

SEND Information Report 2021/22



<p>What types of SEN do we provide for?</p>	<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> ● Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties ● Cognition and learning, for example, dyslexia, dyspraxia, ● Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), ● Sensory and/or physical needs, for example, visual impairments, processing difficulties, epilepsy, medical needs ● Moderate and multiple learning difficulties
<p>How do we identify and assess pupils with SEN?</p>	<p>We assess each student's current skills and levels of attainment on entry, and prior attainment from Primary School data. Class teachers will make regular assessments of progress for all students and identify those whose progress:</p> <ul style="list-style-type: none"> ● Is significantly slower than that of their peers starting from the same baseline ● Fails to match or better their previous rate of progress ● Fails to close the attainment gap between them and their peers ● The attainment gap widens <p>The term progress, may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Heather Howard 01482 217898 hhoward@theboulevardacademy.com</p>

<p>What is our approach to teaching pupils with SEN?</p>	<p>Individualised approach to learning where we set realistic targets. Small group or one to one interventions with both academic and social skills focus. Pupil passports to promote student voice. Summary of needs for EHCP learners. Strategies to support across all four areas of need Second adult support across both key stage 3 and key stage 4</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>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 pupils who have SEN. We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> ● Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. <p>Adapting our resources and staffing</p> <ul style="list-style-type: none"> ● Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. ● Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc. <p>This will be differentiated for individual pupils. We also provide the following interventions: Lego Therapy, Friendship Group, Sensory and physical support, Fresh Start Phonics, Handwriting, Anger management, Headstart WRAP, Mind, Advotalk plus one to one tailored made interventions</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>All of our extra-curricular activities and school visits are available to all students. All pupils are encouraged to go on any residential trip(s) planned. All students are encouraged to take part in sports day/school plays/enrichment days and if required accessibility are made, for example partially sighted child needs support runner at Sports Day. Medical plans support students with medical needs.</p>

	No student is ever excluded from taking part in these activities because of their SEN or disability.
How do we consult parents of pupils with SEN and involve them in their child's education?	<p>Regular contact is made with students who have an EHCP and annual review meetings for year 6 students transitioning into year 7 receive an annual review meeting in the Autumn term.</p> <p>Parent consultation evenings are held for all year groups.</p> <p>Regular data and progress documents sent home to all parents.</p> <p>Parent voice is gathered through questionnaires</p> <p>The Boulevard Academy has open door policy where parents of all students are able to come and discuss any aspect of their child's learning and or behaviour.</p>
How do we consult pupils with SEN and involve them in their education?	<p>Each student in the academy has a tutor, head of year and head of phase who discusses targets, concerns, celebrates success whilst also addressing any concerns. In addition parents are consulted about the learning needs and provision for their child at parent consultation meetings, EHCP reviews and through regular home/Academy contact.</p>
How do we assess and review pupils' progress towards their outcomes?	<p>We evaluate the effectiveness of provision for students with SEN by:</p> <ul style="list-style-type: none"> ● Reviewing pupils' individual progress towards their targets each half term ● Reviewing the impact of interventions on a half termly basis ● Using pupil questionnaires ● Monitoring by the SENCO and Assistant SENCO ● Using provision maps to measure progress ● Holding parent meetings to complete referrals to external agencies ● Holding annual reviews for students with EHC plans.
How do we support pupils moving between different phases of education?	<p>We will share information with the school, college, or other setting the student is transitioning to. We will agree with parents and student's which information will be shared as part of this.</p> <p>For those transitioning to post 16 providers, we support the student in contacting the provider as well as supporting with visits and transport arrangements.</p>

<p>How do we support pupils preparing for adulthood?</p>	<p>Students have careers talks, meet with colleagues either at The Academy or through visiting speakers. Staff support students in completing applications and making contact/ arranging and confirming work experience. Meetings are also held with parent/carers as part of and in addition to the EHCP as part of the post 16 learning journey.</p>
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>We provide support for students to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> ● Students with SEN are encouraged to be part of the school council ● Students with SEN are also encouraged to be part of all extra-curricular activities to promote teamwork/building friendships etc. ● Family liaison team provide emotional support ● Wellbeing support through our dedicated wellbeing team <p>Referrals to external agency support</p>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>Our SENCO has 3 years' experience in this role and has worked as an assistant SENCO prior to starting in post. They have worked across primary, secondary, alternative provision and special school settings. They are allocated 12 hours per week to oversee SEND provision.</p> <p>Our Assistant SENCO has 7 years' experience in this role and has worked as a manager in education for over 10 years. They are allocated 8 hours a week to manage SEND provision. We have a team of 7 teaching assistants.</p> <p>The assistant SENCO support dyslexia screening and access arrangements</p> <p>We enlist the support of external agencies for personalised referrals and one to one support.</p>
<p>How will we secure specialist expertise?</p>	<p>Expertise will be secured through developing the knowledge and skills of all teachers within the Academy – “SEND is everyone’s responsibility”, is part of the ethos of the Academy. In addition, staff can access the SEND department drive to help with specific learning strategies as well as ongoing support and CPD.</p>



<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>Manipulatives and equipment required for the student to access the learning are also available for all SEND students. Appropriative texts, games and phonic resources are also available to support learning. These are allocated on a student by student basis or deployed within a classroom as part of every day teaching practice.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>Regular meetings are held with Autism Outreach, the School nurse plus through our Headstart provision and various external agencies including: Local Authority, CAMHS, Life Skills Hub, Speech and Language therapy, Educational Psychologist, IPaSS etc.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Regular reviews of:</p> <ul style="list-style-type: none"> ● Student progress data and monitoring ● Data collections- half termly ● Learning walks/observations for teaching staff and teaching assistants ● Fortnightly monitoring of second adult deployment ● Intervention reviews and evaluations for both students and staff to complete ● Student voice/ parent voice opportunities ● Whole school SEND audit/review conducted by local authority May 2022
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Quickly and effectively. The SEND team will meet and discuss any issues that arise as soon as they are known. The department are solution focused and will strive to find a resolution to a parental concern or complaint.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Principal, SENCO, Assistant SENCO, Class teacher, Tutor, Head of Year, Head of Phase, Second adults</p>
<p>What support services are available to parents?</p>	<p>School offer support through KIDs, school nurse, Headstart, Family support through Family Liaison team. Signposts to the Local Offer Hull available in reception and on the school website.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>Our contribution to the local offer is available on the school website: https://www.theboulevardacademy.com/</p>



As you may be aware, each local authority has set up a website – the local offer – as a means of providing information to all parents of children and young people with SEND. The local offer website was introduced as part of the SEND reforms alongside the introduction of EHCPs. The website has information about local services, leisure activities and where to go for support and advice relating to a child’s SEND. Ideally, the site should provide a ‘one stop shop’ for all information a parent could need about supporting their child. Our local authority’s local offer is published here:
The website is: <https://hull.mylocaloffer.org/>