



BOA Special Educational Needs and Disabilities (SEND) Policy and SEND Information Report

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1. Aims

At BOA Creative, Digital and Performing Arts Academy (BOA), we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment that caters to the needs of every child as an individual. We are committed to inclusion within the curriculum and participation in all aspects of academy life.

BOA adopts a whole-academy approach to Special Educational Needs and Disabilities (SEND). All staff work to ensure inclusion of all students. The academy is committed to ensuring that students with SEND can fulfil their potential and achieve optimal educational outcomes, prepared for adult life.

The academy is committed to complying with the Equality Act 2010. We will not discriminate against any student because of SEND and will make reasonable adjustments to ensure students can access the education, facilities and opportunities provided at BOA on an equal basis with their peers.

Our SEND Policy and SEND Information Report aims to:

- set out how our academy will support and make provision for students with SEND
- explain the roles and responsibilities of everyone involved in providing for students with SEND.

2. Legislation and Guidance

This policy and information report is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice: 0-25 Years* (2015) and the following guidance documents/legislation:

- Part 3 of the Children and Families Act 2014, which sets out a school's responsibilities for students with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEND Coordinators (SENDCOs) and SEND Information Reports
- The Equality Act 2010
- Current Joint Council for Qualifications (JCQ) regulations, including *Access Arrangements and Reasonable Adjustments* (March 2026).

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age; or
- a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Special educational provision is defined as educational or training provision that is additional to, or different from, the provision made generally for other children or young people of the same age in mainstream schools.

4. Roles and Responsibilities

4.1 The SENDCO

The SENDCO is: Phillippa Nesbitt.

- Email: phillippa.nesbitt@boa-academy.co.uk
- Telephone: 0121 359 9300

The SENDCO has day-to-day responsibility for the operation of the SEND policy and coordination of provision for students with SEND, overseeing a Curriculum Support team that includes an Assistant SENDCO and Teaching Assistants (TAs), including one Higher Level Teaching Assistant (HLTA).

The SENDCO will:

- work with the Principal and Governing Board to determine the strategic development of SEND provision, informed by continual evaluative processes
- oversee the implementation of the SEND policy across the academy, coordinating provision for students with SEND, including those with Education, Health and Care Plans (EHCPs)
- work with students, parents/carers, BOA staff and external agencies to ensure students with SEND receive appropriate support and Quality First Teaching
- advise and train staff on the graduated approach, supporting them to identify and meet additional needs
- oversee the provision of examination access arrangements (EAs) in accordance with current JCQ regulations
- ensure that updates to students' learning profiles and/or EAs are shared effectively with students, parents/carers and relevant members of staff
- oversee the statutory annual review of EHCPs and act more generally as the point of contact for external agencies, especially the local authority and its support services
- support transition arrangements between phases of education, liaising as necessary with potential next providers to ensure students and parents/carers are supported and informed
- ensure accurate and up-to-date SEND records are maintained, with evidence of need and normal way of working gathered as necessary for the purposes of JCQ inspections
- advise on the deployment of the academy's delegated budget and resources to meet students' needs effectively
- ensure compliance with the Equality Act 2010 and reasonable adjustment duties.

4.2 SEND Governor

The Governing Board includes a designated SEND Governor: Sarah-Louise Bridgewater.

The SEND Governor will:

- work with the Principal and SENDCO to determine the strategic development of SEND provision within the academy, to be reflected in updates to the SEND policy
- monitor implementation of this policy and the quality/effectiveness of SEND provision, providing updates to the Governing Board
- receive reports on SEND outcomes, attendance and participation
- meet regularly with the SENDCO
- ensure statutory duties relating to SEND are fulfilled
- undertake appropriate SEND training to enable strategic oversight.

4.3 The Principal

The Principal will:

- work with the SENDCO and SEND Governor to determine the strategic development of SEND provision within the academy, to be reflected in updates to the SEND policy
- have overall responsibility for the provision and progress of students with SEND.

4.4 Teachers

Members of teaching staff are responsible for:

- the progress and development of every student they teach
- providing Quality First Teaching and adaptive practice as the first response to additional needs, working closely with TAs and specialist staff to plan and assess the impact of support
- working with the SENDCO to review each student's progress and decide on any changes to provision, maintaining evidence of normal way of working where EAs may be appropriate
- ensuring they follow this SEND policy.

5. SEND Information Report

5.1 Areas of Need

The academy provides special educational provision for students across the four broad areas of need identified in the *SEND Code of Practice*:

- Cognition and Learning: this category covers a range of specific learning difficulties which may impact primarily on academic ability/performance, including dyslexia, dyscalculia, dyspraxia, and processing/memory difficulties
- Communication and Interaction: speech, language and communication needs fall under this category and range from developmental language delay to difficulties with social interaction and communication which may affect students with autism
- Social, Emotional and Mental Health (SEMH): this category includes anxiety, obsessive compulsive disorder (OCD), demand avoidant behaviours, behavioural and emotional regulation difficulties, including those associated with ADHD, attachment difficulties, trauma, and emotionally-based school avoidance
- Sensory and Physical: this category includes visual impairment, hearing impairment, sensory processing difficulties, and physical disabilities.

5.2 Identifying Students with SEND

We assess each student's current skills and levels of attainment on entry, building on information provided during the admissions process and from previous settings and key stages as appropriate. Teachers also make regular assessments to monitor and identify students whose progress:

- is significantly slower than the progress made by peers starting from the same baseline
- fails to match or better the student's previous rate of progress
- fails to close, or widens, the attainment gap between the student and their peers.

Slow progress and/or low attainment do not automatically mean a student has SEND. The need for special educational provision may also be identified by progress in areas other than attainment, such as social interaction and communication, initiating and maintaining friendships, emotional regulation and/or resilience and emotional maturity.

Students who are identified – during the admissions process (including the pre-enrolment Transition Survey), on entry, or later in their studies – as requiring provision that is additional to or different from what is ordinarily available may receive the provision of SEND support in accordance with the *SEND Code of Practice*, recorded on our SEND register under one of the following categories:

- **Monitoring:** students requiring short-term monitoring to determine next steps – this is an internal category and does not constitute SEND Support under the *SEND Code of Practice*
- **SEND Support (K code):** students who require special educational provision that is additional to or different from that generally available to students of the same age
- **EHCP:** students whose provision is specified within an Education, Health and Care Plan.

When deciding whether special educational provision is required, we begin with desired outcomes, including the student's expected progress and attainment, their views and wishes (including career aspirations), and the views and wishes of parents/carers. We then determine the support that is required and whether (a) we can provide it by adapting our core offer, or (b) if something additional or different is needed.

Our cyclical process for determining the special educational provision that is required and reviewing its impact, following the graduated approach outlined within the *SEND Code of Practice*, is described in Section 5.6 below.

5.3 Consulting and Involving Parents/Carers

We value parents/carers as key partners in our students' education and actively seek and welcome feedback and communication. It is always our intention to address any concerns or queries as promptly as possible so that students and their parents/carers can feel confident about the SEND support we provide.

We will:

- involve parents/carers in decisions regarding SEND support
- seek parent/carer views during assessment and review processes, including but not limited to information submitted at the point of application and through the pre-enrolment Transition Survey, and as part of the ongoing Learning Profile review schedule detailed in Section 5.6
- share Learning Profiles and EAAs for feedback and to check for errors/omissions
- provide opportunities for ongoing communication with the SEND team
- work collaboratively when setting outcomes and reviewing progress
- signpost parents/carers to independent advice and support services where appropriate.

To discuss the possibility of SEND requirements, including EAAs, of students not currently receiving support from the SEND team, parents/carers should contact the SENDCO (contact details above).

Whilst we will always do our best to accommodate reasonable requests for which there is evidence of need and a positive impact can be established through our assessment and review processes, please note we are bound by some practical limitations in what we can offer as a mainstream school and by regulations/guidelines such as JCQ regulations for EAAs.

Where disagreements arise, every effort will be made to resolve concerns informally before progressing through the academy's formal complaints procedure (see Section 5.22). In the first

instance, parents/carers are encouraged to raise any concerns on an informal basis directly, as appropriate, with the relevant teacher or with the SENDCO (contact details above).

5.4 Consulting and Involving Students

Student voice forms a key part of our assessment and review processes and informs future provision, with students actively encouraged to participate in decisions about their education and support.

We will:

- gather students' views at regular intervals during their time at BOA as well as having an 'open door' approach in listening to students' concerns or queries as they arise
- involve students in the drafting and review of Learning Profiles, encouraging them to identify and reflect upon the effectiveness of any strategies/arrangements (including EAAs) that may help their learning and/or help them to overcome barriers caused by SEND
- communicate any decisions taken by the academy and listen openly to students' feedback
- ensure students contribute to the annual reviews of EHCPs
- consider students' aspirations when planning support in preparation for adulthood.

5.5 Admissions Process and Reasonable Adjustments During Aptitude Workshops

Identification of need begins when applications are first submitted and students are invited to attend aptitude workshops. As part of the application form, parents/carers will complete an Aptitude Support Survey that asks them to identify any SEND or reasonable adjustment requirements. Where reasonable adjustments are requested, a member of the SEND team will contact parents/carers to discuss any appropriate support that is both practicable and consistent with our admissions policy; any agreed arrangements will then be confirmed in writing in advance of the workshops taking place.

For students invited to the second round of aptitude workshops, the SEND team will revisit the Aptitude Support Survey and reconfirm any reasonable adjustments through consultation with parents/carers, personalising or adjusting the support as necessary and where possible.

Reasonable adjustments may include, at the discretion of the SENDCO and Principal:

- personalised meet and greet
- supervised rest/movement breaks
- TA support
- adapted materials
- a reader
- additional time where appropriate
- regular check-ins.

For students with EHCPs, the SENDCO will contact parents/carers to clarify needs, discuss provision and offer an introductory SEND tour for students who may not have visited BOA previously. Once offers have been made, parents/carers of students with EHCPs will also be invited to meet with the SENDCO and Principal to explore how provision will be met in the academy and ensure that BOA will be an appropriate placement in which the student can achieve desired outcomes.

No applicant will be treated less favourably during the admissions process because of their SEND requirements.

5.6 The Graduated Approach: Assess, Plan, Do, Review

To support students with SEND, the academy follows the graduated approach outlined within the *SEND Code of Practice* by identifying students' needs early and providing support that is tailored to individual needs. Progress is monitored carefully through an Assess, Plan, Do, Review cycle, with strategies and interventions (including EAAs) adjusted carefully so that students can make the best possible progress. We work closely with students themselves, parents/carers, teachers and external professionals where appropriate to ensure our SEND support remains effective and responsive.

Assess

During the Assess stage, we gather information to determine whether students require special educational provision, and if so, what support will be most appropriate. For students joining BOA, this begins at the point of application; as outlined in Section 5.5, we act on information received through the Aptitude Support Survey and subsequent communication with parents/carers. Once offers have been made, we gather further information through the Transition Survey completed by parents/carers and by contacting previous settings to request students' SEND records, including any necessary evidence relating to EAAs (see Section 5.10). The Year 10 and Year 12 Information Evenings provide another opportunity for students and parents/carers to share information and ask questions, and for the SENDCO/SEND team to address any concerns or queries raised with them. This evidence gathering prior to enrolment allows the SEND team to build a preliminary picture of a student's need for special educational provision, which informs the next stage in the Assess, Plan, Do, Review cycle.

We recognise that some students' needs may only emerge after enrolment or may become more apparent as academic demands increase. For students who are not identified as requiring special educational provision at the point of joining BOA – namely, through information provided to the SEND team through the Aptitude Support Survey and Transition Survey and from previous settings – parents/carers should contact the SENDCO (contact details above) should they wish to discuss the possibility of SEND requirements, including EAAs, based on observations or concerns regarding their child's progress or patterns of behaviour – and students themselves may likewise self-refer. It is useful, in such circumstances, to make contact as early as possible – especially with reference to JCQ regulations for EAAs (see Section 5.10) – and to provide information as relevant on experiences at home, developmental milestones, and educational history to contextualise current observations.

The *SEND Code of Practice* sets out the initial responsibility of the teacher to meet the educational needs of their students. As well as monitoring the progress of students with SEND (see Section 5.12), teachers will be alert to indications that previously-unidentified students may have SEND and require special educational provision, based on the indications described in Section 5.2. If concerns persist despite initial attempts to address any issues through Quality First Teaching, the teacher will make a referral to the SENDCO, outlining their concerns with evidence and describing the adaptive strategies and approaches already attempted. In their initial attempts to improve student progress, teachers will draw on their professional expertise in utilising high-quality inclusive approaches understood as falling within the category of 'universal support' (see Section 5.7); they will not trial any EAAs – that is, approaches that would be replicated ultimately in external examinations – without first consulting the SENDCO, thus avoiding the inadvertent implementation of EAAs that may not be possible within JCQ regulations. Teachers are aware that EAAs must reflect a student's normal way of working, be supported by evidence of need and meet JCQ eligibility requirements, and it is therefore expected that referrals to the SENDCO will be made in good time, normally within the academic year of entry.

Where new concerns are identified through student, parent/carer and/or teacher referral, the SENDCO will carry out a clear analysis of need to identify whether the student requires special educational provision, and if so, what support will be most appropriate. Outcomes will then be communicated as required to students themselves, parents/carers and/or teachers, with the Assess, Plan, Do, Review cycle beginning as necessary for students found to require SEND provision.

As outlined in Section 5.10, students joining BOA with previously approved EAAs will normally receive provisional continuation of those arrangements, subject to our receipt of appropriate supporting evidence. During the provisional period, we will gather evidence relating to the student's need, normal way of working and the effectiveness of the arrangement.

Plan

During the Plan stage, if a need for special educational provision has been identified, the SEND team will produce an individual Learning Profile, identifying strengths, barriers to learning, recommended strategies/support arrangements, and provisional EAAs where applicable (see Section 5.10), drawing upon all information gathered during the Assess stage to formulate an approach to help students access the curriculum, make progress and achieve expected outcomes. Students with SEND will be recorded on the academy SEND register to ensure teachers are always fully aware which students require additional support, including EAAs for any internal assessments or mock examinations.

For students joining the academy in Year 10 or Year 12, Learning Profiles will be shared with teachers before enrolment to ensure consistency of support from previous settings and to enable teachers to make appropriate preparations/adaptations for lessons, referring to training materials on evidence-based strategies and cases studies from the SEND team as required. Likewise, for students identified as requiring SEND support later in their BOA studies, or when Learning Profiles are updated in subsequent cycles, Learning Profiles will be shared with teachers at the earliest opportunity.

Do

During the Do stage, teacher will take primary responsibility for implementing agreed strategies and delivering Quality First Teaching. Support will be provided at the level most appropriate to students' needs (see Section 5.7), utilising high-quality inclusive teaching approaches (universal support) along with more targeted approaches as necessary and/or set out in individual Learning Profiles. Teachers will ensure that all provisional and confirmed EAAs are provided to students as a matter of course.

Review

During the Review stage, following the schedule below, we will gather feedback to evaluate what is working well for the student and identify where adjustments are needed to improve provision, including any changes required to the Learning Profile so that it can accurately reflect personalised needs and the most effective strategies for overcoming barriers to learning and assessments. After review, updates will be made as necessary to the Learning Profile to inform the subsequent cycle.

As well as providing an opportunity for concerns/queries to be raised, we will seek feedback from:

- students – on how they feel about their access to learning and assessments through the provision outlined in their Learning Profile
- parents/carers – on how well they feel the Learning Profile (including any EAAs) caters to their child's SEND requirements, with a check made for any errors/omissions

- teachers – on progress made, observations from lessons and marking, and the effectiveness of current provision, along with recommendations for adjusted provision.

Learning Profiles will be created/reviewed to the following schedule throughout the academic year, or more frequently as required in individual cases, including students with EHCPs:

- Terms 1-2 (September-December): initial reviews for Year 10 and Year 12 Learning Profiles, and last reviews for Year 11 and Year 13 Learning Profiles before the EAA confirmation deadline (see Section 5.10), involving feedback from students, parents/carers, and teachers; priority is given to students with external examinations in the November series, students with EHCPs, and students with additional vulnerabilities (see Sections 5.13, 5.14 and 5.15)
- Terms 3-4 (January-March): intermediary reviews for Year 10 and Year 12 Learning Profiles, and final reviews for Year 11 and Year 13 Learning Profiles, with students, parents/carers, and teachers invited to provide feedback, particularly in response to any amendments made from the reviews in Terms 1-2; for new applicants, the Aptitude Support Survey is used by the SEND team to make contact with parents/carers requesting reasonable adjustments
- Terms 5-6 (April-July): post-mock examination reviews for Year 10 and Year 12 Learning Profiles, involving feedback from students, parents/carers, and teachers; for offer holders, the Transition Survey is used by the SEND team to make contact with parents/carers and previous settings to gather evidence as required to create new Learning Profiles to share with teachers ahead of September enrolment.

Outside this schedule, we appreciate and act upon communication received from students and/or parents/carers at any point in the year. If parents/carers feel that the Learning Profile (including EAAs) requires reconsideration or amendment, they are encouraged to contact the SENDCO (contact details above) at the earliest opportunity, especially where relevant to EAAs (see Section 5.10).

Students and parents/carers will be consulted and actively involved in any decision-making that relates to ongoing support and/or the provision of EAAs (see Section 5.10). Where concerns persist at the Review stage for students with SEND regarding their rate of progress and/or projected outcomes, or the likelihood they will leave BOA prepared for adult life, the SENDCO may at this stage – usually after two cycles – consider a change in the level of support provided (see Section 5.7).

5.7 Levels of Support

In line with the *SEND Code of Practice*, our provision is delivered through a three-tiered system of support: universal, targeted, and specialist provision. Students receive support at the level most appropriate to their needs, beginning with high-quality inclusive teaching and progressing to additional targeted or specialist interventions where required. Through the graduated approach (see Section 5.6), the level of support is regularly evaluated and adjusted to ensure each student receives the right provision at the right time.

At every level of support, teachers and relevant staff will draw upon evidence-based guidance to make provision as effective as possible (see Education Endowment Fund, *Guide to Inclusive Teaching* (2026): <https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching>).

Wave 1: Universal Support

Universal support is the foundation of inclusive education and is available to all students through Quality First Teaching. Teachers will use universal approaches such as scaffolding, adaptive teaching,

clear routines, deliberate 'wait time' after questioning, pre-teaching of vocabulary, and other reasonable adjustments to ensure every student can access the curriculum and make progress. At this level, most students' needs can be met effectively within the classroom environment without the need for additional specialist intervention.

Quality First Teaching is our primary approach for meeting the needs of students with SEND, supported by guidance from the SEND team and Learning Profiles.

Wave 2: Targeted Support

Targeted support is provided when a student requires additional help beyond universal provision to address specific barriers to learning. Strategies and approaches may include:

- short-term interventions to improve and consolidate skills, knowledge and understanding, either in a 1:1 or small group format
- targeted classroom support and strategic grouping
- literacy and/or numeracy interventions
- social skills development and/or additional pastoral support.

Teachers will draw upon evidence-based guidance to deploy and work collaboratively with TAs as effectively as possible (see Education Endowment Fund, *Deployment of Teaching Assistants* (2025): <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>). Careful monitoring will determine whether the support is helping the student to make expected progress.

Wave 3: Specialist Support

Specialist support is designed for students who require highly personalised provision. This level of support often involves input from external professionals such as educational psychologists, specialist teachers, speech and language therapists, occupational therapists and/or health services. Provision is tailored to the individual student's needs and may be supported through an EHCP requiring a coordinated, multi-agency approach.

Where support is required at this level, referrals may be made to specialist services such as:

Cognition and Learning

- Pupil Support Services (PSS)

Communication and Interaction

- Communication and Autism Team (CAT)
- Speech and Language Therapy

SEMH

- Child and Adolescent Mental Health Services (CAMHS)
- Forward Thinking Birmingham
- Counselling services, e.g. bereavement
- Educational Psychologist

Sensory and Physical

- Visual Impairment Service
- Hearing Impairment Service
- Occupational Therapy

We receive an allocated number of hours from PSS and CAT but can also buy-in traded services, which form part of the 'local offer' (see Section 5.21). We will also be glad to make parents/carers aware of additional services: CAT, for instance, runs courses and drop-ins for parents/carers and the Birmingham SEND 'local offer' website signposts community organisations to support families.

Following referrals, specialists from the relevant agency will generally make an initial visit to the academy to assess the need for further intervention, producing recommendations to support the student in school and at home. Recommendations from external agencies will be incorporated into our provision and reviewed regularly, usually over the course of two six-week cycles.

Please note that practitioners from these agencies cannot diagnose a specific learning difficulty, though they can offer advice for the next steps (see Section 5.8).

5.8 Formal Assessments and Diagnoses

Where parents/carers wish to pursue a formal assessment or diagnosis, the most appropriate referral route will depend upon the area of need. These may involve:

- a GP or other health professional
- community paediatric services
- CAMHS
- educational psychologists
- specialist teachers
- independently commissioned assessments.

The academy may provide educational evidence to support referrals but we do not make medical diagnoses. For instance, if parents/carers wish to pursue an assessment or diagnosis for any condition arising from neurodiversity, this must come via a health route: we can provide school-based evidence as part of a referral, but the primary contact will be a GP. To request evidence from the academy, or for further information or guidance on seeking a formal assessment or diagnosis, parents/carers should contact the SENDCO (contact details above).

Please note that a diagnosis may contribute to evidence gathering but does not automatically mean a student requires special educational provision. Decisions will be based on a holistic evaluation of the student's individual needs. For information on how this relates to EAAs, see Section 5.10 below.

5.9 Higher Needs Funding and EHCP Requests

Where a student continues to experience significant difficulties despite graduated support, we may seek additional funding through local authority processes. In exceptional circumstances, the academy or parents/carers may request an Education, Health and Care Needs Assessment, with the aim of securing higher needs funding through an EHCP. To explore the suitability of these options, parents/carers should contact the SENDCO (contact details above).

5.10 Examination Access Arrangements (EAAs)

The purpose of EAAs, as defined by JCQ and the *SEND Code of Practice*, is to remove barriers to assessment for candidates with SEND so they can demonstrate their knowledge and skills on an equal footing to other candidates, with the same standards applied. In our provision of EAAs, the academy follows current JCQ regulations, including *Access Arrangements and Reasonable Adjustments* (March 2026), with EAAs granted to students only where they:

- reflect a student's normal way of working
- are supported by appropriate evidence of need, such as: teacher observations, attainment data, specialist assessments, medical or professional reports
- meet JCQ eligibility requirements.

Please note that a diagnosis alone does not automatically entitle a student to an EAA. Equally, in some circumstances, a diagnosis is not required where JCQ regulations permit EAAs on the basis of need and evidence.

In our EAA processes, as detailed below in this section, we ensure that:

- students are not disadvantaged by their transfer from another setting
- EAAs are confirmed sufficiently early to enable use (at least on a provisional or trial basis) in internal assessments, mock examinations and (once confirmed) external examinations
- EAAs are reviewed periodically to ensure they remain appropriate and justified by need
- centre-delegated arrangements and the completion of Form 8 and Form 9 (Profile of Need) documentation are managed in accordance with the current JCQ regulations and with applications made within published JCQ deadlines.

Provisional EAA Status

Our students arrive from other settings less than two years before commencing public examinations. To minimise disruption to their progress, where there is credible evidence that an EAA was previously approved and routinely used, we may therefore grant provisional EAA status – a temporary internal arrangement (not a JCQ designation) that recognises previous evidence while we gather our own evidence in relation to a student's SEND, normal way of working and the effectiveness of any EAAs.

Examples of EAAs include: 25% extra time; reader; computer reader; word processor; supervised rest breaks; prompt; assistive technology. As they should reflect a student's normal way of working, any EAAs granted provisionally will be put in place during lessons (as relevant and where practicable) as well as for internal assessments and mock examinations.

Following review, provisional EAAs will either be confirmed, amended or withdrawn in accordance with current JCQ regulations. The existence of a diagnosis does not create an automatic entitlement to EAAs, nor is continuation guaranteed of a previously approved EAA, as all decisions will be based on a student's current educational needs and normal way of working, along with any assessment evidence required under JCQ regulations.

Information Gathering

Following the acceptance of a place, the SEND team will seek as relevant:

- previous setting documentation, such as: SEND records, Learning Support Plans, EHCP documentation, previous Form 8 and/or Form 9 (Profile of Need), assessor reports, evidence of approved EAAs, mock examination records, evidence of normal way of working
- information from parents/carers, such as: copies of relevant diagnoses, reports from medical professionals, educational psychologists and/or specialist teachers, information regarding previous support strategies
- student voice, asking: which EAAs students have used previously, how frequently they were used, how helpful they were, and whether students wish to retain/amend them.

A provisional EAA may be granted where sufficient preliminary evidence exists, such as:

- Form 8 or Form 9 (Profile of Need) documentation transferred from a previous setting
- EHCP showing EAAs
- medical evidence of an ongoing need
- robust school records showing established use at a previous setting.

We will endeavour to obtain information from previous settings before students enrol; however, it is not always possible to have everything necessary for us to grant provisional EAA status in advance of students starting with us – this may be due, for instance, to data restrictions affecting when other settings can transfer information to us. Parents/carers may wish to request relevant documentation from previous settings themselves and send it to us directly.

Evidence from teachers and of normal way of working are both essential under JCQ regulations. Where a specialist assessment is also required, the SENDCO may seek approval from parents/carers to arrange such an assessment or recommend that parents/carers take such a route themselves (see Section 5.8). For specialist assessments arranged by the academy, every effort will be made to complete the process in good time, normally no later than 30 June in the academic year of entry, so that any subsequently confirmed EAAs will be fully embedded in students' normal way of working before external examinations. Please note that specialist assessments are not scheduled for students automatically or solely on the basis of a request but in circumstances where:

- evidence indicates likely eligibility
- a specialist assessment has not been undertaken previously or is no longer valid
- normal way of working has already been demonstrated.

Alongside evidence obtained from specialist assessments commissioned by the academy and/or formal assessments or diagnoses secured through other routes (see Section 5.8), the academy will gather information on the need for and effectiveness of EAAs through the graduated approach and Learning Profile review process (see Section 5.6). This will include feedback and evidence from:

- students – on whether provisional EAAs help them to access learning and assessments effectively, reducing identified barriers
- parents/carers – on their understanding of the student's experiences, and any concerns or observations regarding the student's ability to access learning and assessment activities
- teachers – on the student's normal way of working in lessons, the effectiveness of EAAs in supporting access to learning, and whether EAAs enable the student to demonstrate their skills and knowledge on an equal footing (without giving an unfair advantage), and providing evidence from classwork, internal assessments and mock examinations.

Consideration of New EAAs

We recognise that some students' needs may only emerge after enrolment or may become more apparent as academic demands increase. The granting of EAAs may therefore be considered as part of the graduated approach (see Section 5.6), responding to:

- concerns raised by students themselves, parents/carers and/or teachers
- observations made by the SEND team
- evidence from internal assessments, mock examinations and/or progress reviews
- emerging medical or mental health diagnoses.

In all cases where new EAAs are considered, we will follow current JCQ regulations and the principle that EAAs must reflect a student's normal way of working, be supported by evidence of need, and be appropriate to the student's presenting difficulties. EAAs will not be granted solely on the basis of a diagnosis or request, and new EAAs will be introduced initially on a provisional basis as described in the sub-sections above, then confirmed, amended or withdrawn following review.

Review and Confirmation

The final stage of the process involves a thorough review of all relevant evidence for each EAA that has been granted provisionally, including but not limited to:

- specialist assessment evidence and/or diagnoses (where applicable)
- teacher evidence
- evidence of the student's normal way of working, including (where applicable) copies of internal assessments and/or mock examinations with teacher commentary
- SEND documentation, including amended drafts of a student's Learning Profile and records of implemented support strategies.

Once the SENDCO is satisfied that sufficient evidence is in place and the necessary regulatory requirements are met, we will amend the EAA from provisional to confirmed status, and (as required) the SENDCO will complete a Form 8 application through Access Arrangements Online or a Form 9 (Profile of Need) as part of the evidence base for centre-delegated arrangements. Students, parents/carers and relevant staff (including the Examinations Officer) will be notified of this change to ensure continued implementation of the EAA during lessons (as relevant and where practicable) as well as for internal assessments, mock examinations and external examinations. Confirmed EAAs are subject to ongoing review, with confirmed status suspended or removed as required, ensuring the EAAs remain appropriate to the student's needs and supported by evidence.

Where the evidence threshold has not been met at the point of review, the SENDCO may decide to:

- extend provisional EAA status on a temporary basis to allow time for additional evidence gathering, including specialist assessments where required
- amend the EAA to reflect more suitably the student's needs, as supported by evidence and accepting any practical limitations in what we can offer as a mainstream school
- withdraw the EAA entirely.

All decisions will be communicated promptly to students, parents/carers and relevant staff, allowing time for feedback and the exploration of alternative approaches where necessary.

Deadlines

To allow time where required for additional evidence gathering before external examinations, students' provisional EAAs will be reviewed as early as possible in their academic year of entry.

Please note that students cannot have EAAs in place for external examinations until they have been confirmed – this is particularly relevant to students taking controlled assessments and/or GCSE resit or Functional Skills examinations in Year 12, who will be prioritised accordingly.

For external examinations taking place in the May/June examination series of Year 11/Year 13, to ensure compliance with JCQ processes and to establish a robust evidence base, the academy aims wherever possible to confirm EAAs no later than:

- for Key Stage 4 (Years 10-11): 31 October of Year 11
- for Key Stage 5 (Years 12-13): 31 October of Year 13.

Requests made after these dates will still be considered; however, implementation may be constrained by available evidence, specialist assessment capacity may be limited, and JCQ application deadlines may affect what can reasonably be put in place. The academy cannot guarantee that EAAs first requested shortly before external examinations can be approved in time for that examination series as all arrangements must be supported by evidence of need and a demonstrable normal way of working.

Emergency or Exceptional Cases

The Academy recognises that some students may experience:

- sudden illness or injury
- significant deterioration in health
- acute mental health difficulties
- newly diagnosed medical conditions.

In such circumstances, the SENDCO and Examinations Officer will consider appropriate arrangements and/or reasonable adjustments in line with current JCQ regulations and available evidence, even where the standard timescales outlined above cannot reasonably be met; however, the constraints listed in the previous sub-section may still be applicable and limit what we can put in place.

5.11 Supporting Students Moving Between Phases

For students joining BOA, the transition process begins at application. Ahead of aptitude workshops (see Section 5.5), a member of the SEND team will contact the parents/carers of students for whom SEND requirements have been declared. Following offers and ahead of students joining the academy in September (see Section 5.6), we will :

- construct Learning Profiles through a range of information-gathering activities involving parents/carers, students and previous settings to share with relevant staff
- offer an extra transition day for students with SEND during which they meet the SENDCO and the SEND team as well as their tutors and pathway teachers, aiming to reduce anxiety that may build up during the summer break
- arrange extra tours of the academy as requested by parents/carers. To arrange an extra tour, parents/carers should contact the SENDCO (contact details above).

We are equally committed to preparing current students for their destinations beyond BOA, whether that be post-16 or post-18. As well as providing bespoke support in response to students' individual circumstances, we will:

- assist students with SEND in researching their choices, in addition to the impartial information, advice and guidance provided through 1:1 careers meetings with a Level 6-qualified, independent careers adviser, for which students with SEND are prioritised
- advocate for students' needs through liaison with student services and in collaboration with parents/carers
- ensure that all paperwork relating to EAAs is transferred upon request to future settings, students and/or parent/carers, as may be required for future courses/qualifications

- prepare students with SEND for a successful transition into adult life by embedding independence and future aspirations into our classroom provision and additional support
- equip students with SEND with the appropriate critical thinking, study and independent learning skills and digital literacy required for future pathways and lifelong autonomy, doing so through the taught curriculum as well as targeted interventions
- provide opportunities to learn about work, including meaningful work experience, to help students develop tangible employability skills
- remain available as a source of advice and guidance after students have left BOA, such as by helping with future UCAS applications or providing references.

For students with EHCPs, annual reviews will consider preparing for adulthood outcomes, including:

- employment and apprenticeships
- independent living
- community participation
- further/higher education pathways.

5.12 Monitoring the Progress of Students with SEND

Throughout their time at BOA, we follow careful processes to check that students with SEND:

- are making the level of progress expected
- are being set challenging targets appropriate to their ability and aspirations
- are further supported where progress is limited
- have any barriers to learning identified and addressed.

Our monitoring processes and typical steps in response include:

- accurate record keeping of information received/gathered and actions taken
- tracking and analysis of predictions and attainment data for individual students and student groups, supplemented by direct discussions with teachers for context and further insights
- collaboration with Directors/Curriculum Leads and their teams to identify students requiring additional support and to review the impact of 1:1 provision and targeted interventions
- monitoring lessons as well as attendance and behaviour data, working closely with the pastoral team to identify next steps and review the impact of actions taken
- communicating with parents/carers to ensure they are well informed of students' current progress and targets, achieved through regular academy-wide procedures as well as through direct contact from the SEND team as required
- reviewing and updating Learning Profiles on a regular basis (see Section 5.6) to ensure adaptive strategies and EAs are the most appropriate for the student, reducing strategies as barriers are reduced and the student feels they can become more independent
- completing annual reviews for students with EHCPs, gathering input from all relevant stakeholders and acting promptly on agreed recommendations
- involvement of the SENDCO in provision mapping, with regular reviews of the SEND provision available to students at different levels of support to ensure maximum impact on progress and outcomes for all.

As described in Section 5.4, we believe all students should feel valued and able to participate in discussions and planning related to their education and support. We are, therefore, careful to ensure students are (1) well informed of their current progress, individual targets and what they need to do next to make the progress expected of them, and (2) given a regular opportunity, through the Learning

Profile review cycle (see Section 5.6), to reflect on their progress, raise questions, and provide feedback on the SEND support they receive.

5.13 Supporting Students' Social, Emotional and Mental Wellbeing

We work proactively to promote inclusion and reduce barriers to participation. We also recognise that students with SEND may be particularly vulnerable to difficulties relating to wellbeing, social inclusion and emotional development. Students with SEND are supported as appropriate though:

- pastoral monitoring, safeguarding procedures and attendance monitoring
- staff and peer mentoring, coordinated by the pastoral team
- wellbeing interventions, including regulation strategies
- individual action plans, involving consultation with parents/carers
- opportunities to participate fully in academy life.

5.14 Preventing Bullying

We are committed to providing a safe and inclusive environment for all students, and actively monitor and address incidents of bullying, including those relating to SEND. Students with SEND are supported as appropriate through:

- positive behaviour approaches
- pastoral monitoring and safeguarding procedures
- anti-bullying initiatives
- opportunities to participate fully in academy life.

5.15 Supporting Children in Care and Previously Looked After Children with SEND

We recognise that children in care and previously looked after children may experience additional vulnerabilities. Support will be coordinated to promote educational achievement, wellbeing and successful transitions into adulthood. As appropriate, the SENDCO will work closely with:

- the Designated Teacher for Looked After Children
- parents/carers
- social workers
- virtual school services
- external agencies.

5.16 Enabling Students with SEND to Engage Fully in Academy Activities

All curricular and extra-curricular activities and educational visits are available and intended to cater to all students. No student will be excluded from participation because of SEND.

5.17 Expertise and Training of Staff

We recognise the importance of regular training to ensure staff are (1) up-to-date in understanding current regulations/guidance and (2) given the opportunity, with supportive direction and expertise, to explore new areas of knowledge and theories of best practice in relation to SEND.

We are committed, therefore, to a programme of SEND professional development which includes:

- annual whole-staff SEND training covering essential updates and priorities for the year
- SEND-focused sessions as part of the CPD programme and appraisal cycle, with at least one SEND-focused session scheduled per cycle
- regular SEND bulletins to provide staff with key dates/events, student updates, and training on aspects of SEND to support the delivery of Quality First Teaching

- specialist training for support staff, tailored to the needs of the students they support and relating directly to the statutory requirements detailed in individual EHCPs
- external training opportunities and appraisal-linked development for support staff, such as attending local authority events, identifying training needs and setting targets through the appraisal cycle, developing subject expertise to maximise the benefit of support, undertaking the HLTA course (where budgets allow), and assuming areas of responsibility within SEND
- appropriate SEND training for senior leaders and governors to enable strategic oversight.

5.18 Securing Equipment and Facilities

Resources to support students with SEND are kept in classrooms. However, the SENDCO does have some specialist equipment, which is deployed according to identified need. Additional resourcing implications may emerge from discussion around the strategies to be used with individual students.

The SEND budget supports:

- staffing
- specialist resources
- external services
- targeted interventions.

The Governing Board, SENDCO and Senior Leadership Team are involved in the process of determining how the SEND budget is allocated through regular review processes including the annual audit and preparation of the academy development plan. Careful assessment of student progress helps to measure value for money against different activities and interventions.

5.19 Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for students with SEND through:

- progress and attainment data, including individual tracking information and analysis of trends seen in student groups against national and local authority averages
- attendance and behaviour data
- reviewing the impact of 1:1 provision and targeted interventions
- annual reviews for students with EHCPs
- observations of teaching and support, including quality assurance processes
- student voice and parent/carers feedback
- feedback from staff and external agencies.

The SENDCO provides regular updates and an annual report to the Governing Board, including information on student numbers, attainment and progress, intended destinations, and the impact/effectiveness of SEND support and interventions.

5.20 Contact Details of Support Services for Parents/Carers of Students with SEND

The Birmingham SEND Information, Advice and Support Service (Birmingham SENDIASS) offers free, confidential and impartial information, advice and support for children and young people aged 0-25 with SEND, and their parents/carers.

- Email: sendiass@birmingham.gov.uk
- Website: <https://www.birminghamsendiass.co.uk/>

Details of the 'local offer' in a range of areas, including Birmingham, can be found in Section 5.21.

5.21 The Local Authority Local Offer

The academy serves students from a number of local authorities. Students and their parents/carers can access local information about the education, health and social care services available to them through the relevant 'local offer' website, a selection of which can be found via the links below:

- Birmingham: <http://www.localofferbirmingham.co.uk/>
- Coventry: <https://www.coventry.gov.uk/sendlocaloffer>
- Dudley: <https://dudleyci.co.uk/send-local-offer>
- Leicester: <https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>
- Sandwell: <https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>
- Solihull: <https://www.solihull.gov.uk/children-and-family-support/localoffer>
- Walsall: <https://send.walsall.gov.uk/>
- Warwick: <https://www.warwickshire.gov.uk/send>
- Wolverhampton: <https://www.localofferwolves.co.uk/>
- Worcester: <https://www.worcestershire.gov.uk/sendlocaloffer>

5.22 Raising Concerns and Complaints

The academy encourages concerns regarding SEND provision to be raised at the earliest opportunity to ensure a swift resolution in the best interests of the student concerned.

Every effort will be made to resolve concerns informally before progressing through the academy's formal complaints procedure. In the first instance, if parents/carers wish to discuss their child's SEND, or if they are unhappy about an aspect of the academy's SEND provision, they are encouraged to seek an initial informal resolution by contacting, as appropriate, the relevant teacher or SENDCO (contact details above).

If this proves unsuccessful, formal complaints should be raised in the first instance with the SENDCO (contact details above), as outlined at Stage 1 of the complaints procedure detailed in the BOA General Complaints Policy for Parents & Carers, which can be found on the BOA website. Formal complaints will be managed in accordance with this policy, which outlines how formal complaints may be escalated should a Stage 1 complaint not be resolved satisfactorily.

Parents/carers may also seek independent support from Birmingham SENDIASS (see Section 5.20).

6. Monitoring Arrangements

The Governing Board retains overall responsibility for ensuring statutory SEND duties are fulfilled. This SEND Policy and SEND Information Report will be:

- reviewed annually by the SENDCO
- evaluated with input from students, parents/carers and staff
- presented to the Governing Board for approval
- updated sooner where changes occur to legislation, statutory guidance or academy procedures.

7. Links with Other Policies and Documents

This policy links to, and should be read alongside, the following academy policies, all of which can be found on the BOA website:

- BOA Accessibility Plan
- BOA Admissions Policy
- BOA Anti-Bullying Policy
- BOA Attendance Policy
- BOA Careers Policy and Provider Access Statement
- BOA Equality Information and Objectives Policy
- BOA General Complaints Policy for Parents & Carers
- BOA Safeguarding and Child Protection Policy
- BOA Student Professional Conduct Policy.

Appendix A:

A Quick Guide to SEND Support at BOA for Parents/Carers

This document provides answers to questions frequently asked by parents/carers about SEND provision at BOA. Full details can be found in the BOA Special Educational Needs and Disabilities (SEND) Policy and SEND Information Report, which can be found on the academy website.

General SEND Questions

What is SEND?

A student has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision to be made for them because they experience a significantly greater difficulty in learning than most students of the same age, or because a disability hinders their access to education.

What types of SEND does BOA support?

BOA provides support across the four areas of need identified in the *SEND Code of Practice*:

- Cognition and Learning (e.g. dyslexia, dyscalculia, dyspraxia)
- Communication and Interaction (e.g. autism, speech and language needs)
- Social, Emotional and Mental Health (SEMH) (e.g. anxiety, ADHD-related difficulties)
- Sensory and Physical Needs (e.g. visual impairment, hearing impairment, physical disabilities).

How can I contact the SENDCO?

The SENDCO is: Phillippa Nesbitt.

- Email: phillippa.nesbitt@boa-academy.co.uk
- Telephone: 0121 359 9300

Parents are encouraged to raise concerns as early as possible to enable prompt support.

Identification of SEND

How does BOA identify students with SEND as they join BOA?

Information is gathered during the admissions process from the application form, Aptitude Support Survey, and Transition Survey. The SEND team contact parents/carers, previous settings, and external agencies and professionals as required.

What if my child's needs are identified after joining BOA?

Students may be identified at any stage of their education. Students, parents/carers and teachers can all raise concerns with the SENDCO. Where appropriate, the academy will begin the graduated approach to determine whether additional support is required.

Does low attainment automatically mean my child has SEND?

No. Slow progress or low attainment does not automatically indicate SEND. The academy will consider a range of information before deciding whether special educational provision is required.

SEND Support

What support might my child receive?

Support is provided through a graduated approach and may include, where appropriate:

- Adaptive teaching strategies
- Additional classroom support

- Literacy or numeracy interventions
- Pastoral support
- Social skills support
- Specialist advice from external professionals
- Examination access arrangements.

What is a Learning Profile?

A Learning Profile is a document that outlines:

- A student's strengths
- Barriers to learning
- Recommended classroom strategies
- Support arrangements
- Examination access arrangements where appropriate.

Learning Profiles are shared with students, parents/carers and relevant staff, and reviewed regularly.

How often is support reviewed?

Learning Profiles are reviewed throughout the academic year, with feedback sought from students, parents/carers, and teachers. Reviews may take place more frequently as required.

Examination Access Arrangements (EAs)

What are Examination Access Arrangements?

EAs are arrangements designed to remove barriers to assessment so that students can demonstrate their skills and knowledge on an equal footing with their peers. Examples include: 25% extra time, readers, word processors, supervised rest breaks, prompts, assistive technology.

Does a diagnosis automatically mean my child will receive extra time?

No. A diagnosis alone does not automatically entitle a student to extra time or any other access arrangement. EAs must:

- Reflect the student's normal way of working
- Be supported by evidence of need
- Meet current Joint Council for Qualifications (JCQ) regulations.

My child had EAs at their previous school. Will they automatically continue at BOA?

Not automatically. Where previous arrangements have been used and evidence is available, BOA may grant provisional EAA status while additional evidence is gathered. Following review, arrangements may be confirmed, amended or withdrawn in accordance with JCQ regulations.

What information should I provide if my child previously received access arrangements?

Helpful evidence may include:

- Educational psychologist reports
- Specialist teacher reports
- Medical evidence
- Previous school SEND records
- Previous Form 8 or Form 9 (Profile of Need)
- EHCP documentation
- Evidence of previous access arrangements.

Providing this information early can support a smoother transition.

When should I raise concerns about access arrangements?

As early as possible. This is particularly important for students in examination year groups, as evidence must be gathered and arrangements embedded into normal classroom practice before they can be approved for external examinations.

Formal Assessments and Diagnoses

Can BOA arrange an autism assessment or diagnosis?

No. The academy does not diagnose medical or neurodevelopmental conditions. Parents/carers should usually begin by contacting: a GP, community paediatric services, CAMHS, or other appropriate health professionals. BOA may provide education evidence to support referrals.

If my child receives a diagnosis, will they automatically be placed on the SEND Register?

Not necessarily. A diagnosis contributes to the evidence considered but does not automatically mean a student requires SEND provision. Decisions are based on a holistic assessment of individual need.

EHCPs

What is an EHCP?

An Education, Health and Care Plan (EHCP) is a legal document produced by the local authority which sets out a child's needs, outcomes and required provision.

Can BOA request an EHCP needs assessment?

Yes. Where a student continues to experience significant difficulties despite graduated support, BOA and/or parents/carers may consider requesting an Education, Health and Care Needs Assessment. Parents/carers should discuss this with the SENDCO.

How are EHCPs reviewed?

The SENDCO coordinates annual reviews involving: the student, parents/carers, academy staff, and external professionals. Reviews consider progress, outcomes and preparation for adulthood.

Transition Support

What SEND support is available when joining BOA?

Support may include:

- Early contact with families
- Gathering information from previous settings
- Creation of Learning Profiles
- Additional academy visits
- Meetings with the SEND team.

For students with EHCPs, the SENDCO may arrange additional discussions to ensure BOA can meet identified needs.

How does BOA support students moving on after BOA?

Support may include:

- Careers guidance
- Information about college, university, apprenticeships, and employment
- Transition planning, including transfer of EAA documentation as required
- Preparing for adulthood interventions.

Wellbeing and Inclusion

How does BOA support students' emotional wellbeing?

Support may include:

- Pastoral monitoring
- Attendance support
- Wellbeing interventions
- Mentoring
- Safeguarding support
- Individual action plans.

Will my child be able to participate in trips and extracurricular activities?

Yes. BOA is committed to ensuring students with SEND can participate fully in academy life. No student will be excluded from activities because of SEND.

How does BOA prevent bullying of students with SEND?

The academy actively promotes an inclusive environment through:

- Safeguarding procedures
- Pastoral support and monitoring
- Positive behaviour approaches
- Anti-bullying initiatives.

Complaints and Further Support

What should I do if I am unhappy with SEND provision?

BOA encourages concerns to be raised informally first. You should contact in the first instance:

1. The relevant teacher or
2. The SENDCO.

Most concerns can be resolved through discussion. If concerns remain unresolved, parents/carers may refer to the BOA General Complaints Policy for Parents & Carers available on the academy website.

Is there any independent support available?

Yes. Birmingham SENDIASS provides free, confidential and impartial information, advice and support for children and young people with SEND and their parents/carers:

- Email: sendiass@birmingham.gov.uk
- Website: <https://www.birminghamsendiass.co.uk/>

Parents/carers can also access support and information through their local authority's SEND 'local offer' website.

Need More Information?

This FAQ is intended as a practical guide for parents/carers. For full information on BOA's SEND provision, including support processes, examination access arrangements, EHCPs, and complaints procedures, please refer to the BOA Special Educational Needs and Disabilities (SEND) Policy and SEND Information Report, which can be found on the academy website, or contact the SENDCO.

Appendix B:

A Summary of Key Processes for Teachers

This document provides a quick reference guide to the key responsibilities and processes all teachers must follow when supporting students with SEND at BOA.

1. Every Teacher is a Teacher of SEND

Teachers are responsible for:

- the progress and development of every student they teach
- delivering Quality First Teaching as the first response to additional needs
- implementing strategies identified within Learning Profiles
- working collaboratively with the SEND team, Teaching Assistants and parents/carers
- following the academy SEND Policy and SEND Information Report.

2. Know Your Students

Teachers will:

- read and regularly refer to students' Learning Profiles
- be familiar with: identified areas of need; recommended classroom strategies; examination access arrangements (EAs); expected outcomes and support plans
- ensure any agreed support is implemented consistently.

3. Follow the Graduated Approach

Assess

Teachers will be alert to indicators that a student may have SEND, including:

- significantly slower progress than peers and/or widening attainment gaps
- social communication difficulties
- emotional regulation concerns
- difficulties accessing learning despite high-quality teaching.

Teachers will gather evidence as appropriate through: observations, assessment data, classwork, discussions with the student.

Plan

Where concerns persist, teachers will:

- discuss concerns with Directors/Curriculum Leads and the SENDCO
- provide clear evidence of the student's difficulties
- outline strategies already tried
- contribute to the development and review of Learning Profiles as required.

Do

Teachers will implement agreed strategies consistently, including but not limited to:

- scaffolding
- adaptive teaching
- clear routines
- deliberate 'wait time' after questioning
- pre-teaching of vocabulary.

Teachers will work effectively with Teaching Assistants to support independence and progress.

Review

Teachers will provide feedback on:

- student progress
- effectiveness of strategies
- barriers that remain
- recommendations for future provision.

Teachers will contribute to Learning Profile reviews and EHCP annual reviews where requested.

4. Examination Access Arrangements (EAAs)

Teachers play a vital role in the EAA process and must:

- implement all provisional and confirmed EAAs consistently
- ensure EAAs become part of the student's normal way of working
- provide evidence of: need, classroom practice, internal assessment performance, and the implementation of mock examination arrangements
- record and provide observations/commentary as requested by the SENDCO.

Teachers must not independently introduce EAAs (e.g. extra time, readers, word processors, rest breaks) without prior consultation with the SENDCO; any referrals from teachers to the SENDCO regarding EAAs will be made in good time, normally within the student's academic year of entry.

5. Universal Support

Before considering targeted or specialist support, teachers should demonstrate effective use of inclusive classroom practice.

Quality First Teaching remains the foundation of SEND provision at BOA. Teachers will draw upon evidence-based guidance including the Education Endowment Fund's *Guide to Inclusive Teaching* (2026): <https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching>.

6. Communication Expectations

Teachers should:

- keep the SENDCO informed of significant concerns
- communicate promptly regarding emerging needs
- respond to requests for information as part of reviews and EAA evidence gathering
- maintain professional and constructive dialogue with students and parents/carers.

7. In Summary

Teachers will:

- identify concerns and make referrals to the SENDCO as required
- provide Quality First Teaching
- implement Learning Profiles
- provide evidence for reviews and EAAs
- work with the SENDCO to ensure students with SEND can access learning, make progress and achieve positive outcomes.