Shireland Technology Primary

SEN Information Report

Published July 2024

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Trust Director of SEND: Mrs Sally Philpotts

SEND Link Governor: Marie Hartland

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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 Technology Primary Information

Shireland Technology Primary is currently one of 9 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 Technology Primary is a new school and was first inspected in 2023, receiving and Outstanding judgement.

There are two forms of entry and our current cohorts are:

- Nursery   (26 places)
- Reception   (60 places)
- Year One   (60 places)
- Year Two   (60 places)
- Year Three   (60 places)
- Year Four   (60 places)
- Year Five   (60 Places)
- Year Six   (30 places)

We continue to grow year on year and will have our first Year Six class in Spetember 2024

Currently 15.58% of pupils are on the school's SEND register and the predominant area of need is Communication and Interaction.

A full breakdown of Shireland Technology Primary's SEN register can be found in Appendix 1.

Identifying Children with Special Educational Needs

Underpinning ALL our provision in school is the graduated approach cycle of:

All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Class teachers assess the children's learning on a daily basis identifying next steps in learning, an online tracking program is used to identify the objectives child can or cannot demonstrate independently. The Wakefield progression stapes are used to assess children with SEND.

Plan: Class teachers plan lessons that are suitable for the needs of all children, The Sandwell Skills ladders or Wakefield Progression steps are used to identify steps within learning. When necessary interventions are planned and carried out by class teachers, phase leaders and support staff. These may require the guidance of the SENDCo.

Do: Quality first teach is demonstrated on a daily basis to enable all children to make progress. Learning surgeries are used on a daily basis to ensure no children fall behind in their learning. The curriculum is personalised and interventions are carried out when necessary.

Review: Pupil progress meetings are carried out on a termly basis and the progress of all children is discussed. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Where the school needs additional support or expertise to meet the needs of a pupil with SEN, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, other Local Authority services, Occupational Therapists etc). Our approach in such situations is one built on communication with families.

Consulting with Families and Young People

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action / Event	Who's Involved	Frequency
Half Termly Outcomes Review (Provision Map)	Pupils, Parents, Class Teachers, *SENCO	Half Termly
Parents Evening	Parents & Class Teachers	Termly (x4)
Annual Reports	Parents & Class Teachers	Annually (x1)

We will share with parents and carers where the school feels a pupil will be added to the SEND register. This means ongoing assessment shows they need support 'additional to' or 'different from' the universal offer.

In the same way, when a child is accessing the curriculum successfully with quality first teaching and commonplace interventions, we will remove them from the SEND register and share their movement through the graduated response with families.

Arrangements for Assessing and Reviewing Progress

Whole School

Informal assessments are carried out throughout the course of every lesson so that staff can immediately identify gaps in children's learning and address any misunderstandings or support needs.

In Nursery and Reception, children are assessed in the first few weeks of the Autumn term or their first term of admission, through transition meetings with parents and sensitive classroom observation play-based learning activities.

In Years 1-6, the previous class teacher's assessment levels for each pupil's learning are passed onto the new class teacher to provide a 'baseline' by which to track progress for every child. We also use standardised assessment tests to support class teacher assessments.

Assessments are then carried out at the end of each term to track progress, monitor and difficulties and ensure that we don't miss anything.

Every term a meeting is held between the senior leadership team (including the SENCO) and class teacher to discuss the progress of all of the pupils in each class.

For any child who has not made expected progress or is working below expectations that are developmentally appropriate for them, support measures are agreed and put into place for that child. Assessment for all children is tracked and analysed to determine their progress.

SEND

When a SEND has been identified, the SENCo and class teacher will meet to plan to support the child in their area of need.

The child will then be given extra support in one of the following ways depending on the level of need:

- Support and resources in class to support their specific pathway into learning through personalised or adapted planning
- Intervention - either a small group or on a 1:1 basis to support them in their area/s of need
- Have an Individual Learning Plan agreed between home and school to work on small-step, specific targets across their areas of need.

These interventions will be recorded on our Provision Map software (this is a record of the interventions, timings, cost and impact of the intervention).

Transition and Preparing for Adulthood

Joining Shireland Technology Primary

Prior to joining our early years classes, all families will be invited to attend parent information evenings and will receive a new pupil pack containing all the information needed to begin a successful start.

In addition to this, stay and play sessions are planned for each new class to give new pupils the chance to be in their new environment and meet their new teachers. For children with SEND we increase the number of stay and play sessions and invite professional agencies already involved to be part of those too. Our administration team provide support in completing all admission paperwork during these sessions to ensure we have the important and most up-to-date information on your child.

Home visits are carried out for all Early Years pupils within the first few days of term to ensure any concerns not already addressed can be heard privately, and teachers get to see pupils in an environment where they are most comfortable. For children with SEND teachers may visit children in their setting prior to joining.

Movement Between Phases of Education

Prior to the start of each academic year, pupils with SEND are given more time to meet their new teachers and familiarise themselves with learning environments. For pupils requiring 1:1 supervision or support with personal or medical needs, parent meetings will be arranged to introduce the key adults that will play a role in care duties.

For children transferring into school during an academic year, families are invited in to meet with a senior member of staff and a member of our safeguarding team. Where a child is known to have SEND the SENCO will also attend the meeting. On agreeing a start date, the SENCO will make contact with the previous setting to arrange a transfer meeting and the successful transfer of all supporting documentation to help us meet a child's needs.

For pupils with SEND who may move to another setting during the academic year, the SENCO will inform all professionals involved and work within the new settings admissions process to ensure a successful transition. Where this is specialist or alternative provision, the SENCO will support families in setting visits and transport assessments as required.

Preparing for Adulthood agenda

For pupils with professionally agreed outcomes that support life skills, health, community inclusion or independence we use the Preparing for Adulthood indicators to ensure age or cognitive ability appropriate provision.

Teaching Children with Special Educational Needs

Our Curriculum

High quality first teaching and additional interventions are used to support all pupils in accessing a broad and balanced curriculum. This will always be our first step in early assessment as well as in responding to pupils who have SEN.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our teaching and curriculum to ensure all pupils are able to access it through scaffolds, adult support, pre-learning, vocabulary support and preferred learning.

- Exploring the use of technology and class solve-it stations to promote independence
- Using recommended aids, such as laptops / iPads (including Apps as appropriate), coloured overlays, coloured paper, visual timetables in all classrooms.

For some pupils, planning is fully personalised and may include elements of Preparing for Adulthood, SEMH, communication and interaction alongside cognition, learning and the wider curriculum.

Adaptations to the learning environment

As a purpose-built Technology Primary, there are a considerable amount of digital screens in the learning environment. For a small minority of SEND pupils this may cause overstimulation and this is always shared with families through open and honest dialogue where this may be relevant.

We use technology to help adapt our environment by providing additional displays with teacher-led modelling, fully immersive experiences and accessibility tools.

Our creative room provides sensory experiences and activities that support in language development.

We use visual timetables to support learning and transition throughout the day.

In our early years, resources are labelled in a communication friendly system that reflects the colours of corresponding exercise books and the environment is designed to be language rich.

In our STEM room, pupils get to experience more first-hand practical experiences.

Where needed, pupils with SEND have their own independence stations to assist in their personalised learning.

A list of provisions for Shireland Technology Primary can be found in Appendix 2.

Staffing

Teaching Staff:

| EYFS	KS1	KS2	Other
3 x Class Teachers including 1 x Phase Leader	4 x Class Teachers including 1 x Phase Leader	7 x Class Teachers including 1 x Assistant Principal and 1 x Phase Leader	1 x Middle leader 2 x HLTA

Learning Support:

EYFS	KS1	KS2	Other
3 x Teaching Assistants	3 x Teaching Assistants	1 x Teaching Assistant	2 x SEND 1:1 Teaching Assistants 1 x SEND Specialist Teaching Assistant

Andrew Collins

SENCo
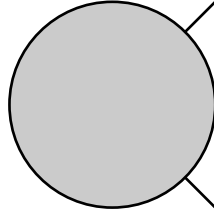
Aqsa Hussian

SEND Specalist Teaching Assistant

Stella Kaltzidou

Nurture Lead

Wendy Lester

Speech & Language Lead

Additional Staffing

Birmingham City University Speech & Language Post Graduate Trainees

Mentoring and Counselling services provided by Believe2Achieve

Attendance and Safeguarding Officer

Training

Training & CPD has been tailored to match the predominant areas of need or unique needs of pupils in order to improve outcomes.

All staff have received training on managing autism in the primary classroom, tailored support from SALT for pupils requiring Intensive Interaction, whole school approaches to SEND (including the introduction of Provision Map software) as well as individual sensory support strategies for pupils with hearing or visual impairments.

Please see Appendix 3 for the SEND training record.

Engagement in Activities

All pupils can participate fully in all activities arranged, on occasion this may include additional adults or appropriate reasonable adjustments.

We have an outstanding enrichment provision that is additional to the curriculum and included without coast as part of our universal offer. Across a year this comprises of sports coaching, oracy, dance, drama, tabla (hand drums) and a tuned instrument.

We also have a comprehensive offer of after school club activities which operate each week. Pupils can choose the clubs they access as they are fully inclusive.

Some of our after-school clubs include:

Cookery

Computing

Art

French / German

Animation

Multi-Sports

Football
Drumming Keyboard

Archery

Pupils with SEND are actively encouraged to participate fully in all school events, clubs and groups. We have established an fully representative and inclusive approach to all aspects of school life and the participation of pupils with SEND is similar to all other pupil cohorts.

In the event that a child has a special educational need or disability, which would require different staffing ratio, adequate arrangements are made to ensure that they are not placed at a disadvantage.

Emotional and Social Development

All staff at Shireland Technology Primary work with parents, pupils and professionals to address any barriers which may serve to disadvantage the learning experience of a child. We identify that all pupils need to be emotionally ready to engage in learning, this means positive mental health and wellbeing.

We provide wellbeing support for our pupils through mentoring and nurture programmes. Support is also provided and available through our passport to success programme which is led by staff within our Multi Academy Trust.

Staff within our academy have received Mental Health Training and there is a Senior Mental Health Lead who has undertaken DfE approved training programme.

Pupils are made aware of the importance to share things which may worry or concern them to Trusted Adults. Mental Health and wellbeing is addressed within the curriculum through Personal Development, where pupils are provided with strategies to deploy as and where required. Pupils are encouraged to do daily wellbeing checks where they can share how they are feeling, and appropriate actions can be taken.

Staff have engaged in and demonstrate a working knowledge of mental health and safeguarding following an appropriate training programme.

Engaging with External Agencies

In order to secure further specialist expertise, Shireland Technology Primary will often consult and liaise with the following external agencies:

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

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

Social Care
- Social Workers
- Early Help
- MST

A minority of Shireland Technology Primary 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 for alongside the Designated Teacher for Looked After Children with regards to special educational provision.

Evaluating the Effectiveness of Provision

Governance

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

The Role of the Trust

The Shireland Collegiate Academy Director of SEND monitors the effectiveness of SEND provision through regular visits and scrutiny of each Academy's SEND Raising Attainment Plan.

The Director of SEND provides regular SENCo network meetings to enable sharing of good practice, development of provision and further training opportunities.

The Role of the Principal

The Academy Principal monitors the effectiveness of provision within the Academy by leading termly pupil progress discussions that are attended by class teachers, senior leaders and the SENCo.

The Academy Principal meets with all Senior Leaders (including the SENCo) weekly, to support the development of provision and identify with staff areas for development. The Principal will participate in quality assurance processes including learning walks, lesson observations and performance management.

The Role of the SENCo

The SENCo monitors the effectiveness of provision through termly lesson observations for all teaching and support staff. Feedback following observations provides the opportunity for the SENCo to provide bespoke follow up advice, guidance and support.

The SENCo conducts ongoing quality assurance of the interventions via Provision Map. If progress is not made within particular interventions, support staff are able to raise concerns at a weekly meeting with the SENCo and alternative provision is sourced.

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 2023-2024

Please see a full breakdown of Shireland Technology Primary's SEN register based on students' primary need at the time of the report

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

	Cognition and Learning		Communication and Interaction		Sensory and/or Phsyical			SEMH		Total SEND	Percentage of Year Group	NOR
	MLD	SpLD	ASD	SLCN	VI	HI	PD					
Nursery			1	2				2		5	20.83%	24
Reception	2		4	3				1		10	17.24%	58
Year 1	2	1	3	1			3	2		12	20.00%	60
Year 2	3		2			1	1	2		9	15.00%	60
Year 3	3		2	1			1	2		9	15.00%	60
Year 4	2							4		6	9.68%	62
Year 5	2		1		1					4	13.79%	29
Year 6										0	#DIV/0!	0
Total by Need	14	1	13	7	1	1	5	13				

	C&L	C&I	S&P	SEMH
Total students in the 4 broad areas of need	15	20	7	13
Percentage of SEND Register per broad area of need	27.27%	36.36%	12.73%	23.64%

	Total SEND	Percentage of Year Group	NOR
Whole School SEND	55	15.58%	353
EYFS SEND	15	18.29%	82
KS1 SEND	15	12.50%	120
KS2 SEND	10	6.62%	151

Appendix 2 – Interventions

	Wave 1 - Universal Ordinarily Available Provision	Wave 2 - Specialist Short Term Provision	Wave 3 - Targeted Long Term Provision
Cognition and Learning	• Rocket Phonics • SODA • Learning Surgery • Solve-It Stations • Writing Frames & Scaffolds • Practical resources • Flipped Learning • TA Group Support • Regular Reading • Lexia • Times Tables Rockstars • Pathways Planning • Word Aware	• Phonic intervention • Precision Teaching • Small group work • Group interventions • Boosters • Everyday readers • Visual phonics • Colourful Semantics • Lexia – additional time • Reading Fluency • Reading Buddies • Writing Intervention • Reading Intervention • Number Stacks	• Additional 1:1 support during lessons • SEND specialist teacher support • Individualised timetable/curriculum • In-class Professional Support • Deep Pressure Massage • Intensive Interaction • Personalised work/activity centres
Communication and Interaction	• Wellcomm informed setting • Visual prompts • Visual Timetables • Flipped Learning • Pathways Planning • Illustrated Dictionaries	• Wellcomm Intervention • Colourful Semantics • Nurture • Creative Room - Sensory Play • Immersive Room • SALT Service Targets •	• Objects of Reference • Intensive Interaction • Attention Autism • Communication in Print
Sensory and/or Physical Needs	• Accessible equipment • Adaptable environments • Pathways Planning	• Creative Room - Sensory Play • Immersive (sensory) room	• OT/PT Movement Programmes
SEMH	• Expectation Visuals • Pathways Planning • Emotion Coaching	• Nurture • 1:1 Mentoring • Didi Dojos • Lego Based Therapy • Emotional Literacy Development	• PPE Support • Advisory Teacher Support • Behaviour Plans

Appendix 3 – SEND Training Record

Training event	Training provider
Intensive Interaction	Sandwell Inclusive Learning Services
Effective use of Teaching Assistants	S-CAT Senior School Improvement Lead
Planning curriculum pathways for children with SEND	SENCo
Certificate in SEND Awareness and Recognition	National College
Nurture Group	Sandwell Inclusive Learning Services
Supporting children with alternative curriculum pathways	SENCo
Supporting SEN learners through Adaptive Teaching	Sally Philpotts – S-CAT Director of SEND
SEND: 4 Broad Areas – Cognition and Learning	SENCo
SEND: 4 Broad Areas – Communication and Interaction	SENCo
Understanding Anxiety and Stress in Children and Young People	National College
Managing and supporting the behaviour of pupils; understanding the pupil need	S-CAT Director of Primary Education and SENCo
Sensory Processing	Sandwell Sensory Project
Recognising and supporting SLCN within the mainstream classroom	Speech and Language Therapist – Lorraine Bamblett
Sensory Processing	Sandwell Sensory Project
De-escalation strategies	Sandwell Inclusive Learning Service
Introduction to SLCN	Sandwell and West Birmingham Hospitals NHS Trust
Supporting students with hearing impairment	Haybridge Teaching School Hub and Sandwell Inclusion Support

Developing Expressive Language Skills	Sandwell and West Birmingham Hospitals NHS Trust
Developing Receptive Language Skills	Sandwell and West Birmingham Hospitals NHS Trust
Developing the Social Skills of Children in Your School	Sandwell and West Birmingham Hospitals NHS Trust