

SEND Information Report



Information about the Academy's policies for the identification and assessment of pupils with special educational needs.

Dixons Cottingley Academy caters for students with a wide range of learning needs, including;

MLD	Moderate Learning Difficulties
SEMH	Social and Emotional Health
SPLD	Specific Learning Difficulty
ASC	Autistic Spectrum Condition
SLCN	Speech Language and Communication
PD	Physical Difficulty
VI	Vision Impaired
Hi	Hearing Impaired

All information relating to these conditions can be found on the Bradford Schools Online, High Incidence Team website <https://bso.bradford.gov.uk/content/the-high-incidence-team>

The Academy is committed to support any students with any need and supporting them to succeed.

The SENCo co-ordinates the identification, assessment and monitoring of students with SEND. Students requiring SEN support are identified through:

- Transition meetings with the link primary Schools.
- Baseline assessments in year 7 to identify students who may require SEN support and also to establish if students already identified as having SEND are supported at the appropriate level.
- SATs data reviewed alongside baseline assessments to build a picture of need.
- Referrals from teaching staff
- Referrals from parents
- Referrals from pupils
- Referrals from outside agencies (e.g. NHS School Nurse)

The Academy also has a referral system where teachers can raise concerns relating to individual students. The SENDCO follows up the referrals by seeking advice from all members of teaching staff supporting the student. This is then followed up by contacting the parents to discuss any concerns relating to their child's learning. The Academy are able to complete a battery of psychometric tests which are able to identify additional learning needs. If further investigation is require, the Academy will receive parental authorisation before referring to external agencies for additional advice and guidance.

Students who are identified as having SEND will receive support that is 'additional to or otherwise different from the educational provision made generally for children of their age' as recorded on the Academy SEND Register.

Individual Education Plans are used to plan, monitor and review progress for those on the SEND Register in line with the guidance in the SEND COP 2014.

There is administrative time set aside for the SENCo to effectively co-ordinate the tracking, recording and communication of high quality SEND student information. This is evaluated and used to inform SEND policy and practice across the Academy. The SENCo keeps staff informed and updated about all SEND issues and students on the SEND Register.

The Academy also publishes a Special Educational Needs and Disabilities Policy, which is on the Academy's Web Site and these documents provide additional information regarding the implementation of resources for students with Special Educational Needs. <https://www.dixonsco.com/about/policies>

Information about the Academy's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including -

(a) how the Academy evaluates the effectiveness of its provision for such pupils;

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will annually review the effectiveness of the support and interventions and their impact on the pupil's progress.



(b) the Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Student SATs / Standardised Scores are used to support individual flight path and target setting. Students reading ages are assessed on entry and annually for pupils on the SEN register. Further data is collected from each subject area three times a year in KS3 and KS4. Key stage 2 scores and reading ages are communicated to staff through Seating Plan Manager and the IEP's to support planning in the classroom.

After initial assessments are made, data is checked for progress and alterations are made to the support plan if necessary.

If a student is not making progress despite quality first teaching the SENDCO will complete further assessments in order to support areas of need. These assessments may be completed in Academy by the SENDCO or Consultant Psychotherapist and Consultant Psychologist. Further advice can be sought through external professionals such as CAMHS or the Cognition and learning Team who may be approach to complete some more detailed assessments. Students and parents will be asked to give authorisation verbally or in writing prior to any further tests.

All students are fully involved in any decision-making and are made aware of test results, what they mean and what is necessary for progress to occur.

Parents will received copies of their child's Individual Education Plan every year which outlines the interventions in place and support strategies used to support their child. Parents are encouraged to respond to the IEP by including their opinion of their child's needs and offer any amendments to the plan. The SENDCO is available at every parents evening to meet parents and discuss their child's progress and any additional support needs. Parents are always able to contact Dixons Academy.

The Governing Body, in partnership with the SENCO and other colleagues, monitors and reports on the success of SEN provision for students with SEN in a variety of ways:

- Evaluate the impact of tailored provision and programmes of study
- Analyse progress data for students with SEN
- Analyse attendance and exclusion data for students with SEN
- Monitor progress against SEN priorities in the Academy Improvement Plan

(c) The Academy's approach to teaching pupils with special educational needs;

Academy is committed to supporting students and we always strive to:

- Set suitable learning challenges
- Respond to students' diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment.
- The curriculum for students with SEND is differentiated according to need.
- Teachers and support staff work together to maximize effective access.

Additional intervention support provided to students includes;

- Catch up Literacy & Numeracy.
- Precision Teach.
- IDL Reading Comprehension (+Dyslexia)
- Lexia Literacy Intervention
- Communication and Interaction Skills.
- Talkabout Social Communication Skills
- Cognitive Behavioural Therapy
- Lego Therapy

(d) how the Academy adapts the curriculum and learning environment for pupils with special educational needs;

- Access to curriculum
- Academy is committed to supporting students and always strives to:
- Set suitable learning challenges
- Respond to students' diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment

Teachers are trained in providing Quality First Teaching which ensures that the curriculum is adjusted appropriately for students with SEND through appropriate differentiation.



Teachers and support staff work together to maximise effective access.

(e) additional support for learning that is available to pupils with special educational needs;

Students are placed on the SEN register using Bradford Authorities Matrix of Need. The academy follows the Matrix Model to ensure that students are accessing support at an appropriate level.

QFT	Quality First Teaching assessed by the classroom teacher (students are not formally recorded on the SEN register with code N)
SEN Support	Blocks of Small Group Intervention Work weekly assessed by the SEN mentor Individual Education Plan
SEN Support+	Small Group intervention up to two times per week assess by a HLTA, tracked by the SENDCO. Individual Education Plan Up to 16 hours in class support. This may accompany further referrals and assessments by an external professional, with a view to the students accessing a My Support Plan or EHCP.
EHCP	1:1/2:1 intervention support as required in the EHCP. Individual Education Plan Support from an LSA in class up to the threshold allowance on the EHCP Monitoring and tracking of EHCP targets.

Students who are on the SEN register may also attend outside agency appointment. There may also be multi agency meetings held in Academy or elsewhere. Academy follows the protocols recommended by the Local Authority. Each strand of SEND, for example, Cognition and Learning or Specific Learning Difficulties has range model descriptors, which are available on the Bradford Schools Online website. Each strand has a range descriptor overview alongside Academy based responses outlining

- Descriptor
- Assessment and Planning
- Groupings for teaching
- Human resources and staffing
- Curriculum and teaching methods

An example of the guidance can be found on <https://bso.bradford.gov.uk/content/send-documentation>

(f) how the Academy enables pupils with special educational needs to engage in the activities of the Academy (including physical activities) together with children who do not have special educational needs;

All students with SEND have access to the same activities as those without SEND. Where adjustments have been necessary they have been made.

It is the responsibility of all teachers to include students with SEN within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

The Academy endeavours to:

- Not treat current and prospective disabled students less favourably
- Make reasonable adjustments as appropriate

(g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.

The Academy has Year Managers for each year group and all students have a form tutor.

The Academy has a named NHS nurse and youth worker from Youth in Mind who come into Academy every week to meet students who have been referred to them by key members of staff in the Academy.

The Academy planner carries an Anti-Bullying message outlining what students need to do to get help if they or their friends are being bullied. In addition there is also information about Safeguarding.

The Academy has a small withdrawal provision to support students who are experiencing higher levels of SEMH needs. These students are given access to The Bridge at social times and the availability of Check Ins on request.



SENDCo Contact Details

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Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

The Academy has a named SENDCo who is Mrs Gemma O'Meara who holds the National Award for Special Educational Needs Co-ordination (NASENCO) and the Certificate of Competence in Educational Testing (CPT3A).

All TAs and other support staff undertake regular CPD as directed by the SENCo and Academy leaders.

They are subject to regular Quality Assurance and Performance Management. The Academy is committed to ensure that all provision is always of the highest quality.

The SENDCo meets and/or talks regularly with external support agencies including; the Educational Psychologist, Learning Support Services, the ASC team, the Academy Nurse, the Child and Adolescent Mental Health Service, The New Communities and Travellers Team and the TRACKs team.

The Academy has the support of a qualified Clinical Psychologist and a qualified Clinical Psychotherapist who support on a weekly basis with assessing, advising and supporting with a wide range of SEMH and Cognition and Learning Needs.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

See the Curriculum Statement on the Academy website.

The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Dixons Cottingley Academy welcomes and encourages all parents / carers to participate in their child's educational progress from the outset, seeing them as equal partners. Parents/carers are encouraged to be actively involved in all aspects of their child's education and provision through:

- Liaison with Subject Teachers, Form Teachers, Pastoral Teams, SEN Higher Level Teaching Assistants (HLTAs) Key Workers or the SENCO
- Parents Evenings
- SEN Parents Evenings/Drop-in Sessions
- Formal Review Meetings

Dixons Cottingley Academy endeavours to foster effective partnerships, valuing parents / carers' views and contributions and draws attention to the availability of relevant and accessible information, support and advice (e.g. SENDIASS).

Parents are then given the opportunity to meet the SEN team and establish contact at the year 6 parents evening. In addition the SENCo is available to meet with parents at each parent's evenings. Parents' will be able to discuss any concerns in relation to support, provision and future planning.

Dixons Cottingley Academy's policy is that parents/carers do not need to wait for parent's evenings to see members of the SEND team, they are welcome to e-mail, telephone or arrange a meeting to come into Academy.

The arrangements for consulting young people with special educational needs about, and involving them in, their education.

The SEND team endeavour to support students on the SEND register through observation and communication with the students, parents and staff to discuss how they best learn and what support and strategies would help them make progress in lessons. These details are placed on two documents:

- Individual Education Plan (IEP) where pupils and carers are encouraged to contribute to the plan and give their views on their or their child's progress and support



- SIMs – Which is the school Management Information System

Students with an Education, Health and Care Plan are reviewed annually with parents and outside agencies as appropriate.

What arrangements are made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the Academy?

The Academy has a well-established procedure for dealing with parental complaints, which is available on the Academy Website. As Dixons Cottingley Academy we recognise that children, who are looked after by the Local Authority and have SEND, require particularly close monitoring and support for these pupils is given a particular priority.

How do the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils ?

Dixons Cottingley Academy works in a collaborative partnership with many different agencies. This means that a supportive plan can be developed to meet your students' needs both in and out of Academy.

We hold regular meetings to monitor the EHCP and SEND plans and make changes when deemed necessary. We sometimes call these meetings Team around the Child (TAC) – a meeting where the student and her parents consult with team members to implement the plan developed to support her.

Listed below are some of the outside agencies with whom we work collaboratively:

- Bradford Children's Services Hearing Impairment Team
- Bradford Children's Services Autism Spectrum Team
- Bradford Children's Services Learning Difficulties Team
- Bradford Children's Services Physical Difficulties Team
- Bradford Children's Services Education Psychology Team
- Speech & Language Therapy Team
- Child & Adult Mental Health Service (CAMHS)
- Academy Nursing Team
- TRACK's
- New Communities and Travellers Team
- The Autism Team
- Behaviour Support Team

The SENDCo meets and/or talks regularly with, for example, the Educational Psychologist, Learning Support Services, the ASC team, the Academy Nurse, the Child and Adolescent Mental Health team and the New Communities and Travellers Team to name a few. A local church group offered a mentoring service last year and Academy is hoping to extend that service this year. A member of the CAMHS team comes into Academy once a month to see students who have been referred by the Academy nurse. Appointments with CAMHS are also made out of Academy and includes meeting with parents. Students are able to talk to the Academy nurse and/or the youth worker in out Tic Tac Centre (Teenage Information Centre, Teenage Advice Centre). This is extremely successful. Key staff can make referrals, as can students in consultation with their form tutor or Head of Year. Heads of Years, Form Tutors and the SENCo discuss issues and refer on if necessary.

What are the contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32?

Details of support services are available through the Bradford Local Offer website <https://localoffer.bradford.gov.uk/>

Further support and advice can be requested through the following providers.

- SENDIAS parent support - 01274 513300
- Step 2 counselling – 01274 683118
- Youth in Mind Social and Emotional Wellbeing - <https://youth-in-mind.org/>
- KOOTH NHS Online Mental Health Support for Children - <https://www.kooth.com/>



What are the Academy's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living?

All KS4 SEND students receive additional support and advice from the Prospects team with a specialist Personal Advisor who works with the SEND team. They interview the students and speak with parents/carers. They arrange visits to colleges. SEND staff take students to colleges, of their choice, to look around and participate in taster sessions.

Students with EHCP plan will have a more detailed review in years 9-11 which focuses on transition. This is in place to build up a picture over a longer period of time on what support packages need to be in place for the student transferring from Academy.

As with the entire Academy the year 9 cohort attend Next Steps meetings to discuss option choices and meet all the subject staff to ask questions and to find out about the curriculum, methods of assessment and literacy levels necessary. Students who need extra support are able to drop an option in order to concentrate on the others ensuring success.

Where can information be found in relation to the local authority's local offer?

The Local Authority's Local Offer can be found on: <https://localoffer.bradford.gov.uk/>

