



The Inclusion Faculty at Dixons Allerton Academy is fully committed to celebrate diversity, have high aspirations for the future and relentlessly focus on the highest standards of achievement for all scholars. The ethos within the school, driven by the Senior Leadership Team and adopted by all staff, is an inclusive one. We place strong value in both academic achievement and personal development, believing that scholars should achieve their full potential, learning alongside their peers within a nurturing environment. There is a clear focus on teaching and learning within the Academy that runs in conjunction with a commitment to developing well rounded, independent young people who are happy and enjoy a wide range of interests. This approach aims to support the development of core values whilst building the qualities of confidence, resilience, tolerance and instilling a strong drive for success.

The Inclusion Faculty has made a commitment to ensuring the correct support is available at the right time in a child's development. This involves accurate identification and assessment of need, appropriate intervention and robust monitoring of progress. Success is achieved, in part, through a dedicated team of teaching and support personnel exhibiting high expectations for scholars with SEND. However, the key factor underpinning all provision throughout the Academy is our child centred approach. In recognising that each individual scholar's views and opinions, thoughts and aspirations, feelings and emotions are the factors that dictate progress; it is only when these views and opinions have been sought, that scholars can begin to take ownership over their personal development. In addition, we acknowledge the importance of a collaborative approach between the scholars, parents/carers and Academy staff so there is a high expectation that parents will be involved in their child's education and to promote strong learning values. As such, we believe in a friendly, open and transparent approach to supporting the families of learners with SEND and

actively encourage the involvement of parents/carers in the successes of the scholars. We have an accessible and approachable team of staff who are committed to working with parents and the wider community to ensure the best possible outcomes for learners with SEND.

Local Offer (Specific to EYFS and KS1)

The ethos of Early Years and Key Stage 1 is built around inclusion and progress for all. Being a new phase of the school, it is a priority that all stakeholders are aware of and buy into our vision.

Our classroom environments are designed to ensure success and progress for all children. Many of the classroom walls are neutral so we do not over stimulate any child (particularly those with SEND). The furniture is also neutrally coloured and designed to be at child height so it does not intimidate any child. This clear and clutter free learning environment also enables children to focus on what is most important (i.e. negotiating space, making good learning choices, having space to communicate effectively). The classrooms are also designed to have as much natural light as possible which again supports a calm but stimulating learning environment.

All provision both indoors and outdoors is always organised and labelled to enable children to access their own resources and put them back in the correct place. All children are encouraged and expected to access resources independently. High expectations of independence are held by all staff in school.

All of our classrooms and external learning environments have disabled and wheelchair access. Our SEND and Inclusion policies clearly lay out our commitment to inclusive learning. Our 3 year Academy Improvement Plan includes plans to establish a 'Nurture Group' for those children with personal, social and emotional needs.

Summary

In developing structures to meet the guidelines for the 2014/15 academic year and based on guidance from Bradford Metropolitan District Council's Children's Services for SEND we have implemented the new 'range' structure to support scholars. Ranges 1 to 3 are part of a graduated approach, and movement between each range will involve a cyclic process of: Assess-Plan-Do-Review. The range model can be viewed in more detail below. If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then the support will be identified in the plan.

All learners identified as having a SEND, who require additional support from the Inclusion Faculty, will receive the following:

- a Learning Plan or Learning Picture, dependent on age, identifying individualised targets for all scholars. These are set in collaboration between scholars, parents and Academy staff and are reviewed every two Dixons terms (three times a year). This ensures ownership of learning by the scholar and promotes parental involvement;
- accurate communication of Learning Plans, Learning Pictures and all relevant information to teaching staff using the SIMS system to inform quality first teaching and appropriate differentiation in classrooms. All teachers are responsible for all children;
- a pen portrait, as required, to map provision in addition to ensuring accurate tracking and monitoring of progress; an overview by a Raising Attainment and Progress Group to monitor achievement and progress using whole school data in the Secondary phase and ongoing, regular assessment throughout the Primary phase
- access to regular parental workshops and success evenings;
- access to wide range of extra-curricular activities including; additional home learning support, academic focus groups and sport and leisure activities;
- access arrangements for external exams if a student requires an alternative way of recording or communicating information;
- where possible, links to community activities and events established and promoted.

In addition to the provision set out above, the following Summary of Provision identifies specific support for individual areas of need for all our students with a SEND. The strategies at each range are additional to, not exclusive, to the previous ranges.

Key Information written in black relates to both Primary and Secondary scholars.

Information written in blue relates to only Secondary scholars

Information written in green relates to only Primary scholars

		Range 1	Range 2	Range 3
Communication and Interaction Needs:	Autistic Spectrum Conditions	<ul style="list-style-type: none"> • Teamwork and Communication Group, to enable students to overcome barriers to learning • Social skills groups during unstructured times i.e. breaks and lunch to promote friendship and informal 	<ul style="list-style-type: none"> • Simple instructions supported by visual cues • Support with recording work using tools such as thinking maps • Opportunities for over-learning basic concepts within a small group • Extended opportunities for group/paired discussion • Additional preparation for any change, 	<ul style="list-style-type: none"> • Key worker involvement • Weekly parental updates as required • Interim review meetings • Educational Psychologist input with assess to special assessment tools, this may include a sensory profile • Specialist ASD input from Bradford MDC i.e. speech and language consultants

		Range 1	Range 2	Range 3
		<p>interaction</p> <ul style="list-style-type: none"> • Reinforcement of routines and expectations • Additional rewards for progress towards Learning Plan targets. • Seating plan adjustments to minimise environmental distractions 	<p>additional time/advanced prompting in lessons and clearly established routines</p> <ul style="list-style-type: none"> • Inclusion leadership involvement to oversee/collate strategies towards improving social interaction, social communication and social understanding • Additional resources sourced on an individual basis • Access to Jabadao for scholars in Key Stage 1 	<ul style="list-style-type: none"> • Access to the nurture base at all time if required, to work in conjunction with individual behaviour strategies i.e. time out • Access to the Social Communication, Emotional Regulation and Transactional Support (SCERTS) framework to support the identification of key areas of need in relation to C/YP with communication and interaction needs. This is being used within Bradford to aid assessment and planning for this group of C&YP • Enhanced level of individual support within the classroom as deemed appropriate by DOL for Inclusion • Specialist training for Academy staff. • Addition support with home learning activities during extra-curricular sessions. • Ensuring appropriate knowledge of PSHCE education to ensure awareness and understanding of key areas of the curriculum and to promote personal safety and well-being • Access to the sensory room.
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • All staff recognise that all learner behaviours are a form of communication • Seating plan adjustments to optimise communication opportunities i.e. sit with a supportive peer • Teacher positioning and 	<ul style="list-style-type: none"> • Teamwork and communication group, looking at the importance of communication, different forms or communication and barriers to effective communication • Classroom differentiation and levelled questioning, additional time and advance prompting, scaffold 	<ul style="list-style-type: none"> • The Academy has a service level agreement in place for specialist Speech and Language support • LSA staff to have specialist training to enable high quality interventions to take place based on individual/group need • Provide technology to assist

		Range 1	Range 2	Range 3
		<ul style="list-style-type: none"> movement in and around the classroom • Minimise external noise. • Encourage all positive forms of communication • Challenging but appropriate learning outcomes and expectations in lessons • Students to record the key points of verbal instructions on mini white boards as reference point • Whole school emphasis on peer and group work, supported by table layouts and classroom routines • Instructions in song and rhyme • Wellcomm Screener • 	<ul style="list-style-type: none"> responses • Refer to school nurse for medical assessments • Additional opportunities for small group work within the classroom • Identify and reward concerted effort towards effective communication and regularly identify and acknowledge small improvements with the aim of building confidence • Differentiation of classroom resources to ensure required learning style is accommodated, additional emphasis on visual and kinaesthetic learning support 	<ul style="list-style-type: none"> communication i.e. ipad with apps/access to email • Review meeting with the student and parent/career • Involvement/advice from Educational Psychologist where required • Set mini targets for the lesson in regards to effective communication. Monitor the progress towards these targets to inform the review process • Additional home learning targets in place • Intervention via a Speech and Language Assistant.
Cognition and Learning Needs:	Moderate Learning Needs	<ul style="list-style-type: none"> • Peer support via whole school emphasis on paired and group work • The chunking of learning activities as part of the quality first approach • Development of independence skills and transfer of key skills built into medium term lesson plans • Emphasis on using and applying and generalisation of skills • Positive culture to classroom allow the confidence for students to take risks and develop their 	<ul style="list-style-type: none"> • More frequent review of the Learning Plan and increased focus of RAP management group. To allow for targets and progress to be review more often • Supported access to extra-curricular activities • Specialist support from the Learning Commons staff to enable access to a wide range of appropriate learning resources • Dedicated space within a designated classroom to store equipment to aid organisation and personal responsibility • Access to additional home learning support • Advice and support for parents, along 	<ul style="list-style-type: none"> • Have limited classroom support from an LSA member of staff, if required and deemed appropriate by the DOL for Inclusion • LSA focus on directing students to where they can find the tools to achieve, providing relevant examples and differentiated resources but then allowing the opportunity for students to continue independently • LSA training on levelled questioning and facilitation of debate/discussion around topics to build confidence before completing tasks • Support may include small group intervention outside the classroom

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		<p>learning</p> <ul style="list-style-type: none"> • Interact learning on the VLE • Adapted curriculum • Outdoor Learning • Use of p-Scales to map learning. • Intervention Programmes • Open activities to map confidence 	<p>with video tutorials available online</p> <ul style="list-style-type: none"> • In the Secondary phase access to a range of literacy/numeracy interventions, including; Lexia, McGraw Hill, Better Reading, Accelerated reader, Reading for Pleasure, toe-by-toe, My Maths, Maths Watch 	<p>delivered by a LSA or HLTA</p> <ul style="list-style-type: none"> • Contact with parents to highlight progress and display/discuss successes. This should be separate to any planning/target setting or discussions around negative issues. The format should be short phone calls or meetings but high frequency i.e. once a week • Identified key worker involvement • If need requires at year 7, access to the Primary Classroom Provision, in order to bridge the gap to secondary provision • Literacy booster option (iGCSE English) at KS4 • Bespoke level one course as an option at KS4 • Ensuring appropriate knowledge of PSHCE education to ensure awareness and understanding of key areas of the curriculum and to promote personal safety and well-being • Independent travel training • Enhanced career planning to identify options post-16 • 1/1 Support
	Specific Learning Difficulties	<ul style="list-style-type: none"> • Access to specialist resources supplied in the first instance by LSA staff i.e. coloured overlays, handwriting pens • Referral to school nurse where appropriate 	<ul style="list-style-type: none"> • Referred to qualified assessment specialist for screening • Sharing good practice/information with teaching staff. LSA training in a range of SPLD to advise student/teachers on generalised strategies • Access to a range of literacy/numeracy interventions, 	<ul style="list-style-type: none"> • If required, referral to the educational psychologist for diagnosis of SLD • Provide technology/alternative strategies to assist in communication and recording of information i.e. ipad with apps/access to email

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			<p>including; Lexia, McGraw Hill, Better Reading, Accelerated reader, Reading for Pleasure, toe-by-toe, My Maths, Maths Watch</p> <ul style="list-style-type: none"> Supported access to extra-curricular activities – including academic and sport options 	
Behavioural, Emotional and Social Development:	Social, emotional and mental health	<ul style="list-style-type: none"> Whole school ethos and culture that promotes positive learner values. Clear and consistent behaviour policy Consistent approach to sanctions and rewards Enhanced year 7 support with SLT leading whole year starter and reinforcing clearly identified learning habits Effective monitoring of behaviour via SIMS system by year managers, timely intervention for pastoral support Access to nurture base during unstructured times Preparation for any change and the need for clear routines so that children feel safe Family dining 	<ul style="list-style-type: none"> Ensure positive framing of information in a calm and controlled environment Behaviour and communication groups Social groups to improve opportunities to develop communication skills with peers Access to structured breakout space to de-escalate, calm and re-focus More frequent review of the Learning plan and increased focus of RAP management group. To allow for targets and progress to be review more often Supported access to extra-curricular activities 	<ul style="list-style-type: none"> External behavioural support for y7 – y10 students, this is a short term provision to focus on developing behaviour strategies and enable a smooth re-integration back in to mainstream provision Nurture provision based on key nurture principles - Accurate identification of need through identified assessment tools, either the Boxall profile of the QCA Emotional and Behavioural Development Scale Key behaviour targets incorporated into the Learning Plan and risk assessments developed if required Close monitoring to identify “hotspots” through observation with results used in planning Other agency involvement identified eg Educational Psychologist, CAMHS, paediatric assessments, Family Support, Social Care, Parent Partnership Support from home/school liaison officer and attendance team PSCO presence to allow positive associations with police and to reinforce wider community engagement Consideration given to referral to

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				<p>Behaviour Panel/BAC for further advice</p> <ul style="list-style-type: none"> • Support may include small group intervention outside the classroom delivered by a LSA or HLTA • Have limited classroom support from an LSA member of staff, if required and deemed appropriate by the DOL for Inclusion • Support for Managed Move scholars during their initial transition period and then, as required, support towards a graduated introduction to mainstream lessons.
Sensory and Physical Needs:	Hearing Impairment	<ul style="list-style-type: none"> • Access to specialist resources/technology supplied in the first instance by Education Bradford and co-ordinated by Inclusion administration • Seating plan adjustments to optimise communication opportunities i.e. sit with a supportive peer • Teacher positioning and movement in and around the classroom • Minimise external noise. 	<ul style="list-style-type: none"> • Regular review of need carried out by Education Bradford Hearing Specialists • More frequent review of the Learning plan and increased focus of RAP management group. To allow for targets and progress to be reviewed more often • Specialist training for named support staff to inform and oversee strategies. • Additional time and advance prompting, in order to allow for communication need. • Opportunities for paired and group 	<ul style="list-style-type: none"> • Allowed opportunity to develop sign language within Learning Family Time with peers <p>Hearing Impairment Specialist on referral will:</p> <ul style="list-style-type: none"> • Contact family • Visit school: <ul style="list-style-type: none"> Observe pupil in class Speak to pupil Speech discrimination Gather data on progress Advise staff (class teacher / SENCO) • Written report circulated to school,

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		<ul style="list-style-type: none"> Referral to school nurse where appropriate 	<p>work with the aim of building confidence</p>	<p>family, hospital</p> <ul style="list-style-type: none"> Annual electroacoustic hearing aid checks Monitoring visit to speak to pupil/SENCO Issue radio aid Monitor radio aid use The Academy has a service level agreement in place for specialist Speech and Language support for half a day each week. Provision will be allocated as deemed appropriate by the DOL
	Visual Impairment	<ul style="list-style-type: none"> A specialist qualified teacher of the visually impaired (QTVI) will make an initial visual assessment and write a report Attention to seating position in classroom ICT is used to increase access to the curriculum, where appropriate Additional time allocated to transition and induction to the Academy New facilities in 2013 enable easy access and movement around the Academy Individual risk assessments put in place as required 	<ul style="list-style-type: none"> More frequent review of the Learning Plan and Learning Pictures allowing for targets and progress to be reviewed more often Regular overview of need carried out by Education Bradford Visual Impairment Specialists Opportunities for paired and group work with the aim of building confidence Alterations to the school day to allow movement around the school building at quieter moments Specialist training for named support staff to inform and oversee strategies Availability of extra-curricular inclusive activities 	<ul style="list-style-type: none"> Access to counselling for recognition of a new condition or identification of deterioration where the student requires emotional support Have limited classroom support from an LSA member of staff, if required and deemed appropriate by the DOL for Inclusion LSA staff to provide some modification of learning materials to facilitate access Significant input by VI Specialist with whom the faculty have established a long standing and productive working relationship which ensures detailed and accurate transfer of information on a weekly basis Dedicated space designed to ensure optimum lighting and acoustics for individual and group interventions

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				<ul style="list-style-type: none"> • Individual student I-Pads available to students for in school and home learning where required. .Personal lap tops also available if this is the preferred way of working • Specialist software to include Jaws talking software and interactive touch typing software • Introduction to opportunities for learning braille • Links to community based opportunities for residential trips
	Physical Difficulties	<ul style="list-style-type: none"> • Wheelchair access, evacuation chairs and hygiene room • Personal Emergency Evacuation Plan and Risk Assessment to be put in place as necessary • Assistance in moving around the building where required • Access to lift pass and adapted timetable to move around during quiet times • Access to quiet break area • Flexible seating plans and adapted group work activities • Short term mentor support when required/necessary • Extra-curricular sessions aimed at developing self-esteem/confidence • Access to directed and supported activities to develop/extend gross motor skill 	<ul style="list-style-type: none"> • Access to additional/modified ICT equipment • Differentiation to PE curriculum • Individual skills intervention • Dressing skills programme 	<ul style="list-style-type: none"> • Co-ordination of external support i.e. physiotherapy • Organisation of additional transport requests • Education Psychologist sessions • Support during physical activity • Buddy system to support social development

		Range 1	Range 2	Range 3
		<ul style="list-style-type: none">• Personalised adaptations to the equipment to allow easier access/use• Handwriting support/intervention		

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