

Academy offer

The Inclusion Team at Dixons Allerton Academy is fully committed to ensuring that all students have ambitious life choices. 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 students should achieve their full potential, learning alongside their peers within a nurturing environment.

The Inclusion Team works diligently with students, teachers and parents/carers in order to ensure that all SEND students receive a rich curriculum which reflects their individual needs and aspirations. There is a clear focus on teaching and learning within the Academy that runs in conjunction with a commitment to developing well-rounded, industrious young people who are happy and responsible for shaping their own purposeful futures.

As an Academy, we promote three core values to support achievement, they are: Happiness, Industry and Responsibility. The core values are supported by a relentless drive to instil self-determination, mastery and independence by constantly encouraging students to aim high in order to enhance their opportunities in life.

The Inclusion Team has made a commitment to ensuring that 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. We strive to create a supportive environment where young people are happy and enjoy a wide range of interests.

Success is achieved, in part, through a dedicated team of teaching and support personnel exhibiting high expectations for students with SEND. However, the key factor underpinning all provision throughout the Academy is our child-centred approach. In addition, we acknowledge the importance of a collaborative approach between students, parents/carers and Academy staff. As such, we believe in a friendly, open and transparent approach to supporting the families of learners with SEND.

We have an accessible and approachable team of staff who are committed to working with students, parents and the wider community to ensure the best possible outcomes for learners with SEND.

Academy offer (specific to Primary)

The ethos of DAA Primary is built around inclusion and progress for all. We have a vision and mission which strives to provide children with skills that will equip them for life not just their education. DAA primary focuses on the child's holistic development, and the child's wellbeing and interests are put at the fore front of every learning opportunity.

We embrace the importance of a collaborative approach between children, parents/carers and Academy staff. As such, we believe in a friendly, open and transparent approach to supporting the families of learners with SEND. All learning environments follow a consistent, neutral theme with children's work being celebrated and 'working walls' to support learning being the focus of displays. All environments are well organised and continuous provision is clearly labelled. Environments also provide a multi-sensory approach to learning, with real life objects being used where ever possible.

Summary

In developing structures to meet the guidelines for the 2022/23 academic year and based on guidance from Bradford Metropolitan District Council's Children's Services for SEND we have implemented the 'Matrix of Need' structure to support students. HQT, SEND Support and EHCP levels of support are part of a graduated approach, and movement between each Matrix will involve a cyclic process of: Assess-Plan-Do- Review. The Matrix of Need 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 special educational need or disability, who require additional and/or different support (in addition to High Quality Teaching) from the Inclusion Department, will receive the following:

- A Pupil Passport and Learning Plan, identifying individualised targets for all students. These are set in collaboration between students, parents and Academy staff and are reviewed every three times per year. This ensures ownership of learning by the student and promotes parental involvement.
- Accurate communication of Learning Plans, and all relevant information to teaching staff using BromCom and Provision Map system to inform quality first teaching and appropriate differentiation in classrooms. All teachers are responsible for all students.
- Access to a 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.
- 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 of our students with a SEND. The strategies at each range are additional to, not exclusive, to the previous ranges.

		HQT	SEND Support	SEND Support+ & EHCP
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 and promote collaborative work. • Reinforcement of routines and expectations • Additional rewards for progress towards Learning Plan targets. • Seating plan adjustments to minimise environmental distractions 	<ul style="list-style-type: none"> • Simple instructions supported by visual cues • Support with recording work using tools such as thinking maps or writing frames. • Opportunities for over-learning basic concepts within a small group • Pre-teaching of knowledge • Extended opportunities for group/paired discussion • Additional preparation for any change, additional time/advanced prompting in lessons and clearly established routines • Inclusion leadership involvement to oversee/collate strategies towards improving social interaction, social communication and social understanding • Additional resources sourced on an individual basis such as sensory toys or equipment. 	<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 • 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 • Specialist training for Academy staff. • Addition support with home learning activities during extracurricular sessions. • Ensuring appropriate knowledge of PSHCE education to ensure awareness and understanding of key areas of the curriculum and to promote personal safety and wellbeing
	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 	<ul style="list-style-type: none"> • Classroom differentiation and levelled questioning, additional time and advance prompting, scaffold responses • Additional opportunities for small group work within the classroom 	<ul style="list-style-type: none"> • Provide technology to assist communication i.e. iPad with apps/access to email • Review meeting with the student and parent/career • Set mini targets for the lesson in regards to effective communication. Monitor the

		<ul style="list-style-type: none"> • Teacher positioning and 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 	<ul style="list-style-type: none"> • 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 	<p>progress towards these targets to inform the review process</p> <ul style="list-style-type: none"> • Regular input from commissioned Speech and Language Therapist.
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 generalization of skills • Positive culture to classroom allow the confidence for students to take risks and develop their learning • Interactive learning on the IWB 	<ul style="list-style-type: none"> • Dedicated space within a designated classroom to store equipment to aid organisation and personal responsibility • Access to additional home learning support • In the Secondary phase access to a range of literacy/numeracy interventions, including; Lexia, McGraw Hill, Better Reading, My Maths and Maths Watch. 	<ul style="list-style-type: none"> • Have some classroom support from an LSA member of staff, if required and deemed appropriate by the SENCP • 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 • Support may include small group intervention outside the classroom delivered by a LSA • Identified key worker involvement • Literacy booster option at KS4 • Ensuring appropriate knowledge of PSHE education to ensure awareness and to promote personal safety and wellbeing • Independent travel training
	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 	<ul style="list-style-type: none"> • Provide technology/alternative strategies to assist in communication and recording of information i.e. iPad with apps/access to email

			<p>to advise student/teachers on generalised strategies</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, My Maths and Maths Watch. 	
<p>Behavioural, Emotional and Social Development</p>	<p>Social, emotional and mental health</p>	<ul style="list-style-type: none"> • An appropriate whole school ethos which includes a focus on the promotion of good mental health and well being • A positive behaviour policy which is socially and emotionally differentiated to meet the needs of all pupils and reviewed with staff at least annually • A classroom and playground environment which focuses on positive relationships and the development of social skills • The provision of planned opportunities for pupils to learn social and emotional skills and build resilience • Systems in place to ensure effective behaviour management strategies including effective consequences both positive and negative (rewards and sanctions) • Effective links between pastoral support, personal and social education, SEN and the curriculum • Differentiation of teaching and learning both academically and socially and emotionally • The planned teaching of personal social and emotional skills (eg a curriculum such as SEAL) • Planned teaching of social communication skills • Transparent system of class/school rewards and sanctions. Rules and expectations consistent across staff. 	<ul style="list-style-type: none"> • Identified frequent support to teach social and emotional skills and address behavioural targets on individualised plans. • Use of key-working approaches to ensure the CYP has a trusted adult to offer support during vulnerable times. • Personalised reward systems known to all staff in school who have contact with the CYP, implemented consistently across the curriculum. • Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal. • Enable some planned time in smaller groups in order to develop social skills and emotional regulation. • Provide access to appropriate support to aid the development of relationships (Buddies, Mentors, ESAs) 	<ul style="list-style-type: none"> • Key SEMH 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 • e.g. Educational Psychologist, CAMHS, paediatric assessments, Family Support, Social Care, Parent Partnership, SEMH Specialist Teaching Team • Support from home/school liaison officer and attendance team • Consideration given to referral to Behaviour Panel/BAC for further advice • Support may include small group intervention outside the classroom delivered by a LSA • Have some classroom support from an LSA member of staff, if required and deemed appropriate by the SENCO • Support from commissioned counselling services.

		<ul style="list-style-type: none"> • Personalised reward systems covering targeted lessons / activities • Use of different teaching styles • Clear routines e.g. for transitions • Careful consideration of group dynamics that enables adjustments to classroom organisation, seating and group dynamics • Nurturing classroom approaches • Offering CYP opportunities to take on responsibilities e.g. class monitors, prefects, school council reps • Information about CYPs needs/difficulties is shared with relevant staff • Sharing of advice on successful strategies and set targets e.g. use of visual supports, developing organisational skills. • Classroom Teaching Assistance (TA) is targeted towards support for access for specific tasks/settings, based on IEP targets • Opportunities for small group work based on identified need 		
<p>Physical and Medical Needs</p>	<p>Hearing Impairment</p>	<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. • Referral to school nurse where appropriate 	<ul style="list-style-type: none"> • Regular review of need carried out by Education Bradford Hearing Specialists • 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 work with the aim of building confidence 	<p>Hearing Impairment Specialist on referral will:</p> <ul style="list-style-type: none"> ○ Contact family ○ Visit school: ○ Observe pupil in class ○ Speak to pupil ○ Speech discrimination ○ Gather data on progress ○ Advise staff (class teacher / SENCO) <ul style="list-style-type: none"> • Written report circulated to school, family, hospital • Annual electroacoustic hearing aid checks

			<ul style="list-style-type: none"> • Monitoring visit to speak to pupil/SENCO • Issue radio aid • Monitor radio aid use
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 • Modern facilities enable easy access and movement around the Academy • Individual risk assessments put in place as required 	<ul style="list-style-type: none"> • 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 	<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 some classroom support from an LSA member of staff, if required and deemed appropriate by the SENCO • Individual student iPads available to students for in-school and home learning where required. Personal laptops 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 academy lifts 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 	<ul style="list-style-type: none"> • Access to additional/modified ICT equipment • Differentiation to PE curriculum • Individual skills intervention 	<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 • Support from Physical and Medical Specialist Teaching Team.

- Access to directed and supported activities to develop/extend gross motor skills
- Personalised adaptations to the equipment to allow easier access/use
- Handwriting support/intervention