

SEND Information Report 2026/27

Dixons Cottingley Academy

Responsibility: Katie Radford

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SEND Information Report

Introduction

At Dixons Cottingley, we believe that the entitlement to a broad, balanced and relevant curriculum is a right for all learners. 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 through our Drivers. Equality of opportunity, thoughtful and effective assessment, family involvement and a variety of teaching and learning styles appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision for all students. We are committed to ensuring that any student can get the extra support that they need, if and when they need it, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all whilst appreciating that not all students will be able to meet them without guidance, support and structure.

At Dixons Cottingley, students are supported by a strong, inclusive framework which ensures that individual needs are identified early and responded to effectively. We recognise that students may experience barriers to learning at different points in their school journey, and support is flexible, responsive and proportionate to need. Support for students with Special Educational Needs and Disabilities (SEND) is coordinated by the Special Educational Needs and Disabilities Coordinator (SENDCo), working closely with teaching staff, pastoral teams, senior leaders, parents/carers and external agencies. This collaborative approach ensures that provision is consistent, purposeful and centred on the student

Key contacts

SENCO	Julia Bettinson
SENCO	Caitlin Brewster-Craig
Assistant Principal for Inclusion	Thomas Post
Vice Principal for Inclusion and Culture	Katie Radford
DSL	Thomas Post

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Values and culture

At Dixons Cottingley Academy, our values and culture underpin everything we do. We are an inclusive, aspirational community where every student is known, valued and supported to succeed—academically, socially and emotionally. Our culture is rooted in the belief that belonging comes before achievement.

We recognise that students learn best when they feel safe, respected and understood. High expectations are held for all students, alongside the recognition that some will require additional guidance, structure and support to meet them. Inclusion at Dixons Cottingley is not an add-on; it is embedded into daily practice, relationships and decision-making.

We are committed to equity rather than equality, ensuring that students are given what they need to succeed, not simply the same as others. This means adapting provision, teaching approaches and pastoral support to meet individual needs, particularly for students with Special Educational Needs and Disabilities (SEND).

Strong relationships sit at the heart of our academy. Staff model kindness, consistency and respect, creating an environment where students feel confident to ask for help, take risks in their learning and develop independence. Student voice is actively encouraged, empowering learners to understand themselves, advocate for their needs and contribute positively to the wider school community.

Our culture promotes clear routines, consistency and structure, which provide security and predictability for all learners. Expectations around behaviour are explicit and fair, supporting students to develop self-regulation, responsibility and mutual respect. Where students experience difficulty, support is proactive, relational and restorative.

We work closely with families and external partners, recognising that education is most effective when it is collaborative. Open communication and shared responsibility ensure that students receive joined-up support across school, home and wider services.

At Dixons Cottingley Academy, diversity is celebrated and difference is respected. We foster a culture where every student feels they belong, where barriers to learning are identified early and addressed thoughtfully, and where all young people are supported to thrive and reach their full potential.

Teaching and learning

At Dixons Cottingley Academy, high-quality teaching is the foundation of our SEND provision. In line with paragraph 1.24 of the SEND Code of Practice (2015), we recognise that high-quality, differentiated and personalised teaching will meet the individual needs of the majority of children and young people.

All teachers are teachers of SEND and are responsible for the progress and outcomes of students with SEND in their classes. Teaching is planned to be inclusive, structured and adaptive, ensuring that barriers to learning are anticipated and addressed through classroom practice.

Our aim is that, by continually developing and refining teaching practice, most students' needs can be met through the main curriculum, routines and classroom strategies, enabling students to learn alongside their peers. Teachers are supported through regular CPD to develop their understanding of inclusive pedagogy, adaptive teaching and effective classroom practice. Examples of inclusive teaching strategies used across the academy include:

- Clear and consistent classroom routines
- Adaptation of tasks, resources and outcomes
- Scaffolding and chunking of learning
- Visual supports and dual coding
- Explicit modelling and instruction
- Flexible grouping and seating Staffing and timetable
- Targeted in-class support informed by assessment

Where students require provision that is additional to or different from high-quality classroom teaching, this is recognised as special educational provision under Section 21 of the Children and Families Act 2014. Such provision builds upon, rather than replaces, strong classroom practice.

Staffing and timetable

To ensure a high-quality learning experience for our most vulnerable learners, Dixons Cottingley Academy uses a timetable structure that enables a focused and responsive approach for students who are currently lower attaining or require additional support. Students are broadly grouped based on prior attainment, alongside opportunities for mixed-ability learning where appropriate. Reading ability is assessed at multiple points across the academic year, and students identified as requiring additional literacy support access targeted interventions delivered by trained staff.

Teaching and learning at Dixons Cottingley Academy is carefully scaffolded to support students in developing secure understanding of key concepts and knowledge. Teacher-led interventions are embedded within lessons and across the timetable, enabling timely, same day support informed by formative assessment. Where further need is identified, additional interventions are planned using



assessment and progress data to ensure that students who require extra support are enabled to make accelerated progress and reduce gaps in attainment.

Continuing Professional Development (CPD) is a core priority at Dixons Cottingley Academy. Staff are provided with regular, dedicated opportunities to develop their practice through a structured CPD programme focused on high-quality teaching, adaptive classroom strategies and inclusive practice. This ensures that all staff are equipped with the skills and knowledge needed to meet the diverse needs of learners, including those with SEND.

Identification of needs

Dixons Cottingley Academy is committed to the early identification of SEND, recognising that needs may emerge at different points in a student's school journey.

Identification is informed by a range of evidence, including:

- Information from primary schools and transition records
- Baseline assessments and ongoing progress data
- Teacher observations and concerns
- Behaviour, attendance and pastoral information
- Student voice
- Communication from parents/carers
- Advice from external professionals

Any member of staff or a parent/carer may raise a concern about a student. Concerns are reviewed by the SENDCo and relevant pastoral staff through analysis of progress, attainment and current provision. Where appropriate, further assessment or external advice is sought. Needs are identified in line with the four broad areas of SEND outlined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

We recognise that students may have needs across more than one area and ensure support reflects this complexity.

Students with additional needs currently on roll		Year 7	Year 8	Year 9	Year 10	Year 11
Communication and Interaction (including ASC & SLCN)	EHCP	1	1	2	2	1
	SEN Support	9	9	9	8	4
Cognition and Learning (including MLD, SLD & SpLD)	EHCP	0	0	0	1	0
	SEN Support	9	10	9	9	12
Social, Emotional & Mental Health (including ADHD, ADD & RAD)	EHCP	0	1	0	0	1
	SEN Support	9	10	4	8	8
Physical and Sensory (including HI, VI & physical needs)	EHCP	0	0	0	1	0
	SEN Support	0	3	0	2	1

Additional and different provision

Most students with SEND at Dixons Cottingley Academy have their needs met through high-quality teaching and robust whole-academy systems. Where this is not sufficient, additional and different provision is put in place to respond to identified needs and remove barriers to learning. Provision is carefully matched to the individual student and may change over time in response to progress and need.



Additional provision may include:

- Targeted academic interventions delivered on an individual or small-group basis
- Pastoral support focused on emotional regulation and wellbeing
- Mentoring and allocated key-worker support
- Reasonable adjustments and examination access arrangements
- Specialist resources and assistive technology
- Advice, assessment and intervention from external professionals

Multi-Disciplinary Team (MDT) Approach

Support for students with SEND is coordinated through a multi-disciplinary team (MDT) approach, ensuring that academic, pastoral, safeguarding and wellbeing needs are considered together. The MDT brings together teaching staff, pastoral leaders, SEND staff and, where appropriate, safeguarding and external professionals to review student needs, plan provision and monitor impact. This ensures a joined-up, timely and responsive approach to support.

Base Rooms and Social Time Support

Dixons Cottingley Academy provides two designated base rooms that students with identified needs can access during social times such as break and lunchtime. These spaces offer a calm, structured and supportive environment for students who may find unstructured times challenging. Access to base rooms is planned and agreed as part of a student's support package, with staff available to provide supervision, regulation support and guidance.

In-Lesson Support

Students are supported to remain in lessons wherever possible. Where needed, in-lesson support is available and can be accessed flexibly, including at the request of the student. This may involve staff providing reassurance, clarification of tasks, regulation support or short, planned check-ins to enable the student to re-engage with learning. The aim is to promote independence while ensuring students feel supported to succeed in the classroom. All additional provision is delivered by trained and experienced staff and is intended to be purposeful, time-limited and impact-focused. The effectiveness of provision is reviewed regularly through the graduated approach, and adjustments are made in response to student progress and feedback. Students with an Education, Health and Care Plan (EHCP) receive provision in line with their plan. The academy works closely with families, the local authority and external agencies to ensure that provision is implemented effectively and reviewed annually, with student voice central to the process.

The Bridge Support

The Bridge is an on-site intervention space at Dixons Cottingley Academy, offering students a short, structured period of targeted support within the academy rather than a placement elsewhere. Students in the Bridge continue to follow a curriculum, so that no learning is lost, alongside bespoke intervention shaped around their individual needs. This includes work on numeracy, literacy, handwriting and emotional regulation, with the balance of that programme decided by what each student needs most. The aim throughout is that a student leaves the Bridge with the skills and strategies that were getting in their way when they arrived, not simply that they have spent time out of their usual timetable.

Assess Plan Do Review

At Dixons Cottingley Academy, the Assess, Plan, Do, Review cycle is embedded within whole-academy routines and day-to-day practice. Students with SEND are prioritised within this process to ensure that provision is timely, appropriate and effective.

All staff are made aware of students' individual needs through SEND Support Strategies and regular, child-centred professional development. Students with SEND are prioritised in departmental and class-level intervention planning, ensuring that they are considered first for support, opportunities and reasonable adjustments, and that agreed strategies are consistently embedded within classroom practice.

The SENDCO and wider SEND team maintain a clear overview of students with SEND, monitoring academic progress, attendance, behaviour, wellbeing and access to wider opportunities. Where concerns are identified, the team intervenes early and advocates for students through close collaboration with teaching staff, pastoral leaders and the multi-disciplinary team (MDT).

For any student accessing a specific intervention or provision—such as targeted literacy support, in-lesson support or 1:1 wellbeing provision—a clear baseline is established at the outset. Progress is reviewed regularly and measured both within the intervention itself and through its wider impact on the student's engagement, learning and school experience. Review methods may include observation, student or staff voice, analysis of academic outcomes, behaviour or attendance data.

Students who receive a higher level of additional to or different from provision, including those with an Education, Health and Care Plan (EHCP), are monitored through an Individual Needs Intervention Plan (INP). The INP enables a consistent and collaborative approach by clearly identifying key needs, targets and strategies across lessons and interventions. It ensures that the most up-to-date information is accessible to all staff working with the student and that progress towards agreed outcomes is reviewed systematically.



As part of our review process, data and planning days include an 'INIP Buffet', where staff come together to review SEND students' targets in detail.

During these sessions, targets are evaluated, RAG-rated and refined based on current progress and evidence from teaching, interventions and student outcomes. This approach ensures shared accountability, high levels of staff engagement and a clear focus on impact, enabling timely adjustments to provision where needed.

At Dixons Cottingley we host Inclusion Evenings which allows parents/carers to come and sit with a member of the Inclusion Team to discuss their child's provision and targets.

This graduated approach ensures that SEND support at Dixons Cottingley Academy remains responsive, evidence-informed and outcome-focused, with students, families and professionals actively involved in the process.

Key Documents

INIP	Individualised document detailing the targets and strategies for a specific student, so that all staff can work collaboratively to support the student to achieve their personal priorities for each cycle. Designed to enable teachers and support staff to meet need and provide meaningful feedback in order to contribute to review.
INIS	Strategy banks bespoke to your child's needs as identified by our SENDCO in consultation with your child / or potentially family and designed to link directly into whole academy routines and embed inclusive practice into day to day practice for all staff
Rapid INIP	Individualised document detailing the targets and strategies for a specific student but reviewed on a quicker basis, so that all staff can work collaboratively to support the student to achieve their personal priorities for each cycle. Designed to enable teachers and support staff to meet need and provide meaningful feedback in order to contribute to review.
HCPs	HCPs are written collaboratively with families and, wherever possible, in consultation with relevant medical professionals. These plans ensure that staff are informed of the student's medical needs and that appropriate arrangements are in place to support the student safely and effectively within the school environment.

Transition

At Dixons Cottingley Academy, we recognise that successful transition is critical to students' wellbeing, engagement and long-term outcomes. Transition arrangements are therefore planned, structured and embedded within the graduated approach of Assess, Plan, Do, Review (APDR), with support coordinated through a multi-disciplinary team (MDT) approach.

Primary to Secondary Transition (Year 6–7)

All students who are offered a place at the academy are supported through a comprehensive transition programme. Members of the Pastoral and Inclusion Teams visit students in their primary schools to begin early relationship-building and information gathering. These teams are central to ensuring that students' academic, social, emotional and wellbeing needs are understood prior to entry.

Information from primary schools, families and external agencies is gathered during the summer term and used to assess need and plan appropriate support ahead of students starting in Year 7. This includes transition documentation, attendance and behaviour information, SEND records and any existing support plans.

All students attend two structured transition days at Dixons Cottingley Academy in early July. In addition, bespoke transition support is arranged for students identified as vulnerable or with additional needs. This may include additional visits, small-group sessions or individual support to reduce anxiety and increase readiness for secondary school.

Where students or families are unable to attend transition events, or where further support is required, home visits are carried out by members of the Inclusion and Pastoral Teams. These visits support engagement, enable information sharing and ensure that barriers to a successful transition are identified and addressed.

SEND-Specific Transition Support

For students with SEND, transition planning is explicitly linked to the APDR cycle:

- **Assess:** Information is gathered from primary schools, families and professionals to identify strengths, needs and potential barriers.
- **Plan:** Support strategies, reasonable adjustments and access arrangements are planned in advance.
- **Do:** Transition activities and support are delivered, including visits, SEND Inclusion Days and staff briefings.
- **Review:** Transition is reviewed in the first term to ensure provision is effective and adjusted where necessary.

Dixons Cottingley Academy hosts a Year 6–7 Inclusion SEND Transition Day and a dedicated SEND transition evening for students and parents/carers. These events provide opportunities to meet key staff, understand the academy's support systems, explore the school environment and discuss individual needs, including any exam access arrangements, which are shared and considered as part of forward planning.



For students with an Education, Health and Care Plan (EHCP), the SENDCo attends the Year 6 transition Annual Review wherever possible. This acts as a key planning and review point, ensuring families are fully informed about provision at Dixons Cottingley Academy and that agreed support, outcomes and access arrangements can be implemented from the start of Year 7.

Key Stage 3 to Key Stage 4 Transition

Transition planning continues throughout a student's time at the academy. All students moving from Key Stage 3 to Key Stage 4 are supported through a structured options process to ensure an appropriate, aspirational pathway. This includes options evenings, parents' evenings and guidance from staff, alongside meetings with an independent careers advisor for vulnerable learners or those requiring additional support.

For students with an EHCP, the Annual Review held prior to the KS4 options process acts as a formal transition review, ensuring that needs, outcomes, provision and access arrangements are reviewed and that the most suitable KS4 pathway is agreed through a collaborative MDT approach.

Collaborative working with families and supporting agencies

Dixons Cottingley Academy works closely with a range of **external specialists and professional services** to support the early identification of Special Educational Needs and Disabilities (SEND) and to inform effective support and intervention strategies. Where a student continues to make less than expected progress, despite provision that is appropriately matched to their needs, the academy may seek further advice or involvement from specialist services.

The SENDCo acts as the key point of contact, liaising with external professionals, coordinating support and ensuring that advice and recommendations are implemented effectively within the school setting. This collaborative approach ensures that provision is informed, timely and responsive to individual need.

External Agencies and Specialist Services

The academy may work with a range of Bradford Local Authority and external services, including (but not limited to):

- **SENIT** (Special Educational Needs and Inclusion Team – Bradford LA)
- **DAHIT** (Deaf and Hearing Impairment Team – Bradford LA)
- **VI Team** (Visual Impairment Team – Bradford LA)
- **Educational Psychology Service**
- **SENDIAS** (Special Educational Needs and Disabilities Information Advice and Support Service – Bradford)
- **STARS** (Specialist Teachers Autism Response Service)
- **Speech and Language Therapy (SALT)**
- **Occupational Therapy**
- **Social Care Services**
- **Gypsy, Roma and Traveller Outreach and Inclusion Team**
- **Third-sector organisations**, including St Giles Trust and Barca
- **PEACES**, a specialist service to support schools in improving students' emotional wellbeing and mental health. Learn about their process, team, testimonials and contact details.

Engagement with external agencies is coordinated through the SENDCo and, where appropriate, through the academy's multi-disciplinary team (MDT) processes to ensure joined-up support.

Strong partnerships with families are central to the academy's approach to SEND. To support this, the SENDCo is available to attend parents' evenings and transition events. In addition:

- Families are contacted promptly if concerns arise
- Parents/carers can contact the academy at any time to speak with their allocated SEND Key Worker
- Annual Review meetings are held for students with an EHCP
- The SENDCo is available to discuss SEND needs and provision
- Heads of Year, class teachers and form tutors are available to discuss subject-specific or pastoral concerns

This collaborative approach ensures that families are actively involved in decision-making and that students receive consistent, well-coordinated support across school and home.

Successes and next steps 2026/27

- **Good Ofsted (2022) recognition of inclusive practice**, with inspectors noting that leaders are highly mindful of the needs of pupils with SEND and that provision is well embedded across the academy.



- **SEND firmly embedded within leadership and culture**, with clear strategic oversight ensuring that inclusion, behaviour, attendance and safeguarding are aligned and mutually reinforcing.
- **Effective implementation of a Multi-Disciplinary Team (MDT) approach**, enabling timely, joined-up responses to students with complex needs across SEND, pastoral, safeguarding and wellbeing.
- **Early identification of need strengthened**, through the use of robust data analysis, professional judgement and collaborative discussion within MDT and APDR cycles.
- **Assess, Plan, Do, Review (APDR) embedded into daily practice**, ensuring SEND provision is responsive, evidence-informed and regularly evaluated for impact.
- **Introduction of INIP 'Buffet' reviews on data and planning days**, enabling staff to collaboratively review, RAG-rate and refine student targets, strengthening accountability and consistency.
- **Improved consistency of classroom support for SEND students**, through clear SEND Support Strategies ('sticky notes') and regular staff CPD focused on adaptive teaching.
- **High-quality pastoral and wellbeing support**, ensuring students with SEND feel safe, supported and known, particularly during unstructured times and periods of transition.
- **Development of designated base rooms**, providing safe, structured spaces for students who require additional regulation or support during social times.
- **Increased student engagement and access to learning**, supported by flexible in-lesson support that students can request when needed, promoting independence and self-advocacy.
- **Stronger attendance outcomes for students with SEND**, supported through proactive monitoring, early intervention and close family engagement.
- **Clear and effective transition arrangements**, including SEND-specific transition days, parent evenings and home visits where needed, ensuring students are well prepared for key stages of education.
- **Improved partnership working with families**, with clear communication routes, key-worker support and SENDCo availability strengthening trust and collaboration.
- **Effective use of external agency support**, coordinated through the SENDCo and MDT, ensuring specialist advice is implemented consistently and reviewed for impact.
- **Clear ambition for SEND students' outcomes**, with a focus on independence, aspiration and preparation for adulthood, aligned with Ofsted expectations for inclusion and high standards.

Outcomes 2025/26

- Progress for students with SEN: - 0.65 (DAT internal measures only)
- Attainment 8 for students with SEND: 23.62
- Ebacc APS for students with SEND: 2.21

Feedback and complaints

Providing a high quality education is of paramount importance and we believe that a close working relationship between the academy, student and parent / carers is crucial in achieving this. We actively seek to collaborate with parent / 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 this link: <https://www.dixonsat.com/about/policies>

Frequently Asked Questions

How are the different types of additional need and disability provided for at Dixons Cottingley?

Dixons Cottingley Academy is a mainstream setting committed to inclusion and high expectations for all students. We support students across the four broad areas of need outlined in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Most needs are met through high-quality, adaptive classroom teaching. Where required, additional and different provision is put in place, informed by assessment, data and professional advice. Support is personalised, reviewed regularly and adjusted in response to progress.

How is provision for students with additional needs evaluated for effectiveness?

Provision is evaluated through the Assess, Plan, Do, Review (APDR) cycle. Student progress is monitored using attainment data, attendance, behaviour information, intervention reviews and student voice.



Targeted interventions have clear baselines and success criteria, and their impact is reviewed regularly through department reviews, SEND reviews and Multi-Disciplinary Team (MDT) meetings. Adjustments are made promptly where provision is not having the intended impact.

How are students with additional needs and their parents / carers consulted in order to involve them in their education?

We work in close partnership with families. Consultation includes:

- Regular communication with SEND Key Workers
- Parents' evenings and transition events
- Review meetings and Annual Reviews for students with EHCPs
- Student voice activities
- SENDCo availability for meetings or phone calls

Parents/carers are encouraged to contact the academy at any time if they have concerns or wish to discuss provision.

How are specialist equipment and facilities to support students with special educational needs secured?

Specialist equipment and facilities are secured following advice from external professionals and in consultation with families. This may include assistive technology, specialist seating, sensory resources or access arrangements. Equipment is purchased, maintained and reviewed for as long as it is required.

How are staff supported to meet the needs of students with additional needs?

Staff are supported through:

- Regular SEND-focused CPD
- INIP Buffet
- Ongoing guidance from the SENDCo and Inclusion Team
- Coaching and professional dialogue
- Support from external specialists where appropriate

This ensures staff are confident in delivering inclusive, adaptive teaching.

What additional expertise and training do staff have in order to support students with additional needs?

Staff receive high-quality CPD aligned to inclusive practice, SEND identification and adaptive teaching strategies. Where specialist expertise is required, designated staff undertake additional training from recognised providers, and learning is shared across the academy to strengthen whole-school practice.

How does the academy work collaboratively with the local authority and other outside agencies?

Dixons Cottingley Academy works closely with **Bradford Local Authority** and external professionals. This includes:

- SENIT (Special Educational Needs and Inclusion Team)
- DAHIT (Deaf and Hearing Impairment Team)
- VI Team (Visual Impairment Team)
- Educational Psychology Service
- STARS (Specialist Teachers Autism Response Service)
- Speech and Language Therapy (SALT)
- Occupational Therapy
- Social Care and Early Help
- SENDIAS Bradford

Involvement is coordinated by the SENDCo and MDT to ensure joined-up, effective support.

Further information can be found in the Local Authority's SEND Local Offer <https://localoffer.bradford.gov.uk>

How is the socio-emotional development of the students supported? How is bullying prevented?

Students' socio-emotional development is supported through strong pastoral systems, a values-driven culture and proactive wellbeing support. Designated base rooms are available during social times for students who need additional structure or regulation.

Bullying is not tolerated. All incidents are logged, investigated and followed up in line with academy and Trust policy.

Dixons Anti-Bullying Policy:

<https://www.dixonsat.com/about/policies>

How does the academy ensure that students with additional needs or other vulnerabilities are treated fairly at the admissions stage?



Admissions are managed in line with the Trust's Admissions Policy, ensuring that students with SEND or vulnerabilities are treated fairly and equitably.

Dixons Admissions Policy:

<https://www.dixonsat.com/about/policies>

What facilities are provided to support the needs of students with physical disabilities?

Facilities include:

- Step-free access and lifts where required
- Accessible toilets and care facilities
- Personal Emergency Evacuation Plans (PEEPs)
- Assistive technology and adapted furniture
- Support from trained staff

Facilities are reviewed regularly to ensure accessibility.

How does the academy adapt the curriculum and learning environment for students with additional needs?

The curriculum is adapted through:

- High-quality, adaptive teaching
- Reasonable adjustments and scaffolding
- Assistive technology
- Flexible timetabling and targeted interventions

Support staff are deployed where appropriate, and withdrawal from lessons occurs only where necessary and purposeful.

Further information can be found in our academy Accessibility Plan <https://www.dixonsco.com/about/policies>

How does the academy ensure that it is meeting the needs of students with additional needs who are also in local authority care (CLA)?

Students who are CLA receive coordinated support through Personal Education Plans (PEPs), SEND reviews and safeguarding processes. The SENDCo contributes to planning and ensures that provision is implemented effectively alongside social care and virtual school professionals.

Where can I find further information and support services if I'm a parents / carers of a child with additional needs?

- **Bradford SEND Local Offer:** <https://localoffer.bradford.gov.uk>
- **Bradford SENDIAS:** <https://www.barnardos.org.uk/what-we-do/services/bradford-sendias>
- **Academy SEND Team:** via the school contact details
- **Dixons Trust Policies:** <https://www.dixonsat.com/about/policies>

Support and information for the families of children with SEND can be found by contacting your local SENDIASS.

