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## **SEND Information Report**

Arena Academy

Updated: September 2024

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

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

At Core Arena 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, their team of experts, and the CORE Academy Trust. We welcome your feedback and review this report annually to ensure its accuracy. If you would like to be involved in the next review or would like more information about SEND at our school, please contact:

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SENDCo

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Lead Governor for SEND

Ms Valda Oliver

School Office

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### **Transition – September 2025**

If you have a Year 6 child with special educational needs and have concerns regarding their transition, please contact Mr Ahmed (SENDCo) directly. For other transition enquiries, please contact Miss Guest, Assistant Headteacher:  
[kguest@corearena.academy](mailto:kguest@corearena.academy)

## **How Does the School Identify and Assess Students with Special Educational Needs and Disabilities (SEND)?**

“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 SEND in several ways, including:

- Identification by primary schools during the transition process.
- Liaison between the SENDCo and primary schools to share relevant information.
- Communication with external agencies (e.g., paediatricians).
- Regular termly assessments of learning, using the 'Assess, Plan, Do, Review' approach for students performing significantly below expected levels.
- Concerns raised by teachers, support staff, or parents/carers.
- Referrals to external agencies such as Pupil School Support, Educational Psychologists, or Speech and Language Therapists.

## **What Types of SEND Does the School Provide For?**

At Arena Academy, we aim to ensure that every child achieves their full potential by identifying the correct channels of support. Students may have one or more of the following difficulties:

- 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 issues
- Sensory and/or Physical Needs: Hearing Impairments, Visual Impairments, Medical Needs, Physical Disabilities

## **How Does the School Monitor Progress for Students with SEND?**

- Staff may raise concerns by submitting a referral form outlining reasons for concern.
- External support agencies such as Educational Psychologists and the Communication and Autism Team provide advice after formal diagnoses.
- Medical needs are assessed by the School Nurse, GP, or Forward Thinking Birmingham (Children's Mental Health Services).

- Reading and spelling ages are tested termly, with additional interventions implemented when necessary.
- Progress data is monitored by class teachers each term.
- Interventions by Teaching Assistants are tracked and reviewed termly using Provision Mapping.
- Pastoral teams meet regularly to discuss any concerns, and safeguarding/well-being meetings occur frequently.

### **How Are Parents Involved in Their Child's Education?**

At Arena Academy, we recognise the importance of working with parents/carers of students with SEND. Regular communication ensures that parents are involved in identifying needs, setting outcomes, and reviewing progress. Communication occurs via phone, informal discussions, and pre-arranged meetings. Additionally, we hold termly SEND Surgeries and conduct Annual Reviews for students with EHCPs as part of the 'Assess, Plan, Do, Review' process.

### **How Are Students with SEND Involved in Their Education?**

Students are encouraged to attend all relevant meetings and share their views throughout the 'Assess, Plan, Do, Review' cycle. Each student has a school passport for parents and teachers to share comments. A Learner Support Plan (LSP) is developed for each student, reviewed termly, and shared with staff, students, and parents/carers.

### **How Do You Assess and Review Student Progress?**

The SEND department uses the Graduated Approach ('Assess, Plan, Do, Review') to evaluate student progress and provide effective interventions. Assessments help track individual progress, and teachers and SEND staff meet regularly to discuss concerns.

### **How Does the School Support Transition and Preparation for Adulthood?**

- Links are established with feeder primary schools to share information about prospective students.
- Induction days and additional visits are available for students with complex needs.
- Year 7 students with SEND receive additional support during the first term.
- Students transitioning to KS4 receive guidance in choosing suitable subjects.

- Alternative provisions are available for students unable to take traditional GCSE subjects.

### **What Approaches Are Adopted by Staff When Teaching Students with SEND?**

At Arena Academy, subject teachers are responsible for delivering high-quality teaching and tracking the progress of students in their classes. They are supported by the SENDCo and teaching assistants (where applicable) to help them understand students' needs and develop appropriate strategies and resources.

Staff are regularly updated through Continuing Professional Development (CPD) sessions, after-school training, and briefings.

Students performing significantly below expected levels may receive additional support such as:

- Classroom support from a Teaching Assistant
- Withdrawal groups for targeted sessions, such as literacy or numeracy
- Peer reading sessions
- Mentoring for study skills, organisation, and social skills
- Targeted interventions, e.g. Power of 2, Word Wasp, Lexia
- SEMH interventions, e.g. anger control or social skills training
- Communication and interaction support, e.g. speech and language sessions
- 'Autism and Me' sessions to develop a positive autistic identity
- EAL (English as an Additional Language) support via Flash Academy
- Homework support clubs
- Personalised strategies, including exam access arrangements

### **How Are Adaptations Made to the Curriculum and Learning Environment for Students with SEND?**

Adaptations to the curriculum and environment are made on an individual basis. Teachers plan lessons that are accessible and differentiated according to each student's needs. Teaching Assistants work closely with teaching staff to adapt lessons as necessary.

Additional adaptations include:

- Grouping students by ability in certain subjects, such as English and Maths, to ensure lessons are pitched appropriately.
- Physical accessibility: students with physical disabilities can use lifts and ramps, and adapted toilets are available. Risk assessments are carried out annually or as needed.
- Time-out passes, exam access arrangements, and seating plans are provided as required.

- Student timetables may be adapted to allow for extra literacy/numeracy work.
- One-page profiles capture students' strengths, needs, and preferences. These are shared with all staff.

Our school's Accessibility Plan and SEND Policy are available on our website.

### **What Expertise and Training Do Staff Have to Support Students with SEND?**

Our Teaching Assistants work as part of a team alongside the SENDCo and teachers to support students' individual needs and inclusion. The SENDCo has completed the NASENCO qualification and is currently working towards a Certificate in Psychometric Testing, Assessment, and Access Arrangements.

Our staff have received training in:

- Phonics (Fresh Start)
- Cued Spelling
- Aggression Replacement Training
- Precision Teaching (PSS)
- Birmingham Literacy and Numeracy Toolkit (PSS)
- MITA and TIAAS training
- Autism Level 1 (CAT)
- Reading Acquisition (Lexia)
- EAL (PSS)
- Word Aware training
- Online Educare modules on SEND and mental health

The SENDCo attends termly network meetings provided by Access2Education and participates in the TITAN partnership SENDCo forum. Staff also receive training on medical needs and safeguarding procedures annually.

### **How Is an Education Health and Care Plan (EHCP) Reviewed?**

EHCPs are reviewed annually. The student, parents/carers, SENDCo, and any other professionals working with the student attend the review. The purpose is to assess the student's progress, determine if outcomes remain appropriate, and set new goals if necessary.

### **How Do We Evaluate the Effectiveness of SEND Provision?**

The effectiveness of SEND provision is regularly evaluated through:

- Whole school assessment procedures, including the setting and review of targets.

- Tracking and monitoring the impact of support on student progress by the SEND team.
- Regular reviews of support provisions, with updates shared with parents.
- Termly SEND surgeries and parent questionnaires to gather feedback on the support provided.
- Reporting to the Governors on SEND provision through annual and half-termly updates.

Students' non-academic progress, such as social skills development, is also tracked. Interventions may include:

- Experiential learning days to enhance social skills
- Engagement with external organisations such as Safer Travel Birmingham

### **What Support Is Available for Emotional and Social Development?**

At Arena Academy, emotional and social development is supported through the Pastoral Team, SENDCo, School Nurse, and Teaching Assistants. SEND students may receive personalised targets and have access to a mentor for regular discussions.

We also work closely with external agencies, including:

- Communication and Autism Team (CAT)
- Pupil Support Services (PSS)
- Educational Psychologists (EP)
- Occupational Therapists (OT)
- Speech and Language Therapists (SLT)
- Sensory Support Teams (VI/HI)
- LACES (Looked After Children Education Service)
- CASS (Children's Advice and Support Services)

### **Anti-Bullying**

Arena Academy has a zero-tolerance policy towards bullying. We promote anti-bullying through assemblies, PSHE lessons, and well-being sessions. Students and parents are encouraged to report any concerns to the Form Tutor or Head of Year. The school provides a supportive environment where students feel safe.

## **How Are Students with SEND Enabled to Engage in School Activities?**

All students, regardless of SEND, are encouraged to participate fully in school activities. Differentiation in learning ensures that all students can engage in lessons and extracurricular activities. This may include:

- Adapting materials and resources
- Providing additional staff for 1:1 or group work
- Pre-teaching content or vocabulary
- Offering home learning support

All students have equal opportunities to engage in leadership roles, such as Student Parliament, Anti-Bullying Committee, and Head Boy/Girl positions.

## **What Steps Have Arena Academy Taken to Prevent Disabled Pupils from Being Treated Less Favourably Than Other Pupils?**

The SEND team serves as the primary link between the school and disabled students. Their needs are carefully considered and shared with all staff via the SEND register. Each student on the register has a Learner Support Plan (LSP) outlining key strategies and areas of need. Where possible, students receive in-class support from Teaching Assistants, and those with greater needs may be appointed a mentor who has an in-depth understanding of their requirements and learning strategies. Personalised support strategies, such as alternative timetables, may be employed to enhance literacy and numeracy skills.

The SEND department works closely with external services and organisations to receive specialist advice and guidance on learning needs and appropriate provision. A provision map provides an overview of interventions across all key stages.

SEND students are encouraged to participate in break and lunchtime clubs, and they are reassured that they can approach any member of the team with a problem or concern. Additionally, the student leadership team is available for peer support. Where appropriate, a 'Peer Buddy' may be appointed to help students develop friendships and feel supported. SEND students are also encouraged to participate in extracurricular activities and residential trips.

As a school, we offer extensive Continual Professional Development (CPD) opportunities for all staff, through whole-staff meetings and departmental training sessions. The SENDCo, Teaching Assistants, and the Quality of Education Team work collaboratively with departments to ensure lessons are appropriately differentiated. The 'Assess, Plan, Do, Review' cycle involves Teaching Assistants, students, parents/carers, external professionals, and key staff. This partnership with



external agencies has greatly increased awareness of students' needs among all staff and allowed the curriculum to be adapted accordingly.

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 support individual student progress.
- To provide Teaching Assistants with specific training in key areas of SEND, giving all staff strategies to use in the classroom.
- To be creative in engaging parents, particularly those who are harder to reach.
- To introduce and implement an intervention programme for students at risk of exclusion.
- To ensure students identified as SEND have leadership opportunities in the school.
- To ensure students with SEND are aware of how to keep themselves safe, both in and outside of school.

### **What Are the Arrangements for Handling Complaints from Parents of Children with SEND?**

Parents with concerns about SEND provision should contact:

- The SENDCo, Mr Abed Ahmed (abahmed@corearena.academy)
- Deputy Headteacher, Mr Saqib Malik (smalik@corearena.academy)

Complaints will be addressed promptly. Parents may also refer to the school's Complaints Policy, available on our website.

For further information, please see:

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

Parent Link Service: [parentlinkservice@birmingham.gov.uk](mailto:parentlinkservice@birmingham.gov.uk) and Tel: 0121 303 8461