



Special Educational Needs and Disability (SEND) Information Report

Last review date:		October 2026	
Next review date:		October 2027	
Responsible:		D. Hart S Storey	
Statutory Policy:		Yes	
Date	Version	Reason for change	Review
14/10/26	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

Contents

What are special educational needs (SEN) or a disability?	3
Guiding Principles:	3
What can I expect from BOA Digital Technologies Academy for my child?.....	4
What is your Admissions Policy for students with SEND/Additional Educational Needs (AEN)?	4
How are students with SEND/AEN identified?	4
Reviewing SEN support and involving families.....	6
What kinds of SEND do you make provision for pupils at BOA Digital Technologies Academy?.....	6
How do you support students with SEND/AEN?	6
Staff expertise and professional development	10
What additional support might be available?	10
Staff expertise and professional development	10
How are parents/carers involved?	10
How are pupils involved?	11
Emotional wellbeing, relationships and bullying prevention	11
Participation in academy life and specialist facilities	11
How do we monitor progress?	11
Education, Health and Care Plans (EHCPs)	12
Examinations and access arrangements.....	12
How do we support transition?	12
How do we support preparation for adulthood?	12
What external professionals might we work with?.....	12
Accessibility	13
Who should parents contact?	13
Complaints about SEND provision.....	13
Further information.....	13
Which Local Authorities do our students come from?	13
Who are the best people to talk to about my child's difficulties with learning/SEND?	14
What should I do if I'm not happy about an aspect of the provision made for my child?	14

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.

We are committed to providing an inclusive education in which pupils with special educational needs and disabilities are supported to participate fully in school life and make progress from their individual starting points.

We recognise the four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs**

A pupil may have needs across more than one area, and support is planned according to the individual pupil rather than simply their diagnosis or identified need.

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
- ***The SEN Code of Practice (DfE, 2015)***
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_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. The academy uses fair banding in accordance with its published admissions arrangements. Applications involving an Education, Health and Care Plan (EHCP) are dealt with through the statutory consultation and naming process.

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.

In summary:

- We use a range of information to identify emerging or additional needs, including:
- Information from primary schools and previous settings.
- Parent/carer and pupil views.
- Teacher observations and concerns.
- Assessment and progress information.
- Reading, literacy and numeracy assessments.
- Behaviour, attendance and pastoral information.
- SEND screening and assessment where appropriate.
- Information from external professionals.
- Existing EHCPs and professional reports.

A diagnosis is **not required** for a pupil to receive SEND support.

What happens when a concern is identified?

Teachers are responsible for identifying barriers to learning and implementing appropriate classroom strategies through high-quality teaching. Where concerns remain, staff can make a referral to the SEND team. The SEND team may then:

- Gather information from teachers.
- Speak with the pupil.
- Contact parents/carers.
- Observe the pupil.
- Review assessment and progress information.
- Trial appropriate classroom strategies.
- Complete further screening or assessment where appropriate.
- Introduce targeted intervention.
- Seek specialist advice where required.

This forms part of the Assess → Plan → Do → Review (APDR) graduated approach.

Reviewing SEN support and involving families

SEN support is reviewed through the assess–plan–do–review cycle. The SENCo coordinates reviews with teachers, pupils and parents/carers, considering progress against agreed outcomes, the impact of strategies and any changes in need. Parents/carers of pupils receiving SEN support should be involved in discussions about progress at least three times a year, in line with the SEND Code of Practice. The academy will confirm the arrangements and timing for each pupil.

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]:

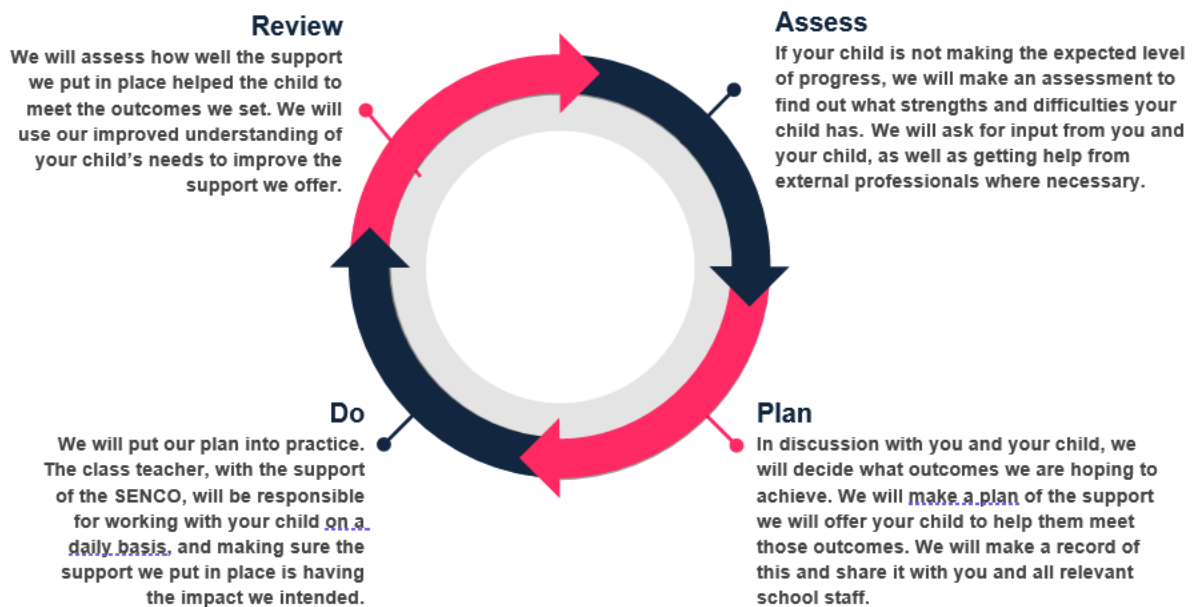
- Students who need inclusive strategies to cater for their individual ways of learning and arrangements to give full access to all opportunities.
- Each Level 1 student has an *Individual Learning Plan* outlining key data, learning strengths, barriers to learning and personalised strategies to build independence and make learning successful and enjoyable. This includes both a Pupil Passport and Targets set

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.

How do we support pupils with SEND in lessons?

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
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Organisation support Check-ins BOLT pass Reset room Co-regulation
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Writing pens

	Moderate learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation Strategic seating BOLT pass Fidget toys Organisation support Sensory circuits
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Strategic seating
	Visual impairment	Strategic seating
	Multi-sensory impairment	
	Physical impairment	Lift pass Adapted workstations

Teachers make reasonable adjustments according to individual need. These may include:

- Breaking tasks into manageable steps.
- Clear and concise instructions.
- Additional processing time.
- Visual prompts and checklists.
- Modelling and worked examples.
- Pre-teaching key vocabulary.
- Writing frames and sentence starters.
- Reduced copying.
- Assistive technology.

- Appropriate seating.
- Movement or regulation breaks.
- Adapted resources.
- Regular checking of understanding.

Strategies are recorded through the pupil's Individual Learning Plan/Pupil Passport, where appropriate.

Staff expertise and professional development

The SENCo provides advice to teachers and support staff about identifying needs, classroom adaptations, pupil passports and the graduated approach. Training needs are identified through quality assurance, staff feedback, changes in pupil need and specialist advice. Where appropriate, the academy seeks input from educational psychologists, specialist teachers, therapists and other professionals. Specific training and staffing arrangements depend on identified needs and available specialist services

What additional support might be available?

Depending upon identified need, support may include:

- Literacy intervention.
- Numeracy intervention.
- Reading intervention.
- Speech, language and communication support.
- Social communication intervention.
- SEMH/pastoral intervention.
- Emotional literacy support.
- Organisation and study-skills support.
- Mentoring.
- Small-group intervention.
- Assistive technology.
- Access arrangements.
- Specialist teacher input.

Interventions are reviewed to determine their impact and whether they should continue, change or end.

Staff expertise and professional development

The SENCo provides advice to teachers and support staff about identifying needs, classroom adaptations, pupil passports and the graduated approach. Training needs are identified through quality assurance, staff feedback, changes in pupil need and specialist advice. Where appropriate, the academy seeks input from educational psychologists, specialist teachers, therapists and other professionals. Specific training and staffing arrangements depend on identified needs and available specialist services.

How are parents/carers involved?

We recognise parents and carers as important partners in supporting pupils with SEND. Parents/carers may be involved through:

- Parents' evenings.
- Coffee Mornings.
- Individual Learning Plan reviews.
- EHCP Annual Reviews.
- Meetings with the SEND team.
- Telephone/email communication.
- Transition meetings.
- Meetings with external professionals.

Parents/carers can contact the SENCo if they have concerns about their child's learning or SEND provision.

How are pupils involved?

Pupil voice is an important part of SEND provision. Pupils are encouraged to identify what helps them learn and to discuss barriers they experience. Pupils are asked to contribute to their Individual Learning Plan/Pupil Passport and help set and review their own targets. Pupils will also be involved in evaluating the support and interventions they receive.

Emotional wellbeing, relationships and bullying prevention

Pupils with SEND can access pastoral support and, where appropriate, individual check-ins, regulation strategies, mentoring and referrals to specialist services. Staff should listen to pupil concerns, including concerns about bullying, and respond through the academy's safeguarding, anti-bullying and behaviour procedures. Reasonable adjustments and relevant SEND information should inform responses to behaviour, while maintaining clear expectations and safeguarding all pupils

Participation in academy life and specialist facilities

The academy aims to enable disabled pupils and pupils with SEND to participate in lessons, educational visits, clubs, enrichment, careers activities and wider school life alongside their peers. Individual barriers and risks are considered when planning activities, and reasonable adjustments are explored with pupils and families. These may include accessible resources, adjusted activities, communication support, appropriate staffing and assistive technology. The academy considers specialist equipment or adaptations on an individual basis, informed by professional advice and the Accessibility Plan.

How do we monitor progress?

The academy evaluates SEND provision by considering pupils' progress from starting points, attainment, attendance, participation, behaviour, progress against individual targets and EHCP outcomes, and the impact of targeted interventions. Leaders also draw on pupil and parent/carers feedback, teacher assessment, learning walks and review of classroom adaptations. Findings inform adjustments to provision, staff development and school improvement priorities.

Progress is monitored through curriculum and teacher assessments. Interventions are tracked and evaluated for impact. Attendance and behaviour information is also taken into consideration alongside pupil and parent feedback. Individual targets and EHCP outcomes are monitored where applicable.

Support is reviewed through the **Assess → Plan → Do → Review** cycle identified under the Graduated Approach,

Education, Health and Care Plans (EHCPs)

Pupils with an EHCP receive provision in accordance with their plan. The school monitors progress towards EHCP outcomes and holds an Annual Review in accordance with statutory requirements. Pupils, parents/carers, school staff and relevant professionals are invited to contribute to the review.

Examinations and access arrangements

Where assessment evidence indicates a potential need, the SEND and examinations teams consider examination access arrangements in accordance with the current JCQ requirements and awarding-body rules. Decisions are based on eligibility evidence and the pupil's normal way of working; a diagnosis alone does not automatically confer an arrangement.

How do we support transition?

Additional transition support may be provided for pupils with SEND when:

- Moving from Year 6 to Year 7.
- Moving between year groups.
- Changing schools.
- Moving into Key Stage 4.
- Preparing for post-16 education, employment or training.

Support may include additional visits, transition booklets, meetings with families, information sharing and liaison with previous or future settings.

How do we support preparation for adulthood?

From an appropriate stage, pupils are supported to consider:

- Further education and training.
- Employment and careers.
- Independent living.
- Community participation.
- Developing independence.
- Self-advocacy.

Careers advice and transition planning should reflect each pupil's individual SEND needs and aspirations.

What external professionals might we work with?

Where appropriate and with relevant consent, the school may work with services such as:

- Educational Psychology.
- Speech and Language Therapy.
- Occupational Therapy.
- Specialist teaching services.
- Child and Adolescent Mental Health Services (CAMHS).

- School nursing/health services.
- Local Authority SEND services.
- Social care.
- Early Help.
- Alternative or specialist provision.

Accessibility

The school makes reasonable adjustments to ensure pupils with disabilities can access education and participate in school life. Further information is available within the school's **Accessibility Plan**.

Who should parents contact?

Parents should normally raise concerns initially with the pupil's:

- Subject Teacher/Form Tutor → Head of Year/Pastoral Team → SEND Team/SENCo
- Parents may contact the SENCo directly where their concern specifically relates to SEND provision.

Complaints about SEND provision

Where parents/carers have concerns, we encourage them to contact the SENCo so that concerns can be discussed and addressed. If the matter cannot be resolved, parents/carers should follow the school's published complaints procedure.

Further information

Parents and carers can also access information through:

- The school's **SEND Policy**.
- The school's **Accessibility Plan**.
- The Local Authority **Local Offer**.
- The school's complaints procedure.
- Information about SENDIASS and other independent support services.
- [Home - Local Offer Birmingham](#)
- [Birmingham SENDIASS | Birmingham City Council](#)
- [Birmingham's Inclusion House](#)

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.

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:

- **Sarah Storey (Interim SENDCo)**
- Deborah Hart [Assistant Principal and SENDCo]
- Email: 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.