

DIXONS CITY ACADEMY – SENDD INFORMATION REPORT 2017-18

Dixons City Academy is a fully inclusive learning environment where all students are empowered to succeed. We aim to ensure all students secure outstanding progress and achieve their potential: personally, socially, emotionally and academically; regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs. We achieve this primarily through catering for all students’ individual needs in the classroom by planning purposeful lessons in response to appropriate data.

Provision for students with SEND is co-ordinated by Mrs Nicola Cunningham (Assistant Principal for Individual Needs & SENDCO), who leads the Individual Needs department and provision for vulnerable students across the Academy, Mrs Jessica Clasper (Assistant SENDCO) and Mrs Julie Morgan (IN manager). Provision for students with disabilities/medical conditions is led by the Academy Nurse, Mrs Jenny Markland. All can be contacted at the Academy on 01274 776777.

The Local Offer of provision for students with SENDD

City of Bradford MDC 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 (2014) graduated approach of Assess-Plan-Do-Review and categorises needs into ‘ranges’ using a Range Model to assess the level of need. It is available to read via the link below:

<http://localoffer.bradford.gov.uk/>

We have published our Academy offer on the Academy website which can be read by accessing the following link:

<http://www.dixonsca.com/index.php/disabilities-and-SEND>

Our Academy Offer explains how we meet the needs of students with SEND who fall into Ranges 1 -3 of Bradford’s range model.

The Academy provides for the types of SEND detailed below and we have broken our Academy Offer down into those categories:

Communication and Interaction	Speech, Language and Communication Needs Autism Spectrum Disorders including Asperger’s
Cognition and Learning	Specific Learning Needs including Dyslexia, Dyscalculia, Dyspraxia Moderate Learning Difficulties
Social, Emotional and Mental Health	Attachment Disorder ADHD/ADD Social Needs Emotional/Mental Health Needs including self-harm, anxiety, eating disorders, alcohol and substance abuse
Sensory and/or Physical	Visual Impairment Hearing Impairment Physical Disability

Students who's SEND fall into Range 4 or above on the Local Authority's model may have an Education, Health and Care Plan and as such our Academy Offer does not apply. If they do not have one currently and it is felt appropriate, then an application will be made after seeking support from external SEND services. Where a student has an Education, Health and Care Plan, then we work towards providing the support detailed in the plan which is highly personalised to the student's individual needs.

The Academy's SEND Policy

The Academy's policy for SEND can be read in full on the Academy website

Identification of SEND

In addition to liaison with primary schools, parents/carers and agencies, 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 and 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, are as follows:

- Cognitive Ability Testing (CAT)
- New Group Reading Test (NGRT)
- Dyslexia Screening
- Dyscalculia Screening

Irlen Syndrome Screening is conducted on entry to the school.

The data provided by the assessments, in conjunction with information received from primary schools and from parents/carers and KS2 progress data, forms the basis of the planning process for allocating interventions to meet the needs of students with SEND. The same process is applied for students who are admitted to the Academy other than at the beginning of Year 7.

How we meet the needs of students with SEND:

1. Individual Strategy Banks: The Academy has replaced IEPs with Individual Strategy Banks which offer a person and provision-centered holistic approach to support SEND as advised by the SEND Code of Practice (2014). The purpose of these strategy banks is to inform planning for Quality First Teaching which is at the heart of provision for students with SEND at the Academy.
2. Quality First Teaching: We believe that all students should be in mainstream lessons as far as possible, whatever their level of need, and the strategy banks, along with whole staff training enables teaching staff to provide learning which is inclusive, develops independence and provides stretch and challenge for all students. As such, there is considerable investment in providing Academy staff with CPD which equips them with the skills and knowledge to differentiate to meet the needs of students with SEND as part of standard classroom practice.
3. Targeted Interventions:
 - Academic: the Academy offers a range of academic interventions to meet the needs of students with SEND including the use of the Lexia reading programme, 20:20 reading, a foundation learning pathway, provision of tailored qualifications, 1:1 and small group tuition, 1:1 reading programmes and supported Homework Club.
 - Emotional/Social & Pastoral: The range of interventions includes Breakfast Club, anger management small group/1:1 programmes, peer mentoring, self-esteem/social skills small group programmes, counselling and other support for emotional and social development as determined on an individual basis. 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, such as adjustments to school trips. The Personal Development Studies 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 Learning Support Assistants 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. It is not Academy practice to assign Learning Support Assistants 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
4. Personalised Curricula: At the 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 and may draw on the following curriculum adaptations/provisions:
 - KS3 Foundation Learning pathway
 - KS4 Foundation Learning Group to include tailored qualifications such as Personal Finance and BTEC Level 1/2 Jamie Oliver Cooking Skills
 - A focus on consolidation of the core subjects
 - Key Stage 4/5 Supported Study with a reduced number of formal qualifications
 - KS4 Entry Level Qualifications
 5. Exam Access Provision: The Academy abides by JCQ regulations in the provision of exam access arrangements and their administration. Any questions regarding exam access provision should be addressed to Nicola Cunningham, Assistant Principal for Individual Needs & SENDCO in the first instance.

Reviewing SEND Provision

The Assistant Principal for Individual Needs and SENDCO has overall responsibility for the effectiveness of provision for students with SEND and this is reviewed in the following ways:

1. Analysis of the progress of students with SEND at each round of progress grades: data is collected three 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.
2. 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.
3. The formal review process for students with Education, Health and Care Plans: is carried out at least annually 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.
4. Review/PEP process for Looked After Children: Many CLA have SEND as a result of their experiences. 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 SEND.

Partnership Working

The SENDCO and other senior members of the Individual Needs team, including the Academy Nurse, work in partnership with other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting the

needs of students with SEND and supporting their families. If the SENDCO feels that the Academy is not solely able to provide for the SEND of an individual student, she will request advice from the local authority support service or other relevant body such as CAMHS in the first instance.

The SENDCO also works in partnership with the local authority's specialist teams and other agencies to provide specialised CPD for Academy staff to ensure the quality of Quality First Teaching and expertise of Academy staff.

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

Support for students with SEND at key transition times

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 KS2-3
- During the KS4 GCSE choices process in Y8
- From KS4-5
- From KS5 to Higher Education/Training/Employment

This is carried out in a number of 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 statements/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-i careers advisors for SEND students in KS4 and 5
- Personal Development Studies programmes of study delivered to all students, including those with SEND, across Years 7-13

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.

Section 69 of the Children and Families Act 2014

Admissions Process for Disabled Persons

The admissions process for disabled persons as students to the school is the same as that for non-disabled persons. The Academy's Admission and Appeals Policy 2014-15 is available to read in full on the Academy's website (http://www.dixonsca.com/images/admissions/DCA_Admissions_2015_Finalised.pdf) and makes clear in its Aims that '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 an Education, Health and Care Plan.

Parents/carers of disabled children or those with SEND who are applying for admission to the Academy are advised to contact the SENDCO – Mrs Nicola Cunningham – for a site visit and to discuss any reasonable adaptations/transition planning that may be needed as well as individual provision required to meet the needs of the child.

Accessibility of the site for disabled students

The Academy is a fully accessible site and we work hard to ensure that all barriers to equality are removed. For more information please see the Accessibility Plan in full.

Any parents/carers with questions/concerns about accessibility are encouraged to contact the SENDCO.

Steps taken to prevent disabled students from being treated less favourably than other students

The Academy is committed to removing all barriers to equality and ensures that disabled students are valued and respected as part of the Academy community - this is reflected in the Academy driver 'Diversity Challenge Achievement' and actively addressed as part of the Academy's Improvement Planning process. For additional information please see the Community Cohesion and Equality Policy and the Equality Duty Action Plan

What to do if you have a concern/complaint

If you have any questions/concerns relating to provision for students with SEND or the Academy's contribution to the Local Offer you should contact the Academy SENDCO – Mrs Nicola Cunningham – or the Individual Needs Manager – Mrs Julie Morgan – on 01274 776777 in the first instance. If your concern relates to a physical disability or a medical condition/need you should contact the Academy Nurse – Mrs Jenny Markland on the above number.

Appendix 1: Statutory Requirements of the SEND Information Report

The full SEND Code of Practice may be accessed by following this link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398

The SEND Code of Practice (effective from 1st April 2015) states that:

Publishing Information: SEND Information Report

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO (mainstream schools)
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for consulting young people with SEND and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEND
- how children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families
- arrangements for handling complaints from parents of children with SEND about the provision made at the school

The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEND policy and named contacts within the school for situations where young

people or parents have concerns. It should also give details of the school's contribution to the Local Offer and **must** include information on where the local authority's Local Offer is published.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEND.