

Wednesbury Oak Academy
SEND Information Report – September 2026
Author of the Report – Rebecca Tranter (Inclusion Manager)

Introduction

This SEND information report is part of the Sandwell local offer for learners with special educational needs and/or disability (SEND). This local offer can be found at the following site:

www.sandwell.gov.uk/send
<https://www.dudley.gov.uk/residents/dudley-local-offer/>
[Welcome to Walsall's SEND Local Offer | Send Home | Wolverhampton SEND Local Offer](#)

All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEND. The information published must be updated at least annually. The required information is set out in the SEN Code of Practice 0 -25 Years, September 2014.

1	The type of SEND provision made	At Wednesbury Oak Academy, we provide children with a wide variety of opportunities which are designed to help them develop academic, creative and social skills in order to be able, active and inspired young people. We want to give them a memorable time at school and prepare them for the best chances in life. Wednesbury Oak Academy is a mainstream primary school catering for children from the age of 4 to 11. We welcome children with and without special needs and support children with a range of SEND. They may fit into one or more of the following areas: <u>Broad Areas of Need:</u> 1) Communication and Interaction • Autistic Spectrum Disorder (ASD) • Speech Language and Communication Needs (SLCN) • Development Language Disorder (DLD) • Difficulties speaking, understanding or communicating 2) Cognition and Learning • Moderate Learning Difficulty (MLD) • Severe Learning Difficulty (SLD) - where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication. • Profound and multiple learning Difficulties (PMLD) - complex learning difficulties as well as physical disability or sensory impairment. • Specific Learning Difficulty (SpLD) including dyslexia, dyscalculia and dyspraxia 3) Social, Emotional and Mental Health Difficulties
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		• Attention Deficit Hyperactive Disorder (ADHD) • Attachment Disorder (AD) • Anxiety, depression or eating disorders 4) Sensory and/ or Physical Need • Physical Impairment (PD) • Hearing Impairment (HI) • Visual Impairment (VI) • Multi-sensory Impairment (MSI) A combination of vision and hearing difficulties We have high expectations for pupils with SEND and endeavour to ensure that they: • Achieve their best • Become confident individuals, who work and play with increased resilience and independence • Make a successful transition through school and on to secondary provision. Our school endeavours to meet the needs of all children with SEND in consultation with parents, the local authority and specialist agencies from health, education and social care.
2	How do we identify and assess children with SEND?	<u>Identification & Assessment</u> SEND students may be identified through the teachers' observations, assessment, and school-based criteria including: • Evidence obtained by teacher observations/ judgements • Performance against national expectations • Pupil progress in relation to Early Years' Curriculum expectations and National Curriculum targets • The use of the Engagement Model in our Nest class • Parent/carers concerns • Sensory or physical impairments or Speech and Language delays in very young children which may be identified by Health Workers and the school is informed. • Appraisal of newly admitted children • Social and Emotional difficulties • Standardised tests which are tests to compare children of the same age nationally or criterion referenced tests such as high frequency word checks or phonic knowledge checks. • Completion of the Boxall Profile • External agency reports and observations • Records from previous schools • Information from parents • Social Development Questionnaire • We also closely monitor progress in areas other than attainment including social development and evidence that a pupil may have a disability under the Equality Act (2010).

3	What is our policy for making provision for all pupils with SEND?	<u>See Wednesbury Oak Academy's SEND Policy:</u> Following identification and assessment we adopt a <i>graduated response</i> to meeting special educational needs and disabilities (SEND) through: High quality teaching for all, adapted for individual pupils. If a child's progress continues to be less than expected the class teacher will work closely with the Inclusion Manager to assess whether a child has a SEN or disability. The school will then put evidence-based or school designed interventions into place, targeted to the needs of the individual, to secure better progress for the child. Where necessary a child may require specialist equipment to access and make progress in their learning. For higher levels of need the school will draw upon more specialised assessments from external agencies and professionals to support those identified with SEND. If a young person's progress continues to demonstrate significant cause for concern despite interventions at school under the single category, a request may be made to the pupil's Local Authority (this is the LA for the pupil's home address) for Statutory Assessment , which can result in an Education, Health Care Plan (EHCP) being issued. <u>Levels of Intervention at Wednesbury Oak Academy:</u> <u>Universal:</u> All teachers will provide high quality teaching for all the pupils to meet the needs of everyone in the classroom. Adaptation is vital for the effective inclusion and progress of all pupils in daily sessions. <u>Targeted</u> These interventions are implemented within school and further details can be obtained from the Class Teacher/Inclusion Manager. Progress and impact are assessed using the school Insight Assessment system. Impact is shared with all relevant stakeholders. <u>Targeted Plus</u> These interventions are more specialised and delivered on a small group or 1:1 basis. Parents/Carers will be informed if their child will be receiving intervention(s) at Wave 3. <i>Please see Appendix 1 for a list of possible interventions which are delivered in school.</i> <u>Specialist</u> This is when a child is supported within school through an EHCP, Education Health and Care Plan, which is created in conjunction with the child's home local authority. This is completed following a statutory assessment and is reviewed at least annually.
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		Other policies of note: <i>Behaviour Policy</i> <i>Restraint</i> <i>Policy</i> <i>Policy for Supporting Pupils with Medical Needs</i> <i>Complaints Policy</i> <i>Healthy and Safety Policy</i> <i>Anti-Bullying Policy</i> <i>Pupils with Additional Health Needs Attendance Policy</i>
a	How do we evaluate the effectiveness of provision for SEND pupils?	At Wednesbury Oak Academy the impact and quality of the support and interventions provided for individuals identified with SEND will be evaluated, along with the views of the pupil and their parents. Individual Learning Passports will be put in place after consultation with parents, staff and where suitable, other professions, e.g. members of Inclusion Support, SALT or Occupational Therapies. The attainment and progress of pupils on these plans will be evaluated at appropriate intervals. The class teacher in collaboration with the Inclusion Manager will revise the support in light of the pupil's progress and development. Any outcomes or changes to the support will be discussed with parents and pupil. In addition, the SEND Governor, Inclusion Manager and school leaders will regularly review the use of expertise and resources used to address SEND. The quality of the whole school provision will be evaluated as part of our approach to school improvement. We continually review our inclusive practice, by asking ourselves these questions: • Are our children achieving their full potential? • Are there differences in the achievement of different groups of children and why? • What are we doing for those children who we know are not achieving their best? • Are our actions effective? Inclusive practice is a main element evaluated during any subject monitoring cycle to ensure quality first teaching is accessible to all pupils. Planning, resources and support are also evaluated during lesson observations to ensure the needs of all pupils are being met in the classroom. The progress of all pupils is discussed during the termly Pupil Progress meetings that take place with all year groups. Action points are set and reviewed at these meetings. Interventions or booster sessions are identified and used to provide the support needed to individuals and progress is reviewed on a termly basis. If progress is not made, a discussion is held between the Inclusion Manager and Class Teachers to see if another intervention or strategy may be better suited to

		these pupils. All interventions are monitored by the Inclusion Manager or Class Teachers. Parents/Carers and pupils are invited to share their views during reviews. Individual Learning Passports assess progress for high need pupils. These are shared with parents/carers. Summary of outcome/progress sheets are completed in school with pupils receiving additional support and these are also shared and discussed with parents/carers. Individual costed provision maps are completed for pupils who may need to apply to their home LA for a statutory assessment or as part of the EHCP annual reviews each year.
b	What are the arrangements for assessing and reviewing progress?	SEND support at Wednesbury Oak Academy is based on four types of action: assess, plan, do and review. <u>ASSESS</u> - SEND students may be identified in a range of ways as outlined in section 2. <u>PLAN</u> - In liaison with the Inclusion Manager, teachers will agree the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. This is also shared with parents and the child. - Once a child is identified with a Special Educational Need a support plan (Learning Passport) will be developed in consultation with the pupil and parents. This will include short, realistic and measurable targets related to the area of concern such as: - suggested strategies to be used by teachers, support staff, parents and students - specific teaching strategies to be used - the provision to be put in place - when the Learning Passport is to be reviewed - outcomes <u>DO</u> - The class teacher should remain responsible for working with the child on a daily basis. - Where the interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. - The Inclusion Manager will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support. <u>Review</u> - Learning Passports are to be reviewed termly, with input from the student, parent/carer, teachers, and learning support staff and any outside agencies (if applicable). - Students with an Education Health and Care Plan have

		long and short-term targets. Long term targets are reviewed annually at the annual review. Short term targets are devised and reviewed at least termly as described above
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c	What is our approach to teaching pupils with SEND?	At Wednesbury Oak Academy, our class teachers are responsible for delivering high quality teaching, adapted for individual pupils. Teaching will always consider different learning styles. Following identification and assessment we adopt a graduated response to meeting special educational needs and disabilities (SEND). As much as possible support will occur in class, this may involve specialised resources or equipment and/or support from a Teaching Assistant (TA). Where SEN interventions involve group or one-to-one teaching away from the main class teacher, the class teacher will still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. Where possible, additional intervention work will ensure that children do not miss the same lessons each week. Wednesbury Oak Academy will ensure evidence-based/ school designed interventions are delivered by appropriately trained staff. The Inclusion Manager will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.
d	How do we adapt the curriculum/ learning environment for SEND pupils?	All pupils at Wednesbury Oak Academy have access to a broad and balanced curriculum. Teachers will have high expectations for individuals with SEND. Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt access to the curriculum, acting on advice from external agencies, when necessary. These might include: • Use of technology • Use of practical resources/ specialised or modified resources • Peer mentoring systems • Positive behaviour rewards system • Additional adult support • Adaptation to visual stimuli including assessment materials • Personalised resources and/or activities • Use of Widgets and aided language displays • Identifying and monitoring each pupil's needs at the earliest possible stage.

		• Setting appropriate learning challenges through adapted lessons and resources across the whole curriculum • Ensuring all learning styles are planned for and explored • Overcoming potential barriers to learning and assessment for individuals and groups of pupils. • Providing other curricular opportunities to meet the needs of individuals or groups of pupils. • Learning Passports must be drawn up and maintained where appropriate for pupils with special needs and reviewed by the Inclusion Manager, Class Teacher and parents/carers on a regular basis. • Advice and support will be requested for pupils with special needs to ensure the needs of all pupils are met. • Collaboration between schools, pupils, parents/carers and outside agencies will be sought to ensure the needs of the pupils are met. • Provision for focus groups (including SEND pupils) to be planned and reviewed on a termly basis. Each learner identified as having SEND, is entitled to support that is 'additional to or different from' a normal adapted curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier(s) to learning identified. The school is accessible to parents and children with disabilities. Within the school we have disabled toilet and care room facilities. There is also allocated parking for the disabled on the main school car park.
e	What additional support for learning is available to SEND pupils?	Where a pupil continues to make less than expected progress, despite evidence-based SEN support delivered by appropriately trained staff, we would involve specialists to give advice on effective support and interventions. The involvement of specialists will always be recorded and shared with parents, teaching staff and other SEN support. The local offer will set out clearly what is available from different services and how it may be accessed. This may include: • Speech and Language Service • Educational Psychology Service • Learning and Behaviour Support Service • Autism Outreach • Physical impairment team • Visual Impairment team or Hearing Impairment team • The Primrose Centre • The Albright Centre • Child and Adolescent Mental Health Services • Occupational Therapy Service and Physiotherapy Service • West Midlands Police

f	How do we enable SEND pupils to engage in all activities of the school?	Pupils identified as having SEND are supported to engage in all activities within school life. Reasonable adjustments and adaptations for participation are made in order to ensure access to all curriculum and enrichment opportunities, including before and after school clubs.
g	What support available is for improving the emotional, mental and social development of SEND pupils?	We recognise that persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. We acknowledge that disruptive behaviour will often reflect social, emotional and mental health needs which may require additional provision to the school's Behaviour Policy. The school Inclusion Manager will be involved in putting together an individual plan to support the pupil's needs. The plan may involve formulating behaviour targets with the child, parent and teacher. The school also has access to outside agencies (such as Sandwell's Inclusion Support Team) that can provide advice and support if required. Appropriate assessments will be carried out to determine if causal factors are related to undiagnosed learning difficulties, communication and interaction difficulties or mental health issues and appropriate support will be put in place. This may include circle time activities in class, social skills evidence – based intervention groups or the involvement of specialist support. Specialist support may involve: Educational Psychology, Speech and Language, School Health Advisor or Child and Adolescent Mental Health Service. We are aware that some pupils require support for social, emotional and mental health needs. In order to support these needs, the school has a range of trained professionals who can support these pastoral needs. They include: • A Designated Safeguarding lead. • Learning Mentor. • School Nurses • An Inclusion Manager During Public Examinations, additional support can be applied for from the Department of Education (DFE) itself. Access arrangements for Public Examinations can include: • Extra time. • Translators. • Scribes, readers or prompters. • Supervised movement breaks • Modified papers to meet visual needs. • Space where the pupil is able to read their test paper aloud to themselves. These decisions will be made with the pupil, parents/carers, the Inclusion Manager and Sandwell's Inclusion Support Team

		If housing, family or other domestic circumstances may be contributing to the presenting behaviour then a multi-agency approach may be appropriate. Appropriate support will be provided in distressing circumstances, for example, where bullying is suspected or there has been bereavement, as we are aware of the significant impact that this can have on the well-being of a pupil. Policies of note: SEND policy Behaviour policy Anti-bullying policy Pupils with additional health needs attendance policy Supporting pupils with medical conditions policy
4	The Inclusion Manager's name and contact details	Inclusion Manager: Mrs Rebecca Tranter Wednesbury Oak Academy Primary School Greenacre Road Tipton West Midlands DY4 0AR Tel: 0121 556 3387 (School Contact) Email: send2@woak.co.uk or office@woak.co.uk
	Information on staff expertise their SEN training, and how specialist support will be secured.	SEND training within the school happens in many ways. We take advantage of courses being delivered by external agencies in all aspects of SEND provision. We also commission external agencies to come into school to work with larger groups of staff. Throughout the year we provide training in house for both teaching and non-teaching members of staff. The focus of training is planned based upon the needs of our staff as well as the needs of our pupils. Staff attend regular training sessions. Training days and twilight events are opportunities for staff to develop knowledge or gain new skills linked to SEND. Staff are made aware of external training opportunities via emails, and the Inclusion Manager will arrange training required from Inclusion Support when needed. Staff have received the following training: • Attachment and Trauma • Child Protection. • Health and Safety.

		• Food Hygiene. • Curriculum and Planning. • Interventions (Sandwell Early Numeracy Intervention, Building Reading Fluency, Six Minute Fluency, etc). • Reading. • Speech, Language and Communication Tools. • Makaton. • Social Stories • Behaviour strategies. • Anger Management. • Autism Awareness. • Emotion Coaching • EpiPen delivery/Asthma/Epilepsy. • First Aid. • Social Stories. • Diabetes • The Engagement Model • Bucket Time • CPI-SI (Safety Interventions) Training is reviewed regularly to ensure staff have the appropriate skills to work effectively in their role. Other professionals also work alongside our school team to provide effective support. Our Inclusion Manager has been awarded the National Diploma for Coordinators of Special Educational Needs. Class teachers and support staff receive up to date training related to various areas of SEND.
6	Information on equipment and facilities to support SEN pupils and how this will be secured.	Allocation of resources • Resources are allocated to support children with identified needs. • Each year we map our provision to show how we allocate human resources to each year group, this is reviewed regularly. • Support may take the form of adapted and scaffolded work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals. • Where necessary specialist equipment, books or other resources that may help the child are purchased. • Wednesbury Oak Academy works closely with specialist professionals to ensure that accurate information is accessed regarding equipment and facilities to support SEN pupils. For example, where specialist equipment or resources are required.

7	What arrangements are there for consulting parents of pupils with SEND, and involving them in their education?	Early Concerns • The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. • Where progress continues to be less than expected parents/carers will be invited in to school to begin the Assess, Plan, Do, Review process. • There is an open-door policy. Parents can arrange to meet with their child's class teacher or, where appropriate, the Inclusion Manager to discuss any concerns at a mutually convenient time.
8	What arrangements are there for consulting pupils and Involving them in their education?	• As discussed, where progress continues to be less than expected the class teacher and/or the Inclusion Manager will invite parents/careers in to discuss the next steps in order to further assess the young person. Following this the Inclusion Manager or class teacher will meet with the young person to complete their plan. This will include the child's thoughts on their strengths and weaknesses and suggestions for targets to work towards. It will also consider support that they feel would be appropriate and helpful. A date will be set when this will be reviewed with the child. • Depending on their age, pupils with an Education Health Care Plan are invited to submit their views in writing as part of their annual review as well as to attend the review itself.
9	Governing body arrangements for the treatment of parental/ pupil complaints concerning the school's provision	<u>Arrangements for considering complaints about SEN provision</u> If a parent/ carer has a complaint about SEND provision it should first be raised with the school. In the first instance concerns should be raised with the class teacher. If a satisfactory outcome is not achieved the Inclusion Manager will become involved. In some instances, it may be necessary to consult the Head Teacher. In extreme cases the parent may be referred to the LA. A parent can also be directed towards Special Educational Needs and Disability, Information Advice and Support Service (SENDIASS 0121 289 2566). Alternatively, parents can also contact Sandwell Parents Voice United (07923 352516 or Daniel.mckenzie@spvu.org) See also: Complaints Policy

10	How does the governing body involve others (health, social care LA support services and voluntary organisations) in meeting the needs of children identified with SEND?	We work closely with the Local Authority and other providers to agree a range of specialist services and clear arrangements for making requests for specialist services. We commission some specialist services directly, for example, • Learning Support Service • Educational Psychology Service. We are also supported by health care professionals such as: • Physiotherapists • School Nurse • Child and Adolescent Mental Health Services (CAMHs) • Or other services such as: • Charity Organisations • Social Workers • Early Help Services
11	The contact details of support services for parents of SEN pupils	Sandwell Local Authority – 0121 368 1166 Speech and Language Support – 0121 612 2010 Sandwell Inclusion Support – 0121 562 2777 Sandwell SENDIASS– 0121 289 2566 School Nurses – 0121 612 2974 Occupational Therapy – 0121 530 8030 CAMHS – 0121 612 6620 Walsall SEND – 01922 652 871 Walsall SENDIASS – 0808 802 666 Wolverhampton SEND – 01902 555 961 Dudley SEND – 01384 814 360
12	The school's transition arrangements for SEN pupils	<u>Transition Arrangements:</u> The following information and documentation is provided by the SENCO to the receiving school for pupils with Special Educational Needs: • Assess, Plan, Do, Review Support Plans • Education, health care plans • Assessment details • Reports • Liaison with school staff of receiving school For pupils with an educational, health and care plan a transition review will take the place during the spring or summer term of Year 5. This review must give clear recommendations as to the type of provision the child will require in future years and include supporting reports from professionals who have worked with the child. In some instances, specialist services involvement and guidance in transition may be required, for example Autism Outreach.

Appendix 1

Wednesbury Oak Academy- Whole School Levels of Provision Offer Map

At Wednesbury Oak Academy we offer a range of additional provisions/interventions in order to meet the needs of all of our children. Wednesbury Oak Academy is an inclusive school that offers the following additional and specialist provision (s) to children who may have an additional or Special Educational Need (SEN).			
<u>Area of need in line with SEN Code of Practice (2014)</u>	<u>Universal</u> High quality teaching for all children. Differentiation is vital for the effective inclusion of all children in a daily lesson.	<u>Targeted</u> This is additional small group work for children who are expected to catch-up with their peers as a result of a time limited booster intervention- 6-10 weeks programme. If after one cycle of assess, plan, do review, the pupils need another intervention they may be placed on our Monitoring for SEN document. *children at Wave 2 and 3 should also receive high quality Wave 1 teaching.	<u>Targeted Plus and Specialist</u> Interventions are delivered in very small groups or on a 1:1 basis based. Targets are highly individualised and the expectation is that SEN pupils will make good rates of progress.
	Provision	Provision	Provision
Communication and Interaction SALT	• Flexible teaching arrangements • Structured school and class arrangements • Adapted Curriculum Delivery • Adapted outcomes • Aided Language Displays (ALD) and Widgits • Support identifying and discussing emotions • Sentence Building activities in lessons • Knowledge Organisers • Working Walls • Visual timetables and/or Now and Next boards • Use of images • Widgits • Pre-teach for vocabulary • Explicit teaching of vocabulary • High level of modelled language. • Face-to-face communication • Nursery Rhymes and daily stories. • Exposure to expanded, tiered language • STEM sentences • Partner talk • Echo reading sessions • Working walls • Additional processing times	• Phonics catch up (Little Wandle)- lowest 20% • Support in lessons-targeted group with adult • Lego Therapy • Emotional Literacy sessions • Emotion Coaching • WELLCOMM- Early Years and Primary School- Launched in Sandwell Sept 19- Big Book of Ideas- group based for particular language e.g. positional language- group • Pre-teach group (reading the story before teaching or discussing key vocabulary/access to the knowledge organiser prior) • Talk Boost • Barrier Activities • Sentence Building intervention activities • Language Builder activities • Staff modelling key language or sounds, and offering alternatives when speech errors are observed. • Use of Widgits and objects of reference to enhance language and understanding. • Conflict resolution	• Speech and Language Therapy sessions working on specific targets • Makaton • Lego Therapy • Access to individual workstations • PECS • Now/Next Boards • Aided Language Displays • Objects of Reference • Individual SALT targets may refer to different provisions at the discretion of our SLT. • WELCOMM on a 1:1 basis, on the recommendations of SLT and also open to their service. • Social Stories/comic strip conversations • Lego Therapy • Talk About • Bucket Time • Intense Interaction • The Nest class • Engagement scales • Communication books • Support with learning mentor for conflict resolution or work understanding emotions. • Emotion coaching interventions to identify and label emotions.

Cognition and Learning	• Adapted Curriculum Delivery • Adapted outcomes • Mixed or ability classes where appropriate and based on the cohorts need following pupil progress meetings • Visual aids/Widgets • Sentence Building activities • Explicitly teaching key vocabulary • Stem sentences • Colourful Semantics • Use of illustrated dictionaries • Use of writing frames • Scaffolds • Chunked activities • Closed procedure- sentence strips/sentence starters, shared writing, guided writing/reading- whole class • Use of number problem frames • Learning Partners • Use of knowledge organisers • Concreate resources to prepare for CPA • Chunking lessons • Flexible groupings in lessons. • Repetition and retention activities throughout the curriculum • Echo reading sessions within the curriculum. • Morphology spelling sessions • Little Wandle phonics sessions • TT Rockstars and Number Bots	• Phonics catch up (Little Wandle)- lowest 20% • Rapid catch up sessions • Support in lessons- targeted group with adult • Building Reading Fluency • Simultaneous Oral Spelling • School based intervention for R, W, M • SALLEY- Early Years • Big Book of Ideas/early years and primary • Mastering Number • Train the Tutor sessions • Max's Marvellous Maths • Closed procedure- sentence strips/sentence starters, shared writing, guided writing/reading- group based with support. • Sandwell Early Numeracy Intervention • Additional Guided Reading groups- high interest low ability banding. • 6 minute fluency- based on Salford reading scores • Comprehension Groups • SNIP • Vocabulary and Inference Sandwell Intervention • Sandwell Early Writing Intervention • Colourful Semantics • Reciprocal Reading • Fine Motor support • Dough Gym • Mastery in Maths • Same day intervention • Every day readers • Pre-teach group (reading the story before teaching or discussing key vocabulary/access to the knowledge organiser prior) • Read Theory • Maths.co.uk	• Phonics Rapid Catch Up – KS2 • Individual Phonics Catch Up programme • Five Minute Number Box. • Five minute Literacy box • Speech and Language Therapy (SALT) • Widget/ALDs • Sentence Building activities and interventions • Makaton • Pre-teaching sessions • Workstations • Start and Finish Boxes • 6 Minute fluency • Precision Teaching • Six Pocket Folder • Alphabet Arc • Building Reading Fluency • Comprehension sessions • Building Early Literacy Skills • Intensive Interaction • Visual Overlays and Coloured Books • White Rose Maths interventions – Train the Tutor • Mastering Number • Individual target interventions to correct misconceptions or known gaps in a pupil's learning • Groups taught by the Inclusion Manager – work and resources are fully adapted to meet learner's needs based on robust assessments. • The Nest classroom • Referral to outside agencies for additional support and intervention advise • SOS spelling • Multi-sensory spelling approaches • Learning plan/EHCP target work • Access to assistive technology – reading pens, voice-to-text technology. • Alternative ways to record information in lessons
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Social, Emotional and Mental Health difficulties	• Whole school and class reward system • Whole school rules • Behaviour policy • Circle time • Jigsaw PSHE Scheme • Themed days (whole school, e.g. anti-bullying, etc.) • Mindful activities • Team Points • Visual timetable and/or Now and Next boards • Visual Aids, including Widgits • Emotional Scales • Emotion Coaching conversations and practice • Space in classroom to access to help them self-regulate. • Transition- whole class- meet the teacher and see the class room- mini activity where possible and ask any questions. • Opal Play • Access to sensory breaks and/or sensory boxes. • Use of wobble cushions, bands on chairs, ear defenders and fidgets • Visual aids for play	• Emotional Literacy sessions • Emotion coaching • SALLEY- Early Years • Families in Action • Mentoring • Team building session • Turn Taking interventions/games • Lego Therapy • Circle of friends or friendship activities. • Sensory breaks • Sensory/Regulation box • Transition- additional meet and greets • Emotional thermometers • Transitions with known staff and trusted adults. • Mentoring sessions • Social stories • Movement breaks • Check-ins at trigger points	• Sensory circuits • The Nest • 1:1 with Learning Mentor • Family Intervention with PSA • Anger Management work with PSA • Individual Behaviour Plans • Counselling via third party agencies e.g. Murray Hall • Social Stories and/or Back Chaining • Transition- additional meet and greets, transition book with photographs and key information • Sensory activities and breaks • Mentoring on a 1:1 basis based on individual need • Lego Therapy • Emotion Coaching • Emotional literacy groups • Sensory tents • Personal sensory boxes with built in sensory breaks throughout the day • 1:1 work with West Midlands Police • Sandwell Wellbeing Services- BEAM and Kaleidoscope for primary aged children. • Individual Behaviour Plan agreed with school, child and parents with associated rewards • Prevention Primary Exclusions Team • Learning mentor sessions • Sessions with external agencies such as Reflexions, Murray Hall, etc. • Referral to Inclusion Support SEMH team for additional guidance or advice. • CPI-SI trained staff to support de-escalation if needed.
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Sensory and/or Physical Needs	• Flexible Teaching Arrangements, • Availability of sensory resources • Teacher Awareness of sensory and physical impairment • Positioning of child/ren in the class- some children might need to be at the front • Adapted activities throughout the curriculum which is matched to physical abilities. • Specific seating arrangements in class.	• Write dance • Play Sessions • Families in Action • Sensory room • Pencil grips • Fine motor skill activities • Sloping board • Dough Gym • Different scissors – self-opening, teacher support, etc. • Fastenings kit and practise	• Widgits • ALDs • Specific resources/equipment– sloping board, different pencils, technology, specialist scissors • Enlarged print or specially ordered texts/books and tests • Sensory activities based on external agency advice with a specific focus. • Occupational Therapy • Physical adjustments that may be required • Intensive Interaction • Visual Overlays • Coloured Books • Use of assisted technology • Weighted Blanket • Sloping boards and specialist stationary • Kura cutlery and plate guards for use in the hall • Access to wheelchairs or other specialist resources • Individual medical plans and resources • Makaton • Use of iPads or technology to enlarge fonts • Sensory/Physical resources required for a child based on OT recommendations- specific resources such as slopped boards, weighted bracelets, specialised resources, • Touch-typing interventions and ability to type in lessons (KS2 where appropriate) • Additional time for activities where possible. • Alternative travel for trips, etc. where needed.
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Precision Teaching – builds on fluency and accuracy, builds on automatic skills. Monitors and tracks progress and is a highly effective teaching method to support where a child is finding something difficult and it needs to be an automatic skill. Fluid combination of accuracy plus speed that characterises competent performance.

6 Minute Fluency – To build fluency, 6 minutes per day, scaffolds up as children progress in fluency, flexible fluency at fast word level, then passage level, supports accuracy, valuable in complementing our reading curriculum once children are off it.

6 Pocket Folder – works on developing a pupils' recognition of HFW. They will use repetition to reinforce sight reading as well as the use of phonics to improve their reading level.

Building Reading Fluency - Intervention from the English Hub, for groups of 6-8 learners. The intervention has two sessions per week. Session 1 uses echo reading and reaching practice to develop prosody before performing part of the text to the group. The pupils continue to read the passage before session 2. In Session 2, the pupils develop their comprehension through the use of retrieval, inference and vocabulary questions.

Building Early Literacy Skills – prescriptive daily programme for pupils with SLD. Works on daily practise of key skills such as name writing, recognising phonemes, reading and writing VC/CV words up to CVC. Then applying to a sentence and reading a given book daily.

Little Wandle Phonics Keep Up and Catch Up programmes – Phonics interventions following our Little Wandle scheme, which identifies each pupils gaps in their phonics knowledge and works on teaching the gaps to enhance pupils reading and spelling skills.

Sandwell Early Numeracy Intervention (SENI) – works on building pupils basic numeracy skills, e.g. number recognition, counting, simple addition, number bonds. It works on the skills taught in EYFS and KS1 and has a detailed 1:1 Assessment to identify gaps in learning which allows group interventions and skills to be taught to ‘plug the gaps’ in mathematical knowledge.

Max’s Marvellous Maths – Works on early number bonds and counting skills – catch up programme which develops vocabulary on a weekly basis as well as number patterns.

Simultaneous Oral Spelling (SOS) – Improve spelling scores, combines audio, visual and kinaesthetic methods, helping the children to remember and practise spellings with a multi-sensory approach, ideal for SPLD relating to Literacy, dyslexia or dysgraphia. Provides handwriting practise and links to motor and tactile techniques with audio and visual techniques which increases the probability that the children will remember tricky spellings in the future.

PECS – Picture Exchange Communication System for children who are having difficulty communicating needs/wants to another person. It can teach simple sentence/word building skills at a higher phase, e.g. ‘I want’... 6 stages in PECS.

Intensive Interaction – Works on early interaction abilities – how to enjoy being around people, relate, interact and use eye contact. It is mainly used for pupils with severe/complex learning difficulties such as Autism. It builds on a pupils use/understanding of eye contact, facial expressions and vocalisations which leads to speech, taking turns on exchanges of conversation and the structure of conversation.

Lego Therapy – is taught in groups of 3 with each person taking on a specific role, the builder, engineer and instructor who work together to provide and follow instructions to build a given model.

Emotion Coaching – works with a group of pupils to discuss and learn about different emotions. They explore different emotions, how their body feels and changes when they feel a certain way and how to react and respond. They will explore positive ways to regulate their own emotions and explore scenarios they have experienced previously.

Back Chaining – After an incident with a child the pupil will work 1:1 with an adult to explore what happened and why. The child should be calm when this intervention happens. They will look back at the incident and identify the trigger and how they should have behaved. This will then be supported further through the use of social stories.

Social Stories – Completed 1:1 with a child to address a situation which may have occurred or may occur to prepare them for responses. It explores how the child and other people should behave and react in situations. These are used to prepare for events which may not be a daily occurrence, e.g. school trip, friendship groups, residentials, change in class, dentists, school nurse, etc.