

BIRMINGHAM ORMISTON ACADEMY
CURRICULUM SUPPORT - LOCAL OFFER

'Supporting Independence'

BOA AND INCLUSION:

We are committed to making facilities and learning accessible to all of our students. 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. Progress is closely tracked and new provision quickly implemented. We also make sure that the views and feelings of students and parents guide the direction of all aspects of our work.

We are 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 (DfES, 2014)***

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

DO STUDENTS WITH SPECIAL EDUCATIONAL NEEDS [SEND] AND DISABILITIES OR ADDITIONAL EDUCATIONAL NEEDS [AEN] COME TO BOA?

Providing students are able to demonstrate aptitude within the chosen pathway via the aptitude workshop, the academy welcomes applications from all students.

We are a fully accessible academy and benefit for lift access to all floors, a hearing loop system, coloured coded floor levels and disabled toilets in all areas.

HOW ARE STUDENTS WITH SEND/AEN IDENTIFIED?

The Application Form

We encourage all students who have or have had a special educational need and disability or and additional need to complete the relevant section on the application form.

Transition work

If successful, we then spend time in the summer term working closely with previous schools and agencies to collect transitional information. We also talk to parents and students at Open Evenings and Induction Days to gather as much information as possible. This information is then used to provide the necessary support required to make an easy transition into BOA life.

Baseline Assessments

KS4 students participate in a range of baseline assessments during their first week at BOA. This ensures they are in the right groups for learning and they are able to be fully supported in making accelerated progress in their Pathway or Additional Studies.

More specific, diagnostic assessments are carried out if they are required.

Students, Parents and Teachers

However, if any student, parent or teacher have any concerns, they can contact Mr Davidson [Room 509; nicholas.davidson@boa-academy.co.uk; 0121 359 9300].

HOW DO WE SUPPORT SEND/AEN STUDENTS?:

At BOA, we use a graduated approach to meet individual need. For the majority of students, quality first classroom teaching will meet their learning needs. Some may require the curriculum to be slightly adapted or differentiated for the individual to access the curriculum 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 a **Learning Profile** outlining key data, learning strengths, barriers to learning and personalized strategies to build independence and make learning successful and enjoyable.*

Level 2 [EDUCATIONAL HEALTH CARE PLAN]:

Students who have [or have had] a local authority statement or 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.*

***Termly 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*

We are committed to a person-centred 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.

WHAT PROVISION IS AVAILABLE?:

Students are supported in a variety of differentiated and personalised ways:

- *Quality first, inclusive teaching*
- *One to one and small group sessions*

- *In class support*
- *Individual mentoring and coaching*
- *Pastoral care [Form tutor; Head of House; Assistant Principal]*
- *Counselling*
- *Individual learning profiles and targets*
- *Access arrangements for assessments*
- *Specialist support from Access to Education [Learning] and other specialist agencies*
- *Specialist equipment as and when required*

WHO CAN I TALK TO ABOUT SEND/AEN?

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:

Mrs Collett [Director of Curriculum Support and SENCO]

nicholas.davidson@boa-academy.co.uk

0121 359 9300

Miss Care [Curriculum Support Assistant]

samantha.care@boa-academy.co.uk

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