

5th September 2016

SENCO: Nicholas Davidson [nicholas.davidson@boa-academy.co.uk]

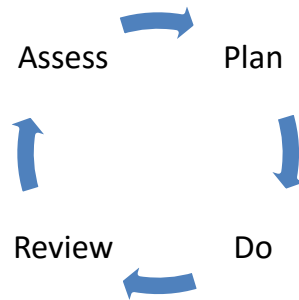
Board of Directors: M.Gibbons [Chair]

Our local offer: <http://www.boa-academy.co.uk/about-boa.php?p=147>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for all students in their care, including those with special educational needs.

[This is outlined in our Teaching & Learning folders)

	Whole School perspective [SENCO, DIRECTORS, PARENTS, OTHE PROFESSIONALS]	Classroom perspective [TEACHER]
ASSESS:	<i>Performance data tracking; Specialist assessments and screening</i>	<i>On-going assessments</i>
PLAN:	<i>Provision maps, Student profiles</i>	<i>Student profiles; Lesson plans</i>
DO:	<i>Policy into action; Mentoring; Support sessions</i>	<i>Quality First Teaching; In class support</i>
REVIEW:	<i>Person-centred review meetings; Mentoring; Day to day liaison</i>	<i>Personalised Feedback</i>

SEND Needs:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

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

However, we work with all our students on an individual and personalised level, guided by their experience of learning.

Some of the provision we offer is:

- *Quality first teaching, based on a differentiated learning route*
- *Individual mentoring and coaching; Counselling*
- *Specialist assessment, when required; Specialist equipment and resources*
- *One to one and small group teaching*
- *Access arrangements, including specialist equipment and resources*
- *A fully accessible environment with lift access to all floors, a hearing loop system, coloured coded floor levels and disabled toilets in all areas [Our Equality Scheme and Plan outlines this in more specific detail]*

As of 5/9/16, we have 104 young people receiving some form of SEND Support

[10 EHCP/S: 9 with an Educational Health Care Plan; 1 with a Statement and 94 at K: SEN SUPPORT]

We have internal processes for monitoring quality of provision and assessment of need. These include assessment data tracking every 6 weeks, consultant support, line management and performance management meetings.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
<i>Equality Scheme Audit</i>	<i>All stakeholders</i>	<i>Annually</i>
<i>Voice of BOA</i>	<i>House representatives</i>	<i>On going</i>
<i>Annual Reviews/Person-Centred Review meetings</i>	<i>Level 2 students [S and EHCP students]</i>	<i>Annually</i>
<i>Progress Review conversations</i>	<i>Level 2 students [S and EHCP students]</i>	<i>Termly</i>
<i>Mentoring</i>	<i>Level 2 students; Some Level 1 students</i>	<i>Weekly</i>
<i>Email/phone conversations</i>	<i>All students</i>	<i>On going</i>

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Key role	Area of expertise	Level
<i>SENCO</i>	<i>All four areas of need</i>	<i>BA, PGCE, PGC Lit</i>
<i>Curriculum Support Assistants</i>	<i>All four areas of need</i>	<i>BA, Level 3 Dip Specialist Support</i>
<i>School Counsellor</i>	<i>Social, Emotional and Mental Health Needs</i>	
<i>CS Teachers</i>	<i>Teaching and Learning</i>	<i>BA/BSc, PGCE</i>

Recently, we facilitated additional training on: Autistic Spectrum Disorder, Dyslexia, The SEND Code of Practice, Whole School Literacy and Numeracy, Equality, Support Strategies for SEND Learners

Staff deployment

Considerable thought, planning and preparation go into utilising our staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Individual mentoring and coaching: *Director of Curriculum Support; Curriculum Support Assistants*

Individual and small group support sessions: *Director of Curriculum Support; Curriculum Support Assistants*

Counselling: *School Counsellor*

In class support: *Curriculum Support Assistants; Core Subject Teachers [English, Maths and Science]*

We are also supported by other specialist professionals including Access To Education [Birmingham] ; Educational Psychology Service [Birmingham]; Forward Thinking [Birmingham]; and as a regional academy, professionals from other local authorities.

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

School Partnerships and Transitions

Our academic assessment for children and young people with special educational needs is moderated through our partnerships with other regional schools, a range of local authorities and a variety of other professional agencies.

This year, we worked with our feeder partners to welcome 24 young people with special educational needs or disabilities and we supported 44 young people in their transition to the next phase in education or employment.

Our approach involved: close liaison with feeder partners by e-mail, telephone and, in the case of our L2 students, face to face meetings; Open Evenings, Induction Days and individual meetings.

We closely monitor children and young people's destination data and work closely with other institutions, especially Universities and Colleges our students go on to, to secure a successful transition.

Complaints

Any initial complaints should be initially raised with the Director of Curriculum Support *[Stage 1]*.

However, our complaints procedure is outlined in the BOA General Complaints Policy for Parents & Carers [available on our website] and clarifies details for more serious concerns.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- Ensuring we have a formalised system for recording student and parent views
- Extending individual support in KS4 and Post 16
- Strengthening our provision for learners with Social, Emotional or Mental Health difficulties through work with the charity Young Minds

In preparing this report we have included staff, parents and young people through the actions tabled above and a range of Parents' Evenings, Open Week and Induction Day events

Relevant school policies underpinning this SEN Information Report include:

- Our Equality Scheme and Accessibility Plan *[See BOA website]*
- Our Local Offer *[See BOA website]*
- SEND Policy [Available from SENCO]
- Teaching and Learning Policy
- Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date to be presented to/approved by Governing Body: *September 2016*