

SEND INFORMATION REPORT 2025/2026

Introduction

The academy believes that the entitlement to a broad, balanced, relevant and scaffolded curriculum is a right for all and should not be constrained by age, gender, race, physical disability, special educational need or vulnerability. This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment. Equality of opportunity, thoughtful and effective assessment, parental involvement and effective teaching appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision, for all students. The academy is committed to ensuring that every student who is in need of additional support is provided with it, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all.

At Dixons Allerton Academy, the Student Welfare team is made up of the Senior Vice Principal, Assistant Vice Principal for Inclusion, Primary SENDCO, DSL and Deputy DSL's, Inclusion Lead, Pastoral Team, Academy Nurse and Learning Support Assistants. This department, in conjunction with the wider school, provides a holistic approach to meeting the needs of all students at the academy to ensure a joined-up approach is implemented to meeting the needs of every student and the whole student, be that academically, medically, physically, socially or emotionally. Students with the highest levels of need are allocated a keyworker who will liaise with parents and external agencies as required with support of the SENDCO.

The Welfare Team can be contacted by calling the academy number (01274 089890) and asking for any of the following people either by job title or by name:

Senior Vice Principal	Matt Sanderson
Assistant Vice Principal / All-Through SENDCo	Jodie McDonald
Primary SENDCO	Sophie McGowan
Inclusion Lead (Secondary)	Heather Holliday
Assistant Vice Principals - Safeguarding	Steven Bibby & Siobhan Raynor
Assistant Vice Principal – Culture & Ethos	Dan Cook
Deputy DSL's	Rose Hattersley, Aaron Metcalfe
Safeguarding Officers	Danielle Pearman, Amanda Howard
School Nurse	Joanne Claridge

We recognise that any student may require the support of the Welfare Team at some point during their school career and that support may be temporary or long term. Support packages are individually tailored with a focus on the Dixon Allerton Academy's core values of Happiness, Responsibility, and Industry. We work closely with academic departments, school leadership, outside agencies and families in order to develop independent and resilient learners who make rapid and sustained progress regardless of starting point, socio- economic background, personal circumstance, special educational need or disability.

At Dixons Allerton Academy, all aspects of academy learning and the community have been designed with the needs of all students – including those with special educational needs, disabilities or other vulnerabilities – in mind and, as a result, students receive a truly inclusive education and experience with their needs being met through well designed whole school systems. True inclusion means equity; every student receiving what they need when they need it. This cannot be achieved through segregated services, non- specialist and / or unqualified teaching, or acceptance of inferior outcomes for certain individuals or groups.

All aspects of academy learning and community have been designed to meet the needs of every student in the academy. Each student is treated as a unique individual and is subject to the same high expectations, respect, compassion and flexibility as their peers. Every decision and action taken is done so with the aim to ensure that every student can achieve to the very best of their potential, go on to university or a real alternative and be positive and productive members of their communities.

Values and culture

The academy provides a safe, well supervised and highly structured environment in which all students can learn and thrive. Our core values of happiness, responsibility and industry are at the heart of everything that we do. Silent corridors, exceptionally high expectations for behaviour for all students, good relationships between students and staff and daily family dining (primary), ensure a safe and supportive experience for all students without the need for additional support or difference for vulnerable learners. The Welfare Team is there for all students when they need it. Further information on our values and culture can be found on the academy website: www.dixonsaa.com

Teaching

Quality first teaching is at the heart of a truly inclusive curriculum, learning needs are met through a broad, balanced and relevant curriculum. There are three learning cycles per academic year, each using the assess-plan-do-review format to ensure that every student is receiving an education, including intervention and prevention to meets their current learning and special educational needs. Each cycle also includes liaison with families/carers and the student in order to fully capture their views and wishes for their experience at Dixons Allerton Academy.

Frequently asked questions

Requirement	Question	Academy Response
The kinds of special educational needs for which provision is made at the school.	What kinds of SEND do students have in our school?	'A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to students of the same age.' (SEN Code of Practice 2014). We support a wide range of students 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.
Systems the school has in place for the identification and assessment of students with SEN.	How do you know if a student has SEND and how will they be supported?	Staff closely monitor the progress made by students and ask for advice as soon as they have concerns about any student. Where a student 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 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. All learners identified as having SEND and who receive additional support from the Inclusion Team will receive the following: • A Learning Plan / INIP / INIS with individualised targets set by student, parent and staff, which is then communicated to teaching staff • If appropriate, Access Arrangements for exams • Support in the learning environment as required, this maybe using technology or adult support.
Information about the school's policies for making provision for students with SEN, whether or not students 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 students with SEND. This is available on our website or from the school admin office, on request.
How the school evaluates the effectiveness of its provision for such students.	How will I know that my child is making progress?	Students are continually monitored and assessed. • EYFS – assess against the EYFS statutory framework • KS1 & 2 - using PUMA/PIRA, NTS and SATS • 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

		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.
The school's arrangements for assessing and reviewing the progress of students with SEN.	How do you check and review the progress of my child and how will I be involved?	Progress of students is closely monitored, academically three reports are sent home every year. The 'Cycle' system ensures that any gaps in learning are identified and planned for during our data and planning days each Cycle. Parents/carers attend a Parents Evening annually. For Primary, parents/carers attend a parent's evening twice per academic year and receive one yearly report. Those students with an Individual Learning Plan have three meetings per year with the class teacher to review and discuss targets.
The school's approach to teaching students with SEND.	How do staff help students 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 students require additional support, specific interventions will be put in place and will be delivered by skilled LSA staff.
How DAA adapts the curriculum and learning environment for students with SEND	What adjustments are made so students can learn and achieve?	Subject teachers use a variety of teaching and learning strategies so that students are fully engaged in learning. These specific strategies, advised by the SENDCO or external agencies, support the learning and progression of students. All students with a special educational need or disability have a Learning Plan / INIP / INIS which highlights where they need the most support and sets steps to aid their progression. We implement many different strategies to help SEND students' progress in school, which may include, practical resources and different degrees of adult support. We have ramp access to all doors, three lifts within the building, several disabled toilets and two hygiene rooms, one which has a ceiling hoist.
Additional support for learning that is available for students with SEND	Is there any extra support available to help SEND students with their learning?	We have a range of skilled staff to support students and address any additional needs they might have. We support students in the classroom through quality first teaching and our highly trained teachers and teaching assistants implement a wide range of personalised interventions. 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 Authorities Provision Panel. The request is made to the Local Authority (LA), which in our case is Bradford Council. Bradford's SEND Local Offer can be obtained from Bradford Councils website. The Local Authority will need to have information about the child's progress over time, documentation in relation to the special education need, details of action taken by the school to meet the student's special educational needs and particulars of any special resources or arrangements put in place. 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. 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.

Activities available for students with SEND in addition to those available in accordance with the curriculum	What social, before and after school activities are available for students with SEND?	At Dixons Allerton Academy all students 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.
Support that is available for improving the emotional and social development of students with SEND.	What support will there be for my child's overall wellbeing?	Meeting the holistic needs of our students, which includes their social and emotional development, enabling them to reach their full potential is a very important part of our provision. Students with specific social, mental or emotional health needs are supported by the Welfare Team We also access other support services such as the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS), Specialist Teaching Services provided by the Local Authority (SCIL Team), counselling services - Know Your Mind and Youth in Mind, a commissioned clinical psychologist and psychoanalytical psychotherapist. Jodie McDonald is the Senior Mental Health Lead.
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 students with SEND?	The named SENDCO is Jodie McDonald.
Information about the expertise and training of staff in relation to students and young people with SEND and how specialist expertise will be secured.	How are the adults in school trained to work with students with SEND and what training have they undertaken?	We provide high quality teaching and learning for all students, 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 students 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 students. Staff work closely with these specialists who provide advice or direct support as appropriate
Information about how equipment and facilities to support students 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 SENDCO will make 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 available on site.
The arrangements for consulting parents of students 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?	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 the parents/carers of SEND students in order to discuss targets and review progress. A school report is sent home three times a year and we encourage and appreciate feedback from parents/carers. For Primary, parents/carers attend a parent's meeting twice per academic year and receive one yearly report. Those students with an Individual Learning Plan have three meetings per year with the class teacher to review and discuss targets. For those students who have 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 student's education, health and/or care to review and discuss progress and to decide upon appropriate targets for the next year.

The arrangements for consulting young people with SEND about, and involving them in, their education	How is my child involved in his/her 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.
Any arrangements made by the governing body relating to the treatment of complaints from parents of students with SEND concerning the provision made at school.	Who should I contact if I have concerns about my child's learning and/or progress?	For secondary your first step should be to talk to your child's Director of Progress and Achievement. If you continue to have concerns, you should contact the SENDCO. 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 SENDCO.
How the Governing Body involves other agencies, including health and social services, LA support services and voluntary organisations in meeting the needs of students with SEND and in supporting the families of such students.	Who else provides services in school for students with SEND?	The range of agencies and support services that school currently works with include, but is not limited to: • Occupational Therapy • Hearing Impaired Team • Visual impaired Team • Child and Adolescent Mental Health (CAHMS) • School Nursing Team • Governing Body • EHCP Referral Process • Peaces Counselling Services • Early Help • Educational Psychology Team • Bradford SCIL Team and Specialist Teaching Services • Know Your Mind Counselling Service If you would like to know more information about these services then please contact one of the SENDcos.
The contact details of support services for the parents/carers of students with SEND, including those for arrangements made in accordance with cl. 32	Who should I contact to find out about other support for parents and families of students with SEND?	Transition arrangements are in place for all students. Students in EYFS have an extended transition. Where appropriate, additional transition programmes are implemented for Year 6 students who will join DAA in Year 7. We liaise closely with our local primary schools to ensure a smooth and successful transition for students with SEND and we try to arrange additional visits where possible, if a student requires this.

		Relevant staff have transition meetings each Summer term to collect important information about all students, but with particular focus on the needs of students with SEND. This is to ensure that strategies and resources that have proven to be successful for those students are ready to be implemented in September. 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 programmes 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 transition process for both students and parents/carers. 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. Students in Key Stage 5 have access to a Head of Year, Year Manager and Careers Advisor.
Information on where the Local Authority's Local Offer is published.	Where can I find out about other services that might be available for our family and my child?	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/

What should I do if I am not happy with the provision that has been put in place for my child at the academy?

Providing a high quality education is of paramount importance and we believe that a close working relationship between the academy, student and families/carers is crucial in achieving this. We actively seek to collaborate with families/carers on a cycle-by-cycle basis, but understand that things can change much more quickly than this. We are always happy to arrange a meeting or phone-call in order to discuss a student's provision and how best to meet their needs.

Any complaints to the academy would follow the standard complaints procedure for the Trust, details of which can be found by following the link below:
www.dixonsaa.com

Support for parents can be found by following the link below:

<https://localoffer.bradford.gov.uk/service/734-bradford-sendiaas-barnardos>

Support in resolving disagreements and complaints regarding provision for students with additional needs is also provided by the local authority and details can be found by following the link below:

<https://www.bradford.gov.uk/compliments-and-complaints/council-services/the-councils-complaints-procedure/>