

Thorns Collegiate 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.

## Thorns Collegiate Academy Information

Thorns Collegiate 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.

Following an OFSTED inspection in March 2022 the Academy was placed in special measures. Thorns Collegiate Academy has had two monitoring visits since, the most recent of which was on 12<sup>th</sup> and 13<sup>th</sup> June 2023. At this time, it has been noticed that there has been a significant positive change in the SEND provision.

Thorns Collegiate Academy has a PAN of 960 students and at the end of the 2022-2023 academic year there were 900 students on role.

Year Group	Number of students on role at the end of Summer Term 2023
7	165
8	200
9	187
10	176
11	172
<b>TOTAL</b>	<b>900</b>

Thorns Collegiate Academy is seven form entry.

Amongst our students, there are a number identified with special educational needs and disabilities (SEND). SEND students have representation across the ability range and in all year groups. Students' needs may remain constant over time or change in line with their personal development and children are added and removed from our SEN register to reflect this. The following table shows the number of students on our SEND List and the corresponding percentages.

Whole school SEND		
EHCP (E)	17	1.86%
SENS (K)	135	14.83%
SEND total	152	16.70%
Monitoring (M)	14	1.53%

The proportion of SEND students within the four main areas of need are as follows;

Cognition and Learning		SEMH		Sensory and Physical		Communication and Interaction	
No.	%	No.	%	No.	%	No.	%
67	44.07	40	26.31	17	11.18	28	18.42

A full breakdown Thorns Collegiate Academy's SEN register can be found in Appendix 1.

## Identifying Children with Special Educational Needs

Thorns Collegiate Academy follow the assess, plan, do and review model. As part of this approach we carry out a rigorous assessment stage where we use a range of assessment strategies to identify the specific support needs of our students.

### Screening Information:

In L4L GL Assessments are completed annually and Star Reader three times per year. Students in Year 7, 8 and 9 with a standardised score of below 84 in the whole-school screening will be involved in further screening with the Inclusion Team and Dudley's Learning Support Service as appropriate, to provide further insight into these students' needs. In years 10 and 11 students at Thorns Collegiate Academy are assessed annually using GL Assessment for a reading age and a standardised score.

**Teaching Staff Identification:** Teaching staff at the Academy are aware that they are required to identify students that are experiencing difficulties in one or more of the four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and/or Physical and SEMH) by completing an internal SEND referral document. The Inclusion Team then have a two week window to respond with next steps following a referral.

**Pastoral Staff Identification:** Students who are displaying persistent/ongoing challenging behaviours are referred to the Inclusion Department via a fortnightly Student Support Panel (SSP) meeting which is attended by the Principal, Vice Principals, Senior Assistant Principal for Behaviour and Safeguarding and SENCo.

**Student and Family Identification:** Following concerns about a possible unidentified special educational need, students and families are encouraged to raise this with the Academy by contacting the SENCo, Miss German by telephone or email.

**Outside Agency Support with Identification:** Thorns Collegiate Academy work closely with a number of outside agencies, frequent meetings and professional dialogue means that colleagues support with SEND identification of our students.

## Consulting with Families and Young People

The views of family members and students are highly valued at the Academy. Once a referral is made to the Inclusion Department, views are sought to provide a historical and holistic portrait of the child.

Prior to any referrals to external services, families and students will be informed of the process and purpose, whilst being given the opportunity to ask any questions they may have.

Discussions with families will take place before removal or addition to the SEN register. If further investigation is required, before adding a student to the SEN register, in this interim period they will be coded as monitoring (M).

All families of and students with SEN will have three meetings per year minimum to discuss the students individual needs, attendance, progress, e praise and to plan their next steps.

In addition to this there are a minimum of six coffee mornings/'drop in' sessions for families to meet with the SEND department in the Academy.

The SENCo also attends each parents evening and is available for any family to book an appointment.

Families have the opportunity to discuss concerns with the SENCo when they feel necessary by contacting directly at [dgerman@tca.shirelandcat.net](mailto:dgerman@tca.shirelandcat.net)

## Arrangements for Assessing and Reviewing Progress

### Whole School

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

### SEN

In addition to the whole school assessment reporting process, the Inclusion Department has committed to providing three times yearly SEND progress meetings with the students' key worker from the Inclusion Department.

Once a provision has been agreed with students and families, the Inclusion Department will record progress on a provision map to enable staff to evaluate effectiveness. This is monitored internally within the department as part of the graduated response (Assess, Plan, Do, Review) and reported back to students and families at the SEND Progress Meetings

The progress of children with SEND is monitored closely by the SENCo and tracked using Provision Mapping. Families are included in this process at every opportunity

## Transition and Preparing for Adulthood

### Joining Thorns Collegiate Academy

**KS2-KS3 Transition:** The Academy follows a robust transition programme for all Year 6 students. The Academy SENCo, will liaise directly with the primary SENCo from each feeder

school during the summer term to identify all SEND students and find information about each student's difficulties and support strategies.

Once identified, Miss German will visit the students at their school and provide a visual transition document including photographs of key staff and key areas of the Academy. Where some SEND students require additional supported transition, this is provided in line with their individual needs.

All students transferring from primary school attend a number of induction days towards the end of the summer term and are encouraged to attend the transition Summer School, which runs in the first and last weeks of the school summer holidays. This gives students a greater familiarity with the Academy and helps to build their confidence as September approaches. SEND students are identified, supported and monitored by staff from the Inclusion Department throughout transition. This gives teaching and support staff the opportunity to get to know the needs of students with SEND and meet their families.

The families of SEND students are then invited to an annual Year 7 SEND Information Evening which takes place in the autumn term once students have settled into school.

If a student transitions to the Thorns Collegiate Academy mid-year, a meeting will take place with the SENCo prior to their start date.

## Movement Between Phases of Education

**KS3-KS4 Transition:** 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. A high level of guidance for all families and students helps to ensure that they make appropriate choices in relation to their ability, interests and future plans. SEND students will receive additional Connexions appointments, information about appropriate future opportunities and students will receive additional careers interviews as required.

**KS4-KS5 Transition:** Staff in the Inclusion Department provided advice to students about a range of sixth form or further educational provision. Students are supported to make visits to local providers at all levels.

## Preparing for Adulthood agenda

The Academy understands the importance of identifying students who require support to meet their Preparing for Adulthood outcomes.

This provision will be led by Mrs Bradley (SEMH Intervention Manager), Mrs Hussain (SLCN Intervention Manager) and Leah Griffiths (Assistant SENCO) in the coming academic year.

## Teaching Children with Special Educational Needs

### Our Curriculum

The Academy places great emphasis upon teachers' responsibility to meet the needs of all students within their classroom.

There is extensive use of ICT resources throughout the Academy, whereby L4L students have use of a laptop computer during the school day. Differentiated work is set via online subject

hub sites allowing students to have direct access to class resources and homework wherever they have an internet connection.

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.

**KS3** – All students in Year 7, Year 8 and Year 9 (including students with SEND) follow a unique thematic curriculum called Literacy for Life (L4L) devised by experienced teachers at the Academy. Exciting and dynamic themes enable the teaching of key competencies, creating engaging learning experiences for all students in mixed ability classes.

Having a consistent L4L 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. In 2022-2023 the weekly allocation of L4L hours was 17 hours in Year 7, reducing to 12 hours in Year 8 and to 5 hours in Year 9.

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).

**KS4** – Following the Year 9 Options process, students follow a more bespoke timetable of GCSE subjects, whereby classes are set according to ability in the majority of subjects. GCSE target grades are based upon students’ primary school attainment and applies across the ability range. Class sizes are usually smaller in lessons where students require the most support.

**SEND** - Teachers are provided with easily accessible SEND profiles which have been created collaboratively with professionals, students and families. The SEND profiles provide information about the difficulties faced in the classroom and a range of strategies teachers need to put in place to support students.

Students with an Education Health and Care Plan (EHCP) may receive some in-class support from the Inclusion Department for their learning needs. In-class support will be provided in core subjects (English, mathematics and science), where appropriate. Some in-class support may also be provided for GCSE Options subjects where appropriate. This would be determined by the funding attached to their EHCP.

### [Adaptations to our curriculum](#)

The Academy works with students, families and professionals to make adaptations to the curriculum to support the needs of SEND students. The Academy is able to offer a number of interventions which have been listed in Appendix 2

In KS3 the curriculum is highly differentiated to ensure students are able to access work at an appropriate level. In KS3 there will be an emphasis on providing withdrawal interventions to support the development of key skills including literacy and numeracy. In KS3 the majority of interventions will take place during the hours timetabled for L4L, however for some students with language needs, interventions may take place in the lessons timetabled for World Languages. Students and families will be consulted prior to student withdrawal from any lessons.

In KS4 the curriculum has been adapted to provide a Level 1 curriculum pathway to effectively support students with high learning needs. Some students with an EHCP may be withdrawn from one GCSE option subject to provide time to access additional English, maths, Preparing for Adulthood support and time to work on developing EHCP outcomes.

## Adaptations to the learning environment

The Academy will work with students, families and professionals to make reasonable adjustments to the learning environment. For the beginning of September 2022 the Inclusion department developed the use of four classrooms to provide an appropriate SLCN intervention space called The Link, an appropriate SEMH intervention space called Compass a Physical and Sensory Room and a Cognition and Learning Room.









During the 2022-2023 the Academy continued to make timetabled rooming changes to ensure students with sensory and/or physical needs have the most appropriate access and reduced movement around the site. The Academy ensured that students requiring additional physical aids such as a height adjustable tables, hearing loop, coloured overlays or Radio Aid technology was provided. The Academy also trialled the use of C-Pen reading pens for those students who would benefit.

A list of provisions for Thorns Collegiate Academy can be found in Appendix 2.

## Staffing

### Department structure



	<b>Deb German</b> SENCo
	<b>Leah Griffiths</b> Assistant SENCO
	<b>Jacqui Bradley</b> SEMH Intervention Manager
	<b>Shaz Hussain</b> SLCN Intervention Manager
	<b>Fran Kenwrick</b> Inclusion Support Staff
	<b>Jan Southall</b> Inclusion Support Staff
	<b>Amber Roberts</b> Inclusion Support Staff
	<b>Rich Smith</b> Inclusion Support Staff
	<b>Tracy Swain</b> Inclusion Support Staff
	<b>Rachel Pearson</b> Inclusion Support Staff

### [Additional Staffing](#)

**Additional Staffing:** The Academy had enhanced provision from a Speech and Language Therapist and three students from Birmingham City University one day a week for a term.

**Temporary Staffing Positions:** The Academy appointed one temporary member of staff via the Government's Kickstart Programme to support students with in-class learning during the 2021/2022 and 2022/2023 academic year. This member of staff will be employed on a permanent contract in the next academic year.

**SEND Link Governor:** The SEND link governor for 2022-2023 was Mrs Vicky O'Connor

## Training

Ongoing professional development is a priority within the Shireland Collegiate Academy Trust. Our main priorities this year have been around training our Inclusion Team in a range of different Intervention Programmes and increasing Teaching Staff's knowledge of SEND systems and processes. In the 2023-2024 academic year there is going to be CPD emphasis on QFT for students with a variety of different SEND needs e.g. dyslexia, autism etc.

Please see Appendix 3 for the SEND training record for the 2022-2023 Academic year.

## Engagement in Activities

To ensure that SEND Learners are supported and encouraged to access enrichment activities, at each of the Key Worker meetings all enrichment activities are promoted. Any barriers to SEND students accessing activities are discussed and solved e.g. if a student needs Inclusion Staff support to aid a transition into an enrichment activity, or pre-teach about a new activity this is put in place. SEND engagement in Enrichment is tracked termly. The peak this year of SEND engagement in Enrichment opportunities was in Spring 1 when 43% of students attending enrichment activities were SEND.

## Emotional and Social Development

All students can be directed towards accessing wellbeing support within the Academy via referrals from Safeguarding, the Pastoral Team, the Inclusion Department or following student/family referrals. This may be through individual support or small group programmes with internal or external professionals.

Within the Inclusion Department, all students can access support in Inclusion either before school, break time, lunchtime or after school if they feel they require additional wellbeing support. If students require individual support or small group programmes these are discussed with students and families and may take place with internal or external professionals.

The views of students are gathered on a regular basis through online platforms and through external pupil forums. Students voice is important to us and is taken seriously.

## Engaging with External Agencies

In order to secure further specialist expertise, Thorns Collegiate Academy will often consult and liaise with the following external agencies:

### Dudley Local Authority – Education Outcomes

- Educational Psychology Services (EPS)
- Learning Support Service (LSS)
- Physical Impairment/Medical Inclusion Service (PIMIS)
- Inclusive Pathways
- Virtual School workers
- Autism Outreach

### 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 Thorns Collegiate 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 Principal, Mr Manny Kelay oversees the work of the SENCo and holds her accountable to progress, data and provisions for children with SEND. .

### The Role of the SENCo

To co-ordinate the support for children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.

To ensure that families are kept involved and informed about the support their children are receiving.

To liaise with external professionals who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

To update the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

To provide specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

To ensure there is sufficient expertise in school and providing or facilitating training where required.

The SENCo must always work with statutory guidance including but not limited to SEND Code of Practice (2015), Keeping Children Safe in Education (2023) and the Equality Act (2010).

## Local Offer Contribution

Each local authority has a Local Offer for SEND which can be accessed online using the links below:

Birmingham	<a href="http://www.localofferbirmingham.co.uk">www.localofferbirmingham.co.uk</a>
Dudley	<a href="http://www.dudley.gov.uk/resident/localoffer">www.dudley.gov.uk/resident/localoffer</a>
Sandwell	<a href="http://www.sandwell.gov.uk/SEND">www.sandwell.gov.uk/SEND</a>
Walsall	<a href="https://go.walsall.gov.uk/children-and-young-people/send-local-offer">https://go.walsall.gov.uk/children-and-young-people/send-local-offer</a>
Wolverhampton	<a href="http://win.wolverhampton.gov.uk">http://win.wolverhampton.gov.uk</a>

## 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 2022-2023

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

Whole school SEND		
EHCP (E)	17	1.86%
SENS (K)	135	14.83%
SEND total	152	16.70%
Monitoring (M)	14	1.53%

Year Groups SEND								
	EHCP (E)		SENS (K)		SEND total		Monitoring (M)	
	No.	%	No.	%	No.	%	No.	%
Year 7	2	1.14	30	17.24	32	18.91	6	3.44
Year 8	2	1.12	27	15.25	29	16.38	2	1.12
Year 9	3	1.63	29	15.76	32	17.39	0	0
Year 10	6	2.91	34	16.50	40	19.41	4	1.94
Year 11	4	2.36	15	8.87	19	11.24	2	1.18

Area of need								
	Cognition and Learning		SEMH		Sensory and Physical		Communication and Interaction	
	No.	%	No.	%	No.	%	No.	%
All years	67	44.07	40	26.31	17	11.18	28	18.42
Year 7	14	43.75	7	21.87	2	6.25	9	28.12
Year 8	16	55.17	6	20.68	3	10.34	4	13.79
Year 9	14	43.75	6	18.75	5	15.62	7	21.87
Year 10	15	37.50	13	32.50	5	12.50	7	17.50
Year 11	8	42.10	8	42.10	2	10.52	1	5.26

ASD – 20 students with diagnosis

## Appendix 2 – Interventions 2022-2023

The following interventions were available at the Academy during 2022-2023;

Communication and Interaction	Cognition and Learning	Social and Emotional Mental Health	Physical and Sensory
Vocabulary Enrichment	Coloured Overlays	Ekho Collective	Fidget Toys
Lego Based Therapy	Precision Teaching	Exam Stress Workshops	Hearing Aids
Talk About: For Teenagers	Abigail Steel Phonics Programme	Talk About: For Teenagers	Hearing Loops
Social Skills Groups	Lexia	Emotion Coaching	Adjustable Tables
Social Skills Club	Learning Support Service	Resilience	HI Team Visits
ASD Check In	Sandwell Numeracy Intervention	Anxiety	VI Team Visits
Games Club	Dyslexia screening	Social Skills	VI Colour Deficiency assessments
BCU Speech and Language Therapists	Dyslexia diagnosis – Educational Psychology for Everyone	Preparing for Adulthood Cooking	PIMIS Hoists and Transition Support
Preparing for Adulthood - Cooking	Access arrangements	Workshops – Self Esteem	
Pop-Up Shop work experience	Reading pens	Workshop - Confidence Building	
	Access to laptops	Workshops – Anger Management	
	NGRT	Workshops - Defiance	
	NGST	Workshops – Hyperactivity	
	Hodder comprehension	Workshops – Erasing Stigmas	
	SWRT	Workshops - Impulse control	
		Workshops – Bereavement	
		Workshops – Self-Regulation	

## Appendix 3 – SEND Training Record 2022-2023

Date	Training Detail	Attendees	Course Provider
INSET Sept 2022	<b>Understanding and Accessing Care Plans and Medical Needs</b>	All Staff Teaching SEND Support Staff	SENCo
INSET Sept 2022	<b>Medical Needs Training</b> <ul style="list-style-type: none"> <li>Asthma, Anaphylaxis, Epi Pen and Buccal Training</li> </ul>	All Staff Teaching Support Staff	SENCo (content provided by School Health Nurse)
9 <sup>th</sup> Sept 2022	<b>Adapting your implementation for pupils with SEND</b> <ul style="list-style-type: none"> <li>Use of Provision Map Software</li> <li>Effective use of Support Staff using Communication Logs</li> </ul>	All Staff Teaching SEND Support Staff	SENCo S-CAT Director of SEND
12 <sup>th</sup> Sept 2022	<b>Understanding the role of an SLCN Intervention Manager</b>	SLCN Intervention Manager – Shazia Hussain	SCA SLCN Intervention Manager SCA SENCo S-CAT Director of SEND
23 <sup>rd</sup> Sept 2022	<b>Level 2 Food and Hygiene</b>	SEMH Intervention Manager – Jacqui Bradley	IamCompliant
6 <sup>th</sup> October 2022	<b>Twilight</b>	All Staff Teaching SEND Support Staff	
10 <sup>th</sup> Oct 2022	<b>SENCo Surgery</b> Supporting your SEND learners	All ECTs	SENCo
10 <sup>th</sup> October 2022	<b>Access Arrangements update – Introduction to the JCQ changes 2022-23</b>	Assistant SENCO	Communicate-ed and PATOSS
14 <sup>th</sup> Oct 2022	<b>Safer Handling</b>	First Aider – Adele Coxon	PIMIS
18 <sup>th</sup> Oct 2022	<b>Emotion Based School Avoidance</b>	SEMH Intervention Manager – Jacqui Bradley	Educational Psychologist (Sandwell)
18 <sup>th</sup> October 2022	<b>Examination Access Arrangements Training</b> Readers, Scribes, Invigilators and Other Adult Helpers	SEND Support Staff-FKK	Communicate Ed
9 <sup>th</sup> Nov 2022	<b>Examination Access Arrangements Training (Refresh)</b> Readers, Scribes, Invigilators and Other Adult Helpers	Assistant SENCo – Leah Griffiths SEND Support Staff (Rich Smith, Tracy Swain, Claire Griffiths, Amber Roberts, Rachel Pearson)	Communicate Ed
16 <sup>th</sup> Nov 2022	<b>Introduction to SEND (full day)</b>	All Trust Trainee Teachers	S-CAT Director of SEND

18 <sup>th</sup> November 2022	<b>Trust INSET – Every Teacher is a Teacher of SEND/ Reading</b>		
18 <sup>th</sup> Nov 2022	<b>Every Teacher is a Teacher of SEND</b> (Secondary Trust Training Day)	50% Department Representation	S-CAT Director of SEND
28 <sup>th</sup> Nov 2022	<b>SENCo Surgery</b> Supporting your SEND learners	All ECTs	SENCo
28 <sup>th</sup> Nov 2022	<b>Supporting Children with Speech Language and Communication Needs</b> Understanding SLCN Needs in a Secondary Setting Lego Based Therapy	SEND Support Staff	BCU Speech and Language Therapist
30 <sup>th</sup> Nov 2022	<b>Lego Based Therapy Webinar</b>	SLCN Intervention Manager	Lego Therapy UK
30 <sup>th</sup> Nov 2022	<b>Social Stories and Comic Strip Conversations</b>	SEND Support Staff	Educational Psychology Service
7 <sup>th</sup> December 2022	<b>Practical strategies to support children with SLCN in the classroom</b>	All Staff Teaching SEND Support Staff	BCU Speech and Language Therapist
7 <sup>th</sup> December 2022	<b>Introduction to SLCN</b>	SEND Support Staff	BCU Speech and Language Therapist
8 <sup>th</sup> Dec 2022	<b>Safe use of a Hoist</b> (Refresher training)	SEND Support Staff – Rich Smith, Rachel Pearson	Dudley PIMIS
14 <sup>th</sup> December 2022	<b>Supporting Vocabulary Acquisition</b> Key words and visual aids Pre-teaching	All Staff Teaching SEND Support Staff	SENCO TCA Reading Lead
15 <sup>th</sup> Dec 2022	<b>Introducing Lexia</b>	SENCO – Deb German Assistant SENCO- Leah Griffiths Literacy Lead – Emily Shiels	Lexia – Online
15 <sup>th</sup> December	<b>Girls and Autism Training</b>	SHU – SLCN manager	Sandwell Inclusion Support

4 <sup>th</sup> January 2023	<b>Lego Therapy</b>	SEND Support Staff	BCU Speech and Language Therapist
4 <sup>th</sup> January 2023	<b>Using the BPVS Screening Tool</b>	SENCO Assistant SENCO SLCN Intervention Manager SEMH Manager	BCU Speech and Language Therapist
5 <sup>th</sup> January 2023	<b>10 minute training – SEND and First Aid</b>	All Staff Teaching SEND Support Staff	SENCO
5 <sup>th</sup> January 2023	<b>Abigail Steel Phonics - Introduction</b>	SENCO Assistant SENCO TCA Reading Lead SEN Support Staff (FKK, JSL)	Abigail Steel



10 <sup>th</sup> January 2023	<b>Introduction to Provision Map and Pupil Passports for new staff</b>	All new starts invited, 2 attended	SENCO
11 <sup>th</sup> January 2023	<b>Abigail Steel Phonics training (1 day)</b>	SENCO Assistant SENCO TCA Reading Lead SEN Support Staff (FKK, JSL)	Abigail Steel
11 <sup>th</sup> January 2023	<b>SCLN – Narrative grid, Task plans and Mind Maps</b>	All Staff Teaching SEND Support Staff	BCU Speech and Language Therapist
11 <sup>th</sup> January 2023	<b>Speech and Language SENCO Forum</b>	SLCN Manager – Shazia Hussain	Dudley SLT
12 <sup>th</sup> January 2023	<b>10 minute training – De-escalation</b>	All Staff Teaching SEND Support Staff	Behaviour Lead (NSK)
16 <sup>th</sup> January	<b>Sandwell Numeracy Maths</b>	SENCO	Sandwell Numeracy Maths
18 <sup>th</sup> January	<b>Precision teaching</b>	SEND Support Staff	SENCO
19 <sup>th</sup> January 2023	<b>10 minute training – Delivering challenging content- personal development</b>	All Staff Teaching SEND Support Staff	Pastoral Director
19 <sup>th</sup> January 2023	<b>Trust Twilight – National College</b>	All Staff Teaching Staff and Inclusion staff	Amy Danks
26 <sup>th</sup> January 2023	<b>10 minute training – TBA</b>	All Staff Teaching SEND Support Staff	
1 <sup>st</sup> February	<b>ICT training for the Inclusion Team</b>	TSN, SHU, CGS, RSH, JSL, ARS, LGS and DGM	Chris Amberton (Trust)
26 <sup>th</sup> Jan and 1 <sup>st</sup> Feb	<b>The Teenage Brain and Social Emotional Development</b>	SEND Support Staff – Fran Kenwick and Jacqui Bradley	Educational Psychology Service
2 <sup>nd</sup> February 2023	<b>10 minute training</b>	All Staff Teaching SEND Support Staff	
9 <sup>th</sup> February 2023	<b>10 minute training</b>	All Staff Teaching SEND Support Staff	
16 <sup>th</sup> February 2023	<b>10 minute training</b>	All Staff Teaching SEND Support Staff	
17 <sup>th</sup> February 2023	<b>Key Adult</b>	SHU and JBY	Educational Psychology Service
9 <sup>th</sup> March 2023	<b>Twilight - Careers</b>	All staff – Teaching and SEND Support Staff	Careers and Enterprise – Vicky O'Connor
9 <sup>th</sup> March 2023	<b>10 minute training - Maths</b>	All staff – Teaching and SEND Support Staff	ZSA
15 <sup>th</sup> March 2023	<b>SALT supporting children with additional needs</b>	SHU	Black Country NHS

16 <sup>th</sup> March and 23 <sup>rd</sup> March	<b>The Teenage Brain and Social Emotional Development</b>	SEND Support Staff – Tracey Swain and Amber Roberts	Educational Psychology Service
17 <sup>th</sup> April	<b>Supporting SLCN in children additional needs</b>	SHU	Speech and Language
26 <sup>th</sup> April 2023	<b>Precision Teaching</b>	SEND Support Staff	SENCo
4 <sup>th</sup> May 2023	<b>10 minute training - SEN refresh</b>	All staff – Teaching and SEND Support Staff	SENCo
17 <sup>th</sup> May	<b>ASP – Attendance Support Plan training for Inclusion staff to carry them out in Key Worker meetings</b>	SEND Support Staff	STY
24 <sup>th</sup> May 2023	<b>PowerBi</b>	SENCo and Assistant SENCo	SFR
25 <sup>th</sup> May 2023	<b>10 minute training – Short cuts on SIMS</b>	All staff – Teaching and SEND Support Staff	SFR
7 <sup>th</sup> June 2023	<b>Speech</b>	SHU	Speech and Language
8 <sup>th</sup> June 2023	<b>10 minute training - Gridmaker</b>	All staff – Teaching and SEND Support Staff	LGT
23 <sup>rd</sup> June 2023	<b>Vocabulary Development</b>	SHU	Speech and Language
30 <sup>th</sup> June 2023	<b>Safer People Handling</b>	LGS and TSN	PIMIS
6 <sup>th</sup> July 2023	<b>Verbal reasoning</b>	SHU	Speech and Language
7 <sup>th</sup> July 2023	<b>Risk Assessment training for disability/ short term conditions</b>	HJS, FKK and ARS	PIMIS