

West Bromwich Collegiate Academy

# SEN Information Report

Published July 2023



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**SEND Link Governor:** Mrs Elisabeth Johnson

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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.

## West Bromwich Collegiate Academy Information

West Bromwich Collegiate Academy is currently one of 9 schools within the Shireland Collegiate Academy Trust, an inclusive trust that highly values a holistic approach to supporting all students, including those with SEND.

West Bromwich Collegiate Academy is awaiting inspection by Ofsted following its opening in September 2019.

In 2023/2024, West Bromwich Collegiate Academy will have all year groups from year 7 to year 11. This will be the first year the school will be operating at full capacity. During 2022/2023 WBCA PAN was 646 with 6 forms in each year group other than year 10 which has 7 forms.

At the end of Summer Term 2023 WBCA had 95 pupils on the SEN register with 14 of these having an EHCP and 80 pupils as SEN Support. There was also 1 pupil being monitored for SEN. This is approximately 14.7% and is in line with the rest of Sandwell and National data.

Year Group	Number of students on role at the end of Summer Term 2023
7	158
8	157
9	156
10	175
<b>TOTAL</b>	<b>646</b>

At West Bromwich Collegiate Academy we are committed to an inclusive education for local students at every ability level, a rigorous grounding in academic fundamentals and equipping students for the future through teaching them relevant and cutting edge skills for the era in which they live.

Amongst our students, there are a number identified with special educational needs and disabilities (SEND). The total number of students in 2022-2023 identified with SEND was 95, which equates to 14.7% of the whole school population. SEND students have representation across the ability range and in all year groups. SEND students' support needs may remain constant over time or change in line with their personal development.

Whole school SEND		
EHCP (E)	14	2.2%
SENS (K)	80	12.3%
SEND total	95	14.7%
Monitoring (M)	1	0.2%

In 2022-2023 the primary needs of SEND students were identified as Moderate Learning Difficulty (MLD), Social, emotional and mental health (SEMH), Autism Spectrum Disorder (ASD), Speech Language and Communication Needs (SLCN), Specific Learning Difficulty (SpLD), Visual Impairment (VI), Hearing Impairment (HI), Physical Disability (PD) and Other Difficulty/Disability (OD/D).

Cognition and Learning		SEMH		Sensory and Physical		Communication and Interaction	
No.	%	No.	%	No.	%	No.	%
48	50.5%	15	15.9%	11	11.5%	21	22.1

A full breakdown of West Bromwich Collegiate Academy SEN register can be found in Appendix 1.

## Identifying Children with Special Educational Needs

**Screening Information:** All students complete annual screening during the academic year using the NGRT, NGST and STAR Reading Assessment. Students in Year 7, 8 and 9 with a standardised score of below 84 in the whole-school screening are involved in further screening with the Academy SENCo this testing may be the WRAT, YARC or BPVS and the student may be allocated to the Specialist Advisory Teacher for Learning from Sandwell Local Authority to provide further insight into these students' needs.

In addition to the annual screening, students complete the "GL Cognitive Ability Tests". These are repeated bi-annually along with reading and spelling age assessments.



### Teaching Staff Identification:

Teaching staff at the Academy 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.

In 2022-2023 the Inclusion Department received 9 staff referrals.

**Pastoral Staff Identification:** Students who are displaying persistent/ongoing challenging behaviours are referred to the Inclusion Department via a Student Support Filter meeting

which is attended by the SENCo, Safeguarding Officer and Assistant Principal for Behaviour, Headteacher and Director for SEND.

**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, Mrs Hill by telephone or email.

**Outside Agency Support with Identification:** West Bromwich Collegiate Academy work closely with a number of outside agencies, frequent meetings and professional dialogue means that the pupils referred to these agencies receive further bespoke and specialist support to identify their specific needs.

## Consulting with Families and Young People

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

All pupils on the SEN register have parent/carer meetings three times a year to discuss progress and to review targets that are set as part of their learning plans. This is also a time to discuss attendance, individual needs and gather parent/carer and pupil voice.

The SENDCo and members of the Inclusion Team also attend parents evening and time slots are available to book.

At West Bromwich Collegiate Academy family engagement is paramount to shaping our provision. There are coffee mornings and planned workshops with key professionals to support parents with statutory processes and how to support their children.

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

## 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.

**SEND:** The Academy follows the graduated approach outlined by the SEND Code of Practice, all SEN students are placed on the graduated approach, this is not limited to EHCPs and all SEN pupils are monitored through a rigorous system of assess, plan, do, review cycle that incorporates whole school processes and additional specialist assessments recorded through the software Provision Map. This enables the provisions for pupils to be captured and the impact measured.

Should families require further contact in addition to the 3 x yearly progress meetings, they are provided with the details of their child's key worker who they can contact at any time. Miss Hill, SENDCo, is also available to meet and discuss concerns with parents and carers

throughout the year and we ensure that West Bromwich Collegiate Academy Inclusion Department is accessible and informative for families.

## Transition and Preparing for Adulthood

### Joining West Bromwich Collegiate Academy

**KS2-KS3 Transition:** The Academy follows a robust transition programme for all Year 6 students. The Academy SENCo, Mrs Hill, 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.

Once identified, Mrs Hill will visit the students at their school and provide a visual transition document including photographs of key staff and key areas of the Academy. Where some SEND students require additional supported transition, this is provided in line with their individual needs.

All students transferring from primary school attend a number of induction days towards the end of the summer term and are encouraged to attend the transition Summer School, which runs in the first week of the school summer holidays. This gives students a greater familiarity with the Academy and helps to build their confidence as September approaches. SEND students are identified, supported and monitored by staff from the Inclusion Department throughout transition. This gives teaching and support staff the opportunity to get to know the needs of students with SEND and meet their families.

The families of SEND students are then invited to an annual Year 7 SEND Information Evening which takes place in the autumn term once students have settled into school.

If a pupil transitions into the academy mid-year, then a meeting will be arranged with Miss Hill, SENDCo, prior to their arrival.

### Movement Between Phases of Education

**KS3-KS4 Transition:** Part way through Year 9, all students choose their option subjects for Year 10 and 11 study, with opportunities at all levels to follow interesting and challenging courses. A high level of guidance for all families and students helps to ensure that they make appropriate choices in relation to their ability, interests and future plans. SEND students will receive additional information about appropriate future opportunities and students will receive additional careers interviews as required.

### Preparing for Adulthood agenda

**Preparing for Adulthood:** The Academy understands the importance of identifying students who require support to meet their Preparing for Adulthood outcomes.

This provision is developing within the Academy and will incorporate a range of activities for students to engage with to prepare them for their adult life.



# Teaching Children with Special Educational Needs

## Our Curriculum

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

There is extensive use of ICT resources throughout the Academy, whereby all students have use of a personal laptop computer during the school day. Differentiated work is set via online subject hub sites 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.

The comprehensive use of technology throughout the Academy has facilitated the development of "flipped learning" techniques where students are encouraged to research or complete activities before a lesson. As these pre-learning techniques can be used with resources at any level, they can be a valuable way of motivating and engaging all students, including those with SEND.

**KS3** – All students in Year 7, Year 8 and Year 9 (including students with SEND) follow a unique thematic curriculum called Literacy for Life (L4L) devised by experienced teachers at the Academy. Exciting and dynamic themes enable the teaching of key competencies, creating engaging learning experiences for all students in mixed ability classes. The average class size in KS3 was 28-30 students in 2022-2023.

Having a consistent L4L teacher delivering the L4L curriculum to their class means that students have a secure and confident start to their secondary career. Movement around the Academy to different classes is also minimised as students spend most of the time in the L4L base. In 2021-2022 the weekly allocation of L4L hours was 18 hours in Year 7, reducing to 13 hours in Year 8 and to 8 hours in Year 9.

All students also have the opportunity to boost their reading age during L4L curriculum time by taking part in a daily reading intervention (Accelerated Reader).

**KS4** – Following the Year 9 Options process, students follow a more bespoke timetable of GCSE subjects, whereby classes are set according to ability in the majority of subjects. GCSE target grades are based upon students' primary school attainment and applies across the ability range. Class sizes are usually smaller in lessons where students require the most support.

**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 in receipt of an EHCP may receive some in-class support from the Inclusion Department for their learning needs. In-class support will be provided in core subjects (English, mathematics and science), where appropriate. Some in-class support may also be provided for GCSE Options subjects where appropriate. There are also interventions which work on specific EHCP outcomes or targets that may have been set for the SEND pupils.

### [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 is able to offer a number of interventions which have been listed in Appendix 2.

In KS3 the curriculum is highly differentiated to ensure students are able to 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 the majority of interventions will take place during the hours timetabled for L4L or during form time, however for some students with language needs, 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. From September 2022 there has been adjustments to the rooms that we use within the Inclusion department. We have one large room designated for interventions and small group teaching and a smaller room for mentoring and SEMH based interventions.










During the 2022-2023 the Academy continued to adapt the environment to ensure students with sensory and/or physical needs have the most appropriate and equal access to the site. Academy ensured that students requiring additional physical aids such as a height adjustable tables, medical room, adapted table in the canteen, coloured overlays or Radio Aid technology was provided. The Academy also purchased the use of Claro reading software for those students who would benefit.

A list of provisions for West Bromwich Collegiate Academy can be found in Appendix 2.



## Staffing

### Department structure

	<b>Miss Hill</b> Assistant Principal: SENDCo
	<b>Mrs Myers</b> Assistant SENDCo
	Miss Papa Support Staff
	<b>Ms Dey</b> Support Staff
	<b>Mrs Kari</b> Support Staff
	Miss Hickman Support Staff
	<b>Mr Kalam</b> Support Staff
	<b>Mrs Gilbert</b> Support Staff
	<b>Mrs Thind</b> Support Staff

### Additional Staffing

The Academy funded the following two positions for one day per week during 2020-2021:

- SEND and Well-Being Mentor Shanna Clay
- Counsellor Cynthia Edwards

**SEND Link Governor:** The SEND link governor for 2022-2023 is Mrs Elisabeth Johnson

## Training

Ongoing professional development is a priority within the Shireland Collegiate Academy Trust. Our main priorities this year have been around training our Inclusion Team in a range of different Intervention Programmes and increasing Teaching Staff's knowledge of SEND systems and processes. In the 2023-2024 academic year CPD will continue to focus on QFT and how we can use technology to support this further. We also have Autism Education Training for all staff and Trauma and Attachment training for support staff.

Please see Appendix 3 for the SEND training record for the 2022-2023 Academic year.

## Engagement in Activities

The Academy embraces individual students' strengths and provides encouragement and support to enable SEND student participation in whole-school activities. There has been SEND student representation in all of the subject based extra-curricular activities including performance activities (drama, music, dance, PE), art, DT, student council and wellbeing activities. During SEND Progress meetings there is a focus on extra-curricular activities and engaging students in a range of opportunities.

## Emotional and Social Development

The majority of SEN students will have their emotional, mental and social development met through their PSHE sessions with their L4L teacher. Students who require additional support during non-contact times are able to access the Inclusion Room where targeted work is done to ensure their social, emotional and mental health development. SEMH students are also discussed frequently at SLT and the fortnightly Filter meetings alongside other key groups. Where most specific intervention is required, we can offer the following:

- 1:1 Counselling
- 1:1 or Group mentoring Sessions
- SEMH Intervention Sessions
- Referrals to CAMHs/BEAM
- Lunchtime Club
- Inclusion Support Services.

The Academy has also appointed a teacher to be responsible for the coordination of pupil health and wellbeing – Mrs Dey. The Inclusion team work closely with the pastoral and safeguarding team to ensure appropriate packages for the pupils needs.

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 Mrs Dey and Miss Papa in the Inclusion Department. Students have the opportunity to join the KS3 or KS4/5 lunch club if they are identified as having difficulty with social skills or difficulty navigating unstructured times such as break and lunch. Ms Dey

provides opportunity for students to develop key skills such as turn-taking and conversation building within the lunch club. If further support is required, Mrs Papagiannaki runs a weekly social skills group to support students. If appropriate, a referral can be made to the NHS Speech and Language Therapist who will also be able to provide support to students and families in this area.

## Engaging with External Agencies

In order to secure further specialist expertise, West Bromwich Collegiate Academy 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

### Dudley Local Authority – Education Outcomes

- Educational Psychology Services (EPS)
- Learning Support Service (LSS)  
Physical Impairment/Medical Inclusion Service (PIMIS)
- Inclusive Pathways
- 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
- MST

A minority of West Bromwich Collegiate Academy 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 Principal, Mr George Faux oversees the work of the SENCo and holds her accountable to progress, data and provisions for children with SEND.

### The Role of the SENCo

To co-ordinate the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high-quality response to meeting their needs in school.

To ensure that families are kept involved and informed about the support their children are receiving.

To liaise with external professionals who may be coming into school to help support your child's learning e.g., Speech and Language Therapy, Educational Psychology etc.

To update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

To provide specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

To ensure there is sufficient expertise in school and providing or facilitating training where required.

The SENCo must always work with 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](http://www.localofferbirmingham.co.uk)

Dudley [www.dudley.gov.uk/resident/localoffer](http://www.dudley.gov.uk/resident/localoffer)

Sandwell [www.sandwell.gov.uk/SEND](http://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 2022-2023

Please see a full breakdown of West Bromwich Collegiate Academy's SEN register based on students' primary need.

Whole school SEND		
EHCP (E)	14	2.2%
SENS (K)	80	12.3%
SEND total	95	14.7%
Monitoring (M)	1	0.2%

Year Groups SEND								
	EHCP (E)		SENS (K)		SEND total		Monitoring (M)	
	No.	%	No.	%	No.	%	No.	%
Year 7	7	4.4%	11	7%	18	11.4%	0	0%
Year 8	3	1.9%	22	14.0%	25	16.0%	0	0%
Year 9	3	1.9%	19	12.2%	22	14.1%	0	0%
Year 10	1	0.6%	28	16%	30	17.1%	1	0.6%

Area of need								
	Cognition and Learning		SEMH		Sensory and Physical		Communication and Interaction	
	No.	%	No.	%	No.	%	No.	%
All years	48	50.53%	15	15.79%	11	11.58%	21	22.11%
Year 7	10	6.3%	2	1.3%	2	1.3%	4	2.5%
Year 8	12	7.6%	3	1.9%	3	1.9%	7	4.5%
Year 9	9	5.8%	6	3.8%	3	1.9%	4	2.6%
Year 10	17	9.7%	4	2.3%	3	1.7%	6	3.4%

Autistic Spectrum Condition – 7 students with diagnosis

## Appendix 2 – Interventions 2022-2023

The following interventions were available at the Academy during 2022-2023;

Communication and Interaction	Cognition and Learning	Social and Emotional Mental Health	Physical and Sensory
Vocabulary Enrichment	Coloured Overlays	Exam Stress Workshops	Fidget Toys
Lego Based Therapy	Precision Teaching	Emotion Coaching	Hearing Aids
Talk About: For Teenagers	Abigail Steel Phonics Programme	Talk About: For Teenagers	Mini mic
BCU Speech and Language Therapists	Lexia	SEMH Group	Adjustable Tables
Social Skills Lunch Club	Inclusion Support Specialist Learning Service	1:1 Counselling	HI Team Visits
ASC Check In	Numeracy Intervention	1:1 Mentoring – Mindful Life Balance	VI Team Visits
1:1 Speech and Language programmes	Access arrangements	1:1 Mentoring – Purple Diamonds	Physiotherapy
Widgit Online	Claro Reader	Workshops – Self Harm	Occupational Therapy
Social Communication Group	Reading pens	Art based Therapy	Writing Slopes
Taskboards	Reading Age adapted work	Drawing to Talk Intervention	Pencil/pen grips
Mindmaps	1:1 in class support	Journals	
	Read Aloud	Fidget toys	
	Immersive Reader	Anger Management - Pastoral	
	Taskboards	Behaviour Support Plan - Pastoral	
	Handwriting		

## Appendix 3 – SEND Training Record 2022-2023

Date	Training Detail	Attendees	Course Provider
INSET Sept 2022	<b>SEND Pupils and Medical Needs</b>	All Staff Teaching SEND Support Staff	SENCo
13 <sup>th</sup> Sept 2022	<b>Adapting your implementation for pupils with SEND</b> Use of Provision Map Software QFT	All Staff Teaching SEND Support Staff	SENCo
22 <sup>nd</sup> September 2022	<b>Safeguarding</b>	All Staff Teaching SEND Support Staff	Beth Andrews
27 <sup>th</sup> September 2022	<b>Evacuation Chair Training</b>	All Support staff	Sally Philpotts
29 <sup>th</sup> September 2022	<b>New SENDCo Training Day 1</b>	Feona Myers	ILS
6 <sup>th</sup> October 2022	<b>Twilight</b>	All Staff Teaching SEND Support Staff	
6 <sup>th</sup> October 2022	<b>New SENDCo Training Day 2</b>	Feona Myers	ILS
10 <sup>th</sup> Oct 2022	<b>SENCo Surgery</b> Supporting your SEND learners	All ECTs	SENCo
18 <sup>th</sup> Oct 2022	<b>Emotion Based School Avoidance</b>	SEMH Intervention Manager – Rekha Dey SENCo – Michelle Hill	Educational Psychologist (Sandwell)
18 <sup>th</sup> October 2022	<b>Examination Access Arrangements Training</b> Readers, Scribes, Invigilators and Other Adult Helpers	SEND Support Staff- FKK	Raluca McQueen
20 <sup>th</sup> October 2022	<b>Introducing Lexia</b>	Nicola Richards Michelle Hill	Lexia – Online
3 <sup>rd</sup> Nov 2022	<b>Invigilator Training Unit 1 and 4</b>	All Support Staff	The Exams Office
9 <sup>th</sup> Nov 2022	<b>Examination Access Arrangements Training (Refresh)</b> Readers, Scribes, Invigilators and Other Adult Helpers	SEND Support Staff	
16 <sup>th</sup> Nov 2022	<b>Introduction to SEND (full day)</b>	All Trust Trainee Teachers	S-CAT Director of SEND
18 <sup>th</sup> November 2022	<b>Trust INSET – Every Teacher is a Teacher of SEND/ Reading</b>	All Trust staff	Various
18 <sup>th</sup> Nov 2022	<b>Every Teacher is a Teacher of SEND (Secondary Trust Training Day)</b>	50% Department Representation	S-CAT Director of SEND



22 <sup>nd</sup> Nov 2022	<b>Drawing to Tak Therapy</b>	Rekha Dey	Drawing to Talk Foundation
28 <sup>th</sup> Nov 2022	<b>Supporting Children with Speech Language and Communication Needs</b> Understanding SLCN Needs in a Secondary Setting Lego Based Therapy	Ravi Rattan Sofia Papagianaki	BCU Speech and Language Therapist
30 <sup>th</sup> Nov 2022	<b>Social Stories and Comic Strip Conversations</b>	SEND Support Staff	Complex Communication Team
2 <sup>nd</sup> Dec 2022	<b>Mental Health Support Training – Inclusion Support</b>	Michelle Hill Emma Lewis	ILS

5 <sup>th</sup> January 2023	<b>SEND Update</b>	All Staff Teaching SEND Support Staff	SENCO
16 <sup>th</sup> January	<b>Sandwell Numeracy Intervention</b>	SENCO Ireena Kari	Sandwell Numeracy Maths
18 <sup>th</sup> January	<b>Precision teaching</b>	SEND Support Staff	SENCO
19 <sup>th</sup> January 2023	<b>Trust Twilight – National College</b>	All Staff Teaching Staff and Inclusion staff	Amy Danks
2 <sup>nd</sup> February 2023	<b>EAL – Leading on EAL in Secondary</b>	Michelle Hill Zoe Maisey	Julie Link and ECPs - ILS
7 <sup>th</sup> February 2023	<b>Physiotherapy – equipment training</b>	Rekha Dey Theo Manos	Radella
February 2023	<b>Support Language and Learning for 11-16s</b>	Sofia Papa	Elklan
16 <sup>th</sup> February 2023	<b>Stoma Training</b>	All female support staff	Birmingham Childrens Hospital specialist nurse
9 <sup>th</sup> March 2023	<b>Careers</b>	All staff – Teaching and SEND Support Staff	Connexions
19 <sup>th</sup> April 2023	<b>Using the Towards Independence Hierarchy Framework</b>	Michelle Hill Sofia Papa	CCAT - ILS
26 <sup>th</sup> April 2023	<b>Precision Teaching</b>	SEND Support Staff	SENCo
4 <sup>th</sup> May 2023	<b>SEN QFT</b>	All staff – Teaching and SEND Support Staff	SENCo
15 <sup>th</sup> May 2023	<b>Trust Development Day – SEND and Behaviour</b>	All pastoral Leads and all SENDCos	Dave Irish Haleema Yousuf Sally Philpotts
13 <sup>th</sup> June 2023	<b>First Aid Training</b>	Habib Kalam Feona Myers Rekha Dey Ravi Rattan	
30 <sup>th</sup> June 2023	<b>Safer People Handling</b>	Michelle Hill Habib Kalam	PIMIS

		Feona Myers	
12 <sup>th</sup> July	<b>Whole Education Leadership Conference</b>	Michelle Hill	Whole Education
14 <sup>th</sup> July 2023	<b>Introduction to SEND at WBCA: Provision Map and Pupil Passports for new staff</b>	All new starters	SENCO
July 2023	<b>TEACCH Approach and comic strip conversations</b>	All Support Staff	CCAT - ILS