

Shireland CBSO

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 CBSO Academy Information

Shireland CBSO Academy is currently one of 12 schools within the Shireland Collegiate Academy Trust, an inclusive trust that highly values a holistic approach to supporting all students, including those with SEND.

Shireland CBSO joined the Shireland Collegiate Academy Trust in July 2023 and we are welcoming our second cohort of Year 7 students in September 2024.

Amongst our students, there are a number identified with special educational needs and disabilities (SEND). SEND students have representation across the ability range. Students' needs may remain constant over time or change in line with their personal development and children will be added and removed from our SEN register to reflect this.

Total Number	Female	Male	SEND
450	221	229	46

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

Identifying Children with Special Educational Needs

Screening Information: All students complete annual literacy screening at the start of the academic year using the NGRT assessment. Students with a standardised score of below 84 in the whole-school screening are involved in further screening with the SENCo and allocated Specialist Advisory Teacher for Learning from Sandwell Local Authority to provide further insight into these students' needs.

Teaching Staff Identification: Teaching staff at CBSO are encouraged to identify students that are experiencing difficulties in one or more of the four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and/or Physical and SEMH) by completing an internal SEND referral document.

Student and Family Identification: Following concerns about a possible unidentified special educational need, students and families are encouraged to raise this with the Academy by contacting the SENCo, Miss Chamberlain by telephone or email.

To support our children and families, we work collaboratively with external agencies including CAMHS, Occupational Therapy, Sandwell's Inclusive Learning Service and Speech and Language Therapy.

Consulting with Families and Young People

The views of family members and students are highly valued at CBSO. Once a referral is made to the Inclusion Department, views are sought to provide a historical and holistic portrait of the child.

Prior to any referrals to external services, families and students will be informed of the process and purpose, whilst being given the opportunity to ask any questions they may have.

Discussions with families will take place before removal or addition to the SEN register.

Parents will have the opportunity to discuss concerns with the SENCo when they feel necessary by contacting her directly at Ichamberlain@CBSO.shirelandcat.net. In addition, parents will be invited on to site 3 times per year for the SEND coffee morning.

Arrangements for Assessing and Reviewing Progress

Whole School

All students, including those with SEND, are set target levels in all subjects. Progress against these targets is monitored termly, with an interim summary sheet sent home at three points during the academic year. Each student is provided with a detailed annual report with written contributions from all subject teachers. Families are invited to an annual Parents Evening where they can discuss their child's progress with their teachers.

SEN

In addition to the whole school assessment reporting process, the Inclusion Department has committed to providing 3 x yearly SEND progress meetings with the students' key worker from the Inclusion Department.

Once a provision has been agreed with students and families, the Inclusion Department will record progress on a provision map to enable staff to evaluate effectiveness. This is monitored internally within the department as part of the graduated response (Assess, Plan, Do, Review) and reported back to students and families at the SEND Progress Meetings

The progress of children with SEND is monitored closely by the SENCo and tracked using Provision Mapping. The SENCo will use psychometric testing with all children who are referred to the department and this is used as the 'assess' part of the graduated approach. Families are included in this process at every opportunity.

Transition and Preparing for Adulthood

Joining Shireland CBSO Academy

CBSO follows a robust transition programme for all Year 6 students. The SENCo, Miss Chamberlain, will liaise directly with the primary SENCo from each feeder school during the summer term to identify all SEND students and find information about each student's difficulties and support strategies.

All students transferring from primary school attend an induction day towards the end of the summer term. Where some SEND students require additional supported transition, this is provided in line with their individual needs.

The SENCo attends the Transition Fayre annually to ensure as much information as possible is gathered about incoming students.

If a student transitions to CBSO mid-year, a meeting will take place with the SENCo prior to their start date.

Movement Between Phases of Education

CBSO understands the importance of supporting children through phases of education including year group changes and between key stages. Once the new cohort enters the summer term, work will begin to support and prepare children for these changes.

Preparing for Adulthood agenda

CBSO understands the importance of identifying students who require support to meet their Preparing for Adulthood outcomes.

This provision is led by Miss Chamberlain (SENCo). We have a robust Life Skills Programme available to KS3 children to cover things like road safety, personal hygiene, and friendships- this is in addition to the standard KS3 personal development curriculum.

Teaching Children with Special Educational Needs

Our Curriculum

CBSO places great emphasis upon teachers' responsibility to meet the needs of all students within their classroom.

There will be extensive use of ICT resources throughout CBSO, whereby all students will have use of a personal laptop during the school day. Differentiated work is set via Microsoft Teams allowing students to have direct access to class resources and homework wherever they have an internet connection. There is provision in all years for students to attend after school homework clubs which is extremely beneficial to students who do not have access to an online computer at home.

KS3 – All students in Year 7 (including students with SEND) will follow a unique thematic curriculum called Literacy for Life (L4L) devised by experienced teachers within Shireland Trust. Exciting and dynamic themes enable the teaching of key competencies, creating engaging learning experiences for all students in mixed ability classes.

Having a consistent L4L teacher delivering the L4L curriculum to their class means that students have a secure and confident start to their secondary journey. Movement around the

Academy to different classes is also minimised as students spend most of the time in the L4L base. In addition, teachers are able to make adaptations to the curriculum based on their knowledge of student needs and seeing these students for so many lessons mean they are able to truly get to know them.

All students can boost their reading age during L4L curriculum time by taking part in a daily reading intervention, Accelerated Reader.

SEND - Teachers are provided with easily accessible SEND profiles which have been created collaboratively with professionals, students and families. The SEND profiles provide information about the difficulties faced in the classroom and a range of strategies teachers need to put in place to support students.

Students with an Education Health and Care Plan (EHCP) may receive some in-class support from a member of SEND Support Staff to support with their needs. This would be determined by the funding attached to their EHCP.

Adaptations to our curriculum

The Academy will work with students, families, and professionals to make adaptations to the curriculum to support the needs of SEND students. The Academy can offer a number of interventions which have been listed in Appendix 2.

In KS3 the curriculum is highly differentiated to ensure students can access work at an appropriate level. In KS3 there is an emphasis on providing withdrawal interventions to support the development of key skills including literacy and numeracy. In KS3 most interventions will take place during the hours timetabled for L4L, however for some students, interventions may take place in the lessons timetabled for World Languages. Students and families will be consulted prior to student withdrawal from any lessons.

Adaptations to the learning environment

The Academy will work with students, families, and professionals to make reasonable adjustments to the learning environment.

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

Staffing

Department structure

The department is currently led by our SENCo, Miss Laura Chamberlain who is also an Assistant Principal and our Assessor for Access Arrangements. She is also our Designated Teacher for Looked After Children and First Aid and Medical Lead.

In addition, Miss Chamberlain is supported by 7 Learning Support Assistants.



Miss Laura Chamberlain
SEnCo

Additional Staffing

In addition to the above, we are proud to have partnered with Birmingham City University to support placements for Speech and Language Therapy trainees.

Training

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

Our priorities are supporting new staff to have the same expert knowledge and information about our students as our SENCo and have the confidence and ability to adapt their lessons to be accessible by all learners.

Please see Appendix 3 for the SEND training record for SENCo which took place during the 2025-2026 Academic year.

Engagement in Activities

At Shireland CBSO we are passionate about opportunity for all students, particular extra-curricular activities. We support students' strengths and guide them in breaking barriers socially as well as academically. All students can engage in free music lessons including those with SEND. All children with SEND are able to join clubs and are well represented within our in-house competitions.

Emotional and Social Development

All students can be directed towards accessing wellbeing support within the Academy via referrals from safeguarding, the pastoral team, the Inclusion Department or following student/family referrals. This may be through individual support or small group programmes with internal or external professionals.

Social development is highly valued within the Academy and the provision to support students in this area is led by the Inclusion and Pastoral Department.

The views of students are gathered on a regular basis through online platforms as well as paper feedback forms. Student voice is important to us and is taken seriously.

Engaging with External Agencies

In order to secure further specialist expertise, Shireland CBSO 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
- Strengthening Families
- Multisystemic Therapy (MST)

A minority of CBSO 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.

Evaluating the Effectiveness of Provision

Governance

The Standards and Performance Committee, through the SEND link governor, will monitor and evaluate the Academy 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 Principal, Mr David Green is to oversee the work of the SENCo and hold her accountable to progress, data and provisions for children with SEND.

The Role of the SENCo

Miss Laura Chamberlain, the SENCo, is responsible for monitoring the provision of children with SEND and reviewing the impact. She is responsible for evidencing the assess, plan, do, review process of the graduated approach and refer to external agencies should this be required.

In addition, Miss Chamberlain is responsible for the testing and correct logging of standardised testing as well as applying for access arrangements and adhering to JCQ guidance.

The SENCo must always work within statutory guidance including but not limited to SEND Code of Practice (2015), Keeping Children Safe in Education (2023) and the Equality Act (2010).

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 needs 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 CBSO Academy's SEN register based on students' primary need.

Whole school SEND		
EHCP (E)	27	5.3%
SENS (K)	33	12.4%
SEND total	60	13.3%
Monitoring (M)	0	0%

Year Groups SEND								
	EHCP (E)		SENS (K)		SEND total		Monitoring (M)	
	No.	%	No.	%	No.	%	No.	%
Year 7	10	6.7%	23	15.3%	33	22%	0	0%
Year 8	9	6.0%	13	8.6%	22	14.6%	0	0%
Year 9	7	4.6%	13	8.6%	20	13.3%	0	0%
Year 12	0	0%	2	14%	2	14%	0	0%
Year 13	1	14%	2	28.5%	3	42.8%	0	0%

Area of need								
	Cognition and Learning		SEMH		Sensory and Physical		Communication and Interaction	
	No.	%	No.	%	No.	%	No.	%
All years	21	3.7%	26	4.6%	3	0.5%	31	5.5%
Year 7	9	6%	15	10%	1	0.6%	9	6%
Year 8	7	4.6%	6	4%	1	0.6%	8	5.3%
Year 9	5	3.3%	5	3.3%	1	0.6%	9	6%
Year 12	0	0%	0	0%	0	0%	2	14.2%
Year 13	0	0%	0	0%	0	0%	3	42.8%

Autistic Spectrum Condition – 21 students with diagnosis + 27 students on MAA pathway

Appendix 2 – Interventions 2025-2026

The following interventions were available at the Academy during 2023-2024

	Wave 1	Wave 2	Wave 3
	Universal	Targeted	Specialist
Cognition and learning	Flipped Learning Coloured Overlays Ability adapted work Scaffold sheets Task boards Mind maps Personal Laptop	Overlearning Pre-teaching Numicon Lexia Vocabulary & Inference Program Stareway to Spelling Reading between the lines Peer Reading	In class support Widgets Reading Pen Abigail Steele phonics Quiet workstation
Communication & Interaction	Social Skills Lunch Club Key Vocabulary Task boards Communication Friendly Environments	SULP Vocabulary Enrichment Talk About: For teenagers Lego Based Therapy Comic Strip Conversations Back chaining	BCU Speech and Language Therapy 1:1 Speech and Language NHS Speech & Language Social Stories Life skills
Social Emotional & Mental Health	Fidget Toys Emotion Coaching	Talk About: For teenagers Lego Based Therapy Behaviour Support Plan Anxiety Gremlin Anger Gremlin Treasure Box Zones of Regulation Sensory Room Fidget toys Five-point scale	1:1 Counselling 1:1 Mentoring Albion Foundation Drawing & Talking
Sensory & Physical	Fidget Toys Adjustable equipment (writing slopes, tables, PE equipment, pen/pencil grips) Individual laptop Seating adjustment	Touch Typing Dictate	Magnifier Mini Mic Adjustable table Occupational Therapy Physiotherapy

Appendix 3 – SEND Training Record 2025-2026

SENCo	Communicate-ed	Access arrangements update 2025-2026
LSA (X2)	NHS-SALT	Introduction to SLCN
SENCo	Drawing & Talking	Drawing & Talking refresher
SENCo + 2 SLT	CAMHS crisis	Strategies for a crisis
SENCo + LSAs	NHS nurse	NF1 Training
SENCo	Cambridge Evolve	EVC Update training
SENCo	CCAT	Using 5-point scale with neurodivergent students
SENCo	Duke of Edinburgh	The Foundations Pathway
SENCo	Duke of Edinburgh	DofE Managers Pathway
SENCo	Duke of Edinburgh	The Delivering DofE Pathway
LSAs	Communicate- ed	Access Arrangements & Invigilation
LSAs	Sandwell Young Carers	Young Carer Aware Training
SENCo	IRP Training	Sandwell IRP
LSAs	Communicate-ed	Invigilator Training
SENCo	Dudley Virtual School	Relational Poverty
SENCo + LSA (X3)	Sandwell EP	Metacognition Training
All staff	Sandwell EP	Emotion Coaching
LSA (X2)	Drawing & Talking	Drawing & Talking