

SEND Information Report



The SEND Team Vision

Dixons Cottingley Academy are highly inclusive in supporting students identified as having Special Educational Needs (SEN).

Support is provided through the BASE team who endeavour to ensure students are;

- **Belonging** in a space where they feel secure.
- **Achieving** against their own individual starting point.
- **Supporting** the development of independent learning and thinking skills.
- **Empowering** to lead a happy purposeful and successful life.

The acronym for BASE is underpinned by the metaphor that our learners are on a journey of upward progression and that our team are there to provide a holistic and nurturing BASE which will provide personalised support for their individual learning needs.

The BASE team works to identify and support students' individual needs through whole class, small group and 1:1 intervention.

The BASE team follows a graduated response approach with provisions which are reviewed every cycle and IEPs reviewed once a year.

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

Dixons Cottingley Academy supports and identifies students with a wide range of learning needs and trains teaching staff on how to provide High Quality Teaching to meet the needs of a high percentage of students in the classroom. For those students who are unable to progress despite the inclusion of high-quality teaching support there will be further assessment to identify the primary need of concern and what additional and different support needs to be in place which would include placement on the SEND register. Dixons Cottingley Academy identifies SEN needs in line with the 4 broad areas of need in the SEND Code of practice (p97) as;

- Communication and interaction, 'difficulty in communicating with others' – SLCN, ASC (Autism/Asperger's)
- Cognition and learning, 'learn at a slower pace than their peers, even with appropriate differentiation' – MLD, SLD, PMLD, SpLD (Dyslexia/Dyspraxia)
- Social, emotional and mental health difficulties, 'may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.' – ADHD, ADD, AD
- Sensory and/or physical needs, 'a disability which prevents or hinders them from making use of the educational facilities generally provided.' – VI, HI, MSI, PD

The SENDCO uses a graduated response approach by following an assess, plan, do review cycle for all students already identified as SEND and students who may have unidentified needs by;

- Maintaining effective links with SENDCO partners in feeder primary schools to ensure that SEN information is shared and acted upon to ensure an effective transition.
- Baseline assessment for all year 7 students which are reviewed against the bottom 15% for historical EAL, SEN needs.
- 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 SENDCO follows up referrals by:

- Contacting parents to discuss any concerns which may be present at home and consent for any additional assessment or referral,
- Meeting with the child to discuss any difficulties they are aware of.
- Reviewing relevant historical data and previous support,
- Observations in structured and unstructured times,
- Additional specialist testing as required (TALC, TOMAL-2, AAB, Irlens Screener)
- Feedback from the wider teaching team,
- Referring to external agencies for additional advice and guidance.

There is administrative time set aside for the SENDCO 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 Dixons Cottingley Academy. The SENDCO keeps staff informed and updated about all SEND issues and students on the SEND Register.

Dixons Cottingley Academy Trust also publishes a Special Educational Needs and Disabilities Policy, which is on Dixons Cottingley 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 Dixons Cottingley 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) Dixons Cottingley Academy's arrangements for assessing and reviewing the progress of pupils with special educational needs;

Students who are identified as having SEND will;

- Have a primary SEN need identified
- Be placed on the school's SEND register
- Receive support that is 'additional to or otherwise different from the educational provision made generally for children of their age' as recorded on Dixons Cottingley Academy SEND Register.
- Provision outcomes are reviewed 3 times per year alongside annual Access Reading Test data to assess for further intervention support if necessary.
- Individual Education Plans are used to plan, monitor and review progress for those on the SEND Register on an annual basis where parents and students will be contacted to discuss the support being provided and any further assessments, referrals or interventions.

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 approached 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 receive 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.

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:

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 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 SENDCO 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 Dixons Cottingley Academy Improvement Plan

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

Dixons Cottingley Academy provides regular coaching and practice sessions to support teaching staff in providing High Quality Teaching to include appropriate differentiation and support to meet the needs of SEND students in the classroom.

All students who are on the SEND register receive a level of additional and different support to meet their individual learning needs which can include;

- Small group teaching of the core subjects for students who are in the bottom set groups.
- Additional adult support in the classroom
- Visits from the low incidence team to support with specialist advice to support individual student needs.
- Additional small group targeted intervention support including:
 - 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

The SEN Team have invested in appropriate resources and training to meet the wide range of needs at Dixons Cottingley Academy.

Provision outcomes are reviewed 3 times per year alongside annual Access Reading Test data to assess for further intervention support if necessary.

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

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

- Set suitable learning challenges
- Respond to students' diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment
- Dixons Cottingley Academy makes reasonable adjustments to support the individual needs of all students identified on the SEND register by providing;
- Access to the building (see separate accessibility policy),
 - Risk assessments and Personal Emergency Evacuation Plans where appropriate.
 - Medical Needs Plans
- Access to the curriculum.
 - Individual Education Plans for all students which are updated annually.
 - Class charts seating plans to support with identification and placement of individual learning needs. Edukey Provision Map writer and Class Charts system to ensure that teachers are able to easily identify the student needs within their classroom and specific strategies to support those needs.

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

- The SEND team work closely with a wide range of external agencies, primary schools, parents and pupils to establish a clear picture of students individual needs to ensure that they are given appropriate additional and different support.
- The SEND team continue to invest in appropriate resources to support the individual needs of students.

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.

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

- Bradford Children's Services Low Incidence Team and Sensory Services
- Medical Needs and Hospital Education Services



- Social Communication, Interaction and Learning Team
- Bradford Children's Services Education Psychology Team
- Speech & Language Therapy Team
- Child & Adult Mental Health Service (CAMHS)
- New Communities and Travellers Team
- Youth in Mind
- Social Services
- Looked After Children's Team
- Youth in Mind
- Youth Justice
- New Communities and travellers service
- Hospital Education Team
- Community Paediatrics
- Clinical Partners

(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 SEN Team provides a holistic and nurturing support base for all students identified as SEND. Students are able to access support via the SEN Team before school, at breaktime, lunchtime and after school.

Key support staff have completed Mental Health First aid training and the wider staff team have been advised on how to complete concerns via CPOMs for students who they have concerns regarding mental health.

All CPOMs concerns are actioned by a member of the wider safeguarding team who are able to support with appropriate intervention and referrals for needs associated with mental health. Dixons Cottingley Academy has an;

- Assistant Principal - Inclusion who also acts as the SEMH lead
- Safeguarding Officer who oversees the Tier 0 Mental health support for all students identified as needing intervention.
- Director of Curriculum Phase per year group
- Assistant Director of Curriculum per year group
- Four attendance officers
- Dixons Cottingley Academy continues to invest resources into SEMH by having a clinical psychologist, clinical psychotherapist and counsellor who work in Dixons Cottingley Academy on a weekly basis with students identified for concerns related to mental health.
- Dixons Cottingley Academy has a robust PHCSE curriculum which is delivered to all years groups to support in improving emotional, mental and social development.



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.

Dixons Cottingley Academy has a named SENDCO who is Mrs Gemma O'Meara who holds the Post Graduate Diploma in SEND, Understanding SEMH (Level 7), National Award for Special Educational Needs Coordination (NASENCO) and the Certificate of Competence in Educational Testing (CPT3A).

All TAs and other support staff undertake regular CPD as directed by the SENDCO and Academy leaders. They are subject to regular Quality Assurance and Performance Management.

Dixons Cottingley Academy is committed to ensure that all provision is always of the highest quality.

Dixons Cottingley 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.

Dixons Cottingley Academy ensure that they follow the advice of specialist support agencies in procuring appropriate equipment to support the needs of students to ensure that they are able to access the curriculum.

Dixons Cottingley Academy follow a graduated response approach to ensure that adaptations and adjustments are monitored and adjusted as necessary to meet students' individual needs.

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
- Bromcom – 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.



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 a qualified Careers Advisor who attends the academy every week and works with students to plan their next steps and produced a personalised support plan. In addition colleagues work the Personal Advisor who works with the SEND team. They interview the students and speak with parents/carers. They arrange visits to colleges. The academy also works with The Access Project a charity supporting more students to get into university and the dedicated Access Project University Access Officer works with students to support them with Post 16 applications and providing additional tuition.

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 8 cohort attend Next Steps with an external careers advisor to discuss option choices. Students are provided with key information regarding option choices and can 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/>

