



## BUILDWAS ACADEMY

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Part of Mighty Oaks Academy Trust

## SEN INFORMATION REPORT

SUMMER 2025

**ACTING SENCO: Becky Brewer SEN Governor: Gaynor Simmons**

Contact: [becky.brewer@taw.org.uk](mailto:becky.brewer@taw.org.uk)

Dedicated SEN time: 1 day per week

Local Offer Contribution: <https://next.shropshire.gov.uk/the-send-local-offer/>

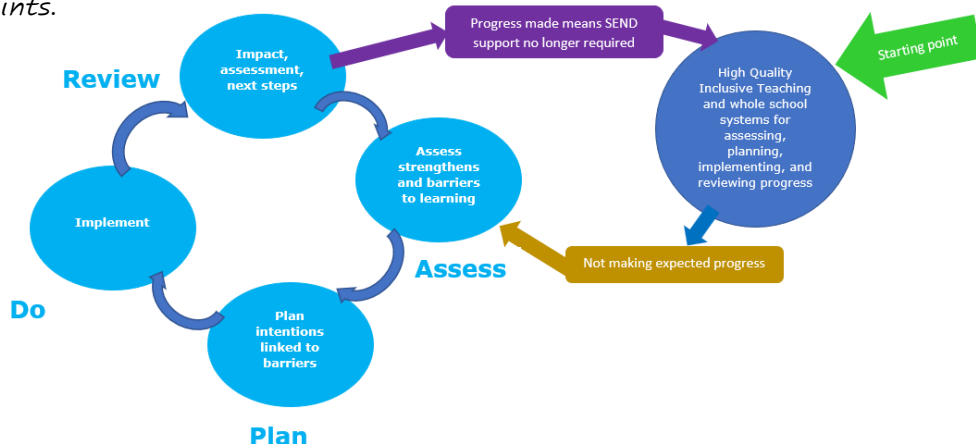
### Whole School Approach:

Through our annual dialogue across the school, Buildwas's quality first teaching and additional interventions are continuously monitored. These discussions help us to regularly review and record what we offer EVERY child in our care and what we offer additionally. This dialogue also serves to embed our high expectations amongst staff about quality-first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners. **All teachers are responsible for every child in their care, including those with special educational needs.**

Underpinning ALL our provision in school is the **graduated approach** cycle of ASSESS, PLAN, DO, REVIEW:



**Assess:** When starting a new topic or unit of work, assessments were carried out by class teachers to distinguish children's starting points.



**Plan:** From the outcomes of assessments, teachers planned the children's work, taking into account the starting points and needs of all children in their class.

**Do:** Class teachers delivered an appropriately differentiated and challenging curriculum to all pupils in their class.

**Review:** Teachers reviewed the progress made by their pupils via formative and summative assessment. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

## SEN Needs:

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

### 1. Communication and interaction

e.g. autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

*Provision may include support from the pastoral lead, visual timetables, now and next boards, ELSA (emotional literacy support assistant) resources, Superflex resources, sensory resources, social stories, WellComm programme & Talk Boost programme (speech and language interventions).*

### 2. Cognition and learning

e.g. dyslexia, developmental co-ordination disorder (DCD) & dyscalculia

*Provision may include the Nessy Reading & Spelling program, Nessy Fingers program, IDL maths and literacy programs, the Literacy Pathway programme, precision teaching, coloured overlays, talk tins, dyslexia friendly texts, assistive technology such as headsets with dictate and read facilities, reader pens, Numicon, Plus 1, Power of 2, Numberstacks.*

### 3. Social, emotional and mental health

e.g. attention deficit hyperactivity disorder (ADHD)

*Provision may include support from the pastoral lead, ELSA support, emotion coaching, , Socially Speaking, Calm Brain, chair resistance bands, wobble cushions, fiddle toys, movement breaks.*

### 4. Sensory and/or physical needs

e.g. hearing impairments & processing difficulties

*Provision may include the use of sensory play, sensory toys, sensory stories, ear defenders, writing slopes, footrests, specialist stationery.*

As at the end of summer term 2025, Buildwas has **18** children receiving some form of **SEN Support**.

This year, we further improved internal assessment processes to ensure that we effectively monitor the assessment of need and the quality of provision, focusing on individual pupil progress. These include

- reviewing all pupils' individual progress towards their goals each term through PUMA and PIRA assessments and assessments such as Salford Reading & Vernon Spelling
- reviewing the impact of interventions after each cycle & reviewing intervention records to measure progress
- monitoring by the SENCO
- holding annual reviews for pupils with Educational Health & Care Plans.

## Consulting with children, young people and their parents

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

Action/Event	Who's involved	Frequency
Creation and review of intervention targets	Parents, class teachers, children	At least 3 x per academic year
Formal parent consultations / informal book drop-ins / consultations	Parents, class teachers, children	Once per half term
SENCO emails/phone calls/meetings	SENCO, parents, pupils	Weekly
SEND parent questionnaire	Parents	Once per academic year
SEND pupil questionnaire	Pupils	Once per academic year

## Staff development

We are committed to developing the on-going expertise of our staff. Currently, we have a range of expertise in our school:

AREA OF EXPERTISE	LEVEL (see p68-9 of SEND Code of Practice 2015)
SEND – SENCO	NASENCO
Emotional Health	ELSA Emotional Literacy Support Assistant
De-escalation	Crisis Prevention Intervention (CPI)
Autism	<ul style="list-style-type: none"><li>• Good Autism Practice</li><li>• TEACCH approach</li><li>• Introduction to Intensive Interaction (Module 1)</li></ul>
Sign language	<ul style="list-style-type: none"><li>• Level 2 Makaton</li><li>• Level 1 Makaton</li></ul>
Early Help	Early Help and support training
Emotional Literacy	ELSA
Safe handling of pupils with disabilities	Bespoke manual handling training with Margaret Smith <a href="mailto:masmith1@btconnect.com">masmith1@btconnect.com</a>

This year, we used external agencies to deliver training in

- supporting neurodivergent pupils (through the PINS project)
- the use of visuals to improve communication (through the PINS project)
- the use of language in the classroom (through the PINS project)
- using the work/reward system
- trauma-informed practice

The SENCO has delivered CPD for both teachers and support assistants including topics such as:

- using assistive technology
- Insight learning plans
- adaptive teaching

## Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for transition to secondary school.

We have a number of support assistants who support and deliver interventions to individuals and others who support groups of pupils in class. Staff are placed with pupils based on their experience and expertise, and in year groups where we feel there will be most impact. We want our pupils to become as independent as possible, in readiness for transition to KS3.

## Other agencies involved in meeting pupils' needs

- BeeU – mental health
- Behaviour support advisory service
- Educational psychology service
- Learning support advisory service
- Occupational therapy service
- Physiotherapy service
- SPECTRA inclusion support team
- Speech and language therapy service
- School nursing service

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

We believe this has benefitted our children and their families in the following ways:

- Signposting support for pupils and parents
- Providing advice for school and parents
- Providing targets to support pupils
- Supporting accelerated pupil progress
- Supporting parenting skills
- Diagnosing pupil need
- Supporting transition

## **School Partnerships and Transitions**

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Our academic assessment for children with special educational needs is moderated through our cluster of schools.

We have worked with our feeder partners to welcome new children to school and we have supported three children with special educational needs/disabilities to transition to the next phase in education. Our approach involved early communication and meetings with feeder schools, being supported by SPECTRA, sharing photos of schools and staff with children, and organising supported visits to schools with staff and/or parents.

## **Complaints**

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Complaints about SEN provision in our school should be made in the first instance, to the class teacher. If the teacher, with the support of the SENCO and/or Head of School, cannot resolve the issue, the parent will then be formally referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

This year we have had one formal complaint.

## **Challenges this year**

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Challenges for our school have included

- The SENCO has been in an acting role at Buildwas Academy after the long term sickness and subsequent resignation of the previous SENCO in January 2025. She is also the Assistant Head of Inclusion at Priorslee Academy
- The number of new pupils joining the school with additional needs has had a significant impact on the cohort of pupils
- Children with additional needs struggling to recognise and regulate emotions

School has sought external agency training and advice to support and upskill existing staff. These agencies include BeeU, SPECTRA, the behaviour support advisory service, neurodivergence practitioners through the PINS project, and the LSAT team; this has meant that all staff are now more confident in supporting pupils with a range of different needs.

## **Further development**

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Our strategic plans for developing and enhancing SEN provision in our school next year include

- Further support for staff working with neurodivergent pupils through neurodivergence practitioners
- The use of zones of regulation across the school to support social, emotional and mental health of all pupils and to recognise/manage their emotions
- Encouraging parental engagement with events

In preparing this report we have included staff, parents and children through questionnaires, online meetings and face-to-face meetings.

## **Relevant school policies underpinning this SEN Information Report include:**

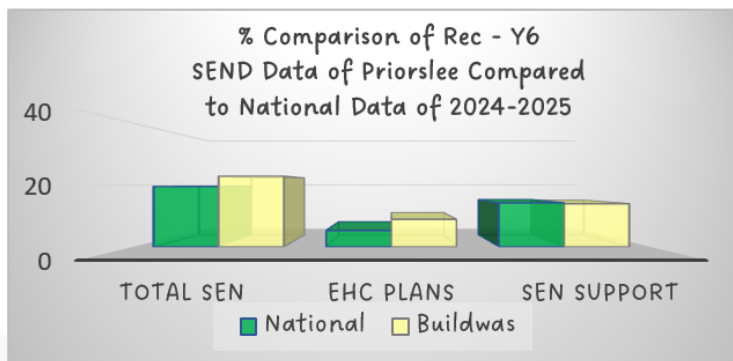
SEND Policy

Assessment Policy

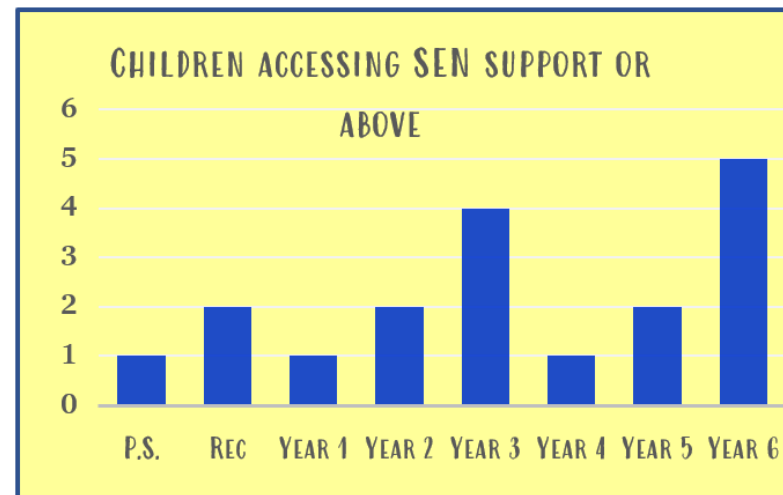
## **Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body:** 16<sup>th</sup> July 2025



**2024-2025**



### Strengths

- Support from outside agencies to ensure successful provision (including the PINS project)
- Continuing professional development

### Priorities for improvement

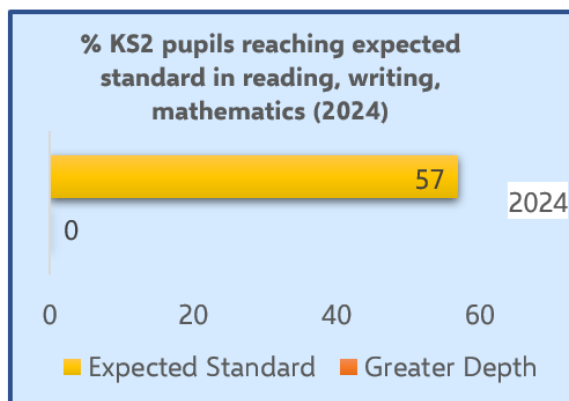
- Launching whole school zones of regulation approach
- Neurodivergent practitioner involvement

### ATTENDANCE

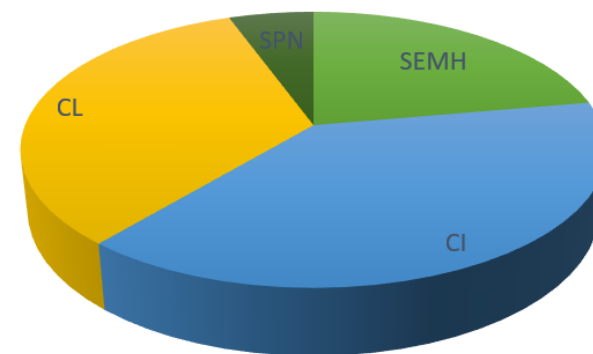
WHOLE SCHOOL – 94%  
SEN – 93.5%

### RECENT SEND RESOURCES & TRAINING

SOCIAL, EMOTIONAL & MENTAL HEALTH	COMMUNICATION & INTERACTION	COGNITION & LEARNING	SENSORY & PHYSICAL NEED
<input type="checkbox"/> BEHAVIOUR SUPPORT TEAM  <input type="checkbox"/> VIRTUAL SCHOOL – TRAUMA & ATTACHMENT	<input type="checkbox"/> GOOD AUTISM PRACTICE  <input type="checkbox"/> ZONES OF REGULATION  <input type="checkbox"/> LANGUAGE AUDITING	<input type="checkbox"/> ASSISTIVE TECHNOLOGY RESOURCES  <input type="checkbox"/> WORK/REWARD BASKETS	<input type="checkbox"/> SENSORY CIRCUITS



### Buildwas' Areas of Need



SEMh CI CL SPN

SEMh Social, Emotional & Mental Health  
CI Communication & Interaction  
CL Cognition & Learning  
SPN Sensory & Physical Need

