



SEN information

The template is designed to meet the legislative requirements for SEN information reports, which are set out in [schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

All schools, except special schools established in hospitals, must publish an SEN information report on their website.

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What types of SEN do we provide for?

Our school currently provides additional and/or different provision for a range of needs, including:

- 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
- Moderate/severe/profound and multiple learning difficulties

How do we identify and assess pupils with SEN?

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:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This 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 SEN.

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.

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?

*Mrs Clare Sharp
The Boulevard Academy
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What is our approach to teaching pupils with SEN?

Individualised approach to learning where we set realistic targets. Each student regardless of the learning needs has an Individual Learning Plan (ILPs) and the SEND students have a personal learning plan to further identify learning strategies so the student can be successful.

How do we adapt the curriculum and learning environment?

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. This will be differentiated for individual pupils.

We also provide the following interventions:
Literacy Catch up, Read, Write, Inc. Numicon, Word Wasp, Anger Management, Headstart WRAP 1, Social Skills, Communication Skills, plus one to one tailored made interventions

We make the following adaptations to ensure all pupils' needs are met:

- 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.

	<ul style="list-style-type: none"> ● Adapting our resources and staffing ● 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>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.</p> <p>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.</p> <p>No student is ever excluded from taking part in these activities because of their SEN or disability.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>EHCP parents are met at least four times a year plus they attend Parent Consultation Evenings twice a year. ILPs are sent home after discussion and The Academy has an</p>

	<p>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>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Each student in the Academy has a mentor. The mentor 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>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<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 term ● Reviewing the impact of interventions after 6-8 weeks ● Using pupil questionnaires ● Monitoring by the SENCO and Assistant SENCO ● Using provision maps to measure progress

	<ul style="list-style-type: none"> • Holding annual reviews for students with statements of SEN or EHC plans
<p>How do we support pupils moving between different phases of education?</p>	<p>We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.</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. A peer mentor group is established with a well-regarded post 16 provision. 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 SEN 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

	<p>promote teamwork/building friendships etc.</p> <ul style="list-style-type: none"> ● Family liaison team provide emotional support ● Member of Headstart programme <p>We have a zero tolerance approach to bullying.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>Our SENCO has 1 years' experience in this role and has worked as a headteacher in the East Riding and Internationally. They are allocated 5 hours a week to manage SEN provision.</p> <p>Our Assistant SENCO has 3.5 years' experience in this role and has worked as a manager in education for 10 years. They are allocated 6 hours a week to manage SEN provision.</p> <p>We have a team of 11 learning assistants</p> <p>We use specialist staff for numeracy and assessing students for access arrangements for exams, dyslexia testing, working memory.</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 – SEN everyone’s responsibility is part of the ethos of the Academy. In addition, staff can access the SEND 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 SEN?</p>	<p>Manipulatives and equipment required for the student to access the learning are also available for all SEN students. Appropriative texts, games and phonic resources are also available to support learning. See SEN resource/intervention room.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Regular meetings are held with Autism Outreach, the School nurse plus through our Headstart provision</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Half termly assessments</p>
<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.</p>

<p>Who can young people and parents contact if they have concerns?</p>	<p>Principal, SENCo, Assistant SENCo, Class practitioner, Year leader, any staff member who teaches their child</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.</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: 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.</p> <p>The website has information about local services, leisure activities and where to go for support and advice relating to a child's SEND.</p> <p>Ideally, the site should provide a 'one stop shop' for all information a parent could need about supporting their child.</p> <p>Our local authority's local offer is published here: The website is: hull.mylocaloffer.org</p>

*This KeyDoc is featured in our article 'SEN information report: requirements'. To read the article, visit <https://schoolleaders.thekeysupport.com> and enter the reference number **11095** in the search box.*

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