1304	26	1.99%	145	11.12%	
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%	KS5 SEND	6	2.63%	228	0	0.00%	6	2.63%	

Appendix 2 – Provision – Interventions 2025-2026

	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	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 Sound Discovery Nurture Group (PfA) Pre-Teaching Overlearning In class support Exams Access arrangements and adaptations Break and Lunch clubs Reading Programme Lexia Power up Literacy Abigail Steele Read, Write Inc Fresh Start & Phonics Salamander Maths Sound Discovery Corbett Maths Connexions	Literacy Support Vocabulary group SAT- L (Specialist Advisory Teacher – Learning) Referrals and reporting – Meetings EP – Educational Psychologist

Communication and Interaction	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	Looking and Thinking Blank Levels Reading between the lines Speech Sounds Sound Discovery Social Skills Reading and reasoning Boom Whackers ASDAN PfA	Enhanced Speech and Language Therapy Mentoring – WBA foundation Mentoring – KRUNCH Mentoring – Athlete Impact Head Space – Counselling and Gardening C-CAT – (Complex Communications Autism Team) Referrals and reporting – Meetings EP – Educational Psychologist
Social Emotional and Mental Health	Quality First Teaching Differentiated resources Task Boards Seating arrangements Focus Days Assemblies Meet & Greet RSE Homework Clubs Reading Programme	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 adoptions Emotions ELSA Poetry – Talking Therapies	Women's Aid Brook – RSE Mentoring – WBA foundation Mentoring – KRUNCH Mentoring – Athlete Impact Head Space – Counselling and Gardening SAT – SEMH (Social, Emotional and Mental Health) Referrals and reporting – Meetings EP – Educational Psychologist

Sensory and/or Physical Needs	Quality First Teaching Differentiated Task Boards resources Focus Days Assemblies Seating arrangements Reading Programme	Fine Motor Skills Physical Gym intervention Lego Based Therapy Physiotherapy In class support Exams Access arrangements and adaptions Boom whackers Physiotherapy Brail and cane work Touch typing	VI Touch Typing- Inclusion Support Physiotherapy programmes Movement support VI Braile support – Inclusion Support HI – Inclusion Support
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Appendix 3 – SEND Training Record 2025-2026

Autum Term 2025				
3 rd September	SEND updates and the code of Practice. The graduated approach and use of provision maps to support SEND	Whole School Teaching and non-teaching	Lucy Prince	Yearly
5 th September	Positive Behaviour Training	BMS staff	Team Teach	Biannually
8 th September	Prevent Training	Whole School	National College CPD hub	Yearly
8 th September	Safeguarding	Whole School	National College CPD hub	Yearly
8 th September	Keeping Children Safe in Education	Whole School	National College CPD hub	Yearly
10 th September	SEND code of practice updates and review	Whole School	National College CPD hub	Yearly
10 th September	Roles of the Exams Officer	Myles Appleby and Rebecca Cartwright	National College CPD hub	Yearly
10 th September	Online Safety	Whole School	National College CPD hub	Yearly
10 th September	Accident Reporting	Whole School	National College CPD hub	Yearly
14 th September	Administering Medication	SEND Dept and First aiders	National College CPD hub	Yearly
14 th September	Handling Hazardous Materials	SEND Dept and First aiders	National College CPD hub	Yearly
14 th September	Allergy and Anaphylaxis	SEND Dept and First aiders	National College CPD hub	Yearly
14 th September	Fire Safety	SEND Dept and First aiders	National College CPD hub	Yearly
14 th September	Fire Warden	SEND Dept and First aiders	National College CPD hub	Yearly
18 th September	Manual Handling	Whole School	National College CPD hub	Yearly
18 th September	Slips, trip and falls at work	Whole School	National College CPD hub	Yearly
18 th September	Cyber Security	Whole School	National College CPD hub	Yearly
3 rd October	EBSNA – SEND	SEND Dept and First aiders	National College CPD hub	Yearly
3 rd October	Emotion Coaching	SEND Dept and First aiders	Hay Bridge Teaching School	Yearly
5 th October	Exam Invigilator	Myles Appleby, Rebecca Cartwright, Halima Sadia and Toni Bailey	The Exams Office	Yearly
5 th October	First Aid Awareness	SEND Dept and First aiders	National College CPD hub	Yearly
5 th October	Food Hygiene Safety	Whole School	National College CPD hub	Yearly
5 th October	GDPR	Whole School	National College CPD hub	Yearly
11 th October	Health Safety for Staff	Whole School	National College CPD hub	Yearly

11 th October	Inclusive Attendance	Whole School	Inclusive Attendance	Yearly
11 th October	Risk Assessment	Whole School	National College CPD hub	Yearly
11 th October	Sexual Harassment	Whole School	National College CPD hub	Yearly
11 th October	Using Spill Kits	Whole School	National College CPD hub	Yearly
11 th October	Whistleblowing	Whole School	National College CPD hub	Yearly
11 th October	Working and Height	SEND Dept and First aiders	National College CPD hub	Yearly
17 th November	Staff Training Day - Inclusive Attendance	SEND Dept	SEND Department	Yearly
SPRING 2026				
5 th January	JCQ Exams Access Arrangements	Myles Appleby and Lucy Prince	Laura Chamberlain	Yearly
11 th January	Inclusive attendance – SEND and Behaviour	Whole School	Kathryn Bates	Yearly
15 th January	Use of Co Pilot and AI to support SEND Learners – Reducing the teacher workload through Microsoft Technologies	Whole School	Georgina Xuereb	Yearly
10 th February	Classroom practice to enable SEND and Neurodiverse Learners	Whole School	Haybridge Teaching School	Yearly
15 th April	NPQSENCo completion	SENDCo	Ambition Institute	N/A
SUMMER 2026				
18 th May 2026	Masters in Psychological Sciences (MSc)	Lucy Prince	Brunel University	(2-year Course)
2 nd June 2026	EBSNA Training	Inclusion team and Attendance	Sandwell EP team	Yearly