

Special Educational Needs and Disability Information Report



SENDCO: Mr. Edward Scrivens

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Dedicated SEND contact time: 5 hours per week

Assistant SENDCO: Mrs. Leah Griffiths

SEND governor: Martin O'Hanlon (interim)

Local Offer: <https://www.dudley.gov.uk/residents/dudleys-local-offer/>

Local offer contribution: <http://thornsca.org.uk/inclusion/>

Whole School Approach

The progress of students with SEND is delivered in the first instance through a relentless focus on Quality First Teaching. At Thorns Collegiate Academy, our approach to teaching is clear and focused, but also adapted to the students in our classes.

In Year 7 and 8, we operate an innovative curriculum called Literacy for Life, which bridges the gap between the primary experience, and the academic specialism of Key Stage 4. Each student has one form tutor, who delivers a cross-curricular thematic curriculum in Year 7 for 17 hours. Every student has a computer accessible for all lessons, so we can explore a wide range of ideas and vary our ways of working. Most importantly, the Year 7 tutor cares for their students in the way a Year 11 teacher would traditionally focus on GCSE results – those students are the core of that teacher's week, so they are nurtured, cared for, known and developed in a way many secondary schools cannot offer. We focus on a competency led pedagogy, with students able to work within a differentiated curriculum, at their own pace. Students requiring the greatest level of support in Year 7 and Year 8 are timetabled for 1 hour of Drive Workshop instead of participating in Modern Foreign Languages (MFL) lessons. Students in Drive Workshops may receive additional SEND screening to enable personalised activities, appropriate to developing individual needs. This programme is being amended for 2020-2021 to further focus on Numeracy, and to allow some students to reengage with their MFL entitlement.

In Key Stage 4, staff deliver work building towards GCSE level outcomes for all, with a focus on strong subject knowledge, memory, revision skills and literacy. Support is available on an individual basis from subject staff, as well as through the Session 6 programme, which allows Departments to support students who may need extra intervention.

Underpinning all of our whole school approach is the graduated approach cycle of:



This helps us to ensure that the work we do with students meets their needs, has a purpose and an aim, and then achieves that aim. If the intervention results in insufficient progress, then the cycle begins again, assessing and planning a new intervention.

SEN Needs

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

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

The Academy Profile – 2018-2019

	Overall SEND	EHCPs	Comm. and interaction	Cognition and Learning	SEMH	Sensory and physical
Year 7	56	2	9	36	9	6
Year 8	32	3	5	21	6	2
Year 9	38	4	4	26	8	2
Year 10	29	1	2	22	1	4
Year 11	26	0	7	15	8	3

Listed below are many of the interventions which are used in the Academy to support these areas:

1. Communication and interaction

Speech and Language Therapist programme –needs-led, including an annual visit to update advice, and 4-6 week programmes for significant needs

Autism Outreach programme – needs-led; programmes are personalised to the individual needs of the student

Social skills intervention programme – run through BMS, small workshops focus on key skills in this area

The Hub space – some extraction work has taken place for a variety of needs in our new space

2. Cognition and learning

Subject-based Session 6 – led by subject staff, focusing on GCSE content at an appropriate level

DRIVE workshops – for students withdrawn from MFL, focuses on reading skills in a small group setting

NESSIE reading and spelling programme – 1.5 hours of weekly computer based work on a commercial programme

Homework club – twice weekly, run in L4L to support students who require guidance, space or resources to complete work

Reading mentors Duke of Edinburgh students worked with Year 8 students over an 8 week period

Accelerated Reader – all students read for 60 minutes a week in Year 7 at an appropriate level, and form tutor co-ordinate support for their needs

TA interventions for reading – a small number of students receive direct intervention from teaching assistants for their reading needs

2. Social, emotional and mental health

BMS intervention workshops – needs-led work with small groups by BMS workers focused on SEMH, social skills and academic coping strategies

Counselling sessions – a small number of students have external counselling for SEMH needs

Form tutor model within L4L – form tutor emotional support over the week

Positive Steps – NHS programme to which the school nurse can make referrals. Aimed at supporting health needs

The Hub space – a space within the Academy which is being developed to allow more nurture and small group interventions to occur

4. Sensory and/or physical needs

Care room – students requiring personal care are able to access care room with trained staff

Enlarged texts – regularly available for students requiring adaptation

Hearing impairment support – no students currently use hearing assistance technology. The Academy uses Hearing Impairment Services to provide advice and support as needed.

TA support in key lessons – students with significant needs are offered support where possible, on a needs-led basis

Adapted PE programme - students with significant needs are offered adapted PE programmes, on a needs-led basis

The Hub space – students who require a space to use are able to access the Hub

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing the impact of interventions after 8-10 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with statements of EHC plans

A full list of our external partners who we work with can be found in our contribution to the Local Offer (<https://thornsca.org.uk/inclusion/>). Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

Communication with Parents and Carers

2019-2020

NB: This table has been revised to remove calendared events cancelled due to COVID-19 closure

Event	Date	Who is Involved
Year 7 and 8 Settling In Evening Year 8 – by invitation only	Thursday 10 October Thursday 23 rd October [Year 7 only]	<ul style="list-style-type: none"> • Year 7 tutor team • Year 8 tutor team • Director of L4L • Senior Assistant Principal • SENDCO
SENDSCO forum – drop in discussions, questions and conversation with SENDSCO	Wednesday 9 October 6 November 22 November 8 January	<ul style="list-style-type: none"> • SENDSCO
Family Forum – wider discussions relating to Academy life	Tuesday 15 October	<ul style="list-style-type: none"> • Senior Assistant Principal
Year 9 Parents Evening	Thursday 13 February	<ul style="list-style-type: none"> • Year 9 teaching team • Senior Assistant Principal • SENDCO

Year 11 Parents Evening	Wednesday 22 January	<ul style="list-style-type: none"> • Year 10 teaching team • Senior Assistant Principal • SENDCO • Senior Teacher – Year 11 Intervention
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Training and Development

Staff	Course	Outcome/certification
All	Autism Overview - AOS	Autism Outreach introduced key ideas and strategies to staff
TA team	Safer Person Handling - PIMIS	4 staff certified in Safer People Handling
Year 7 tutor team	Introduction to Hearing Aid / Radio Aids	Year 7 tutor team trained for needs of new students
BMS and Yr 8 teaching team	Attachment Issues	All key staff received an overview of attachment issues and managing associated behaviour
SENCO and AP Behaviour and Safeguarding	Attachment and Emotional Coaching	Deepening of trauma informed ethos within the Academy
All	Futurelearn ADHD Futurelearn Autism ACEs awareness	Online courses set during lockdown to increase staff knowledge of SEND and ACEs

The Academy has also invested CPD in the following aspects of Quality First teaching and process which support the progression of all students including those with specific SEND

Staff	CPD Focus
Heads of Department	Curriculum Planning
Heads of Department	Assessment and reporting policy development
Heads of Department	SISRA data analysis software
All staff	Class site training
All staff	GCSEPod
SENDCO	National SENDCO qualification
All form tutors	Vocabulary acquisition Reading development
Year 7 and 8 tutor team	Reading development and monitoring using Accelerated Reader

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome 54 children with special educational needs or disabilities for September 2019, and we supported 26 children and young people transition to the next phase in education or employment.

Many Year 5 and 6 students from local primary schools have already had the opportunity to attend curricular activities at the Academy, prior to lockdown. This means many will already be familiar with the Academy layout and will have met some of the teaching and support staff. The majority of SEND students will have had their learning needs identified while at primary school. Liaison between Mr. Scrivens (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.

All students transferring from primary school in September 2020 will be able to attend a number of online induction days towards the end of the summer term and are encouraged to attend Virtual Summer School, which runs during the first week of the school summer holidays. This gives students a greater familiarity with the Academy staff and methods of working 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.

We closely monitor children and young people's Post-16 destination data. All of our students are offered bespoke support from their form tutor and our Head of Careers, if they require it, to apply for a suitable college course and the Academy arranges Connexions appointments for students who require more specialised support. Connexions are available on Results Day to support transition to post-16 education.

Adaptations to SEND Provision due to COVID-19

During lockdown, the Academy has continued to provide online learning daily through Teams, to which all students have access. For students where ICT issues have been a barrier to access, paper based work has been sent out. Staff have been on hand by email or phone to provide support to students struggling with learning. Provisions for EHCP adaptations have not been made physically, due to social distancing, but all students with EHCPs have been on the "regular contact" list, so senior staff and tutor teams have been able to support with any concerns which have arisen.

Once KeyWorker care was transferred back to Thorns Collegiate Academy, we invited a number of students with additional needs back into the Academy for a programme of face to face support, with TA provision and small group work as required by need.

Complaints

Our complaints procedure is detailed here: <https://resources.finalsite.net/images/v1564560422/collegiateacademycouk/imo54jzy7yz3ly84ejz9/ComplimentsComplaintsPolicy.pdf>

In outline form, it is summarised as:

Stage One: Discuss concerns informally with the Office Manager .

Stage Two: Discuss concerns informally with a Senior Member of Staff

Stage Four: Make a formal complaint to the Principal

Stage Five: The complaints can be referred to the Chief Executive Officer

Stage Six: Refer to the Chair of the Shireland Collegiate Academy Trust

Stage Seven: Refer to Appeals Committee of Shireland Collegiate Academy Trust

This year we have 1 complaint relating to SEND that were dealt with at Stage 2

We have had one complaint relating to SEND that was dealt with at Stage 6

Challenges this year

Our primary challenge this academic year has been supporting SEND students in Year 11 to cope with the increased literacy and memory challenges of the new specifications of GCSE.

We have to address this through a robust Session 6 programme, form time revision support work, individual mentoring and parental meetings and guidance sessions.

Additionally, we have continued to try to find new methods of intervening with a wider range of students; we have addressed this through the rollout of Accelerated Reader and the associated form time monitoring and support work of our Year 7 and 8 tutor team, as well as the implementation of NESSY, which has supported focused literacy and numeracy work for a number of Year 7 and 8 students.

Further development

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

- Further increase our training and awareness of Quality First teaching for students with the full range of SEND
- Develop our Provision Mapping system further, to focus on cycles of academic targets set by staff, sharpening our focus on progression further
- Build our provision for autistic students to ensure increased support
- Increasing communication with family and carers: greater liaison with families will occur in response to ongoing development of learning throughout the year

- Creating the Hub as a multi-functional space to offer a range of interventions to students

In preparing this report we have included staff, parents and children and young people using existing Student and Parent Voice channels, as well as staff records of CPD, complaints records and Academy data

Relevant school policies underpinning this SEN Information Report include:

Accessibility Plan

Compliments and Complaints Policy

Legislative Acts considered when compiling this report include:

The statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

The following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report