

Dixons Allerton Academy – SEND Information Report

We believe that every child is unique and deserves an education which ensures they are able to fulfil their potential socially, emotionally and academically. We value diversity and cultivate happy Academies based on strong relationships, mutual respect, integrity and honesty for all.

This report demonstrates the ways we support all of our scholars with Special Educational Needs and Disabilities (SEND), allowing them to enjoy and achieve. We place strong value on both academic achievement and personal development, believing that all scholars should achieve their full potential learning alongside their peers in a nurturing environment.

Requirement	Question	Academy response
The kinds of special educational needs for which provision is made at the school.	What kinds of SEND do children have in our school?	<p><i>‘A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age.’</i> (SEN Code of Practice 2014).</p> <p>We support a wide range of children with SEND throughout our academy, from EYFS through to Key Stage 5, and who may have difficulties with communication and interaction; cognition and learning; social, emotional and mental health and sensory or physical difficulties.</p>
Systems the school has in place for the identification and assessment of pupils with SEN.	How do you know if a pupil has SEND and how will they be supported?	<p>Staff closely monitor the progress made by students and ask for advice as soon as they have concerns about any pupil. Where a pupil is identified as having SEN, after accurate assessment and identification of need, we aim to remove barriers to learning through the introduction of appropriate interventions. Then, follow this up with a robust monitoring of progress and put effective provision in place. We assess, plan, do and review, this is known as a graduated approach.</p> <p>All learners identified as having SEND and who receive additional support from the Inclusion Faculty will receive the following:</p> <ul style="list-style-type: none"> • A Learning Plan with individualised targets set by student, parent and staff , which is then communicated to teaching staff • A Pen Portrait to map provision to track and monitor progress • If appropriate, Access Arrangements for exams • Support in the learning environment as required

Requirement	Question	Academy response
Information about the school's policies for making provision for pupils with SEN, whether or not pupils have EHC plans.	Where can I find information about the school SEN policy?	Our SEN Policy will give you the information you need about how we help pupils with SEND. This is available on our website or from the office, on request.
How the school evaluates the effectiveness of its provision for such pupils.	How will I know that my child is making progress?	<p>Students are continually monitored and assessed.</p> <ul style="list-style-type: none"> • EYFS – assess against the EYFS statutory frame work • KS1 & 2 - using assessments created and quality assured within the Dixons Academy Trust • Key Stage 3 - using assessments created and quality assured within the Dixons Academy Trust • Key Stage 4 - against Progress 8 • Key Stage 5 – against A Level and alternative frameworks where appropriate • <p>During three cycles of assessment each year, teachers formally review student progress and attainment, they record progress or identify concerns through the collection of data. Also students are monitored in the classroom setting by support staff who target any areas of concern through teacher-driven interventions.</p>
The school's arrangements for assessing and reviewing the progress of pupils with SEN.	How do you check and review the progress of my child and; how will I be involved?	Progress of pupils is closely monitored, academically 3 reports are sent home each year. The 'Cycle' system ensures that learning gaps are identified and planned for during our data and planning days each Cycle. Parents/carers attend a Parents Evening annually.
The school's approach to teaching pupils with SEND.	How do staff help pupils with SEND?	Our teachers use a variety of quality first teaching methods which aim to remove barriers to learning so that students are able to enjoy learning and achieve well. This may involve adapting resources so that they can access the curriculum. If children require additional support, specific interventions will be put in place and will be delivered by skilled LSA staff.

Requirement	Question	Academy response
How DAA adapts the curriculum and learning environment for pupils with SEND	What adjustments are made so children can learn and achieve?	<p>Subject teachers use a variety of teaching and learning strategies so that students are fully engaged in learning. These specific strategies, advised by the SENCO or external agencies, support the learning and progression of students. All pupils with a special educational need or disability have a Learning Plan which highlights where they need the most help and sets steps to aid their progression.</p> <p>We implement many different strategies to help SEND children progress in school, which may include, practical resources and different degrees of adult support. We have ramp access to all doors, two lifts within the building, several disabled toilets and a hygiene room.</p>
Additional support for learning that is available for pupils with SEND.	Is there any extra support available to help SEND pupils with their learning?	<p>We have a range of skilled staff to support pupils and address any additional needs they might have. We support children in the classroom through quality first teaching and our highly trained teachers and teaching assistants implement a wide range of personalised interventions.</p> <p>When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place, statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Bradford Council.</p> <p>Bradford's SEND Local Offer can be obtained from Bradford Council's website The Local Authority will need to have information about the child's progress overtime; documentation in relation to the special educational need; details of action taken by the school to meet the child's special educational needs and particulars of any special resources or arrangements put in place.</p> <p>This information may include: Learning Plans for the child; records of regular reviews and their outcomes; health reports, including medical history where relevant; national assessment levels and progress reports; educational and other assessments, for example from an advisory teacher or an Educational Psychologist; reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services). The views of the parents and child are sought. Parents may also make a Request for Statutory Assessment. The process is defined by a specific timescale and statutory procedures details of which are available on request from the LA SEN Officer. Statements / EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise.</p>

Requirement	Question	Academy response
Activities available for pupils with SEND in addition to those available in accordance with the curriculum	What social, before and after school activities are available for pupils with SEND?	<p>At Dixons Allerton Academy all pupils are able to access everything we offer after school, including those with SEND. We have a wide range of extra-curricular activities including academic and sport based sessions.</p> <p>A risk assessment for disabled pupils is updated annually by the Site Manager</p>
Support that is available for improving the emotional and social development of pupils with SEND.	What support will there be for my child's overall wellbeing?	<p>Meeting the holistic needs of our pupils, which includes their social and emotional development, enabling them to reach their full potential is a very important part of our provision. Children with specific social, mental or emotional health needs are supported by our Year Managers</p> <p>We also access other support services such as the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS) and other agencies.</p>
In relation to mainstream schools, the name and contact details of the SEND Coordinator.	Who should I contact if I want to find out more about how the school supports pupils with SEND?	The Director of Learning for Inclusion and SENCO is Patrick Kennedy. The SENCO for the Primary Phase is Jodie McDonald. Please contact school to make an appointment if you have any questions or concerns.
Information about the expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured.	How are the adults in school trained to work with children with SEND and what training have they undertaken?	We provide high quality teaching and learning for all children, including those with SEND. Training needs are continually being identified and addressed. This may include whole school training on SEND issues or support of identified groups of learners, such as pupils with Autism, Dyslexia etc. Staff who work closely with SEND students attend regular in-house training sessions run by outside agencies relevant to the needs of specific children. Staff work closely with these specialists who provide advice or direct support as appropriate

Requirement	Question	Academy response
Information about how equipment and facilities to support children with SEND will be secured	What happens if my child needs specialist equipment or other facilities?	All day-to-day teaching areas are fully accessible to all learners including those with SEND. School may provide SEND equipment where appropriate in consultation with specialist agency advice. Once levels of need for individual students are identified through transition, parent/carer liaison, in school assessments and advice from external specialist agencies then the DOL for Inclusion will determine best use of resources and will decide whether alternative or additional provision needs to be put in place. Disabled toilets and a hygiene room with shower and hoist are also on site
The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child.	How will I be involved with planning for and supporting my child's learning?	<p>We actively encourage parents/carers to be fully engaged and involved in their child's education and meet to discuss any concerns that arise as early as possible. A full programme of Transition is put in place as soon as a need is identified. There will be at least one termly meeting with parents/carers of SEND pupils, in order to discuss targets and review progress.</p> <p>A school report is sent home three times a year and we encourage and appreciate feedback from parents/carers. For those pupils who have a Statement or an Education, Health Care Plan, an annual review will be held. This is a formal meeting for parents/carers, school staff and other agencies involved in a pupil's education, health and/or care to review and discuss progress and to decide upon appropriate targets for the next year.</p> <p>School also has close links with Bradford Parent Partnership, where we can refer students and their families if required.</p> <p>For further information about any of the above please contact school.</p>
The arrangements for consulting young people with SEND about, and involving them in, their education.	How is my child involved in his/her own learning and decisions made about his/her education?	Students are actively encouraged to have their say about the education they receive. Part of this is their involvement in self-assessment. Students are encouraged to reflect on their learning and identify next steps and personal targets for all subjects in the classroom setting. Pupils with SEND complete a personalised document (This Is Me) each year to ensure they have the opportunity to express their views and opinions. They are aware of and contribute to their Learning Plan.
Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at school.	Who should I contact if I have concerns about my child's learning and/or progress?	<p>Your first step should be to talk with your child's class teacher or The Director of Progress and Achievement. If you continue to have concerns you should contact the Director of Learning for Inclusion and SENCO, Patrick Kennedy. All complaints are given full consideration and dealt with as swiftly as possible</p> <p>For primary your first point of contact would be your child's class teacher. If you continue to have concerns you should contact the Key Stage Leader or the Primary SENCO.</p>

<p>How the Governing Body involves other agencies, including health and social services, LA support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>Who else provides services in school for pupils with SEND?</p>	<p>The range of agencies and support services that school currently works with include, but is not limited to:</p> <ul style="list-style-type: none"> • Occupational Therapy • Hearing Impaired Team • Visual Impaired Team • Child and Adolescent Mental Health (CAHMS). • School Health Team • Educational Social Worker • Governing Body • Bradford Parent Partnership • CAF / EHCP Referral Process • Volunteer Programme • SEND Strategic Partnership • Invictus Counselling Services <p>If you would like to know more information about these services then please contact the Director Of Learning for Inclusion and SENCO, Patrick Kennedy.</p>
<p>The contact details of support services for the parents/carers of pupils with SEND, including those for arrangements made in accordance with cl. 32</p>	<p>Who should I contact to find out about other support for parents and families of children with SEND?</p>	<p>Transition arrangements are in place for all children. Children in EYFS have an extended transition. Where appropriate, additional transition programmes are implemented for Year 6 pupils who will join DAA in Year 7.</p> <p>Relevant staff have transition meetings each summer term to collect important information about all pupils, but with particular focus on the needs of children with SEND. This is to ensure that strategies and resources that have proven to be successful for those pupils are ready to be implemented in September.</p> <p>We liaise closely with our local primary schools to ensure a smooth and successful transition for pupils with SEND and we try to arrange additional visits where possible, as well as ensuring a successful three day transition programme, during the Summer term. Year 11 students meet with the Connexions and Careers Advisors so that appropriate advice and guidance can be given. There is liaison with Further Education providers to ensure that SEND students continue to have their needs met if they do not enter the school's sixth form. A programme focusing on responsibility, independent travel, work skills and vocational choices is in place. Additional advice from external professionals may be sought as required at this time to smooth the</p>

		<p>transition process for both pupils and parents. Six months after students have left the school we ask them to complete a survey to ensure they are not NEET. Should any student then need support we are able to draw on our strong links with The Parent and Young People Partnership Service.</p> <p>Students in Key Stage 5 have access to a Head of Year, Year Manager and Careers Advisor in addition to a wealth of external agency input so that relevant choices can be supported and made</p>
<p>Information on where the Local Authority's Local Offer is published.</p>	<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>The Bradford Council website has information about the services that are available. Bradford's SEND Local Offer can be obtained from Bradford Council's website; https://localoffer.bradford.gov.uk/</p> <p>If you have any questions at all, please ask. We are here to support your children.</p>

Reviewed August 2018