

SEND Information Report

The Boulevard Academy 2024-2025

1	Provision	<p>We currently provide for children with additional needs across the following broad areas: Physical & Sensory, Communication & Interaction, Cognition & Learning and Social, Emotional & Mental Health.</p> <p>We have allocated different provisions dependent on need including Thrive+ Provision (both ALP and Nurture), a mainstream nurture pathway and a specific SEND pathway within mainstream. We have a number of pupils who are being assessed for additional needs, yet are awaiting a formal diagnosis.</p>
2	Identification	<p>Some children arrive at our school with their needs clearly identified from their previous setting.</p> <p>Every pupil's progress is closely monitored through regular meetings and consultations with parents/carers. This enables us to identify additional needs and we use specialist assessments, including using specialist agencies and support services including Speech and Language Therapy, Educational Psychology, Autism Outreach and the School Nursing Team.</p> <p>Concerns raised by parents are discussed, recorded and acted upon; the pupil is then monitored by the SENCo, using the graduated response approach.</p> <p>The mainstream school SENCo is Mrs Polly Hind. The Thrive+ SENCo is Miss Rachel Welsh.</p>
3	Pupil Numbers	<p>There are currently 165 pupils at SEND Support.</p> <p>There are currently 8 pupils with an Education, Health & Care Plan (EHCP) in the mainstream setting and 14 students with an Education, Health & Care Plan (EHCP) in the Thrive+ provision.</p> <p>There are EHCP applications pending with the LA and we are currently collecting evidence for the EHCNAR process on several students</p>
4	Parents & Carers	<p>We welcome parents/carers into school and fully encourage involvement.</p> <p>We meet with parents/carers of pupils with an EHCP each year at the Annual Review. In the interim period the SEND Team is available to meet parents/carers at Progress Evenings, receive calls, attend meetings and facilitate visits (if necessary) throughout the academic year.</p> <p>Subject teachers are available for contact throughout the school year and discuss progress at our Progress Evenings - the mainstream SENCo and ASENCo are available to meet with parents at these evenings.</p> <p>The Thrive+ Provision SENCo and staff are constantly in touch with parents, with calls made most days.</p>
5	Pupil Involvement	<p>Wherever possible, students are involved in the target setting process and are encouraged to know their targets and should know who is going to do what in order to support them to meet their targets. Students' views are sought and they agree to the targets as set.</p>
6	Assessing & Reviewing	<p>The school follows the graduated response as detailed in our SEND Policy, where we assess, plan, deliver and then review the programme for each student, increasing (where possible) or decreasing the level of support as determined by their progress.</p> <p>Progress meetings are held regularly through the QofE Team. During these meetings, the progress and support in place is discussed and reviewed against progress made.</p> <p>The Governing Body is provided with reports of progress and an overview of support.</p>

7	Exit Criteria	<p>SEND can be transient - some students may need support for their entire time at school, others may make good progress so that their attainment is in line with their peers and they no longer require support.</p> <p>We liaise with parents to decide whether support is to be continued or if it is appropriate for their child to be removed from the SEND Register.</p> <p>The progress and provisions of the child would be discussed with parents/carers and staff to determine whether a child should be removed from the SEND Register.</p>
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8	Moving Between Phases and Preparing for Post-16	<p>Relevant staff visit the primary school and speak to the Y6 Teacher and the relevant SENCo. If a meeting is not possible, a phone conversation imparts relevant information. All SEND records along with a completed transition document are received. Where possible, our SENCo's attend the Year 6 Annual Review. Early transition visits also take place for those students requiring a more bespoke transition.</p> <p>In preparation for Post-16 transition, meetings take place with careers staff and the SENCO to discuss students and their needs, ensuring continuity of appropriate support.</p>
9	Teaching	<p>We strive to be an inclusive school by all measures.</p> <p>We treat each student as an individual, taking into account their specific needs. Teachers plan lessons carefully so students with SEND can access. Elements of the curriculum have been adapted to ensure that all students are given the same opportunity and to ensure they are not restricted in their learning. Within this, differentiation is provided in a number of ways including Quality First Teaching, adult support, adaptations for learning and access to specific resources.</p> <p>Some students with SEND receive additional support via interventions, these can be ongoing (prior or 'catch up' learning) or for a block of support (structured interventions). The SENCo oversees this provision and evaluates the impact.</p> <p>Subject teachers are directly involved in the SEND as their comments are included alongside parents and students.</p>
10	Adaptations	<p>The SENCo plans the education programme, or the adjustments, following the advice and recommendations from any supporting agencies.</p> <p>We endeavour to make reasonable adjustments to the school's routine to support our learners with SEND. We provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. ELSA, Lego Therapy, social skills groups and interventions in Literacy and Numeracy. We also make adjustments to the school to accommodate all learners and to provide a purposeful and productive learning environment including a full Level 1 curriculum for KS4 learners.</p> <p>We provide the following additional Thrive+ provision for students requiring a more graduated integration into the secondary curriculum. Thrive+ Alternative Provision (Thrive+ ALP) is a SEND Unit for pupils with Social, Emotional and Mental Health needs. There is also a Thrive+ Nurture provision focusing on Communication and Interaction particularly ASD and SLCN.</p> <p>Within the mainstream, there is a KS3 SEND pathway for students to access more interventions and support as needed. In year 7 there is a specific nurture pathway for children who need more support than mainstream can usually provide.</p>

11	Staff Training	<p>All staff have access to a range of training throughout the school year, both in-house training and provided externally. Staff are asked to disseminate information and share expertise gained if attending an external course.</p> <p>We invite specialists in to support and train staff on an ongoing basis and utilise information from parents/carers about how they would like their child to be supported.</p>
12	Evaluation	<p>The SENCo monitors and evaluates provision via learning walks, work scrutiny, lesson drop-ins, and measuring the impact of interventions.</p>
13	Wider Curriculum	<p>Activities are fully accessible to students with SEND so that every learner is included. Close consultation with home is made when planning trips and activities so that the school can assist learners with SEND to access trips and activities, including providing additional adult support when necessary.</p> <p>Where possible, school will make physical adaptations to allow learners to be included.</p>



14	Social & Emotional Development	<p>Assemblies also cover a broad range of aspects and themed activities such as Anti-Bullying Week, there are themes and campaigns to raise awareness, enhance knowledge and further pupil understanding. The school collects donations for charities ie Children In Need.</p> <p>We have staff, across the provisions and within mainstream, delivering Emotional Literacy, staff dedicated to student wellbeing and counselling such as bereavement. Where a student requires a higher level of support than this, specialist agencies such as MIND and CAMHS are requested.</p>
15	Agencies	<p>Each student's needs are managed on an individual basis, with school involving agencies as and when appropriate. School has excellent links with a wide range of professionals offering a wide range of support to families. We involve other agencies in agreement with parents and as part of our graduated response.</p>