



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 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.

Following an OFSTED inspection on 11<sup>th</sup> and 12<sup>th</sup> March 2024 Thorns Collegiate Academy is categorised as Require Improvement (RI)

Thorns Collegiate Academy has a PAN of 1140 students and at the end of the 2023-2024 academic year there were 944 students on role.

Year Group	Number of SEND students on role at the end of Summer Term 2024
7	41
8	33
9	26
10	33
11	39
<b>TOTAL</b>	<b>171</b>

Thorns Collegiate Academy is currently a seven form entry. PAN will reduce to 180 starting with Y7 entry in September 2025, and so six forms of 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)	15	1.58%
SENS (K)	156	16.52%
SEND total	171	18.11%
Monitoring (M)	15	15.88%

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.	%
84	49.12	40	23.39	15	8.77	32	18.71

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 Principal, 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.

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 an Assess, Plan, Do, Review document 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. There is also a SEND specific induction day, which falls on the second INSET day of September. 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 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. In 2023-2024 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 pupil profiles which have been created collaboratively with professionals, students and families. The SEND pupil 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 2023-2024 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> Assistant Principal -SENCO
	<b>Leah Griffiths</b> Assistant SENCO
	<b>Jacqui Bradley</b> SEMH Intervention Manager
	<b>Shaz Hussain</b> SLCN Intervention Manager
	<b>Debbie Cheshire</b> Inclusion Support Staff
	<b>Layton Edgington</b> Inclusion Support Staff
	<b>Fran Kenwick</b> Inclusion Support Staff
	<b>Rachel Pearson</b> Inclusion Support Staff
	<b>Amber Roberts</b> Inclusion Support Staff
	<b>Lisa Ross</b> Inclusion Support Staff
	<b>Tracy Swain</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.

**SEND Link Governor:** The SEND link governor for 2023-2024 was Mrs Sadia Riaz

## 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, an emphasis on Quality First Teaching for students with a variety of different SEND needs e.g. dyslexia and autism etc. A significant time commitment has been given for CPD regarding ACES and Trauma Informed approaches and will culminate in the next academic year with four further hours of CPD. In the 2024 -2025 academic year there is going to be continued CPD emphasis on Quality First Teaching using the '5 A Day' approach documented in the EEF, Zones of Regulation and all of the Inclusion Team will be Mental Health First Aid trained.

Please see Appendix 3 for the SEND training record for the 2023-2024 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.

## 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, Ms Nikki Jones 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 receive 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 a 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 students in this school are known) and making sure that there are excellent records of a 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.

	Cognition and Learning		Communication and Interaction		Sensory and/or Physical				SEMH
	MLD	SpLD	ASD	SLCN	VI	HI	PD	OD/D	
Year 7	19	5	4	2	1	0	1	0	9
Year 8	14	2	6	3	1	1	0	0	6
Year 9	11	4	2	2	1	0	0	1	5
Year 10	12	1	6	1	1	2	1	1	8
Year 11	14	2	3	3	0	2	2	0	12

Total by Need	70	14	21	11	4	5	4	2	40
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	C&L	C&I	S&P	SEMH
Total students in the 4 broad areas of need	84	32	15	40
Percentage of SEND Register per broad area of need	49.12%	18.71%	8.77%	23.39%

Total SEND	Percentage of Year Group	NOR
41	21.58%	190
33	18.33%	180
26	14.44%	180
33	17.84%	185
38	18.18%	209

Whole School SEND	171	18.11%	944
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KS3 SEND	100	18.18%	550
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KS4 SEND	71	75.21%	394
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## Appendix 2 – Interventions 2023-2024

The following interventions were available at the Academy during 2023-2024;

Communication and Interaction	Cognition and Learning	Social and Emotional Mental Health	Physical and Sensory
Vocabulary Enrichment	Coloured Overlays	Preparing for Adulthood Cooking	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	Boxing Intervention	PIMIS Hoists and Transition Support
Preparing for Adulthood – Cooking	Access arrangements	Positive Self-Esteem and Confidence Building	
Pop-Up Shop work experience	Reading pens	Anger Management	
	Access to laptops	Workshops – Self-Regulation	
	NGRT	Workshops - Defiance	
	NGST	Workshops – Hyperactivity	
	Hodder comprehension	Workshops- Bereavement	
	Single Word Reading Test	Workshops - Impulse control	
		Brierley Hill Project	

## Appendix 3 – SEND Training Record 2023-2024

Date	Training Detail	Attendees	Course Provider
Autumn Term			
INSET September 2023	Understanding and Accessing Care Plans and Medical Needs	All Staff Teaching & SEND Support Staff	SENCO
INSET September 2023	Medical Needs Training Asthma, Anaphylaxis, Epi Pen and Buccal Training	All Staff Teaching & Support Staff	SENCO and School Nurse
INSET September 2023	Adapting your implementation for pupils with SEND Use of Provision Map Software Effective use of Support Staff using Communication Logs	All Staff Teaching & SEND Support Staff	SENCO
14th September 2023	10 minute training - De-Escalation Techniques	All staff	Senior Assistant Principal
21st September 2023	Twilight Inset	Precision Teaching Refresher	SENCO
28th September 2023	Supporting children with PANS/ PANDAS	Inclusion Team	Haybridge Teaching Hub
5 <sup>th</sup> October 2023	Access Arrangements update – Introduction to the JCQ changes 2023-24	Assistant SENCO	Real Training
18th October 2023	Examination Access Arrangements Training (Refresh) Readers, Scribes, Invigilators and Other Adult Helpers	Assistant SENCO SEND Support Staff	Communicate Ed
19th October 2023	10 minute training- Strategies for intervention	All Staff Teaching & SEND Support Staff	Teaching and Learning Lead

23 <sup>rd</sup> October	Supporting KS2/3 Writing for Lower Attaining Pupils	SENCO	Haybridge Teaching Hub
6 <sup>th</sup> November	Moderate Learning Difficulties in the Classroom	Inclusion Team	Haybridge Teaching Hub
9 <sup>th</sup> November 2023	Kinetic Letters	Assistant SENCO	Kinetic Letters Trainer
14 <sup>th</sup> November	Exam access arrangements	SENCO	Westminster Insights
Friday 17 <sup>th</sup> November 2023	Inset – EVC Training	Inclusion Department	SENCO
<b>Spring Term</b>			
10 <sup>th</sup> January 2024	Precision Teaching	SEND Support Staff	SENCO
16 <sup>th</sup> January 2024	Self-Regulation and Autism Zones of Regulation	SENCO Assistant SENCO SLCN Intervention Manager	SCAT
17 <sup>th</sup> January 2024	Risk Assessment training for disability/ short term conditions	SENCO Assistant SENCO	PIMIS
29 <sup>th</sup> February 2024	Adapting the Curriculum so all children succeed	All staff	SCAT
7 <sup>th</sup> March 2024	10 minute training - Behaviour and SEND	All staff	Head of Behaviour
14 <sup>th</sup> March 2024	10 minute training – T&L adapting the curriculum	All staff	Head of Teaching and Learning
20 <sup>th</sup> March 2024	SEND: Adapting for Specific Needs	Secondary ECT Year 1 Students	SENCO
<b>Summer Term</b>			
18 <sup>th</sup> April 2024	Twilight Inset – Aces and Trauma Informed Practices (1)	All staff	Alun Reeves
1 <sup>st</sup> May 2024	A World of Distraction, successful inclusion of YP with ADHD	SENCO	Dr Jenny Nock
21 <sup>st</sup> May 2024	EEF 5 A Day Model	SENCO and Teaching and Learning Lead	Gary Aubin
11 <sup>th</sup> June 2024	Safer People Handling	Inclusion Team SENCO HTR, JDS LRS – reception	Rose Painter - PIMIS



		First Aider	
12 <sup>th</sup> June 2024	Whole school CPD – Questioning	All staff	Teaching and Learning Lead TPL
6 <sup>th</sup> June 2024	Aces and Trauma Informed Practices (2)	All staff	Alun Reeves
18 <sup>th</sup> June 2024	EVAC – Train the trainer	Assistant SENCO	EVAC Trainer
19 <sup>th</sup> June 2024	One Note and Scaffolding	Teaching and Learning Lead Assistant SENCO	WBCA
24 <sup>th</sup> June 2024	Diabetes training - Basic and Advanced	Assistant SENCO and First Aider	JDRF
26 <sup>th</sup> June 2024	Omnipod 5 – Secondary support session	Assistant SENCO and First Aider	Diabetes Team
26 <sup>th</sup> June 2024	Diabetes Injections – Secondary support session	Assistant SENCO and First Aider	Diabetes Team
27 <sup>th</sup> June	Assess Plan Do Review Learning Plans	All Staff Teaching & SEND Support Staff	SENCO
27 <sup>th</sup> June 2024	Twilight Inset- Transition of SEND students	Inclusion Team	SENCO
June 2024	Diabetes Training – Basic and Advanced	Inclusion Team	JDRF
1 <sup>st</sup> July 2024	Cystic Fibrosis	First Aiders SENCO Assistant SENCO	BCH Cystic Fibrosis Team
4 <sup>th</sup> July	Pathological Demand Avoidance and School	SENCO	Sandwell Virtual School
9 <sup>th</sup> July	Whole Education Conference	SENCO	Whole Education