

# Special Educational Needs and Disability (SEND)



## Information Report

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## Section 1 - Introduction

Thorns Collegiate Academy endeavours support all students to reach their potential. This is facilitated through high quality planning, high quality teaching, learning and a positive ethos.

Amongst our students are a number identified with special educational needs and disabilities (SEND). They include students with a physical disability requiring a wheelchair; hearing or visual impairments; students with a range of communication and interaction needs; students with cognition and learning needs and students who have social, emotional or mental health issues. SEND students have representation across the ability range and in all year groups. Their support needs may remain constant over time or change in line with their personal development.

## Section 2 - Transition from primary school

Many Year 5 and 6 students from local primary schools have already had the opportunity to attend curricular activities at the Academy. This means many will already be familiar with the Academy layout and will have met some of the teaching and support staff. Academy staff will liaise with all feeder schools during the Spring and Summer term of Year 6 in order to find out about new SEND students and offer additional transition support to those who require it.

The majority of SEND students will have had their learning needs identified while at primary school. Liaison between Mr. Elshaw (SENCo) and/or Mrs. Griffiths (Assistant SENCo) and primary school SENCos will take place in the summer term before students transfer to the Academy. SEND record handover takes place in July.

Other students may have their needs recognised for the first time once they have arrived at the Academy. This may be based upon assessments in literacy or numeracy or as a result of teacher/family concern.

All students transferring from primary school attend a number of induction days towards the end of the summer term and are encouraged to attend Summer School, which runs during the first week



of the school summer holidays. This gives students a greater familiarity with the Academy and helps to build their confidence as September approaches. This also gives teaching and support staff the opportunity to get to know the needs of students with SEND and to meet their families.

### Section 3 - Teaching and learning in Key Stage 3

All students in Year 7 and Year 8, including students with SEND, follow a unique thematic curriculum called Literacy for Life (L4L), devised by experienced teachers at Shireland Collegiate Academy and further developed in partnership with teachers at Thorns Collegiate Academy. Exciting and dynamic themes enable the teaching of key competencies, creating an engaging learning experience for all students.

“We are a truly comprehensive school – we do not only celebrate the strongest academic achievements, but those at every level. Every result is important today.” Mr. M. Kelay, Principal

Having one L4L teacher delivering the L4L curriculum to their class, means that students have a secure and confident start to their secondary career. Movement around the Academy to different classes is also minimised as students spend most of the time in the L4L base. All students also have the opportunity to boost their reading age during L4L curriculum time by taking part in a daily reading intervention (Accelerated Reader).

All students in Key Stage 3, including students with SEND, have use of a laptop computer during the school day. Differentiated work is set via the Class Site section of the Academy gateway, allowing students to have direct access to class resources and homework wherever they have an internet connection. There is provision in L4L for students to attend after school homework clubs which is extremely beneficial to students who do not have access to an online computer at home.

The extensive use of ICT resources throughout the Academy has facilitated the development of “flipped learning” techniques, where students are encouraged to research or complete activities before a lesson. As these pre-learning techniques can be used with resources at any level, they can be a valuable way of motivating and engaging all students, including those with SEND.

Students requiring the greatest level of support in Year 7 and Year 8 have flexibility built into their timetables which allows the Academy to offer more bespoke arrangements, which alter from year to year, but has included in the past being timetabled for 2 hours of Drive Workshops instead of participating in Modern Foreign Languages (MFL) lessons. Students who require additional support receive SEND screening to enable personalised activities, appropriate to support individual needs and develop core skills.

Students will work in 1:1 or small group interventions where appropriate (See Appendix 1).



## Section 4 - Teaching and Learning in Key Stage 4

In Year 9, students continue to follow an L4L course for a reduced amount of time and increasingly venture away from the Year 9 L4L base. Students will participate in a wider range of specialist lessons and experiences, working with different teachers from different subject specialisms.

Part way through Year 9, all students choose their option subjects for Year 10 and 11 study, with opportunities at all levels to follow interesting and challenging courses. Guidance for all families and students is provided to help to ensure that they make appropriate choices in relation to their ability, interests and future plans. SEND students will receive additional information about appropriate future opportunities and some students will receive additional careers interviews as required.

In Years 10 and 11, students are set according to ability in the majority of subjects. GCSE target grades are based upon student attainment in KS2 SATs and applies to all student across the ability range.

“Students are at the heart of what we do – we believe in building futures right from the start in Year 7, making every moment count until our students leave Year 11 with the highest standard of academic qualification.” Mr. M. Kelay, Principal

In Key Stage 4 differentiated work is set via the Class Site section of the Academy Student Portal, allowing students to have direct access to class resources and homework wherever they have an internet connection.

In-class support is provided in core subjects (English, Mathematics and Science), where appropriate, in Year 10 and Year 11. Class sizes are smaller in lessons where students require the most support, in all subjects. Some in-class support may also be provided in option subjects if appropriate.

A carefully constructed study support programme directs KS4 students to a number of different subject based study support opportunities, so helping to ensure academic success at KS4 in a full range of subjects.

Students with a fully documented history of SEND extending into KS4 may be eligible for additional access arrangements such as a reader, additional time or other modifications during GCSE examinations. These assessments occur during Year 9 or Year 10 to see if students meet the stringent criteria for this support.



## Section 5 - Social and Emotional Support

Students may have social, emotional and mental health (SEMH) needs identified in primary school and others may have difficulties that emerge during their time at the Academy. Members of staff from key areas of school, (SEND Department, Safeguarding, Behaviour Management Services (BMS) and the Heads of Year) meet to discuss any students who may require additional support and arrange this as appropriate. This may be through individual support or small group programmes with internal or external professionals (Appendix 1). Ongoing monitoring takes place to enable changes to be made where necessary.

For any students who struggle to conform to classroom expectations, further intervention is possible, including the development of behaviour management plans by the Academy's Behaviour Management Service (BMS).

TAB (Thorns Against Bullying) is a group run by students who are fully trained in line with standards which form part of the Diana award. The core purpose is to educate their peers about bullying, to prevent bullying and to support students with friendship difficulties.



## Section 6 - Additional Activities and Opportunities

Study support opportunities exist in KS3 and KS4 for all students. These include subject-based support, interventions or homework clubs.

There are also many extra-curricular activities available to all students each week including a range of sports clubs for both boys and girls; a popular theatre school linked to Birmingham Hippodrome but based at the Academy; Music lessons, Music groups and Dance clubs are also available and are popular with many students. Some activities may be open to a particular year group but others may include students from a range of years.

Students across the Academy, including those with SEND can participate in student council to ensure their views are heard, via tutor group and year group representatives.



## Section 7 - Enrichment Opportunities

A series of focus days and achievement weeks throughout the academic year, allow the normal timetable to be suspended and lengthier projects focusing on one curriculum area to be undertaken. This also provides scope for students to participate in offsite trips, or for visitors to come to the Academy to contribute to specific events, such as Careers Day. Students with SEND participate fully in focus days, with additional support if necessary.

## Section 8 - Assessment and Reporting

All students, including those with SEND, are set target levels in all subjects and their progress is monitored half termly, with a summary sheet sent home at each of six points during the academic year. Each student is provided with a detailed annual report with written contributions from all their teachers. Families are invited to an annual Parents' Evening where they can discuss their child's progress with their teachers.

Students with SEND have a key Learning Support Assistant who reviews their progress and identifies any concerns that need further action. A Student Profile is available for each student with SEND on the Staff Portal, so that teaching staff can ensure the students' needs are being supported during lessons. Any member of staff is able to find detailed information about recommended techniques/provision and to identify effective strategies for supporting SEND students' development and learning.

The Academy has developed a system of assessing competencies in L4L that complements other assessment procedures and provides a wider perspective on student attainment in KS3.

All students have their reading age tested at least once a year. Students in year 7 and 8 have their reading tested on a regular basis using the STAR reading test which is a key component of the Accelerated Reading programme. This programme focuses on developing decoding and reading comprehension skills, and involves reading for an hour a week in school, and further reading at home.

For those students with SEND for whom development of basic literacy and numeracy skills is a high priority, assessment of progress takes place using standardised tests.

If teachers or families have concerns that children may be failing to make progress or appear to have a previously unidentified special educational need, the support of external agencies will be sought so that assessment and identification of areas of concern can take place, and strategies for improving performance can be suggested.

Students with an Education Health and Care Plan (EHCP) have more severe or complex needs, recognised by a number of agencies working in coordination. In response to their needs, more highly tailored programmes of study and specific interventions advised by outside professionals are put in place, together with the provision of specialist equipment, where appropriate.

Parents are always welcome to contact the SENCo if they have concerns about their child's progress or would like advice on how to help them with their learning at home.



## **Section 10 - The Learning Support Department**

The Learning Support Department supports children with SEND. The SENCo also has responsibilities for the support of Looked After Children in Education (LAC) and Previously Looked After Children (P-LAC).

### **SENCo**

Mr. A. Elshaw

### **Assitant SENCo**

Mrs. L Griffiths

### **Learning Support Staff:**

Mrs. S, Hussain

Miss. M. McBurney

Mr. R. Pearson

Mr. R. Smith

Mrs. T. Swain

### **Governance**

### **SEND Link Governor**

Mrs. H. Hughes

## **Section 11 - Working with Other Agencies**

In order to secure further specialist expertise, the Academy will often consult and liaise with:

- Dudley Education Psychologist Service (EPS)
- Dudley Learning Support Service (LSS)
- Dudley Autism Team Outreach Team (AOS)
- Physical Impairment Medical Inclusion Service (PIMIS)
- Dudley Hearing Impairment Service
- Dudley Visual Impairment Service
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy
- Physiotherapy
- NHS Hospital Consultants
- Speech and Language Therapy Service
- School Health Nurse
- External mentoring and counselling services (including Kooth, The What Centre)
- Virtual School LAC support officers
- Social workers
- Dudley Connexions Service

If students live outside of the Dudley Metropolitan Borough Council jurisdiction and they require additional assessment or support, this is coordinated with the relevant local authority services.

## Section 12 - Complaints and Useful Documentation

Any complaints with regard to the SEND processes or practices at Thorns Collegiate Academy should be directed to the SENCo, Mr. A. Elshaw, in the first instance then to the Principal, Mr M. Kelay.

Thorns Collegiate Academy policies are located at <http://thornsca.org.uk> and click through the following pathway:

### Compliments and Complaints Policy

>Menu >Information >Policies >Compliments and Complaints Policy

### Accessibility Policy

>Menu >Information >Policies >Accessibility Plan

### SEND Policy

>Menu >Information >Policies >SEND Policy

## Section 13 - Useful Addresses and Telephone Numbers

### Dudley Special Educational Needs and Disability Independent Advice and Support Service (SENDIASS):

Saltwells Education Centre  
Bowling Green Road,  
Netherton,  
DUDLEY,  
West Midlands  
DY2 9LY

01384 817373

[www.dudley.gov.uk/.../dudleysendiass](http://www.dudley.gov.uk/.../dudleysendiass)

[dudley.sendiass@dudley.gov.uk](mailto:dudley.sendiass@dudley.gov.uk)

### SEN Department for Dudley Metropolitan Borough Council

01384 814 225

<http://www.dudley.gov.uk>

### Please find the link below to the Dudley Local Offer:

[www.dudley.gov.uk/residents/dudleys-local-offer](http://www.dudley.gov.uk/residents/dudleys-local-offer)

## Appendix 1

### Intervention provision at Thorns Collegiate Academy

<b>Wave 1</b> For all students	<b>Wave 2</b> For those working just below national expectations we may offer	<b>Wave 3</b> For students with the highest level of need requiring personalised support we may offer
Quality First teaching Class Sites Accelerated Reader MyMaths Big Write Big Read Flipped Learning Focus Days/Achievement Weeks L4L competency based curriculum GCSE Pod KS4 Study Support	Guided Reading Booster Groups Drive Workshops Targeted study support Catch up programmes Differentiated resources	Nessy Reading Programme Mentoring In-class support Social Stories Comic Strip Conversations Speed Up! Handwriting Programme