

Wednesfield Technology Primary

SEN Information Report

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Contents

Purpose of the SEN Information Report	2
Wednesfield Technology Primary Information	2
Identifying Children with Special Educational Needs	2
Consulting with Families and Young People	3
Arrangements for Assessing and Reviewing Progress	4
Whole School	4
SEN.....	4
Transition and Preparing for Adulthood	5
Joining Wednesfield Technology Primary	5
Movement Between Phases of Education	5
Preparing for Adulthood agenda	5
Attendance and SEND.....	5
Teaching Children with Special Educational Needs	6
Our Curriculum	6
Adaptations to our curriculum	6
Adaptations to the learning environment.....	6
Staffing	8
Department structure.....	8
Additional Staffing	8
Training	8
Engagement in Activities	9
Emotional and Social Development	9
Engaging with External Agencies	10
Sandwell Local Authority – Inclusive Learning Services	10
NHS Services	10
Social Care.....	10
Evaluating the Effectiveness of Provision	10
Governance.....	10
The Role of the Trust.....	10
The Role of the Principal	11
The Role of the SENCo	11
Local Offer Contribution	11
Complaints	11
Appendix 1 – SEN Data for 2023-2024	13
Appendix 2 – Interventions 2023-2024	14
Appendix 3 – SEND Training Record 2023-2024	15

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.

Wednesfield Technology Primary Information

Wednesfield 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.

Wednesfield Technology Primary opened in September 2024 and therefore does not have a current Ofsted Grading.

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
56	23	33	5

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

Identifying Children with Special Educational Needs

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



All teachers are responsible for every child in their care, including those with special educational needs. The progress of students with SEND is delivered in the first instant through a relentless focus on Quality First Teaching. At Wednesfield Technology Primary,

our approach to teaching is clear and focused, but also adapted to the students in our classes. Underpinning all of our whole school approach is the graduated approach cycle of:

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 stages 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 adapted and interventions are carried out when necessary.

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

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

Consulting with Families and Young People

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

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

The views of family members and students are highly valued at WTP.

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.

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

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

Arrangements for Assessing and Reviewing Progress

Whole School

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

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

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

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

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

SEN

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

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

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

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

Transition and Preparing for Adulthood

Joining Wednesfield Technology Primary

When new pupils join Wednesfield Technology Primary the children and their families are invited in for a tour of the school and complete paperwork with a member of staff, to ensure all information is provided for a successful start to school. 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 all new children to provide the children with an opportunity to access their new environment.

Home visits are conducted for 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 needs additional sessions are planned and parents are asked to attend. Professionals who are involved with the child are invited into school to meet with staff and parents to ensure all strategies and provision is put in place ready for a smooth transition.

Movement Between Phases of Education

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

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

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

Preparing for Adulthood agenda

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

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.

Teaching Children with Special Educational Needs

Our Curriculum

Wednesfield Technology Primary 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.

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

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

- Differentiating our teaching and curriculum to ensure all pupils are able to access it through scaffolds, adult support, pre-learning, vocabulary support and preferred learning.
- Exploring the use of technology 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 adapted and may include elements of Preparing for Adulthood, SEMH, communication and interaction alongside cognition, learning and the wider curriculum.

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

Our curriculum provides children with high quality first teaching which is supported by additional interventions to ensuring children have a broad and balanced curriculum. Our curriculum provides a dynamic platform for our pupils to excel at Wednesfield Technology Primary and beyond. Our curriculum is cross-curricular, with literacy at its heart, driven through inspiring themes and underpinned by the development of key skills across the foundation subjects E3L (History, Geography, Art and Design, Design Technology and Science.) There is a focus on Science, ensuring children's scientific knowledge and investigation skills are well developed and ready for Secondary School. Our themes also

encourage a love of the Arts and ensure we help children cultivate their own Cultural Capital for the world beyond school.

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- Adapting our teaching and curriculum to ensure all pupils are able to access it through scaffolds, adult support, pre-teaching, vocabulary support.
- Using recommended aids, such as laptops / iPads (including Apps as appropriate), coloured overlays, coloured paper, visual timetables in all classrooms.
- Exploring the use of technology to promote independence

For some pupils, planning is fully adapted 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).

All children access a broad and balanced curriculum, including the SATs and Phonics Screening Checks alongside their peers. For a very small number of children, the curriculum and assessments may be amended to meet their very specific needs – where this is the case, parents are kept informed. On some occasions a child may be disapplied from the National tests, if they are working too far below the expected standards and it is decided, in consultation with parents that it is not in their best interests to do so.

Adaptations to the learning environment

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

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

See further how our trust meets the needs of pupils with physical disabilities:

[Accessibility Plan Guidance \(shirelandcat.org.uk\)](https://www.shirelandcat.org.uk)

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

Staffing

Department structure



Additional Staffing

We will be working collaboratively alongside the Speech and Language Team at Wolverhampton Local Authority, The Gem Centre and BCU SALT therapists.

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.

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

Staff have received training on whole school approaches to SEND as well as individual sensory support strategies for pupils and tailored support from SALT for pupils requiring Intensive Interaction.

We are excited to say that all staff are now Hanen accredited in communication and language. Staff have all participated in lengthy training to improve how we communicate and interact with children and what strategies we can implement in the classroom.

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 students with SEND.

Further support will be provided this year to support staff who deliver speech and language interventions and supporting children with sensory needs and cystic fibrosis.

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.

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. We offer a wraparound club each night of the week where SEN children can attend.

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

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

Staff within our academy have received Mental Health Training.

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, Wednesfield Technology Primary will often consult and liaise with the following external agencies:

Wolverhampton Local Authority – Inclusive Learning Services

- Educational and Child Psychologist
- Specialist Advisory Teacher for Learning
- Specialist Advisory Teacher for SEMH
- Special Needs Early Years Service (SNEYS)
- Sensory Support Team (HI/VI Teachers)
- Child development centre (CDS)
- Virtual School workers
- Autism Outreach

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
- FST/MST

A minority of Wednesfield Technology Primary students with special educational needs live within neighbouring boroughs. If they require additional assessment or support, this is coordinated with the relevant Local Authority services.

Where a child or young person is looked after by the local authority and have a Special Educational Need, the SENCo will provide a high level of input into Personal Education Plan (PEP) meetings and may be a point of contact for alongside the Designated Teacher for Looked After Children with regards to special educational provision.

Evaluating the Effectiveness of Provision

Governance

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

The Role of the Trust

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

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

The Role of the Principal

The Academy Principal monitors the effectiveness of provision within the Academy by leading termly pupil progress discussions that are attended by class teachers, senior leaders and the SENCo. The Academy Principal meets with all Senior Leaders (including the SENCo) weekly, to support the development of provision and identify with staff areas for development. The Principal will participate in quality assurance processes including learning walks, lesson observations and performance management.

The Role of the SENCo

The SENCo monitors the effectiveness of provision through termly lesson observations for all teaching and support staff. Feedback following observations provides the opportunity for the SENCo to provide bespoke follow up advice, guidance and support. The SENCo conducts ongoing quality assurance of the interventions. If progress is not made within particular interventions, support staff are able to raise concerns at a weekly meeting with the SENCo and alternative provision is sourced.

Local Offer Contribution

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

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

Complaints

The Shireland Collegiate Academy Trust Complaints Policy is published on each Academy website.

Should a parent or carer have a complaint about the special educational provision made for their child, they should in the first instance discuss this with the class teacher or key worker.

If the matter is not resolved satisfactorily, parents or carers have recourse to the following options:

- Discuss the concern with the Academy SENCo
- Discuss the concern with the Academy Principal
- Discuss the concern with the Trust Director of SEND

Should the complaint still not be resolved, the matter may be raised with the CEO of the Trust, entering the Trust's Complaints Policy at Stage 5.

Appendix 1 – SEN Data for 2024-2025

	Cognition and Learning		Communication and Interaction		Sensory and/or Physical			SEMH
	MLD	SpLD	ASD	SLCN	VI	HI	PD	
Nursery	0	0	1	0	0	0	0	0
Reception	1	0	1	1	0	0	0	1
Year 1	0	0	0	0	0	0	0	0
Year 2	0	0	0	0	0	0	0	0
Year 3	0	0	0	0	0	0	0	0
Year 4	0	0	0	0	0	0	0	0
Year 5	0	0	0	0	0	0	0	0
Year 6	0	0	0	0	0	0	0	0
Total by Need	1	0	2	1	0	0	0	1
	C&L		C&I		S&P			SEMH
Total students in the 4 broad areas of need	1		3		0			1
Percentage of SEND Register per broad area of need	20.00%		60.00%		0.00%			20.00%

	Total SEND	Percentage of Year Group	NOR
	1	3.85%	26
	4	13.33%	30
	0	#DIV/0!	0
	0	#DIV/0!	0
	0	#DIV/0!	0
	0	#DIV/0!	0
	0	#DIV/0!	0
	0	#DIV/0!	0
Whole School SEND	5	8.93%	56
EYFS SEND	5	8.93%	56
KS1 SEND	0	#DIV/0!	0
KS2 SEND	0	#DIV/0!	0

FILL IN THE RED NUMBER ON ROLL AND THE PRIMARY AREA OF NEED FIGURES AND THIS WILL AUTOMATICALLY CALCULATE YOUR PERCENTAGES

If you need other "needs" columns and don't know how - just ask!

Appendix 2 – Interventions 2025-2026

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

	Wave 1 Universal Provision	Wave 2 Targeted Provision	Wave 3 Specialist Provision
Cognition and Learning	<ul style="list-style-type: none"> • Rocket Phonics • SODA • Learning Surgery • Writing Frames & Scaffolds • Practical resources • Flipped Learning • TA Group Support • Regular Reading 	<ul style="list-style-type: none"> • Phonic intervention • Precision Teaching • Small group work • Group interventions • Boosters • Everyday readers • Visual phonics • Colourful Semantics • Reading Fluency • Reading Buddies • Writing Intervention • Reading Intervention • Number Stacks 	<ul style="list-style-type: none"> • Additional 1:1 support during lessons • SEND specialist teacher support • Individualised timetable/curriculum • In-class Professional Support • Adapted work/activity centres
Communication and Interaction	<ul style="list-style-type: none"> • Wellcomm informed setting • Visual prompts • Visual Timetables • Flipped Learning • Pathways Planning 	<ul style="list-style-type: none"> • Wellcomm Intervention • Colourful Semantics • Nurture • Sensory Play • Immersive Room • SALT Service Targets 	<ul style="list-style-type: none"> • Objects of Reference • Intensive Interaction • Attention Autism • Communication in Print
Social Emotional and Mental Health	<ul style="list-style-type: none"> • Expectation Visuals • Pathways Planning • Emotion Coaching 	<ul style="list-style-type: none"> • Nurture • 1:1 Mentoring • Didi Dojos • Emotional Literacy Development 	<ul style="list-style-type: none"> • PPE Support • Advisory Teacher Support • Positive Behaviour Plan
Sensory and/or Physical Needs	<ul style="list-style-type: none"> • Accessible equipment • Adaptable environments • Pathways Planning 	<ul style="list-style-type: none"> • Immersive (sensory) room 	<ul style="list-style-type: none"> • OT/PT Movement Programmes

Appendix 3 – SEND Training Record 2024-2025

Wednesfield Technology Primary was not open in 2023-2024 however the following training has been either completed or arranged to be completed within the first 6 months.

Role of Person(s) Completing Training	Training Provider	Detail
SENCO	National College Wolverhampton Local Authority (SEN)	SEN courses
SENCO	National College Wolverhampton Local Authority (SEN)	SEN in the Early Years
SENCO	Best Practice	NPQSEN course
All staff	BCU SALT therapists	The Hanen Approach in communication
ECT's (Cross Trust)	Principal/SENCO	Introduction to SEND Cross Trust Training