



# Special Educational Needs and Disability (SEND) Information Report

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<b>Responsible:</b>	D. Hart		
<b>Statutory Policy:</b>	Yes		
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03/03/26	2.0	Procedural Amendments	Annually

*To be read alongside all relevant BOA Digital Technologies Academy policies and procedures including the Special Educational Needs (SEN) Policy*

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## **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?**

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will refer this to the SENCO, and the Assistant SENCO will contact you to discuss the possibility that your child has SEN.

The SENCO/Assistant SENCO will observe the pupil in the classroom and socially to see what their strengths and difficulties are. They will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO/Assistant SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them

### **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]:**

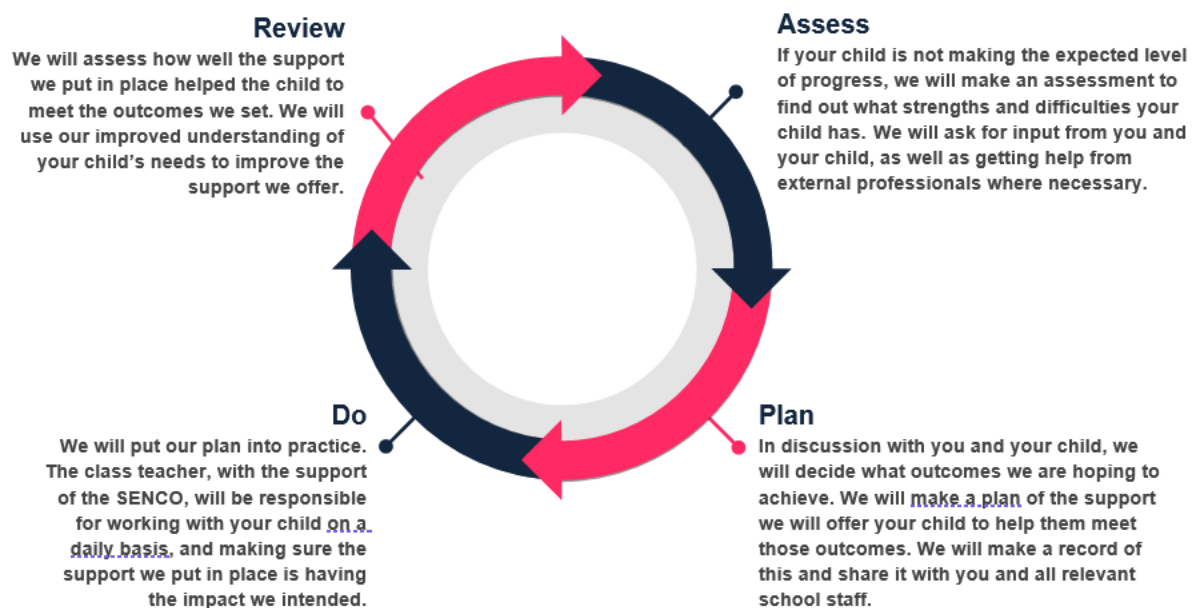
Students who have [or have had] an Educational Health Care Plan that defines individual needs and the extra support required.

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.

### **The graduated approach is a 4-part cycle of assess, plan, do, review.**



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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?**

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- o Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- o Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- o Adapting our resources and staffing
- o Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- o Teaching assistants will support pupils on a 1-to-1 basis when stipulated in an EHCP
- o Teaching assistants will support pupils in small groups for intervention work.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<p><b>Communication and interaction</b></p>	<p>Autism spectrum disorder (ASD)</p>	<p>Visual timetables  Social stories  Organisation support  Check-ins  BOLT pass</p>

		Reset room Co-regulation
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Writing pens
	Moderate learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Strategic seating BOLT pass Fidget toys Organisation support Sensory circuits
	Adverse childhood experiences and/or mental health issues	Nurture groups
<b>Sensory and/or physical</b>	Hearing impairment	Strategic seating
	Visual impairment	Strategic seating
	Multi-sensory impairment	

	Physical impairment	Lift pass Adapted workstations
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**These interventions are part of our contribution to Birmingham’s local offer.**

**Which Local Authorities do our 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: [SEN@boa-digital.co.uk](mailto:SEN@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 concern about the provision for your child which cannot be resolved with the subject teacher, please contact the SENCo, and we will do everything they 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 positive one.