SEND Information Report 2026/27

Dixons City Academy

Responsibility: Sarah Foltier

Last updated: Monday, 21 September 2026

SEND Information Report

Introduction

At Dixons City, we believe that the entitlement to a broad, balanced, relevant and adaptive curriculum is a right for all learners. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self advocacy, respect for self, respect for others and respect for the environment. Equality of opportunity, thoughtful and effective assessment, family involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision for all students. We are committed to ensuring that any student can get the extra support that they need, if and when they need it, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students will be able to meet them without guidance, support and structure.

At Dixons City, students are supported by…

Key contacts

SENCO	Sarah Foltier
Designated Safeguarding Lead	Jacob Sparks
Designated Teacher for CLA / DDSL	Jonny Yale
Academy Nurse	Mia Labad
Academy Counsellor	Kim Morley

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Values and culture

At Dixons City Academy, we are proud to be a fully inclusive school where every student is empowered to succeed, regardless of background, ability, or need. Our aim is that all students make outstanding progress academically, socially, and emotionally, developing the skills and confidence they need to thrive in both school and adult life.

We live our core values of PRIDE – Purpose, Respect, Integrity, Determination, and Excellence. These values underpin everything we do and shape our approach to SEND provision. We believe in doing “whatever it takes, for as long as it takes” to support students and ensure they are successful.

Our ethos reflects the SEND Code of Practice (2015), which highlights the importance of high aspirations and appropriate education for all learners. We want every student to:

• Achieve their very best.

• Become confident individuals who can live fulfilling lives.

• Make a successful transition into adulthood, whether through further education, training, or employment.

We are committed to equality of opportunity, celebrating diversity, and ensuring that every child is safe, respected, and valued. Bullying is not tolerated, and our Personal Development Studies (PDS) curriculum actively promotes respect and inclusion.

Teaching and learning

1.24 – High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

SEND Code of Practice 0-25 (DfE / DoH, 2015)

High-quality teaching is the foundation of our SEND provision. We expect all teachers to deliver lessons that are well planned, differentiated, and responsive to the needs of individual learners. This ensures that students with SEND can access the same broad and balanced curriculum as their peers.

Teachers use a wide range of strategies to support students, including adapted resources, scaffolding, and the use of assistive technology where appropriate. Students may also benefit from additional adult support within lessons, though we place a strong emphasis on building independence rather than reliance on one-to-one support. Our curriculum is designed to maximise student progress and provide opportunities to:

• Develop essential skills for learning, life, and employment.

• Build confidence and resilience to live safe, healthy, and fulfilling lives.

• Take part in moral and spiritual reflection to support positive emotional health.

Alongside this, all students in Years 7 to 10 take part in Robust Reading every day, developing fluency and a love of reading. For students who require extra help, we provide small-group Instructional Reading. Where students have additional medical or physical needs, alternative provision is arranged following specialist advice.

Staffing and timetable

Our Individual Needs (IN) department coordinates SEND provision across the academy. The team is led by our SENDCo, Sarah Foltier, and includes:

• Academy Nurse: Mia Labad

• Academy Counsellor: Kim Morley

• IN Tutors, who support students through interventions, academic pathways, and pastoral needs.

We also invest heavily in staff development. Weekly CPD sessions and departmental training ensure that teachers and support staff are confident in meeting the needs of students with SEND. Regular updates from the SENDCo keep staff informed about individual students' needs and effective strategies

Identification of needs

We aim to identify SEND at the earliest possible stage. All new students complete assessments on entry in Year 7, which are combined with information from primary schools and families to provide a clear picture of strengths and needs.

Additional identification methods include:

• Monitoring of progress data and assessments.

• Concerns raised by teachers, students, or families.

• Safeguarding and welfare checks through CPOMS.

• Regular SEND lesson drop-ins by the SENDCo.

In line with the SEND Code of Practice, students may be identified as having SEND if they have significantly greater difficulty in learning than their peers or a disability that prevents them from accessing education in the usual way.

The four broad areas of SEND need are:

• Communication and interaction.

• Cognition and learning.

• Social, emotional and mental health (SEMH).

• Sensory and/or physical needs.

Students with additional needs currently on roll		Year 7	Year 8	Year 9	Year 10	Year 11
Communication and Interaction (including ASC & SLCN)	EHCP	5	4	6	3	2
	SEN Support	8	10	5	8	7
Cognition and Learning (including MLD, SLD & SpLD)	EHCP	2	1	0	1	2
	SEN Support	7	9	12	4	4
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	2	2	1	0	0
	SEN Support	7	4	7	4	5
Physical and Sensory (including HI, VI & physical needs)	EHCP	1	0	1	0	3
	SEN Support	4	1	4	2	3

Additional and different provision

When students require support beyond high-quality classroom teaching, we provide targeted interventions. These may be short-term or longer-term, depending on individual need.

Academic interventions include:

- Literacy and numeracy programmes.
- Tailored KS4 qualifications and vocational pathways.
- Homework club.
- Robust Reading and small-group Instructional Reading.

Social, emotional, and mental health interventions include:

- One-to-one mentoring and counselling.
- Anger management and behaviour support groups.
- Peer mentoring.
- Social skills and self-esteem programmes.

We also provide specialist facilities for students with physical disabilities, including lifts, ramps, hoists, and accessible toilets. All trips and visits are carefully planned to be inclusive. Students with Education, Health and Care Plans (EHCPs) receive personalised provision in line with their plan.

Assess Plan Do Review

We follow the national Assess–Plan–Do–Review cycle to ensure provision has real impact:

- Assess: Identify needs through data, observations, and feedback.
- Plan: Agree interventions and desired outcomes with students and families.
- Do: Deliver agreed provision.
- Review: Evaluate impact and adapt support where necessary.

Formal reviews are held for students with EHCPs and Looked After Children, with multi-agency input where appropriate. Interventions are monitored closely through entry and exit data, cycle tests, and regular review meetings.

Key Documents

Inclusion Register	This is 'at a glance' document, kept confidentially by the SENDCO and accessible only to the SEN Team, Wellbeing Team and Teachers, identifying pupils requiring additional help and signposting staff to supporting documents.
Medical Needs Register	This is an 'at a glance' document, kept confidentially by the Academy Nurse, Mia Labad, and accessible only to the Pastoral Team, identifying pupils with medical needs, such as Epilepsy or Diabetes, and signposting the Wellbeing Team to supporting documents.

INIPs/INISs	These documents identify individual student need. They outline a range of strategies for inclusion, a brief description of the need and where to get additional information or support, if required.
Care Plans	These are generated on an individual basis and include a recent picture of the student, key information and a step-by-step guide of how to manage a medical incident.

Transition

We recognise that transitions can be a challenging time for students with SEND and their families. Our support begins before students join us in Year 7 and continues through each key stage.

We ensure smooth transitions by:

- Visiting primary schools and attending Y6 annual reviews and PEPs.
- Running entry assessments during transition days.
- Offering personalised transition plans for students with EHCPs or high levels of need.
- Providing guided choices interviews to support KS4 curriculum decisions.
- Organising visits to FE colleges for students moving into post-16 education.

We also work closely with Aspire careers advisors and deliver Personal Development Studies (PDS) lessons to ensure students are well prepared for their next steps.

Collaborative working with families and supporting agencies

Parents and carers are central to our SEND provision. We actively seek their views in planning, reviewing, and evaluating support. Students themselves are encouraged to participate in reviews, ensuring that their voice is always heard.

We also work with a wide range of external agencies to provide additional expertise and support. These include:

- Health and social care services (e.g. CAMHS, school nursing).
- Educational psychology team.
- Autism support team and speech and language therapy.
- Safeguarding team and social care.
- Virtual Schools for Looked After Children.
- Local PRUs and alternative providers.

This collaborative approach ensures students and families receive joined-up, effective support.

Successes and next steps 2026/27

Our SEND provision is making a real difference. In 2024, disadvantaged students achieved above the national figure for disadvantaged students. This shows that our inclusive approach enables SEND students to achieve strong outcomes.

The OFSTED inspection in October 2024, recognised the strength of the SEND provision inclusive ethos at Dixons City. We are proud of our culture of inclusion, the breadth of interventions we offer, and the positive partnerships we have developed with families and external agencies.

Next steps: While we are pleased with our progress, we are committed to continually improving. We will build on staff training, expand intervention opportunities, and strengthen systems for capturing student and family feedback to further refine provision.

Outcomes Choose an item.

Outcomes for SEND students are tracked carefully through regular assessment cycles and reported to families twice per year. Students with EHCPs have annual reviews, and interventions are monitored through measurable impact data. Our focus is not only on academic outcomes but also on developing resilience, independence, and confidence so that students are ready for adulthood and life beyond school.

Feedback and complaints

We welcome feedback from parents, carers, and students. If you have a concern, please contact the academy in the first instance.

If you wish to make a complaint about SEND provision, you can contact the Principal, Mr Raouf Mohammed, in line with our academy's complaints policy. Our SEND Governor, John Bowers, monitors the quality of provision and supports accountability.

All relevant policies, including our Complaints Policy, Accessibility Plan, and Equality Policy, can be found on our website: www.dixonsca.com/about/policies

Frequently Asked Questions

How are the different types of additional need and disability provided for at Dixons City?

We provide support for students across all four broad areas of need outlined in the SEND Code of Practice (2015): communication and interaction, cognition and learning, social, emotional and mental health (SEMH), and sensory and/or physical needs. Support ranges from high-quality classroom teaching with differentiated learning tasks to targeted interventions such as literacy and numeracy programmes, small group mentoring, counselling, and adapted curriculum pathways. For students with physical needs, specialist equipment and access arrangements are in place to ensure full participation in school life.

How is provision for students with additional needs evaluated for effectiveness?

The effectiveness of SEND provision is reviewed regularly through progress data, impact analysis of interventions, and formal annual reviews for students with Education, Health and Care Plans (EHCPs). The SENDCo meets with Heads of Year after each assessment cycle to track student progress and identify next steps. Interventions always include entry and exit assessments so their impact can be clearly measured.

How are students with additional needs and their parents / carers consulted in order to involve them in their education?

We place a strong emphasis on partnership with students and families. Parents and carers are involved in planning support through review meetings, consultation evenings, and regular communication with the SEND team. Students are encouraged to share their views during reviews, and for those with EHCPs, their contributions are formally recorded as part of the annual review process.

How are specialist equipment and facilities to support students with special educational needs secured?

The academy works closely with the local authority and health professionals to secure specialist equipment and facilities where needed. We have adapted facilities on site, including lifts, ramps, colour banding on columns, automated doors, specialist toilets and washing facilities, and ceiling-mounted hoists. Additional specialist resources are provided as required, following advice from occupational therapists and the physical and medical team.

How are staff supported to meet the needs of students with additional needs?

All staff receive regular professional development on SEND strategies and inclusive practice. Weekly CPD sessions and departmental training provide opportunities to share best practice, and staff also receive updates on the needs of individual students. The SEND team provides ongoing guidance to colleagues to ensure students' needs are met effectively in lessons.

What additional expertise and training do staff have in order to support students with additional needs?

Our Individual Needs department includes staff with expertise in supporting a wide range of needs. Members of the team are trained in specific areas such as literacy interventions, SEMH support, and counselling. The SENDCo and Assistant IN Managers ensure staff training is up to date and aligned with the needs of our students. We also draw on external training and advice from specialist services to extend staff expertise.

How does the academy work collaboratively with the local authority and other outside agencies?

We work closely with Bradford Local Authority, health services, and a wide range of external agencies including CAMHS, the educational psychology team, the autism support team, speech and language therapy, safeguarding services, and Virtual Schools for Looked After Children. This collaborative approach ensures that students and families receive joined-up, holistic support. Further information can be found in the Local Authority's SEND Local Offer (LINK)

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How is the socio-emotional development of the students supported? How is bullying prevented?

Students' social and emotional development is supported through one-to-one mentoring, counselling, group programmes focusing on self-esteem and resilience, and the wider pastoral system. Our Personal Development Studies curriculum promotes respect, diversity, and wellbeing. The academy has a zero-tolerance approach to bullying, and incidents are dealt with promptly and robustly.

How does the academy ensure that students with additional needs or other vulnerabilities are treated fairly at the admissions stage?

We follow the School Admissions Code and the Equality Act 2010, ensuring that students with SEND are treated fairly. Children with SEND, including those with EHCPs, are admitted on the same basis as all other students. We never refuse admission because of a student's needs or disability, and reasonable adjustments are always made to ensure equal access.

What facilities are provided to support the needs of students with physical disabilities?

The academy has made significant adaptations to ensure accessibility for students with physical disabilities. These include:

- Two lifts and disabled access ramps.
- Automated doors and colour banding for visibility.
- Specialist toilet and washing facilities.
- Ceiling-mounted hoists.

How does the academy adapt the curriculum and learning environment for students with additional needs?

The curriculum is adapted to ensure it is broad, balanced, and personalised. Teachers differentiate tasks and resources in lessons, and students may follow tailored curriculum pathways at KS4, including vocational and dual-entry qualifications. Where appropriate, students may be withdrawn for targeted interventions such as literacy and numeracy support. Alternative provision is put in place for physical activities if advised by medical professionals.

Further information can be found in our academy Accessibility Plan (LINK)

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How does the academy ensure that it is meeting the needs of students with additional needs who are also in local authority care (CLA)?

We recognise that Looked After Children often have complex needs and are among the most vulnerable students. Our Designated Teacher for Looked After Children works closely with the SENDCo, Virtual Schools, carers, and social care professionals to ensure appropriate provision is in place. Pupil Premium Plus (PP+) funding is used strategically to support their needs, and provision is regularly reviewed through PEP meetings

Where can I find further information and support services if I'm a parents / carers of a child with additional needs?

Families can access independent information and advice through the local SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service). Additional information is available through:

- The Local Authority's SEND Local Offer (LINK).
- Virtual Schools for Looked After Children.
- Local PRUs and alternative providers.
- National charities and organisations such as NASEN.

Our SEND team is also available to provide support and signposting to relevant services

Support and information for the families of children with SEND can be found by contacting your local SENDIASS service (LINK)