



## **Special Educational Needs and Disability (SEND) Information Report**

*'Supporting students every step of the way'*

### **What are special educational needs (SEN) or a disability?**

At BOA Digital Technologies Academy we use the definition for SEN and for disability from the SEND Code of Practice (2014) published by the Department for Education (DfE). This states:

*Special Educational Needs:* A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

*Disability:* Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

### **Guiding Principles:**

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs and disabilities (SEND), must have regard to:

- The views, wishes and feelings of the child or young person, and the child's parents.
- The importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
- The need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

### **What can I expect from BOA Digital Technologies Academy for my child?**

We believe that all young people have the right to be healthy, happy and safe; to be valued and respected; and to have high aspirations for their future. For us this begins from the moment they accept a place at BOA Digital Technologies Academy.

The academy is committed to making facilities and learning accessible to all of our students, and is fully committed to the following statutory requirements:

- ***The Equality Act 2010***

[http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga\\_20100015\\_en.pdf](http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf)

- ***The SEN Code of Practice (DfES, 2014)***

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEN\\_D\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN_D_Code_of_Practice_January_2015.pdf)

Teachers at the academy are responsible and accountable for the progress and development of all students in their class. Progress is closely tracked and new provision quickly implemented.

We recognise that learners progress at different speeds and in different ways. In order to respond to this, we identify each student's individual need - including any barriers to learning, difficulties and disabilities - and then implement strategies to support independence and accelerate development. We also make sure that the views and feelings of students and parents guide the direction of all aspects of our work.

### **What is your Admissions Policy for students with SEND/Additional Educational Needs (AEN)?**

BOA Digital Technologies Academy welcomes applications from all students. All students sit a fair banding test ensuring a fair spread of abilities are accepted into the academy.

We are a fully accessible academy with lift access to all floors, colour-coded floor levels and disabled toilets in all areas.

In accordance with the Code of Practice 2014, we do not discriminate against students with SEND. Throughout the application process SEND staff are actively engaged. They support the reading of application forms and ensure a member of the team is available to support the application process wherever possible.

### **How are students with SEND/AEN identified?**

We encourage all students who have or have had a SEND or AEN to complete the relevant section on the application form. If successful, we then spend time in the summer term working closely with previous schools and agencies to collect transitional information. We also talk to parents and students at open evenings and induction days to gather as much information as possible. This information is then used to provide the necessary support required to make an easy transition into the academy.

In addition, we also assess each student's current skills and levels of attainment on entry, building on information from previous settings. Where appropriate, more specific diagnostic assessments are carried out.

All teachers are responsible for referring a student to the SEND Team if they are concerned about a lack of progress. Intervention must first be made within departments. BOA Digital Technologies Academy is also responsive to expressions of concern about progress from parents, students and other professionals and will investigate all such referrals.

### **What kinds of SEND do you make provision for pupils at BOA Digital Technologies Academy?**

The SEND Department provides support for pupils across the 4 areas of need identified in the SEND Code of Practice 2014.

The four primary areas of need are:

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and mental health;
4. Sensory and/or physical.

The Code of Practice states that: “Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.”

Provision for children with SEND is a matter for the academy as a whole and we regularly review the appropriateness of our provision.

### **How do you support students with SEND/AEN?**

The SEND provision at BOA Digital Technologies Academy is designed to help students to become independent learners. We use a graduated approach and for the majority of students providing quality first classroom teaching to meet learner needs. Some students may require the curriculum to be slightly adapted or differentiated in order to make progress. However, a minority of students who are identified as having SEND/AEN will be tracked through the Curriculum Support Register and recorded at the following levels:

#### **Level 1 [K:SEN SUPPORT]:**

Students who need inclusive strategies to cater for their individual ways of learning and arrangements to give full access to all opportunities.

Each Level 1 student has a *Learning Profile* outlining key data, learning strengths, barriers to learning and personalised strategies to build independence and make learning successful and enjoyable.

#### **Level 2 [EDUCATIONAL HEALTH CARE PLAN]:**

Students who have [or have had] an Educational Health Care Plan that defines individual needs and the extra support required.

Each Level 2 student has a *Learning Profile* outlining key data, learning strengths, barriers to learning and personalized strategies to build independence and make learning successful and enjoyable.

Short term targets are set and reviewed to monitor progress. Outcomes are shared with students, parents and teachers.

Level 2 students have an annual review meeting to make sure they are making the progress defined in the Statement/EHCP document and monitored by the relevant local authority.

We are committed to a person-centered approach to learning and look for every opportunity to listen to the views of our students. Learning profiles are first-person documents that reflect the importance of a personal perspective and the opportunity to take ownership of provision, including learning styles, the use of resources or more formal access arrangements for assessments. We also support students' emotional and social development through our pastoral system, personal mentoring and more formal counselling.

### **What provision is available?**

Students are supported in a variety of differentiated and personalised ways:

- Quality first teaching delivered by teaching staff who receive regular training on SEND through the academy's CPD programme.
- Student support through the pastoral system
- Teachers use attainment and progress data to track underachievement and address it in a timely fashion.
- Monitoring of progress by Heads of Department and SENDCo.
- Academic reading built into the curriculum for all subjects
- Numeracy opportunities built into subjects beyond Maths.
- Curriculum maps to scaffold learning
- Regular retrieval of knowledge helps manage cognitive load.
- Care Plans for pupils with medical conditions.
- Clear success criteria given for lesson activities.
- A feedback culture where pupils are guided to reflect on what they are doing well and what they need to do to improve. They are given time and further support to make improvements to their work.
- Targeted interventions, including Catch Ups and Revision sessions.
- One to one and small group sessions
- In class support
- Individual mentoring and coaching
- Pastoral care [Form tutor; Assistant Principal]
- Guidance counselling
- Individual learning profiles and targets
- Access Arrangements testing and implementation
- Termly reviews in line with the SEND Code of Practice 2014
- Specialist support from Access to Education [Learning], Communication and Autism Team (CAT) and other specialist agencies
- Specialist equipment as and when required

### **Which Local Authorities do your students come from?**

Due to our wide catchment area, we have students on our Curriculum Support Register who reside in a number of different boroughs. Here are the links to each of their local offers.

[Birmingham](#)

[Coventry](#)

[Dudley](#)

[Sandwell](#)

[Walsall](#)

Warwick

Wolverhampton

Worcester

**Who are the best people to talk to about my child's difficulties with learning/SEND?**

If you have any further questions or would like a chat about any aspect of our local offer, please call or e-mail using the details below:

Deborah Hart [Assistant Principal and SENDCo]

Email: [deborah.hart@boa-digital.co.uk](mailto:deborah.hart@boa-digital.co.uk)

Contact number: 0121 359 9400

**What should I do if I'm not happy about an aspect of the provision made for my child?**

Everyone at the academy is constantly striving to improve the quality of education provided for students, so if you have an area of concern we'd like to hear from you.

If you have a complaint about the provision for your child which cannot be resolved with the subject teacher or the SENDCO, please contact the Principal, and we will do everything we can to address the issue.

Our academy and governing body take complaints seriously and will act upon these on an individual basis. For more information about the complaints procedure please refer to the academy's website.

We welcome feedback from students and parents, and want to work with you to make your child's experience of education a fantastic one.