

Shireland Biomedical UTC

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 Biomedical UTC Information

Shireland Biomedical UTC is currently one of 13 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 Biomedical UTC joined the Shireland Collegiate UTC Trust in April 2022 and we are welcoming our second cohort of year 7 in September 2023. We have a small but thriving sixth form cohort in addition to a 4-form entry year 7 and year 8.

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

Total Number	Female	Male	SEND
530	286	247	74

A full breakdown of Shireland Biomedical UTC'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 provided further insight into these students' needs.

In addition to the annual screening, students who join in Year 7 complete the "GL Cognitive Ability Tests" and students who join the Sixth Form complete "Lucid" testing.

Teaching Staff Identification: Teaching staff at the UTC 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 UTC 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 the UTC. 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 RBanks@sbu.shirelandcat.net. In addition, parents will be invited on to site at least 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. Families are included in this process at every opportunity.

Transition and Preparing for Adulthood

Joining Shireland Biomedical UTC

The UTC follows a robust transition programme for all Year 6 students. The SENCo, Mrs Banks, 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 in the form of three additional after-school sessions.

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

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

Movement Between Phases of Education

Shireland Biomedical UTC 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.

Staff in the Inclusion Department provide advice to students about a range of further educational provision including the option university or apprenticeships. Students are supported to make visits to local providers at all levels and are supported by our Connexions Adviser.

Preparing for Adulthood

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

This provision is led by Mrs Banks (SENCo) and Miss Nightingale (DSL). 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

The UTC 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 the UTC, 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 and Year 8 (including students with SEND) will follow a unique thematic curriculum called Literacy for Life (L4L) devised by experienced teachers at the UTC. 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 UTC 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, Sparx Reader.

KS5 - All students must now remain in education or training until the age of 18. Shireland Biomedical UTC is part of a collegiate sixth form with Shireland Collegiate UTC offering a range of Level 1 (BTEC), Level 2 (BTEC) Level 3 (BTEC/A-Level) courses.

There will be a provision of personal laptop computers to all students in Key Stage 5, which they are able to use during the school day and take home to use outside of school hours.

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 SEND Support Assistant to support with their needs. This would be determined by the funding attached to their EHCP.

[Adaptations to our curriculum](#)

The UTC will work with students, families, and professionals to make adaptations to the curriculum to support the needs of SEND students. The UTC 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.

In KS5 the curriculum has been adapted to provide appropriate qualifications for Level 1, Level 2 and Level 3 learners.

[Adaptations to the learning environment](#)

The UTC will work with students, families, and professionals to make reasonable adjustments to the learning environment. The Inclusion department has developed an Inclusion Hub to provide additional support and a safe place for those students with SEMH and SLCN needs.

A list of provisions for Shireland Biomedical UTC can be found in Appendix 2.

Staffing

Department structure

The department is currently led by our SENCo, Mrs Rebecca Banks who is also an Assistant Principal.



Mrs Rebecca Banks
SENCo

From September 2026, Mrs Banks will be supported by 1 full time and 2 part-time LSA's as well as a Communication and Interaction Intervention manager who will aid her in running interventions and developing the skills of our children with SEND.

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 Shireland Biomedical UTC.

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 the 2025-2026 Academic year.

Engagement in Activities

At Shireland Biomedical UTC we are passionate about the opportunity and engagement of all SEND children. It is important that opportunities are made available and children are able to engage in clubs and activities along with peers who do not have SEND.

We embrace the strengths of all our children and encourage all children to become involved in trips and extracurricular activities. We have SEND students representation in all extra-curricular activities including student leadership team.

Emotional and Social Development

All students can be directed towards accessing wellbeing support within the UTC 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 UTC and the provision to support students in this area is led by Inclusion and Pastoral Department.

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

Engaging with External Agencies

In order to secure further specialist expertise, Shireland Biomedical UTC 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
- Strengthening Families
- MST

A minority of UTC 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 UTC'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 UTC Director of SEND monitors the effectiveness of SEND provision through regular visits and scrutiny of each UTC'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's role 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

Mrs Banks, 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, Mrs Banks is responsible for the co-ordination of testing and correct logging of standardised testing as well as applying for access arrangements, adhering to JCQ guidance.

The SENCo must always work with statutory guidance including but not limited to SEND Code of Practice (2015), Keeping Children Safe in Education (2024) 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 UTC Trust Complaints Policy is published on each UTC 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:

- Discuss the concern with the UTC SENCo
- Discuss the concern with the UTC 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

Please see a full breakdown of Shireland Biomedical UTC's SEN register based on students' primary need.

Headlines- Whole School SEND

Total Number	Female	Male	SEND
535	286	247	74

Year 7

Total Number	Female	Male	SEND	
108	53	55	17	
			Primary Need	
			ASD	2
			SEMH	5
			MLD	4
			SpLD	0
			SP	2
			SLCN	3

Year 8

Total Number	Female	Male	SEND	
105	46	59	17	
			Primary Need	
			ASD	3
			SEMH	4
			MLD	4
			SpLD	1
			SP	2
			SLCN	2

Year 9

Total Number	Female	Male	SEND	
110	57	53	14	
			Primary Need	
			ASD	1
			SEMH	8
			MLD	7
			SpLD	1
			SP	1
			SLCN	3

Y10

Total Number	Female	Male	SEND	
119	61	58	19	
			Primary Need	
			ASD	1
			SEMH	8
			MLD	7
			SpLD	1
			SP	1
			SLCN	3

Sixth Form

Total Number	Female	Male	SEND	
Y12 - 33 Y13 - 48	28 43	8 6	7	
			Primary Need	
			ASD	2
			SEMH	1
			SpLD	1
			MLD	1
			SP	2

Appendix 2 – Interventions 2025-2026

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

Wave 1	Wave 2	Wave 3
Universal Provision	Short Term Provision	Long Term Provision
Quality First teaching Differentiated Resources Big Write Big Read Flipped Learning L4L competency-based curriculum Homework Club Sparx Reader Sparx Maths Century Sparx Science	Speech & Language Support Lego Based Therapy Talk about for Teenagers Lexia IDL Literacy IDL Maths Drawing & Talking Learning Village Sulp Behaviour for Learning Mentoring with WBA foundation Group sessions with Therapist 1:1 with Therapist	In-class support Emotion coaching Mentoring Social stories Handwriting programme Touch typing Lunch club Exams Access Arrangements Life Skills Travel Training Abigail Steele Rocket Phonics

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Appendix 3 – SEND Training Record 2025-2026

Role of Person(s) Completing Training	Training Provider	Detail
SENCo	Sandwell Inclusion Support	SEMH
All staff	CCAT	Autism Level 1
SENCo/LSA	IDL	IDL programme
SENCO	Sandwell Council	Trauma Informed Practice
SENCo/ LSA	Lexia	Lexia
SENCo/ LSA	Learning Village	Learning Village
LSA	Sandwell inclusion	Speech and Language
SENCo	TAWG	First Aid
SENCo	Virtual School	PEP
SENCo/LSA/Y12 Give back group	ASRP	Abigail Steele Rocket Phonics