



# SEND INFORMATION REPORT



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# SEND INFORMATION REPORT



Welcome to our SEND information report, part of the Birmingham Local Offer for students with Special Educational Needs and Disabilities (SEND).

At Arena Academy, we remain committed to the social, personal and academic development of all learners irrespective of ability. As we work in an inclusive environment, our aim is linked to our vision of academic excellence for all students where they are given equal opportunities to achieve their true potential and develop the right skills; attitudes and knowledge that will help them transition into lifelong learning or employment.

Our Head teacher is Mr Kevin Rogers

[kr Rogers@arena-birmingham.academy](mailto:kr Rogers@arena-birmingham.academy)

Our Special Education Needs Co-ordinator (SENDCO) is Ms. Katie Lowbridge

[klowbridge@arena-birmingham.academy](mailto:klowbridge@arena-birmingham.academy)

Our Deputy SENDCO is Mrs. Jane Brothwood

[Jbrothwood@arena-birmingham.academy](mailto:Jbrothwood@arena-birmingham.academy)

Our SEND Governor is Yvette Saunders

## **1. How does the school identify and assess students with Special Education Needs and Disability?**

“A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age” SEND Code of Practice January 2015, 6.15

Students are identified as having special educational needs and disability (SEND) in a number of ways, including the following:

- Students identified as SEND by primary schools are placed on the register during the transition process.
- SENDCO liaise with primary schools where information is shared on students who need support.
- Communication with external agencies, e.g. paediatrician.
- Students performing well below expected levels.
- Concerns raised by teachers/parents/carers.
- At the start of every year all students are asked to complete a 20 minute “free write” task and reading and spelling ages are also assessed. The results of these are carefully analysed and if concerns are raised from the results further work is undertaken.
- Access to Education e.g. Pupil School Support , Educational Psychologist, Communication and Autism Team., Physical Disability Support Service
- Graduated Approach – Assess, Plan, Do, Review

## **2. What kinds of SEND needs does the school provide for?**

At Arena Academy our aim is to ensure that every child regardless of needs or disability achieves his or her true potential. Students who have difficulties that affect their learning are recognised as needing specific types of support. These difficulties could be one or more of the following:

- Communication and Interaction -Autism Spectrum Condition(ASC), Specific Language Impairment (SLI)
- Cognition and Learning- Dyslexia, Dyspraxia, Dyscalculia, Moderate Learning Difficulties
- Social, Emotional and Mental Health – ADHD, ADD, emotional difficulties, mental health difficulties
- Sensory and/or Physical Needs – Hearing Impaired, Visually Impaired, Medical Needs, Physical Disability

### **3. How does the school know how much progress is being made with the students with special education needs and disability?**

- Students' reading and spelling ages are tested on a termly basis, so that any issues can be quickly identified and addressed.
- Data is inputted for all subjects on a termly basis so SEND students are tracked separately and underperformance is highlighted and acted upon.
- Pastoral teams (Head of Year and Deputy Head of Year) meet regularly to discuss any concerns whether social, emotional or mental health with the SENDCO, the Designated Safeguarding Lead, the School Nurse, Attendance Manager and the Pastoral Manager.
- The SENDCO/Deputy SENDCO regular meet with outside agencies such as the CAT team, PSS who are working with individuals to discuss progress made.
- SENDD interventions are observed and reviewed to ensure they have an impact on student progress.

### **4. Arrangements for consulting parents of children with SEND and involving them in their child's education**

At Arena Academy, we know the importance and value of working with the parents/carers of children with SEND. We communicate regularly with parents and they are involved in identifying needs, deciding outcomes, reviewing progress and seeking expertise at whatever point is needed. Contact between the SEND department and our parents happen regularly through telephone conversations, informal discussions and pre-arranged meetings. In addition, we hold a SEND Surgery once per term and Annual Reviews for students with an EHCP as part of the "assess, plan, do and review" process.

We have an open door policy and if parents have concerns of any kind we are happy for them to arrange an appointment or email.

### **5. Arrangements for consulting young people with SEND and involving them in their education**

Students are encouraged to attend all parental / outside agency meetings and their views are considered at all stages of the 'assess-plan-do-review' cycle. Every student has a school passport where comments from parents/carers and teachers can be shared and responded to as needed. Included in the passport is a copy of students' Learner Support Plan (LSP) and any personalised strategies so that they can check their targets and assess their progress within lessons.

### **6. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

#### Graduated Approach (Assess, Plan, Do, Review)

Within the SEND department we use the Graduated Approach "assess, plan, do and review" to evaluate the learning progress of students in order to provide effective interventions.

In addition:

- Assessments provide data that track the progress of individual students and match provisions to their needs.
- Teachers and Assistant teachers meet regularly each term with Heads of Faculty to discuss students' progress, attainment and intervention.
- At the end of each term, all students are tested, in order to track progress and results from this are tracked and reviewed to ensure that the provision in place to support students' needs is effective. To support with these tests, where appropriate, special access arrangements are made depending on students' needs.

### **7. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society**

The SENDCO and SEND team are building links with feeder primary schools in order to liaise and share information about future students. The school holds an induction day each year for prospective students to visit. There is also a Summer School for new Year 7 students to attend during the 6 weeks holidays.

In addition, we are able to offer special visits for students with more complex needs.

- In the first academic term, students with SEND in Yr. 7 who are identified as being socially or emotionally vulnerable by their Primary school, receive additional support from their allocated teaching assistant or mentor to settle in.
- To have a smooth transition from KS3 to KS4, students with SEND are supported in choosing their subjects for GCSE and have the opportunity to attend taster sessions.
- Students have PSHE days and opportunities to develop their life skills. All students from Year 8 have an opportunity to attend Careers events.
- Alternative provisions are also made available for students who are unable to do the traditional GCSE subjects, these include: Level 1/2 qualifications such as BTEC's/functional skills.

At Key Stage 4:

- All students in Year 10 engage in our 'Aim Higher' university experience visit.
- Students are also able to attend a Careers Fair which is organised by the school and supported by outside agencies and institutions of higher learning.
- Transition to Key Stage 5 is supported by the Sixth form team at partner schools with careers interviews taking place in the spring term to discuss aspirations for Post 16.

- All appropriate information is made available to institutions to which a student may transfer and the school will support any transitional activities, where appropriate.
- All SEND students from Year 9 have the opportunity to meet with the careers advisor.

## **8. The approach to teaching children and young people with SEND**

Subject teachers are responsible for delivering High Quality Teaching and tracking and monitoring the progress of students in their lessons. It is the subject teacher in the first instance who is accountable for the progress of SEND learners within their group. They are also supported by the school SENDCO and teaching assistants to help them to understand students' needs and develop strategies and resources to enable students to engage in learning. Students who are significantly below expected levels of progress across the curriculum will be given additional support.

These might include:

- Assistant teacher support in the classroom
- Withdrawal groups – where students have pre-arranged sessions for example, literacy, numeracy or both.
- Targeted enrichment sessions- After school Reading, Peer Reading, Maths/Enrichment
- Mentor sessions – study skills, organisation skills, social skills
- Targeted intervention – Toe by Toe, Maths Whizz, Word Wasp, Power of 2
- Personalised strategies.
- Homework club.
- Reduced Timetables.
- My Friends Youth.

## **9. How adaptations are made to the curriculum and the learning environment of children and young people with SEND.**

Adaptations in curriculum and the environment are made on a student by student basis.

- Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student according to their individual SENDD need.
- Teaching Assistants work with teaching staff in Maths/English to adapt the curriculum for specific students to ensure curriculum accessibility. In some curriculum areas students are grouped according to ability, for example, in English and Maths lessons, students with similar levels or reading ages are taught together, to ensure the lesson is pitched at a level that they can access. Teaching Assistants are only in core Maths/English lessons due to limited staffing.
- Students with a physical disability are able to use the lifts in school to move around the building and where appropriate other adaptations such as: ramps for wheel chair access and specially adapted toilet facilities. The building is also risked assessed by our Site Team Manager annually.
- Where appropriate, time out passes, exam access arrangements, specific seating plans, personalised strategies and coloured overlays are available to support students.

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- Using the one page profile, we like to work alongside students to capture their strengths, their needs and what is important to them. This is shared with all staff so that they are aware of students' needs.

### **10. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured**

Teaching Assistants work as part of a team with the SENDCO and teachers to support students' individual needs and helping with inclusion of students with SEND within the class. Most of the staff in the SEND team have a Foundation Degree and some staff have had specific training in the following:

- Precision Teaching
- Phonics
- Numeracy
- Literacy
- Specialist Support in Teaching and Learning in Schools

At the Academy we believe that CPD is important for all staff, therefore, to improve day to day practice, there are Inset days for Assistant teachers, where training is provided to improve students' attainment. There is also training for new members of staff on various areas of SEND led by SENDCO, Deputy SENDCO or more experienced Level 3 Assistant teachers.

The SENDCO has now successfully completed a Postgraduate course entitled The National Special Educational Needs Award.

Also, SEND staff work closely with PSS to support teaching and learning strategies for SEND students.

Staff training is also important to ensure that staff is aware of the medical needs and general well-being of students.

Staff is trained annually on:

- Safeguarding Children
- Radicalisation and Extremism
- Administering Epi- Pens, Severe Allergies and other significant health/medical needs.

### **11. Evaluating the effectiveness of the provision made for children and young people with SEND**

The whole school assessment procedures are carried out for all students including those with SEND and targets are set and reviewed regularly.

- The SEND team track and monitor the impact of the support on students' progress to enable them to reflect on the effectiveness of the support given and make adjustments accordingly. Progress towards these targets is reviewed regularly, at least termly, and relevant information communicated to parents in line with the requirements of the SEND Code of Practice 2015.
- Parents are also invited to attend SEND surgery once a term and they are given questionnaires to feedback on the provisions and support given to their child/children. This information is collated to identify gaps in provision.
- Heads of Faculty and Pastoral teams also report on the progress made by students at Students' Concerns meetings.
- SEND Evaluation happens every term and feedback is given to the Senior Leadership Team (SLT) and Governors.
- Governors' MIG Report monitors the effectiveness of provision within their capacity.

Students' non-academic progress is also tracked by those delivering intervention and every effort is made to give students a wholesome experience, where both academic and functional

skills are developed. Some of these interventions include:

- Experiential days out to develop or enhance social skills
- Links with external organisations such as Safer Travel Birmingham to engage students in their local community.

## **12. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND**

The Academy has a vibrant student leadership team in all year groups and is given the opportunity to consult on whole school initiatives and share student views with Senior leaders throughout the year. This year we are increasing student voice training and opportunities for students with additional needs through Student Voice Observations in lessons and questionnaires. Students are not excluded from taking part in any activity whether in curriculum time, extra-curricular or offsite.

Differentiation of learning by teachers and assistant teachers ensure that planning supports all of the students in the class. Differentiation could include any of the following:

- Adapting materials or resources to suit students' needs by using the Learner Support plans / SEND handbook.
- Deployment of additional staff to work 1:1 or carry out group work within the classroom or directed room/space outside the lesson.
- Pre-teaching content or vocabulary.
- Providing additional resources/activities for home learning.

In terms of social interactions and student voice, all students take part in school events and are given equal opportunities to engage in student leadership whether it is Student Council Representatives, Student Voice, Anti- Bullying Committee, Senior Students, Prefects, Head Boy or Head Girl.

## **13. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying**

At The Academy we provide targeted support through the Pastoral Team, SENDCO, School Nurse and Peer Mentors (Buddies). Students are encouraged to develop their emotional and social skills using personalised targets and depending on need, some SEND students have a mentor who they meet with on a regular basis to discuss views and concerns.

We also have access to or work with the following agencies:

- Communication and Autism Team (CAT)
- Pupil Support Services (PSS)
- Educational Psychologist (EP)
- Occupational Therapist (OT)
- Speech and Language (SP)
- Physical and SENDsory (PS)

## Anti-Bullying

We have zero tolerance for bullying and strive to create a family friendly ethos, where everyone works together in a supportive and safe environment without fear of being bullied. Please refer to our Anti- Bullying Policy in the Policies section of our website.

There are additional members of staff within school that can be contacted if students or parents have concerns.

## Pastoral Support

Form Tutor – form tutors play a very important role in the daily lives of students. They see students twice every day, at the start and end of the school day.

Head of Year – the Head of Year and Deputy Head of Year have oversight of all the students in the year group so are useful contacts for any extra information if required. If they are unable to assist directly, they will know who to contact to ensure that the query is resolved.

SLT Link – every year group has a member of the Senior Team attached to it. He or she is involved in the daily affairs of the year group and can therefore be useful contacts if students or families have any queries.

## Guidance Centre

At the Academy, we have an innovative and supportive centre staffed by skilled individuals who have the personal mind-set to interact effectively and positively with our most challenging and vulnerable students.

The centre provides us with opportunities to address students' individual needs whether it is to:

- reduce the rate of fixed term exclusions
- modify aversive behaviours
- support emotional wellbeing
- support reintegration and integration into school

## Curriculum Support

Faculty Heads – if the query is regarding a particular subject, we encourage students and families to speak to the relevant subject teacher or head of faculty who will be able to provide specific answers.

In each case, contact can be made through the main reception either to discuss concerns via phone or to arrange a meeting.

School contact number: [0121 729 7310](tel:01217297310)

### **14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?**

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Parents of students with SEND who wish to complain, should in the first instance contact:  
The SENDCO: Ms Katie Lowbridge  
Or a member of the Senior Leadership Team, who will address all concerns swiftly.  
Deputy Head teacher: Claire Kilroy  
You may also refer to our Complaints Policy, on our school website.

### **Birmingham City Council Local Offer**

[Please follow this link to get to Birmingham City Council's Local Offer Webpage](#)

### **Further information**

To find out more information please view Birmingham's web page: [www.mycareinbirmingham.org.uk](http://www.mycareinbirmingham.org.uk)  
Call: 0121 303 1888 or email: [senar@birmingham.gov.uk](mailto:senar@birmingham.gov.uk)