

Thorns Collegiate Academy

SEN Information Report

Published July 2025

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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 11th and 12th March 2024 Thorns Collegiate Academy is categorised as Require Improvement (RI)

In May 2025 Thorns Collegiate Academy gained the SEND Inclusion Award (SENDIA) recognizes schools for their commitment to providing high-quality education for students with Special Educational Needs and Disabilities (SEND).

Thorns Collegiate Academy has a PAN of 1000 students and at the end of the 2024-2025 had 895 students on roll. 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.

Year Group	Number of SEND students on role at the end of Summer Term 2025
7	38
8	34
9	31
10	25
11	28
TOTAL	156

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)	16	1.78%
SENS (K)	140	15.64%
SEND total	156	17.43%
Monitoring (M)	6	0.67%

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.	%
70	44.87%	44	28.21%	11	7.05%	31	19.87%

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 in Years 7,8 and 9. Students also complete a Single Word Reading Test on entry, this includes any students who join mid-year. The Single Word Reading Tests were also completed with KS4 students who were going to be accessing intervention due to SEND status. As a triangulation of evidence, students achieving a standardised score between 69-74 in Year 7 complete both Phonics and Lexia interventions. Any students in Year 7, 8 or 9 with a standardised score between 75-84 are added to the Lexia intervention. This uses a combination of GL and SWRT to allow us to address any anomalies.

Where students have MLD as a SEND need, but their standardised score is slightly higher, they may have also been included in Lexia intervention to support with LSS targets.

When students transfer to the school mid-year, Assistant SENCO completes Single Word Reading Test with them so that they are not missed if they need to be added to interventions.

The standardised scores thresholds are in line with the thresholds used by Learning Support Service.

In Year 7, 8 and 9, any student 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.

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 weekly Student Support Panel (SSP) meeting which is attended by the Principal, Vice Principal, Senior Assistant Principal for Behaviour and Safeguarding, Pastoral Lead 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 final of which is a transition coffee morning where we welcome new parents of SEND students.

Families have the opportunity to discuss concerns with the SENCO when they feel necessary by contacting directly at 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 and students 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/Assistant 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/ Mrs Griffiths 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. In the Academic Year 2024-2025 21 students received tailored additional transition.

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, family and student 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.

In the coming academic year, Thorns Collegiate Academy will run the ASDAN Cope Level 1 course for specific Key Stage 4 students.

Additional provision is led by Mrs Bradley (SEMH Intervention Manager), Mrs Hussain (SLCN Intervention Manager) and Leah Griffiths (Assistant SENCO).

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 OneNote/Teams allowing students to have direct access to class resources and homework wherever they have an internet connection.

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 2024-2025 the weekly allocation of L4L hours was 17 hours in Year 7, reducing to 13 hours in Year 8 and to 5 hours in Year 9.

All students in Year 7 and Year 8 also have the opportunity to boost their reading age during L4L curriculum time by taking part in a daily reading intervention. Sparx Reader is used by students daily, as well as access to physical books when students reach 'gold reader' status. Sparx Reader ensures that the texts accessed are set to an appropriate level for each student. Sparx Reader also offers a range of inclusive features such as changing the colour of the pages, font size and type and adding a reading guide line to the pages. Next academic year, we are also introducing Sparx GCSE which will offer the same level of support for our KS4 students.

All students in Years 7 – 10 take part in weekly Whole Class Reader sessions. During these sessions, the teacher reads aloud to model fluency and expression, followed by a range of VIPERS questions to facilitate discussion. This model is inclusive of all learners, due to the whole class support approach to teaching and modelling.

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. 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.

In 2024-2025, the Academy implemented timetabled rooming adjustments to provide students with sensory or physical needs with suitable access and to minimise their movement across the site. The Academy ensured that students requiring additional physical aids such as a height adjustable table, 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

	Deb German Assistant Principal -SENCO
	Leah Griffiths Assistant SENCO
	Jacqui Bradley SEMH Intervention Manager
	Shaz Hussain SLCN Intervention Manager
	Debbie Cheshire Inclusion Support Staff
	Layton Edgington Inclusion Support Staff
	Fran Kenwick Inclusion Support Staff
	Rachel Pearson Inclusion Support Staff
	Amber Roberts Inclusion Support Staff
	Lisa Ross Inclusion Support Staff
	Tracy Swain Inclusion Support Staff

Changes to Staffing

During the Academic year 2024-2025, Debbie Cheshire has changed roles to support 'Change' the Alternative Provision and Fran Kenwick left at Easter 2025.

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 2024-2025 was Mrs Sadia Riaz. There were four SEND Governor meetings during the academic year.

Training

Ongoing professional development (CPD) is a key priority within the Shireland Collegiate Academy Trust, particularly in relation to Special Educational Needs and Disabilities (SEND). This academic year, significant focus has been placed on training the Inclusion Team in a range of intervention programmes. Additionally, teaching staff have received targeted CPD to increase their understanding of SEND systems and processes, with a particular emphasis on **Quality First Teaching (QFT)** for students with diverse SEND needs, including dyslexia and autism.

A **weekly SEND Surgery** has been established, providing a regular opportunity for staff to drop in and receive support or advice on SEND-related matters. This initiative supports ongoing professional development and ensures that staff are well-equipped to meet the needs of students with SEND.

A substantial time commitment has also been dedicated to CPD on **ACES (Adverse Childhood Experiences)** and a **Trauma-Informed Approach**, ensuring staff are equipped to support students who may face such challenges. **Mental Health First Aid** training for all members of the Inclusion Team. Additionally, we now have two members of our team who have had training to become Emotional Literacy Support Assistants (ELSAs).

The SENCo and Assistant have been trained and qualified as ASDAN practitioners in order to support our Preparation for Adulthood curriculum.

Two members of the Inclusion Team and one member of Student Support Services have been trained in Nurture Provision.

Looking ahead to the 2025-2026 academic year, an audit of staff CPD requests has been completed, which will inform the shaping of next year's CPD programme. This audit ensures that the professional development strategy is tailored to the needs of both staff and students. A priority for the forthcoming year will be embedding **adaptive teaching** practices through the **EEF '5 A Day' approach**,

Please see Appendix 3 for the SEND training record for the 2024-2025 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. We run a daily Nurture Intervention. 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 (IP)
- Virtual School workers (VS)
- Communication, Interaction, Physical and Sensory Advisory Service (CIPS)
- SEND and Additional Needs Team (SANO)

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	www.localofferbirmingham.co.uk
Dudley	www.dudley.gov.uk/localoffer
Sandwell	www.sandwell.gov.uk/SEND
Walsall	https://go.walsall.gov.uk/children-and-young-people/send-local-offer
Wolverhampton	http://win.wolverhampton.gov.uk

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 2024-2025

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	3	2	1	2	0	3	0	8
Year 8	11	6	3	2	0	0	1	0	11
Year 9	11	2	7	3	0	0	0	1	7
Year 10	6	4	4	3	0	0	0	1	7
Year 11	7	1	6	0	1	2	0	0	11
Total by Need	54	16	22	9	3	2	4	2	44
	C&L		C&I		S&P				SEMH
Total students in the 4 broad areas of need	70		31		11				44
Percentage of SEND Register per broad area of need	44.87%		19.87%		7.05%				28.21%

	Total SEND	Percentage of Year Group	NOR
	38	21.84%	174
	34	17.62%	193
	31	17.71%	175
	25	14.45%	173
	28	15.56%	180
Whole School SEND	156	17.43%	895
KS3 SEND	103	19.00%	542
KS4 SEND	53	15.01%	353

Appendix 2 – Interventions 2024-2025

The following interventions were available at the Academy during 2024-2025

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	Small group maths support.	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	Sparx Reader	Anger Management	
Zones of Regulation	Access to laptops	Zones of Regulation	
Comic Strip Situations	NGRT	Language for Behaviour and Thinking	
	NGST	The Self Esteem Workbook for Teens	
	Hodder comprehension	Starving the Anger Gremlin	
	Single Word Reading Test	Starving the Stress Gremlin	
	Reading pens		

Appendix 3 – SEND Training Record 2024-2025

Date	Training Detail	Attendees	Course Provider
Autumn Term			
INSET Sept 2024	Understanding and Accessing Care Plans and Medical Needs	All Staff Teaching SEND Support Staff	SENCo
INSET Sept 2024	Medical Needs Training Asthma, Anaphylaxis, Epi Pen and Buccal Training	All Staff Teaching Support Staff	SENCo (content provided by School Health Nurse)
6 th Septemb er 2024	ACE Training	Sam Simms – First Aid Leah Griffiths – Assistant SENCO	BCH
19 th Septemb er 2024	EVAC Chair	Inclusion Department	Sally Philpotts and Leah Griffiths
26 th Septemb er 2025	10 minute training - safeguarding	All staff	NSK
2 nd October 2024	EVAC chair training	ISN, SSS, RHD, JWS, JBR, CHS, LCR, Mrs Billingham Jonathan	Sally Philpotts and Leah Griffiths
9 th October 2024	MITA Training – session 1	Deb German SENCO Leah Griffiths- Assistant SENCO	MITA
10 th October 2024	Trauma – session 3	All staff	AC Education
3 rd October 2024	10 min training - SEND	All staff	DGM
4 th October 2024	Access Arrangements update – Introduction to the JCQ changes 2024-25	Assistant SENCO	Communicate Ed
10 th October 2024	10 min training - behaviour	All staff	NSK
17 th October 2024	10 min training – T&L	All staff	TPL
5 th Novembe r 2024	Examination Access Arrangements Training (Refresh) Readers, Scribes, Invigilators and Other Adult Helpers	Assistant SENCo – Leah Griffiths SEND Support Staff (Rich Smith, Tracy Swain, Amber Roberts, Rachel Pearson) SLCN Intervention Manager – Shazia Hussain	Communicate Ed
6 th Novembe r 2024	MITA Training – session 2	Leah Griffiths – Assistant SENCO	MITA
7 th Novembe r 2024	10 minute training - Arbor	All staff	SFR
14 th Novembe r 2024	10 minute training - PP	All staff	AMU

21 st November 2024	10 minute training - Behaviour	All staff	NSK
27 th November 2024	Whole staff CPD – restorative practice	All staff	
28 th November 2024	Trauma – session 4	All staff	AC Education
4 th December 2024	MITA – session 3	Deb German SENCO Leah Griffiths- Assistant SENCO	MITA
4 th December 2024	Restorative practice	Inclusion Team	John
5 th December 2024	10 minute training - safeguarding	All staff	NSK
12 th December 2024	10 minute training - SEND	All staff	DGM
Spring Term 2025			
9 th January 2025	10 minute training - behaviour	All staff	NSK
16 th January 2025	10 minute training – T&L	All staff	TPL
16 th January 23 rd January 6 th February 27 th February 13 th March 20 th March 10 th April 2025	ELSA training	Leah Griffiths- Assistant SENCO Lisa Ross – Inclusion Support Staff	Dudley EP
23 rd January 2025	10 minute training -safeguarding	All staff	NSK
30 th January 2025	10 minute training - behaviour	All staff	NSK
6 th February 2025	10 minute training - SEND	All staff	DGM

February 2025	Fire Safety	All staff	The National College
February 2025	Fire Marshall	Deb German Leah Griffiths Jacqui Bradley Shaz Hussain	The National College
5 th March 2025	Mental Health First Aider	Shaz Hussain Lisa Ross	Dudley EP
6 th March 2025	Prevent - twilight	All staff	
10 th March 2025	Making sense of Autism	Inclusion Team	Dudley CIPS
12 th March 2025	Bereavement	Jacqui Bradley	Dudley EP
19 th March 2025	Safeguard update	All staff	NSK and LGT
20 th March 2025	10 minute training - T&L	All staff	TPL
21 st and 28 th March 2025	Nurture Group training	Lisa Ross	Dudley EP
24 th March 2025 (/ 6 th May)	Understanding anxiety and Autism in school	Inclusion Team	Dudley CIPS
4 th April 2025	10 minute training - Safeguarding	All staff	NSK
Summer Term			
19 th May 2025 (/2 nd June)	Autism – Transition in schools	Inclusion Team	Dudley CIPS
12 th June	Emergency First Aid at Work	Amber Roberts	St Johns Ambulance
19 th June 2025	10 minute training - Safeguarding	All staff	LGT
1 st July 2025	Whole Education SEND Conference	SENCO	Whole Education
3 rd July 2025	10 minute training - T&L KS3 homework project	All staff	JDS

July 2025	Diabetes training update	Inclusion Team	Breakthrough T1D
14 th July 2025	ELSA Mediation	Leah Griffiths and Lisa Ross	Dudley EPE