



"Together, you are the body of Christ, and each one of you is a part of that body."

1 Corinthians 12



SEND TRUST FEEDBACK 2025-26

What you said. The impact we're making. Together.



Feedback from Trust SENCOs and Headteachers

15 out of 18 Primary Schools responded



100%

POSITIVE FEEDBACK
Across all responses



15

SCHOOLS RESPONDED

Strong representation from across the trust



RICH & VALUABLE

Detailed feedback across all areas of SEND provision



TRUST-WIDE IMPACT

Consistently high praise for support, collaboration and the difference we are making



STRONGER TOGETHER

A trust-wide culture of inclusion, support and shared success



KEY STRENGTHS IDENTIFIED



1. STRONG IMPACT OF TRUST SEND SUPPORT

Schools reported that support has:

- Improved inclusion and provision for pupils with SEND
- Increased staff confidence and capability
- Supported behaviour, SEMH and communication needs
- Strengthened EHCP processes and SEND reviews
- Enabled earlier intervention and targeted provision
- Reduced waiting times compared with external services

Several schools described the support as "invaluable", "fantastic" and "brilliant".

PARTICULARLY VALUED ELEMENTS INCLUDED:



BEACON BEHAVIOUR SUPPORT

Feedback highlighted:

- Whole-class behaviour approaches
- SEMH CPD for staff
- Parent workshops
- Targeted pupil support
- Practical strategies for challenging cases
- Support in establishing SEN hub provision



MEL FOR SEND

Schools praised:

- Rapid responses and accessibility
- Strategic SEND leadership support
- SEND review guidance
- Ofsted preparation support
- Collaboration and reassurance for leaders
- Support with complex pupils and provision planning



SPEECH AND LANGUAGE THERAPY

Schools valued:

- Prompt assessments and feedback
- Whole-class inclusion strategies
- Practical recommendations for staff and parents
- Faster access than local authority pathways



OCCUPATIONAL THERAPY

Schools reported:

- Useful sensory circuit training
- Detailed recommendations for pupils
- Support contributing toward EHCP evidence and planning



PLAY THERAPY

Feedback indicated:

- Positive impact on higher-needs pupils
- Improvement in emotional wellbeing measures
- Valuable SEMH support



TRUST-WIDE THEMES EMERGING



1 INCREASED COMPLEXITY OF NEED

Schools consistently reported growing:

- SEMH needs
- Behaviour challenges
- Family breakdown and wellbeing concerns
- Demand for therapeutic interventions
- Complexity of pupils requiring SEND support

Schools appreciate the Trust's proactive approach in responding to these increasing pressures.



2 STRONG VALUE OF COLLABORATION AND NETWORKS

The SEND network model was repeatedly praised.

Schools highlighted:

- Increased collaboration between SENDCOs
- Opportunities to share best practice
- Consistent approaches across schools
- Leadership development
- Strategic direction from Trust-wide networks



“One leader noted they had received “more collaboration/support with other SENDCOs this year than the last three years put together.”



3 APPRECIATION FOR STRATEGIC EXTERNAL PARTNERSHIPS

Schools recognised and valued Trust engagement with:

- DfE National Inclusion Base Networks (RISE)
- Birmingham Curriculum Pathways Project
- Wider Birmingham, Solihull and Warwickshire SEND networks

Leaders identified these partnerships as strategically important in strengthening inclusive practice across the Trust.



AREAS IDENTIFIED FOR FURTHER DEVELOPMENT



1 EDUCATIONAL PSYCHOLOGY CAPACITY

This was the most consistent area identified across responses.

Schools highlighted:

- Significant delays in accessing Educational Psychology services
- Reduced local authority EP capacity
- Increasing demand linked to statutory processes
- Need for more timely assessment and intervention

Recommendation emerging from schools: Consider development of Trust-linked Educational Psychology capacity or partnership arrangements.



2 INCREASED SEMH AND THERAPEUTIC SUPPORT

Schools requested:

- Additional SEMH-focused provision
- Greater access to therapeutic interventions
- Art therapy and wellbeing support
- Inclusion mentors
- Pastoral and wellbeing group support
- Increased play therapy capacity

Several schools noted that many pupils do not meet CAMHS thresholds but still require significant SEMH support.



3 EARLIER AND MORE PREDICTABLE ACCESS TO SERVICES

Some schools requested:

- Earlier access to specialist agencies
- Greater clarity around referral timelines
- More support across the academic year



ADDITIONAL POSITIVE IMPACT IDENTIFIED

Schools also highlighted the value of:



Team Teach provision through the Trust



Widget Online for consistent communication support



Evidence for Learning in SRP settings



Trust-funded targeted interventions



Practical, solution-focused advice from specialist staff



OVERALL EVALUATION

The feedback demonstrates that the Trust's SEND strategy and support offer are highly valued across schools.

The strongest themes emerging are:

- High levels of confidence in Trust SEND leadership
- Strong impact of collaborative working
- Positive influence on inclusive practice
- Appreciation for responsive and practical support
- Recognition that Trust provision is helping schools meet increasingly complex needs



LOOK AT EDUCATIONAL PSYCHOLOGY CAPACITY FOR THE TRUST



EXPANDING SEMH AND THERAPEUTIC SUPPORT



CONTINUING TO STRENGTHEN EARLY INTERVENTION AND TIMELY ACCESS TO SERVICES



Thank you for your feedback!  Together, we're making a real difference for our children and young people.

