

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 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 860 students and in May 2026 had 859 students on roll. PAN will increase to 875 students for the academic year 2026-2027

Year Group	Number of SEND students on role in May 2026
7	40
8	41
9	36
10	32
11	21
TOTAL	170

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 in May 2026		
EHCP (E)	22	2.56%
SENS (K)	148	17.23%
SEND total	170	19.79%

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.	%
78	45.88%	49	28.82%	7	4.12%	36	21.18%

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 have also been previously 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.

We have recently introduced WRAT testing – this will eventually replace the SWRT as a screening tool.

The new Little Wandle Code Phonics scheme also involves a whole cohort initial screening tool, followed by a fully adaptive diagnostic assessment for those students who do not score highly and may require additional intervention. This has been implemented following support from English Hubs, and based on recommendations and discussion post the initial audit.

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.

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

Moving forward to the 26/27 academic year, all GL Reading assessments will be completed and marked on paper, which should eliminate some of the technology based discrepancies we have experienced.

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.

All students who join Thorns Collegiate Academy mid-year undergo an initial screening process to help identify any additional learning, communication, social, emotional or mental health needs. This screening includes the Wide Range Achievement Test (WRAT) to assess literacy and numeracy skills, the British Picture Vocabulary Scale (BPVS) to evaluate receptive language and vocabulary understanding, the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) to assess emotional wellbeing, and the Strengths and Difficulties Questionnaire (SDQ) to identify social, emotional and behavioural needs. The outcomes of these assessments are used alongside information from previous schools, families, and teacher

observations to ensure that appropriate support and provision can be put in place as quickly as possible.

Teaching Staff Identification: Teaching staff at the Academy are responsible for the early identification of students who may be experiencing barriers to learning linked to one or more of the four broad areas of need: Cognition and Learning, Communication and Interaction, Sensory and/or Physical needs, and Social, Emotional and Mental Health. Where concerns are identified, staff are expected to complete the internal SEND referral paperwork, providing clear evidence of the student's presenting needs, the strategies already trialled through Quality First Teaching, any relevant assessment or classroom evidence, and the impact of these concerns on progress, engagement, attendance or wellbeing. Referrals are reviewed by the Inclusion Team, who consider the information alongside existing school records, screening information, pastoral data and any previous external agency involvement. The Inclusion Team will respond within two school weeks with appropriate next steps, which may include further observation, additional screening, classroom strategies, targeted intervention, family contact, external agency advice, or movement through the graduated Assess, Plan, Do, Review process.

Pastoral Staff Identification: Pastoral staff can refer students to the Inclusion Department in the same way as teaching staff, using the internal SEND referral process where there are concerns about a possible unidentified need. Concerns can also be raised through the weekly Tuesday Pastoral meeting. This meeting allows Inclusion Team, Pastoral Team, Heads of Year, attendance and behaviour leads and relevant senior leaders to discuss students causing concern, share patterns in behaviour, attendance, wellbeing or engagement, and agree appropriate next steps. These next steps may include pastoral support, family contact, further monitoring, referral to the Inclusion Team, additional screening, or discussion with external agencies where needed. Students who are displaying more persistent and complex behaviours may also be referred to the Inclusion Department via the 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 and students will take place before a student is added to, or removed from, the SEN register. Where further investigation is required before a decision is made, the student may be recorded as monitoring (M) during this interim period. Any changes to a

student's SEND coding will be communicated to families through a confirmation letter, so that they are clear about the decision made.

As part of the Assess, Plan, Do, Review (ADPR) cycle, all students with SEN and their families will be offered a minimum of three meetings each year. These meetings are used to review the student's individual needs, attendance, progress, e-praise and current provision, as well as to agree next steps and ensure support continues to reflect the student's needs.

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, SENCO/Assistant SENCO, 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 2025-2026 18 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.

During the Summer Term, the SENCO meets with families of SEND students as part of the transition evening. This provides an opportunity for families to understand the SEND process at Thorns Collegiate Academy, including how information is gathered from primary schools, how students are supported during transition, how needs are identified and reviewed, and how families can communicate with the Inclusion Team. Families of SEND students are also 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 a member of the Inclusion Team, 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.

This academic year, Thorns Collegiate Academy has had its first cohort of students begin the ASDAN CoPE Level 1 course as part of our Preparing for Adulthood curriculum. In the next academic year, a second cohort of students will complete the ASDAN PEQ course, further strengthening our offer for students who benefit from a more practical and personalised pathway.

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 2025-2026 the weekly allocation of L4L hours was 14 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.

Sparx also provides set texts for the KS4 curriculum, which can be used by the English department to support students who need additional support.

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 - All staff are provided with easily accessible SEND pupil passports for students on the SEND register via Provision Map. These passports are developed using information from students, families, school staff and external professionals, where appropriate. They provide a clear overview of each student's identified needs, any confirmed diagnosis, strengths, potential barriers to learning, and access arrangements. They also outline the essential and suggested strategies staff should use to support the student effectively in lessons, helping to ensure a consistent approach to Quality First Teaching and reasonable adjustments across the Academy.

For students with an Education, Health and Care Plan (EHCP), provision is planned and delivered in line with the special educational provision set out in Section F. This provision is reviewed and adapted across the academic year to ensure it continues to meet the student's

individual needs. Support is also planned with reference to the long-term outcomes identified in Section E, so that provision remains purposeful and focused on helping students make progress towards their agreed outcomes.

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.

Rooming adjustments are embedded within the Academy's practice to support students with sensory or physical needs, ensuring suitable access and helping to minimise unnecessary movement across the site. Where required, students are provided with additional physical aids such as height-adjustable tables, hearing loops, coloured overlays or Radio Aid technology. The Academy also uses assistive technology, including C-Pen reading pens, where this supports individual students to access learning more independently.

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
	Layton Edgington 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

At the end of the Academic year 2025-2026 Layton Edgington will leave the Academy to train to become a teacher and Jacqui Bradley will work 2 days per week.

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 2025-2026 was Mrs Sadia Riaz. There were four SEND Governor meetings during the academic year.

Training

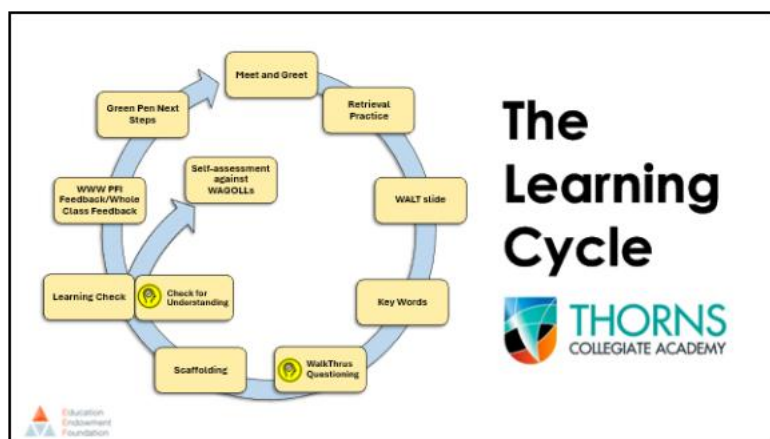
Ongoing professional development (CPD) is a key priority within the Shireland Collegiate Academy Trust, particularly in relation to Special Educational Needs and Disabilities (SEND). This academic year, the focus within the Inclusion Team has been on analysing the impact of interventions, strengthening the use of pupil voice and ensuring that provision is responsive to students' needs.

At TCA, SEND CPD is closely aligned with the Teaching and Lead and wider teaching and learning strategies across the academy, forming a crucial part of our 'Learning Cycle'; using evidence-informed strategies, this has been designed to suit ALL learners by offering adaptive teaching as a universal approach, following the two-step model as recommended by the Educational Endowment Foundation:

1. *Universal approaches that are likely to be especially important for pupils with additional needs.*
2. *Adaptations and additional support that might also be needed by some pupils.*

By improving inclusive teaching across lessons, the Academy aims to have the greatest impact on pupils who find learning hardest, indeed using bespoke adaptations and additional support, but reducing the requirement for this where needs can be met effectively through strong classroom practice

Following QA, this allows SEND CPD to be delivered to all staff, focusing on elements of the Learning Cycle.



This academic year, the weekly SEND Surgery has continued to provide staff with a regular opportunity to drop in and receive support or advice on SEND-related matters. In addition, a SEND in 5 update is shared on the staff Portal each Friday, providing short, regular

guidance and reminders to support staff knowledge, confidence and inclusive classroom practice.

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

Please see Appendix 3 for the SEND training record for the 2025-2026 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.

This year, Nurture provision within the Inclusion Department has supported two groups of students through sessions 1 and 2, providing a structured and supportive environment to develop emotional regulation, confidence, social communication and readiness for learning.

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 2025-202

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

Student Data for the Primary Area of Need (as identified on the Arbor and the SEND Register) May 2026

	Cognition and Learning		Communication and Interaction		Sensory and/or Physical				SEMH
	MLD	SpLD	ASD	SLCN	VI	HI	PD	OD/D	
Year 7	15	5	5	2		1			12
Year 8	18	4	2	1	1		3		12
Year 9	11	6	3	5			1		10
Year 10	8	2	10	2				1	9
Year 11	5	4	3	3					6
Total by Need	57	21	23	13	1	1	4	1	49

	C&L	C&I	S&P	SEMH
Total students in the 4 broad areas of need	78	36	7	49
Percentage of SEND Register per broad area of need	45.88%	21.18%	4.12%	28.82%

	Total SEND	Percentage of Year Group	NOR	EHCP - Specific	EHCP % PER YEAR	K - Specific	K% PER YEAR
	40	22.86%	175	2	1.14%	38	21.71%
	41	23.98%	171	4	2.34%	37	21.64%
	36	19.15%	188	7	3.72%	29	15.43%
	32	19.88%	161	4	2.48%	28	17.39%
	21	12.80%	164	5	3.05%	16	9.76%
Whole School SEND	170	19.79%	859	22	2.56%	148	17.23%
KS3 and KS4 SEND	170	19.79%	859	22	2.56%	148	17.23%

Appendix 2 – Interventions 2025-2026

The following interventions were available at the Academy during 2025-2026

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.	Starving the Anxiety Gremlin	VI Team Visits
Games Club	Dyslexia screening	Social Skills	VI Colour Deficiency assessments
BCU Speech and Language Therapists	Dyslexia diagnosis – Educational Psychology for Everyone	Athlete Impact	PIMIS Hoists and Transition Support
Preparing for Adulthood – Cooking	Access Arrangements	Positive Self-Esteem and Confidence Building	Sensory regulation and safe space access
Pop-Up Shop work experience	Sparx Reader	Anger Management	Movement and regulation breaks
Zones of Regulation	Access to laptops	Zones of Regulation	Low-arousal environment / quiet space access
Comic Strip Situations	Reading pens	Language for Behaviour and Emotions	Priority pass / time-out pass
Train Your Brain: Embracing Growth Mindset	Little Wandle – The Code Phonics	The Self Esteem Workbook for Teens	Quieter corridor movement
TALKABOUT for Teenagers – Assertiveness	Additional Maths intervention / support sessions	Starving the Anger Gremlin	Taxi provision to support access to provision
SLCN Intervention Manager in-class support	Talking Tins	Impulse Control	Ear Defenders
Preparation for Adulthood – E-Safety	Additional Maths intervention / support sessions	Emotional Literacy Support Assistant (ELSA)	Hearing Loops

CIPS Autism and Social Communication Team involvement	Maths independent study in Inclusion	Starving the Stress Gremlin	
Supported transitions	ASDAN CoPE Level 1	Banish the Self Esteem Thief	
Visual transition support	ASDAN PEQ	Managing Disruptive Behaviour Erasing Stigmas.	
	Bespoke Homework Projects and Homeowrk Club	Nurture	
		Teen Anxiety	
		EBSA Teams support	
		Mindful Life counselling	
		Youth Justice intervention	
		Internal family support	
		Behaviour intervention	
		Daily meet and greet at reception	

Appendix 3 – SEND Training Record 2025-2026

Thorns Collegiate Academy – SEND CPD Calendar 2025-26

Date	Training Detail	Attendees	Course Provider
01/09/2025	Inset Day- INSET Day – SEND updates, including key changes to the SEND register, pupil passports, Provision Map expectations, referral processes, access arrangements and Quality First Teaching strategies. Session also included an overview of CLA and PLAC students, staff responsibilities around PEPs, the importance of timely communication, and how trauma-informed, relational practice should be used to support attendance, engagement and progress. -Safeguarding, Inclusive Attendance/Medical/Prevent.	DGM, JBY, SHU, TSN, RPN, LRS, LEN, ARS	
02/09/2025	KCSIE 2025-26 update, Prevent / safeguarding declarations and Working Together to Improve Attendance completion tracking	DGM, Inclusion Team and wider TCA staff	Internal / National College / Microsoft Form
25/09/2025	SEND 10-minute training: start-of-year SEND routines and inclusive classroom practice, including how staff should access and use pupil passports on Provision Map, apply Quality First Teaching strategies, record concerns through the SEND referral process, and communicate with the Inclusion Team to ensure students' needs are identified and supported early in the academic year.	All staff	
26/09/2025	Emotional Literacy Support Assistant (ELSA) supervision	LRS	Nina Male (DMBC)
22/10/2025	Dudley SEND Conference / SEND network CPD opportunity	DGM / shared internally	Dudley SEND / conference materials
24/10/2025	Exam Invigilation Course	RPN, TSN, LRS	
19/11/2025	Task boards meeting with Educational Psychologist: discussion of task board development, associated resources and adaptive strategies ahead of SEND/T&L 10-minute training	DGM, TPL, NJO, Claire Smith EP	Dudley Educational Psychology / Claire Smith EP
20/11/2025	SEND 10-minute training	All staff	
21/11/2025	WM Regional SEND Conference: Design for Inclusion – Re-Thinking Leadership	DGM / Careers and SEND leads	West Midlands Careers Hub / WMCA

24/11/2025	Inclusive Attendance change-team work and attendance/SEND priority group review	DGM, LGT, GSR and Student Support colleagues	TCA / Shireland CAT Inclusive Attendance
27/11/2025	Inclusive Attendance modules / staff CPD continuation	Whole staff; Inclusion Team included	Inclusive Attendance / Internal CPD
28/11/2025	Emotional Literacy Support Assistant (ELSA) supervision	LRS	Nina Male (DMBC)
03/12/2025 and 10/12/2025	First Aid at Work / emergency first aid training delivered at TCA	Selected Student Support and wider staff	Skylark First Aid Training / TCA
05/12/2025	DCS Virtual School briefing: attendance support for pupils with a social worker	DGM / resources shared with ARS	Dudley Virtual School / Dudley Council
11/12/2025	Task boards and adaptive strategies follow-up from SEND/T&L CPD	DGM, TPL, Inclusion Team and teaching staff	Internal / TCA

15/01/2026	SEND / T&L 10-minute training: task board development	DGM, TPL, Inclusion Team and teaching staff	Internal / TCA
16/01/2026	Emotional Literacy Support Assistant (ELSA) Supervision	LRS	Nina Male (DMBC)
22/01/2026	SEND 10-minute training	All staff	
26/01/2026	Access Arrangements Training	ARS, JGU	JCQ
26/01/2026	Relational practice / trauma-informed discussion following external behaviour and pastoral support visit	DGM, Student Support and SLT	Internal / external adviser input
29/01/2026	Administering Medication	LRS	National College
12/02/2026	Nurture network meeting	LRS	Nina Male (DMBC)
12/02/2026	Wellness event and targeted family engagement learning linked to attendance/SEND barriers	Student Support / Inclusion Team	TCA / external partners
23/02/2026	Inset Day- Ofsted Prep	DGM, JBY, SHU, TSN, RPN, LRS, LEN, ARS, JGU	

23/02/2026	INSET: Learning Cycle, adaptive teaching, strategies for building relationships and inclusive practice	Whole staff; Inclusion Team included	Internal / TCA
26/02/2026	Phonics Seminar	TSN	
27/02/2026	Emotional Literacy Support Assistant (ELSA) supervision	LRS	Nina Male (DMBC)
05/03/2026	Inclusive Attendance	RPN, TSN, LRS	
05/03/2026	Inclusive Attendance online learning modules and knowledge check	Whole staff; Inclusion Team included	Inclusive Attendance / Microsoft Forms
09/03/2026	RISE: Focus on mainstream inclusion conference – West Midlands	DGM/NJS	Department for Education / RISE Inclusive Mainstream team
09/03/2026	Post Inclusive Attendance accreditation follow-up: staff knowledge check and collaborative practice review	Whole staff; Inclusion Team included	TCA / Inclusive Attendance
12/03/2026	SEND 10-minute training: SEND updates, Provision Map, Pupil Passports, PLAC/CLA PEPs, SEMH/wellbeing support, access to learning, enrichment, attendance/reintegration and transition support	All staff	
16/03/2026	Trust SEND Network / Secondary Cluster meeting materials	DGM / Trust SEND colleagues	S-CAT / Mrs M Hill
16/03/2026	Whole-staff SEND/T&L CPD: Every teacher is a teacher of SEND, adaptive teaching, EEF Five-a-Day, pupil passports and Section F responsibilities	Whole staff; Inclusion Team included	Internal / TCA
19/03/2026	Inclusive Attendance 10-minute training: session 1 teacher role, family communication and signposting	Whole staff; Inclusion Team included	TCA / GSR
25/03/2026	Nurture network meeting	LRS	Nina Male (DMBC)
Spring 2026	SEND Network meeting / SENCO network meeting (Himley)	JBY / Inclusion representation	Dudley / SEND Network
2026	Lesson Communication Logs: SEND/T&L communication and inclusive classroom routines	DGM, TPL, teaching staff and Inclusion Team	Internal / TCA
24/04/2026	Inclusive Attendance Audit 3: review of inclusive attendance practice and actions	GSR, LGT, DGM / academy staff	Inclusive Attendance / TCA
30/04/2026	ASDAN CoPE and AoPE webinar: course delivery, registration, webinar platform access and assessment/test requirements	DGM, ARS	ASDAN / Emma Perry

11/05/2026	Social Stories and Comic Strip Conversations Public Health training: visual supports, social understanding, autism-informed strategies and implementation planning	DGM / Inclusion Team as relevant	Dudley Educational Psychology / Public Health
15/05/2026	Little Wandle training day: full-day reading/phonics training linked to implementation of Little Wandle / The Code Phonics and development of reading intervention practice	DGM, TSN, HPL	Little Wandle
15/05/2026	CVL / medical procedure training for named student support	DGM, JBY, ARS, TSN, LRS, SHU and selected staff	Nursing Team
June 2026	ADHD Workgroup for New Dudley ADHD Pathway	JBY	
June 2026	SEND Transition Day / transition planning and Year 6-7 support preparation	DGM, LGS / SEND transition staff	Internal / SEND Transition
15/06/2026	Safer Handling / wheelchair training	LGS, RPN, LRS	CIPS
01/07/2026	Wednesday Inclusion Team meeting – CPD focus: transition	DGM, TCA Inclusion Team	Internal / DGM
01/07/2026	Diabetes training update	JBY, ARS, TSN, LRS and selected staff	Breakthrough T1D
02/07/2026	SEND White Paper CPD Conference	DGM	Internal / SEND CPD Conference
02/07/2026	SEND 10-minute training – SEND purpose/focus	All staff	Internal / Microsoft Teams
02/07/2026	Trust SEND Day / TCA SEND support day	DGM, LGS	S-CAT / Mrs M Hill
03/07/2026	SEND Information Report review and training-record finalisation	DGM	Internal / TCA
07/07/2026	Diabetes training update	LGS	Breakthrough T1D
08/07/2026	Wednesday Inclusion Team meeting – CPD focus: transition	DGM, TCA Inclusion Team	Internal / DGM
09/07/2026	SEND 10-minute training – SEND purpose/focus	All staff	Internal / Microsoft Teams
09/07/2026	CPD planning meeting	DGM, GSR	Internal / CPD Planning
13/07/2026	SLT CPD training – comic strip scenarios	DGM, SLT	Internal / DGM
13/07/2026	Diabetes training update	LRS	Breakthrough T1D

14/07/2026	Emotional Literacy Support Assistant (ELSA) mediation / supervision	LGS and LRS	Dudley EPE
15/07/2026	Wednesday Inclusion Team meeting – CPD focus: transition	DGM, TCA Inclusion Team	Internal / DGM
15/07/2026	Wednesday Inclusion Team meeting: SEND practice review and end-of-year CPD consolidation	DGM and Inclusion Team	Internal / DGM
16/07/2026	SEND 10-minute training – SEND purpose/focus	All staff	Internal / Microsoft Teams