



SEND Information Report

Responsibility for Review: Head of SEND

Date of next review: September 2022

SEND Information Report

Introduction

At Dixons Unity Academy, we believe that the entitlement to a broad, balanced, relevant and scaffolded curriculum is a right for all and should not be constrained by age, gender, creed, race, physical disability, special educational needs or vulnerability.

This entitlement should be delivered by trained personnel, committed to maximum inclusion, who are able to provide a happy, sensitive, secure and developmental environment in which all individuals are encouraged and enabled to undertake self-development, self-advocacy, respect for self, respect for others and respect for the environment. Equality of opportunity, thoughtful and effective assessment, parental partnership and effective teaching appropriate to the needs of the individual and the subject matter should be integral to the planning of educational provision, for all students. The academy is committed to ensuring that every student who is in difficult circumstances gets the extra support that is needed, without stigma or prejudice. All students are equally valued. High standards of behaviour and moral values are set for all.

At Dixons Unity Academy, the SEND Team led by Assistant Vice Principal and Special Educational Needs Co-ordinator (Mr Phil Grayson) and consists of a varied team of highly skilled professionals including: SEND and EAL Teachers, LSAs, EAL Mentors, Mountain Rescue Mentors and a Wellbeing Hub Manager. The SEND Department works closely with all members of the staff body to promote the academic, emotional and social development of students with special educational needs, additional needs and language support needs. The strong working relationship and close cooperation with external agencies and parent/ carers strengthens the support we can offer to young people attending our school. This report demonstrates the ways we support those young people, identified with SEND, allowing them to enjoy and achieve.

Assistant Vice Principal and Acting SENCo	Phil Grayson
2nd in Department	Lyndsey Hazlewood
Wellbeing Hub Manager	Patrick Royal-Lawson
SEND and Alternate Provision Lead	Gini Martin

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

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

An equal quality education and experience for all students.

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



Values and culture

The academy provides a safe, well supervised and highly structured environment in which all students can learn and thrive. Our core values of resilience, integrity and respect are at the heart of everything that we do; we never give up, we do the right thing and we are always professional. Quiet partner corridors, exceptionally high expectations for behaviour, daily family time and family dining, amongst other things, ensure a safe and supportive experience for all students without the need for additionality or difference for vulnerable learners. The Wellbeing Team is there for all students when they need it and because they need it.

Further information on our values and culture can be found on the academy website: www.dixonsua.com

Teaching

Quality first teaching is at the heart of a truly inclusive curriculum learning needs are met through a broad, balanced and relevant curriculum. There are three learning cycles per academic year, each using the assess-plan-do-review format to ensure that every child is receiving an education, including intervention and prevention to meets their current learning needs. Each cycle also includes liaison with parents / carers and opportunities for students to have their say as well as work on a project autonomously.

Staffing and timetable

In order to ensure a high-quality learning experience for the most vulnerable learners at Dixons Unity Academy, the timetable is differentiated to allow a more focussed and tailored learning experience for our currently lower attaining learners. The students are set according to attainment for English and for maths and these groupings are flexible on a cycle by cycle basis. E group in Year 7 and 8 is a small group of students with an additional adult allocated to support this group in all lessons. They have two additional literacy and numeracy lessons which focus on gaps in learning identified from cycle data. This is supported with additional literacy intervention through the Lexia programme.

Learning is scaffolded to ensure that the currently lower attaining students develop their conceptual understanding of key ideas. Further to this, teacher led interventions are built into the timetable, enabling teachers to ensure that same day interventions are planned and carried out using formative assessment to ensure all children keep up. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining are supported to make accelerated progress in order to close the gap in attainment.

Frequently Asked Questions

How are the different types of additional need and disability provided for at Dixons Unity Academy? How are young people with additional needs taught?

The needs of all students at the academies are met through well designed whole school systems and quality first teaching. Flexibility, timely intervention and high quality scaffolding are key to the success of all students and the academy understands that some children will need additional support in order to achieve equal quality of education and experience. The progress of all students is assessed and reviewed as part of the highly effective learning cycles.

For a review of how the curriculum and learning environment are adapted and improved in order to meet the needs of children and young people with additional needs, please refer to the academy Accessibility Plan which is also available on our website.

What systems are in place for identifying and assessing the needs of children and young people with additional needs?

Information from primary school, nurseries and / or other agencies, alongside our own programme of screeners and baseline testing, are the main ways in which we identify individual needs. In addition, any member of staff or parent / carer can raise a concern that would then be investigated fully by the SENDCo. This would initially involve a thorough analysis of up to date progress and attainment data alongside current provision before referring to outside agencies if needed. To raise a concern about a student, please contact by calling 0113 2630110 and asking for the Head of SEND or the SENDCo.

How is provision for children / young people with additional needs evaluated for effectiveness?

Progress and attainment for all students is assessed three times per year as part of the highly effective cycle of teaching and learning, and provision will be reviewed, and intervention put in place, for any student who has not made expected progress in that period of



time. This enables the academy to review the overall provision of each individual student and adjust accordingly. All interventions have their own built in progress assessment mechanism that allows the academy to ensure that each one is having impact and is of value to the individual learner.

How are the children / young people and their parents / carers consulted in order to involve them in their education?

Student voice activities are conducted throughout the year and students are encouraged and supported to share their opinions. Parent / carer contact is incorporated into each of the three learning cycles and this could be in the form of a report, a phone-call home or a parent feedback meetings with keyworkers or other identified staff. Parents can contact the academy and arrange a meeting or phonecall at any time if they have a concern or would like an update on their child's provision. For students with an Education, Health and Care Plan, the SENDCo will arrange a yearly review of their provision (the Annual Review) for parents / carers, key academy staff and any outside agencies. Interim reviews can be called at any time if the needs or provision change.

How are young people with additional educational needs and other vulnerable learners supported when moving between phases of education?

A successful transition from primary school or nursery is key to the success and wellbeing of any student and so a rigorous and supportive transition programme is in place for all admissions to the academy. All students who receive a place at the academy receive a home visit as well as being visited at their primary school / nursery. The visit is conducted by the Wellbeing Team as this will be a key department in ensuring their welfare when they start at the academy. Student information sheets are completed by the primary schools and received by the academy towards the beginning of the summer term. There are two transition days for all secondary students at the beginning of July each year – both at Dixons Unity Academy – and additional transition visits are arranged for vulnerable students. Liaison with primary, outside agencies and parent / carers is arranged for any student with additional needs. For students with an Education, Health and Care Plan, the SENDCo would attend their Year 6 transition Annual Review in order to ensure parent / carers were fully informed of provision at the academy, to receive the most up to date information about the child's individual needs and that the provision laid out in Annual Review document could be made available in preparation for their arrival.

Each student transitioning from KS3 to KS4 will be met with in order to ensure a high quality and appropriate KS4 pathway for every child. A meeting with an independent careers advisor is also arranged for vulnerable learners and any other student who requests it and there are dedicated options evenings and parents' evenings in order to ensure both students and their parent / carers are fully informed. For students with an Education, Health and Care Plan, the Annual Review immediately prior to their taking KS4 options would be a transition review and ensure that the best provision was put in place for the students KS4 pathway.

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

Focused staff training and support is crucial to ensure that the needs of all students are met inclusively and all students receive an equal quality learning experience. All staff have access to a range of documents designed to inclusively support students with individual needs and staff training and CPD is incorporated into staff induction and coaching. In addition to this, the SENDCo and the Wellbeing Team are available to support with individuals and classes at any time. If a student requires specialist support or intervention that is beyond the current expertise of the academy, outside agency help will be sought. This could take the form of staff training or regularly scheduled input from outside specialists.

Student Passports	These documents identify individual student need. They outline a range of strategies for inclusion, a brief description of the need and where to get additional information or support, if required.
Medical Register	The medical register is an at-a-glance care plan for teachers of students with medical needs such as epilepsy or diabetes. They are generated on an individual basis and include a recent picture of the student, key information and a step-by-step guide of how to manage an incident. A more detailed register of need is kept confidentially by the School Nurse and accessible to appropriate members of the Wellbeing Team.

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



Outside agency involvement is sought when the needs of a student go beyond the expertise of the academy. This could be for staff training or to work directly with an individual student or group of students. A detailed programme of everything that is on offer in Leeds can be found in the Leeds Local Offer at: <https://leedslocaloffer.org.uk/#!/directory>

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

At Dixons Unity Academy secondary, the socio-emotional developmental needs of the students are supported through the form tutor system – small pastoral groupings for registration, family dining, the values driven culture, and the behaviour for learning policy. To see this, please follow the link below:

<https://www.dixonsua.com/uploads/files/About/Document-Library/WTD...Behaviour-for-Learning.pdf>

In addition, the Wellbeing Team provides a drop in service for all students where they can discuss anything that is concerning them and receive the support that they need.

At Dixons Unity Academy, students are well supported through assemblies, whole-school values and celebration assemblies and through daily contact with their tutor in tutor time and family dining in KS3. For those students who need extra support, the academy's wellbeing champions work closely with students, parents and staff to support the development of social or emotional regulation skills both in groups and 1 to 1. The academy incorporates anti-bullying themes into the curriculum and has a rigorous system for identifying, reporting and following up all alleged bullying incidents. See the Anti-Bullying policy: <https://www.dixonsat.com/uploads/files/About/Policies/Anti-Bullying-Policy-1.pdf>

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

Please refer directly to our admissions policy for a detailed explanation of how we achieve this.

How does the academy ensure that it is meeting the needs of students with additional needs who are also Children Looked After (CLA)?

The needs of all students, including those with additional needs and / or who are looked after by the local authority, are met through well designed whole-school systems and quality first teaching. The Wellbeing Team is there to meet the individual needs of all students when they need it and because they need it, including those with additional needs and / or who are looked after by the local authority, and staff within this department have the expertise, experience and contacts needed to ensure this is done to a high standard. All provision is based on the principles of true inclusion; equal quality of education and experience for all students, regardless of starting point, socio-economic background, personal circumstance, special educational need or disability. The Head of SEND or the SENDCo, or a representative of the Wellbeing Team, attends the regular CLA and PEP (Personal Education Plan) of any student who is identified as CLA and is then responsible for ensuring the implementation of any provision outlined in the plan at the academy.

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

Providing a high quality education is of paramount importance and we believe that a close working relationship between the academy, student and 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/uploads/files/About/Policies/Complaints-Procedure.pdf>

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

Leeds SENDIASS: <https://sendiass.leeds.gov.uk/>

Leeds SENSAP: <http://www.leedsforlearning.co.uk/Services/4837>

Leeds Local Offer – Directory of services: <https://leedslocaloffer.org.uk/#!/directory>



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

<https://www.leeds.gov.uk/schools-and-education/support-for-pupils-with-send/support-with-learning/resolving-disagreements>

