



Lightwoods Primary Academy

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.

Lightwoods Primary Academy Information

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

Lightwoods Primary Academy is a new school awaiting its first Ofsted Inspection in 2023-2024.

There are two forms of entry and our current cohorts are:

- Reception (54 places)
- Year One (60 places)
- Year Two (59 places)
- Year Three (60 places)
- Year Four (59 Places)
- Year Five (57 Places)
- Year Six (62 Places)

Currently 12.90% of pupils are on the school's SEND register and the predominant area of need is Communication and Interaction.

A full breakdown of Lightwoods Primary Academy's SEN register can be found in Appendix 1.

Identifying Children with Special Educational Needs

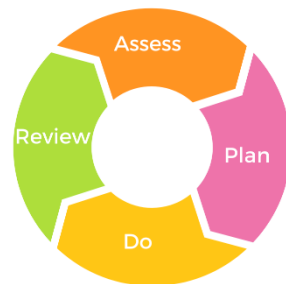
- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.
- h) Parent's evenings are used to monitor and assess the progress being made by children.

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process.

A graduated approach

The progress of students with SEND is delivered in the first instance through a relentless focus on Quality First Teaching. At Lightwoods Primary Academy, our approach to teaching is clear and focused, but also adapted to the students in our classes. Underpinning all of our whole school approach is the graduated approach cycle of:



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Where the school needs additional support or expertise to meet the needs of a pupil with SEN, it may be necessary to call upon support from external agencies (e.g. Educational Psychologists, Speech & Language Therapists, Inclusion Support Specialist Advisory Teachers, Occupational Therapists etc). Our approach in such situations is one built on communication with families.

Consulting with Families and Young People

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

Action / Event	Who's Involved	Frequency
Individual Teaching Plan (ITP) or All About Me Meetings	Pupils, Parents, Class Teachers, *SENCO	Termly (Reviewing previous and setting up next term x3)
Parents Evening	Parents & Class Teachers	Termly (x3)
SENCO Parents Evening Appointments	Parents & Class Teachers	Termly (x3)
Annual Reviews (For children with EHCPs)	Parents & Class Teachers	Annually (x1)

We will share with parents and carers where the school feels a pupil will be added to the SEND register. This means ongoing assessment shows they need support 'additional to' or 'different from' the universal offer.

In the same way, when a child is accessing the curriculum successfully with Quality First Teaching and interventions, we will remove them from the SEND register and share their movement through the graduated response with families.

Arrangements for Assessing and Reviewing Progress

Whole School

Formative assessments are carried out throughout the course of every lesson so that staff can immediately identify gaps in children's learning and address any misunderstandings or support needs.

In Nursery and Reception, children are assessed in the first few weeks of the Autumn term or their first term of admission, through transition meetings with parents and classroom observation play-based learning activities.

In Years 1-6, the previous class teacher's assessment levels for each pupil's learning are passed onto the new class teacher to provide a 'baseline' by which to track progress for every child. We also use standardised assessment tests to support class teacher assessments.

Assessments are then carried out at the end of each term to track progress. Each term a meeting is held between the senior leadership team (including the Head of Inclusion) and class teacher to discuss the progress of all of the pupils in each class.

For any child who has not made expected progress or is working below expectations that are developmentally appropriate for them, support measures are agreed and put into place for that child. Assessment for all children is tracked and analysed to determine their progress.

SEN

When a SEND has been identified, the SENCo and class teacher will meet to plan to support the child in their area of need.

The child will then be given additional support in one of the following ways depending on the level of need:

Support and resources in class to support their specific pathway into learning through personalised or adapted planning.

Intervention - either a small group or on a 1:1 basis to support them in their area/s of need

Have an Individual Teaching Plan agreed between home and school to work on small-step, specific targets across their areas of need.

Transition and Preparing for Adulthood

Joining Lightwoods Primary Academy

Prior to joining our early years classes, all families will be invited to attend parent information evenings and will receive a new pupil pack containing all the information needed to begin a successful start.

In addition to this, stay and play sessions are planned for each new class to give new pupils the chance to be in their new environment and meet their new teachers. Our administration team provide support in completing all admission paperwork during these sessions to ensure we have the important and most up-to-date information on your child. For children with SEND we invite professional agencies already involved to be part of transition meetings alongside the new class teacher, the nursery staff and the SENCO.

Home visits are carried out for all Early Years pupils prior to starting in September to ensure any concerns not already addressed can be heard privately, and teachers get to see pupils in an environment where they are most comfortable. For children with SEND teachers may visit children in their setting prior to joining.

Movement Between Phases of Education

Prior to the start of each academic year, pupils with SEND are given more time to meet their new teachers and familiarise themselves with learning environments. For pupils requiring 1:1 supervision or support with personal or medical needs, the final Individual Teaching Plan/All About me meeting will be arranged to introduce the key adults that will play a role in care duties.

For children transferring into school during an academic year, families are invited in to meet with a senior member of staff. Where a child is known to have SEND the SENCO will also attend the meeting. On agreeing a start date, the SENCO will make contact with the previous setting to arrange a transfer meeting and the successful transfer of all supporting documentation to help us meet a child's needs.

For pupils with SEND who may move to another setting during the academic year, the SENCO will inform all professionals involved and work within the new settings admissions process to ensure a successful transition. Where this is specialist or alternative provision, the SENCO will support families in setting visits and transport assessments as required.

For transition to high school, the SENDCo, and class teacher plan transition activities carefully. For our most vulnerable children, our SENDCo and Year 6 teacher work closely together to liaise with appropriate staff at the Secondary school, organising additional visits, days and tours for children to take part in summer schools if appropriate.

Preparing for Adulthood agenda

For pupils with professionally agreed outcomes that support life skills, health, community inclusion or independence we use the Preparing for Adulthood indicators to ensure age or cognitive ability appropriate provision.

Teaching Children with Special Educational Needs

Our Curriculum

Lightwoods Primary Academy has high expectations and aspirations of all pupils. We ensure that our pupils can access our curriculum to have the best possible experiences throughout their learning journey - we are committed to providing an inclusive education. We work to ensure that all learning experiences are flexible enough to meet the needs of our school community.

We prioritise Quality First Teaching ensuring that learning is made accessible to meet all the diverse needs of our pupils. Whilst following the national curriculum, we recognise that some of our pupils who have additional learning needs may require adjustments, modifications and personalisation to further support their learning. This may include targeted provision, small group sessions, interventions and or other methods suitable to the individual needs of each child.

Our commitment to ensuring access to a fully balanced curriculum is characterised by making any required and reasonable adjustments to enable access to our curriculum - regardless of any special educational need or disability.

Adaptations to our curriculum

High Quality First Teaching and additional interventions are used to support all pupils in accessing a broad and balanced curriculum. This will always be our first step in early assessment as well as in responding to pupils who have SEN.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our teaching and curriculum to ensure all pupils are able to access it through scaffolds, adult support, pre-teaching, vocabulary support.
- Using recommended aids, such as laptops / iPads (including Apps as appropriate), coloured overlays, coloured paper, visual timetables in all classrooms.
- Exploring the use of technology to promote independence

For some pupils, planning is fully personalised and may include elements of Preparing for Adulthood as well as external agency recommendations or provision as outlined on their Education, Health and Care Plan (EHCP).

All children access a broad and balanced curriculum, including the SATs and Phonics Screening Checks alongside their peers. For a very small number of children, the curriculum and assessments may be amended to meet their very specific needs – where this is the case, parents are kept informed. On some occasions a child may be disapplied from the National tests, if they are working too far below the expected standards and it is decided, in consultation with parents that it is not in their best interests to do so.

Adaptations to the learning environment

Some of the adaptations we make to the learning environment to ensure all pupils' needs are met:

- There are digital screens in the learning environment for teacher-led modelling, fully immersive experiences and accessibility tools. For a small minority of SEND pupils, this may cause overstimulation, and this is always shared with families through open and honest dialogue where this may be relevant.
- We have a Sensory Intervention Rooms that can be used by those who require a space to regulate and complete tasks in a quiet space.
- We use visual timetables to support learning and transition throughout the day.
- In our Early Years, resources are labelled with photos and words and the environment is designed to be language rich.
- Where needed, pupils with SEND have their own independent work-stations to assist in their personalised learning.

See further how our trust meets the needs of pupils with physical disabilities: [Accessibility Plan Guidance \(shirelandcat.org.uk\)](https://www.shirelandcat.org.uk/Accessibility-Plan-Guidance)

A list of provisions for Lightwoods Primary Academy can be found in Appendix 2.

Staffing

Department structure

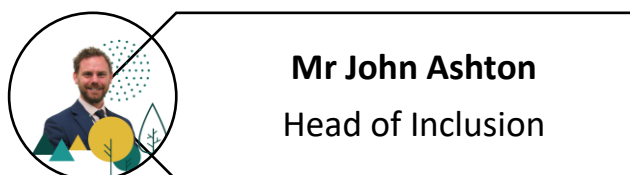
Our current staff structure (2023-2024)

Teaching Staff

EYFS	Key Stage 1	Key Stage 2	Other
1x SLT: EYFS Lead 1x Full Time teacher	1x SLT: Phonics & Kinetic letters Lead (4 days per week) 1x ECT 2x 4 ½ days	1x SLT: English/Assessment Leads 3x ECTs 4x Full Time Teachers 2x 3 days	1x PPA teachers

Learning Support Practitioners

EYFS	Key Stage 1	Key Stage 2	Other
1 HLTA, 2 TA	3 x TA	7 x TA	1 x Learning Mentor
1 x 1:1 TA	2x HLTA	1 x HLTA 1 x 1:1	1 x Sports Coach



Additional Staffing

Additionally commissioned support for this year has included:

Birmingham City University Speech & Language Post Graduate Trainees

Birmingham City University Teaching students

Training

Ongoing professional development is a priority within the Shireland Collegiate Academy Trust.

Our Head of Inclusion is fully qualified and accredited and our SENDCo has completed her NASENCO training and is currently undertaking a Masters in Inclusion at the University of Birmingham. All teaching and support staff are trained to support reading, writing, maths and wellbeing.

Training & CPD has been tailored to match the predominant areas of need or unique needs of pupils in order to improve outcomes.

Staff have received training on whole school approaches to SEND as well as individual sensory support strategies for pupils with hearing or visual impairments and tailored support from SALT for pupils requiring Intensive Interaction.

In the upcoming academic year, our primary school has set three key priorities to ensure an inclusive and supportive learning environment for all our students with special educational needs and disabilities (SEND).

Firstly, we are excited to introduce the Lexia intervention, a valuable reading-based intervention that will help us streamline and improve the provision of support services to our SEND students. Students work independently to develop critical reading and language skills through individualised, motivating learning paths. This software will enable us to track individual progress, identify areas of need, and tailor interventions accordingly.

Secondly, we are dedicated to continuing our efforts in enhancing and embedding good autism practice across the school. By sharing best practices, providing staff training, and implementing strategies that support autistic learners, we aim to create an environment that fosters their social and academic development.

Lastly, we recognise the importance of providing consistent and comprehensive support throughout a child's educational journey. To achieve this, we will focus on training new staff members and those transitioning between key stages on whole school approaches to SEND. By equipping our team with the necessary skills and knowledge, we aim to maintain high-quality provision and support for all our students with SEND.

Please see Appendix 3 for the SEND training record for the 2023-2024 Academic year.

Engagement in Activities

All children are included in all parts of the curriculum and where necessary all possible reasonable adjustments will be made to ensure that all children can take a full part in all school activities.

We have an outstanding enrichment provision that is additional to the curriculum and included without cost as part of our universal offer. Across a year this comprises of sports coaching, dance and drama.

We also have a comprehensive offer of after school club activities which operate each week. Pupils can choose the clubs they access as they are fully inclusive. These include Multi-Sports, Yoga, Gymnastics and Punjabi.

Year group	Total no. of pupils in year group attending 1 club	% of year group attending 1 club	No. of pupils with SEND attending 1 club	% of pupils with SEND attending 1 club
R	11	20.37%	0	0%
Y1	14	23.33%	0	0%
Y2	5	8.48%	1	12.50%
Y3	6	10%	1	11.11%
Y4	1	1.70%	0	0%
Y5	6	10.53%	0	0%
Y6	7	11.29%	2	15.39%

The table above shows SEND Pupil engagement in afterschool club activities in some year groups is similar to whole school engagement and actions will be taken to further improve this.

In the event that a child has a special educational need or disability, which would require different staffing ratio, adequate arrangements are made to ensure that they are not placed at a disadvantage.

Emotional and Social Development

All staff at Lightwoods Primary Academy work with parents, pupils and professionals to address any barriers which may serve to disadvantage the learning experience of a child. We identify that all pupils need to be emotionally ready to engage in learning (linking to our Zones of Regulation work), this means positive mental health and wellbeing.

We provide wellbeing support for our pupils through mentoring and nurture programmes. Support is also provided and available through our Passport to Success programme which is led by staff within our Multi Academy Trust.

Staff within our academy have received Mental Health Training and there is a Senior Mental Health Lead who has undertaken DfE approved training programme.

Pupils are made aware of the importance to share things which may worry or concern them to Trusted Adults. Mental Health and wellbeing is addressed within the curriculum through Personal Development, where pupils are provided with strategies to deploy as and where required. Pupils are encouraged to do daily wellbeing checks where they can share how they are feeling, and appropriate actions can be taken for self-regulation.

Staff have engaged in and demonstrate a working knowledge of mental health and safeguarding following an appropriate training programme.

Engaging with External Agencies

In order to secure further specialist expertise, Lightwoods Primary 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 Lightwoods Primary 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 Academy Principal has overall responsibility for the implementation of all aspects of provision including SEND.
- The Academy Principal will ensure that all teachers will understand that they are teachers of children with SEND, ensuring that all staff maintain operational responsibility in their lessons for SEND provision through high quality adaptive teaching with appropriate differentiation and personalisation.
- The Academy Principal will ensure that their Academy will use their best endeavours to meet the needs of young people with SEND, making reasonable adjustments where possible.

The Role of the SENCo

- The SENCo, in collaboration with the Principal and the SPC, plays a key role in implementing the Special Educational Needs and Disability Policy and ensuring the provision raises the achievement of students with SEND.
- The SENCo takes day-to-day responsibility for the operation of the SEND Policy and coordination of the provision made for students with SEND, working closely with students, families, staff, external agencies including the LA's support and educational psychology services, health services, social care and independent/voluntary bodies.
- The SENCo will maintain accurate and up-to-date SEND records including an accurate SEND register.
- The SENCo will plan how to develop SEND provision through a development plan that is set annually and reviewed internally termly.

- The SENCo provides advice, guidance, and training to colleagues in order to support high quality teaching for students with SEND, advising on the graduated approach termly.
- The SENCo will provide advice, guidance and training to non-teaching colleagues (e.g. Teaching Assistants; SEND Support Staff; Mentors; Pastoral and Safeguarding Teams) plus any other staff working specifically within Inclusion to effectively support students with SEND.
- The SENCo is responsible for monitoring and evaluating the progress of students identified as SEND.
- The SENCo is responsible for providing appropriate SEND transition support between stages of education, or when moving between educational providers, including the timely transfer of SEND records.
- The SENCo is responsible for reporting at least annually about the Academy's implementation of the Special Educational Needs and Disability Policy and which is made accessible on the Academy's website

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 2023-2024

Please see a full breakdown of Lightwood Primary Academy's SEN register based on students' primary need.

Student Data for the **Primary Area of Need** (as identified on the SIMS and the SEND Register)

	Cognition and Learning		Communication and Interaction		Sensory and/or Physical			SEMH
	MLD	SpLD	ASD	SLCN	VI	HI	PD	
Reception	0	0	0	3	0	0	0	1
Year 1	1	0	0	3	0	0	0	0
Year 2	2	0	0	4	0	0	0	2
Year 3	1	0	0	5	0	1	0	2
Year 4	3	0	1	1	0	1	0	0
Year 5	3	0	0	3	0	0	0	3
Year 6	8	0	0	1	0	0	0	4
Total by Need	18	0	1	20	0	2	0	12

	C&L	C&I	S&P	SEMH
Total students in the 4 broad areas of need	18	21	2	12
Percentage of SEND Register per broad area of need	33.96%	39.62%	3.77%	22.64%

	Total SEND	Percentage of Year Group	NOR
	4	7.41%	54
	4	6.67%	60
	8	13.56%	59
	9	15.00%	60
	6	10.17%	59
	9	15.79%	57
	13	20.97%	62
Whole School SEND	53	12.90%	411
EYFS SEND	4	7.41%	54
KS1 SEND	12	10.08%	119
KS2 SEND	37	15.55%	238

Appendix 2 – Interventions 2023-2024

The following interventions were available at the Academy during 2023-2024

Area of Need	Wave 1 Universal Provision	Wave 2 Short term provision	Wave 3 Long term provision
Cognition and Learning	<ul style="list-style-type: none"> • Differentiated Curriculum • Daily modelling of guided reading and writing. • Differentiated phonics groups • Visual prompts • Visual Timetables • Illustrated Dictionaries • Use of Writing Frames • Practical resources • Differentiated homework • Weekly spellings and homework. • TA support • Regular reading/Accelerated Reader/Bug Club • Online support - My Maths/Spell Zone 	<ul style="list-style-type: none"> • Phonic intervention • Precision Teaching • Small group work English/maths/other subjects • Group interventions • Boosters • Early morning readers • Visual phonics • Sound Discovery Phonics • Phonic Bug Phonics • Times Table Rock Stars • Colourful Semantics 	<ul style="list-style-type: none"> • Additional support during lessons • Educational Psychologist support • SEND specialist teacher support • Individualised timetable/curriculum • Precision Teaching • 5 minute number box • 5 minute Literacy box • Stareway to Spelling
Communication and Interaction	<ul style="list-style-type: none"> • Structured School and Class Resources • Differentiated Curriculum Delivery • Visual Timetables • Simplified language • Partner Talk • Circle time • Total Communication Environment 	<ul style="list-style-type: none"> • Group Support in English • Group Support in Maths • Now and next board • Colourful semantics • Speech and language support 	<ul style="list-style-type: none"> • Speech & Language personalised programme • PECS • Wellcomm • Individual visual timetable • Additional support during lessons 1:1 • Social stories • Communication in Print
Social, Emotional and Mental Wellbeing	<ul style="list-style-type: none"> • Whole School and Class Expectations • Whole School Behaviour Policy • Emotion Coaching • Healthy Mind, Happy Me 	<ul style="list-style-type: none"> • Friendship group support • Circle of Friends • Social Skills Group • Lunchtime clubs • ZOR Intervention 	<ul style="list-style-type: none"> • Home/school diary • Behaviour Program – Charts/rewards • Individual positive support plans • Individualised mentoring

	<ul style="list-style-type: none"> • Well-Being/Pastoral care • Trusted Adult approach (Hand of 5) • Protective Behaviours approaches • Zones of Regulation 	<ul style="list-style-type: none"> • Building together intervention 	<ul style="list-style-type: none"> • Building together 1:1 • Counselling – Reflexions • Mentoring 1:1 • External Agency Referrals
Sensory and Physical	<ul style="list-style-type: none"> • Flexible teaching approaches • Classroom arrangements • Pencil grips 	<ul style="list-style-type: none"> • Sensory Diet • Different colour paper/overlays • Sensory resources • Funfit 	<ul style="list-style-type: none"> • 1:1 time in the Sensory room • 1:1 time in the Nurture space • Individualised OT programme • Use of technological aids

Appendix 3 – SEND Training Record 2023-2024

Role of Person(s) Completing Training	Training Provider	Detail
Learning Support Practitioners & Class Teachers	SENCO & EYFS Lead	Makaton Training
Learning Support Practitioners & Class Teachers	SENCO & Head of Inclusion	Adaptive Teaching & QFT Cycle
Class Teachers	SENCO	Lexia intervention Introduction
Learning Support Practitioners & Class Teachers	KS1 Phase Leader	Phonics Training
Learning Support Practitioners	SENCO & LSP	Widgit online training
Class Teachers	SENCO	Lexia Intervention training
Learning Support Practitioners	Birmingham City University	Lego Therapy & WellComm training
Early Career Teachers (ECT's)	SENCO	SEND at Lightwoods – Individual Teaching Plans & Class Provision Maps
SENCO	CCAT Team (Inclusion Support)	Autism Education Trust Environment Audit
Early Career Teachers (ECT's)	SENCO	SEND at Lightwoods – Statutory Responsibilities, Lightwoods specific documentation & QFT
Class Teachers & Learning Support Practitioners	SENCO & Learning Mentor	Zones of Regulation refresher training
Early Career Teachers (ECT's)	Head of Inclusion	SEND at Lightwoods – Provision Mapping & External Agencies
Learning Support Practitioners	SENCO	Deployment of TA's – Teaching Model