Core Education Trust SEND Action Plan

Arena Academy

Rationale:

This document has been written to further develop standards in SEND provision across the Core Academy Trust. It has been inspired by two recent reviews into provision (External Review into Quality of Education across all Trust schools: May/June 2021; as well as the latest research and publications into high quality (SEND Code of Practice 2015; Education Endowment Fund's <EEF> Report: Special Educational Needs in Mainstream Schools; Ofsted's June Report: Children and young people with SEND disproportionately affected by pandemic) and conversations with colleagues and educationalists within and outside the organisation.

The structure of the plan has been inspired by the EEF's Summary of Recommendations in 'Special Educational Needs in Mainstream Schools' in that it has five key aspirations:

1.create a positive and supportive environment for all 'students' without exception;
2 build an ongoing, holistic understanding of your 'students' and their needs;
3 ensure all 'students' have access to high quality teaching; complement high quality teaching with carefully selected small-group and one-to-one interventions;
4 work effectively with teaching assistants.
5 framing targets using the Objective / Key Results Model (OKR)

Intent	To develop High Quality First Teaching with a Graduated Approach at Arena				
Implementation	Person(s) responsible	Timescales	Success/ Impact	Next steps	Comments (including links to the school improvement plan)

Ensure that High Quality First Teaching is consistent across Arena Academy
 	
in meeting the needs of SEND students through:
 	
• Teachers fully understanding and implementing the sequence of learning needed to get the students to make the agreed expected progress and get them on track for ARE
 	
• Information from book and formal assessments identify the seminal points that need to be implemented by teachers to help SEND students learn:
 	
   • Effective scaffolding
   • Adaptive teaching is in place and is effective for SEND students
   • CPD provided for all teaching staff to discuss and model various strategies.
 	
• Leaders will undertake regular monitoring and analysis of SEND student progress and attainment
	All Staff/HOD SENDCO/SLT	Ongoing – progress to be evident in Autumn 1 half term.	• Improved attainment and progress in SEND students.
			• SEND students to achieve independently in lessons and make progress against age related expectations and expected outcomes
			• Students with little or no English will improve their level of English by attending Core Hello.
			• High Quality First teaching is evident in the classroom.
				• Performance Management Target related to SEND for all teaching staff
				• Ensure regular QA of SEND is calendared and taking place by SENDCO, SLT and HODs and staff are held accountable for the quality of their teaching.
				• Ensure book scrutinies of SEND/EAL are also calendared in each school.
				• Planned CPD is needed around different teaching strategies such as scaffolding, chunking etc.
				• To have a monthly SEND champion who is recognized for good practice.
				• Teachers receive feedback promptly with improvement points agreed, and for students not making
					Trust aligned SEND priorities and plans, and establishment of CORE Hello ensure that our most vulnerable and at risk students make excellent progress – E5
					
					Instructional coaching and a relentless focus on pedagogy ensures that high quality teaching is the norm at Arena – E3

through: • Book scrutinies • Learning walks • SEND folder monitoring • Interviews with SEND students about their learning.				the expected progress intervention strategies agreed and implemented. • Students to be regularly questioned regarding their learning experiences – this could be done via teams • SEND satellite meetings calendared half termly to discuss best practice and next steps.	
All staff will create a positive and supportive learning environment so that all SEND pupils have full access to learning. • All staff will demonstrate the highest of expectations, in line with our CORE values, for these pupils by providing AMBITIOUS learning experiences including adaptive teaching strategies, scaffolding and questioning • Ensure that strategies for developing resilience are systematically taught across all subjects • Use co-operative learning strategies to build resilience ie think- pair-share, group huddle (where possible) talk	All staff monitored by SLT	Ongoing	• Improved outcomes for SEND pupils. • Improved engagement of SEND pupils. • Improved knowledge of teachers' understanding of their pupils and their individual learning needs • LGB will have informed knowledge of how their spending decisions are impacting on outcomes.	• CPD on teaching and learning styles for SEND pupils • Class Teachers to implement strategies into teaching • Regular calendared QA of lessons/books led by SENDCO	

partners etc. • Taking into consideration differing teaching and learning styles for SEND pupils ensure that lessons contain auditory, visual and kinesthetic elements. • Compliment high quality teaching with carefully selected interventions and support from other professionals.					
To develop staff knowledge and awareness of learning differences in SEND students and develop a comprehensive understanding of effective strategies to support them.	All Staff	Autumn Term	• All staff will have a greater understanding of students needs across the 4 key areas and they will be able to employ effective strategies to support our students' diverse range of needs.	• All staff are using learner support plans • All Learner Support Plans are student-centred and parents have also been included in the discussions around each plan. • Plans to be reviewed termly in conjunction with the student and parents. • Regular CPD – all schools should have a Safeguarding/SEND CPD opportunities built into their school calendar. • Weekly SEND/Safeguarding briefing in all schools. • SEND is an agenda	

				- item at all QofE, Pastoral and SLT meetings. - Department audit of SEND to be carried out in all CORE schools. - Consistent referral system in place across all Trust schools for staff who have concerns about the progress of any student.	
Introduction of targeted diagnostic and formative assessments that will identify needs and gaps in knowledge, skills and understanding: - Teachers understand how to interpret diagnostic assessment results from GL assessment data to identify specific additional needs and inform parents and TAs of findings and next steps for learning. - Assessment results and implications of targeted diagnostic and formative assessments to be shared with class teachers, TAs and parents and the impact discussed during Student Progress Meetings	Class Teachers SLT during Student Progress Meetings CPD: SEND Team Class Teachers to identify needs	Termly	Staff have a sound understanding of data and this is used to plan and adapt teaching to suit the needs of individual learners	- CPD to ensure all staff know how to manipulate and understand key data from GL assessments to plan and sequence the curriculum within their departments. - SEND Data is regularly reviewed in departmental meetings after calendared data drops with clear next steps.	E1 Trust aligned assessment systems are used to drive improvement in all schools.

Intent	TAs are able to lead specific interventions and are deployed effectively in the classroom if required				
Implementation	Person(s) responsible	Timescales	Success/ Impact	Next steps	Comments (including links to the school improvement plan)
TA skills audit to be carried out.	SENDCO	Autumn – first half term	Completed audit outlining key skills and areas for development	Targeted training based on results of audit	E5 Trust aligned SEND priorities and plans ensure that our most vulnerable and at-risk students make excellent progress.
Training given to TAs on how to deliver specific interventions	SENDCO / External Providers	Autumn term	- CPD accessed by TAs and logged onto a SEND training log. - Teaching assistants to feel more confident in expressing their contributions to the support of SEND students and understanding precisely what they must teach in order to secure essential concepts - Teamwork between the class teacher and support staff will be apparent - Teachers will expertly plan the sequence of steps that need to be covered in order for these students to master the basic skills necessary for learning	- Deploy trained TAs to run interventions - Opportunities for class teachers and TAs to discuss lesson content. - SLT leads for departments to QA curriculum sequencing.	
All targeted interventions delivered by TAs to be logged using Provision Mapping	TAs / SENDCO to oversee	Ongoing – reviewed termly	The impact of interventions is clearly measurable through Provision Mapping.	Provision Mapping in place by Spring Half-Term 2022 and	

				are trained to use the software.	
Improving communication between teacher and teaching assistant regarding SEND students through the creation of a timetable of activities across school which will focus on: • Discussions to be held between the SENDCO/Teaching Assistant's and class teachers regarding the scaffolding in place for individual SEND students. • Reflective discussions regarding current support in place for SEND students and next steps in their learning, what works and what does not work through departmental teams • Discussions regarding the attainment and progress of SEND students to take place during planning time and departmental meetings • Discussions regarding the next step Birmingham Toolkit continuum targets of	TAs, SENDCO, Class teachers	Ongoing	• Teachers are aware and able to talk about the students in their class with SEND and can take effective action to support those students. • Regular information on progress is shared with parents. • Enable teachers to deliver high quality teaching that meets the needs of individual students with SEND.	SEND is an agenda item on all key departmental meetings and minutes are reviewed.	

SEND students to take place during planning time • Set up a system of accountability where impact of interventions is systematically evaluated.					

Intent	To improve reading skills for all SEND students by developing a whole school reading culture				
Implementation	Person(s) responsible	Timescales	Success/ Impact	Next steps	Comments (including links to the school improvement plan)
All identified students in the reading cohort, have made a minimum of 2 year gains towards their chronological reading age in each academic year.	Reading Satellite Lead SENDCO All Staff Support Staff	Ongoing	• Reading ages will improve • Reading confidence and fluency will improve. • Reading comprehension will improve • All schools will create a culture where students enjoy reading.	• Regular half termly Reading satellite meetings • Selected staff are trained in Phonics - FreshStart. • HOD ensure a reading focus is planned into lessons. • Key words are shared with students at the start of subject lessons. • Targeted Reading interventions are implemented and	E6 – Trust developed and aligned reading strategies drive improvements in all curriculum areas.

				regularly reviewed.	
100% of Arena teachers are trained in reading strategies and are implementing these as part of their adaptive teaching strategies.	All teaching staff Reading Satellites	Ongoing	• Staff will be confident in adapting their teaching to implement specific reading strategies which will result in students developing their reading skills by improving their confidence, accuracy, fluency and understanding in reading	• CPD is calendared regular for all teaching staff. This will be led by the Reading Satellite in each school. • Phonics CPD for selected staff • Regular QA of teaching and reading interventions by Reading Lead/HOD/SENDCO • Refer to EEF for reading interventions that are known to make a difference and implement them systematically	
All Arena staff have a secure understanding of GL assessment reading data to inform best practice.	All staff	Ongoing	• Staff have a secure understanding of data and are able to determine which specific reading skills students need further support with. • Student performance in reading improves	• All students complete a Reading test using GL Assessment – NGRT.	

Intent	To improve the self-esteem of SEND students by strengthening student and parent voice and involving parents/carers as co-educators and having an input into SEND provision.				
Implementation	**Person(s) responsible**	**Timescales**	**Success/ Impact**	**Next steps**	**Comments (including links to the school improvement plan)**
• Communicate regularly and effectively with parents about provision and outcome and the part they play in their children's learning. • To have an inclusive approach to support opportunities for SEND students to be involved in student voice. • To ensure that strategies for building self-esteem are taught throughout the curriculum. • Regular dialogue with parents so that they understand how to build self-esteem of their children outside of school. • Ensure that parents have their views heard via parent questionnaires. • Parents and students to be involved in student centered reviews and meetings with other professionals where appropriate.	SENDCO	Ongoing / Termly reviews	• Clear line of communication with everyone knowing the part they play in the students' learning • All students and parents to feel included and be involved in decision making process. • All students and parents to feel involved in their learning • SEND students to feel empowered and more confident in making contributions throughout the school day and to school life.	• To calendar termly coffee mornings with all SEND parents/carers to review individual Learner Support Plans • To carryout a termly questionnaire with all SEND students and their parents and use feedback to develop practice. • Ensure regular sessions/activities are built into all aspects of the curriculum and not just through Form Time activities/Personal Development and assemblies.	C1 – Through a programme of agreed activities we place our community and families at the heart of our schools.

Intent	To strengthen partnerships with key external stakeholders				
Implementation	Person(s) responsible	Timescales	Success/ Impact	Next steps	Comments (including links to the school improvement plan)
To strengthen governance across all Trust schools: • SENDCOs to share a report at all LGB meetings and complete a mid-point and annual review. • Governors to complete a purposeful termly visit and write a report on this. • Governors to provide challenge and hold SENDCO to account. • Governors to have an input into SEND information report and policy. • Governors to meet with parents/carers.	SEND Governor / SENDCO	Termly	• Governors provide the role of a "challenging but critical friend and hold SENDCO's to account". • Visits will be calendared termly. • Termly visit set up for Governors to meet parents. Parents feel well supported.	• CPD for SEND governors on the role of the SEND Governor. • Ensure SEND information report and policy are ratified by LGB and displayed.	O1 "Supportive and challenging governance drives excellence and improvement through an unapologetic focus on school improvement"
To ensure SENDCOs work collaboratively and in partnership with the following professionals: • CAT Team • PSS • Educational Psychologist • SALT • OT • PDSS	SENDCO/Teaching Assistants	Termly	• SEND students are well-supported • SENDCO/TAs benefit from external advice which can then be shared with key staff in support of SEND students.	• Schools to continue to liaise with key professional on a regular basis. • Schools to take part in termly multi-agency planning meetings.	

• Medical Professionals				• Reports from external professionals are shared with key staff in school to support student progress and development.	

Intent	To ensure students with SEND are supported in the wider curriculum				
Implementation	Person(s) responsible	Timescales	Success/ Impact	Next steps	Comments (including links to the school improvement plan)
SEND students are well represented in all aspects of school life for instance, School Council, Student Leadership, Echo Eternal, extra-curricular activities and trips	SLT SENDCO	Termly reviews	• SEND students are well represented across the school. • Registers show high attendance to extra-curricular clubs etc. • Improved self-esteem/ confidence. • Improved Social skills.	• Whole school audit to be carried out of SEND representation re: Student Voice / Extra-curricular • Student evaluations are collated termly to ensure SEND students have the opportunity to feedback on their experiences. • SEND focus in all whole school newsletters.	C2 – "Every students life is improved through an entitlement to partnerships and enrichment" R2 – " Student leadership drives aligned school improvements"

Intent	To ensure all schools are compliant with SEND regulations				
Implementation	Person(s) responsible	Timescales	Success/ Impact	Next steps	Comments (including links to the school improvement plan)
All schools have a link to Birmingham Local Offer on their website	SENDCO	Autumn Term	• Parents/Carers are able to access the necessary support and as a result feel well supported	• Ensure link to local offer is accessible via school website and also via SEND information report.	O3 " Compliance and efficiency support our innovations"
SEND Information Report and SEND policy are in date and on the website. SEND Information Report and Policy have been reviewed by parents and stakeholders	SENDCO/ SEND Governor / Parents/Carers	Annually – Autumn Term	• SEND information report is accessible via School website.	• Ensure SEND information report has been reviewed by key stakeholders and is in date.	
To ensure all EHCP annual reviews are carried out with key partners.	SENDCO/External professionals who work with the individual child	Annually	• EHCP are reviewed in line with annual deadlines and all professionals, the child and parents/carers are involved in the review of this document	• SENDCO's to calendar all EHCP reviews in their diaries and prepare paperwork in advance. • Invites to annual review meeting must be sent out 4 weeks prior to the scheduled meeting	
To ensure all Learner Support Plans are reviewed termly with parents/carers and all students in conjunction with the SEND COP	SENDCO	Termly	• Parents / Carers and students are involved in key decisions around education.	• Termly reviews to be calendared at whole school level.	

2015.					

Intent	To ensure safeguarding and pastoral systems are aligned across all Core Schools in order for students to feel safe.				
Implementation	Person(s) responsible	Timescales	Success/ Impact	Next steps	Comments (including links to the school improvement plan)
To ensure all SEND students feel safe and supported at Arena	SLT – Lead DSL	Ongoing	• Students are happy in school and they feel safe.	• All students to complete PASS survey – red areas to be investigated further • Weekly DSL meetings are scheduled and all weekly CPOMS incidents are reviewed. • Vulnerable SEND students are added to whole school vulnerable list and well-being sessions are offered. • Regular sessions/activities are built into all aspects of the curriculum and not just through Form Time	R1 – Aligned safeguarding and pastoral systems ensure that all students feel safe.

				activities/Personal Development and assemblies.	
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To ensure the attendance of SEND students is in line with national and school expectations.	Attendance Lead / Teaching Assistants / DSLs	Attendance data to be monitored weekly.	• Attendance of SEND students is in line with national expectations	• Ensure SEND attendance is a regular agenda item at weekly DSL meetings. • Home visits timetable in place – visits after 2 days of Absence any Vulnerable SEND students • Fastrack processes followed by Arena if needed to ensure parents are accountable for non-attendance. • Non-attendance of SEND students is discussed with students by Year Group Co-ordinators. • Weekly data to be shared with Lucy Monk by all CORE Attendance Leads.	
To reduce the number of exclusions for SEND students across Trust Schools	Headteacher SLT Behaviour Lead	Weekly review of exclusion data	• Exclusion rates for SEND students will be lower.	• Alternatives to exclusions to be explored by Arena • All staff must follow guidance and	C3 – The CORE values underpins a set of agreed mindsets and behaviours in all schools

				strategies on Learner Support plans to ensure challenging situations are deescalated.	