

## **SEND Information Report and School Offer**

**Responsibility for Review: Senior Vice Principal, SENDCo**

**Date of next review: September 2023**



## Introduction

Dixons City Academy is a fully inclusive learning environment where all students are empowered to succeed. At Dixons City Academy we aim to ensure all students make outstanding progress and achieve personally, socially, emotionally and academically regardless of gender, ethnicity, religion, sexual identity, physical ability or special educational needs. We will put in place any necessary and reasonable adjustments to ensure that all students with identified needs are successful. We recognise that any student in the school may face a barrier to learning for a wide range of reasons. Therefore, the Individual Needs department will offer, plan, and review the support each student may require.

At Dixons City Academy, the Individual Needs department is made up of the Special Educational Needs Co-ordinator (SENDCo), Assistant SENDCo, IN Tutors, Academy Nurse and Academy Counsellor. IN Tutors support students with their academic pathways, small group interventions, and any additional support that may be required, each IN Tutor has an area of expertise that they focus on. The IN department, in conjunction with the widerschool, provides a holistic approach to meeting the needs of all students at the Academy. Students with the highest levels of need are allocated a keyworker who will liaise with parents and external agencies as required. We do whatever it takes for as long as it takes, when they need it, and because they need it.

We recognise that any student may require the support from the Individual Needs department at some point during their time at school and that support may be temporary or long term. Support packages are individually tailored with a focus on the Dixon City Academy's core values of PRIDE. Our overall long term aim is to develop resilience and independence in our students so that they can continue to make academic and emotional progress, in both the school community, and the wider communities in which they are part of. They will do this regardless of starting point, socio-economic background, personal circumstance or special educational need or disability.

We hope the information below explains how Dixons City Academy endeavours to meet the needs of students with special education and disability needs. This may sometimes be abbreviated to (SEND).

Role	Name
SENDCo	Sarah Foltier
Assistant SENDCo	Sumitra Spencer
Academy Nurse	TBC
Academy Counsellor	Kim Morley

## Academy ethos

Dixons City Academy has a fully inclusive ethos and we work in partnership with our students, parents / carers and external agencies to ensure that all our students have access to an appropriate, broad, and balanced curriculum. We have high expectations of all our students and provide extra support to those students who are not making expected progress or have an identified special educational need.

**The ethos of the Academy is in line with those expressed in the SEND Code of Practice (2015):**

- 1.39: With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life.
- 6.1: All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

This should enable them to:

- Achieve their best.
- Become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

## Dixons City Academy aims

- Ensure that every child has equal access to participation in all aspects of academy life.
- Raise staff awareness of the need to effectively differentiate work to ensure equality of access and to provide support, training and development for all staff.
- Involve the student and families in the decision-making process regarding provision.



- Ensure that a broad, balanced and appropriate curriculum is in place for all students, appropriately differentiated, so that all students are able to achieve, recognising that the needs of the majority of students will be met through high quality teaching in the classroom.
- Provide quality first teaching.
- Identify as early as possible those with SEND and the nature of those needs.
- Ensure, where required, external sources of specialist support and advice are sought in a timely fashion.
- Ensure early and accurate identification of SEND which in turn enables effective and impactful provision.
- Regularly review the progress of students with SEND and the provision in place to meet their needs.
- Inform families if the SENDCo feels that a student may have SEND which has not been identified during the primary phase of education.
- Ensure successful preparation for adulthood, including independent living, and employment.
- Ensure compliance with the requirements of schools laid out in the SEND Code of Practice (2015).
- Follow the assess-plan-do-review model as outlined in the SEND Code of Practice (2015).

## Leadership and management

Our Individual Needs Department is overseen by the Senior Vice Principal, Mrs Orton, and the SEND provision is co-ordinated by the SENDCo, Ms Foltier.

Provision for students with physical disabilities and / or medical conditions is led by the Academy Nurse.

Families who may wish to make a complaint or raise a concern, can do so by contacting the Principal, Mr Michael Feely. The Academy is committed to responding to the queries of the parents and carers as soon as possible, in line with the SEN Code of Practice.

All colleagues can be contacted at the Academy on 01274 776777 or [info@dixonsca.com](mailto:info@dixonsca.com).

The quality of our SEND provision and its impact are regularly reviewed by the Senior Leadership Team throughout the year and reports are made to the governing body on how individual needs are met and how SEND funding is being spent.

The Governor with responsibility for SEND is John Bowers, Chair of Governors. This report will be reviewed and annually and updates and changes that may occur during the year will be detailed in the report as soon as possible.

### Reviewing SEND Provision

The SENDCo and Assistant SENDCo have overall responsibility for the effectiveness of provision for students with SEND and this is reviewed in the following ways:

- Analysis of the progress of students with SEND at each round of progress grades: data is collected two times a year for each cohort in the academy. At each collection point the SENDCo meets with the Head of Year to review the progress of students with SEND and arrange intervention where necessary.
- Impact analysis for specific interventions: all interventions which are provided for students with SEND have entry and exit assessments built in so that the SENDCo can determine effectiveness and longevity.
- The formal review process for students with Education, Health and Care Plans is carried out at least annually via a multi-agency review meeting which is chaired by the SENDCo. As part of this process, the SENDCo collects information on the progress of the student, their needs and provision from all involved parties, including the student.

Review / PEP process for Looked After Children. The review and PEP processes, which happen four times a year, enable all professionals involved with each young person to evaluate the impact of the provision in place to meet their needs.

## Useful policies with SEND links and information

The academy's policies, available on our website, reflect the school's commitment to the inclusion, safety and wellbeing of our students.

Other Relevant Policies and documents (available to view on the Academy or Trust website): [www.dixonsca.com/about/policies](http://www.dixonsca.com/about/policies) or [www.dixonsat.com/about/policies](http://www.dixonsat.com/about/policies)

- Complaints Procedure.
- Educational Visits.
- Medical conditions.
- Curriculum.



- Equality and diversity.
- Behaviour for learning.
- Child Protection.
- Assessment for Learning.
- Accessibility Plan.

## Individual Needs and SEND provision at Dixons City Academy

In line with the principles outlined in the 2015 Code of Practice and the Children and Families Act of 2014, Dixons City Academy aims to:

- Identify, at the earliest possible opportunity, barriers to learning and participation for all students.
- Ensure that every child experiences success in their learning and achieves to the highest possible standard.
- Ensure, where appropriate, that examination access arrangements are in place at all key stages.
- Enable all children to express their views and to be involved in decisions which will affect their education, and to participate in lessons fully and effectively.
- Value and encourage the contribution of all children to the life of the school.
- Work in partnership with parents to ensure that they are aware of their child's special needs and that there is effective communication.
- Collaborate with health and social care services to provide support for students and their families.
- Ensure that all staff have access to training and advice to support quality teaching and learning for all students.

Work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

## Admissions and support for SEN and disabled students

The SEND Code of Practice states: 1.27 The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

The Admissions process must ensure the following:

- That applications are considered from parents of children who have SEND but do not have an EHCP on the basis of the school's published admissions criteria as part of normal admissions procedure.
- They must not refuse to admit a child who has SEND but does not have an EHCP because they do not feel able to cater for those needs.
- They must not refuse to admit a child on the grounds that they do not have an EHCP.
- The Academy admissions process for students with SEND (other than those students with an EHCP) must be the same as it is for students without SEND.

The academy is committed to ensuring that those with Special Needs and vulnerable children are not treated less favourably than other applicants. It outlines the process for all parents seeking the admission of their children to the academy, including that for students with a statement of SEND / EHCP. The Equality Act 2010 prohibits schools from discriminating against disabled children in their admission arrangements, in the education and associated services provided by the school for its students, or in relation to exclusions from the school. Dixons City Academy will not treat disabled students less favourably for a reason relating to their disability and will take reasonable steps to ensure that they are not placed at a substantial disadvantage to those who are not disabled.

### The Academy recognises its duty under the 2010 Equality Act and Section 69 of the Children and Families Act 2014

- Not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services.
- Not to treat students with disabilities less favourably for a reason related to their disability.
- To make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage.
- To publish an Accessibility Plan that will increase access to education for students with disabilities.



- The academy recognises and values parent / carers' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parent / carers' and the child's right to confidentiality.
- The academy ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through highly tailored learning activities, effective formative assessment and explicit progress.

At Dixons City Academy specialist equipment and adaptations are in place for students / staff with impaired mobility and are maintained to a high standard, including the two lifts, disabled access ramps, colour banding on columns, automated doors, and specialist toilet / washing facilities and two ceiling mounted hoists.

All trips and visits are adjusted as far as possible to be accessible to all students, including those with physical / medical needs and those with impaired mobility.

Parents / carers of disabled children or those with SEND who are applying for admission to the academy are encouraged to contact the Special Educational Needs Coordinator for information and support.

## Transition for SEND students and parents

At Dixons City Academy, we operate a comprehensive whole cohort entry assessment process which enables us to understand the full range of our students' skills and needs on entry to the academy in Year 7. This allows us to provide intervention from the outset, ensuring that all students are able to progress and succeed. It also enables us to identify any SEND which may not have been identified at primary school. The assessments, which are administered during our two transition days, help us to plan appropriately and thoroughly for the above.

The data provided by the assessments, in conjunction with information received from primary schools, such as Key Stage 2 progress data and information from parents / carers, forms the basis of the planning process for allocating support that endeavours to meet the needs of students with SEND. The same process is applied for SEND students who are admitted to the academy other than at the beginning of Year 7.

**The SENDCo, Heads of Year and core members of the Individual Needs team ensure that students with SEND are supported at times of transition such as:**

- From KS2 to KS3.
- During the KS4 GCSE choices process in Year 8.
- From KS4 to KS5.
- From KS4 to suitable alternative

pathways. This carried out in several ways

including:

- Visits from academy staff to primary schools, annual statement reviews, Looked After Children reviews and PEPs for students in Year 6.
- Personalised transition planning for students with high levels of SEND and / or EHCPs.
- Guided choices interviews with specialist staff to ensure that the right curriculum choices are made for KS4.
- Visits with students to local FE colleges where necessary.
- Support from Aspire careers advisors for SEND students in KS4.

## Identifying students with SEND at Dixons City Academy

The academy is aware that the special educational needs of some students will become apparent later in their schooling. The academy has additional methods in place to accurately identify SEND, other than through the methods outlined above. These include:

- Concerns raised by students or members of staff.
- Monitoring of progress data, which may highlight that a student is not making expected progress through tests and cycle assessments.
- Parent / carer / student concerns and referrals.
- Welfare checks and school nurse / social care referrals.
- Monitoring CPOMS.



- Weekly SEND focussed lesson drop-ins by the SENDCo and SLT link to Individual Needs.

**In-line with the Code of Practice (2015), students at Dixons City Academy are identified as having special educational needs if:**

- They have a learning difficulty or disability which calls for additional provision to be made for them.
- They may have significantly greater difficulty in learning than the majority of others of the same age.
- They have a disability which prevents them from making use of the facilities provided for students at school.

At Dixons City Academy, students are identified as having special educational needs at the earliest possible point in order to implement effective provision to improve outcomes for the student.

Although not an explicit indicator of special educational needs, a student's provision may be reviewed and / or offered if their progress or attainment:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's expected rate of progress.
- Shows an unusual gap between the child and their peers.

In the first instance, teachers and Heads of Department may intervene and support the student to remove the barrier. However, if the student displays significant and prolonged difficulties, despite quality first teaching interventions, a referral may be made to the Individual Needs Department for support and guidance ([individualneeds@dixonsca.com](mailto:individualneeds@dixonsca.com)) or CPOMS for safeguarding and welfare concerns.

In addition, parent / carers, school staff or the students themselves can identify an area of emerging need, which would also be investigated by the SENDCo who will organise appropriate additional provision if required. The SENDCo also liaises with feeder schools to identify any students' special educational needs during the transition periods between Years 6 and 7.

**The special educational needs and disability Code of Practice (2015) identifies 4 broad areas of need as:**

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

The SEND Code of Practice states: 6.5 The identification of SEND should be built into the overall approach to monitoring the progress and development of all students.

**The SEND Code of Practice (2015) defines a student with SEND as:**

*A child of compulsory school age, or a young person, who has a significantly greater difficulty in learning than the majority of others of the same age. They may also have a disability which prevents or hinders them from accessing facilities that are generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

## Students with SEND who are Looked After

The academy understands that many Looked After Children and those formerly Looked After (e.g. Adopted from Care or subject to a Special Guardianship Order) often have the most complex Special Educational Needs and that they are often the most vulnerable students in the academy. As such, the academy works in close partnership with carers / guardians and agencies, such as Social Care, to ensure that the educational needs of such students are met as far as possible and makes its best efforts to ensure that necessary provision is available.

The academy's Designated Teacher for Looked After Children works in close partnership with the Virtual School and social care team and ensures that the approach to provision is cohesive and effective.

The academy also recognises that its resources are finite and in instances where a Looked After Child has a high level of complex SEND for example, severe attachment disorder, that admission into the academy may not be in the best interests of the child in terms of ensuring that those needs are met. The academy may not be able to meet the child's needs without undermining the efficient, effective and safe education of all. The designated teacher liaises closely with local authority representatives to ensure that there is sufficient provision in place to meet the needs of each Looked After Child with SEND who is admitted to the academy and reviews and evaluates this as part of the review and PEP processes, including evaluation of how PP+ funding is used to provide for the child's SEND.



## Additional Needs at Dixons City Academy

At Dixons City Academy we are aware that there are other needs that may require additional support. These are not considered SEND but may still impact on progress and attainment. These include:

- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Being in receipt of Student Premium Grant.
- Being a child who is looked after (CLA).
- Being a child of a serviceman / women.
- Any other underlying reason that requires a response.

## Statutory assessment and local offer

If, despite sustained and significant intervention, the SENDCo, families and external agencies, feel that a student is not making expected progress, or if the support a student requires to access the curriculum / school exceeds what is deemed to be a reasonable level of the adjustments and additional funding is required, the academy, as part of the graduated response, will implement a 'My Support Plan'. This process allows the academy to monitor a student's special educational needs and any progress towards the targets set. If progress is not being made and the professionals involved feel that it is appropriate, a request for statutory assessment of that student's SEND will be sent to the local authority. The local authority will seek the advice of all professionals involved with the student, parent / carers and the student themselves. If the local authority is satisfied that the student's SEND fall into Wave 4 or above in their model, then an EHCP could be issued.

Bradford LA has published their report explaining to parents how they, as a local authority, are meeting the needs of students with SEND in the district. It is based on the SEND Code of Practice's (2015) graduated approach of Assess-Plan-Do-Review and categorises SEND needs into 'waves' to assess the severity of need. It is available to read via the following link: <http://localoffer.bradford.gov.uk/>.

## Inclusive curriculum, teaching and learning

All of our students are treated as individuals and we have in place a well-planned curriculum that allows students to access appropriate courses and support to meet their needs. Members of staff use a range of strategies and resources to ensure work is planned and delivered at a level that meets the learning needs of all students through an increasingly personalised curriculum. Support staff are deployed, as appropriate, to support SEND students in successfully accessing the curriculum. SEND students are withdrawn from lessons for intensive support where necessary.

Dixons City Academy is committed to providing a curriculum that will prepare students for the opportunities, responsibilities and experiences of adult life and meet the aims of the Academy Value Statement.

The aims of our curriculum are to:

- Maximise student progress in all areas, regardless of ability, disability, gender or race.
- Foster successful learners who enjoy learning, make progress and achieve.
- Encourage confidence in our students so that they are able to live safe, healthy and fulfilling lives.
- Ensure that our students become responsible citizens who make a positive contribution to society.
- Ensure that students develop the essential skills for learning, life and employment by incorporating personal, learning and thinking and functional skills into their curriculum offer.
- Encourage students to develop the skills needed for employment by including opportunities for business challenges and applied learning in real contexts.
- Ensure students have high aspirations, high self-esteem and accept responsibility for their learning.
- Offer students the opportunity for moral and spiritual reflection in order to promote positive emotional health and confidence.

We do this by offering a personalised curriculum, which is broad, balanced and coherent.

Students who may require additional support to access outdoor activities and or physical educational will be supported appropriately allowing them to feel that they are able to access and participate in the activities on offer while feeling safe and secure. It is essential that all our SEND students are able to experience the activities on offer and that they have the opportunity to access a curriculum that is in line with their peers.



Following advice from the Occupational Therapists and the Physical and Medical Team, alternative provision is planned where necessary.

## Additional learning and curriculum opportunities for SEND students

Students with special educational needs and parents are involved in initial meetings to discuss any additional SEND interventions the school and SENDCo feel the student may require. This discussion will include how long the interventions will take place for, the expected outcomes and possible next steps. Some of the targeted interventions we offer at Dixons City Academy are:

**Academic - the Academy offers a range of academic interventions to meet the needs of students with SEND including:**

- KS4 individual curriculum pathways.
- Provision of KS4 tailored qualifications, a vocational pathway, and dual entry of GCSE / entry level.
- Literacy and numeracy interventions.
- Robust Reading / Instructional reading intervention.
- Homework Club.

The impact of these interventions is measured through termly cycle data, reviews of my support plan and the annual review process. EHCP students, families and external agencies are involved in the planning of their curriculum through annual review meetings.

**Emotional / Social & Pastoral - the range of interventions include:**

- 1:1 programmes.
- Behaviour / anger management small group.
- Peer mentoring.
- Self-esteem / social skills small group programmes.
- Counselling and other support for emotional and social development as determined on an individual basis.

At Dixons City Academy, all students follow a broad and balanced curriculum and all staff ensure that this also applies to students with the highest level of need. Students will be offered a curriculum which is tailored to meet their individual needs with a focus on study of a broad and balanced range of subjects wherever possible. The higher the level of SEND, the more adapted a student's curriculum offer will be.

It is our belief that all students with SEND should be able to participate as fully as possible in the life of the academy, and as such, all reasonable steps are taken to ensure that this happens. The Personal Development Studies (PDS) programme also ensures that students' diversity is celebrated and that the academy's zero tolerance of bullying - of any student - is understood and accepted.

**Support from Additional Adults:**

The Academy employs Individual Needs Tutors who work within the Individual Needs team and who are assigned to teaching groups across the curriculum and age range to support students' progress in lessons, whether students have SEND or not. It is not academy practice to assign Individual Needs Tutors to individual students as we do not believe this to be in the student's best interests of developing independence, and the skills, to work with a range of different people in preparation for adult and working life.

Where a student has an Education, Health and Care Plan, we provide the support detailed in the plan which is highly personalised to the student's individual needs.

## Pupil premium

The Academy tracks the progress and additional spend for all identified disadvantaged students individually. The overall Progress 8 score for 2022 was +0.59 with disadvantaged students achieving +0.21, overall disadvantaged students are achieving well above national disadvantaged (-0.45 National 2019) and in line with non-disadvantaged (other) students nationally.





## Assessment and how we use data to plan for SEND provision and support

Key assessments are undertaken throughout the year by way of cycle tests and the results are used to track the progress students are making. This information is used to shape the interventions we use to support our students. Where additional need is identified, students are moved on to higher levels of support either in class or through additional intervention.

Consultation Evenings are a great opportunity for families to discuss the progress their child is making. Reports throughout the year will inform families as to the results of tests and assessments (twice a year).

## Exam access provision and support

The Academy abides by JCQ regulations in the provision of exam access arrangements and their administration. Students requiring exam access provision will be monitored and assessed. The Academy will apply for the appropriate access arrangement and in line with the student's normal way of working.

Students with identified SEND will receive the required support when accessing assessments and exams.

**The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:**

- Identifying a physical or mental impairment.
- Looking into adverse effects and assessing which are substantial.
- Considering if substantial adverse effects are long term.
- Judging the impact of long-term adverse effects on normal day to day activities.

Statutory guidance on the Equality Act 2010 definition of disability has been produced by the Office for Disability Issues (within the Department for Work and Pensions) to help better understand and apply this definition, [click here](#).

The clear starting point in the statutory guidance is that disability means 'limitations going beyond the normal differences in ability which may exist among people'.

'Substantial' means 'more than minor or trivial'. Substantial adverse effects can be determined by looking at the effects on a person with the impairment, comparing those to a person without the impairment, to judge if the difference between the two is more than minor or trivial.

'Long term' means the impairment has existed for at least 12 months or is likely to do so.

'Normal day to day activities' could be determined by reference to the illustrative, non-exhaustive list of factors in pages 47 to 51 of the statutory guidance relating to the Equality Act 2010 (Study and education related activities are included in the meaning of 'day to day activities'.)

## Staff training, SEND training and updates

Teaching staff access a programme of CPD throughout the year that addresses the key priorities of the school. Training on the needs of individual SEND students forms part of this training. The Individual Needs department consists of a group of skilled individuals who are trained to support SEND students and meet their individual needs. Members of staff are trained to lead on specific areas within SEND and their skills are focused on advocating and supporting the Academy to develop their knowledge and understanding further.

There is considerable investment in providing Academy staff with CPD which equips them with the skills and knowledge to differentiate and meet the needs of students with SEND, as part of normal classroom practice, through first wave interventions and quality first teaching.

At Dixons City Academy we provide staff training every Wednesday morning, and department training every Monday and Friday. This allows whole school training and departmental training opportunities for staff to develop their SEND knowledge and understanding. Staff receive regular student welfare updates in staff briefing and via emails from the SENDCo.

## Working with external agencies and specialist support teams for students with SEND

As a school, we work with a range of partners, including the local authority, to ensure that our SEND provision is robust. We work with the SEND team at Bradford LA to address the needs of individual students and to support their families. If the SENDCo feels



that the Academy is not solely able to provide for the SEND of an individual student, they will request advice from the local authority support service or other relevant body. For example:

- Health and social care agencies including the School Nursing Team and Children and Adolescent Mental Health Services (CAMHS).
- Virtual Schools.
- CSE Hub (through social care)
- Safeguarding team.
- Educational psychology team.
- Autism support team.
- Parent partnership.
- Educational Social Work service.
- Speech and language therapy (SALT).
- Youth Offending Team (YOT).
- Voluntary sector organisations.
- Counselling services.
- Local PRUs Alternative Providers.
- Behaviour & Attendance Collaborative.
- National Association for Special Needs (NASEN).
- High incidence team.
- 0-25 inclusive education service.

**If you have any questions about the way in which the Academy works with other bodies please contact the SENDCo or the Academy Nurse.**

## Frequently asked questions

### What is Robust Reading and why do all students take part?

We are passionate that all students at Dixons City Academy are fluent readers who love reading. That is why every student in Year 7 to 10 has a 30-minute Robust Reading session every day. In Robust Reading students spend time reading a quality, challenging book, which their tutor reads aloud to the group. The vision for Robust Reading is to ensure that every student reads high quality and challenging texts so they are instilled with the knowledge to think critically and creatively. We also want our students to enjoy reading and become confident readers, who read both at school and at home. The books range from classic Victorian novels to modern dystopian thrillers.

Some students who may need additional support with their reading have support through Instructional Reading in small groups of 4 to 6 students for 30 minutes each day.

### Do you offer after-school clubs at Dixons City academy?

We are delighted to be able to offer a wide range of after-school clubs. Your child should speak to their form tutor and / or Head of Year for more information.

### How do you capture the views of parents, carers and students with SEND?

The academy actively seeks and values the views of students in the provision and reviewing process for SEND. For students with EHCPs, views are sought in written form as part of the annual review process and students are encouraged to attend part of their annual review meeting.

The academy recognises the key role that families play in meeting the needs of students with SEND and actively seeks their views as part of the review process, both for students with EHCPs and those in the category of School Support.

