

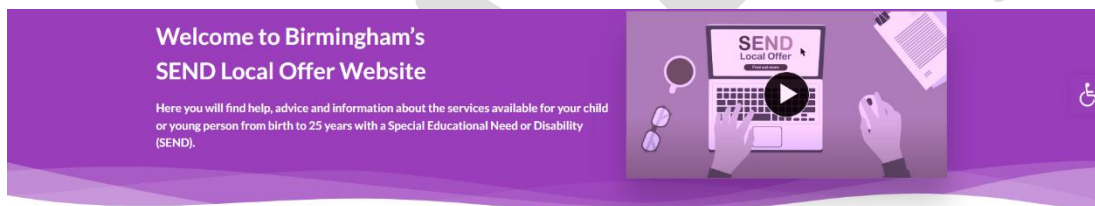
CORE
CITY
ACADEMY

SEND Information Report

SEND Information Report

2024-2025

Our SEND Information Report is part of the Birmingham Local Offer for students with Special Educational Needs and Disabilities (SEND).



Birmingham City Councils Local Offer

Please follow this link to get to Birmingham City Council's Local Offer Webpage To find out more information please view Birmingham's web page:

[Local Offer Birmingham | SEND Advice and Information](#)

Updated: July 2024

This is the link to Birmingham City Council's SEND Local Offer:

<https://www.localofferbirmingham.co.uk/>

SEND Information Report

At Core City Academy we are committed to working with all members of our school community to support the learning and progress of our students. We are supported by Birmingham City Council's Local Offer and their team of experts and by CORE Academy Trust. We would welcome your feedback and will review this report annually to ensure the content is accurate. If you would like to be involved in the next review, or would like more information about SEND at our school please contact:

Head Teacher Mrs Rebecca Bakewell
RBakewell@corecity.academy

SENDCo Mr Steven Parkes
SParkes@corecity.academy

Trainee SENDCo

Lead Governor for SEND Jackie Ward

School Office phone number is 0121 729 7100

Transition – September 2025

If you have a child beginning Secondary School in 2025 who has special educational needs please contact Mr Parkes - SENDCO (address as above) and he will respond directly to you. For any other enquiries regarding transition please contact Mr Bibb, Assistant Head teacher: sbibb@corecity.academy

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

“A pupil has SEND needs 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 liaises with primary schools where information is shared on students who need support following their transition.
- Communication with external agencies, e.g. paediatrician or GP
- Regular termly assessment of learning. Students performing significantly below expected levels will be closely monitored, for a period of time, using the Assess, Plan, do, review approach. Students who make little or no improvement could be classified as having SEND needs.
- Concerns raised by teachers/support staff /parents/carers.
- Referrals from external agencies - Access to Education e.g. Pupil School Support (PSS), Educational Psychologist (EP), Communication and Autism (CAT) Team, Speech & Language (SALT), Occupational Therapist (OT).

2. What type of SEND needs does the school provide for?

At City Academy our aim is to ensure that **every child regardless of needs or disability achieves his or her true potential** by identifying the correct channels of support.

Students who have difficulties that affect their learning are assisted through specific types of support. These difficulties are too numerous to list but 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, Global Delay
- Social, Emotional and Mental Health – ADHD, ADD, emotional and mental health support

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- Sensory and/or Physical Needs – Hearing Impaired, Visually Impaired, Medical Needs, Physical Disabilities such as wheelchair users or those with Cerebral Palsy.

Children with special educational needs may need extra help with:

- Thinking and understanding
- Physical or sensory difficulties
- Emotional or social difficulties
- Difficulties with speech and language
- How they relate to and behave with other people

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

If there are concerns from staff that a student may have undiagnosed or specific learning requirements, a referral is made to the SENCO or Trainee SENCO by filling in a referral form stating the reason/s for concern.

- The Educational Psychology team and Pupil Support Services support the school in requests for EHCP assessments. Similarly, agencies such as the Communication and Autism Team will meet with individuals and provide specific advice once a formal diagnosis is given.
- Medical needs are assessed via School Medical Team, GP or Children's Mental Health Services (Forward Thinking). Health referral teams such as physical therapy or sensory support service are appointed directly by the NHS and Local Authority.
- Students' reading and spelling ages are tested on a termly basis, so that any issues can be quickly identified and addressed.
- Data is also inputted every term by class teachers and closely monitored.
- Interventions delivered by Teachers are tracked using SMART targets that are reviewed with SEND team termly.
- Data in the form of school and individual based assessments using numeracy and literacy tools such as Reading Plus and Lexia, as well as whole school data through Pupil Progress and SISRA reporting systems.

4. What arrangements are in place for consulting parents of children with SEND and involving them in their child's education?

At City Academy, we know the importance and value of working with the parents/carers of children with SEND. We communicate regularly with parents, ensuring they are involved in identifying needs, deciding outcomes, reviewing progress

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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.

5. What arrangements are in place 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 input on their One Page Profile where input from parents/carers and teachers can be shared and responded to as needed. These plans are reviewed termly and contain information on area of need, specified strategies, interventions and concerns.

6. What arrangements are in place 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?

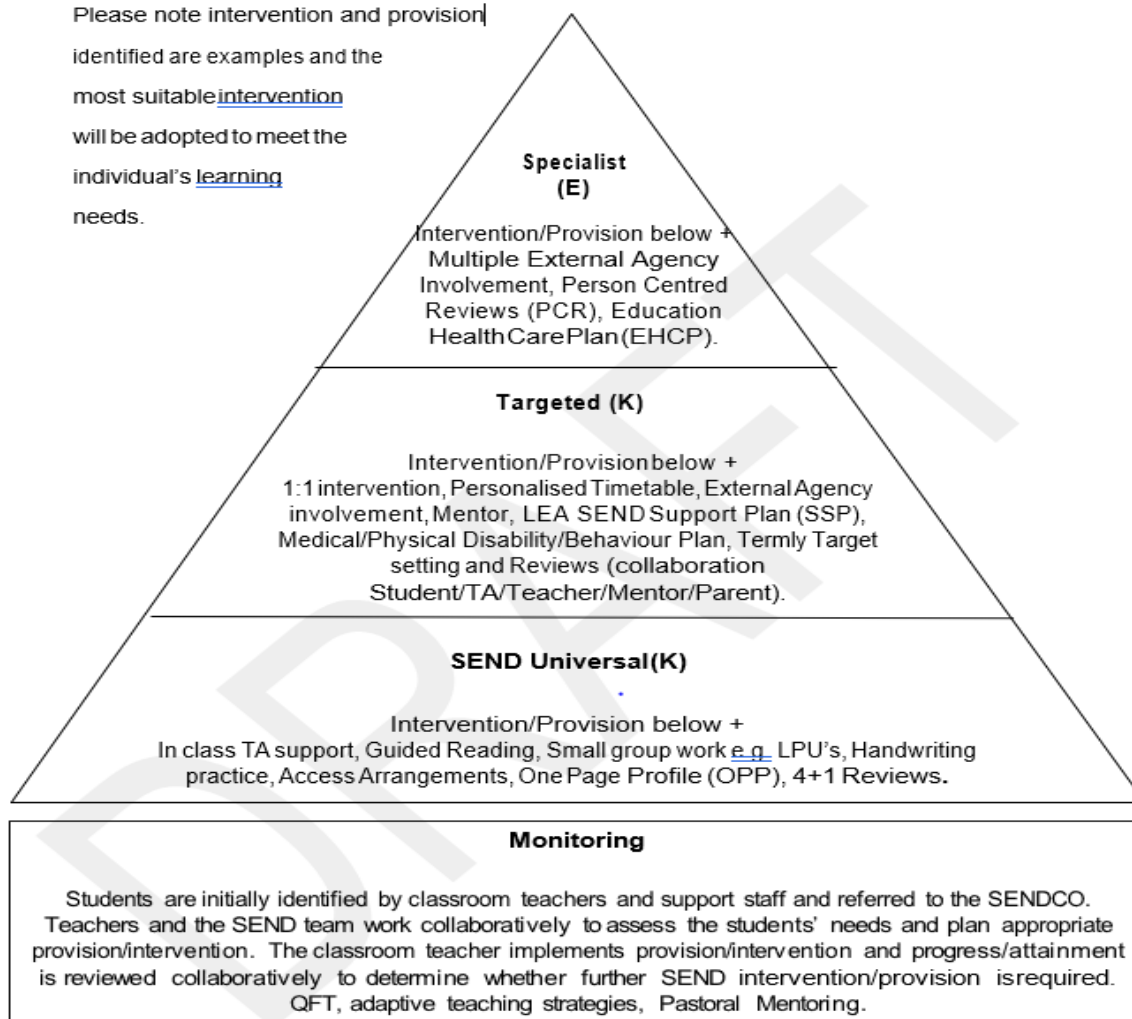
Graduated Approach (Assess, Plan, Do, Review)

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. Outcomes in lesson are assessed by SEND team, teaching staff and Parents. Support for pupils are reviewed each term in a School Strategies meeting.

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The Graduated Approach

Please note intervention and provision identified are examples and the most suitable intervention will be adopted to meet the individual's learning needs.



In addition:

- Assessments provide data that track the progress of individual students and match provisions to their needs.
- The SEND department meet weekly to discuss the progress of students and address any concerns.
- Teachers and Assistant teachers meet regularly through department meetings and Heads of Department meet at Curriculum board to discuss students' progress, attainment and intervention. SENDCO meets each year Head and Year Group coordinator each term to discuss progress.
- At the end of each term, data is inputted by class teachers and analysed, in order to track progress. 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. Interventions are recorded and evaluated to track progress.

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7. What arrangements are in place 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 SENCO, Head of Year 7, SLT Lead and Admissions 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 and there are also two parent information gathering evenings.

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

- In the first academic term, students with SEND in Year 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 needs are supported in choosing their subjects for KS4 through a range of GCSE's, Apprenticeship level 2 and 'T' courses.
- Students have PSHE lessons, Form time activities and opportunities to develop their life skills.
- 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, reduced number of options, personalised timetables, reduced timetables and off-site provisions.

At Key Stage 4:

- All students in Year 10 engage in college visits and Post 16 information assemblies.
- Careers advice with a specialist SEND advisor to advise on post 16 courses.
- All appropriate information is made available to institutions to which a student may transfer, and the school will support any transitional activities, where appropriate.
- Trips / arranged visits and additional meetings / support for those with Educational Health Care Plans or whom at risk of Not being in Education, Employment or Training (NEET) to ensure smooth transition to their next stage in their lives.

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8. What approaches are adopted by staff when teaching children and young people with SEND needs?

At City Academy, subject teachers are responsible for delivering High Quality Teaching, tracking and monitoring the progress of students in their lessons in the first instance. Additionally, they are supported by the school SENCO and teaching assistants, where possible, in order to help them to understand students' needs whilst develop strategies and resources to enable students to engage in learning. Regular CPD and SEND updates are shared with staff through after school training and in briefings.

Students who are significantly below expected levels of progress across the curriculum will be given additional support.

This might include:

- Targeted sessions- Peer Reading
- Mentor sessions – study skills, organisation skills, social skills
- Targeted intervention – Lexia/Fresh Start/Numeracy Ninja
- SEMH intervention – Anger Control / Social Skills / Depression & Anxiety
- Communication and Interaction – Speech and Language sessions
- EAL – Flash Academy
- Homework support club
- Personalised strategies.
- Assistant Teacher support in the classroom
- Withdrawal groups – where students have pre-arranged sessions for example, literacy, numeracy or both.

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

At City Academy, adaptations to the 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 SEND need.
- Teaching Assistants work with teaching staff 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

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lessons, students with similar levels or reading ages are taught together, to ensure the lesson is pitched at a level that they can access.

- Students with a physical disability that affects mobility are able to use the lifts in school to move around the building. Where appropriate other adaptations such as: wheelchair access and specially adapted toilet facilities are available. The building is risked assessed by our Site Team Manager annually. Risk assessments for any children with a short-term disability are implemented according to need e.g. broken foot.
- Where appropriate, time out passes, exam access arrangements, specific seating plans, personalised strategies and coloured overlays are available to support students.
- Student timetables can be adapted to allow for extra Literacy/numeracy work if needed over a fixed period time.
- 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.
- Our school's **Accessibility Plan** and **SEND Policy** are also available on our website.

10. What expertise and training do staff have in order to support children and young people with SEND needs?

Teaching Assistants work as part of a team with the SENCO and teachers to support students' individual needs and helping with inclusion of students with SEND within the class. The SENCO has completed the NASENCO qualification. Those in any future SENCO / Trainee SENCO role will be completing the Leadership- level National Professional Qualification in SEND ,NPQ level, qualification (as of Autumn 2024) .

Specific Teaching Assistants have had specific training in the following areas:

- Phonics – Fresh Start
- Aggression replacement training
- TIAAS training
- Autism Level 1 – CAT
- Reading acquisition - Lexia
- EAL training – PSS
- Online Educare Modules – relating to SEND and Mental Health.

At City Academy we believe that CPD is important for all staff, therefore, to improve day to day practice, there are Inset days for Teaching Assistants, where training is provided to improve students' attainment. There is also training for new members of staff on various areas of SEND led by SENCO or external agencies.

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SEND staff work closely with external agencies such as PSS, CAT team, Educational Psychologist, Occupational Therapy and Speech and Language Team (SaLT) to support teaching and learning strategies for SEND students.

The SENCO attends the termly SENCO network meetings provided by Access2Education. We are also part of the TITAN partnership and participate in the SENCO forum as well as the Developing Local Provision initiative (DLP) that supports SEND across Northwest Birmingham. This gives access to up-to-date initiatives and other professionals to help support and guide both our staff and students.

We work closely with the SEND departments in our partnership schools and other local schools in our community to share good practice.

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

Staff are trained annually on:

- Safeguarding Children
- Prevent - Radicalisation and Extremism
- Administering Epi- Pens, Severe Allergies, and other significant health/medical needs such as diabetes and asthma.

11. My child has an Education Health Care Plan (EHCP) how is this reviewed?

An Education Health Care Plan is reviewed on an annual basis. The student and the parents/carers are sent a form to collect their views which is then brought to the annual review. This is attended by the student, parent/carer, SENCO, and any other professional who may have been working with the child. The focus of the **review** is to review the child or young person's progress in the past year, and decide whether the outcomes are still appropriate whilst setting new outcomes if required.

12. How do we evaluate the effectiveness of the provision made for children and young people with SEND?

Whole school assessment procedures are carried out for all students, including those with SEND with targets 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 adjust accordingly. Progress towards these targets is reviewed regularly and relevant information communicated to parents in line with the requirements of the SEND Code of Practice.
- Parents are invited to attend a SEND surgery once a term and are sent questionnaires to feedback on the provisions and support given to their child/children. This information is collated to identify gaps in provision.

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- Heads of Department and Pastoral teams also report on the progress made by students at well-being, pastoral and curriculum meetings.
- A SEND update is submitted to Governors every term.

Students' non-academic progress is tracked by those delivering intervention and every effort is made to give students a enriching experience of the world, 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, external ASD and ADHD social groups, Cadets, parental support and mentor groups and police liaison to engage students in their local community.

13. What support is available for improving emotional and social development?

At City Academy we provide targeted support through the SENCO, Teaching Assistants, School Medical Team and Year Group Co-ordinators. Students are encouraged to develop their emotional and social skills using personalised targets and depending on need, SEND students will have a mentor who they meet with on a regular basis to discuss views and concerns. Use of external mentoring groups is extensive such as Football Beyond Borders and MADE.

Social development is also supported via referrals to:

- Communication and Autism Team (CAT)
- Pupil Support Services (PSS)
- Educational Psychologist (EP)
- Occupational Therapist (OT)
- Speech and Language (SP)
- Physical and Sensory (PS)
- Visual Impairment Team (VI)
- Hearing Impairment Team (HI)
- LACES (Look after children)
- CASS (Children's Advice and Support Services)
- Forward Thinking Birmingham
- Pause

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.

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

Incidents of bullying must be reported to the Form Tutor and Head of Year or via the SHARP system (Student Help Advice Reporting Programme).

We regularly promote Anti-bullying through assemblies, PSHE sessions internally and through external providers and there are student well-being sessions available if required.

Pastoral Support

Form Tutor – form tutors play a very important role in the daily lives of students and build up a connection through daily contact.

Head of Year – the Head of Year has 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.

Safeguarding Team – Students can access the support of the safeguarding team who are all trained DSLs (Designated Safeguard Leads). The Team has a pivotal role at City Academy and regularly advise students on their mental health and well-being as well as dealing with any safeguarding or child protection concerns.

Counselling Team – Students can also be referred for SEMH support from our external counselling team. Parent/carer referrals can be made for students who require additional support with their mental health.

Year Group Co-ordinators – Support with behaviour, driving standards, well-being, uniform, safeguarding issues. All YGC's are qualified at Designated Safeguarding Lead level.

Curriculum Support

Heads of Department/Subject Leads– 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.

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School contact number: 0121 729 7100

School email: enquiries@corecity.academy.

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

City Academy is improving student leadership opportunities and students are given the opportunity to consult on whole school initiatives and share student views with senior leaders throughout the year.

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
- 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 Parliament Representatives, Student Voice, Anti- Bullying Committee, Senior Students, Head Boy or Head Girl.

15. What steps have City Academy taken to prevent disabled pupils from being treated less favourably than other pupils?

The SEND team is the primary link between the school and disabled students. Their needs are taken into account and disseminated to all staff via the SEND register. All students on our register have a Learner Support Plan with key strategies and identifications of need. Where possible, students are supported in class by Teaching Assistants and dependent on the level of need and specialised support, are appointed a mentor who will have an in depth knowledge of students needs and strategies for learning. Where required students will have personalised support strategies which may involve alternative timetables to improve

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Literacy and Numeracy skills. The SEND department work collaboratively with external services and organisations to gain specialist advice, guidance and support, regarding learning needs, strategies and provision. A provision map is used to provide an overview of intervention across all Key Stages.

SEND students are encouraged to attend break and lunchtime clubs if they wish to and are reassured to know that they can approach any member of the team with a problem or a concern. However, students may not always want to discuss problems with members of staff and may need someone their own age with whom to discuss their concerns. Therefore, the student leadership team is available for them to speak and meet with. Where appropriate a 'Peer Buddy' may be appointed to ensure that the student develops friendships and feels supported. Students are encouraged to attend extra- curricular activities and residential trips.

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As a school we provide extensive Continual Professional Development opportunities for all staff through whole staff meetings and departmental meetings. The SENCO, Teaching Assistants and Quality of Education Team work collaboratively with all departments to ensure lessons are differentiated appropriately. Teaching Assistants, Students, Parents/Carers, External Professionals and other key staff are involved in the 'Assess, Plan, Do, Review' cycle. Teaching Assistants and the SENCO have facilitated a far greater awareness of students needs with all staff and continued partnership with a number of outside agencies, this has meant that the school can plan and adapt the curriculum to suit the requirements of all students.

The school has set the following priorities for increasing curriculum access:

- To ensure Teaching Assistants and additional support staff have the knowledge and understanding of data to help them to support individual children's progress.
- To ensure individual Teaching Assistants are specifically trained in key areas of SEND, which will provide all staff with strategies to use in the classroom.
- To continue to be creative in engaging parents, including our hard to reach parents.
- To introduce and implement an intervention programme to support our students who are most at risk of exclusion.
- To ensure that students identified as SEND have leadership opportunities in school.
- To ensure that students who are identified as SEND are aware of how to be self reliant happy and safe both in school and in wider society.

16. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

Parents of students with SEND who wish to complain, should in the first instance contact:

The SENCO: Mr Steve Parkes sparkes@corecity.academy

Or a member of the Senior Leadership Team, who will address all concerns swiftly.

You may also refer to our Complaints Policy, on our school website under statutory information.

Further Information:

Local Offer: <https://www.localofferbirmingham.co.uk/>

Parent Link Service:

Tel: 0121 303 8461

Email: Parentlinkservice@birmingham.gov.uk