

Tameside 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.

Tameside Primary Academy Information

Tameside Primary Academy is currently one of 12 schools within the Shireland Collegiate Academy Trust, an inclusive trust that highly values a holistic approach to supporting all students, including those with SEND.

Tameside Primary Academy is a good school following its most recent Ofsted Inspection in February 2023.

Tameside Primary Academy information:

- It is a large school with two form entry reducing to two forms with 398 pupils on roll.
- It has 18.8% on the send register which equates to 75 pupils.
- The areas of send need are 50.7% communication and interaction, 22.7% cognition and learning, 21.3% with social, emotional and mental health and 5.3% with physical disability.

A full breakdown of Tameside's SEN register can be found in Appendix 1.

Identifying Children with Special Educational Needs

All pupils' attainment and achievements will be monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher.

Adequate progress could:

Be similar to that of peers;

Match or better the pupils' previous rate of progress;

Close the attainment gap between the pupil and their peers;

Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENCO) and the Collegiate Academy Trust's Core team to assess if a pupil

has a significant learning difficulty and agree appropriate support. In some cases, it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers. Where a pupil is identified as having SEN, action will be taken to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle (The graduated approach) through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Assess: Class teachers assess the children's learning on a daily basis identifying next steps in learning, a tracking program is used to identify the objectives child can or cannot demonstrate independently. The Wakefield progression stapes are used to assess children with SEND.

Plan: Class teachers plan lessons that are suitable for the needs of all children, The Wakefield progression steps are used to identify steps within learning. When necessary intervention are planned and carried out by class teachers and support staff with the guidance of the SENDCo.

Do: quality first teach is demonstrated on a daily basis to enable all children to make progress. Learning surgeries are used on a daily basis to ensure no children fall behind in their learning. The curriculum is personalised and interventions are carried out when necessary.

Review: Pupil progress meetings are carried out on a termly basis and the progress of all children is discussed. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

Consulting with Families and Young People

When a child has been identified as needing additional support, over and above their peers then a discussion and agreement will take place between the SENCO, class teacher with the pupil's parents/carers. In addition, where a pupil is deemed as no longer requiring additional support/provision then a discussion and agreement will be take place with parents/ carers to remove from the register.

Arrangements for Assessing and Reviewing Progress

Involving parents and learners in the dialogue is central to our approach and we do this several times throughout the year:

Whole School

- Tameside Primary Academy has opportunity for all families to meet and review curriculum progress with the class teacher three times per year.
- All pupils have an annual report sent out at the end of the summer term.
- In addition, all families has the opportunity of dialogue with the teacher using class dojo.

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 – This may be part of whole school teaching and, if required, either a small group or on a 1:1 basis to support them in their area/s of need.
- Have an Individual Education Plan agreed between home and school to work on small-step, specific targets across their areas of need.

Transition and Preparing for Adulthood

Joining Tameside 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.
- This year, we worked with our feeder partners to welcome 7 children with special educational needs or disabilities, and we supported 60 number of children and young people transition to the next phase in education or employment.

Preparing for Adulthood agenda

At Tameside Primary Academy we ensure we help all children prepare for adulthood, for children with SEND needs this is carefully planned and shared with parents to ensure children's life skills, health, community inclusion and independence skills are developed.

Teaching Children with Special Educational Needs

Our Curriculum

Our curriculum provides children with high quality first teaching which is supported by additional interventions to ensuring children have a broad and balanced curriculum.

Our curriculum provides a dynamic platform for our pupils to excel at Tameside Primary Academy and beyond.

Our curriculum is cross-curricular, with literacy at its heart, driven through inspiring themes and underpinned by the development of key skills across the foundation subjects (History, Geography, Art and Design, Design Technology and Science.) There is a focus on Science, ensuring children's scientific knowledge and investigation skills are well developed and ready for Secondary School. Our themes also encourage a love of the Arts and ensure we help children cultivate their own **Cultural Capital** for the world beyond school.

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:

- Adapting 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, 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 an Immersive Room that can be used by those who require a space to regulate.
- 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 \(shirelandcat.org.uk\)](http://shirelandcat.org.uk)

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

Attendance and SEND

Regular attendance is vital for all pupils, including those with Special Educational Needs and Disabilities, as it supports continuity in learning, social development and emotional wellbeing. We recognise that some children with SEND may face additional barriers to attendance, and we are committed to working in partnership with families to understand and address these challenges.

Our inclusive attendance approach is proactive and supportive. We work closely with parents and carers to identify any concerns early and put in place personalised strategies that promote consistent attendance. This may include collaboration with external agencies where appropriate.

By fostering strong relationships with families and maintaining open communication, we aim to ensure that every child with SEND feels safe, supported, and motivated to attend school regularly and thrive.

Staffing

Department structure



Additional Staffing

Pastoral Team – Mrs Awan

Designated Safeguarding Lead – Mrs Charlotte Duhig

Training

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

Training and CPD this year have focused on quality first teaching, ensuring the curriculum and classroom environment is adapted to support the needs of children with SEND. All support staff have received adaptive teaching training and training on making reasonable adjustments within the primary classroom. Specific training has been provided for staff who support children with complex needs such as Moderate Learning Difficulties, ADHD and Reflexions service.

Further support will be provided next year to support staff who deliver speech and language interventions and supporting children with sensory needs.

Please see Appendix 3 for the SEND training record for the 2025-2026 Academic year.

Engagement in Activities

Children with SEND are encouraged to engage in a variety of extra-curricular activities. After school clubs are planned and designed to cater towards the needs and interest of children with SEND need.

After school clubs attended by children with SEND:

Arts and Crafts

Forest

Dodgeball

Multi Sports

Emotional and Social Development

All staff at Tameside 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, this means positive mental health and wellbeing.

We provide wellbeing support for our pupils through mentoring 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 all have passed their level children in mental health and ACEs training. We have 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.

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

If children are having difficulties with their social and emotional development interventions are carefully planned and delivered to support the children.

Engaging with External Agencies

In order to secure further specialist expertise, Tameside 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
- Early Years Advisory Service

NHS Services

- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Hospital Consultants/Paediatricians/
- Child and Adolescent Mental Health Service (CAMHS)
- School Health Nurses
- Reflexions

Social Care

- Social Workers
- Early Help
- MST

A minority of Tameside 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 is also the Designated Teacher for Looked After Children and she will provide a high level of input into Personal Education Plan (PEP) meetings.

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 key responsibilities include:

- ensuring they designate a qualified teacher to be responsible for coordinating SEND provision
- ensure the SENDCo has, or is working towards achieving the National Award in Special Educational Needs Coordinator
- ensure all teacher 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
- 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 key responsibilities of the SENCO includes:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- advising on the graduated approach to providing SEN support to children within the academy
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, such as the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

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 2024-2025

Please see a full breakdown of Tameside 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	Total SEND	Percentage of Year Group										
	MLD	SpLD	ASD	SLCN	VI	HI	PD													
Nursery	0	0	0	3	0	0	0	0			3	13.04%								
Reception	0	0	1	5	0	0	0	0			6	14.29%								
Year 1	2	0	1	6	0	0	0	2			11	22.92%								
Year 2	2	0	1	7	0	0	0	3			13	30.95%								
Year 3	0	0	1	1	0	0	1	2			5	11.90%								
Year 4	4	0	1	4	0	0	0	2			11	18.97%								
Year 5	5	0	0	0	0	0	1	3			9	15.00%								
Year 6	4	0	3	4	0	0	2	4			17	28.81%								
Total by Need									17	0	8	30	0	0	4	16	Whole School SEMh	75	18.84%	
									C&L		C&I		S&P		SEMh		EYFS SEND	9	13.85%	
Total students in the 4 broad areas of need									17		38		4		16		KS1 SEND	24	26.67%	
Register per broad area of									22.67%		50.67%		5.33%		21.33%		KS2 SEND	42	19.18%	

Whole School SEND	75	18.84%
EYFS SEND	9	13.85%
KS1 SEND	24	26.67%
KS2 SEND	42	19.18%

Appendix 2 – Interventions 2024-2025

The following interventions were available at the Academy during 2024-2025

Wave 1	Wave 2	Wave 3
Universal Provision	Short Term Provision	Long Term Provision
• Differentiated Curriculum • SODA • Learning Surgery • Visual prompts • Visual Timetables • Illustrated Dictionaries • Writing Frames & Scaffolds • Practical resources • Differentiated homework • Flipped Learning • TA Group Support • Regular Reading • Times Tables Rockstars • Wellcomm • IDL numeracy and literacy	• Phonic intervention • Precision Teaching • Small group work • Group interventions • Boosters • Everyday readers • Visual phonics • Individual Planning • Reading Fluency • 1:1 Mentoring • Wellcomm Intervention • Forest mentoring • SALT Service Targets • Forest mentoring • VIP intervention • Sensory Circuits	• Additional 1:1 support during lessons • SEND specialist teacher support • Individualised timetable/curriculum • Intensive Interaction • Personalised work • Behaviour Plans • OT Movement Programmes • Communication in Print • Nest provision

Appendix 3 – SEND Training Record 2025-2026

Role of Person(s) Completing Training	Training Provider	Detail
SENCO assistant	Speech and Language	Intensive interaction
SENDSCO	Helen Couriel	Play Therapy
Class Teachers & Learning Support Practitioners	SENCO	Sensory Circuits
Class Teachers & Learning Support Practitioners	SENCO	Safeguarding and Send
Class Teachers	Kristina Garratt	ADHD
Class Teachers	Reflexions team	Reflexions service
SENCO	Dudley Virtual Team	EBSNA
SENCO	Attention Autism Director	Attention Autism
SENCO assistant, SENCO and Early Years Lead	CCAT	Towards Independent Hierarchy
Senco assistant and Learning Support Practitioner	CCAT	Engagement Model
Class Teachers & Learning Support Practitioners	SENCO	Adaptive Teaching: Share best practice & remind EEF principles
Class Teachers & Learning Support Practitioners	SENCO	SEND policies and procedures
Class Teachers	SENCO	Target trackers for professionals' reports and EHCP reports
Learning Support Practitioners	Director of SEND	Moderate Learning Difficulties
Learning Support Practitioners	Director of SEND	SEMH