

SEND REPORT 2023-24

Introduction

The SEND report details the provision that the Boxing Academy offers to students with special education and disability needs. The Boxing Academy is inclusive in all its practices, actively promotes equality and takes all steps to challenge and counter discrimination or harassment. We use our best endeavours to make reasonable adjustments to accommodate students with additional needs whenever possible.

The Boxing Academy complies with:

- Section 69(2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014
- Paragraph 3 of schedule 10 of the Equality Act 2010

Throughout this document, disabled person means a person who is a disabled person as defined by the Equality Act 2010; disabled student includes a disabled person who may be admitted to a school as a student.

To find out more about the new SEND code of practice, please refer to the SEND code of practice: 0 to 25 years on the Department for Education website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

To find out about the Hackney local offer, visit the SEND pages on the Hackney Learning Trust website:

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

SEN Report

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. At the Boxing Academy we are committed to identifying and meeting the needs of all students in order to allow them to arrive at, and even exceed, their potential.

Our school building is now more accessible for disabled students, as we currently occupy a one floor ex-primary school. Our SEND and equalities policies can be found on our website and any queries can be directed to the SENDCo or Principal, via the school office.

Admissions

Admission arrangements are outlined in our Admissions Policy on our website.

Total number of students on roll during 2023-24: 48

Number of students with EHCPs: 21

Number of students identified as SEN Support: 27

Percentage of school population with Special Educational Needs provision: 100%

Provision for students with special education needs and disabilities.

We believe that the most important factor in ensuring academic and personal success is outstanding classroom teaching. We practice a rigorous approach which clearly identifies students who require academic or social, emotional and well-being support and interventions.

We review the progress of all students three times a year with parents/carers and external agencies. We are committed to working with all families and the community to support our students. If a student is not making their expected progress we offer targeted intervention and whole-school initiatives including (but not limited to):

Academic support and interventions

- Speech and Language Therapy
- 1:1 literacy or numeracy intervention such as LEXIA, Maths Sparxx or touch-typing
- Support from pod I
- Readers in lessons
- After school support
- Access to a laptop computer during lessons
- Small teaching groups for every subject
- 1:1 person-centred counselling
- 1:1 precision teaching
- Word Aware language-enhanced programme

Throughout the school day, including the formal curriculum and unstructured time, staff monitor students' engagement. Progress, as well as incidents of concern or safer handling, is logged on the school's management information system.

Social, emotional and well-being support and interventions

- Counselling
- Behaviour mentoring
- Boxing training
- Girls' group

All practice at the Boxing Academy seeks to support and develop students' emotional, moral and social development. Unlike most schools, we do not track negative behaviour, preferring instead to recognise and encourage positive behaviour progress through a system of reward points, star cards, vouchers and rankings. The following policies outline the school's practice regarding assessing and reviewing the progress of students and they explain how the school adapts the curriculum and learning environment to meet their needs:

- Curriculum Policy
- Assessment Policy
- Behaviour Policy
- SEND Policy
- Code of Conduct

All students are taught in classes of no more than eight students by a teacher, supported by a pod leader who also supports the students' pastoral needs outside the classroom. Individual students receive 1:1 support for literacy and numeracy as appropriate. Looked After Children receive specialist mentoring.

Students are prepared for leaving school through a series of interventions including a course on Employability Skills, careers advice with the Prospects Advisor, visits to careers fairs and corporate settings. Students are supported by making visits to post-16 provisions and with completing College applications.

Staff training is on-going and is designed to match student need and school priorities as outlined in the School Development Plan. Weekly CPD sessions always include an SEN component so teachers and pod leaders can review students' personal learning plans. All staff take part in annual safeguarding training and 'Safer Handling' refresher training.

Evaluation – outcomes and progress

The impact of the additional support and intervention put in place by the academy for SEN support students and students with EHCP (formerly known as statements) is evident in their attainment and the progress students made in English and maths against national averages for both mainstream and alternative provision.

"Teachers quickly assess pupils' academic needs. They know that many have gaps in their learning. Some have special educational needs and/or disabilities (SEND). The needs of these pupils are met."

– Ofsted 2020.