

West Bromwich Collegiate Academy

WBCA SEN Information Report July 2026

Published July 2026



SENDCo: Mrs Laura Thomas

Contact Details: 0121 393 4890

Academy Principal: Mr George Faux

Trust Director of SEND: Miss Michelle Hill

SEND Link Governor: Mrs Elisabeth Johnson

Contents

Purpose of the SEN Information Report.....	2
West Bromwich Collegiate Academy Information	2
Identifying Children with Special Educational Needs	4
Consulting with Families and Young People	4
Arrangements for Assessing and Reviewing Progress	5
Transition and Preparing for Adulthood	5
Joining West Bromwich Collegiate Academy	5
Movement Between Phases of Education	6
Preparing for Adulthood agenda	6
Teaching Children with Special Educational Needs.....	6
Our Curriculum	6
Adaptations to the learning environment.....	7
Staffing	8
Department structure.....	8
Additional Staffing	8
Training	9
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	10
Local Offer Contribution.....	11
Complaints	11
Appendix 1 – SEN Data for 2025-2026	0

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 17 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 was inspected in February 2024 and the overall outcome was Good.

In 2024/2025, West Bromwich Collegiate Academy had all year groups from year 7 to year 11. This has been the second year the school has been operating at full capacity. During 2025/2026 WBCA PAN was 773 with 6 forms in each year group.

Year Group	Number of students on roll at the end of Summer Term 2026
7	155
8	154
9	152
10	155
11	157
TOTAL	776

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, 126 pupils were identified with special educational needs and/or disabilities (SEND) at the end of the 2025-2026 academic year. This equates to 16.24% of the whole-school population of 776 pupils. Of these, 41 pupils had an Education, Health and Care Plan (EHCP), equivalent to 5.28% of the school population, and 85 pupils were recorded at SEN Support, equivalent to 10.95% of the school population.

The figures have been deduplicated so that each pupil is counted once using their status at 31 July 2026.

Year Group	Number of SEND students on roll at the end of Summer Term 2026
7	30
8	29
9	15
10	17
11	35
TOTAL	126

Whole School SEND		
EHCP (E)	41	5.28% of school population
SENS (K)	85	10.95% of school population
SEND total	126	16.24% of school population
Monitoring (M)	0	0%

Pupils with SEND were represented across the ability range and in every year group. Their needs and provision may remain constant or change over time in response to progress, assessment and personal development.

SEN Need Across Whole School	No. of Students
Other medical condition (e.g. epilepsy, asthma, diabetes)	0
Physical Disability	2
Other Difficulty/Disability	2
Moderate Learning Difficulty	34
Specific Learning Difficulty	5
Vision Impairment	3
Speech, Language and Communication Needs	25
Social, Emotional & Mental Health	39
Autistic Spectrum Disorder	12
Hearing Impairment	4

A full breakdown of West Bromwich Collegiate Academy's SEND register at the end of the Summer Term 2026 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 90 in the whole-school screening are involved in further screening with the Academy SENCo this testing may be the WRAT, BPVS or Phonics screening 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.

Pastoral Staff Identification: Students who are displaying persistent/ongoing challenging behaviours are referred to the Inclusion Department via a Student Support Group meeting which is attended by the SENCo, Head of Year, Safeguarding Officer and Assistant Principal for Behaviour, Principal.

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 Thomas 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 with the child's Key Worker 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 whom they can contact at any time. Mrs Thomas, 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 Thomas, 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 Thomas 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. We always aim to host an additional induction day specifically for SEND students to further support them in the transition to secondary school.

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 Mrs Thomas, 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 25-30 students in 2025-2026.

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 2025-2026 the weekly allocation of L4L hours was 17 hours in Year 7, reducing to 13 hours in Year 8 and to 5 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 (Sparx 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 adapted 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. We have one large room designated for interventions and small group teaching and a smaller room for mentoring and SEMH based interventions.

During the 2024-2025 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



Assistant Principal and SENDCo- Mrs L Thomas

Assistant SENDCo- Mrs Kari

Intervention Manager for SEMH – Miss Hickman

Intervention Manager for Speech, Language and Communication- Miss Gutteridge

First Aider – Mr Hadley

Miss Winsper – LSA

Miss Dey- LSA

Miss Higginson – LSA

Mr Cann- LSA

Miss Thind – LSA

Mrs Styler – LSA

Miss Papagiannaki- LSA

Additional Staffing

The Academy funded the following positions during 2025-26:

- Mindful Life Counselling – Mentor – Rebecca – two days a week – 10 session in total
- Mindful Life Counselling - Counsellor Kerry Male – one day a week – 5 sessions
- Purple Diamonds – Mentor Tisha – 3 hours – 4 sessions. Mentor Akeem – 4 hours – 4 sessions
- Mentor Ray Lewis – two days a week. 10 sessions
- BoxClever Mentoring – two terms. One hour a week group session

SEND Link Governor: The SEND link governor for 2025-2026 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.

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 or Form 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 SSG 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/Murray Hall
- Lunchtime Social Skills Club
- Inclusion Support Services.



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 run by all support staff in the Inclusion Department due to their specific training. 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. Support staff provide opportunities for students to develop key skills such as turn-taking and conversation building within the lunch club. 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

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
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 2025-2026

Please see a full breakdown of West Bromwich Collegiate Academy's SEND register at 31 July 2026, based on pupils' recorded primary area of need.

Student Data based on the Primary Area of Need

Year Group	MLD	Sp LD	ASD	SLCN	VI	HI	PD	OD/D	SEMH
Year 7	3	2	7	6	0	4	0	1	7
Year 8	9	0	1	7	1	0	0	0	11
Year 9	4	2	2	2	0	0	0	0	5
Year 10	7	1	0	4	1	0	0	0	4
Year 11	11	0	2	6	1	0	2	1	12
Total by Need	34	5	12	25	3	4	2	2	39

Appendix 2 – Interventions 2025-26

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

	Wave 1 Universal Provision	Wave 2 Targeted Provision	Wave 3 Specialist Provision
Cognition and Learning	Flipped Learning Coloured Overlays Age adapted work Scaffold sheets Task boards Mind maps Read Aloud Immersive Reader Personal Laptop	Overlearning Pre-teaching CGP Catch Up Numeracy Lexia Handwriting	In class support Precision Teaching Widgets Reading Pen Abigail Steele Phonics Quiet workstation Lexia Handwriting Support
Communication and Interaction	Social Skills Lunch Club Key Vocabulary Task boards Communication Friendly Environments	Social Communication Group Vocabulary Enrichment Talk About: For Teenagers Lego Based Therapy Comic Strip Conversations Back chaining	Lego Based Therapy Widgits Online BCU Speech and Language Therapists ASC Check In 1:1 Speech and Language programmes Social Stories
Social Emotional and Mental Health	Fidget Toys Emotion Coaching Workshop - Exam Stress Workshop – Self Harm Workshop – Anger Management Access to Remove	Talk About: For Teenagers Emotional Literacy Group Art Based Therapy Lego Based Therapy Behaviour Support Plan	1:1 Counselling 1:1 Mentoring – Mindful Life Balance 1:1 Mentoring – Purple Diamonds Drawing to Talk
Sensory and/or Physical Needs	Fidget Toys Adjustable equipment (writing slopes, tables, PE equipment, pen/pencil grips)	Claro Reader Touch Typing Reader Pens	Magnifier Mini Mic Adjustable table Occupational Therapy Physiotherapy

Appendix 3 – SEND Training Record 2025-2026

Date	Training Detail	Attendees	Course Provider
INSET Sept 2025	Understanding New SEN Pupils and Accessing Care Plans and Medical Needs	All Staff <ul style="list-style-type: none"> • Teaching • SEND Support Staff 	SENCo- LThomas
INSET Sept 2025	Medical Needs Training <ul style="list-style-type: none"> • Asthma, Anaphylaxis, Epi Pen and Buccal Training 	All Staff <ul style="list-style-type: none"> • Teaching • Support Staff 	SENCo & First Aider
15 th Nov 2025	Asdan – Certificate of Personal Effectiveness	Laura Thomas - SENDCo	Asdan
Ongoing	SENCo Workshop <ul style="list-style-type: none"> • Supporting your SEND learners 	All staff invited	SENCo
16 th October 2025	Access Arrangements update – Introduction to the JCQ changes 2024-25	Assistant SENCO SENDCo	Communicate-ed and PATOSS
21 st October 2025	Examination Access Arrangements Training Readers, Scribes, Invigilators and Other Adult Helpers	SEND Support Staff- RTD/NGT	Communicate Ed
October 2025	Trauma Informed Practice Training Led by	All staff	Inclusion Managers & SEND Director Michelle Hill
14 th Nov 2025	Internal Quality Assurance Course	Ireana Kari Assistant SENDCo	Asdan
5 th February 2026	ECT Training – SEND	All ECT	Laura Thomas
17 th March 2026	Evacuation Chair Training	Refresher - All Staff	Lathanial Hadley
April 2026	Draw and Talk Therapy Training	Miss Hickman	Draw and Talk Team.