

Shireland Technology Primary

# 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 Technology Primary Information

Shireland Technology Primary 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 Technology Primary is a new school and was first inspected in 2023, receiving an Outstanding judgement across all areas.

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

- Nursery (24 places)
- Reception (59 places)
- Year One (60 places)
- Year Two (60 places)
- Year Three (60 places)
- Year Four (61 places)
- Year Five (60 Places)
- Year Six (58 places)

Currently 16.06% 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

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- h) Parent's evenings are used to monitor and assess the progress being made by children.

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                                               |
|-------------------------------------------------|-----------------------------------------|---------------------------------------------------------|
| Individual Target Plan Meetings (Provision Map) | Pupils, Parents, Class Teachers, *SENCO | Termly (Reviewing previous and setting up next term x3) |
| Parents Evening                                 | Parents & Class Teachers                | Termly (x3)                                             |
| SENCO Family Events                             | Parents & SENCOs                        | Termly (x3)                                             |
| Annual Reports                                  | Parents & Class Teachers                | Annually (x1)                                           |
| Annual Reviews (For children with EHCPs)        | Parents, Class Teachers & SENCOs        | 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

Formative 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. Each term a meeting is held between the senior leadership team (including the Head of Inclusion) 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 additional 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 – This may be part of whole school teaching and, if required, either a small group or on a 1:1 basis to support them in their area/s of need
- Have an Individual Teaching 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.

For transition to high school, the SENDCo, and class teacher plan transition activities carefully. For our most vulnerable children, our SENDCo and Year 6 teacher work closely together to liaise with appropriate staff at the Secondary school, organising additional visits, days and tours for children to take part in summer schools if appropriate.

### 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

At Shireland Technology Primary, we hold high expectations and aspirations for all our pupils. We are dedicated to providing an inclusive education that ensures every student can access our curriculum and have the best possible learning experiences. Our commitment is to create flexible learning opportunities that cater to the diverse needs of our school community.

We employ Quality First Teaching to support all pupils in accessing a broad and balanced curriculum. While we follow the national curriculum, we recognize that some pupils with additional learning needs may require adjustments, modifications, and personalized support. This may include targeted provision, small group sessions, interventions, or other methods tailored to the individual needs of each child.

### Adaptations to 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 with SEN.

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

- Adapting 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 as well as external agency recommendations or provision as outlined on their Education, Health and Care Plan (EHCP).

## Adaptations to the Learning Environment

Some adaptations we make to the learning environment to ensure all pupils' needs are met include the following:

- As a purpose-built Technology Primary, our learning environment features numerous digital screens. While these screens enhance the educational experience for most pupils, we recognize that they may cause overstimulation for a small minority of pupils with SEND. We address this by maintaining open and honest dialogue with families, ensuring that any concerns are shared and addressed appropriately.
- 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           |
|------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------|-----------------|
| <b>3 x Class Teachers including 1 x Phase Leader</b> | <b>4 x Class Teachers including 1 x Phase Leader</b> | <b>8 x Class Teachers including 1 x Assistant Principal and 1 x Phase Leader</b> | <b>1 x HLTA</b> |

### Learning Support:

| EYFS                           | KS1                            | KS2                           | Other                          |
|--------------------------------|--------------------------------|-------------------------------|--------------------------------|
| <b>3 x Teaching Assistants</b> | <b>2 x Teaching Assistants</b> | <b>1 x Teaching Assistant</b> | <b>2 x Teaching Assistants</b> |



**Andrew Collins**  
Associate Principal



**Catherine Holman**  
SENCo

### Additional Staffing

Birmingham City University Speech & Language Post Graduate Trainees

Mentoring and Counselling services provided by Black Country Mentoring Services.

Attendance and Safeguarding Officer.

### Training

Ongoing professional development is a priority within the Shireland Collegiate Academy Trust. Training & CPD has been tailored to match the predominant areas of need or unique needs of pupils to improve outcomes.

Our Associate Principal is fully qualified and accredited our SENCo is in the process of completing their NPQSENCo with support from the trust. All teaching and support staff are trained to support reading, writing, maths and wellbeing in the classroom.

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 use of Provision Map software) as well as individual sensory support strategies for pupils with hearing or visual impairments.

In the upcoming academic year, our primary school has set three key priorities to ensure an inclusive and supportive learning environment for all our students with special educational needs and disabilities (SEND).

1. Early identification of SEND is essential to ensure that children receive timely, appropriate support before difficulties become entrenched. By recognising needs as soon as possible, staff can implement targeted interventions that improve outcomes, support wellbeing and reduce long-term barriers to learning, enabling pupils to fully access the curriculum and school life.
2. High-quality inclusive practice ensures that all pupils feel a sense of belonging and access a meaningful education. This is strengthened by ensuring that provision and placement are appropriate to each child's needs, working collaboratively to secure the right support so that inclusion remains effective, purposeful and sustainable, including working with other professionals to support children into more focussed or specialist placements, if appropriate.
3. Effective screening practices enable early and accurate identification of pupils with potential specific learning needs, such as dyslexia or dyscalculia. This ensures support is evidence-informed, targeted and responsive. Strong screening systems help prevent misidentification, support teacher planning and improve pupil progress by addressing needs with precision from the outset. Please see Appendix 3 for the SEND training record.

## Engagement in Activities

All pupils can participate fully in all activities arranged and where necessary all possible reasonable adjustments will be made to ensure that all children can take a full part in all school activities.

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 may include:

- Cookery
- Computing
- Art
- Animation
- Basketball
- Multi-Sports
- Football
- Drumming
- Keyboard
- Archery
- Sewing
- STEM club
- Choir
- Drama

Pupils with SEND are actively encouraged to participate fully in all school events, clubs and groups. We have established a 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 a variety of programmes that are 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 Academy Principal will ensure that all teachers will understand that they are teachers of children with SEND, ensuring that all staff maintain operational responsibility in their lessons for SEND provision through high quality adaptive teaching with appropriate differentiation and personalisation.

The Academy Principal will ensure that their Academy will use their best endeavours to meet the needs of young people with SEND, making reasonable adjustments where possible.

### The Role of the SENCo

- The SENCo, in collaboration with the Principal, plays a key role in implementing the Special Educational Needs and Disability Policy and ensuring the provision raises the achievement of students with SEND.

- The SENCo takes day-to-day responsibility for the operation of the SEND Policy and coordination of the provision made for students with SEND, working closely with students, families, staff, external agencies including the LA's support and educational psychology services, health services, social care and independent/voluntary bodies.
- The SENCo will maintain accurate and up-to-date SEND records including an accurate SEND register.
- The SENCo provides advice, guidance, and training to colleagues in order to support high quality teaching for students with SEND, advising on the graduated approach termly.
- The SENCo will provide advice, guidance and training to non-teaching colleagues (e.g. Teaching Assistants; SEND Support Staff; Mentors; Pastoral and Safeguarding Teams) plus any other staff working specifically within Inclusion to effectively support students with SEND.
- The SENCo is responsible for monitoring and evaluating the progress of students identified as SEND.
- The SENCo is responsible for providing appropriate SEND transition support between stages of education, or when moving between educational providers, including the timely transfer of SEND records.
- The SENCo is responsible for reporting at least annually about the Academy's implementation of the Special Educational Needs and Disability Policy and which is made accessible on the Academy's website

## Local Offer Contribution

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

|               |                                                                                                                                                         |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Birmingham    | <a href="http://www.localofferbirmingham.co.uk">www.localofferbirmingham.co.uk</a>                                                                      |
| Dudley        | <a href="http://www.dudley.gov.uk/resident/localoffer">www.dudley.gov.uk/resident/localoffer</a>                                                        |
| Sandwell      | <a href="http://www.sandwell.gov.uk/SEND">www.sandwell.gov.uk/SEND</a>                                                                                  |
| Walsall       | <a href="https://go.walsall.gov.uk/children-and-young-people/send-local-offer">https://go.walsall.gov.uk/children-and-young-people/send-local-offer</a> |
| Wolverhampton | <a href="http://win.wolverhampton.gov.uk">http://win.wolverhampton.gov.uk</a>                                                                           |

## 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 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 Arbor and the SEND Register) July 2026

|                      | Cognition and Learning |          | Communication and Interaction |           | Sensory and/or Physical |          |          |          | ADHD     | SEMH      |
|----------------------|------------------------|----------|-------------------------------|-----------|-------------------------|----------|----------|----------|----------|-----------|
|                      | MLD                    | SpLD     | ASD                           | SLCN      | VI                      | HI       | PD       | OD/D     |          |           |
| Nursery              | 0                      | 0        | 0                             | 2         | 0                       | 0        | 1        | 0        | 0        | 0         |
| Reception            | 0                      | 0        | 0                             | 7         | 0                       | 0        | 0        | 0        | 0        | 0         |
| Year 1               | 1                      | 0        | 2                             | 3         | 0                       | 0        | 0        | 0        | 0        | 1         |
| Year 2               | 3                      | 0        | 1                             | 9         | 0                       | 0        | 0        | 0        | 0        | 2         |
| Year 3               | 2                      | 0        | 1                             | 4         | 0                       | 0        | 1        | 0        | 0        | 4         |
| Year 4               | 4                      | 0        | 2                             | 1         | 0                       | 1        | 2        | 0        | 0        | 1         |
| Year 5               | 3                      | 0        | 1                             | 2         | 0                       | 0        | 1        | 0        | 1        | 2         |
| Year 6               | 3                      | 0        | 1                             | 0         | 0                       | 0        | 0        | 0        | 0        | 2         |
| <b>Total by Need</b> | <b>16</b>              | <b>0</b> | <b>8</b>                      | <b>28</b> | <b>0</b>                | <b>1</b> | <b>5</b> | <b>0</b> | <b>1</b> | <b>12</b> |

|                                                    | C&L    | C&I    | S&P   | ADHD  | SEMH   |
|----------------------------------------------------|--------|--------|-------|-------|--------|
| Total students in the 4 broad areas of need        | 16     | 36     | 6     | 1     | 12     |
| Percentage of SEND Register per broad area of need | 22.54% | 50.70% | 8.45% | 1.41% | 16.90% |

|                          | Total SEND | Percentage of Year Group | NOR        | EHCP - Specific | EHCP % PER YEAR | K - Specific | K% PER YEAR   |
|--------------------------|------------|--------------------------|------------|-----------------|-----------------|--------------|---------------|
|                          | 3          | 12.50%                   | 24         | 0               | 0.00%           | 3            | 12.50%        |
|                          | 7          | 11.86%                   | 59         | 2               | 3.39%           | 5            | 8.47%         |
|                          | 7          | 11.67%                   | 60         | 2               | 3.33%           | 5            | 8.33%         |
|                          | 15         | 25.00%                   | 60         | 4               | 6.67%           | 11           | 18.33%        |
|                          | 12         | 20.00%                   | 60         | 5               | 8.33%           | 7            | 11.67%        |
|                          | 11         | 18.03%                   | 61         | 1               | 1.64%           | 10           | 16.39%        |
|                          | 10         | 16.67%                   | 60         | 1               | 10.00%          | 9            | 15.00%        |
|                          | 6          | 10.34%                   | 58         | 1               | 16.67%          | 5            | 8.62%         |
| <b>Whole School SEND</b> | <b>71</b>  | <b>16.06%</b>            | <b>442</b> | <b>16</b>       | <b>3.62%</b>    | <b>55</b>    | <b>12.44%</b> |
| <b>EYFS</b>              | <b>10</b>  | <b>12.05%</b>            | <b>83</b>  | <b>2</b>        | <b>2.41%</b>    | <b>8</b>     | <b>9.64%</b>  |
| <b>KS1 SEND</b>          | <b>22</b>  | <b>18.33%</b>            | <b>120</b> | <b>6</b>        | <b>5.00%</b>    | <b>16</b>    | <b>13.33%</b> |
| <b>KS2 SEND</b>          | <b>39</b>  | <b>16.32%</b>            | <b>239</b> | <b>8</b>        | <b>20.51%</b>   | <b>31</b>    | <b>12.97%</b> |

## Appendix 2 – Interventions

|                               | <b>Wave 1 - Universal</b><br>Ordinarily Available<br>Provision                                                                                                                                                                                                                                                                                                                                                                           | <b>Wave 2 - Specialist</b><br>Short Term Provision                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Wave 3 - Targeted</b><br>Long Term Provision                                                                                                                                                                                                                                                               |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Cognition and Learning        | <ul style="list-style-type: none"> <li>• Rocket Phonics</li> <li>• SODA</li> <li>• Learning Surgery</li> <li>• Solve-It Stations</li> <li>• Writing Frames &amp; Scaffolds</li> <li>• Practical resources</li> <li>• Flipped Learning</li> <li>• TA Group Support</li> <li>• Regular Reading</li> <li>• Times Tables Rockstars</li> <li>• Pathways Planning</li> <li>• Word Aware</li> <li>• CENTURY</li> <li>• Spelling Shed</li> </ul> | <ul style="list-style-type: none"> <li>• Phonic intervention</li> <li>• Precision Teaching</li> <li>• Small group work</li> <li>• Group interventions</li> <li>• Boosters</li> <li>• Everyday readers</li> <li>• Visual phonics</li> <li>• Colourful Semantics</li> <li>• Lexia – additional time</li> <li>• Reading Fluency</li> <li>• Reading Buddies</li> <li>• Writing Intervention</li> <li>• Reading Intervention</li> <li>• Number Stacks</li> </ul> | <ul style="list-style-type: none"> <li>• Additional adult support during lessons</li> <li>• SEND specialist teacher support</li> <li>• Individualised timetable/curriculum</li> <li>• In-class Professional Support</li> <li>• Intensive Interaction</li> <li>• Personalised work/activity centres</li> </ul> |
| Communication and Interaction | <ul style="list-style-type: none"> <li>• Wellcomm informed setting</li> <li>• Visual prompts</li> <li>• Visual Timetables</li> <li>• Flipped Learning</li> <li>• Pathways Planning</li> <li>• Illustrated Dictionaries</li> </ul>                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Wellcomm Intervention</li> <li>• Colourful Semantics</li> <li>• Nurture</li> <li>• Creative Room - Sensory Play</li> <li>• Immersive Room</li> <li>• SALT Service Targets</li> <li>• Now and next boards</li> </ul>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Objects of Reference</li> <li>• Intensive Interaction</li> <li>• Attention Autism</li> <li>• Communication in Print</li> <li>• Individual visual timetable</li> <li>• Social stories</li> </ul>                                                                      |
| Sensory and/or Physical Needs | <ul style="list-style-type: none"> <li>• Accessible equipment</li> <li>• Adaptable environments</li> <li>• Pathways Planning</li> </ul>                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Creative Room - Sensory Play</li> <li>• Immersive (sensory) room</li> <li>• Different colour paper/overlays</li> </ul>                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• OT/PT Movement Programmes</li> <li>• Use of technological aids</li> <li>• External agency referrals</li> </ul>                                                                                                                                                       |
| SEMH                          | <ul style="list-style-type: none"> <li>• Expectation Visuals</li> <li>• Pathways Planning</li> <li>• Emotion Coaching</li> <li>• Whole school behaviour policy</li> <li>• Zones of Regulation</li> </ul>                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Nurture</li> <li>• 1:1 Mentoring</li> <li>• Didi Dojos</li> <li>• Lego Based Therapy</li> <li>• Emotional Literacy Development</li> </ul>                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• PPE Support</li> <li>• Advisory Teacher Support</li> <li>• Behaviour Plans</li> <li>• Home/school communication through dojo</li> <li>• Individual positive support plans</li> </ul>                                                                                 |

## Appendix 3 – SEND Training Record

| Training event                                                                | Training provider                             |
|-------------------------------------------------------------------------------|-----------------------------------------------|
| Supporting Pupils with Hearing Loss                                           | Sandwell Inclusive Learning Service           |
| Interpreting external professional advice                                     | SENCo                                         |
| SEND Toolbox                                                                  | S-CAT Director of SEND                        |
| Early identification of Moderate Learning Difficulties                        | S-CAT Director of SEND                        |
| Supporting pupils with SEMH needs                                             | S-CAT Director of SEND                        |
| Zones of Regulation                                                           | SENCo                                         |
| 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                             | 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             |