SHARE
MULTI-ACADEMY TRUST

SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

ACADEMY SEND POLICIES CAN BE FOUND ON ACADEMY WEBSITES

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Name of report writer	Dale Goodwin/Debbie Fraser
Updated	November 2026
Next update due	November 2027
Approved by local governing body	

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1. Thornhill Community Academy's SEND Policy

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works at Thornhill Community Academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website at the following link:

Thornhill Community Academy, A SHARE Academy - Policies and Documents

To make it as simple as possible to navigate this document, if there are any terms that are used that you're unsure of, you can look them up in the Glossary at the end of the report.

2. Legislation and guidance

This document takes into account legislation and guidance set out in the following:

- Schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014
- Paragraphs 6.2 and 6.79 to 6.81 of the SEND Code of Practice
- Section 69 of the Children and Families Act 2014

3. What types of SEND provided for at Thornhill Community Academy?

At Thornhill Community Academy, we provide support for students with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties
	Severe learning difficulties
	Global delay
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

4. What is the name and contact details of our SENDCO and other important contacts?

At Thornhill Community Academy, we have a wide ranging and highly skilled team of staff whose roles are linked to supporting students with SEND to access the curriculum. This team is made up of:

Mainstream

Name of role	Member of staff	Contact email
Assistant Headteacher – Inclusion	Mrs Fraser	Debbie.fraser@sharemat.co.uk
SENDCO	Mr Goodwin	Dale.Goodwin@sharemat.co.uk
Advanced Teaching Assistant	Mrs Holland	[redacted]
Educational Teaching Assistant	Miss Kasuji	
Educational Teaching Assistant	Miss Bell	
Educational Teaching Assistant	Miss Karpowicz	
Educational Teaching Assistant	Mr Thornton	
Apprentice Educational Teaching Assistant	Miss Kellett	

In addition, at the Academy we have a Kirklees Local Authority-funded Additionally Resourced Provision for students with Autism. This team is made up of:

Additionally Resourced Provision

Name of role	Member of staff	Contact email
Specialist Teacher of SEND and ARP lead	Mrs Burton	Laura.Burton@sharemat.co.uk
Specialist Teacher of SEND and ARP lead	Mrs Turner	Grainne.Turner@sharemat.co.uk
Higher Level Teaching Assistant	Mrs Whitworth	Claire.Whitworth@sharemat.co.uk
Higher Level Teaching Assistant	Mrs Thompson	Laura.thompson@sharemat.co.uk
Higher Level Teaching Assistant	Miss Marchant	Jade.marchant@sharemat.co.uk
Educational Teaching Assistant	Miss Holland	[redacted]
Educational Teaching Assistant	Miss Holdgate	
Educational Teaching Assistant	Mr Kazi	
Educational Teaching Assistant	Mrs Macdonald	
Educational Teaching Assistant	Miss Slater	
Educational Teaching Assistant	Miss Slater	
Educational Teaching Assistant	Miss Keen	

That said, we believe that every teacher is a teacher of SEND, and all of our staff take part in regular training to support students with SEND through the form of:

- Weekly staff training bulletins
- Morning 'best practice' briefings
- CPD sessions
- INSET days

Mr Goodwin – SENDCO

Our SENDCO is Mr Goodwin.

He has over 15 years experience in this role and has worked as SENDCO for 8 years. He is a qualified teacher and teaches in our Science Department.
He achieved the National Award in Special Educational Needs Co-ordination in 2009.

External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Kirklees Duty and Advice, social care and other LA-provided support services
- Voluntary sector organisations

5. How does Thornhill Community Academy identify students with SEND and assess their needs?

At Thornhill Community Academy, each student is assessed to ascertain the following when they arrive either at a natural transition point between educational phase, or through an in-year transfer:

- Levels of attainment in key subjects - *This will build on information from previous settings and Key Stages, where appropriate*
- Reading SAS/age/ability
- Numeracy SAS/age/ability (year 7)
- Spelling age/ability
- Any evidence that the student may have a disability will also be considered and reasonable adjustments will be made in order to accommodate these
- Any evidence to support concerns around SEMH reasonable adjustments will be made to accommodate and support these

If a child arrives at the Academy and further information is required as to ascertain starting points or to further investigate potential SEND, the following may be used:

- NGRT assessment

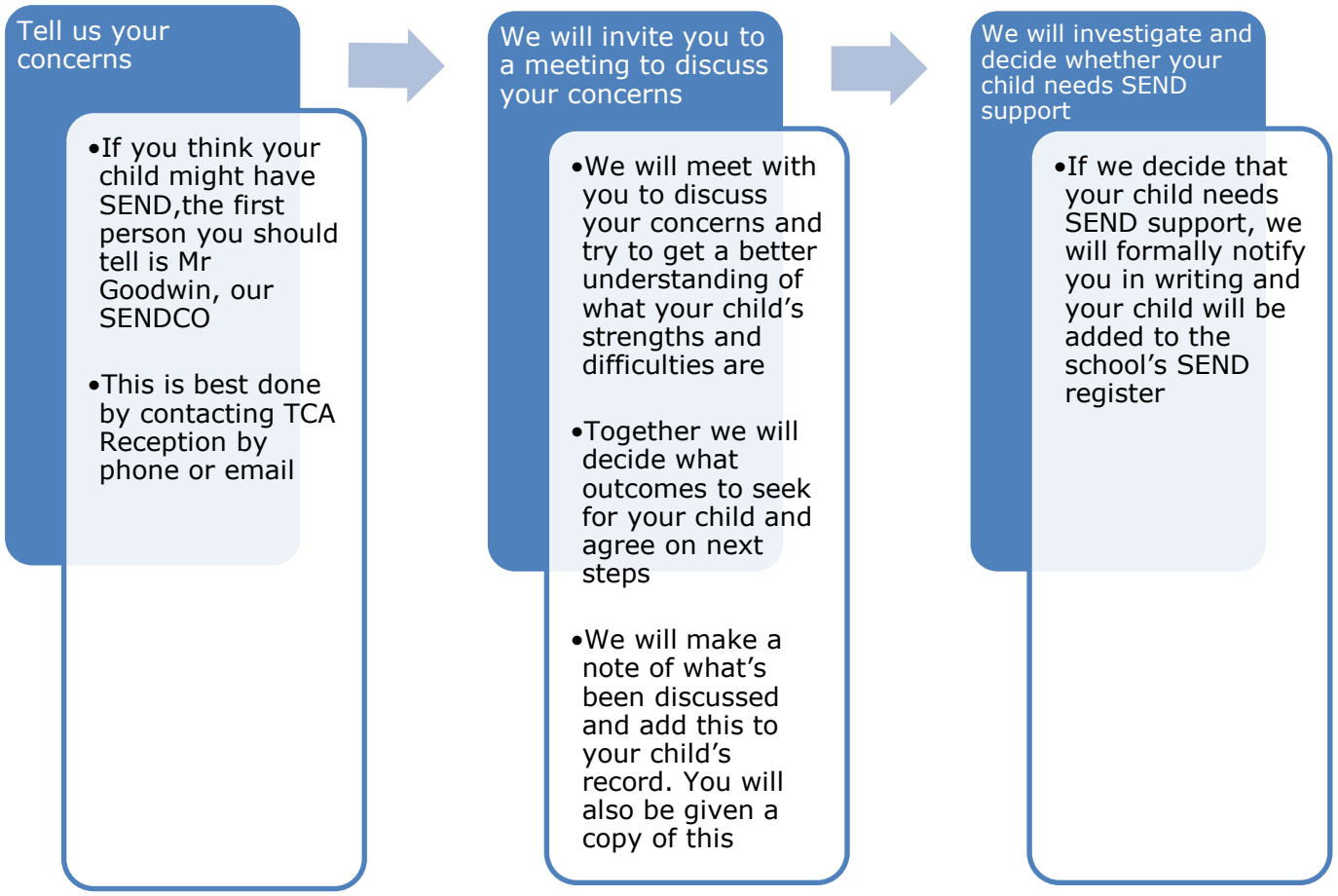
- PTM assessment
- SDQ assessment
- Boxall profile
- Lucid Exact
- Neurodevelopmental screener
- SpLD Screeners (Dyslexia & Dyscalculia)
- Sensory Audits
- Transcription assessment
- Phonics screening check

All formal assessments sit along and will be used in conjunction with teacher assessments. Class teachers will regularly assess the progress of all students and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap despite interventions

This may include progress in areas other than attainment, for example, wider development or social needs.

If you think your child may have SEND, it is important that you let us know, too, so that we can assess and find out whether this is the case. Please follow the steps outlined below:



6. What are the admission arrangements for disabled students?

Admissions into Thornhill Community Academy are managed by Kirklees Local Authority's School Admissions service. As such, protocols for admissions for all students, including those with SEND and those who are in the Care of Local Authority and have SEND, can be found here:

admission-arrangements-community-voluntary-schools-2027/28

7. How does Thornhill Community Academy consult students and their parents/carers and involve them in their child's education?

At TCA, we provide parents/carers with a termly report on your child's progress.
Your child's teachers will meet you at least once per year, at Parent Consultation Meetings, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
    - Identify what we will do, what we will ask you to do, and what we will ask your child to do

For students with SEND, the regularity of meeting becomes more frequent. Please see the following table:

If your child has…	**…then the review frequency will be…**
…ongoing monitoring for potential SEND…	…ongoing through input from teachers, parents/carers and other sources.
a Pupil Passport	…on a *termly* basis as part of classroom provision and Quality First Teaching and will be reviewed with parents/carers termly.
…an Individual Assess, Plan, Do, Review (iAPDR) meeting	… *termly* with all the relevant professionals, parents/carers and the student.
…an Education Health and Care Plan (EHCP)…	*…informally reviewed termly* with relevant professionals.
	…formally reviewed annually as part of the annual review with parents/carers, student and staff views.
	Emergency (or interim) reviews of both iAPDR and EHCPs can be conducted in light of circumstances which occur in school or if circumstances change significantly. This can be requested by either the parent/carer or key Academy staff

We know that you're the expert when it comes to your child's needs and aspirations, so we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. The best way to contact us is via email to Dale Goodwin, SENDCO.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

8. How does Thornhill Community Academy support Looked After Children with SEND?

Debbie Fraser Assistant Headteacher - Inclusion, is the designated teacher for looked-after children and previously looked-after children.

Mrs Fraser will make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other student who has SEND. However, looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

9. How does Thornhill Community Academy support the transitions for students with SEND? (Primary to secondary school and post-16)

Between years

To help students with SEND be prepared for a new academic year we:

- Ensure that the student knows their form tutor for the next academic year
- Ensure that they have had the opportunity to meet any key pastoral contacts for the following year

Between schools

When your child is moving on from TCA, we will ask you and your child what information you want us to share with the new setting.

From primary to secondary (for primary schools)

The SENDCO of the secondary school will come into our school for a meeting with our SENDCO. They will discuss the needs of all the children who are receiving SEND support.

Students will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Any other relevant things primary schools might do during transition

From primary to secondary (for secondary schools)

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming students throughout the year before they start at TCA. In some cases, this work will begin earlier – in lower Key Stage 2.

We arrange meetings with the parents of incoming students to discuss how we can best welcome their child into our community.

We offer enhanced transition visits.

Onto adulthood (for secondary schools)

We provide all our students with appropriate independent careers advice and guidance on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

10. How does Thornhill Community Academy teach and adapt the curriculum for students with SEND?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

Quality first teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they attend TCA.

We will use adaptive teaching strategies. Teachers will adjust their instruction, support, and pacing in real time so that every pupil can access the same core learning and maintain high expectations. There is no 'one size fits all' approach to adapting the curriculum; we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include, but are not limited to:

- Scaffolding: Providing temporary visual aids, concrete manipulatives, writing frames, or step-by-step modelling that can be faded as confidence grows.
- Pre-teaching: Introducing essential vocabulary or core concepts to targeted students just before the main lesson starts.
- Flexible Grouping: Changing pairings and small groups dynamically based on the specific skill or task at hand rather than fixed ability tracks.
- Targeted Support: Deploying teaching assistants purposefully to foster student independence rather than isolation.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and coloured resources
- Mentoring, coaching and providing a range of SEMH-friendly interventions to give students reflection time

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE MAY SUPPORT THESE STUDENTS
Communication and interaction	Autism spectrum condition	Visual timetables Social stories
	Speech and language difficulties	Speech, language and communication interventions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Literacy interventions Numeracy interventions Overlays, resource modification etc Assistive technology
	Moderate learning difficulties	
	Severe learning difficulties	
	Global delay	
Social, emotional and mental health	ADHD, ADD	Adaptive environment
	Adverse childhood experiences and/or mental health issues	Bespoke timetable arrangements
Sensory and/or physical	Hearing impairment	Wearing of appropriate assistive technology
	Visual impairment	Limiting classroom displays Modification of resources
	Multi-sensory impairment	Control of classroom environment
	Physical impairment	On an individual need basis

These interventions are part of our contribution to Kirklees Local Authority's local offer.

The TCA Accessibility Plan is available at the following link:

Thornhill Community Academy, A SHARE Academy - Policies and Documents

SEND interventions follow a model known as the graduated response to SEND needs. The 'Assess, Plan, Do, Review' model, which structures our approach to supporting students, is detailed on a diagram below:



1. **Assess**

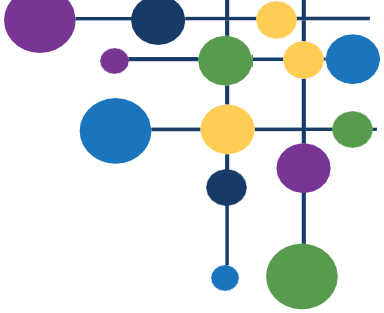
- Teacher and the SENDCO carry out a clear analysis of the student's needs.
- Teacher and the SENDCO carry out reviews (minimum termly) of the pupils and previous targets/outcomes
- Views of the student and their parents/carers will be taken into account.
- The school may also seek advice from external support services
- The assessment will be reviewed every term as a minimum in order to make sure that the support in place is matched to the student's need

2. **Plan**

- In consultation with the parents/carers and the student, the teacher and the SENCO will decide which adjustments, interventions, targets and support will be put into place, alongside the expected outcomes, and a clear date for review
- All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on Arbor and will be made accessible to staff in a Pupil passport
- Parents/Carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home

3. **Do**

- The student's class or subject teacher retains overall responsibility for their progress
- Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with



any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- The SENCO will support the teacher and support staff in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively

4. **Review**

- The effectiveness of the support and interventions in relation to targets set and their impact on the student's progress will be reviewed in line with the agreed date
- We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
    - The views of the parents/carers and student
    - The level of progress the student has made towards their outcomes
    - The views of teaching staff who work with the student
- The teacher and the SENDCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents/carers

11. How does Thornhill Community Academy review the effectiveness of support for students with SEND?

It is highly important that support for students with SEND is evaluated, to ensure that it is having a positive impact on students.

We use a range of measures to monitor its effectiveness, including, but not limited to:

- Questions from local governing body to leaders
- Regular monitoring of students' pastoral key performance indicators including attendance, behaviour and wellbeing
- Findings from inspections and peer reviews monitoring the quality of education for all students, including those with SEND
- Student level performance data from internal and external assessments
- Ongoing quality assurance from leaders and teachers to ensure that the quality of education for students with SEND is of a high standard
- Students' views through student voice exercises and surveys
- Parent and carers' views through parent voice and surveys

12. What are the facilities to help students with a disability at Thornhill Community Academy?

As part of SHARE multi-academy trust, we work with the central finance team in order to secure the very best resources for the best value. It is important that money is spent appropriately to ensure that students with SEND are able to access the Academy's curriculum and facilities.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More staffing hours
- Further, specialist training for our staff
- External specialist expertise

If that is the case, we will consult with external agencies to secure information about what will best help your child access their learning.

SHARE multi-academy trust will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from Kirklees Local Authority's SENDACT team through appropriate referral processes.

13. How does Thornhill Community Academy ensure that students with SEND are not discriminated against, and can take part in all activities with their peers who do not have SEND?

At Thornhill Community Academy, we try to remove any barriers that would stop students with SEND enjoying the same activities as other students in the Academy, including physical activities.

- All of our extra-curricular activities and trips are available to all our students, including our Breakfast Club and after-school sporting/other clubs.
- All students are encouraged to go on our school trips, including any residential trips such as Bush Craft, sailing and PGL residentials.

- All students are encouraged to take part in sports day, Duke of Edinburgh's Award, theatre performances (Shakespeare Schools Festival), drama club, sports teams and working with local primary schools

Wherever possible, we will try to ensure that no student is ever excluded from taking part in these activities because of their SEND or disability. Wherever possible, we will make whatever reasonable adjustments are needed to make sure that they can be included.

14. How do you offer Personal Development for students with SEND?

Personal development – the development of knowledge and skills which equip students with the capabilities to thrive in the challenges of modern day Britain – is important for all. However, at Thornhill Community Academy we understand that, for students with SEND, this can be more challenging.

In order to ensure that students who leave Thornhill Community Academy are able to confidently navigate the challenges of life in modern Britain, adaptations, additions and adjustments to the personal development (PD) curriculum are made. These are outlined below:

- One-to-one mentoring, coaching and counselling
- Academy Parliament and prefect leadership opportunities
- Small group sessions targeting specific gaps in knowledge or misconceptions relating to the personal development curriculum, including 'Knowing my SEND' – sessions linked to understanding and accepting their needs
- Bespoke support from The Base (drug and alcohol support service)
- Mentoring time for EHCP students to work on life skills
- Kirklees Keeping in Mind referrals (mental health and emotional support)

15. What anti-bullying measures do you have in place for students with SEND?

Thornhill Community Academy takes a robust and consistent approach to any issues which relate to bullying. It is categorically not accepted, and all allegations of bullying are treated seriously and investigated. This includes victimisation of any student who has SEND. Where students have bullied another child, including where the bully themselves has SEND, we take clear action to ensure that this does not happen again, both in terms of consequences for their behaviour and the follow-up support which is given to both bully and victim.

We have an anti-bullying policy which outlines the approach we will take to safeguard our students from exposure to bullying. This also links with the Academy's Behaviour Policy, these can be found at the link below:

Thornhill Community Academy, A SHARE Academy - Policies and Documents

16. How do parents complain to the Academy, should they wish to?

Whilst, wherever possible we work closely with the parents/carers to ensure that their child is at the centre of all efforts, and benefitting from them, at TCA we acknowledge that it is important that parents/carers have the right to complain about the provision and their treatment, should they wish.

In these instances, parents/carers should refer to the SHARE multi-academy trust Complaints Policy and Procedure which is available at the following link:

Thornhill Community Academy, A SHARE Academy - Policies and Documents

Complaints about SEND provision in our school should be made to the SENDCO, Mr Goodwin, in the first instance. It is hoped that that most concerns and difficulties,

where a parent or student seeks intervention, reconsideration or some other action to be taken, can be resolved informally.

If you are not satisfied with the Academy's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.
If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

In Kirklees, the appropriate intermediary service is KIAS, details of whom can be found at the link below:

Home - Kirkless KIAS

17. What is the local offer for students with SEND?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at the Kirklees local offer. Kirklees Local Authority publishes information about the local offer on their website:

Home | Kirklees SEND Local Offer (kirkleeslocaloffer.org.uk)

Our local special educational needs and disabilities information advice and support service is KIAS, and you can find more information at their website, the link for which is below:

Home - Kirkless KIAS

National charities that offer information and support to families of children with SEND are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary of SEND terminology

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

KPI – key performance indicators such as a student's attendance, behaviour points and positives or negatives that they have accumulated which indicate how a student is performing in school

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages