

Wallbrook Primary 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.

Wallbrook Primary Academy Information

Attendance and SEND

Regular attendance is vital for all pupils, including those with Special Educational Needs and Disabilities, as it supports continuity in learning, social development and emotional wellbeing. We recognise that some children with SEND may face additional barriers to attendance, and we are committed to working in partnership with families to understand and address these challenges.

Our inclusive attendance approach is proactive and supportive. We work closely with parents and carers to identify any concerns early and put in place personalised strategies that promote consistent attendance. This may include collaboration with external agencies where appropriate.

By fostering strong relationships with families and maintaining open communication, we aim to ensure that every child with SEND feels safe, supported, and motivated to attend school regularly and thrive.

Wallbrook Primary 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 Pupils, including those with SEND.

Wallbrook Primary Academy were last inspected by Ofsted in October 2023 and graded 'Good' with 2 areas of 'Outstanding'.

The school is currently registered as a 1.5 form entry, with plans to transition to a 1 form entry by September 2029.

Our cohorts for the academic year 2025/26 are:

Year Group	Cohort PAN
Reception	30
Year 1	30
Year 2	30
Year 3	45
Year 4	30
Year 5	40
Year 6	40

Wallbrook Primary Academy has 20.3% of children on the SEN register. The academy supports a range of needs, including Moderate Learning Difficulty, Autism Spectrum Condition, Speech, Language and Communication Needs, Visual Impairments, Hearing

Impairments, Physical Disability, and children experiencing various Social, Emotional, and Mental Health needs.

A full breakdown of Wallbrook's SEN register can be found in Appendix 1.

Identifying Children with Special Educational Needs

Following the use of a graduated approach, we can assess whether a pupil has special educational needs. Our school process incorporates assessing, planning, implementing and reviewing the needs of pupils alongside their progress.

- a) Pupils who fall significantly outside the expected range of academic achievement, based on predicted performance indicators and grade boundaries, will be monitored.
- b) Once a pupil is identified as possibly having SEN, staff will closely monitor them to gauge their level of learning and any potential difficulties.
- c) The class teacher will provide adapted learning opportunities to aid the pupil's academic progression and to better understand the necessary provision and teaching style.
- d) The SENCO will be consulted for support and advice and may observe the pupil in class.
- e) Through steps (b) and (d), the appropriate level of provision for the pupil will be determined.
- f) Parents will be fully informed at every stage of their child's development and monitoring. They are encouraged to share information and knowledge with the school.
- g) The child will be recorded as being under observation due to concerns from parents or teachers, but this does not automatically place them on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- h) Parents' evenings will be used to monitor and assess the progress of the children. If it is determined that a pupil has SEN, parents will be formally advised, and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to ensure effective provision is put in place to remove barriers to learning. The support provided consists of a four-part process.

A Graduated Approach

At Wallbrook Primary Academy, we ensure the progress of Pupils with SEND through a strong emphasis on Quality First Teaching. Our teaching methods are clear, focused, and tailored to meet the diverse needs of our Pupils. This comprehensive approach is supported by the graduated approach cycle of Assess, Plan, Do and Review.

Assess

This step involves pupil's needs by utilising assessments and reviewing previous records, comparing with considering the views

The pupil's own views and, where relevant, advice from external support services will also be taken into account. Any concerns raised by parents will be noted and compared with the school's data on the pupil's progress. This evaluation will be regularly reviewed to ensure that support and interventions are appropriately matched to the pupil's needs, that barriers to learning are identified and addressed, and that interventions are evolving as required. If external support staff are already involved, their work will inform the assessment of need. If they are not involved, they may be contacted if deemed appropriate, following discussion and agreement with parents.



thoroughly evaluating the the class teacher's experience with the pupil, progress and attainment peers and national data, and and experiences of parents.

Plan

Planning will involve consultation between the teacher, SENCO, and parents to agree on the necessary adjustments, interventions, and support; the expected impact on progress, development, and behaviour; and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of the pupil's individual needs, the support being provided, any specific teaching strategies/approaches being employed, and the desired outcomes.

Do

The class teacher remains responsible for working with the child on a daily basis, even if interventions involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and their links with classroom teaching. The SENCO will provide support with further assessment of the pupil's strengths and weaknesses, problem-solving, and advising on the implementation of effective support.

Review

Reviews of the child's progress will be conducted regularly. The review process will evaluate the impact and quality of the support and interventions, taking into account the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

When additional support or expertise is needed to meet the needs of a pupil with SEN, the school may seek assistance from external agencies (e.g., Educational Psychologists, Speech & Language Therapists, Inclusion Support Specialist Advisory Teachers, Occupational Therapists, etc.). Our approach in such situations is built on communication with families.

In the event of parents, carers and or teachers having a concern in relation to the learning needs of a pupil, these can be raised with the SENCo directly and appropriate monitoring will be put in place.

In addition to class teacher monitoring and tracking, assessments will also be utilised when looking at pupil progress and attainment. On occasion external agencies and professionals may be used to help in deciding upon the best strategies and interventions to support the child.

Our school based SENCo supports and advises our staff in providing support and useful strategies to assist children in learning - on occasion this may include training which may be provided in house or via appropriate external agencies. When a referral is made to the SENCo by staff, they will be asked to share the concern and the strategies which have been used along with outcomes.

When a child is added to the SEND register, targets will be set based on the identified areas of needs this may include:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

The school has a Special Educational Needs and Disability policy which sets out how the school will assess and meet the needs of pupils with SEND.

Consulting with Families and Young People

Engaging parents and Pupils in the conversation is a key part of our strategy, and we achieve this through various actions and events:

- **Individual Target Plan (ITP) or All About Me Meetings:** These involve pupils, parents, class teachers, and the SENCO, and are held termly to review progress and set goals for the next term.
- **Parent-Teacher Conferences:** These meetings between parents and class teachers occur termly to discuss the child's progress.
- **SENCO Parent Appointments:** These termly meetings involve parents and class teachers to address specific needs and support strategies.
- **Annual Reviews:** For children with Education, Health, and Care Plans (EHCPs), these reviews involve parents and class teachers and are conducted annually.

We will inform parents and carers when the school determines that a pupil should be added to the SEND register, indicating that ongoing assessments show they require support beyond the universal offer. Similarly, when a child is successfully accessing the curriculum with Quality First Teaching and interventions, we will remove them from the SEND register and communicate their progress through the graduated response with families.

Arrangements for Assessing and reviewing progress

Whole School

Throughout each lesson, formative assessments are conducted to quickly identify any gaps in Pupils' understanding and address their support needs.

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

For Years 1-6, the previous class teacher's assessment levels for each pupil are passed on to the new class teacher to establish a baseline for tracking progress. Standardised assessment tests are also used to support these evaluations.

At the end of each term, assessments are conducted to monitor progress, and meetings are held between the senior leadership team (including the SENCO) and class teachers to discuss the progress of all pupils. If a child has not made the expected progress or is performing below developmentally appropriate expectations, support measures are put in place. The progress of all children is tracked and analysed to ensure their development.

SEN

When a special educational need is identified, the SENCo and class teacher will collaborate to develop a plan to support the child in their specific area of need. The child will then receive additional support based on the level of need. This support may include in-class assistance and resources tailored to their learning pathway through personalised or adapted planning. Interventions may also be implemented, which could involve whole school teaching, small group sessions, or one-on-one support to address their specific needs. Additionally, an Individual Target Plan will be created in agreement with the child's home and school to focus on specific, incremental targets across their areas of need.

Action/Event	Who's involved	Frequency
Termly provision map targets	Class teachers, SENCo, Parents and children	Termly
Parents' evening	Class teachers and parents	Termly
Annual reports	Class teachers and parents	Yearly

Transition and Preparing for Adulthood

Joining Wallbrook Primary Academy

Before children join our early years classes, families are invited to attend information evenings where they will receive a welcome pack with all the necessary details for a smooth start. Additionally, we organise stay and play sessions for each new class, allowing children to familiarise themselves with their new environment and meet their teachers. Our administration team assists with completing admission paperwork during these sessions to ensure we have the most current information about your child. For children with SEND, we involve professional agencies already engaged with the child in transition meetings, alongside the new class teacher, nursery staff, and the SENCO. Home visits are conducted for all Early Years pupils before they start in September to address any remaining concerns privately and to allow teachers to see the children in their most comfortable setting. Where possible, these home visits are conducted alongside nursery visits. For children with SEND, teachers may visit them in their current setting before they join.

Movement Between Phases of Education

Before the start of each academic year, Pupils with SEND are given extra time to meet their new teachers and get accustomed to their learning environments. For those needing one-on-one supervision or support with personal or medical needs, a final Individual Teaching Plan or All About Me meeting will be arranged to introduce the key adults involved in their care.

For children transferring into the school during the academic year, families are invited to meet with a senior staff member. If the child has SEND, the SENCO will also attend the meeting. Once a start date is agreed upon, the SENCO will contact the previous setting to arrange a transfer meeting and ensure all necessary documentation is received to support the child's needs.

For Pupils with SEND who may move to another setting during the academic year, the SENCO will inform all relevant professionals and work with the new setting's admissions process to ensure a smooth transition. If the new setting is a specialist or alternative provision, the SENCO will assist families with setting visits and transport assessments as needed.

When transitioning to secondary school, the SENDCo and class teacher carefully plan transition activities. For our most vulnerable Pupils, the SENDCo and Year 6 teacher collaborate closely with the secondary school staff, organising additional visits, days, and tours, and facilitating participation in summer schools if appropriate.

Wallbrook ensures smooth transition between key stages and this is communicated with families.

Dudley Local Authority also provides a programme to support the process of transition for all pupils.

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

Wallbrook Primary Academy has high expectations and aspirations of all pupils. We ensure that our pupils can access our curriculum to have the best possible experiences throughout their learning journey - we are committed to providing an inclusive education. We work to ensure that all learning experiences are flexible enough to meet the needs of our school community.

We prioritise quality first teaching ensuring that learning is made accessible to meet all the diverse needs of our pupils. Whilst following the national curriculum, we recognise that some of our pupils who have additional learning needs may require adjustments, modifications and personalisation to further support their learning. This may include targeted provisions, small group sessions, interventions and or other methods suitable to the individual needs of each child.

Our commitment to ensuring access to a fully balanced curriculum is characterised by making any required and reasonable adjustments to enable access to our curriculum - regardless of any special educational need or disability.

Adaptations to our curriculum

At Wallbrook Primary Academy, we prioritise high-quality teaching and additional interventions to ensure all pupils can access a comprehensive and balanced curriculum. This approach is our initial step in early assessment and in addressing the needs of pupils with SEN.

To meet the diverse needs of our pupils, we make several adaptations:

- We modify our teaching methods and curriculum to ensure accessibility for all pupils, using scaffolds, adult support, pre-teaching, and vocabulary assistance.
- We utilise recommended aids such as laptops, iPads (including appropriate apps), coloured overlays, coloured paper, and visual timetables in all classrooms.
- We explore the use of technology to foster independence.

For some pupils, planning is fully personalised and may include elements of Preparing for Adulthood, as well as recommendations from external agencies or provisions outlined in their Education, Health, and Care Plan (EHCP).

All children participate in a broad and balanced curriculum, including SATs and Phonics Screening Checks, alongside their peers. For a very small number of children, the curriculum and assessments may be adjusted to meet their specific needs. In such cases, parents are kept informed. Occasionally, a child may be exempted from the National tests if they are working significantly below the expected standards, and it is decided, in consultation with parents, that it is not in their best interests to participate.

Adaptations to the learning environment

To ensure that all pupils' needs are met, we have made several adaptations to the learning environment. Digital screens are available for teacher-led modelling, immersive experiences, and accessibility tools. However, for a small number of SEND pupils, this may lead to overstimulation, and we always communicate openly with families when this is relevant.

Visual timetables are used to support learning and transitions throughout the day. In our Early Years, resources are labelled with both photos and words, creating a language-rich environment. Additionally, pupils with SEND have access to their own independent workstations to support their personalised learning. For more information on how our trust meets the needs of pupils with physical disabilities, please refer to the Accessibility Plan Guidance on the Shireland Collegiate Academy Trust website.

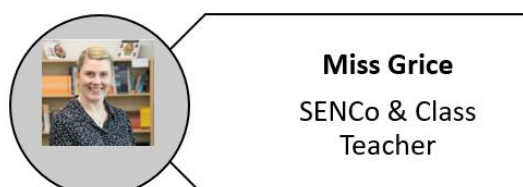
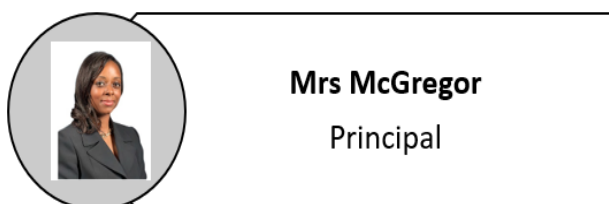
A list of provisions for Wallbrook Primary Academy can be found in Appendix 2.

Staffing

Our current staff structure (2025-2026)

Staff

EYFS	Key Stage 1	Key Stage 2	Learning Support
1 x Nursery Teacher 1 x Level 3 Nursery TA 2 x Reception Teacher (2.5 days each) 1 x Level 3 Reception TA	2x 5 Day Teachers 1x 2 Day Teacher (COVER) 1 x Level 3 TA	3 Full Time Teachers (ECT2) full time teacher ECT1 – full time teacher 2 x SLT – With teaching responsibilities & including our SENCO	1x Pastoral Lead 1x HLTA 3 x TA 2 x TA part time



Additional Staffing

Additionally commissioned support for this year has included:

Birmingham City University Speech & Language Post Graduate Trainees

Birmingham City University Teaching Pupils

Training

Professional development is a key focus within the Shireland Collegiate Academy Trust. Our SENCO holds full qualifications and accreditation, and has completed NASENCO training. All teaching and support staff receive training to support reading, writing, maths, and wellbeing.

Training and continuous professional development (CPD) are tailored to address the predominant areas of need or unique requirements of our pupils, aiming to improve outcomes. Staff have undergone training on whole-school approaches to SEND, as well as individual sensory support strategies for pupils with hearing or visual impairments, and tailored support from SALT for pupils requiring Intensive Interaction.

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

We have built programmes to support critical reading and language skills through individualised, motivating learning paths. It also enables us to track individual progress, identify areas of need, and tailor interventions accordingly. We also use programmes to further support this area of need.

We are committed to enhancing and embedding good autism practices across the school. By sharing best practices, providing staff training, and implementing strategies that support autistic learners, we aim to create an environment that fosters their social and academic development.

We recognise the importance of providing consistent and comprehensive support throughout a child's educational journey. To achieve this, we will focus on training new staff members and those transitioning between key stages on whole-school approaches to SEND. By equipping our team with the necessary skills and knowledge, we aim to maintain high-quality provision and support for all our Pupils with SEND.

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

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 a comprehensive offer of after school club activities which operate Monday to Thursday each week. Pupils can choose the clubs they access, which operate on a carousel basis allowing all pupils to have the chance to experience all or as many opportunities offered.

Our after-school clubs are fully inclusive, and all children are offered the opportunity to take part. 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.

- Football
- Wolves coaches
- Reading Lab
- Reading bookmark
- Purple Mash
- Mindfulness
- SATS booster
- My cultural journey
- Arts and craft club
- Basketball
- Phonics Fun
- Sprint Active- workshops
- Gardening club
- Science club
- Lego club

Within school we provide children with a variety of additional experiences. This year we have arranged the following:

- VR experience based on current topic for KS2
- Guitar sessions with Dudley Performing Arts with Year 5 and 6
- Gazebo workshops based on behaviour in the community
- NED Resilience workshops
- Assembly and workshop from Solar4Schools for all classes
- Drama sessions ran by Birmingham Hippodrome for all classes
- Science experience day and Science Fayre
- Pantomime for all year groups
- Artist and author visits
- Hate crime sessions with Years 5 and 6
- Canal trust workshops
- Nurse visits about growing up

These are additional to trips planned for individual year groups.

School boosters and interventions sessions are also offered based on pupil attainment where it is deemed that a child would benefit from these sessions. Mentoring sessions to support children on a 1:1 basis with Mentor Link.

Emotional and Social Development

At Wallbrook, our staff collaborates with parents, Pupils, and professionals to eliminate any obstacles that might hinder a child's learning experience. We recognise the importance of pupils being emotionally prepared for learning, which includes maintaining positive mental health and wellbeing. To support our Pupils' wellbeing, we offer counselling and SEMH mentoring programs. Additionally, our Multi Academy Trust leads the passport to success program, providing further support.

Our academy staff has undergone Mental Health Training, and we have a Senior Mental Health Lead who has completed a DfE-approved training program. We emphasise the importance of pupils sharing any worries or concerns with Trusted Adults. Mental health and wellbeing are integrated into the curriculum through Personal Development, where Pupils learn strategies to use as needed. Pupils are encouraged to conduct daily wellbeing checks to express their feelings, allowing appropriate actions to be taken.

Our staff is well-versed in mental health and safeguarding, having completed relevant training programs. We also utilise part of the CAMHS early intervention pathways program, available both in and outside of school and delivered by the NHS.

Staff have received Mental Health training and are scheduled to engage in additional sessions to be delivered by other services next year.

Engaging with External Agencies

To secure further specialist expertise, Wallbrook Primary Academy will often consult and liaise with the following external agencies:

Dudley Local Authority – Education Outcomes

- Educational Psychology Services (EPS)
- Learning Support Service (LSS)
- Physical Impairment/Medical Inclusion Service (PIMIS)
- Ordinarily available provision services
- Visual impairment
- Inclusive Pathways
- Communication Interaction Physical and Sensory Team (CIPS)
- SEND and Additional Needs Officer (SANO)
- Virtual School workers
- Early Years Advisory Service

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 Wallbrook Primary Academy Pupils 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

The Role of the SENCo

The role of the SENCo at Wallbrook is responsible for monitoring and evaluating the progress of Pupils identified as SEND.

To support our SEND children regular book looks take place with the SENCo and other members of SLT to quality assure the curriculum for our children. Staff are then provided with detailed feedback and any additional support required. Regular learning walks take place to ensure high quality education for all, focussing on the environment, teaching and learning and quality support provided.

- The SENCo will maintain accurate and up-to-date SEND records including an accurate SEND register.
- The SENCo will plan how to develop SEND provision through a development plan that is set annually and reviewed internally termly.
- 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
- The SENCo will meet with the Chair of Governors to discuss the SEND provision focussing on actions for the year ahead and what is in place for our SEND children. Regular meetings with the principal and the safeguarding lead take place to ensure continuity and consistency across the school
- The SENCo leases with other professionals to gain knowledge and understanding to support our pupils effectively. This can then be distributed to staff to embed this into their practice.

Governance

The Standards and Performance Committee, with the involvement of the SEND link governor, will oversee and assess the Academy's provision for students with SEND. This evaluation will encompass pupil outcomes, extending beyond just academic achievement.

Role of the Trust

The Shireland Collegiate Academy Director of SEND ensures the effectiveness of SEND provision through regular visits and reviews of each Academy's SEND Raising Attainment Plan. The Director also facilitates regular SENCo network meetings to share best practices, develop provision, and offer further training opportunities.

Role of the Principal

- The Academy Principal holds overall responsibility for implementing all aspects of SEND provision.
- The Principal will ensure that all teachers recognize their role in teaching children with SEND, maintaining operational responsibility for SEND provision in their lessons through high-quality adaptive teaching with appropriate differentiation and personalization.
- The Principal will ensure that the Academy uses its best efforts to meet the needs of young people with SEND, making reasonable adjustments where possible.

Role of the SENCo

- The SENCo, in collaboration with the Principal and the SPC, plays a crucial role in implementing the Special Educational Needs and Disability Policy and ensuring that provision raises the achievement of students with SEND.
- The SENCo is responsible for the day-to-day operation of the SEND Policy and coordination of provision for students with SEND, working closely with students, families, staff, and external agencies, including local authority 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 will develop SEND provision through an annually set development plan, reviewed internally each term.
- The SENCo provides advice, guidance, and training to colleagues to support high-quality teaching for students with SEND, advising on the graduated approach each term.

- The SENCo will offer advice, guidance, and training to non-teaching colleagues (e.g., Teaching Assistants, SEND Support Staff, Mentors, Pastoral and Safeguarding Teams) and any other staff working 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 will provide 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 on the Academy's implementation of the Special Educational Needs and Disability Policy, 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:

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
Birmingham	www.localofferbirmingham.co.uk
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 Wallbrook's SEN register based on Pupils' primary need.

Student Data for the Primary Area of Need (as identified on the Arbor and the SEND Register) Dec 2025

	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	1	0	0	0	0	0	1
Reception	0	0	1	7	0	0	0	0	0	0
Year 1	0	0	0	4	0	0	0	0	1	1
Year 2	1	0	2	5	0	0	0	0	0	3
Year 3	1	0	0	3	0	0	0	0	0	0
Year 4	2	0	0	3	0	0	0	0	0	1
Year 5	1	0	0	3	0	0	1	0	0	3
Year 6	4	0	0	3	0	0	0	0	0	2
Total by Need	9	0	3	29	0	0	1	0	1	11

	C&L	C&I	S&P	ADHD	SEMH
Total students in the 4 broad areas of need	9	32	1	1	11
Percentage of SEND Register per broad area of need	16.67%	59.26%	1.85%	1.85%	20.37%

	Total SEND	Percentage of Year Group	NOR	EHCP - Specific	EHCP % PER YEAR	K - Specific	K% PER YEAR
	2	8.00%	25	0	0.00%	2	8.00%
	8	26.67%	30	1	3.33%	7	23.33%
	6	20.00%	30	1	3.33%	5	16.67%
	11	35.48%	31	2	6.45%	9	29.03%
	4	9.52%	42	0	0.00%	4	9.52%
	6	19.35%	31	1	16.60%	5	16.13%
	8	21.05%	38	1	12.50%	7	18.42%
	9	23.08%	39	2	22.22%	7	17.95%
Whole School SEND	54	20.30%	266	8	3.01%	46	17.29%
EYFS	10	18.18%	55	1	1.82%	9	16.36%
KS1 SEND	17	27.87%	61	3	4.92%	14	22.95%
KS2 SEND	27	18.00%	150	4	14.81%	23	15.33%

Appendix 2 – Interventions 2025-2026

The following interventions were available at the Academy during 2025-2026

Area of Need	Wave 1 Universal Provision	Wave 2 Short term provision	Wave 3 Long term provision
Cognition and Learning	• Adapted Curriculum • Daily modelling of guided reading and writing. • Visual prompts • Visual Timetables • Illustrated Dictionaries • Use of Writing Frames • Practical resources • Adapted homework • Weekly spellings and homework. • Regular reading/Accelerated Reader	• Phonic intervention • Precision Teaching • Small group work English/maths/other subjects • Early morning readers • Times Table Rock Stars • Colourful Semantics	• Educational Psychologist support • SEND specialist teacher support • Individualised timetable/curriculum • Precision Teaching
Communication and Interaction	• Structured School and Class Resources • Adapted Curriculum Delivery • Visual Timetables • Simplified language • Partner Talk • Circle time • Total Communication Environment	• Group Support in English • Group Support in Maths • Now and next board • Colourful semantics • Speech and language support	• Speech & Language personalised programme • Wellcomm • Individual visual timetable • Social stories • Communication in Print
Social, Emotional and Mental Wellbeing	• Whole School and Class Expectations • Whole School Behaviour Policy • Emotion Coaching • Protective Behaviours approaches • Zones of Regulation	• ELSA	• Home/school diary • Behaviour Program – Charts/rewards • Individual positive support plans • Mentor link • External Agency Referrals
Sensory and Physical	• Flexible teaching approaches • Classroom arrangements	• Sensory circuits • Different colour paper/overlays • Sensory resources	• Access to Sensory Room for regulation • Individualised OT programme

	• Pencil grips	• P.E. Intervention	• Use of technological aids • External Agency Referrals
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Appendix 3 – SEND Training Record 2025-2026

Role of Person(s) Completing Training	Training Provider	Detail
SENCo, Class Teacher and Teaching assistant	Bucket Time Sarah Mosley	Whole morning discussing bucket time- setting up sessions.
EYFS and KS1	Quarry Bank Speech and Language Team	Communication and Interaction Audit for the environment X2
Learning Support Assistant	Dudley Educational Psychology service	ELSA training at Himley Hall
SENCo	Dudley Speech and Language	Makaton Level 1 training
SENCo	Dudley SEND team	Whole day SEND conference- leasing with other Dudley professionals and SENCo's
SENCo	Trust conference	Trauma training with Trust SEND director
SENCo	Whole trust SEND day	BCU SALT therapists discussing strategies for the classroom
Teaching assistant	Dudley EPS	Blank level questioning
EYFS and KS1 lead and teaching assistant	CIPS team- bucket time	Model bucket time session with HLTA from Dudley CIPS team.
SENCo	Julie Link Sandwell EP	Discussion of resources bases across the Trust