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## SEND Information Report 2022-2023

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

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## SEND Information Report

At City Academy, we welcome all students from the local community and want to offer everyone the opportunity to receive an outstanding education. We are committed to working collaboratively with our school community to ensure that all of our students receive an education that is appropriate to their needs, promotes high standards and the fulfilment of potential.

In creating an inclusive learning environment, our aim is that every child will:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

Headteacher: Mrs. R. Bakewell

SENDCO: Mr. D. Evans

Trainee SENDCO: Mr. S. Parkes

You can contact the school on: 0121 729 7160 (Newhall Site) 0121 729 7100 (Langley Walk site)

You can contact the school via email using this link: [enquiries@corecity.academy](mailto:enquiries@corecity.academy)

A copy of the Trust SEND policy can be found here: PLEASE ADD HYPER LINK TO TRUST SEND POLICY

A copy of our Accessibility Plan can be found here: PLEASE ADD HYPERLINK TO ACCESSIBILITY PLAN

## **What kinds of Special Educational Needs and Disabilities (SEND) are provided for at City Academy?**

Our Special Educational Needs and Disabilities (SEND) department consists of a Special Educational Needs and Disability Co-ordinator (SENDSCO) and a Trainee (SENCO) and four Teaching Assistants (TAs). We also have an Attendance and Welfare Officer, a Trust Pastoral Manager and a Deputy Head responsible for pastoral.

The SENDSCO works across both the Newhall and Langley Walk site and applies a strategic approach to the leadership and management of the SEND department. The TAs support across both school sites.

Although we don't have a specialist resource base we are able to support students with a range of SEND from the 4 broad areas of need; Communication and Interaction including Autistic Spectrum Disorder (ASD) and Speech, Language and Communication needs (SLCN), Cognition and Learning including Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) for example Dyslexia, Social, Emotional and Mental Health (SEMH) difficulties including Attention Deficit Hyperactivity Disorder (ADHD) and Sensory/Physical needs including Hearing Impairment (HI) and Visual Impairment (VI).

## **What are the arrangements of admission for disabled students?**

The philosophy of City Academy is based on inclusive principles, which strive to promote equality. Equality of opportunity at City Academy is about providing equal access and excellence for all, in order to promote the highest possible standard of achievement. Equality of opportunity applies to all members of the school community – students, staff, governors and parents.

- To develop all students as responsible citizens, each in their own right.
- To give each student an equal opportunity to fulfil their own potential, personally, socially and academically, within a rewarding and stimulating environment.
- To provide all students with a broad, balanced and relevant education, this will enable them to develop the knowledge, skills and attitudes needed for lifelong learning and to adapt to a fast changing world.
- To develop an enterprising culture for our learning community.

All members of our community must be able to access provision when they attend school. The values of respect and responsibility underpin our philosophy. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled students.

## **Special Educational Needs Provision at City Academy during Covid-19:**

### **All SEND:**

To keep our students safe the TA will follow whole school guidance related to Covid-19 as outlined in the whole school risk assessment.

In the case of a partial or full school closure provision and intervention will be adapted to ensure SEND students can still access support and engage in their learning via online or with paper based activities. Class teachers with the support of the SENDSCO and Teaching Assistants will differentiate and scaffold learning for SEND students. Bespoke work packs for SEND children relating to the outcomes on their EHC plan or SEND support plans will be sent home if they are

unable to access learning online. Heads of Year and Form Tutors are contactable on a daily basis through Microsoft Teams and will continue to provide pastoral support for all SEND students. Parents/carers have access to contact with the SENDCO via email and phone daily. Resources to support our SEND students and parents during this unprecedented time have been uploaded on to the school website in the SEND section. These will continue to be updated as time passes.

### **Students with an Education Health Care Plan (EHCP):**

Reasonable endeavours will be made to ensure students with an EHCP are able to access the provision outlined in their plan whilst social distancing guidelines and respiratory hygiene is maintained. Regular contact will be made with parents/carers and risk assessments will be reviewed and updated as required. The usual graduated response will be used and annual reviews will take place unless advised by SENAR. In the case of a partial or full school closure the provision in the EHCP will be reviewed with parents/carers with the support of external specialist agencies and SENAR.

### **How does City Academy approach teaching children with SEND?**

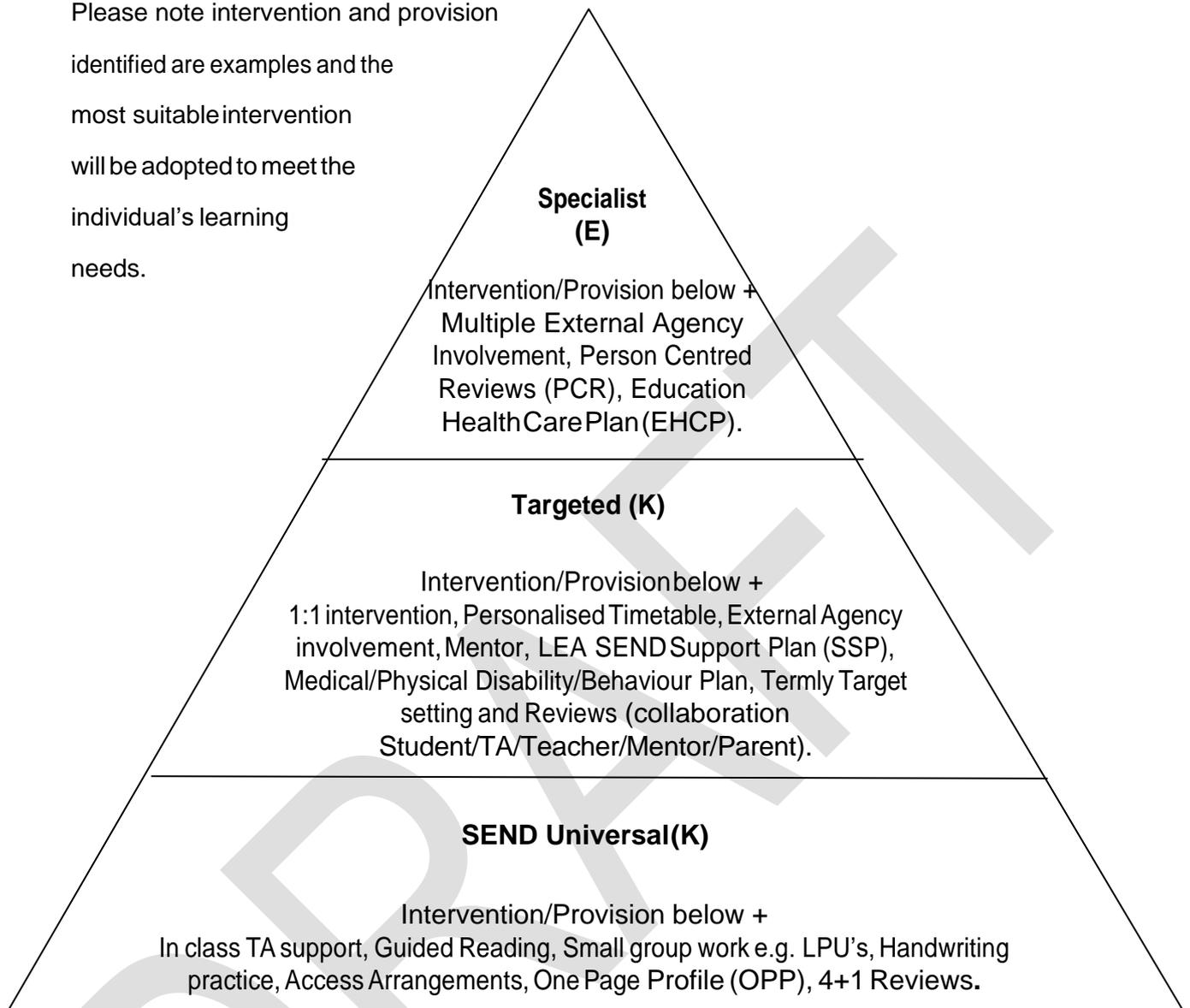
At City Academy, we adopt a collaborative approach to teaching children with SEND. The SENDCO and SEND team communicate with curriculum and pastoral staff, parents, external professionals and students.

We adopt a graduated approach to SEND and follow the, Assess, Plan, Do, Review cycle, to ensure provision and intervention is suitable for the individual student.

Please refer to the diagram on the following page.

## 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.



### Monitoring

Students are initially identified by classroom teachers and support staff and referred to the SENDCO. Teachers and the SEND team work collaboratively to assess the students' needs and plan appropriate provision/intervention. The classroom teacher implements provision/intervention and progress/attainment is reviewed collaboratively to determine whether further SEND intervention/provision is required. QFT, adaptive teaching strategies, Pastoral Mentoring.

## **Cognition and Learning:**

At Key Stage 3, students identified as having SEN will have access to a variety of intervention and provision dependent on their learning barriers and type/level of support required (see diagram above). A student may have a TA who coaches the student and provides one-to-one or group catch up sessions as well as providing support in some lessons if required. Depending on the student's personal barrier to learning, this can be literacy and reading focused, numeracy focused or a combination of both.

At Key Stage 4, students who are identified as SEN may be eligible for access arrangements for GCSE examinations. This may include extra time in an examination, a scribe, a reader or a combination of all three. Students who may be eligible for access arrangements will have opportunities to work one-to-one with a TA during Key Stage 3 and 4 as part of their normal way of working.

If the SENDCO feels a student requires external professional intervention from Pupil School Support (PSS), parents/carers will be consulted to obtain consent.

## **Communication and Interaction:**

A personalised approach to provision and intervention is adopted for Autistic Spectrum Disorder (ASD) students based on an assessment of their needs. This provision and intervention can range from one-to-one and group in class support, academic and or pastoral mentoring and the implementation of learning aids. This is further supported by the Communication and Autism Team (CAT) if a formal diagnosis has been made.

## **Social, Emotional, Mental Health (SEMH):**

A bespoke programme of support where required is provided for specialist and targeted students identified as having SEMH difficulties. Students may have a Mentor or access to a counsellor who works collaboratively with the student, staff, parents and external professionals. The Mentor and counsellor will work one-to-one providing academic and or pastoral support. Where required opportunities are provided for students with SEMH to work in small groups with their Mentor and engage in bespoke programs or intervention. The TA team are able to provide light touch mentoring at a universal level for students.

If the SENDCO feels a student requires external professional intervention from an Educational Psychologist (EP), parents/carers will be consulted to obtain consent.

## **Sensory/Physical Needs:**

A TA is appointed to students who require intensive one-to-one support. This member of staff works closely with the SENDCO and external professionals to ensure students are able to access all mainstream lessons.

External professionals working one-to-one with students from the Sensory Team or Physical Disability Support Service (PDSS) support this.

## **All SEND Needs:**

Students with additional needs at specialist and targeted level and those with very specific barriers to learning are allocated a TA within the SEND department. The TA role includes building a positive relationship with students and parents, monitoring and reviewing students' progress, using Person Centred Tools; the 'One Page Profile (OPP),' and '4+1 Questions' identifying learning needs, strategies, provision and short-term targets.

SEND students receive in class subject support where appropriate, providing opportunities for students to work in small groups with the TA as directed by the classroom Teacher.

All SEND students receive Quality First Teaching (QFT). Classroom practitioners are advised by the SENDCO and SEND team of students learning needs and barriers and ensure that learning outcomes, tasks and resources are differentiated to ensure all students are able to access learning in mainstream classrooms. This is quality assured by the SENDCO and Teaching and Learning team. All of the Senior Leadership Team (SLT), Teaching and Support staff have access to the software Provision Map through Class Charts enabling them direct access to the One Page Profile and provision information. Additional information and resources can be found on the school SharePoint.

## **Children in Care (CiC):**

CiC are identified by the Local Education Authority (LEA) CiCES (Children in Care Education Services) and are supported in school by the SENDCO, Assistant Head- Pastoral, Designated Safeguarding Lead (DSL) and Attendance and Welfare Officer.

## **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 and through Provision Map. A One Page Profile (OPP) or a Physical Management Plan is created if required. Students are supported in class by TA's if required and dependent on the level of need and specialised support, are appointed a TA 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 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. The Provision Map software is used as a communication tool between the SEND team and staff. SEND students are encouraged to attend break and lunchtime clubs and are reassured to know that they can approach any member of the team with a problem or a concern. Some students prefer a quiet space to spend break and lunchtime, which can be arranged. 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. Students are encouraged to attend extra- curricular activities and residential trips.

As a school, we provide extensive Continual Professional Development (CPD) opportunities for all staff through whole staff meetings, departmental and pastoral meetings. The SENDCO, TA's and Teaching and Learning Team work collaboratively with all departments to ensure lessons are differentiated appropriately. The whole school complete a 'Do Now Activity' (DNA) at the start of each lesson that is designed to stretch, challenge and be achievable for all learners. There is close contact between staff and the SEND team to ensure effective communication between SEND, subject and pastoral teams. All SEND students have a One Page Profile with termly targets that is shared with teaching staff. TA's, Teaching staff, Students, Parents/Carers, External Professionals and other key staff are involved in the 'Assess, Plan, Do, Review' cycle. TA's and the SENDCO 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.

To increase curriculum access for SEND students we are committed to:

- ensuring TA's have the knowledge and understanding of data to help them to support individual children's progress.
- continue to engage parents, including our hard-to-reach parents.
- ensure SENDCO and all TAs know their roles and responsibilities.
- ensure that students identified as SEND have leadership opportunities in school.
- ensure that students who are identified as SEND are aware of how to keep themselves safe, both in and outside of school.

### **What external professional services and organisations do City Academy work with?**

We work closely with a number of external agencies and experts in order to support our students:

- Communication & Autism Team (CAT), to deliver whole staff training and support individuals with an ASD diagnosis.
- Educational Psychologist (EP), supporting students identified in particular as having Social, Emotional, Mental, Health (SEMH) difficulties.
- Pupil School Support Service (PSS), who works closely with students with Cognition and Learning needs.
- Physical Disability Support Service (PDSS), who delivers training to Keyworkers within school and supports individuals with Physical Difficulties (PD).
- Sensory Support service who works closely with students who have Visual Impairments (VI) and Hearing Impairments (HI).
- South Central Birmingham School Health Support Service for students with complex medical needs.

## **What are our policies for identifying children and young people with SEND and assessing their learning needs?**

Our SENDCO is: Mr. D. Evans

Our Trainee SENDCO is: Mr. S. Parkes

Our SEND Governor is: CORE Education Trust.

[enquiries@corecentral.academy](mailto:enquiries@corecentral.academy)

When colleagues suspect that a student may have undiagnosed or specific learning requirements, a SEND referral is made to the SENDCO. The SENDCO works collaboratively with colleagues, student and parents to assess and plan appropriate intervention and provision. The colleague making the referral will make contact with parents/carers with the support of the SENCO where required. The student is placed at monitoring level and will complete one Assess, Plan, Do, Review cycle. If further intervention and provision is required parents/carers will be contacted and external professionals where required.

The Pupil School Support (PSS) service and Educational Psychologist (EP) support City Academy with SEND referrals and requests for Educational Health Care Plan (EHCP) assessments. External agencies, such as the CAT, PDSS and the Sensory Team will meet with individual students and provide specific advice once a formal diagnosis has been given.

Medical needs are discussed with the SENDCO and external professionals where required. The SENDCO will refer to the GP, Paediatrics, Forward Thinking or Children's Mental Health Services (CAMHS) with parental consent. Health referral teams such as Occupational Health or Physiotherapy, PDSS or Sensory Support Service are appointed directly by the NHS and Local Authority. Our Assistant Head- Pastoral and Designated Safeguarding Lead (DSL) works closely with the SENDCO and colleagues, external professionals and services to ensure students learning needs are appropriately assessed and met.

### **Transition:**

The SENDCO analyses Key Stage 2 data where available for new Year 7 students at the start of the academic year to quickly identify learning difficulties. This is supported by additional information provided by external agencies, Primary Schools and parents/carers on transition and Person Centred Review meetings where required.

### **Key Stage 3:**

At Key Stage 3, students reading and spelling ages are tested at the start of the academic year and the data is analysed by the SENDCO so that any learning difficulties can be identified and addressed. The SEND team carry out termly assessments of SEND students where required to monitor progress.

### **Key Stage 3 & 4:**

At both Key Stage 3 and 4, whole school end of year and termly data is used to assess and review SEND student's level of progress and attainment and is used to identify level of learning need, appropriate learning strategies and provision.

### **Key Stage 4:**

At Key Stage 4 colleagues refer students to the SENDCO for access arrangement assessment to ensure their learning needs are met in external examinations and that they reflect the normal way of working.

### **Key Stage 3 & 4:**

SEND students complete a 'One Page Profile' with support from the SEND team. Some students may have an Education, Health and Care Plan (EHCP), a Behaviour, Medical or Physical Disability plan. Students who do not have an EHCP but require a detailed provision plan have a LEA SEND Support Provision Plan (SSP), which is written collaboratively by the SENDCO, student, parents/carers and external professionals. Students will work with their TA/Mentor and Classroom teachers to identify specific learning targets. External professionals and parents/carers may also be involved in the target setting process. Learning targets are communicated to parents through telephone contact and parental meetings. Targets are reviewed by the TA, Teachers and students termly and progress/attainment is communicated to students, parents/carers and colleagues.

### **SEMH/Communication & Interaction Needs:**

The SENDCO and SEND team work closely with Pastoral teams (Head of Year, Year Group Co-ordinators and Form Tutors) and the Assistant Head, Pastoral to ensure early identification of SEND students who may have SEMH or Communication and Interaction needs. The SENDCO will attend parental meetings, supporting the Pastoral team with SEND concerns. Pastoral teams will also regularly discuss concerns with the Designated Safeguarding Lead (DSL) and Attendance and Welfare Officer.

### **How do City Academy consult with parents/carers of children with SEND and involve them in their child's education?**

At City Academy we are committed to open and honest communication. Parents/Carers views are regularly sought and every effort is made to consult and collaborate. Contact between the SEND department and our parents/carers, happens regularly through telephone conversations, informal discussions and pre- arranged meetings. In addition:

- The SENDCO attends Parents Evening.
- Annual Reviews for EHCP students as part of the Assess, Plan, Do, Review cycle.
- Consultation meetings prior to requests for EHCP or specialist assessment.
- Person Centred Reviews where required, involving student, parents/carers and professionals who work with the student.
- During KS2, transition the SENDCO attends Person Centred Reviews and pre- arranged meetings with parents, students and primary school key staff.

## **How does City Academy consult with young people with SEND and involve them in their education?**

All SEND students are encouraged to attend all parental and outside agency meetings and to attend parents evening. Students complete a One Page Profile and will review and update these on a termly basis. We endeavour to discuss intervention and strategies with specialist and targeted students before they are implemented. The students' views are considered at all stages of the Assess, Plan, Do, Review cycle. Our CORE (Collaboration, Opportunity, Respect, and Excellence) values ensures that students feel comfortable and are able to freely express and voice their opinions and views.

## **How does City Academy assess and review children and young peoples' progress towards outcomes and provide opportunities for parents and young people to be part of the assessment and review?**

As part of the Assess, Plan, Do, Review cycle, at City Academy we conduct regular reading, spelling, academic and attitude to learning assessments throughout the academic year to ensure that we effectively monitor progress and attainment. The data is reviewed by the Senior Leadership Team, Curriculum and Pastoral staff and the SENDCO. This is then used to determine appropriate intervention strategies and provision. Reports are published for all parents/carers termly and they are encouraged to attend parents evening, where they have the opportunity to meet and discuss their child's progress, attainment and achievement with all school staff involved in their child's education and learning. Parents and colleagues can also request a student snapshot report at any time during the academic year where colleagues can report on achievement and barriers to learning. This is then shared with parents and used as a tool to determine future intervention and provision. We also use person centred approaches to ensure that both parents and young people are involved in the Assess, Plan, Do, Review cycle, to ensure SEND students outcomes, both academic and social are being met.

## **How does City Academy support children and young people in moving between phases of education?**

### **Key Stage 2 to Key Stage 3:**

We have an Assistant Headteacher who is responsible for transition between Key Stage 2 and Key Stage 3. As part of the transition programme the SENDCO, pastoral staff and the Assistant Headteacher, visit Primary schools and meet with students, parents/carers and primary SEND and teaching staff. Yearly we hold open mornings and an open evening for parents and students. The transition process is supported further through a citywide induction day set by Birmingham City Local Education Authority. Specialist and targeted students are quickly identified along with students with specific barriers to learning and are introduced to the SEND team and TA's/Mentors where required.

### **Key Stage 3 to 4:**

At City Academy, Key Stage 4 students choose from a range of GCSE options. Students and parents are offered guidance and advice and are encouraged to attend the Guided Choices Evening. SEND students and parents are supported through the process by the SEND team, Curriculum and Pastoral staff, guiding them in selecting appropriate and achievable pathways.

### **Key Stage 4 to 5:**

At City Academy, we have external Career Advisor's who support students throughout both key stages, ensuring they have opportunities to meet potential employers in the local community and attend work experience. Students are supported with further education applications, Curriculum Vitae (CV) and references. SEND students are supported by the SEND and Pastoral team, guiding them in selecting appropriate and achievable pathways.

### **How does City Academy prepare students for adulthood?**

At City Academy, we have a rich and varied curriculum, which enables students to participate in a range of extra-curricular and enrichment activities. Through assemblies, form time and Personal Social Health Education (PSHE) students engage in lessons and activities related to their ambitions, higher education, careers, employment, independent living, participation in society and British Values. SEN students have access to additional support during Pastoral activities where required.

### **How does City Academy adapt the curriculum and learning environment of children and young people with SEND?**

At City Academy, we provide opportunities for SEND students with lower than average levels of literacy in years 7-9 to engage in literacy programs which are delivered by a TA in small groups each week. Students who require numeracy intervention will also be provided with opportunities to engage in a small group numeracy program focusing on key functional skills. A TA is assigned to work with specialist, targeted and SEND students with specific barriers to learning. Within lessons, TA's create opportunities for students to develop their independence through scaffolding of support. During whole class reading activities classroom Teachers will adopt a 'guided reading' approach and TA's will work with individuals or small groups of SEND students to further develop their confidence. As part of Quality First Teaching (QFT), Teaching staff work with TA's to appropriately adapt learning outcomes and resources to match the students' needs. The SEND department lead additional literacy and numeracy lessons targeting specific SEND students and their learning needs where required. If required students may have a personalised timetable.

### **What facilities do City Academy provide to help disabled pupils to access the school?**

#### **The physical environment:**

The physical environment of the school on both the Newhall and Langley Walk site caters for the needs of all students including physically disabled. Corridors are well lit and free of obstacles.

To increase access, the school is committed to:

- using the additional stairwells to minimise congestion and avoid situations which may cause anxiety for SEND students.
- provide training on Evacuation Chair system for TA's.
- continue to ensure the building supports some of our most vulnerable students by being creative and innovative in terms of accessibility and through creating specific designated areas.

Students with a physical or medical condition affecting their mobility will have a Personal Emergency Evacuation Plan (PEEP).

**Delivery to disabled students of information that is provided in writing for students who are not disabled:**

- Worksheets, literature and other resources are differentiated by content and layout.
- Use of technology- iPads/Laptops/Pc's.
- Access to a scribe where appropriate.
- The school website and network is simple and easy to access.
- Departments to have pictorial clues and keywords on display.
- Visual timetables.
- Pen Portrait to provide achievable and measurable termly targets, which are communicated, to parents/carers. Students are provided feedback and both student and parents/carers to be engaged in the reviews.

For disabled students the school is committed to:

- Developing and extending multimedia availability for SEND students e.g. Dictaphones, voice recognition technology and SEND ICT packages.

A copy of our accessibility plan can be found here: [ADD HYPERLINK TO ACCESSIBILITY PLAN](#)

**What training is provided at City Academy for staff that support children and young people with SEND?**

- The SENDCO-  
Undertaking National Award for SENDCO (University of Hertfordshire)  
BA (HONS) with QTS in Secondary Physical Education & Art/Design  
20 years' experience in the teaching profession.  
Experience of working with external agencies in reviewing EHCPs and PEPs.  
Chaired Annual Reviews and in partnership with agencies, families and carers.
- Trainee SENDCO-  
BA hons English  
Additional Training in SEMH and Autism awareness  
PGCSE in Secondary Education  
9 years in the teaching profession  
Currently undertaking National Award for Special Educational Needs Co-ordination.
- The Assistant Headteacher supporting the SEND team:  
Completed National Award for Special Educational Needs Co-ordination.  
MA in Teaching and Learning.

PGCE Secondary Design and Technology.

BA Hons Textile Design.

13 years in the teaching profession.

- The SEND team work closely with PSS and other external professionals to support teaching and learning strategies for Specialist and Targeted students.
- September 2022- All staff has attended internal CPD- SEND CoP, the graduated response, statutory responsibilities and adaptive teaching techniques.
- September 2022- The TA's have attended CPD delivered by External Providers. Maximising the impact of Teaching Assistant.
- 2021-2022 all staff have received internal CPD related to SEND- SEND specific CPD will continue to be a focus for 2022-2023.
- Several Classroom Teachers have successfully completed optional Level 2 online training qualifications provided by People Plus in 2018-2019 and 2019-2020, covering topics such as Mental Health, Autism, Dyslexia and Challenging Behaviour.
- Planned CPD for TA's 2022-2023- Effective questioning skills for SEND- to be delivered by external SEND advisor.
- Planned CPD for TA's 2022-2023- SMART targets- to be delivered by external SEND advisor.
- Planned CPD for TA's 2022-2023- The effectiveness of lunchtime clubs for SEND students- to be delivered by the Communication and Autism Team.

#### **How does City Academy evaluate the effectiveness of provision made for children and young people with SEND?**

Within the SEND department, we follow the Assess, Plan, Do, Review cycle. The effectiveness of interventions and provision is reviewed termly using a person centred approach. SEND students are set termly targets and are involved in reviewing their progress with the TA/Mentor and classroom Teachers. Parents evening provides a platform for parents/carers, students and staff to review progress and attainment and plan future provision and intervention. Whole school data regarding student's attainment and progress alongside the KS2 Literacy and Numeracy Continuums where applicable, is analysed by the SENDCO and they work collaboratively with the English and Mathematic teams to identify appropriate provision and learning strategies. Baseline/GL assessment data is used to review progress overtime. Weekly SEND department meetings enables the SENDCO and Trainee SENDCO to meet regularly to discuss, review and evaluate intervention and provision and individual SEND students' needs allowing opportunities for new strategies to be introduced or existing to be adapted. The SENDCO and TA/Mentor working with ASD/ADHD/SEMH student's complete student observations and analyse behaviour data.

#### **How are SEND children and young people able to engage in mainstream school activities?**

Quality First Teaching (QFT) and adaptive teaching strategies allows for an inclusive approach to learning in all subjects, for all students. Collaboration and communication between Teaching and SEND staff is essential to ensuring all SEND students can access learning across the curriculum.

One of our CORE values; Respect, is central to the school's ethos, creating a safe and welcoming family environment where student voice is encouraged and students and parents/carers work in partnership. Pastoral and PSHE lessons support student's social and emotional development.

At City Academy, students who display or have SEMH difficulties are identified and referred to the SENDCO. After assessing the level of need students may be allocated a Mentor who may meet with them both formally and informally. For students who have a more significant SEMH need, a network of people is created consisting of people that the student can trust and openly communicate with on a daily basis, to discuss their views and concerns.

### **Who do I contact at City Academy if I have a complaint about SEND provision my child is receiving?**

Parents of children with Special Educational Needs and/or Disabilities with complaints, should, in the first instance, contact the school SENDCO, Trainee SENDCO or a member of the Senior Leadership Team. We aim to address all complaints and concerns swiftly.

The Special Educational Needs and Disability Support Service (SENDIASS) can provide parents/carers, children and young people with SEND; confidential and impartial advice and information about matters relating to SEND.

To find out more information please view Birmingham's web page:

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

SENDIASS: 0121 303 5004

SENAR (Special Educational Needs Assessment and Review service): 0121 303 0829 or email: [senar@birmingham.gov.uk](mailto:senar@birmingham.gov.uk)

This report will be reviewed annually to ensure all content is accurate and up to date. We would welcome your feedback and involvement in the next review. If you would like to get involved, find out more about the contents of this report and SEND provision in school, please contact:

Headteacher: Mrs. R. Bakewell

SENDCO: Mr. D. Evans

Trainee SENDCO: Mr. S. Parkes

You can contact the school on: 0121 729 7160 (Newhall Site) 0121 729 7100 (Langley Walk Site)

You can contact the school via email using this link: [enquiries@corecity.academy](mailto:enquiries@corecity.academy)

A copy of the CORE SEND policy can be found here- [hyperlink needed](#).

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